

EXHIBIT R

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Application re: Charter School Receivers
Nevada State Public Charter School Authority

SUBMITTED BY TENSQUARE

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A. General Organizational Information

a. Contact Information

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b. Organizational Narrative

Organizational structure and capacity

TenSquare is a limited liability corporation organized in the District of Columbia. There are five members with voting rights within the organization. Josh Kern is managing member, Katie Herman and Alexander Pardo lead the school turnaround and education consulting practice. The other two members focus on charter school real estate development and support. TenSquare has offices in Washington, DC and New Orleans, LA and has existing clients in nine states throughout the country.

Financial capacity

TenSquare has a strong balance sheet with no debt or liabilities. TenSquare has annual revenues of approximately \$5mm with no one project accounting for more than 15% of total revenues. TenSquare receives no grant funding or donations. We are a fee for service organization. Additional financial information can be disclosed under separate cover.

c. Staff (Does not include individuals focusing on facilities development)

Candice Bobo – School Culture Coaching- is a veteran English teacher and instructional coach, and a former Director/Dean of Student Affairs of Thurgood Marshall Academy Public Charter School. She holds a Master’s of Education Leadership from Columbia University, Teachers College and a BA in Mass Media Arts, Print Journalism from Clark Atlanta University.

Christina Brennan – Special Education – is a specialist in special education who provides technical assistance, instructional program design and consultation, and management services for schools throughout the District of Columbia.

Jeff Cooper – Operations and Finance - is a senior operations and financial advisor to charter schools in the District of Columbia. He coaches leaders to build their capacity and he helps schools improve their operational and financial practices to clear the way for academic improvement. From 2009 until 2014, Jeff led Cesar Chavez PCS for Public Policy. As Managing Director and Chief Operating Officer he solidified structures and revamped the organization, resulting in removal from charter warning and then achieving a 15-year charter renewal. Prior to Chavez Schools, Mr. Cooper spent 20 years as a leader in the private sector. He helped build and then led Capital One’s Enterprise Risk Management function. Prior to Capital One, Mr. Cooper was a Senior Manager in Deloitte Consulting’s Finance Operations and Strategy Practice where he helped numerous clients reduce cost, increase revenue and generally improve the efficiency of their operations. Mr. Cooper has a BA in Public Policy from Duke University and an MBA from the Kellogg Graduate School of Management at Northwestern University.

Jennifer Dalton-McCluney – Instructional Coaching, Professional Development – brings more than 15 years of experience as a secondary English instructor, mentor teacher, and instructional

coach. She holds a Master's in Teaching and Instruction from George Mason University and a Bachelor's in English from North Carolina A&T State University.

Jessica Mellen Enos – Data and Performance - is the director of performance with TenSquare, serving primarily in project management and data support and oversight roles. Prior to her time at TenSquare, Jessica spent four years at OSSE leading the assessment, and data analysis teams, where she oversaw the transition to Next Generation Assessments in DC, managed data verifications, appeals, and reporting processes, and played critical roles in the creation of DC's ESEA accountability waiver and annual enrollment audits. Jessica has fifteen years of experience in the education sector, working with students from pre-K through college at the school, district, state, and independent agency levels. She received her Master's degree in public administration from the University of North Carolina at Charlotte, her Bachelor's degree from Connecticut College, and served as a Strategic Data Fellow with the Center for Education Policy Research at Harvard University.

Mabel Lajes-Guiteras – Leadership, Culture, Instructional Coaching, Professional Development - has more than 15 years of experience as an educator. She served as the founding principal at Bedford Stuyvesant Collegiate Charter School (An Uncommon School) where she served as principal for five years. Her teaching experience spans middle school and high school in NYC and Boston public schools. She was also a lecturer at the University of Maryland in the Academic Achievement Program. Mabel holds a MA from New York University, a BA from Amherst College and principal licensure from Boston University.

Katie Herman – Project Oversight - TenSquare partner, runs the education practice and works with D.C charter school boards and leaders on restructuring and school improvement efforts, strategic planning, charter renewals, executive searches, and general operational support. She has overseen all of TenSquare's school turnaround projects. From 2001 through 2008, Katie served as Managing Director and Development Director for Thurgood Marshall Academy Public Charter High School (TMA) and then served on the board an additional five years. In between her time at TMA and joining TenSquare, Katie led the development efforts of College Summit, a national college access organization. As Vice President of Development, she built a national development team, oversaw a \$9M annual goal, and developed the infrastructure to support 11 regional operations. Katie has experience in education research and evaluation from her work at Policy Studies Associates and is a committed educator with over twenty years of working with youth in the inner cities of Chicago, Providence, and D.C. She is a graduate of Brown University.

Rebekah Jacobs - Instructional Coaching, Professional Development - is a veteran teacher of English and Social Studies and a literacy specialist. She is a Teach for America alumna with a Master's in Education of Language and Literacy from Harvard University, a Master's of Arts Education and Language Arts from Loyola Marymount, and a BA in English from The University of Texas at Austin. Rebekah currently serves as a lead ELA consultant to KIPP schools.

Joshua M. Kern - Managing Member of TenSquare since its inception - was the Co-Founder, President, & Chief Executive Officer of Thurgood Marshall Academy Public Charter High

School (TMA) in the Anacostia neighborhood of DC. Josh oversaw Thurgood Marshall Academy's growth and development from a start-up serving 80 9th graders at its inception, to a full service accredited institution serving close to 400 students in grades 9-12. Under Josh's leadership, Thurgood Marshall Academy garnered national recognition for the excellence and sustainability of its programs. In late 2009, the school was selected by the U.S. Department of Education to be featured as part of the Department's Doing What Works initiative. Thurgood Marshall Academy was the only charter school and one of just six schools in the country chosen as a national model of excellence for its use of data to improve student outcomes. Today, Thurgood Marshall Academy is the highest performing public charter high school in DC.

Tovah Koplow – Instructional Coaching, Professional Development – is a seasoned teacher, instructional coach, and administrator. Before joining TenSquare, she served as the Director of the Instructional Coaching Program for DCPS for four years. In that role, she directed the instructional coaching program for over 100 schools in Washington, DC. She holds a Master's in Curriculum and Instruction from Lesley University, a Master's in Elementary Education from Lehman College, and a BA in Psychology from Brandeis University.

Ethan Mitnick -Team Leader, Leadership Coach, Professional Development - is a former school leader from NYC. He served as principal for both elementary and high schools, and prior to that he was a middle school special education teacher. Ethan leads school audits and instructional and PARCC intervention work with TenSquare clients. Ethan has an Ed.D. in Administration of Special Education programs from Teachers College at Columbia University and a BA from Dartmouth College.

Alexandra Pardo, TenSquare Partner, was the Executive Director of Thurgood Marshall Academy from 2011-2015 and the Academic Director of the school for the five years prior. Under her leadership, the school became the highest performing open-enrollment high school in Washington, DC. The school earned a 2014 National Excellence in Education Award from the National Center for Urban School Transformation and a School Award from the Coalition of Schools Educating Boys of Color (2013). The school was ranked as the highest performing high school by US World and News Report in Washington DC earning a Bronze Award (2012, 2013, 2014). Her use of data has been recognized nationally by the Department of Education in its Doing What Works series, and she is featured in the book, Driven by Data. Alexandra received a Distinguished Educational Leadership award in 2013 from the Washington Post. She is an expert on school turn-arounds and her expertise ranges from academics to school operations. An experienced classroom teacher, she's taught at the high school and collegiate level courses in social studies, technology and ESL. A Teach for America alumna, she earned a Bachelor's of Arts in International Affairs from the George Washington University, a Master's of Arts in Teaching from American University, a Master's of Science in Administration from Trinity University and a Doctor of Education from the George Washington University.

Jessica Sher - Project Coordination, Operations - manages all of TenSquare's human capital strategy and services. Jessica has a decade of experience with program development, fundraising, executive search and recruiting, and capacity building in the educational sector. She was the Director of Development and Strategic Partnerships for Thurgood Marshall Academy for nearly four years and oversaw all Out of School Time programs at the school for the prior three years.

Before returning to graduate school, she spent two years with FECS, managing a dropout prevention program in four high schools in the Bronx, NY. Jessica supported several schools through charter renewal and executive recruiting and is very familiar with the DC charter environment. Jessica earned a Master's of Social Work from the University of Michigan and a BS in Education and Social Policy from Northwestern University.

Michael Somerville –Instructional Coaching, Professional Development – is an experienced teacher and leader with over 15 years of experience at DC charters, DCPS, and schools abroad. He worked as a math teacher at the elementary, middle, and high school levels, a summer school principal, a dean of students and a high school girls' basketball coach. Michael earned a Master's in Math Education from George Washington University and a BA in Economics from Amherst College.

Andrew Touchette - Leadership, Instructional Coaching, Professional Development - is an experienced school leader who currently serves as a TenSquare Resident Leader at YouthBuild Public Charter School. Andrew has also served as a principal and dean for DC Preparatory PCS and Cesar Chavez PCS – both Tier 1 DC schools. Prior to his work as a school administrator, Andrew taught high school social studies and English. Andrew holds a Master's degree in Secondary Education from New York University and a BA in History from Fordham University.

Ursula Zeydler- Instructional Coaching, Professional Development - provides educational leadership evaluation, development, instructional coaching, and interim leadership services, hiring and recruiting, professional development planning for both content delivery and planning logistics, as well as curriculum development and implementation for clients. Ursula earned her BA in Political Science and French from Temple University. She completed her M.S.T at Fordham University and graduated from Harvard University with a MS Ed in Education Policy and Management.

d. Costs and Duration of Services and/or Products

School Turnaround Operator

Our fee for single school turnaround is five to nine percent of the non-competitive public revenue per year, which includes a *TenSquare Performance Audit* and Year 1 and Year 2 of intervention. Years 3 through 5 decrease in cost but are specific to each school's rate of performance increase and evaluation of the internal staff's capacity to sustain this progress.

Our fee for school system or CMO strategic turnaround support is scope dependent and specific to each project.

Educational Consulting Services

For certain services, TenSquare's fee is based upon the project, as assessed by the scope of services, size of school, and length of engagement - and not upon specific time units. Within the parameters described in the agreed upon scope of work, we will commit as much time as necessary to fulfill the objectives and meet the time frames established.

Performance Audit (separate from comprehensive turnaround services)

Projects have ranged in cost from \$24,000 to \$68,000 per school audit.

Recruitment Services

Administrator Placement Fee: One quarter to one third of the first year salary of Executive Director, Head of School, Principal and other key leadership/administrative positions.

Teacher Placement Fee: \$3,500 to 7,000 per teacher

Charter Renewal/Reauthorization

Projects have ranged from \$35,000 to \$250,000 based on the size of the school/network or district, the need for data analysis and strategic planning with the Board of Trustees, preparation for authorizer meetings and hearings, evidence collection and narrative development with school staff, and final editing and publication processes.

General hourly rates

For other educational services provided on an hourly rate, our rates are as follows:

Senior Partner: \$285

Partner: \$245

Senior Associate: \$185

Associate: \$135

e. References from current clients

Cindy Brown, Board Chair
 Perry Street Prep, PCS
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Mark Jordan, Board Chair
 YouthBuild PCS
markjordan100@gmail.com

John Broullire, Board Chair
 Meridian, PCS
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Justin Rydstrom, Executive Director
 IDEA, PCS
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List of active school support, turnaround, and receivership engagements

Name of School	Grade Levels	Total Enrollment	Type of Engagement
IDEA	9-12	281	Multi-year comprehensive turnaround
Perry Street Prep	PK-8	305	Multi-year comprehensive turnaround
YouthBuild	Adult ed/Alt Ed	116	Multi-year comprehensive turnaround
William E Doar	PK-8	424	Multi-year comprehensive turnaround
Excel Academy	PK-8	724	Multi-year comprehensive turnaround
Meridian	PK-8	718	Multi-year comprehensive turnaround
TMA	9-12	395	Executive support, Replication support
Options	7-12	275	Receivership
Quest	PK-12	1250	Receivership
Athlos Academies			Board coaching
Downsville	PK-12	400	School audit
FirstLine	PK-8	840	Instructional coaching and leadership support
Jefferson Rise	6-7	240	Instructional coaching and leadership support
Akili Academy	6-8	540	Instructional coaching and leadership support

B. Application for Charter School Receivers

I. Description of services, strategies and approaches

Project Management for School/District Performance Reviews or Assistance Services

Our Approach

TenSquare has extensive experience managing school/district performance reviews and assistance services. We work in partnership with leaders at the school, district, charter network, and state level to manage in-depth performance reviews; develop actionable, high-impact recommendations; and provide targeted assistance to improve school effectiveness and student achievement.

Project Management for In-Depth School Performance Reviews

We have provided project management for more than 10 in-depth performance audits, and in several cases we provided follow-up targeted assistance to low-performing elementary, middle, and high schools—resulting in dramatic school improvement.

Results: In 2011-12, for example, we managed the completion of a comprehensive audit of IDEA Public Charter School, a combined middle and high school serving 350 students in the Northeast Washington, DC. In 2012-13 and 2013-14 we provided follow up targeted services.

1. We supervised an audit team comprised of leaders from high-performing schools as well as curriculum and instruction experts who 1) interviewed school leaders, students, teachers and parents; 2) conducted structured classroom observations; 3) reviewed school curricula, policies, and practices; 4) analyzed a variety of data (e.g. student achievement, teacher and leader retention, attendance, discipline, special education); and 5) developed a report with clear findings and recommendations for restructuring and improvement.
2. TenSquare's 60-page IDEA Audit and follow-up assistance led to a full restructuring of the school. In the first full year of restructuring, 2012-2013, student proficiency on the state exam increased by 13.3% in high school ELA and 11.8% in high school math. The middle school saw even more dramatic one-year improvements, with ELA scores increasing 37 percentage points and math increasing 20.6 percentage points. During the second year, *high school math proficiency moved to 67.4%, an improvement of more than 40 percentage points prior to restructuring*. Moreover, IDEA demonstrated substantial gains on the PMF—the DC Public Charter School Board's Performance Management Framework for charter schools—moving from an overall score of 28 to 44 (out of 100) in year one, with an expected score of 55-60 in year two.¹

¹ The results of this work are that IDEA went from a school slated for closure to a school slated for renewal after meeting all targets in its first two years of probation.

3. See examples in Question 8, School Turnaround for additional examples of dramatic results.

Project Management for Charter Renewal or High Stakes Review

TenSquare has successfully managed several complex charter renewal and review efforts, working directly with school leaders, boards of trustees, and charter authorizers to use the process as an opportunity to assess school quality and outcomes, to improve, or in some cases, to chart a new course. We help schools analyze and understand their multi-year performance data, and prepare charter renewal applications, analyses, and testimony for charter authorizers—to help make the case for reauthorization or to negotiate alternatives to improve student outcomes.

Results:

1. Over the last two years, we have supported 12 schools through the charter review renewal process, managing the preparation of applications and board testimony for: Perry Street Prep PCS, Meridian Public Charter School, Maya Angelou Public Charter School, Community Academic PCS, IDEA PCS, Imagine Hope Community - Lamond & Tolson, Imagine Indianapolis, Arts and Technology Academy, William E. Doar Jr. PCS, and Eagle Academy.
2. We helped the vast majority of these schools analyze their performance and determine their best path forward. If our analysis indicated that a school would not be successful in the charter reauthorization process (as it did in a few instances), we helped school leaders identify possible alternatives to closure, such as take over by a high-performing operator or closure of chronically low performing grades. In cases where charters were reauthorized, the work performed through the application process served as the foundation for school improvement work going forward.
3. Our management of charter renewal work has not only improved individual school quality, it has also improved the charter sector by bringing in new high-performing operators and helping school communities negotiate mutually beneficial agreements.

Project Management for School System Reviews

TenSquare has also managed comprehensive performance reviews and provided targeted assistance to charter school networks—*improving both schools and networks*.

Results:

1. In 2013, we completed comprehensive performance reviews of two Imagine Schools' campuses in Washington, DC and one in Indianapolis, Indiana. We also prepared a report outlining common findings across campuses and recommended solutions to improve organizational efficiency and effectiveness. Ongoing discussions are taking place to determine how TenSquare can be helpful in supporting a struggling network that serves over 35,000 students nationwide in strengthening its leadership development programming.
2. After we led an intensive school restructuring effort at the Imagine Hope Community PCS-Lamond from December 2013 through June 2014, for example, the campus showed the largest increase of any public school on the 2014 state standardized assessment. Students showed double-digit growth in both math and reading, up 19.6 and 15.4 percent, respectively. The PMF score increased by almost 17 points after a half year of intervention.

3. TenSquare is supporting a strategic and performance planning process for a Chicago-based charter network of schools.

Targeted Assistance for School or District Improvement

TenSquare provides a variety of targeted assistance services to support school and district improvement. Many of these services are described in more detail in other sections of the RFR. Here we describe three targeted school improvement services that we can provide as standalone school improvement supports:

- Strategic Planning and School Improvement Planning
- Teacher and Leader Recruitment
- Special Education Improvement

Our Approach

We begin by working with school and district leaders to determine needs and then design targeted assistance to address needs. Typically, we work as a “critical friend,” or coach, and report directly to school boards (school committees), boards of trustees, or charter authorizers. This role enables our team to provide crucial support to school leaders, while at the same time helping to hold school leaders accountable for improvement.

Strategic Planning and School Improvement Planning

As described throughout this RFR, we have served as a strategic partner for schools and school systems, helping them to analyze strengths and challenges and implement strategic changes that result in dramatic school improvement. Our work with boards of schools and networks structures governance around performance and student outcomes.

Results:

1. In 2012, TenSquare led the board of trustees of Septima Clark PCS through a performance planning process that ultimately resulted in the board deciding to relinquish its charter and facilitate a “takeover” by a top performing D.C. charter school. TenSquare both led the performance analysis with the board (which included a comprehensive school audit) and facilitated the actual takeover negotiation and transaction.
2. During the charter renewal process in 2012, TenSquare led the boards of See Forever Foundation and Maya Angelou PCS through a performance analysis process, which resulted in the boards deciding to close Maya Angelou’s middle school grades and prioritize improving its core high school and adult education programs. TenSquare also worked with Maya Angelou and the PCSB to help research and develop goals and accountability measures for the alternative high school.
3. TenSquare led multiple strategy sessions with the board of Arts & Technology PCS, presenting data analysis and leading the board through a strategic planning process to determine its best path forward given its chronically struggling academic performance. TenSquare guided the board to evaluate options including closure of upper school grades

and takeover by high performing operator. Ultimately the authorizer did not renew the school's charter and the school board decided to pursue a takeover with KIPP DC.

Teacher and Leader Recruitment

TenSquare has an extensive network of educators from across the country. We leverage these relationships in our teacher and leader recruitment services, helping schools undertake and complete successful teacher and leader recruitment efforts. We have developed a proprietary system that results in greater likelihood of success. Our comprehensive suite of services includes personnel sourcing, screening, and placement. Throughout the hiring process, we regularly communicate with clients, sharing search updates and preparing comprehensive individual profiles for all recommended candidates. Once finalists are identified, we facilitate onsite interview days, preparing interview schedules, conceptualizing analytical exercises, drafting interview questions, and leading interviews or demo lessons, if desired. Finally, we conduct reference checks to provide clients with a comprehensive analysis of final candidates.

Results:

1. In spring and summer 2012, TenSquare worked with IDEA PCS, as part of a comprehensive school restructuring effort, to recruit, screen and place three new school leaders (including the executive director, head of academics and head of school culture) and approximately 15 new teachers. With new teachers and leaders in place for the 2012-13 school year, IDEA led all DC public schools (charter and regular public schools) in one-year state test score gains, and test scores continued to climb in the second year of restructuring and re-staffing. IDEA also experienced substantial improvements in student attendance and graduation rates.
2. During late spring and summer 2014, TenSquare worked with Options Public Charter School to recruit, screen, and successfully hire more than 40 leaders and staff members, including: a new executive director, a new director of student affairs, a new director of student support services, and more than 25 highly qualified middle and high school teachers.
3. We also conduct targeted high-value searches. In summer 2013, the Board of Meridian Public Charter School hired TenSquare to conduct a comprehensive audit and make recommendations for improvement. As part of this process, we conducted a national search and successfully recruited and on boarded a new head of school. We have conducted similar high value recruiting activities for several other charter schools as well.

Special Education Services

TenSquare also provide comprehensive special education support, from in-depth school and district reviews, to targeted professional development, to design and implementation of new service delivery systems. The TenSquare team has worked with charter schools, school systems, districts, states and the US Department of Education to improve special education compliance, service delivery, and achievement and socio-emotional outcomes for students with disabilities.

Results:

The TenSquare team has helped to start and served as co-directors of the Louisiana Special Education Cooperative, for example. Members of our team were responsible for advocacy and communications with the Recovery School District and the Louisiana DOE, conducting school

reviews for compliance and corrective action planning, handling complex cases, recruiting providers, and providing professional development. The COOP has since been expanded to serve as the special education service delivery system for all schools in New Orleans.

Assessment and Evaluation Services, including the Development of Survey, Assessment, and Review Protocols/Instruments

TenSquare provides expert assessment and evaluation services, and, as we describe in Section 1, we regularly perform comprehensive school performance audits. As part of our school improvement and turnaround practice, we also help schools and school systems develop and implement evaluation tools, protocols, and instruments, including but not limited to:

- Classroom Observation and Instructional Coaching Protocols
- School Culture Interview and Observation Protocols
- Special Education Case Analysis Tools

Our Approach

As described throughout this RFR, our approach is based on the needs of the schools and school systems we serve. Grounded in local accountability frameworks, we begin by working with leaders to identify critical needs and challenges and then help leaders develop, adapt and implement tools and protocols to meet those needs and challenges. We draw on evidence-based and proven practices, but more importantly, we help school leaders *use* tools in ways that improve student achievement and school performance.

Classroom Observation and Instructional Coaching Protocols

In addition to providing direct instructional coaching, TenSquare will train academic leaders using best practice models such as Uncommon School's *Leverage Leadership* coaching model to build leaders' capacity for instructional coaching. TenSquare also trains school leaders on how to conduct formal and informal observations using an *Instructional Rounds* approach and the widely accepted Charlotte Danielson *Framework for Teaching* rubric. This training and support enables leaders to provide teachers with in-depth and comprehensive feedback on their instruction.

Results:

1. Implementation of our instructional coaching model at WEDJ and Imagine Hope Lamond provided testing-grade teachers with 15+ observations and feedback sessions each and brought about dramatic increases in student DC CAS performance.
2. Within first one and a half months of instruction at WEDJ during SY 14-15, the TenSquare team has provided informal observations to all teachers at least one time, has provided 3+ coaching sessions to tested grade teachers, and has completed more than one-third of the first round of formal evaluations, creating a powerful culture of feedback, training leaders as instructional leaders, and rapidly increasing the pace of teacher development.
3. At end of SY 13-14, in six weeks TenSquare was able to work with leaders observe and evaluate all teachers at WEDJ, and using Danielson based tools, to provide fair and

standardized teacher performance data to help inform school decisions about contract renewal.

School Culture Data Review, Interview, and Observation Protocols

As part of our school audit and performance review process, we have developed data review, observation, and interview protocols that we use to assess the health of school culture. We examine both student and adult culture. We systematically review attendance and discipline data, examine policies and practices affecting students and adults, and use interview and observation protocols to identify strengths, challenges and opportunities for improvements and transformations in school culture.

Results:

At William E. Doar, Jr. (WEDJ) PCS, for example, our fall 2013 school culture audit revealed challenges with student engagement, expectations for student achievement, and staff morale. To address these challenges, WEDJ has implemented a number of changes to policy and practice, including bringing on new leadership, improving classroom engagement through instructional coaching, and intentionally developing and implementing practices to improve expectations for student achievement. As WEDJ's early test gains—a 12 percent gain in state mathematics scores, for example—(and parent feedback) demonstrate, this strategy is already paying dividends.

Special Education Case Analysis and Self-Assessment Tools and Protocols

TenSquare special education team members develop monitoring tools that: 1) focus on student performance and outcomes; 2) promote collaboration and transparency between school and monitoring staff; 3) emphasize the collection and incorporation of self-assessment information into program analysis and evaluation outcomes; and 4) engage stakeholders in developing targeted improvement activities in red flagged areas.

Results: Team members have successfully developed and helped schools use, implement and learn from self-assessments in New Orleans, Washington, DC, and Memphis, Tennessee.

1. In Washington, DC, for example, members of the TenSquare team worked with the DC Public Charter School Board to develop and help charter schools implement a self-assessment tool ([the Quality Assurance Review Tool and Guidance](#)) that schools can use to prepare for five and ten year charter reviews, and 15 year charter renewals.
2. In Memphis, members of TenSquare team worked with the Achievement School District (ASD) to pilot and implement a self-assessment tool for continuous monitoring and improvement, working with three ASD schools.

Educational Leadership Evaluation, Development, and Coaching, and Interim Leadership and Management Services, including Receivership

TenSquare offers a variety of educational leadership services, including, but not limited to: Leadership Evaluation, Development and Coaching; and Interim Leadership and Management Services

Our Approach

TenSquare has deep expertise leading high-performing schools. We use that expertise to evaluate, develop, and coach new and struggling leaders. And, in some cases, we provide interim leadership and management services. Unlike many school improvement organizations—especially charter management organizations—our goal is not to take over or operate schools. Rather, we help schools, charter networks, and districts improve existing leadership and in some cases, transition to and find new leadership in order to ensure sustainable, high-performing school leadership over time.

Leadership Evaluation, Development and Coaching

We have worked with several schools and school systems to provide in-depth leadership evaluation, development, and coaching support using our proprietary systems. This support can take a variety of forms (weekly calls, in-person meetings, shadowing, etc.), depending on the needs of the school or school system.

Results:

1. At Imagine Schools' Hope-Lamond Campus, leadership evaluation and weekly in-person coaching sessions helped leaders set accountability-aligned SMART goals, monitor performance toward goals, and focus on key instructional priorities—enabling school leaders to become much more effective instructional leaders. This new focus led to improved classroom instruction, and in turn, dramatic improvements in student achievement.
2. At Eagle Academy, leadership evaluation, development, and coaching through weekly calls, enabled leaders at two Eagle Pre-K-3 campuses to plan together across schools. As a result, leaders now review data and plan together on a weekly basis. They share the design and implementation of in-depth professional development and also have implemented a highly effective system of cross-campus grade level professional learning communities. This collaboration allows both leaders and teachers to capitalize on more resources and more expertise to leverage in their respective schools.

Interim Leadership and Management Services

As former school leaders—instructional leaders and operational leaders—we can provide both instructional and operations services on an interim basis. We view this intensive support role, however, as a short-term (one-two year, at the most) support role. Our goal is to transition schools to back to local leadership.

Results:

1. Since October 3, 2013, TenSquare founding member Josh Kern has served Court Appointed Receiver of Options Public Charter School, one of the oldest public charter schools in the

District of Columbia. Kern was appointed Receiver by the DC Superior Court to stabilize Options' finances and operations after Options' former managers were charged with financial fraud and self-dealing and the Board of Trustees was disbanded.

As Receiver, Kern has:

- Balanced Options' budget and implemented new financial controls
 - Worked with an interim school-based leadership team to stabilize staffing and operations during the 2013-14 school year, and with approval of the Court, hired a new executive director to lead Options for the 2014-15 school year
 - Worked with external consultants to conduct a comprehensive special education file review and redesign Options special education service delivery system
 - Focused the attention of the DC education community (including the Public Charter School Board, District of Columbia Public Schools, the City Council, and the Mayor's office) on the vital importance of providing an excellent and equitable education for Options' students, the majority of whom have learning and emotional disabilities requiring high levels of support, and more broadly, for better serving all students with disabilities in the District of Columbia
 - Negotiated a Memorandum of Understanding with the DC Public Charter School Board to keep Options open for additional school year to ensure that Options' students needs are met
 - And, more recently, as official "custodian" of the school, worked with the DC Public Charter School Board to begin to identify a new operator for the school.
2. Currently, TenSquare is also providing interim leadership support at William E. Doar, Jr. PCS. When the school leader was unexpectedly removed by the WEDJ Board of Directors immediately prior to the beginning of the 2014-15 school year, TenSquare team member and former school principal, Andrew Touchette, stepped in to serve as the head of school. TenSquare is currently recruiting a secondary academic leader to join the WEDJ leadership team and train under Andrew for the remainder of the 2014-15 school year. The new hire would then assume the school leader role for 2015-2016.

In the absence of a school leader at WEDJ, TenSquare has provided:

- On-the-ground interim leadership and management on a daily basis to oversee the school's operational and academic program
- Full-time instructional leadership, managing everything from the two week professional development institute for teachers in August to daily decision-making about academic issues at the school
- This interim leadership enabled WEDJ to launch the year with a clear academic vision and provide its teachers with day-to-day academic support.

Curriculum, Performance, and Achievement Frameworks/Standards Protocols and/or Processes Development, Review, and Updating

TenSquare provides a number of services and supports in this area, including:

- Curriculum Review, Development, and Implementation Support
- Performance Management & Achievement Framework Support

Our Approach

All of TenSquare’s work is united by an approach that begins by working with our clients—schools, districts, charter networks, and state agencies—to understand where their strengths and challenges lie. We then work in partnership with you to develop and help you implement curriculum, performance management frameworks, and achievement frameworks that meet the needs of your students and strengthen the quality of your schools.

Curriculum Review, Development and Implementation Support

We have successfully worked with several schools and school systems to conduct a systematic review of their curriculum, help them develop, and then implement new curriculum. We can do this work as part of a larger school improvement initiative, or as a standalone effort. Our curriculum specialists have served as both classroom teachers and educational leaders. They have a deep understanding of the Common Core and College and Career Ready curriculum and assessments.

Results:

1. During Spring 2013, we worked with Paul Public Charter School (a combined high performing middle and high school in the District of Columbia) to review existing curricula, develop vertically aligned frameworks, and update all course curricula in core subjects (ELA, math, science, and social studies). Paul’s math and ELA curricula are now rigorous and fully aligned to the Common Core State Standards; science curricula are aligned to the Next Generation Science Standards; and Social Studies curricula are aligned to the District of Columbia Social Studies Standards. All core curriculum materials align to Common Core literacy, and mathematical standards where appropriate. We also helped Paul developed aligned formative assessments.
2. We have worked with several schools (e.g. IDEA, Imagine, and WEDJ) to review, develop, and implement new curricula as part of broader school improvement initiatives. In each case, schools have experienced substantial student achievement gains.

Performance Management and Achievement Framework Support

Whether schools are struggling to meet new or existing frameworks, or develop and successfully implement their own, TenSquare helps schools and school systems improve school performance and student achievement by managing and using frameworks effectively. Many schools are data rich but knowledge poor. Teachers and leaders are often overwhelmed with simply collecting and reporting data; they are unsure about how to use data strategically to improve performance. We help schools streamline their data management processes, prioritize data aligned to

accountability frameworks, and use the data to improve performance. This work guides our school improvement and turnaround efforts, and it serves as a transformative force for the schools and school systems with whom we work.

Dissemination of Standards, Research Findings, Best Practices, etc., including Planning, Facilitation, Networking, Implementation, and Management of Dissemination Activities

In addition to our direct school improvement, turnaround, and facilities work, TenSquare also conducts research, shares best practices, and organizes regular networking and dissemination activities to multiply the reach and impact of the work.

Our Approach

We work collaboratively with local, state, and national partners to conduct research and develop dissemination and networking activities. As part of our work with school systems, for example, we build in scale up and lessons learned networking, so that learning happens across schools. We also work in partnership with state and local organizations such as FOCUS (Friends of Choice in Urban Schools) to conduct regular in-person and Webinar seminars that feature best practices in charter schools, school improvement, and school turnaround.

Building Excellence in DC - The DC Data Summit & Charter Leaders Breakfast Forum

For several years, TenSquare has worked in partnership with FOCUS, a charter support group in Washington, DC, and several national organizations (such as New Leaders, TNTP, and The Achievement Network) to help charter school leaders improve school performance and student achievement.

Results:

1. This past spring, TenSquare led a session at the DC Data Summit titled, “Achieving Your Charter Goals: What Data Should Schools Collect Now to Prove Performance Later?”
2. Currently, TenSquare is jointly leading a charter leader breakfast series with FOCUS centered on emerging issues for charter leaders. Topics include: high stakes reviews and renewals; contract procurement compliance; understanding, evaluating, and improving your school’s performance; charter school autonomy; and board governance and the fiduciary duties of trustees.

Improving Schools Across the Nation

TenSquare has facilitated the improvement of schools across the nation through workshops, papers, and presentations at national conferences.

Results:

1. TenSquare developed and implemented the 2010 Charter School Facilities Institute, a day-long conference developed in partnership with the National Charter School Resource Center (NCSRC).
2. TenSquare has also conducted research such as Creating a Path Forward: Creating a Viable Alternative to Closures, a 2011 US Department of Education’s National Charter School

Resource Center paper developed in collaboration with the American Institutes for Research on charter school mergers and acquisitions

3. For several years, Ten Square has developed and shared best practice sessions for the National Alliance for Public Charter Schools Conference. This year, for example, TenSquare offered a workshop on Strengthening Board Governance: Using Data Dashboards to Drive Decisions, presented in collaboration with Charter Board Partners.

Building State and District Capacity

TenSquare team members bring significant expertise as researchers, writers, and capacity builders at the state and district levels as well.

Results:

1. Recently, for example, the Office of the State Superintendent for Education for the District of Columbia (OSSE) engaged TenSquare to assist in a study of its Office of Public Charter School Finance and Support (OPCSFS) to make recommendations about how the office can strengthen its support for charter schools. TenSquare team members Nancy Meakem and Jessica Sher conducted background research and interviewed several national and local charter experts. This research led to several high-level recommendations:
 - Develop strategic priorities for supporting improved educational outcomes
 - Target dollars strategically throughout the sector using a Portfolio approach
 - Minimize the administrative burden placed on charter schools
 - Develop systems to improve communications and reflective practice
 - Foster an outcomes-oriented culture.
2. TenSquare team member Janalee Jordan-Meldrum has conducted extensive research on school, district, and state agency improvement on topics ranging from high school reform, to out-of-school time, to school leadership and teacher evaluation. She is a member of the Race-to-the-Top Reform Support Network's Expert Database, providing support to Race-to-the-Top States and Districts. She also served as a core member of the Kansas Learning Network team, a long-term statewide effort to improve schools and districts in Kansas. There, she led the development and writing of district-level needs assessments and conducted a preliminary evaluation of the statewide improvement effort. She has served on several other district performance assessment teams, helping to conduct needs assessments and develop recommendations for improvement in districts as diverse as Buffalo, New York, and Los Angeles Unified School District. As part of this work, Jordan-Meldrum has also helped to plan successful statewide networking and technical assistance activities in Kansas, as well as district-wide special education improvement activities for Los Angeles Unified charter schools.
3. Similarly, TenSquare team members serve as special education consultants to the US Department of Education, the National Charter School Resource Center, and the National Center for Special Education in Charter Schools. They conduct research on best practice and develop tools and resources for special educators, general educators and school leaders in charter and traditional public schools. See for example, Special Education Start-up and

Implementation Tools for Charter School Leaders and Special Education Managers, published by the American Institutes for Research in 2012.

Professional Development for Both Content Delivery and Planning Logistics

Professional Development is also an essential component of TenSquare’s work to improve schools and school systems. In addition to helping struggling schools and school systems, our team also serves as providers to high-performing districts and charter school networks across the country, including Uncommon Schools and KIPP Schools.

Our Approach

We provide ongoing, job-embedded professional development (PD)—both direct PD in the form of instructional coaching, for example, and planning and support for school and system leaders to guide PD—as part of our school improvement and school turnaround work. Support is provided both in person and over the phone.

We also provide PD sessions on a range of topics outlined in this services document. We can design one-two day PD sessions and ongoing follow-up support. We can also provide and/or help plan one to two-week summer institutes. Two examples are highlighted here:

- Common Core Curriculum and Assessment Development; Preparing for Next Generation Assessments
- Special Education Leadership and Management

Ongoing, Job-Embedded PD - Instructional Coaching & Leadership Coaching

No factor in a school building is more critical for student achievement than the presence of excellent teachers. For this reason, a major component of TenSquare’s professional development approach is frequent, low-stakes instructional coaching for teachers. This coaching, modeled after Uncommon School’s Paul Bambrick-Santoyo’s *Leverage Leadership* model, allows teachers to receive succinct, targeted feedback on their instruction from experts, paired with specific strategies for improvement. Coaching is designed to be non-evaluative to encourage teachers to take risks and engage in authentic learning during the coaching process.

Results: Hands-on instructional coaching has led to significant achievement gains in virtually all of the schools where we have worked.

1. At Eagle Academy’s New Jersey campus (a PreK-3 school), for example, state test scores rose by 13 percentage points in English Language Arts and by *more than 42 percentage points in mathematics after one year of intensive instructional coaching*.
2. We saw similar gains at William J. Doar Jr. PCS, Imagine, and IDEA.

High Impact Math and ELA Instructional Strategies and the Transition to Next Generation Assessments

TenSquare trains leaders and teachers on foundational instructional initiatives such as independent and guided reading and math performance task instruction that build foundations for student academic achievement and result in strong performance on high-stakes assessments.

- We facilitate targeted full-school and grade-level band specific professional development. These sessions focus on the implementation of best practice, high- impact Math and ELA frameworks.
- We design professional development on ELA framework components, including Independent and Guided Reading, high-impact teacher-driven instruction aligned to Common Core Standards and Shifts, Assessment, and Intervention.
- We help leaders plan and carry out intensive back to school institutes.

Results:

1. During WEDJ's two-week pre-service institute, teachers received targeted training on an array of initiatives including a "PARCC 101" session, significant trainings on the school's new curricula, training on classroom management strategies, the process for teacher observation and evaluation, and the chance to plan together in grade-level band professional learning communities. Teachers rated the institute very highly and were well prepared to work with students.
2. Grade- level band teams at Eagle and WEDJ are receiving "mini PDs" every two weeks from TenSquare instructional coaches on both the basic foundations of quality instruction (maximizing the 90 minute block and guided reading) and on targeted topics designed to close the "rigor gap" for PARCC (text dependent questions, math performance task integration). After PDs are held, TenSquare coaches support with and monitor the implementation of the strategies in the classroom.

Special Education Leadership and Management

We offer several professional development services to support high quality special education leadership and management. Services are customized to meet the needs of schools and school systems with whom we work.

Results:

1. Special Educator Leadership and Management Training Series: Designed to prepare special education coordinators to assume a much wider range of responsibilities in the emerging role of the special education service delivery manager; based on years of experience helping charter schools build integrated special education service delivery systems and developing training and coaching tools to support special education coordinators on the front-line. This series has been developed with support from the KIPP Foundation, in New Orleans from 2009-present.
2. Behavior Management and Discipline Practices: Designed for school leaders and board members to support the development of a systemic approach to positive school culture and equitable discipline policies and processes, this training session has been developed and offered in collaboration with the National Charter School Resource Center.

School Turnaround Operator

TenSquare is a national education consulting firm operating in six states and the District of Columbia. Our education practice provides comprehensive turnaround services designed to help schools offer authentic, high-quality instruction while also reaching critical performance targets. We focus on school restructuring and improvement initiatives; authorizer engagement strategy and support; strategic planning and performance management with school boards; organizational assessment and high stakes charter reviews/renewal; executive recruitment and general operational support.

TenSquare Managing Member, Josh Kern, co-founded and served as Executive Director of Thurgood Marshall Academy Public Charter High School (“TMA”) from 2000 until 2011. Katie Herman, TenSquare partner and head of the school improvement practice, served as a senior leader of TMA from 2001 through 2008, and then served on the Board of Trustees until 2014.

Thurgood Marshall Academy Public Charter School (TMA) is among the highest performing, open enrollment public high schools (district and charter) in the District of Columbia. TMA has been highlighted as a model of excellence by the Department of Education’s “Doing What Works” series, recognized as a School of Excellence by Harvard’s Achievement Gap Institute (AGI), featured on the CBS evening news, and honored with a National Excellence in Urban Education Award and a Coalition of Schools Educating Boys of Color (COSEBOC) School Award.

TenSquare team members bring operational and management expertise from top tier schools and networks in urban and rural areas as diverse as California, to Kansas, to New York. The TenSquare team includes former school leaders, teachers, content area specialists, and authorizers from Uncommon Schools, KIPP, the DC Office of State Superintendent for Education, and the New York City Department of Education.

School Turnaround Model

TenSquare dramatically improves the quality of education for PreK-12 students through comprehensive, high-impact school turnaround. Our goal is to build school-level academic, talent, and fiscal capacity for long-term sustainability. Our model prioritizes *local control for local schools* while holding turnaround partners to the *highest state and national standards*. We enter into three to five year school turnaround engagements, not with the hope of partnering in perpetuity, but with the goal of scaling back over time and returning the school to its board, charter management organization, or district once it has been stabilized and thriving.

Turnaround Process

Table 1: TenSquare School Turnaround Timeline

Partnership Year	TenSquare Capacity	Turnaround Program Components
YEAR 0: AUDIT AND PROGRAM DESIGN (Months 1-3 of partnership)	50% capacity	<ul style="list-style-type: none"> Academic and operational audit Design and execute customized school turnaround plan Select and on-board school-based team Design master schedule, school calendar, staffing plan, and school day logistics Set SMART goals aligned to external accountability metrics
YEAR 1: COMPREHENSIVE LAUNCH (Months 4-12 of partnership)	100% capacity	<ul style="list-style-type: none"> Implement customized school turnaround program Monitor progress toward SMART goals; track outcomes quarterly Make course corrections Build capacity of school-based team
YEAR 2: INTENSIVE SUPPORT	100% capacity	<ul style="list-style-type: none"> Adjust program implementation Continue to monitor, build capacity, track outcomes quarterly
YEAR 3: INTENSIVE SUPPORT	75% capacity	<ul style="list-style-type: none"> Adjust program implementation Continue to monitor, build capacity, track outcomes quarterly
YEARS 4, 5, AND BEYOND: ON-GOING MONITORING AND SUPPORT	25% capacity	<ul style="list-style-type: none"> Significantly decrease on-the-ground program supports Continue capacity building and technical assistance as needed Monitor progress and stability through quarterly outcomes tracking and an annual audit. Through an agreed upon engagement clause, reenter schools if achievement stagnates or dips.

School-based Turnaround Team

TenSquare assigns a three to five person school turnaround team to every partner school based on the number of students served. Though team members may vary due to specific school needs, for a 500 student school, each team typically includes:

- A **School Turnaround Team Lead** (0.25 - .5 FTE) who oversees the team, leads on goal-setting, guides the school improvement strategy, coordinates with external stakeholders and authorizers, and monitors progress.
- A **School Turnaround Specialist** (.5 – 1.0 FTE), an on-the-ground leader who serves as a coach and mentor to an existing principal. In some situations, the School Turnaround Specialist may temporarily assume the role of principal while a permanent leader is recruited and placed. This resident leader, once placed, will be supported and developed by the School Turnaround Specialist to assume the role of principal.
- **Instructional Coaches** (1.0 – 2.0 FTE), assigned based on areas of greatest need identified in the audit. TenSquare Instructional Coaches specialize primarily in English language arts and mathematics, but can also provide support and guidance in special education, English language learning, and early childhood education. They can also coach new teachers and provide support other topics identified in the audit.

- An *Operations Specialist* (.5 to 1.0 FTE) helps the school-based team with all non-instructional aspects of the school program.

Year Zero: Planning Year Activities

There will never be a “one-model-fits-all” approach to school take over and turnaround work. For this reason, before engaging in school improvement efforts, TenSquare performs a deep and comprehensive operational and academic audit of all school partners. Through the audit process and the analysis of collected data, TenSquare gathers first-hand information about the school’s strengths and areas for improvement. Before drafting school goals and taking school improvement action, TenSquare carefully considers the critical high-stakes outcomes that must be met to demonstrate success. Only then does TenSquare craft a school improvement plan designed to move the school forward with urgency.

In order to set partner schools up for rapid success, we take a number of key steps during the planning year:

Step One - Conduct Comprehensive Audit

TenSquare begins every school turnaround partnership with the *TenSquare Performance Audit* that examines several key factors in school performance: student achievement and accountability measures, staffing structures and processes, instructional and academic programs, and operations and compliance systems.

Our model combines data and document review, observations, and interviews to help us assess the strengths, challenges, and opportunities for improvements and transformations in a school. We examine a variety of documents including student handbooks, staff handbooks, professional development plans, written curricula, staff and leadership meeting agendas, school improvement plans, policies, and budgets. We analyze school performance on state/district accountability frameworks, looking at student achievement results and other school performance indicators over time. Using formal observation protocols, we assess classroom instruction, common area use, and student transitions. We also conduct structured individual and small group interviews with school leaders, key staff, and faculty. Specifically, we look at:

School Performance on Student Achievement & Accountability Measures, including:

- State standardized test scores (including three-year cohort analyses)
- Interim benchmark assessment trend analysis
- Performance on state/district accountability measures

Efficiency and Effectiveness of Staffing Structures & Processes, including:

- Organizational chart and key instructional positions, responsibilities, qualifications
- Leadership capacity, attrition, and compensation
- Teacher capacity, attrition, and compensation
- Leader and teacher observations and evaluation protocol
- Recruitment process and timeline

Quality of Instructional & Academic Programs, including:

- Master schedule for strategic alignment and appropriate intervention time
- Testing grade course schedule/sequence

- Classroom instruction - including rigor and consistency of instructional strategies, engagement of students, visual presentations, instructional rigor, and incorporation of test critical components
- School-wide support and intervention strategies for students of all abilities
- Use of data-driven instruction
- Curriculum pacing guides for alignment with the Common Core
- Professional development program and offerings to teachers
- Out-of-school opportunities for remediation and test preparation
- School culture (adult and student) as it relates to academic achievement and accountability
- Special Education program, looking at how is it staffed, managed, and operated to ensure that students have the supports and services they need and that the school operates in compliance with state and federal regulations

Effectiveness and Efficiency of Operations and Compliance Systems, including:

- Data collection mechanisms (attendance, reenrollment, discipline)
- Provision of mandated services
- Documentation to meet federal, state and local funding requirements
- Budget allocations and resource-alignment

The final product results in a written comprehensive audit with concrete findings, highlighting strengths and challenges, and a set of actionable recommendations for change that when rapidly implemented result in significant and sustainable improvements.

Step Two - Develop School Turnaround Plan

Key audit findings inform a larger individualized school turnaround plan that we develop in collaboration with board members, districts, or authorizers. Based on data collected, we set targeted interventions and performance indicators to guide school turnaround work for Years 1-5. Interventions are organized around four categories: leadership, academics, school culture, and operations and human resources. Each category is paired with activities, objectives, indicators, persons responsible, and timelines. We draft a new plan for each year to account for the changes and growth accomplished in the prior year.

Step Three - Assemble School-based Turnaround Team

Each partner turnaround school is led by a four-person internal leadership team, typically composed of a Principal, Assistant Principal, Dean of Students, and Director of Operations. The principal is the key leader who has the autonomy to make school-level decisions. The three other distinct roles cover the critical components of a successful school: academics, culture, and operations. The *TenSquare Performance Audit* is used in conjunction with enrollment totals and patterns to develop a detailed, individualized staffing plan beyond the leadership team.

Evaluate Existing School Leaders

As part of the audit process, TenSquare’s school improvement team observes and evaluates all faculty and staff to determine effectiveness and make hiring recommendations for year one. Ultimately, school improvement works best when we have significant input into hiring and termination decisions, though, if necessary, we will work within District framework restrictions

to ensure the right team is in place at our partner schools. TenSquare conducts multiple informal and one formal observation of each teacher using an *Instructional Rounds* approach and the widely accepted Charlotte Danielson *Framework for Teaching* rubric. Collectively, the team uses these various snapshots to determine teacher effectiveness.

Recruit New School Leaders if Necessary

After we evaluate current staff and identify human capital needs, TenSquare draws on its extensive network of local and national education relationships to recruit top quality candidates. We have existing pools from which to draw and partnerships with national networks such as Teach for America, New Leaders for New Schools, the Broad Center, and Education Pioneers, alumni networks from Harvard Graduate School of Education, Columbia University Teachers University, among others.

In order to understand the unique culture of the school, before beginning to recruit, we conduct a needs assessment. Through meetings with key staff, we are able to understand the ideal candidate profiles, compensation and benefits packages, and ultimately craft compelling position descriptions.

To achieve a pool of qualified candidates, we create a customized sourcing plan for each school. Our outreach includes postings on relevant job websites, listserves, and social media; sourcing from our candidate database; and targeted, personal outreach to our cultivated network of charter schools, nonprofit educational organizations, and experienced professionals. We also proactively reach out to potential candidates, particularly leaders, at peer schools who may not be involved in a job search.

Our streamlined screening process is thorough and rigorous. We screen applications based on the *TenSquare Pre-Screening Template*, which uses pre-determined criteria including competency, content knowledge, and mission fit. All promising candidates are vetted through Google background reviews and phone interviews before being introduced to staff at our partner schools/districts. Though our extensive experience placing school leaders and instructional staff, we have developed the *TenSquare Interview Protocol*, including interview and sample lesson design, question and rubric development, and facilitated decision-making. Once candidates are hired, we work with school-based leaders to construct a comprehensive, onboarding plan setting hires up for success in their roles.

Provide Start-up for School-Based Turnaround Team

Once school-based leaders are hired, TenSquare launches the *TenSquare Leadership Institute* for leaders from all new turnaround school partners. This institute fosters cross-grade level and school collaboration through bi-weekly half-day meetings. Geographically isolated leaders participate via Skype or video chat. Collectively, this cohort of leaders experience deep and transformational professional development on instructional leadership.

Step Four - Develop School Calendar and Master Schedule

TenSquare turnaround schools adopt a traditional school year calendar (180-182 days); the number of workdays for teachers, however, is considerably higher. Instructional time is best maximized when school calendars contain sufficient time for teachers and leaders to engage in collaborative planning and meaningful professional development. TenSquare adds ten additional

days in August for Pre-Service and build in at least seven professional development days throughout the school year.

Our design principles for grade-level bands are listed in the table below. We adapt this framework for districts/schools that cannot accommodate such scheduling.

Table 2: TenSquare School Scheduling Framework	
Elementary Grades K-5	<ul style="list-style-type: none"> • Day runs from 8:20am-3:45pm • Teacher hours are 8:00am-4:00pm, including 45 a minute lunch and 45 minutes of common planning time per day • At least 150 minutes/day for literacy which includes independent reading, small group instruction, and writing instruction • At least 75 minutes/day for math • 45 minutes/ day for small group intervention • On Wednesdays, teachers stay until 5:00pm for staff meetings and/or professional development • School-based after school tutoring, mentoring, and enrichment programming
Middle Grades 6-8	<ul style="list-style-type: none"> • Day runs from 8:00am-3:30pm • Daily 90 minute blocks for ELA and Math • 45 minute electives (Science, Social Studies, Art, Music) • 45 minutes/day for small group intervention • On Wednesdays, teachers stay until 5:00pm for staff meetings and/or professional development • School-based after school tutoring, mentoring, and enrichment programming
High School Grades 9-12	<ul style="list-style-type: none"> • Day runs from 8:30am-3:30pm • Students will attend four 90 minute periods/day (classes are typically one semester long) • Freshmen and sophomores take English and Math for 90 minutes/day for two semesters. • AP classes last for two semesters • 45 minutes/day for small group intervention • On Wednesdays, teachers stay until 5:00pm for staff meetings and/or professional development • School-based after school tutoring, mentoring, and enrichment programming

Step Five - Implement Performance Management System

As an outcomes-driven turnaround provider, setting goals aligned with school accountability targets is a critical component of our work. For example, in TenSquare’s DC-based school turnaround work, the DC Public Charter School Board’s accountability tool—Performance Management Framework (PMF)—serves as the foundation for goal setting.

TenSquare’s high-level, five-year organizational goals for our turnaround schools are to:

- Reach or exceed student achievement targets set based on baseline data collected during the audit
- Create high-performing schools demonstrating positive *Cultures of Achievement*
- Build human capital by creating dynamic, strategic school leaders, teachers, and staff
- Deeply involve parents, families, and communities in schools
- Ensure long-term sustainable, turnaround that results in on-the-ground institutional change and self-sufficiency.

In order to monitor progress in a consistent and effective manner, we create a customized *TenSquare School Performance Dashboard* (“SPD”) for each partner school. The SPD is comprised of SMART goals aligned with state, district, and school-level accountability

frameworks and is used to guide all school turnaround team decision-making.² Information collected through the comprehensive audit provides baseline data for the SPD. A TenSquare data specialist working directly with the school-level team collects the school data and stores it in an active database, which is accessible to school turnaround and school leadership team members. When possible, TenSquare works with partner schools to pull data directly from a Student Information System.

Years 1, 2, and 3: Intensive School Improvement

TenSquare relies heavily uses a set of best practices that have been proven to show dramatic, authentic school improvement in a short period of time. Key programs, principles, and structures guide TenSquare’s school turnaround efforts in the areas of Academics, School Culture, School Operations and Human Resources, and Leadership.

Table 3: The TenSquare Turnaround Pillars		
Academics		
Principles	Programs	Structures
<ul style="list-style-type: none"> Teachers need high quality resources and comprehensive training to teach students effectively Anchor curricula must be used responsively and must be supplemented Strategic interventions should address basic skills gaps and prepare students for high-level critical thinking Leadership should use student performance data to drive instructional decision-making Schools should provide maximized inclusion and individualized learning for students with IEPs, structured English transition supports for ELL students, and opportunities for academic enrichment for gifted and talented students 	<ul style="list-style-type: none"> Implementation of high quality ELA and Math anchor curricula with supplementary initiatives as needed Targeted, intensive PD for all teachers with a focus on ELA, Math, and data analysis in year one Data cycle and interim assessments aligned to state assessments Targeted intervention for below-grade level students that is built into the school day and held after school Observation and evaluation of all current teachers to determine teaching and learning effectiveness 	<ul style="list-style-type: none"> Development of Professional Learning Communities at grade level bands and/or subjects, as necessary Two week pre-service PD institute before SY begins 6-8 full-day PD days during the SY, aligned to the data cycle Low stakes, frequent coaching for teachers Maximized instructional learning time within the school day Design and implementation of a staffing model that maximizes student achievement outcomes and develops a culture of high expectations Balanced Literacy approach for ELA instruction with a focus on small group instruction Scaffolded rigor approach for high school to adapt content for below grade level students Systems for tracking and monitoring accountability including attendance, promotion, behavior data
School Culture		
Principles	Programs	Structures
<ul style="list-style-type: none"> All adults must adhere to core values and use common language in communications with students There should be high expectations for all students, with targeted supports in place for “Tier 3” students School-wide and consistent classroom systems that include 	<ul style="list-style-type: none"> Full school implementation of a “Culture of Achievement” which recognizes not only safety and compliance but celebrates learning and achievement In-depth PD for teachers on effective management strategies 	<ul style="list-style-type: none"> PBIS pyramid of behavior supports for students Developmentally appropriate incentives/ logical and supportive consequences Tiered system for progressive discipline Clear policies and procedures to guide all aspects of school culture

<p>both incentives and developmentally-appropriate consequences to govern behavior expectations should support a positive school culture</p> <ul style="list-style-type: none"> • Parents are partners in reinforcing the school’s high expectations • The PTA works to support the school’s most important priorities • Educators should track and use behavior data to make decisions about interventions and school culture programming • The school uses a restorative (not punitive) approach to addressing behaviors 	<ul style="list-style-type: none"> • PBIS approach to recognize positive behaviors throughout the school building • Parent-friendly school conferences, including home visits if appropriate 	<ul style="list-style-type: none"> • Orientation for new students and families • Regular assemblies and meetings to build community among students and staff • Tracking system for behavior
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School Operations and Human Resources

Principles	Programs	Structures
<ul style="list-style-type: none"> • School operations support the instructional program and allow instructional leaders to focus on teaching and learning • The school budget should be heavily allocated to staff and program • Operations should design and implement smooth, efficient, and simple systems • Operations should focus on key indicators such as attendance and enrollment • The school should have clear, measurable benchmarks for mission-specific goals and elements related to accountability 	<ul style="list-style-type: none"> • Focus on talent and recruitment of the best teachers and leaders • Use of effective SIS to gather and store information • Long-term, conservative budget planning to stabilize school finances • Quarterly school and district dashboards help to guide decision-making 	<ul style="list-style-type: none"> • Adherence to a school management timeline to ensure deadlines are met • Human resources timelines and tools to ensure recruitment and retention of top teachers and leaders • An efficient and high-performing staffing structure with clear roles and responsibilities for all operations team members

Leadership

Principles	Programs	Structures
<ul style="list-style-type: none"> • School leaders own and drive student achievement and put students first in all decision-making • Leaders invest staff in school turnaround initiatives • Teachers are developed as leaders • There is a clear delineation of roles and responsibilities of school leadership: instructional leaders are focused on teaching and learning; culture leaders are focused on behavior and school culture initiatives; and operations leaders are focused on non-instructional school management 	<ul style="list-style-type: none"> • Direct, hands-on leadership coaching for school leaders • Leadership Institute to develop all school leaders • Direct support with prioritization and goal-setting 	<ul style="list-style-type: none"> • High-quality school goals aligned to a performance management system for leaders and non-instructional staff • Weekly leadership team meetings and 1:1 check-ins with key staff members • Leadership retreats for school-level goal-setting

Using our *TenSquare Turnaround Pillars* as a guide, we implement high-quality foundational turnaround initiatives. Our intensive work in year one and two includes the following:

Provide Targeted, In-depth Leadership Coaching for School Leaders

TenSquare coaches—experienced former leaders of high-performing schools—offer direct, job-embedded support to school leaders at our turnaround schools. Coaches and school leaders meet weekly for leadership team meetings and have once a week individual coaching and mentoring sessions. Coaching focuses on high-level goal-setting and strategic planning work, as well as very specific on-the-ground troubleshooting. Coaches guide leaders in setting SMART professional and leadership goals that are mapped to overall school goals. Through a process of performance management, including regular review of goals, mid-year check-ins, and an end-of-the-year evaluation, school leaders are held accountable for reaching these goals.

In TenSquare’s school turnaround model, the school principal functions as an instructional leader; s/he spends at least two-thirds of his/her time in classrooms, meeting and planning with teachers, and designing and leading top-notch PD for teachers. Under TenSquare’s guidance, school leaders learn to identify focused priorities and create clear agendas, to become excellent managers of people and instructional coaches, to problem-solve challenging issues at their schools, and to put students first in every decision they make.

In years one-three, TenSquare coaches assume most of the instructional coaching responsibilities. Through frequent, low-stakes instructional coaching, modeled on best practices including, for example, *Leverage Leadership* model, teachers receive succinct, targeted feedback on their instruction from experts, paired with specific strategies for improvement. Coaching is designed to be non-evaluative to encourage teachers to take risks and engage in authentic learning during the coaching process. By year three, the instructional coaching role shifts from TenSquare to the school principal.

In order to create time for such instructional responsibilities, the principal must appropriately delegate school culture and operational tasks to secondary leaders. TenSquare offers leadership support to operational leaders and school culture leaders to ensure their effectiveness fully supports the instructional program.

Provide Instructional Coaching and Professional Development for Teachers

A major component of TenSquare’s instructional support is frequent, low-stakes instructional coaching for teachers as described above. A typical coaching cycle occurs once a week for a period of 6-8 weeks.

TenSquare focuses on teachers in high-stakes grades during the beginning of its partnership with a school, to ensure rapid improvement in these classrooms. TenSquare content specialists target high-impact instructional strategies for increasing reading and math proficiency, as well as successful PARCC-aligned test taking strategies such as critical thinking, test formatting, question stems, and academic vocabulary.

TenSquare combines on-going teacher coaching with weekly professional development to enable turnaround teachers to become powerful change agents. Annual professional development begins with a two-week pre-service institute to ensure that teachers have clear expectations and training on high-impact academic and school culture strategies. Throughout the school year, faculty meets weekly, ideally after school on Wednesdays, for on-going development. During these sessions, teachers focus on high-impact strategies for integrating Common Core-PARCC aligned

skills into all classes, while they look closely at student performance data and plan re-teaching. Teachers also learn to pace their instruction so that instruction covers all grade-level standards over the course of the school year.

Instructional coaching and weekly professional development is further supplemented through the Professional Learning Communities model (PLC). TenSquare embraces grade-level or content-based PLCs to ensure that teachers engage in common planning and work as teams to use student performance data for instructional planning.

Implement a Resource-Rich and Best-Practices Aligned Curriculum and Instructional Program

Teachers at failing schools frequently lack high-quality instructional resources. As a result, new and struggling teachers are often forced to create their own materials to guide entire years' worth of teaching and learning for their students. For this reason, TenSquare provides all teachers with proven, high-quality anchor curriculum resources to guide instruction. When these resources are available, teacher development can shift from creating materials to instructional delivery, a far more impactful focus for student achievement.

Implementing anchor curricula within a framework provides the basic foundation teachers need to be successful in the classroom. We use audit data to select and develop curricula for PreK-8 programs and provide in-depth training on how to utilize instructional time and prioritize different components of instruction. TenSquare is also well aware that additional, supplementary resources play a major role in addressing students' varied learning needs. For this reason, we may work with schools to identify, order, and implement intervention programs such as *Read 180*, *Foundations*, and *Accelerated Reader/Math*, and supplemental materials such as classroom libraries and guided reading libraries which provide high-quality reading materials for targeted and individualized instruction.

For secondary school curricula, after a thorough curriculum review, TenSquare leads high school teachers through a comprehensive backwards-design instructional planning process in order to ensure that units, lessons, and daily objectives are fully aligned to state standards and the Common Core.

Implement Targeted Interventions for Students in Need of Support

The audit process helps TenSquare identify which interventions are most appropriate for individual schools. In the process of designing comprehensive and compliant academic and behavioral support programming, TenSquare draws on past experience and best practices to create customized approaches for each school. TenSquare's primary approach is to design structures that support intervention for struggling students as well as high achievers.

Interventions for Struggling Students

Interventions for students in need of additional academic support may include:

- Data-driven after-school tutoring programs run by school-day teachers
- Small-group math and ELA intervention blocks built into school-day schedule
- A Student Support Team ("SST") process to which students are seamlessly referred and through which a team of educators meets to brainstorm and implement targeted interventions for individual students. This process may eventually lead to special education testing.

- Full-year 90 minute math and ELA instructional blocks for high school freshmen and sophomores to assist with the transition to high school mathematics and high-school level reading and writing
- High school scheduling that allows for maximization of individualized student learning based on students' incoming proficiency levels
- Targeted additional workshop classes for middle and high school students struggling significantly with reading and math.
- PBIS or similar behavioral support programs, designed and implemented in collaboration with behavior specialists and school leaders.

In addition to these supports, TenSquare uses an array of tiered interventions for students needing learning supports that include but are not limited to those listed in Table 4.

Table 4: TenSquare's Tiered Interventions		
Type of Intervention	Tier, Type	Purpose of Intervention
Read 180	Tier 1 or 2 (whole-class or small group)	Improve students' independent reading skills
Co-Teaching in Core Subjects	Tier 1 or 2 (whole-class or small group)	Ensure effective inclusion by offering additional supports for students with disabilities
Fundations and Wilson Phonics	Tier 1 or 2 (whole-class or small group)	Targeted phonics remediation for students who need development in this area
Accelerated Reader and Accelerated Math	Tier 1 or 2 (whole-class or small group)	Improve students' independent reading/math skills
Curriculum-Based Remedial Activities	Tier 1, 2, or 3 (whole-class, small group or individual)	Offer differentiated support for students with materials that are fully aligned with anchor curriculum
Guided Reading	Tier 1, 2, or 3 (whole-class, small group or individual)	Small-group reading approach that is customized to students' reading levels and allows for leveled instruction
Targeted Pull-Out support for ELA and Math	Tier 2 or 3 (small group or individual)	Provide academic support outside of the classroom to develop individual skills
Targeted Push-In support for ELA and Math	Tier 2 or 3 (small group or individual)	Ensure effective inclusion by offering additional supports for students with disabilities
Leveled Literacy Intervention ("LLI")	Tier 2 or 3 (small group or individual)	Small-group literacy intervention program customized to students' reading levels; allows for leveled instruction
Academic Skills Classes and Support	Tier 2 or 3 (small group or individual)	Assist with critical organizational skills to build success in general education environment

Additional possibilities for remediation include planning and implementing summer preparation institutes for students who fail to meet grade level proficiency. A ninth grade "Summer Bridge" program is of particular value for students entering high school, as it limits summer learning loss and helps students acclimate to the social and academic expectations of a high school environment.

Interventions for High Achievers

TenSquare incorporates effective approaches and strategies to extend learning for gifted and talented students. At the elementary and middle school levels, many of the strategies listed above, such as guided reading and independent reading, provide built in ways for teachers to

extend learning for higher-performing students. For example, during a fourth grade guided reading block, a teacher may offer two lessons to below grade level groups while the above grade level group engages in an independent book club discussion using a fifth or sixth grade level text. Based on audit findings and school system resources, TenSquare may also explore possibilities such as establishing a magnet program for middle school age students on one of the campuses, creating after-school academic enrichment programming for K-8 students, and giving middle school students the opportunity to take high school credit-bearing classes.

At high school turnaround schools, TenSquare is committed to implementing effective AP classes in all four content areas (Mathematics, English Language and Literature, Life and Physical Science, Social Sciences and History). Depending on audit findings, TenSquare may also explore program options for gifted and talented high school age students including dual enrollment programs at local colleges and universities and after-school programs such as robotics and debate that offer academic enrichment opportunities.

Support for Special Education Students

As a general operating principle, TenSquare advocates for as inclusive an approach as possible for students with special needs. We help our turnaround partners implement compliant and effective service delivery through timely evaluation, rigorous, IEP-aligned instruction, and tailored support for success on the PARCC or alternative state assessment. Our team bring extensive experience developing special education programs, including spearheading the redesign of special education programs for the Recovery School District in New Orleans, LA. In some instances, we assign Instructional Coaches with expertise in special education to partner schools with significant special education populations. In all partner schools, our school turnaround teams support the school-based leadership team in overseeing special education staff, and TenSquare coaches train all teachers on effective strategies for inclusion and differentiation.

Implement High Quality Formative Assessments and Train Teachers and Leaders to Use Assessment Data to Improve Student Performance

We make sure that all assessments for all grade levels are high quality, aligned with state standardized tests, and able to provide teachers with meaningful student performance data. When working on district-wide or CMO school turnaround, we implement common interim assessments across all partner schools. This provides leaders with comparable formative data to guide instructional decision-making in advance of state standardized assessments. We have extensive experience both partnering with assessment providers such as the Achievement Network, and helping schools to design their own internal benchmarks.

TenSquare links the professional development calendar to the administration of the interim exams so grade-level bands offer the same interims at the same regular intervals. Data-cycle based professional development occurs in response to diagnostic data at the beginning of the year and three or four more times during the course of the school year before the high-stakes state exams. After each interim, teachers meet in PLCs to analyze and interpret results and design accountable re-teaching plans to close learning gaps. Our teams review student level and classroom level data with teachers, going so far to provide an item analysis, standard mastery, and overall score for each student. We also develop a predictor value for each student after every benchmark to determine his/her likelihood of passing the state test. This student-level analysis

helps us inform teachers' instruction and re-teaching, including developing student intervention groupings so teachers can focus material for students with similar needs.

Build a Culture of High-Performance for Adults

This investment and support of school leadership, stemming from a high-level school goal-setting process, supports the development of a performance-driven, positive culture in which adults take full ownership over student learning in new and dynamic ways. School leaders learn to drive school excellence through the following activities:

- Developing a professional, positive, student-centered adult culture through the presentation, modeling, and monitoring of Core Values for all adults in the building.
- Engaging in the most powerful kinds of instructional oversight that drive student learning. Leaders take ownership of specific grade levels' data cycles and dig in to the data with teachers, supporting them with their analysis and re-teach planning, and then holding them accountable for both re-teaching and re-assessment through observation and follow-up. This practice ensures instructional intentionality and deliberate planning to close learning gaps.
- Being present in classrooms and then delivering regular feedback to teachers through coaching, formal, and informal observation. Frequent feedback to teachers is the most powerful action to ensure instruction is organized, engaging, intentional, and rigorous in all classrooms.
- Engaging in a clear performance management process for all non-teaching staff.
- Using the School Performance Dashboard and academic performance data to make decisions about school priorities.
- Effectively delegating and monitoring operations and culture.
- Building strong relationships with parents, families, and community members through regular communications, meetings, presentations, and celebrations.
- With support, mapping and implementing a targeted professional development plan focused on the school's most important priorities as identified in through the audit.
- Engaging in strategic actions to build a robust leadership pipeline over time. Such actions may include the implementation of best practices for retention and recruitment of high performing staff, building the capacity of teacher leaders who will gain experience leading PLCs, and developing secondary leaders through an effective cycle of performance management.

Create a Culture of Achievement for Students

TenSquare implements a *Culture of Achievement* approach in which students, teachers, staff, and leaders emphasize and celebrate students' learning. Activities that characterize a *Culture of Achievement* include:

- Holding regular (weekly or bi-weekly) gatherings to recognize and celebrate student school core values, academic achievement, and school spirit which include team-building traditions, chants/songs, and images (mascots)
- Using common positive language and effective, subtle behavior management strategies to hold students accountable for their behaviors in a respectful, educational way
- Building a college and career ready culture: homeroom classes that are named after colleges, the sight of college banners in the hallways of the school, and a focus on career

readiness and learning about an array of different career pathways for post-secondary success

- Creating full-school celebrations of learning such as signs on classroom doors telling what books teachers are currently reading, “Book Character Day”, visits from favorite authors, math fluency competitions
- Implementing academically and social-emotionally focused Morning Meetings in K-4th grade classrooms
- Training adults to use specific authentic praise to build students’ intrinsic motivation
- Developing cross-age tutoring programs that allow older students to act as academic role models for younger students
- Building a rich and dynamic set of offerings for after-school and out-of school programming for students, especially at middle and high school levels, including a well-developed athletic program, interest-specific and academically-focused clubs/enrichment activities, and after-school academic support
- Implementing a maximally inclusive model for students with IEPs and ELL students to ensure participation in the array of culture-based programming offered at each school
- Creating an intentional orientation program for students and families to familiarize them with policies and procedures at the school and get their buy-in and support (applies to students and families who enroll mid-year)
- Ensuring that adults welcome students and families at the school door every morning as students make their way to class

Build and Strengthen Community and Parent Engagement Strategies

At the start of the school turnaround engagement, we reach out to community organizations and leaders to develop partnerships, garner support for our schools, and raise general awareness.

If our turnaround school partner accepts students through an open enrollment process, we couple intense media and marketing efforts with parent information sessions and student open houses to garner interest in the revised school program.

Leveraging Community Partners

Our partner schools have a rich history of community engagement. Through strategic partnerships we offer students enrichment opportunities, provide tutoring and mentoring support, and raise supplemental resources through grants and skill-based volunteering. For example, Thurgood Marshall Academy engages ten major law firms through its Law Day and Law Firm Tutoring programs; during monthly Law Day program, lawyers introduce 9th graders to basic legal principles, and Law Firm Tutoring provides 11th graders with weekly academic support after school. As an arts-based public charter school, WEDJ partners with leading national arts organizations such as the John F. Kennedy Center for the Performing Arts and The National Gallery of Art. These partnerships provide WEDJ with space, teaching artists, arts curriculum, and tickets to professional performances, resources they would not be able to access without strong community connections.

Engaging Parents/Guardians

An effective school-parent partnership focused on students’ educational success and school performance is essential to sustainable school turnaround. Accordingly, TenSquare turnaround schools implement a Parent Engagement Plan that fosters a partnership between families, staff, and school leaders for increased community involvement in the activities of the school. The plan

includes, but may not be limited to:

- **Parent Advisory Council (PAC):** The goal of the PAC is to ensure that parents maintain an organized voice with direct access to school leadership. As a key function, the PAC will focus on advising the school on matters at the macro level and contributing input in strategic planning. The PAC will meet quarterly with special sessions as needed.
- **Parent Leadership Academy (PLA):** The school will provide parent engagement professional development and leadership development training focused on charter school governance, operations, regulations/laws, budget development, and strategic planning. This training will also include the techniques, strategies, protocols, and materials to implement best practices for promoting open communication between the parents and the school.
- **PLA Action Teams (Advocacy Teams):** Parents who participate in Parent Leadership Academy are encouraged to serve on “Action Teams” comprised of parent-educators and internal school community partners who work together to create an inclusive school community. Sample topics for Action Teams may include school-wide discipline, transportation, neighborhood/businesses outreach, school safety, library/media resource enhancement, staff support and parent engagement.
- **School Newsletter:** The school will disseminate regularly scheduled communications to parents highlighting important school academic and culture events, as well as the progress of the PAC, PLA Action Teams, PTO/PTA and school administration.
- **Annual Budget Review & School Status Meeting:** Parents are invited to attend the Annual Meeting to learn about the school’s goals and strategic plan. Families will have opportunities to review and provide feedback in the following areas: school status and improvement plan; current school assessment data; school budget; and the annual parent engagement plan.
- **Parent-Board Conference Family Night:** We invite parents to a meet and greet with school leadership, PTO/PTA, PAC, and PLA Action Team members.
- **Parent Engagement Report Card:** We conduct an annual evaluation of our parent engagement effectiveness including soliciting input as to how the school can better communicate information and increase parental involvement in school decision-making.

Years 4 and 5: Building Sustainability through On-going Monitoring and Decreased Support

At the core of our school turnaround work is the goal of building school-level academic, talent, and fiscal capacity for long-term sustainability. We enter into three to five year school turnaround engagements not with the hope of partnering in perpetuity but with the goal of scaling back over time and returning the school to its fully realized leadership once it has been stabilized and thriving. As such, we transition the responsibility from the external TenSquare school turnaround team to the internal school-based leadership team in a supportive and sustainable manner.

In years four and five, we significantly decrease our intensive on-the-ground interventions and transition our focus to long-term capacity building and technical assistance. This transfer allows the school-based team to assume full leadership, while still utilizing our team’s expertise, coaching, and analysis.

Throughout this time, we continue to monitor progress and stability through quarterly outcomes tracking and an annual audit. Through an agreed upon engagement clause, we reenter schools if achievement stagnates or falls.

Conditions and Decision-making Authority

In order to implement rapid yet sustainable turnaround, TenSquare needs significant input into staffing, budgeting and resource allocation, school scheduling, instructional program design, and school-based data collection systems decisions. Partial authority can hinder decision-making and delays school improvement.

When partnering with a district or charter management organization, TenSquare supports the chief academic office functions and acts collaboratively with central/district-level staff. Throughout the engagement, TenSquare needs access to personnel and/or governing agents who can address critical needs and challenges and help us avoid obstacles when implementing key processes in support of student achievement such as human resources decisions, budget allocation, and school day design.

II. Evaluation of progress and impact

To monitor school performance in a consistent and effective manner, TenSquare creates a customized School Performance Dashboard (“SPD”) for each partner school that is used to guide all school turnaround team decision-making. The SPD is comprised of SMART goals aligned with state, district, and school-level accountability frameworks as well as school-specific measures based on the data gathered during our comprehensive school audit.

During year zero, our school improvement team works directly with appropriate leaders from the school/district/authorizer to finalize goals, which are then messaged to the entire turnaround school community at the start of year one. These goals serve as the foundation for performance management of leaders as well as performance benchmarks for teachers and staff.

Examples of SPD data points include the academic, school culture, and leading indicators listed in the Tables 9 and 10 below.

Table 9: Academic Performance Measures			
Indicator	Year 1	Year 3	Year 5
State Standardized Assessment and/or PARCC Achievement Goals	Increase of 10% from baseline proficiency in state assessment scores	Increase of 25% from baseline proficiency in state assessment scores	Increase of 40% from baseline proficiency in state assessment scores
“Gateway” Measure (3rd grade Reading)	Increase of 10% from baseline proficiency in state assessment scores	Increase of 25% from baseline proficiency in state assessment scores	Increase of 40% from baseline proficiency in state assessment scores
Internal Assessments	Increase of 10% from baseline proficiency in Reading and Math assessments.	Increase of 25% from baseline proficiency in Reading and Math assessments.	Increase of 40% from baseline proficiency in Reading and Math assessments.
Leadership Growth	Leaders average a score of 2.5 (basic/proficient) on leadership evaluation tool by end of school year.	Leaders average a score of 3.0 (proficient) on leadership evaluation tool by end of school year.	Leaders average a score of 3.5 (proficient / exemplary) on leadership evaluation tool by year-end.
Teacher Growth	40% of teachers reach an average a score of 3.0 (proficient) or higher on teacher evaluation tool by end of school year.	65% of teachers reach an average a score of 3.0 (proficient) or higher on teacher evaluation tool by end of school year.	85% of teachers reach an average a score of 3.0 (proficient) or higher on teacher evaluation tool by end of school year.
Sub-Group Achievement Goals (ELL and IEP)	Increase of 5% from baseline proficiency in Standardized test scores	Increase of 15% from baseline proficiency in Standardized test scores	Increase of 25% from baseline proficiency in Standardized test scores
Graduation Rate (4 year, 5 year) <i>HS Only</i>	Increase of 5% from baseline.	Increase of 10% from baseline.	Increase of 15% from baseline.
Credit Accumulation <i>HS Only</i>	Increase of 5% from baseline of # of students	Increase of 10% from baseline of # of students	Increase of 15% from baseline of # of students

	at grade level for credit accumulation.	at grade level for credit accumulation.	at grade level for credit accumulation.
College Acceptance Rate <i>HS Only</i>	N/A: Gather baseline data on college applications.	Increase of 15% from baseline of # of students applying to 2 and 4 year colleges.	Increase of 30% from baseline of # of students applying to 2 and 4 year colleges.
College Persistence Rate <i>HS Only</i>	N/A: Gather baseline data on college persistence and create effective tracking system.	Increase of 5% from baseline in number of students staying in college.	Increase of 15% from baseline in number of students staying in college.
AP Class Success <i>HS Only</i>	N/A: Gather baseline data on AP performance	Average score of 1.75 on each AP exam.	Average score of 2.5 on each AP exam.
SAT / ACT Scores <i>HS Only</i>	SAT: Increase of 5% in the number of students scoring an 800 combined math/verbal score ³	SAT: Increase of 15% in the number of students scoring an 800 combined math/verbal score	SAT: Increase of 25% in the number of students scoring an 800 combined math/verbal score
% of Students Taking the SAT / ACT <i>HS Only</i>	Increase of 5% from baseline in number of students testing	Increase of 20% from baseline in number of students testing	Increase of 40% from baseline in number of students testing

Table 10: School Culture and Leading Indicators

Indicator	Year 1	Year 3	Year 5
Attendance	90% average in-seat daily attendance	92% average in-seat daily attendance	94% average in-seat daily attendance
Re-enrollment	N/A. Establish a baseline for re-enrollment.	At end of Year 3, 10% more students re-enroll than in baseline year.	At end of Year 5, 20% more students re-enroll than in baseline year.
Staff Retention	At the end of Year 1, 75% of proficient teachers stay at school.	At the end of Year 3, 85% of proficient teachers stay at school.	At the end of Year 5, 90% of proficient teachers stay at school.
Parent Feedback	Average of 70% agree or strongly agree on survey responses.	Average of 85% agree or strongly agree on survey responses.	Average of 90% agree or strongly agree on survey responses.
Staff Feedback	Average of 70% agree or strongly agree on survey responses.	Average of 85% agree or strongly agree on survey responses.	Average of 90% agree or strongly agree on survey responses.
Student Feedback	Average of 70% agree or strongly agree on survey responses.	Average of 85% agree or strongly agree on survey responses.	Average of 90% agree or strongly agree on survey responses.
Suspension	N/A. Establish a baseline for suspension based on audit.	Reduce the number of suspensions from baseline by 15%.	Reduce the number of suspensions from baseline by 25%.
School Culture Rubric⁴	Schools average a score of 2.5 (basic/proficient) on school culture rubric by end of school year.	Schools average a score of 3.0 (proficient) on school culture rubric by end of school year.	Schools average a score of 3.5 (proficient/exemplary) on school culture rubric by EOY.

³ Scoring a 400 per section (math/verbal) is a commonly accepted threshold to demonstrate college and career readiness and eliminates the need for students to take remedial courses.

⁴ To be customized during audit from best practice models such as Leveraging Leadership's school culture tools.

Internal Assessments

Although state assessments demonstrate trends and allow us to track student achievement at a macro level, it is critical for every school to use a specific set of internal assessments to gauge student progress and learning on an ongoing basis. Table 11 lists additional examples of internal assessments that TenSquare uses with turnaround partners.

Table 11: TenSquare Preferred Internal Assessments		
Assessment	Grade Levels/ Frequency	Data Provided by Assessment
Fountas and Pinnell Benchmark	K-8/ 3-5 times a year	Individual student reading levels linked to a comprehensive instructional approach for teaching reading
DIBELS	K-3/ 3 times a year with progress monitoring	Early reading skills
Common Core Aligned Curriculum Based Interim Assessments (Vendors TBD)	K-8, 3 times a year	Student mastery of grade level Common Core content
Course Aligned Interim Assessments (Vendors TBD)	9-12/ 4 times a year (quarter-term, mid-term 1 and 2, end-of-term)	Student progress towards reaching course-specific standards and objectives
SSIS (Social Skills Improvement System)	K-12, as needed	Social skills intended to measure students' social-emotional needs

The internal assessments detailed in Table 11 are indexed on the SPD and shared with the District/authorizer on a quarterly basis. Teachers also receive targeted coaching throughout the data cycle to analyze and interpret student performance on the assessments. Once analysis is complete, coaching focuses on how to close learning gaps by tailoring and adjusting instruction to address deficits identified in the student data.

We employ additional targeted assessments at turnaround schools on an as needed basis. For example, if several students demonstrate problem behaviors in elementary classrooms, we might recommend the SSIS (Social Skills Improvement System) to all students in a target grades. SSIS measures social skills and identifies students' social-emotional needs, helping schools implement additional supports.

Operational Goals

In addition to tracking the performance measures that directly impact student achievement and school quality, TenSquare will track additional indicators for operational functions based on its in-depth audits. These goals will address financial management, compliance, marketing, technology, staffing and human resources, and other state/district specific indicators that are critical for building excellent schools.

III. Demonstrated record of effectiveness

TenSquare’s team has shown dramatic results in public charter schools for almost fifteen years. TenSquare Managing Member, Josh Kern, co-founded and served as Executive Director of Thurgood Marshall Academy Public Charter High School (“TMA”) from 2000 until 2011. Katie Herman, TenSquare partner and head of the school improvement practice, served as a senior leader of TMA from 2001 through 2008, and then served on the Board of Trustees until 2014.

Thurgood Marshall Academy Public Charter School (TMA) is among the highest performing, open enrollment public high schools (district and charter) in the District of Columbia. TMA has been highlighted as a model of excellence by the Department of Education’s “Doing What Works” series, recognized as a School of Excellence by Harvard’s Achievement Gap Institute (AGI), featured on the CBS evening news, and honored with a National Excellence in Urban Education Award and a Coalition of Schools Educating Boys of Color (COSEBOC) School Award.

All TenSquare team members bring expertise from top tier schools and networks from across the country, in urban and rural areas in states as diverse as California, to Kansas, to New York.

Applying our experience running top performing schools, *TenSquare has had a transformative impact in several low performing schools.*

Following are three specific and detailed examples of our success:

- Integrated Design and Electronics Academy Public Charter School (middle and high school)
- Imagine Hope Community Public Charter School, Lamond Campus (elementary school)
- William E. Doar Jr. Academy Public Charter School (Pre-K-grade 8 school)

Integrated Design & Electronics Academy Public Charter School (IDEA) - Middle and High School

Partnership Years:

February 2012 – June 2012 (TenSquare performance audit, evaluation, strategic board counsel)

July 2012 – June 2013 (Year 1 of TenSquare restructuring effort)

July 2013- June 2014 (Year 2 of TenSquare restructuring effort)

TenSquare Roles:

- Lead school turnaround partner, reporting to Board of Trustees Restructuring Committee
- Evaluated teachers and staff and designed revised organizational chart accordingly
- Recruited, screened, and placed new school leaders and new teaching staff
- Revised HR systems and operations
- Designed new master schedule, teacher staff plan, course sequence, curriculum
- Coached leadership team on high-impact instructional strategies for raising achievement
- Performed regular teacher observations and led targeted instructional interventions with English language arts (ELA) and math instructors
- Managed all elements of performance on the Performance Management Framework (PMF), DC’s charter school performance management tool

Results:

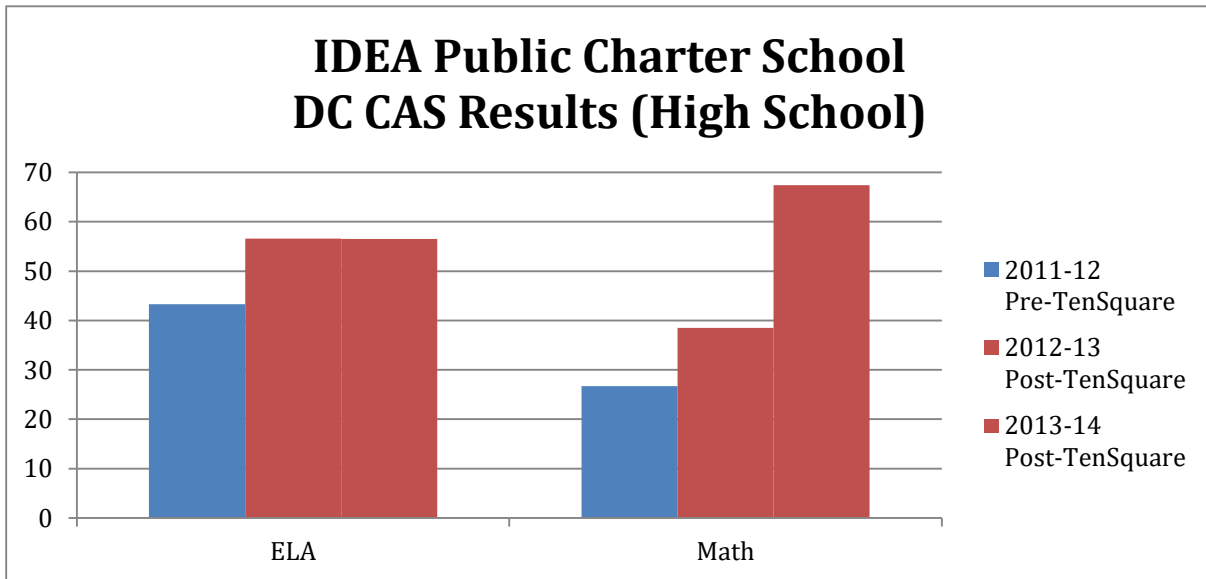
In the first full year of restructuring, 2012-2013, student proficiency on the DC CAS, the state exam, increased 13.3% in high school ELA and 11.8% in high school math. During the second year, *high school math proficiency moved to 67.4%, an improvement of more than 40 percentage points prior to restructuring.*

The Performance Management Framework (PMF) total score increased 15.3 points on a 100-point scale, and the school improved from Tier 3 to Tier 2 status.

The middle school saw even more dramatic one-year improvements, with ELA scores increasing 37 percentage points and math increasing 20.6 percentage points. The middle school PMF score increased 23.9 points on the 100-point scale after the first year of restructuring. In 20123-134, IDEA experienced the greatest test score gains of any middle/high school in the District of Columbia.

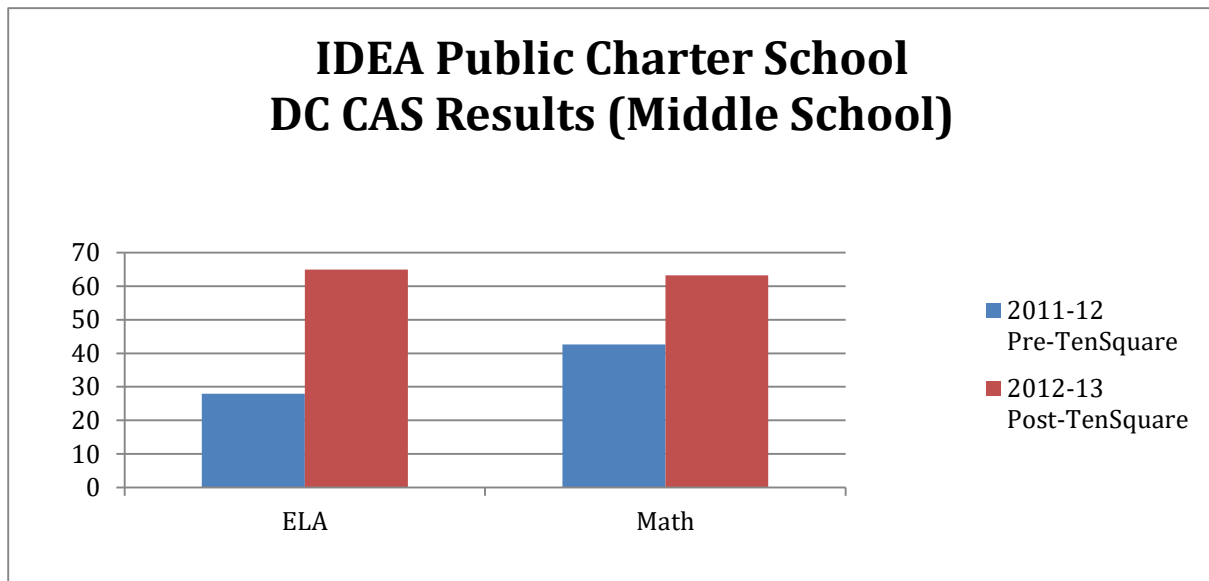
Prior to TenSquare’s involvement, the entire IDEA school, both middle and high school, was under threat of closure from the DC Public Charter School Board. With TenSquare’s support, IDEA not only turned around, IDEA’s Board of Directors chose to voluntarily close the middle school and commit to a re-designed high school with a new focus on pathways to post-secondary success.

Table 5: IDEA Public Charter School High School Results Summary			
Grades Served: 9-12			
Racial Demographics: 99.4% African-American; 0.6% Other			
Low Income: 100%			
Special Education: 16.8%			
Element	2011-12	2012-13 (TenSquare)	2013-14 (TenSquare)
Overall PMF Score/Tier	28.4/Tier 3	43.7/Tier 2	Tier 2
DC CAS ELA	43.3	56.6	56.5
DC CAS Math	26.7	38.5	67.4
Median Growth Percentile (MGP)-ELA	43.8	57.6	TBD
Median Growth Percentile (MGP)-Math	45.5	53.1	TBD



IDEA Middle School Results

Table 6: IDEA Public Charter School Middle School Results Summary*		
Grades Served: 6-8		
Racial Demographics: 99% African-American; 1% Other		
Low Income: 100%		
Special Education: 16.8%		
Element	2011-12	2012-13 (TenSquare)
Overall PMF Score/Tier	14.3/Tier 3	38.2/Tier 2
DC CAS ELA (Proficient and Advanced)	27.9	64.9
DC CAS Math (Proficient and Advanced)	42.6	63.2
Median Growth Percentile (MGP)-ELA	33.3	39.4
Median Growth Percentile (MGP)-Math	34.6	38.2



* The IDEA Board of Directors voluntarily chose to close IDEA PCS Middle School at the end of 2013 school year to focus on continuing to build IDEA PCS High School.

Imagine Hope Community PCS - Lamond Campus Grades, PreK - 6

Partnership Years:

November - December 2013 (TenSquare performance audit)

January - June 2014 (Year 1 of TenSquare restructuring effort, starting mid-year with existing staff and teachers)

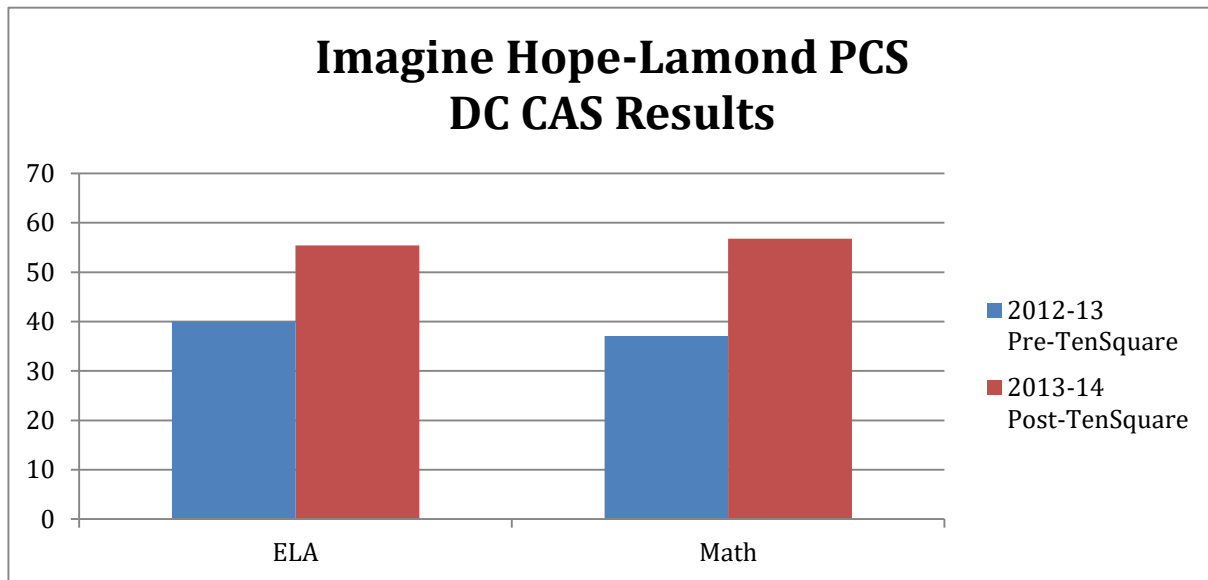
TenSquare Roles:

- Strategic advising on DC accountability framework with Imagine National team
- Led school improvement initiative in SY 14 that included:
 - o Leadership coaching and high-impact instructional coaching for teachers
 - o Performance management
 - o Program re-design
 - o Data-driven instructional planning
 - o Professional development
 - o Grades 3-6 intervention plans
 - o Small group instruction design and implementation
 - o Support and recognition program for teachers and students that recognizes and rewards key behaviors that support academic achievement
 - o Whole school attendance initiatives – data dashboard, incentives
 - o Re-enrollment campaign
 - o Support for teacher evaluation and implementation of hiring best practices

Results:

After TenSquare implemented an intensive school restructuring effort from December 2013 through June 2014, the Imagine Hope Community PCS-Lamond campus showed the largest increase of any public charter school on the 2014 state standardized assessment. *Students showed double-digit growth in both math and reading, up 19.6 and 15.4 percent, respectively, and Imagine Hope’s PMF score increased by almost 20 points.*

Table 7: Imagine Hope Community-Lamond Campus (Elementary School)		
Grades Served: PreK-6		
Racial Demographics: 91.3% African American; 7.7% Hispanic; 1.1% Other		
Low Income: 82.6%		
Special Education: 7.7%		
Element	2012-13	2013-14 (TenSquare)
Overall PMF Score/Tier	28.3/Tier 3	45.9/Tier 2
DC CAS ELA-Elementary (Proficient and Advanced)	40	55.4
DC CAS Math-Elementary (Proficient and Advanced)	37.1	56.8
Median Growth Percentile (MGP)- ELA	38.5	46.6
Median Growth Percentile (MGP)- Math	43.5	48.8



William E. Doar Jr. PCS - Grades PreK – 8

Partnership Years:

July 2011-June 2012 (TenSquare serves as strategic adviser to interim executive director)
July 2012-June 2013 (TenSquare recruits teachers and administrators)
October 2013 – December 2013 (TenSquare conducts performance audit and advises board)
January 2014 – June 2014 (Year 1 of TenSquare restructuring effort, starting mid-year with existing staff and teachers.)

TenSquare Roles:

- Served as strategic advisor to executive director in SY 12
- Recruited new teachers and administrators for SY 13 and SY 14
- Led school improvement initiative in SY 14 that included:
 - o Leadership coaching
 - o Performance management
 - o Program re-design
 - o High-impact instructional coaching for teachers
 - o Data-driven instructional planning
 - o Professional development
 - o Grades 3-6 intervention plans
 - o Small group instruction design and implementation
 - o Support and recognition program for teachers and students that recognizes and rewards key behaviors that support academic achievement
 - o Whole school attendance initiatives – data dashboard, incentives

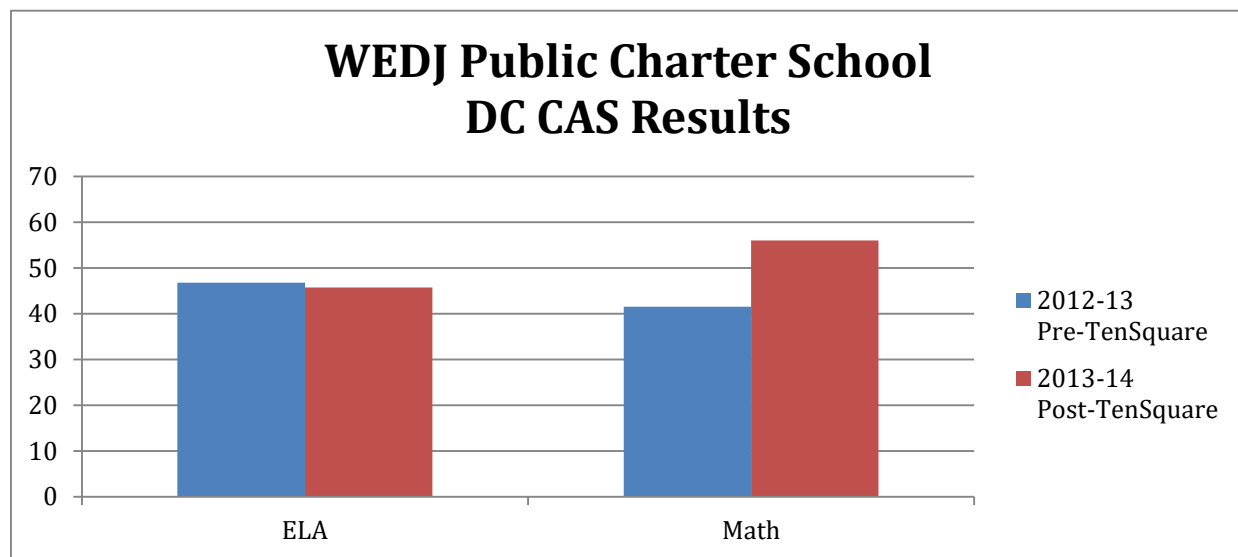
- Re-enrollment campaign
- Support for teacher evaluation and implementation of hiring best practices

Results:

After two years of supporting WEDJ’s board of trustees with strategic advising and sourcing, *TenSquare led an intensive school restructuring effort from January through June 2014. As a result of this initial restructuring effort, student proficiency on state test scores increased by almost 12% in math, and although the composite score in ELA dipped by 1.5%, proficiency increased in four out of six of the tested grades in ELA. Moreover, WEDJ’s PMF score increased by more than 10 points.*

Table 8: William E Doar Jr Public Charter School (Elementary and Middle School)		
Grades Served: PreK-8		
Racial Demographics: 95.3% African American; 3.8% Hispanic; 0.9% White		
Low Income: 85.5%		
Special Education: 7.8%		
Element	2012-13	2013-14 (TenSquare)
Overall PMF Score/Tier	36.5/Tier 2	47.6/Tier 2
DC CAS ELA-Composite (Proficient and Advanced)	47.2	45.7
DC CAS Math-Composite (Proficient and Advanced)	44.1	56.0
Median Growth Percentile (MGP)- ELA	49.4	44.4
Median Growth Percentile (MGP)- Math	49.4	55.6

William E. Doar Jr Public Charter School Results



IV. Organizational capacity plan

We weigh a variety of factors when entering into a new turnaround engagement. Our evaluation includes geographic proximity, grade levels served, the size and demographics of the student population, and the depth and breadth of individual school needs based on a comprehensive academic and operational audit.

Our capacity in Nevada will depend on the scope of work for the schools designated as in need of turnaround services. We predict that over the next three years we could serve:

- One to three schools in Year 1
- Two to five schools in Year 2
- Three to eight schools in Year 3

Quality Measures

Increased performance is at the core of our school improvement work and guides all of our decision-making. We believe in setting clear, measurable academic, operational, and fiscal performance goals to which we hold ourselves accountable. These targets are captured in our partnership agreements, executed with the board of trustees, school committee, or state agency.

As outlined in our *Performance Measures* document, our primary measures of success are linked to our school partner's performance on state/district accountability measures. These measures typically include student achievement targets, as well as indicators of overall school health such as daily attendance, re-enrollment, and on-time graduation rates.

We collect and analyze interim data on a quarterly basis to assess our performance and make necessary adjustments. Our interim data analysis is aligned with our school's authorizer or district scorecard, and informs the targets we set with the school's governing body.

We also evaluate our performance by gathering feedback from a variety of stakeholders. We disseminate annual parent/guardian and staff/faculty surveys, which inform programmatic and staffing changes.

All of TenSquare's growth and expanded outreach is directly tied to our level of performance improvement. When our partners are reaching or exceeding our previously agreed-upon targets, we succeed.

TenSquare School Turnaround Team

Our consulting team is proportional to the needs of our current school turnaround partners. TenSquare assigns a three to five person school turnaround team to every partner school, based on the number of students served. Though team members may vary due to needs identified during the audit, each team typically includes:

- A ***School Turnaround Team Lead*** (0.25 - .5 FTE) oversees the team, leads on goal-setting, guides the school improvement strategy, coordinates with external stakeholders and authorizers (if applicable), and monitors progress.

- A ***School Turnaround Specialist*** (.5 – 1.0 FTE) is an on-the-ground leader who serves as a coach and mentor to an existing principal. In some situations, the School Turnaround Specialist may temporarily assume the role of principal while a resident leader is recruited and placed. This resident leader, once placed, will be supported and developed by the School Turnaround Specialist to assume the role of principal.
- ***Instructional Coaches*** (1.0 – 2.0 FTE) are assigned based on areas of greatest need identified in the audit. TenSquare Instructional Coaches specialize in English language arts and mathematics, but can also provide support and guidance in special education, English language learning, early childhood education, as well as supporting new teachers, and other topics identified in the audit.
- An ***Operations Specialist*** (.5 to 1.0 FTE) helps the school-based team with all non-instructional aspects of the school program.

Adding Capacity in Nevada

TenSquare’s facility/real estate support practice operates in six states, and we have expanded our school improvement practices outside of DC as well, including to Chicago, Indianapolis, and St.Paul. Our national network of educators, from high performing charter networks and school systems, ensures our capacity to successfully expand into Nevada.

Appendix A: Resumes

JOSHUA M. KERN

1101 17th St., NW, Suite 200, Washington DC 20036
josh@thetenssquaregroup.com

EXPERIENCE

TENSQUARE, LLC, Washington, DC

Managing Member, August 2011 – present

Founder and managing member of national educational consulting and real estate advisory services firm that enhances school performance through strategic planning, restructuring, and executive recruitment. Assists educational organizations and other clients in meeting their short and long term facility and related real estate interests through the acquisition, financing and development of premier academic facilities and other properties.

THURGOOD MARSHALL ACADEMY PUBLIC CHARTER HIGH, Washington, DC

Co-Founder, President and Chief Executive Officer, August 2000 - August 2011

Co-Founder and Head of School overseeing, managing, and operating all aspects of academic program, budget and financing, public and media relations, fundraising, information technology and facilities management. Led original acquisition, financing and development of the school, which is widely recognized as an anchor institution in its neighborhood and a national model for both educational reform and operational excellence. Under Josh's results-oriented leadership, the school standards-based, law-themed, college preparatory design produced quantifiable student and educational achievement in his eleven year tenure at the school.

PROSPECTIVE TECHNOLOGY CORPORATION, Vienna, VA

Senior Consultant, 1997-1998

Let consulting team responsible for redesigning systems, procedures and workflows of the provisioning department of MCI Telecommunications, including proposals for improvements in systems, project budgets and training of MCI employees.

AMERICAN MANAGEMENT SYSTEMS, INC (AMS), Portland, OR and Arlington, VA

Manager, 1996-1997

Assisted in large-scale implementation of AMS integrated accounting and financial software at the US Department of Agriculture, including development, testing and maintenance of intranet website and serving as point of contact for all USDA regional office employees for this implementation.

Systems Consultant, 1995-1996

Developed AMS system configuration requirements through client interaction; responsible for analysis of current business processes, design and testing of software critical enhancements, and development of system integration plans; served as member of intranet technical team.

EDUCATION

GEORGETOWN UNIVERSITY LAW CENTER, Washington, DC

Juris Doctor, May 2001

GPA: 3.50, Cum Laude

Journal: Law & Policy in International Business (LPIB)

Clinic: Street Law

Honors: Center for Computer Assisted Legal Instruction (CALI) award for best paper

AB FREEMAN SCHOOLS OF BUSINESS, TULANE UNIVERSITY, New Orleans, LA & Prague, Czech Republic

Masters of Business Administration, May 1995

GPA: 3.70, Dean's List

Major: Finance, General Management

Other: Studied international business in Czech Republic

TULANE UNIVERSITY, New Orleans, LA

Bachelor of Arts, Economics, May 1994

GPA: 3.58, Cum Laude

Honors: Admitted into accelerated five-year MBA program

Certificate in Business Law

PROFESSIONAL ACTIVITIES AND AFFILIATIONS

- Founding Member of the Advisory Board, National Charter School Resource Center
- Member of the Bar of the Commonwealth of Pennsylvania (2002-2008)
- Member of the Board of Trustees, Barrack Academy (Akiba Academy), Merion, PA (2005-2008)
- Member of the Board, DC Public Charter School Association, Washington, DC
- Member of the Board of Directors, Friends of Choice in Urban Schools (FOCUS), Washington, DC (2011-current)
- Member of the Board, University of the District of Columbia Community College (2011- current)

KATIE R. HERMAN

1101 17th St., NW, Suite 200, Washington DC 20036
katie@thetensqauregroup.com

PROFESSIONAL EXPERIENCE

TENSQUARE, LLC

January 2012 - Present

Principal

Washington, D.C.

Direct charter school consulting practice fostering school improvement/restructuring initiatives, school mergers, charter renewals, strategic board counsel, school audits, and school leader placements. Coordinate with charter authorizer and with school boards and educational leaders from numerous charter schools. Thought leader on charter school movement.

COLLEGE SUMMIT

January 1999-2001; September 2009 –

December 2011 Vice President of Development

Washington, D.C.

- Senior leader of \$18M national college access nonprofit, which received President Obama's 2010 Nobel Prize award.
- Re-built and led ten-person national development team; established infrastructure to support eleven local offices.
- Secured six-figure corporate and foundation gifts; managed successful \$3.5M Social Innovation Fund proposal.
- Restructured \$15M corporate account management, ensuring sustained support; responsible for all major accounts.
- Managed CRM system, grants, communications, sponsorships, volunteering and corporate engagement campaign.
- Promoted to VP within three months of start date; served as Development Manager, 1999-2001.

THURGOOD MARSHALL ACADEMY PUBLIC CHARTER SCHOOL

October 2001–

December 2008

Board Trustee (2009-present)

Washington, D.C.

Consultant, Strategic Initiatives (August 2006–December 2008)

Managing Director, Deputy Director, Development Director (August 2002–July 2006)

Program/Grants Director (October 2001–July 2002)

- Expanded school from 80 to 400 students, 10 to 80 staff; quadrupled operating budget, revenue; gained national recognition; built current leadership team of city's highest performing open-enrollment public charter high school.
- Spearheaded five-year charter review plan and school restructuring, including the development of a data-driven assessment system and a standards-based college prep curriculum, which led to unconditional PCSB charter renewal.
- Designed administrative structure, hired and supervised eight-person leadership team responsible for: creating, implementing and evaluating curriculum and instruction; organizing and assessing after-

school programs; meeting \$7.4 million revenue goal; cultivating and managing partnerships; and operating state-of-the-art 50,000 sq. ft. facility.

- Led annual fundraising and multi-million dollar capital campaign to renovate and restore century-old school building.
- Designed and ran 500-attendee galas, annually netting approximately \$400,000.
- Established model volunteer programs generating hundreds of volunteer tutors and mentors from law firms and businesses and yielding significant philanthropic revenue for the school.
- Presented at national conferences, facilitated staff retreats and meetings and pitched funders.
- Wrote, edited and managed production of annual reports, marketing materials and donor communications.
- Facilitated committee development, governance policies and succession planning for Board of Trustees.

POLICY STUDIES ASSOCIATES

August 1997–

November 1998

Research Analyst

Washington, D.C.

Led project teams, designed data instruments, conducted interviews, ran focus groups, wrote case studies for U.S. Department of Education and private foundations.

EDUCATION

BROWN UNIVERSITY

Bachelor of Arts, Sociology; Study abroad - Cameroon, Africa.

Founded and directed tutoring program in low-income, South Providence, R.I. housing development.

Ethan Mitnick

1101 17th St., NW, Suite 200, Washington DC 20036
ethan@thetensqauregroup.com

WORK EXPERIENCE

- School Improvement Team Lead, TenSquare LLC** **Washington, DC** **November 2012-present**
- Partner with school leaders, executives, and school boards to improve school performance through direct, hands-on support in academics, leadership, and school culture
 - All efforts aligned to DC Public Charter School Board's Performance Management Framework ("PMF")
 - Completed and authored comprehensive program audits of four schools for boards of trustees
 - Currently directing one resident leader and three instructional coaches on three DC charter school projects
 - **Client gains include:**
 - Elementary school increased DC CAS scores from 13% in ELA and 42.3% in Math in one year
 - One client became a *RTTT Reward School* due to dramatic gains in test performance, doubled its PMF score
 - Two schools increased their PMF scores by more than 10% in less than one year; one was most improved charter school in Washington, DC
 - 10-30% increases in high-stakes DC CAS ELA and Math scores after six to nine months of support
- Senior Program Manager, ToPPP Grant** **Washington, DC** **November 2012-present**
- Oversee programming for \$1.1 million, 13 school Race to the Top OSSE grant (Lead LEA: Cesar Chavez PCS) with a focus on Common Core professional development and leadership development
 - *Programming includes:* replication of Reno, Nevada-based Core Task Project in DC for 50 ELA teachers and 8 school leaders, week-long Common Core workshops for teachers, Common Core Teacher Inquiry Groups, Co-teaching training by Dr. Marilyn Friend
 - Over 300 teachers and 20 school leaders have participated in grant programming
- Principal, Explore Excel Charter School** **Canarsie, Brooklyn** **July, 2010-July, 2012**
- Opened a kindergarten- 3rd grade charter school with 240 students in August, 2011
 - *Activities included:* 10 month residency to plan for school launch, hired 40 staff, coached teachers, designed interventions for below-grade level students, managed \$3.2 million budget, planned three-week pre-service training and weekly professional development, spearheaded culture initiatives
 - After seven months of instruction, 63% of 3rd grade students passed the NYS Math Exam (higher than state average), 46% passed the NYS ELA exam (comparable to city average), 50% more students were reading at grade level at end of school year than at the beginning
- Williamsburg Charter High School** **Brooklyn, NY** **August, 2006 – March, 2010**
- Served as Principal, Assistant Principal of Special Education, Resource Room Teacher
 - Supervised and trained 3 school leaders and 16-member administrative team of 3 charter high schools in school replication effort
 - Implemented and supported innovative program design ranging from AP to Self-Contained classes
 - Hired/trained over 40 new staff members and 60 returning staff members as principal
 - Designed and directed New York State Regents-based interim assessment pilot program
 - Implemented a research-based, collaborative teacher evaluation system based on Charlotte Danielson
 - 93% staff retention rate, 15% increase in pass rate on Living Environment Regents Exam, significant improvements in AP Scores in six classes during year as Principal
- Middle School 302X** **Bronx, NY** **2003-2006**
Teacher of Self-Contained Bilingual Special Education, 12:1:1 classroom grades 5-8, all subjects
- Pace University Adjunct Instructor** **New York, NY** **2006, 2007**

EDUCATION

- Teachers College at Columbia University** **New York, NY** **January, 2009**
Ed.D. in Administration of Special Education Programs
- Mercy College with the New York City Teaching Fellows** **Dobbs Ferry, NY** **May, 2005**
Masters in Teaching with a focus in Bilingual Special Education

PROFESSIONAL CERTIFICATIONS & OTHER QUALIFICATIONS

- Permanent Certification, Teacher of Special Education K-12, Bilingual Extension, NY State
- Permanent Certification, School District Administrator, NY State
- Fluent in Spanish

Andrew Touchette

1101 17th St., NW, Suite 200, Washington DC 20036
andrew@thetensqauregroup.com

School Leadership Consultant

TenSquare, LLC, Washington, DC

July 2013 - present

- Supporting leadership teams in all aspects of school management including principal selection, teacher and student recruitment, community engagement, family communications, academic programming, curriculum development, data analysis, instructional coaching, teacher training, staff evaluation, governance, scheduling, and creating positive behavioral incentive systems.

Dean of Student Support

DC Preparatory Academy; Washington, DC

January 2012 – June 2013

- Forged and maintained a positive school culture that provoked academic achievement for students in elementary grades one through three.
- Provided teachers with real-time feedback on classroom management and classroom culture.
- Supported teachers in the delivery of discipline to students with challenging behaviors.
- Consulted staff on the development and execution of student behavioral improvement plans.
- Built and fostered positive working relationship with families. Engaged in frequent communication with families on student progress towards meeting the expectations of the school's Code of Character.
- Advised the revision of the school's Code of Character to allow for more logical consequences.
- Created a positive behavioral incentive system and a token economy with reporting system that provided students and families with daily information regarding student behavior and student progress towards earning various incentives.
- Planned and facilitated monthly community meetings and other events that celebrated student success.
- Led professional development sessions on sustaining positive and productive school and classroom cultures.
- Served as department chair for Specials Department and managed that team's professional development.
- Directed and managed a robust academic intervention program, which delivered targeted instruction to students in grades one through three. Frequently assessed student achievement data to determine intervention needs (ranging from severe remediation to challenging enrichment).
- Supported principal on the difficult messaging of plans for student grade-level retention to families as needed.
- Assisted in the implementation of academic initiatives that yielded improved performance on the state assessment.

Principal

Center City Public Charter Schools; Washington DC

April 2011 – December 2011

- Led effort to transform school culture of a struggling school.
- Implemented broad-sweeping reforms to staff evaluation systems.
- Oversaw reconstruction of the academic program.
- Instituted a positive behavioral incentive system.
- Grew school from enrollment of 160 to enrollment of 240 students.
- Established strategic partnerships with community organizations.

Associate Director, Fellowship

Building Excellent Schools; Boston, MA

July 2010 – March 2011

- Directed school leaders in start-up and operation of urban charter schools and independent urban schools.
- Supported the development of job descriptions, hiring policies, teacher training materials, staff accountability systems, student recruitment, family communications, and student orientation.
- Conducted school visits to provide detailed feedback on school leadership, culture, and academic programs.
- Managed BES Follow-On Support program.
- Designed and provide training sessions for Building Excellent Schools Fellows on school leadership and school design.
- Supported selection of BES Fellows.
- Consulted on development of BES Rising Fellows program.
- Assisted in organization and delivery of Weekend Warrior Series and other training programs for school leaders.

Principal

Cesar Chávez Public Charter Schools for Public Policy; Washington, DC

July 2006 – June 2010

- Designed and enacted implementation of gap-closing urban middle school informed by models used by the highest performing urban charter schools in the country.
- Successfully petitioned the District of Columbia Charter School Board to authorize the opening of the third school in the Chavez network.
- Led school through opening phase and first three years of its operation.
- Led achievement of significant annual student gains on the state assessment: students posted second highest gains in math for any secondary school in the District of Columbia and third highest gains in English / language arts.
- Assembled a high-capacity staff that expanded to include more than twenty teachers.
- Created and facilitated achievement-driven internal staff development program.
- Oversaw annual student enrollment increases as school grew from 50 students to 240 students in three years.
- Developed multiple systems to promote and enforce accountability.
- Forged a school culture that was held as a model of school reform to be replicated by the other schools in the Chavez network.
- Established and managed strategic community partnerships.
- Systematized procedures for internal and external communications.
- Developed a succession plan that enabled the school's future principal to rise internally.

High School Academic Dean

Cesar Chávez Public Charter Schools for Public Policy; Washington, DC

June 2004 – June 2006

- Served as a member of the school Management Team.
- Assisted the principal with the hiring of new staff and with staffing concerns (including internal promotions and contract renewals).
- Supervised development of high school curriculum and curriculum alignment.
- Reviewed and authorized use of student assessments, including midterm and final exams.
- Ran professional development sessions and managed individual teachers' professional development budgets.
- Created systems for evaluating teachers and implemented staff evaluations.
- Supervised the school registrars.
- Informed students and parents of the academic program.
- Arranged and facilitated staff meetings with parents.
- Managed student scheduling.
- Developed school's master schedule.
- Employed data to form decisions about curriculum and test prep, tracked student progress.
- Organized and facilitated school cultural events.

Classroom Teacher and Department Chair

Cesar Chávez Public Charter Schools for Public Policy; Washington, DC

July 2000 - June 2006

Thomas Stone High School; Waldorf, MD

July 1999 - June 2000

City-As-School; New York, NY

January 1999 - June 1999

- Oversaw curriculum development across four grade levels.
- Facilitated department observations and teacher evaluations.
- Presided over monthly department meetings.
- Aired the grievances and questions of department members to school administration.
- Assisted in development of daily schedule.
- Mentored first year teachers.
- Taught and designed curriculum for numerous high school social studies and English courses including 9th grade U.S. History, 10th grade World History, 11th Grade Politics & Citizenship and English III.
- Created, and collaborated upon, inter-disciplinary projects.
- Chartered and coached the Chavez Debate Society and the Thomas Stone Debate Society.
- Arranged advisor/advisee activities and field trips, Capstone units, and school events.
- Attended professional development conferences and meetings.
- Tutored individual students in history, English and ESL work. Advised students on college/career concerns.

Education

Building Excellent Schools Fellowship; Boston, MA

July 2006 – June 2007

New York University; New York, NY
MA, Secondary Education

August 1998 – June 1999

Fordham University; Bronx, NY
BA, History

August 1994 – May 1998

Alexandra Pardo

1101 17th St., NW, Suite 200, Washington DC 20036
alexandra@thetensquaregroup.com

Education:

George Washington University, Washington, DC

Ed.D Education Administration & Policy

The Relationship Between Student Achievement and Charter High Schools in Washington, DC.

Trinity University, Washington DC

Master of Science in School Administration

American University, Washington, DC

Master of Arts Teaching: Secondary Education: Social Studies

George Washington University, Washington, DC

B.A. International Affairs

Special Honors; Summa Cum Laude

Honors thesis: Education Reforms in Poland post 1989 and Gender Effects

Work Experience:

Ten Square, LLC, Washington, DC 09/11 - present

Educational Consultant

- Serve as an educational consultant to charter schools providing strategic guidance on school turnaround, accountability, leadership, and student achievement.

Thurgood Marshall Academy Public Charter High School, Washington DC

08/11 - present

Executive Director

- Serve as the head of school of the highest performing high school in Washington, DC managing a leadership team comprised of academic, operations, and development administrators.
- Oversee a \$9 million budget and ensure that a \$ 1.75 million fundraising target is met and fully expanded annually.
- Develop and maintain strategic partnerships with philanthropic, business, and public sector to increase awareness of the school and increase its donor base.
- Ensure the school's academic performance continues to strengthen ensuring the school maintains its position as the highest performing open-enrollment high school.
- Represent the school as a leader of DC's education community in policy and advocacy efforts, local and district-wide.
- Collaborate with the Board of Trustees to develop strategic growth for the school that aligns with the mission.

Academic Director **07/06-08/11**

- Oversaw the academic turnaround of the school to become the highest ranked, non-selective high school.
- Managed the day-to-day program of the school managing and supervising all related faculty and staff, expenditures, curriculum and instruction, student support services, and discipline.
- Directed and developed internal assessment programs for the school utilizing data to inform instruction leading that served as a model for the state and national level.
- Managed all school accountability measures with local, state and national agencies.

- Led successful initial Middle States Accreditation process resulting in full accreditation.
- Successfully oversaw the five-year review process with the Public Charter School Board and led the school to be the first charter high school to receive full-continuance.

Results

- Highest performing non-selective high school in the District of Columbia; rated as a Tier 1 school by the Public Charter School Board.
- 40% gains in state test scores in two-years. Highest performing high school 2008 – 2013 in math and reading.
- 40% gains in Advanced Placement passing rates. Highest AP pass rates among all high schools in the District.
- 150 point gains in SAT scores over five years.
- 100% college acceptance rate; 90% college perseverance rate; 65% college graduation.
- Led the high school to exit school improvement status, first school to do so in Washington, DC.
- Gained national recognition: National Center for Urban School Transformation (NCUST) National Excellent School Award (2014); Coalition of School Educating Boys of Color (COSEBOC) National School Award (2013), Department of Education *Doing What Works* (2011).

Roosevelt Senior High School, Washington DC 08/02-07/06

Social Studies Teacher/Chairperson, New Teacher Instructional Coordinator

- Taught: Social Studies (Debate, Model United Nations, AP Government), ESL and computer technology.
- Served as the Social Studies Department Chair leading the department in instructional strategies and standards based planning.
- Developed and taught AP program (AP US Government and Spanish). Student passing rate for AP US government was 70% (surpassed the passing rate of all DC high schools).
- Mentored all new teachers in instruction and classroom management.
- Compiled, disaggregated and analyzed school achievement data developing instructional plans to improve standardized tests and classroom instruction (SAT/PSAT, AP, SAT 9, DC CAS).
- Chaired the Professional Development Committee to meet the instructional needs of instructors creating professional development programs including the development of school-wide “Reading Initiatives” and technology based professional development.
- Wrote school accountability plans, Middle States Accreditation reports, and budgets forecasting future and past academic and financial developments and needs.
- Developed community partnerships and programs with organizations to create bi-lingual and service oriented Programs to meet Latino students’ needs (Focus on Youth; Latino Men/Women of Power; Planned Parenthood).
- Organized and lead school and city-wide refurbishing volunteer based programs (Hands on DC, MLK JR. Day)
- Founded and coordinated Urban Policy Debate Team and the Model United Nations Program which competed at national and international levels. Team ranked number 1 in DC for three consecutive years.

Capitol District Information, Washington, DC 09/01-07/02

National Legal Accounts Coordinator

- Managed all litigation and bankruptcy court and federal agency research services.
- Opened new accounts and developed client relationships.
- Provided written legal research services at local, state and federal agencies.
- Maintained litigation and congressional histories.

English For You, Warsaw, Poland 01/01-08/01

English Teacher

- Taught a variety of English classes including: writing; oral communication; Business English.
- Designed weekend English immersion programs in rural villages in cooperation with University students.

Ruesch International, Washington, DC 8/99-01/01

Foreign Exchange Legal Consultant

- Managed a high volume portfolio of attorney clients seeking foreign currency.
- Processed foreign exchange transfers, payments and futures spot accounts.
- Researched currency flows and trends in foreign exchange.

Other Experience

American University, Washington DC 5/04-6/06

Adjunct Professor, School of Education

- Taught graduate level courses in Education and Technology.
- Supervised the development and evaluate graduate e-portfolios for INTASC standards.

United Nations Associations: Capital Regions –Global Classroom, Washington, DC 9/04-8/07

Consultant: Lead Teacher

- Provided expertise in developing a Model United Nations program in DC High Schools for students and teachers.
- Trained DC high school teachers and mentors involved in the Model United Nations program.
- Provided ongoing classroom curriculum support for Global Classroom teachers through professional development.
- Aligned the Global Classrooms Curriculum with standards in social studies and English Language Arts.

Board Experience

DC Charter School Association 12/08- present

Board of Trustee member

- Elected by District of Columbia charter school leaders to represent interests of public charter school leaders.
- Served on the membership committee increasing school level membership by 30%.

DC Urban Debate League (DC UDL) 9/04-8/07

Board Member Coaches' Association

- Represented coaches in policy and administrative decisions.
- Lead efforts to expand the DC UDL league to public high schools, charter schools and middle schools.

Honors:

- Distinguished Educational Leader Award for the District of Columbia, Washington Post, 2013
- District of Columbia Public Schools Distinguished Educator and Grant Recipient Award, 2005
- Who's Who Among America's Teachers, 2005

Conference Presentations:

- Achievement Gap Initiative, Harvard University. June 2009. *Crating a Purposeful Community through Instructional Leadership.*
- National Charter School Conference. June 2009. *Improving Instruction Through Data* The College of New Jersey, School of Education. December 2009. *Succeeding in a Competitive Environment.*
- Coalition for Juvenile Justice Annual Spring Conference. April 2010. *Ppromising Practices in Improving Student Outcomes for Disadvantaged Youth: Thurgood Marshall Academy, Washington, D.C.*
- National Center for Educational Statistics, STATS-DC-2010. July 2010. *Designing a School-wide Process for Thoughtful Discussions about Student Learning Using Data.*
- Johns Hopkins University, Leadership Education in Adolescent Health (LEAH) Health Disparities Conference. December 2010. *Novel and Innovative Programing in School Student Support.*
- Advanced Placement National Conference. July 2011. *Creating an AP Program in an Urban High School.*
- Midwest High School SIG Conference, National High School Center. May 2011. *Formative Assessments at the High School Level.*
- Department of Defense Education Activity (DODEA). July 2011. *Layers of Transformation.*
- National College Access Network. September 2011. *How High School Alumni Programs Can Increase College Enrollment/Retention.*
- Coalition of Schools Educating Boys of Color (COSEBOC). April 2014. *Creating and Sustaining a College Going Culture for Underrepresented Youth.*
- National Center for Urban School Transformation (NCUST). May 2014. *Creating a Culture of School Excellence.*

JANALEE JORDAN-MELDRUM

1101 17th St., NW, Suite 200, Washington DC 20036

janalee@thetensquaregroup.com

WORK EXPERIENCE

- Provide school leadership, transition, and turnaround support to Josh Kern, Court Appointed Receiver of Options Public Charter School (PCS) in Washington, DC. In spring 2014, oversaw completion of a special education audit and file review, resulting in a re-designed special education delivery system and a newly implemented Response-to-Intervention model, improving supports and services for all students. In spring/summer 2014, worked with the Receiver and his team to restructure, reorganize, re-staff, and reopen Options PCS for the 2014-15 school year.
- Serve as Senior Consultant to TenSquare, a consulting firm with expertise in school turnaround, school improvement, charter management and operations. Provide strategic support for school audits, charter renewal supports and services, and school improvement/school turnaround efforts.
- Served as Senior Consultant to Cross & Jofus (C&J), a consulting firm with expertise in education reform, school improvement, and systems change. Worked with C&J to help design, coordinate, and conduct the Los Angeles Charter School Special Education project—a \$2.1 million collaborative endeavor involving 168 charter schools in the Los Angeles Unified School District—resulting in improved special education services in charter schools in Los Angeles.
- Served as a core member of the C&J team responsible for the Kansas Learning Network (KLN), a five-year, statewide, systemic reform effort that improved the quality of districts and schools, and increased student achievement. Led needs assessment writing and reporting; co-developed the Kansas Collaborative Curriculum Institute, which leveraged the resources of five small rural districts to build shared curricula; and helped design network-wide and district-based technical assistance.
- Served as Senior Consultant to Collaborative Communications Group. Led and successfully completed several projects and publications related to educational leadership, school reform, and community-school collaboration, with clients such as the National Academy Foundation, the Arkansas Department of Education, and the National Association of Elementary School Principals.

VICE PRESIDENT & CHIEF OF STAFF

VINES OF MENDOZA (WORKING SABBATICAL, MENDOZA, ARGENTINA)

2006-2007

- Took a two-year working sabbatical from the education field to participate in a long-term live and work abroad experience. Helped start and build the Vines of Mendoza, a very successful multinational wine and vineyard firm, with 2013 revenues in excess of \$10 Million US.
- Provided strategic consultation to the CEO and led strategic planning processes.
- Developed and implemented bilingual human capital, compensation, management, and evaluation policies; led international recruitment efforts to secure high-profile staff and consultants; built a positive multinational work culture with low turnover and a strong commitment to the company.
- Facilitated transition from a start-up dependent on investment, to a stable, growing enterprise.

FOUNDER & OWNER

JORDAN-MELDRUM CONSULTING—AN EDUCATION CONSULTING FIRM 2002–2006

- Served as a strategic advisor and researcher to education organizations and associations.
- Highlights: Completed a two-year case study project, featuring exemplary school-based afterschool programs for the National Association of Elementary School Principals (NAESP). Published *Making the Most of Afterschool Time: 10 Case Studies of School-Based Afterschool Programs*, 2005.
- Led and served as a thought partner on several projects for Collaborative Communications Group, including *Leading Afterschool Learning Communities*, 2006, for NAESP; interactive Web-based education leadership tools for the Council of Chief State School Officers; and *Full-Day Kindergarten: An Advocacy Guide*, for the National Education Association, 2006.

SENIOR PROGRAM OFFICER, K-12 AND COMMUNITY PROGRAMS

AAUW Educational Foundation 2000-2002

- Oversaw K-12 and community programs for the American Association of University Women (AAUW) Educational Foundation.
- Provided technical assistance and built networks that substantially boosted the impact of grantees' work. Redesigned a national fellowship program for STEM teachers, increasing the number, diversity, and quality of applicants. Directed a weeklong training/networking institute for STEM teachers—developed curriculum, hired faculty, and created a national *Forum on Educational Equity*.
- Developed *Pathways to Educational Leadership*, a Wallace Foundation funded effort to promote women as principals and superintendents. Successfully built and led project advisory team that included high-profile representatives from DC Public Schools, national principals' and school administrators' organizations, and universities.
- Served as technical assistance provider and advisor on a number of national collaborative efforts.

PROGRAM OFFICER, COMMUNITY ACTION PROGRAMS

AAUW Educational Foundation 1997-1999

- **Created a multi-year planning/coalition-building grant program, strengthening communities' abilities to implement long-term education related projects.**
- Initiated and designed the Information Sharing Network, multiplying the impact of the AAUW Educational Foundation's community-focused grant-making efforts. Designed infrastructure for the Network, including: focused technical assistance; an online database; Web and print publications; and conference presentations featuring lessons learned, promising practices, and exemplary products developed by grantees.

PROJECT COORDINATOR, GIRLS CAN! COMMUNITY COALITIONS PROJECT

AAUW Educational Foundation 1995-1996

- Coordinated a \$540,000 national community-school collaboration project to increase girls' interest and participation in STEM classes and careers, launched in partnership with the W.K. Kellogg Foundation.
- Provided technical assistance to grantees; managed project budget; wrote publications and reports. Coordinated the successful completion of a participatory project evaluation, led by Harvard evaluation team. Prepared grant proposals to the Kellogg Foundation and the General Motors Corporation, securing more than \$100,000 in additional funding.

RESEARCH FELLOW

GRADUATE COLLEGE, ARIZONA STATE UNIVERSITY

1994-1995

- Conducted research on the expansion of democratic decision-making processes to traditionally "non-political" areas of contemporary life. Worked on-site in Washington, DC with professors at Georgetown and Howard Universities. Wrote and presented national conference papers on research.

FACULTY ASSOCIATE, INSTRUCTOR/TEACHING ASSISTANT

DEPARTMENT OF POLITICAL SCIENCE, ARIZONA STATE UNIVERSITY

1988-1994

- Designed and taught courses on democratic theory and political ideologies. Taught multiple sections of a televised course.
- Managed special programs, including recruitment and selection of students for national women's leadership and diversity programs. Advised undergraduates on course selection and career preparation, supervised graduate students. Researched and presented conference papers, co-published a scholarly book chapter.

RELATED PROFESSIONAL AND COMMUNITY INVOLVEMENT

- Member of the Reform Support Network's Expert Database—the US Department of Education funded technical assistance network supporting Race to the Top grantees
- Member, PTA Board/School Management Plan team, Key School-Esuela Key (a two-way Spanish-English immersion school), Arlington, VA
- Member, Early Childhood Advisory Committee, Arlington Public Schools, Arlington, VA
- Recipient of 2013 Honored Citizen Award, for long-term volunteer service to Arlington Public Schools
- Advisor for the NASA Student Involvement Program
- Advisor for the U.S. Department of Energy student science competitions program
- Invited grant reviewer for the National Science Foundation
- Invited speaker for the National Community Education Association, the Association of Public Television Stations, and the National Education Association, among others
- Presenter and facilitator of over 100 workshops and training sessions on topics such as: strategic planning; school and district needs assessments; educational leadership; school and community collaboration; connections between in school and out-of-school learning; and equity in education.

EDUCATION

MASTER OF ARTS, 1991

Arizona State University, Tempe, AZ
Major Field: Political Theory

Distinguished Achievement Award, for Achievement in Scholarship, Research, and Leadership, Faculty Women's Association, 1991

Completed coursework toward PhD, ABD 1994

BACHELOR OF ARTS, 1987

Arizona State University, Tempe, AZ, *Summa Cum Laude*

Arizona Regents Scholar, DuBois Foundation Scholar,
Demund Foundation Scholar

RELATED PAPERS AND PUBLICATIONS

CHARTER SCHOOLS (SEE ALSO SPECIAL EDUCATION BELOW)

National Association of Charter School Authorizers (NACSA), series of state-level policy briefs focused on specific issues—e.g. school closure, authorizer accountability, independent charter school boards—related to high-quality charter school authorizing, May 2013. Served as primary researcher and author.

Cross & Joftus, *AARA LAUSD Charter School Special Education Needs Assessment: Report of Findings*, April 2011. Helped to develop the research design for this project involving a targeted sample of 31 charter schools and a larger network of 168 charter schools and related charter management organizations (CMOs); conducted interviews and focus groups in Los Angeles; helped write and edit the 63 page report.

Cross & Joftus, *AARA LAUSD Charter School Special Education Needs Assessment: Report of Findings, Executive Summary*, April 2011. Helped write and edit this executive summary.

CONNECTIONS BETWEEN IN-SCHOOL AND OUT-OF-SCHOOL LEARNING

Cross & Joftus, “Communities in Schools (CIS) Affiliate Financing Strategies,” June 2013. Managed project; led research and writing of report highlighting high-performing CIS affiliates’ financing and funding strategies, analyzing cross-affiliate financing trends, and making recommendations for CIS expansion.

National Association of Elementary School Principals (NAESP), *Collaborating to Build a New Day for Learning: A Toolkit for Principals, Afterschool, and Community Leaders*, 2009. Served as the primary researcher and writer for this publication and accompanying online tools; developed interviews and podcasts; contributed to design and production in partnership with Collaborative Communications Group.

Georgia Afterschool Investment Council, *Building a Strong Foundation: The Current State of Afterschool in Georgia*, January 2007. Served as the primary researcher and writer for this publication, produced in partnership with Collaborative Communications Group.

Jordan-Meldrum, Janalee, *Making the Most of After-School Time: Ten Case Studies of School-Based After-School Programs*, 2005. Served as the lead researcher and author on this two-year case study project, featuring successful school-based afterschool programs in 10 diverse urban and rural communities across the United States.

DISTRICT AND SCHOOL IMPROVEMENT; CAPACITY BUILDING

Cross & Joftus, *Needs Analysis of Salina School District*, Salina, KS, January 2012 – SAMPLE.

Cross & Joftus, *Needs Analysis of Liberal High School*, Liberal, KS, February 2011 – SAMPLE.

Coordinated the work of several teams to carry out and produce more than 30 in-depth, on-the-ground needs analyses in school districts and schools in Kansas; served as primary editor and writer; developed recommendations for improvement and capacity building; led and managed teams of superintendents, principals, teachers, and other educational leaders who served as researchers.

Jordan-Meldrum, Janalee, *Building a Statewide Network for Change: A Look Back at the First Year and a Half of the Kansas Learning Network*, report presented to the Kansas State Department of Education, July 2010. Reviewed literature and analyzed state, district, and school achievement data; conducted extensive interviews with state, district, and local administrators, teachers, and researchers; authored report documenting the early results and initial impact of the Kansas Learning Network.

EDUCATION REFORM – HIGH SCHOOL REFORM

Reform Support Network (the federal technical assistance network supporting Race to the Top district and state leaders), “Making High Quality Teacher Evaluation Manageable,” a guide for state and district leaders, July 2013. Served as primary researcher and writer of the guide.

United Way Worldwide, education issue briefs, March 2010. In collaboration with Cross & Joftus and United Way Worldwide team members, edited a series of five issue briefs making the case for United Way’s focus on supporting education reform initiatives at the Pre-K, elementary, middle, high school, and post-secondary levels.

Collaborative Communications Group, *Mapping Opportunities for the Strategic Expansion of the Career Academy Approach to Learning in California*, report prepared for the National Academy Foundation, September 2009. Managed research of this publication and served as the primary writer and editor.

Arkansas Department of Education (ADE), statewide professional development initiative, 2008. Led a research and production team at Collaborative Communications Group; oversaw research, writing, editing, and production of several communication tools to enable ADE to roll out a research-based, job-embedded approach to professional development, including: a strategic communications plan; a professional development Web-portal for teachers; posters; bookmarks; and video interviews.

Collaborative Communications Group, *Investing in New Orleans: Mapping the Landscape of Funding for Public Schools*, report prepared for the National Academy Foundation, April 2008. Managed design and production of this publication and served as the primary editor.

National Education Association (NEA), *Full-Day Kindergarten: An Advocacy Guide*, 2006. Served as the primary researcher and writer for this publication, produced in partnership with Collaborative Communications Group.

EDUCATIONAL LEADERSHIP

National Association of Elementary School Principals (NAESP), *Leading Learning Communities: Standards for What Principals Should Know and Be Able to Do*, Second Edition, 2008. Served as a member of the editing team at Collaborative Communications Group; worked in partnership with NAESP to produce the second edition of this seminal educational leadership guide.

National Association of Elementary School Principals (NAESP), *Leading Learning Communities: Standards for What Principals Should Know and Be Able to Do—Executive Summary*, Second Edition, 2008. Served as the primary editor at Collaborative Communications Group for this executive summary.

National Association of Elementary School Principals (NAESP), *Leading Afterschool Learning Communities: What Principals Should Know and be Able to Do*, 2006. Served as a member of the NAESP Advisory Panel for this book. Also reviewed literature and conducted interviews with several cutting edge principal leaders; researched, wrote, and edited portions of the book with Collaborative Communications Group.

SPECIAL EDUCATION (SEE ALSO CHARTER SCHOOLS AND SPECIAL EDUCATION ABOVE)

Cross & Joftus, *Reimagining Special Education: A Systemic Approach to Improving Outcomes for Students at Risk of School Failure*, 2012. Served as editor of this guidebook and toolkit, designed to serve as a comprehensive resource for educational leaders in both traditional public school and charter school settings.

MABEL I. LAJES-GUITERAS

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PROFESSIONAL EXPERIENCE:

TenSquare, LLC *Washington, DC*

Consultant (August 2014-present)

Partner with school leaders, executives, and school boards to improve school performance through direct, hands-on support in academics, leadership, and school culture

University of Maryland *College Park, MD*

Lecturer-Academic Achievement Program (July 2014-August 2014)

Redesigned and taught EDCP 108E course for incoming first generation and low-income students

Bedford Stuyvesant Collegiate Charter School (an Uncommon School) *Brooklyn, NY*

Founding Principal (2008-2013)

Provided support, evaluation and professional development for staff; recruited and hired staff; provided support and information for families, created a strong culture of achievement, created school-wide goals and vision

Boston Preparatory Charter Public School *Hyde Park, MA*

Literacy Chair (2006-2008) *Lead Literacy Teacher* (2005-2006) *Founding Literacy Teacher* (2004-2005)

Created school-wide literacy program; coached content area teachers in literacy strategies; modeled best practices

Roxbury Preparatory Charter School *Roxbury, MA*

6th grade English and 8th grade Reading Teacher (2003-2004)

Taught English, Reading, Dance and Performance Art courses; responsible for school-wide data analysis

Clarkstown Central School District *West Nyack, NY*

English Teacher (2002-2003)

Taught 10th grade Regents courses, 10th grade Honors course, and Women In Literature course

Exploration Intermediate Summer Program *Wellesley College Campus, MA*

Curriculum Director (2002, 2003) *Residential Director* (1999, 2000) and *Teacher* (1999, 1998)

Evaluated, supported and supervised 60 teaching faculty members; served on the program's administrative team

Creative Arts Team *New York University, NY*

Elementary Program (2001-2002) Early Learning through the Arts/NYC Wolf Trap Program (2000-2001)

Graduate Assistant, Administrative Assistant

Developed theatre in education curricula; managed several subprograms, performed in literacy curriculum

EDUCATION:

Amherst College, *Amherst, MA* (1995-1999)

BA (Magna Cum Laude) in Psychology and Theatre & Dance with Distinction; GPA: A-

Thesis: (Theatre & Dance) 360 Degrees of Creativity: Learning Through Theatre

An exploration of the role of arts in education, taught at the Pioneer Valley Charter School for Performing Arts

New York University, *New York, NY* (2000-2002)

MA in Educational Theatre with English Certification 7-12; GPA: 3.96

Student teaching placement: The Bronx High School Of Science
Boston University, Boston, MA (2006-2007) GPA: A
Completed coursework in School leadership and Administration towards Principal
Administrative Certification

CERTIFICATION: New York Permanent Certification in English grades 7-12; Massachusetts initial certification in English 5-8 and 8-12, Massachusetts Middle School Principal Licensure

PROFESSIONAL DEVELOPMENT: MCAS 7th grade writing benchmarking committee, MCAS 8th grade ELA Committee, Presenter at Amherst College's Inaugural Alumni Educators Event, Speaker at the New York City Charter School Center school leader seminar, Presenter at 2014 Amherst College Reunion on Equity in Education, member of Amherst College's Alumni Executive Committee

SKILLS/INTERESTS: Bilingual English/Spanish; Forensics (speech) team experience, dance and theatre experience

Jessica Sher

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PROFESSIONAL EXPERIENCE

TenSquare, LLC, Washington, DC

Senior Project Lead, April 2013–present

- Manage executive leadership, administrator, teacher, and school staff recruitment.
- Support schools through charter application, review, and renewal.
- Serve as third party test monitor and testing consultant.
- Advise clients on federal and local grant compliance and monitoring.

Thurgood Marshall Academy Public Charter High School, Washington, DC

Director of Development & Strategic Partnerships, September 2009–February 2013

- Identified, cultivated, and managed strategic partnerships with Washington, DC-based law firms and businesses.
- Fundraised \$1.8 million annually from individuals, corporations, family foundations, and federal and local government agencies.
- Oversaw portfolio of out-of-school-time enrichment programs designed to provide leadership opportunities, maximize academic achievement and elevate career prospects for 400 students attending law-themed public charter high school.
- Supervised eight full-time staff members and 300 volunteers.
- Served as member of five-person leadership team and participated in five-year strategic planning process.
- Coordinated multiple high-profile events ranging from annual fundraising Gala for 300 guests to volunteer opportunities and media coverage, including six-day film shoot for *CBS Evening News with Katie Couric*.
- Managed print and digital communications including monthly newsletters, website, promotional materials, annual fundraising appeal, and social media presence to execute cost-effective public relations and marketing initiatives.
- Presented on school culture, effective mentoring practices, and positive youth development at national conferences.

Director of Programs, August 2007–August 2009

- Oversaw the school's primary supplemental programs including Mentoring, Law Day, Law Firm Tutoring, Athletics, Clubs, and Service-Learning.
- Recruited, trained, and monitored over 200 volunteers from local law firms and professional organizations.
- Supervised team of four.
- Designed and led trainings for staff, mentors, tutors, and volunteers on approaches to youth development, diversity, effective teaching/learning strategies, and the U.S. legal system.
- Developed and implemented strategic planning and evaluation process for all in-school and out-of-school supplemental programs.

Program Coordinator, September 2006–July 2007

- Facilitated in-school and out-of-school supplemental activities, such as after school Homework Help, Law Days, and Law Firm Tutoring.
- Coordinated Mentor Program pairing 70 high school students with adult mentors. Responsibilities included planning monthly Mentor Days, supporting mentor-mentee matches, leading participant training, and program evaluation.
- Supervised service-learning programs offering leadership and academically-enriched community service opportunities to students.
- Led the Anti-Defamation League: A WORLD OF DIFFERENCE Peer Training program to train selected students in facilitating diversity and anti-bias workshops for their peers.

The University of Michigan Ginsberg Center, Ann Arbor, MI

Community Organizing Intern, September 2005–April 2006

- Contributed to planning and evaluation team piloting new undergraduate, peer-facilitated, service-learning program focused on community organizing for social justice.
- Devised new student recruitment strategies including first university-wide “Social Justice Course Fair”.
- Mentored student facilitators by assisting with problem-solving, curriculum development, and leadership.
- Developed and designed program evaluation to identify course strengths and weaknesses using satisfaction surveys, focus groups, and individual interviews.

Vista Maria, Dearborn Heights, MI

Management Intern, September 2004–April 2005

- Developed Strategic Planning Manual to be used for 2006–2009 plan by Vista Maria, the largest residential treatment center for adolescent girls in Michigan.
- Implemented Teacher Assistant Program in on-campus school, placing residential staff as in-class aides.
- Designed 15 minute and three minute fundraising presentations to be used by Administration and Board.
- Created an Aftercare Program Evaluation using client focus groups, referral source interviews/surveys.

F·E·G·S/ Teen Works, Bronx, NY

Assistant Supervisor, July 2003–May 2004

- Supervised seven Youth Development Specialists providing dropout prevention to four vocational high schools in the South Bronx.
- Planned and facilitated 3-day college and cultural trip for 21 students to Baltimore, MD, and Washington, DC.
- Organized internship program for 50 high schools students including establishing connections with city-wide agencies, distributing stipends, teaching job skills workshops.
- Managed monthly Youth Community Service Program with New York Cares and Habitat for Humanity.

Youth Development Specialist, July 2002–June 2003

- Administered a dropout prevention program at a South Bronx high school providing counseling, tutoring, college prep, job development, and cultural enrichment to 85 high school seniors resulting in a 70% on-time graduation rate.

EDUCATION

University of Michigan, School of Social Work, Ann Arbor, MI

Master of Social Work, 2006

Concentration: Community Organizing with Children and Youth

Northwestern University, School of Education and Social Policy, Evanston, IL

Bachelor of Science in Social Policy, 2002

LEADERSHIP ROLES AND COMMUNITY SERVICE

- Anti-Defamation League Regional and Young Professionals Division Board Member, 2009–*present*; Vice Chair for Development, 2014
- Jewish Federation of Greater Washington Nexus Leadership Program Graduate, 2010; IMPACT DC Co-Chair, 2012; ConnectGen Fellowship Coach, 2013; Regional Board Member, 2014
- MARPAT Foundation Peer Coaching Program Participant, 2010–2012
- Press Pass Mentors Board Member, 2012–*present*
- Thurgood Marshall Academy Advocates' Council, 2013– *present*

Rebekah M. Jacobs

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rebekah@thetensqauregroup.com

Harvard University (Cambridge, MA), 2002-2003

**Masters Of Education in Language and Literacy/Reading Specialist Certification K-12,
Standard Certificate**

GPA: 3.8/4.0

Loyola Marymount University (Los Angeles, CA), 2000-2002

Masters of Arts Education, Preliminary Single Subject CLAD Credential in Language Arts

GPA: 3.9/4.0

The University of Texas at Austin (Austin, TX), 1996-2000

Bachelor of Arts, English with High Honors

GPA: 3.8/4.0

Honors: Gamma Beta Phi Honor Society, Golden Key National Honor's Society, Greek Scholar

Work Experience

TenSquare Inc. (Washington, DC), 2013-Present

William E. Doar Jr. Public Charter School, 2013-present

Conduct teacher observations, lead grade level instructional planning and data analysis, and create weekly, targeted professional development sessions on specific strategies such as text analysis and guided reading for grades K-8. Choose and implement curriculum for ELA and Math grades PreK3-8. Co-design and co-conduct leadership retreats and two-week preservice for all staff focusing on staff culture, best practices, and management. Train teachers on the Fountas and Pinnell Reading Assessment to develop both small group and individualized instructional supports early in the year. Advise school's leadership on curriculum, instruction and management. Responsible for ensuring that high-quality balanced literacy instruction is taking place in all classrooms by supporting teachers in the implementation of four new Common-core aligned curriculums. Responsible for reviewing interim data and intervention plans. Provide counsel to school's leadership on curriculum, instruction and classroom management. In 2014, Middle School DC Comprehensive Assessment System (DC CAS) ELA scores increased by 4.4% and Third Grade DC CAS ELA scores, a Gateway indicator, increased by 4.6%.

Imagine Hope Lamond Public Charter School, 2013-2014

Conducted an educational audit and created targeted instructional interventions for below-grade level students. Developed a professional development plan for ELA content using balanced literacy, implementing independent reading, and utilizing small group instruction/guided reading. Supervised and led ELA coaching for grades 3-6. Assessed and evaluated all staff using Danielson Rubric. In 2014, Lamond saw the greatest one-year gain of all DC public charter schools in overall growth (up 17.5 points) on the DC CAS test.

Curriculum Writer (2008-Present)

KIPP Colorado, August 2014

Developed and facilitated an 8-hour on-site, guided reading course to launch best practices in guided reading for two KIPP middle schools for 70 teachers and leaders.

Bridge International, 2012-2013

Co-developed a high-quality, scripted English curriculum for nursery and primary schools in Kenya, Africa, based on government standards. Utilized fiction and nonfiction texts, targeted vocabulary, and text-related questions. Created Saturday school programs and high-quality assessments.

Center City PCS, 2013

Created several Common-core aligned novel-based units with performance assessments, formative assessments, and text-dependent questions for the six campuses at Center City Public charter schools in DC.

Lighthouse Academies, 2008-2010

Created 7 English Language Arts and Social Studies Scope and Sequence and Curriculum Guides for 3 middle and high schools across the US. Used the Understanding By Design model and state standards. Organized learning activities around essential questions, key understandings, and performance assessments. Developed four professional development modules around reading in the content area.

Northbrook Junior High (Northbrook, IL), 2004-2007

7th grade Model Lab Teacher

Demonstrated model lessons through a reading residency with Ellin Keene, noted author of Mosaic of Thought. Taught multiple levels of Language Arts in a high performing Illinois school district. Specialized in differentiated instruction, student-centered learning, and co-teaching to meet the needs of special education and gifted students. Strengthened the Excel/Gifted identification process and curriculum. Analyzed reading data to better identify and place students in appropriate classes. Revised the social studies curriculum using essential questions and curriculum mapping. Trained by Dr. Peggy Allen to score ISAT papers and extended response in both narrative and expository writing. Scored district wide tests to note trends and adjust teaching.

Teach For America (Los Angeles/Bronx/Chicago), August 2000-2007

Curriculum Specialist-Summer Institute Program

Corps Member Advisor-Summer Institute Program

Middle School English Learning Team Leader

Co-wrote Secondary Literacy Sessions for the 2006 Institute. Delivered TFA 2005 curriculum to over 92 incoming TFA corps members in South Central Los Angeles as a Curriculum Specialist.

Guided new TFA teachers with their classroom management skills, goal setting, assessments, reading strategies, and the writing process as a Corps Member Advisor in Bronx, NY. Encouraged goal setting, unit planning, diagnosing, and tracking as a Learning Team Leader to improve student achievement.

Nimitz Middle School (Huntington Park, CA), 2000-2002/2003-2004

Literacy Coach

7th and 8th Grade English Teacher

Taught over 250 students in an under-resourced school in East Los Angeles to achieve dramatic gains in written performance assessments in both gifted, regular, and ELL classes. Raised \$60,000 to take students to Washington DC. Ensured ongoing development and improvement of curricular, instructional, and academic programs with 7 TFA new teachers during the school day.

Dearborn Middle School (Roxbury, MA), 2002-2003

Boston Public School Literacy Coach

Implemented Boston's Plan for Excellence's Collaborative Coaching Learning Model which included: pre-conferences with individual teachers, weekly lab site demonstration/observations, debriefs, and follow-ups. Led 2 inquiry group with 10 English/Language Arts teachers to examine best practices to improve student thinking and reading comprehension. Modeled and team-taught various lessons across the curriculum including Language Arts, History, and Science. Provided professional development for the entire staff on how to implement best practices in literacy, examine student work, and utilize a workshop model in all content areas.

Voices of Love and Freedom (VLF) (Boston, MA/Visitation, CA), 2002-2003

Guide Writer

Wrote 8 Teacher Resource Guides for various young adult novels for VLF, a non-profit educational organization that promotes literacy, character education, and drug and violence prevention. Created writing prompts and assessments for each novel and aligned each assignment to California ELA Standards. Convened with Harvard researchers in the field of reading comprehension and character development to develop a weekly teaching instruction plan for teachers.

Maria L. Baldwin Middle School (Cambridge, MA), 2002-2003

Assistant Literacy Specialist

Administered individualized formal and informal assessments during weekly tutoring sessions using the *Qualitative Reading Inventory*, *Writers Workshop*, and *Reading Workshop*. Facilitated various guided reading groups, a word study group, and writing workshop for students in grades 3, 4, and 7.

Candice Bobo

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Education:

August 2011

Master of Arts Degree, Education Leadership

Columbia University, Teachers College, New York, New York

May 1999

Bachelor of Arts Degree, Mass Media Arts, Print Journalism

Clark Atlanta University, Atlanta, Georgia

Summary of Qualifications:

- Adept director leading one of the highest-performing open-enrollment public high schools in the District of Columbia. Students scored over 30 percentage points higher than the average of all public high schools in the city. Ranked #3 high school in DC by **US News and World Report**.
- Visionary leader serving in Director positions for over six years with a specialty in English.
- Achieved 100% graduation rate for 12th grade every year from 2005 - present.

Career History:

TenSquare, LLC

Consultant (February 2012 - Present)

- Conduct teacher evaluations, interviews and make hiring recommendations as a member of the restructuring team approved by the DC Public Charter School Board.
- Audit and revise school academic programming, discipline policies, classroom management techniques and incentive programs.
- Craft transition plans for school expansion and design curriculum for implementation.

Thurgood Marshall Academy Public Charter High School, Washington, DC

Professional Development Consultant (2012-Present)

- Design and implement professional growth initiatives for a staff of 70.
- Coach managers transitioning into school leadership positions.

Director of Student Affairs/Dean of Students (2007-2012; January 2014 - June 2014)

- Apply decision-making skills as a member of the five person leadership team responsible for daily and long-term school operations.
- Manage grade level deans and coordinate all student academic and behavioral affairs.
- Provide academic guidance for students, including academic scheduling, community service, and promotion support plans.
- Collaborate with the college counseling team to provide counseling services to current students and alumni to support students pursuing university and careers. Over 90% of first-generation university going alumni are still enrolled in university.

- Decrease student infractions and increase adherence to the Code of Conduct through facilitation of positive behavior interventions, discipline classes, mediation, school advisory council, and individual behavior modification plans.
- Design and facilitate professional development initiatives related to student affairs in areas such as classroom management, reflective practice, and emotional literacy.

Community Affairs Liaison (2007-2012)

- Build staff morale and strengthen the school community by facilitating the annual teaching academy, staff retreat, workshops, staff meetings, and appreciation celebrations.
- Since establishing the Community Affairs Liaison position, staff satisfaction has increased by 35%. Teacher attrition has dropped to 6%.

Co-Academic Director, Curriculum and Instruction (2006-2007)

- Conduct regular observations and evaluations of all teachers to ensure implementation of curriculum and standards based instruction.
- Ensure the school's curriculum is aligned to charter school board and state standards, as well as managing teachers and supporting faculty.
- Assist with the comprehensive implementation of the internal benchmark assessment program.
- Recruit highly qualified teachers to deliver rigorous and innovative instruction.

Master Teacher (2005-2006)

- Mentor new and marginal teachers by creating personalized professional development plans, setting goals and establishing benchmarks.

English Teacher (2004-2005)

- Instruct students in basic grammar, writing, American, British, World, and Advanced Placement Literature.
- Incorporated the use of technology into lessons and partnered with local agencies to bring arts into the classroom.

Friendship Public Charter School, Washington, DC

Lead Teacher/English Teacher (August 2001- July 2004)

- Managed team of 10 teachers, multiple grade levels, and all academic and disciplinary concerns for the Communications & Arts Academy.
- Responsible for the academic, social and emotional development of 350 secondary school students.
- Organized, created and implemented daily professional development and common planning time for teachers.
- Developed Advanced Placement English Literature and English Language curriculum for 11th and 12th grade students.

The Walt Disney World Resort, Orlando, Florida

Casting/Operations Support (October 1999 - June 2001)

- Recruited and trained new employees for positions in Theme Park Operations.
- Counseled and advised current employees through the transfer and promotion process.

Certifications:

May 2011

Emotional Literacy for Educators, Train-the-Trainer Certification,
The RULER Approach to social and emotional learning,
Yale University, New Haven, Connecticut

October 2004

Highly Qualified Teacher Certification
Praxis II, English Proficiency

July 2003

College Board Advanced Placement English Language Certification,
Goucher College, Baltimore, Maryland

August 2002

College Board Advanced Placement English Literature Certification,
College of William and Mary, Williamsburg, Virginia

Ursula S. Zeydler

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EDUCATION

Harvard University, Graduate School of Education – Cambridge, MA

2013

Ed.M. - Education Policy and Management, coursework completed at HKS, HBS & HLS

Student Government Association, Vice President

Harvard Graduate Council Ambassador, Advocacy Committee, Co-chair

Fordham University – New York, NY

2011

M.S.T. - Master of Special Education

Temple University – Philadelphia, PA

2008

B.A. - Political Science (with distinction), French, *magna cum laude*

Distinctions: Phi Beta Kappa; Political Science Honors program; Phi Sigma Pi (National Honors Co-ed Fraternity); National Society of Collegiate Scholars

Université Panthéon Sorbonne de Paris- Paris, FR

2007

Certificate: French Language and Civilization

University of Virginia – Charlottesville, VA

2006

Semester at Sea

Concentration: Political Science, Global Studies and Ethics

EXPERIENCE

TenSquare, LLC Washington, DC – *Consultant* – February 2014 – present

- Performed a variety of education consultancy services focused on school turnaround efforts within the public charter school sector
- Scope of projects includes strategic planning and partnership facilitation; educational leadership evaluation, development, coaching, and interim leadership services; hiring and recruiting; professional development planning for both content delivery and planning logistics; curriculum development and implementation.

The Reset Foundation, Cambridge, MA – *Education Consultant, Team Member* – January 2013 – May 2013

- Provided expertise related to the educational programming and funding components of an alternative incarceration model

- Semi-finalist, Harvard Business School New Venture Competition, Social Enterprise Track (April 2013)

Somerville Public School District, Somerville, MA – *Consultant* – September 2012 – December 2012

- Performed consultancy services requiring a complex analysis of student achievement scores disaggregated by subgroup, synthesis of school and community based indicators impacting student achievement, and a comprehensive evaluation of historical financial reports

Teach for America, New York, NY – *4th Grade Special Ed. Teacher, PS 86, The Kingsbridge Heights School* June 2009 – June 2012

- Adapted and differentiated 4th Grade curricula to meet the unique learning and emotional needs of special education students

- Served as grade representative for Mathematics Professional Learning Committee and Inquiry-Based learning projects; conducted school-wide professional development concerning curriculum design and transition to CCLS
- Collaborated with student guardians, school psychologists, and service providers to create over 30 Individualized Education Plans (IEPs) for special education students
- Co-founded and coached 4th, 5th and 6th grade students for the P.S. 86 Young Runners Track Program

ADDITIONAL INFORMATION

Proficiencies: Languages: Native English, Fluent: French and Polish; Proficient in all Microsoft applications as well as SPSS (Statistical Package for the Social Sciences) & STATA (Data Analysis and Statistical Software) programming.

Interests: International travel - Lived/Studied/Volunteered in Paris, Warsaw, Krakow, Democratic Republic of the Congo, Zambia and traveled to 45+ countries/territories