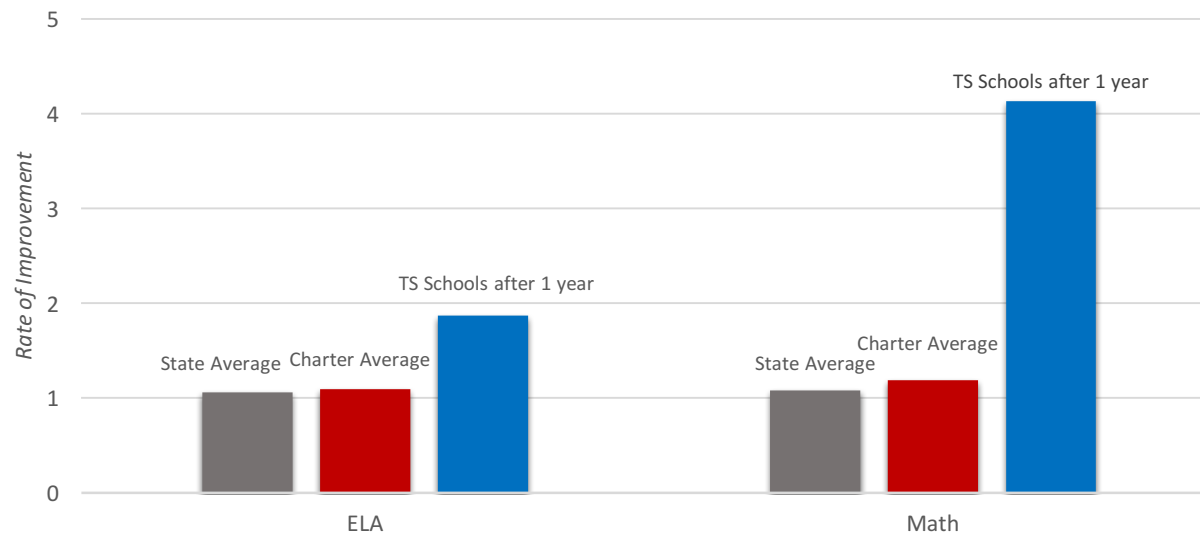


## TenSquare Results - Appendix

### Performance on State Tests

*Increase in percent of students meeting state benchmarks in English and Math*

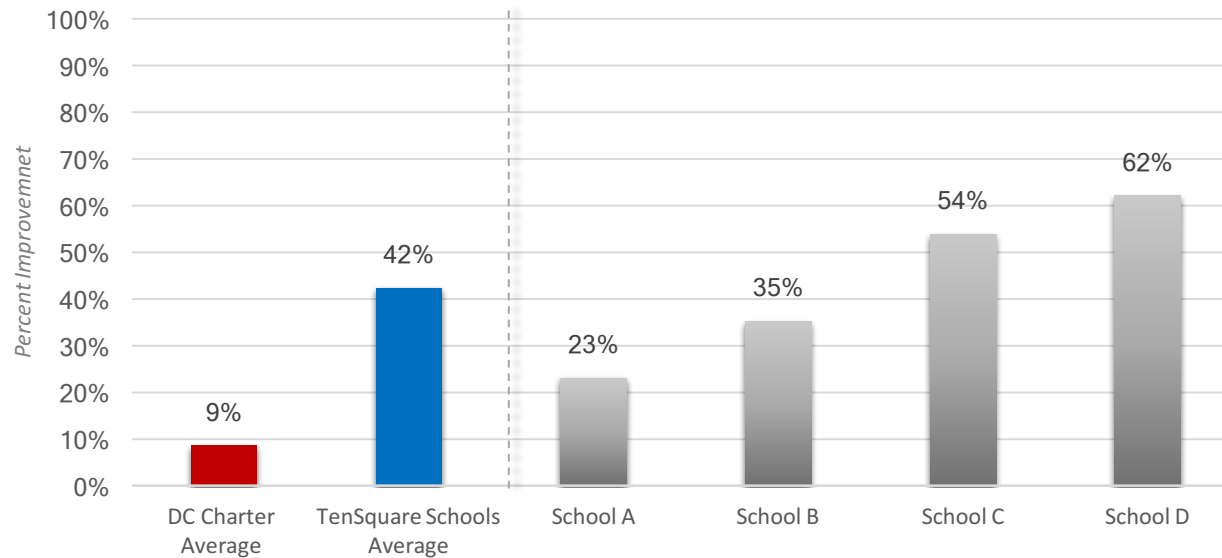


After the first year of partnering with TenSquare, students attending partner schools demonstrate significantly greater rates of improvement on state tests than the average for the state and charter sector. Students' rate of improvement on state tests is double that of non-TenSquare schools in reading and four times greater in math.

The growth in ELA and math are both statistically significant; t-tests performed on these data resulted in a p-value of 0.0551 for ELA growth and a p-value of 0.0123 for growth in math. Both of these results indicate that the TenSquare schools' growth, as compared to the charter sector growth, is very unlikely to be due to random chance, but instead the result of TenSquare intervention.

### Charter Authorizer Scorecard

*Increase in points earned on annual evaluation*

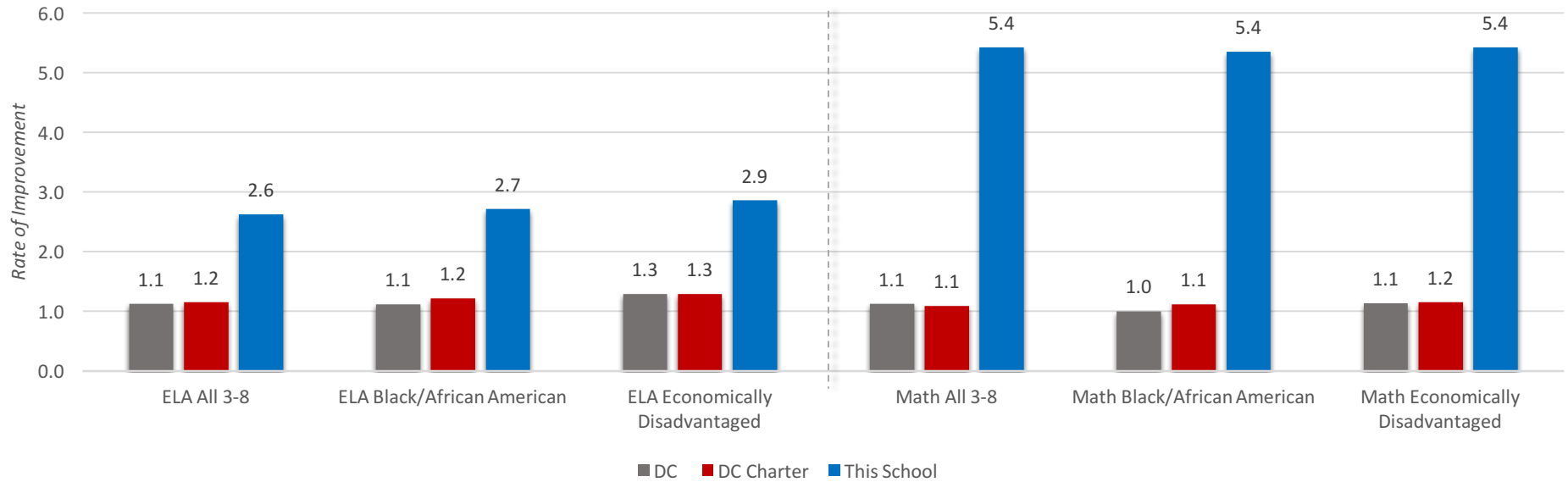


After one year of partnership, TenSquare partner schools dramatically improve performance on the annual authorizer scorecard (Performance Management Framework (PMF)), which is comprised of multiple academic and non-academic measures. In Washington, DC, charters improve by an average of 10% annually on the PMF; whereas, TenSquare partner schools' scores improve by an average of 40% after one year of partnership. TenSquare partner schools are represented as School A, B, C, and D. Only charter schools receive a PMF score.

The growth in PMF performance is statistically significant; a t-test performed on these data resulted in a p-value of 0.0125 for PMF growth after one year. This result indicates that the TenSquare schools' growth, as compared to the charter sector growth, is very unlikely to be due to random chance, but instead the result of TenSquare intervention.

### Case Study: State Test Growth

*Increase in students attaining “college and career ready” benchmarks on the PARCC assessment from 2015 to 2016*



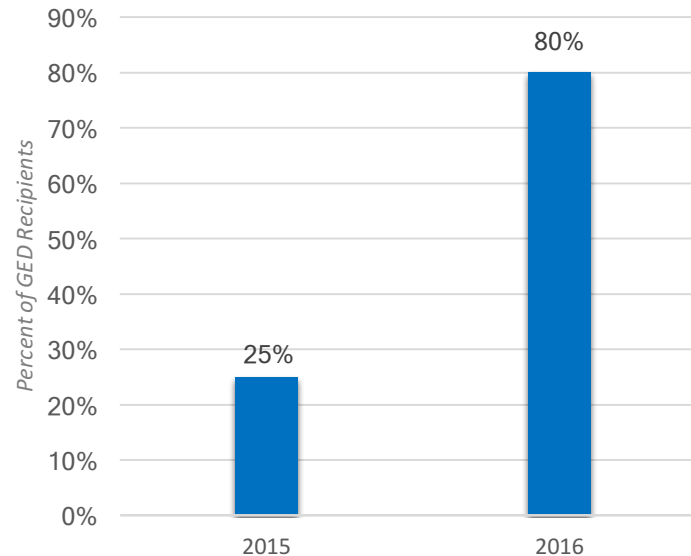
This PK3-8 school serves predominantly African American and economically disadvantaged students. TenSquare’s partnership began in 2015 after the school was granted a charter contingent on meeting conditions throughout the next charter review cycle.

School year 2015-16 was the first year of TenSquare’s turnaround model implementation. Throughout the year, TenSquare provided leadership coaching, strategic planning, instructional coaching, professional development, academic intervention support, and talent sourcing. After just one year, the percent of students meeting “college and career ready” benchmarks on the PARCC assessment increased more than two-fold in ELA and over five times in math, massively outpacing the DC charter and state growth in the same year.

In school year 2015-16, 97% of this school’s students identified as African American, and 73% identified as economically disadvantaged. Growth for students in these major demographic groups also far outpaced the growth of these groups at the state and charter sector levels.

The growth in ELA and math are both statistically significant; t-tests performed on these data resulted in a p-value of 0.0000014 for ELA growth and a p-value of 0.00000026 for growth in math. Both of these results indicate that the TenSquare schools’ growth, as compared to the charter sector growth, is very unlikely to be due to random chance, but instead the result of TenSquare intervention.

**Case Study: GED Outcomes**  
*Increase in percent of GED recipients*



This alternative school for young adults re-engages and prepares 16-24 year olds for postsecondary education and entry into the workforce by providing dual-language academic, vocational, and career programming. TenSquare began partnering with this school in early 2015 following a 10-year review by the charter authorizer, which resulted in a conditional continuance establishing specific targets the school had to meet to continue operations.

TenSquare implemented its full turnaround model in school year 2015-16. In that first year, TenSquare placed a resident leader and provided leadership coaching, strategic planning, instructional coaching, professional development, academic intervention support, and data systems support and analysis. After the first full year of partnership with TenSquare, the percent of students earning a GED more than tripled.



## Statistical Methodology:

For the statistical analyses in this section, TenSquare conducted quasi-experimental statistical tests to compare performance of DC charter schools to performance of DC charter schools receiving turnaround services and support from TenSquare (“TenSquare schools”). In each of the tests, DC charter schools are the control group, and TenSquare schools are the experimental group. The treatment for TenSquare schools is the engagement of TenSquare in turnaround support. It should be noted that for all of these tests, there is a selection bias: TenSquare schools self-select into the treatment (TenSquare services). Percent of students in major demographic groups that impact performance (special education, English language learner, economic disability) at TenSquare schools are not significantly different from the percent of students in those groups in the Charter sector.

For each test, a two-sample t-test assuming unequal variances was conducted, with a significance (alpha) level of .05. For each of the tests, the null hypothesis was that the difference in the means = 0. The null hypothesis could be rejected in each test. Each test used a single-tailed p-value, as the hypothesis for all tests was that the TenSquare mean was higher than the charter sector mean.