TenSquare

**Proposal to Quest Schools
to provide
School Improvement Support and Services**

October 19, 2017

I.   Introduction

TenSquare is pleased to submit this proposal to provide School Improvement Support and Services to Quest Preparatory Academy (Quest). This proposal assumes that the current Receivership structure remains in place for the next three years, and that TenSquare will serve as the academic performance management partner to drive increased student outcomes and overall improved school performance.

TenSquare is poised to provide comprehensive educational capacity building services for three years that will:

- Fundamentally improve programmatic quality and enhance student outcomes
- Strengthen instruction, curriculum, assessment, and the use of data to continuously improve student performance and school outcomes
- Build a culture of high expectations and achievement for students—boosting attendance and lowering transiency rates; lowering suspensions and expulsions; and building systems to better support enrollment, re-enrollment, and intake operations
- Foster a culture of high performance for adults—strengthening human capital recruitment, retention, and evaluation
- Create high-performing data practices, compliance and school operations that support each of the areas above—ensuring that operations are aligned to accountability frameworks.
- Build the capacity of school leadership to sustain the change into the future.

Below, we describe the approach and strategies that make TenSquare the ideal partner for this work. We look forward to discussing this proposal, and we are happy to answer any questions you may have.

II.   TenSquare Approach and Strategies to Complete Scope of Work

TenSquare has achieved unparalleled results. We provide the supports and services schools need to improve student learning, boosting academic performance, and building capacity to create lasting operational changes that enable schools and school systems to grow and thrive.

Approach

Our approach is designed to help schools develop, implement, and continue to improve systems that enable them to meet authorizer/regulator/grantor's requirements, while also building students' academic achievement and fulfilling the school's mission.

We do this by:

- **Providing an independent, critical eye** — Our work is rooted in the specific data and culture of the school, and our perspective is based on what will best benefit the students.

- **Using lessons learned from our own on-the-ground experience running schools** — We understand the intricacies of undergoing school improvement efforts. Good plans are never as easy to implement on the ground, and we have almost two decades of experience running schools and turning smart plans into actions that yield positive results; and,

- **Prioritizing our interventions within the authorizer's accountability framework** — Best practices are endless, and when schools try to implement everything at once, they often fail to make concrete change. We use targeted strategies proven to increase student proficiency on state exams, and we prioritize authorizer accountability elements so that year-end results demonstrate measurable increases in performance.

Please see TenSquare's results: http://www.thetensquaregroup.com/results

We will employ several strategies to implement Quest's vision for improvement over the next several years.

Strategies

A. Provide performance leadership and build the capacity of leaders to sustain change.

TenSquare will drive performance improvement while simultaneously building capacity of school leaders to sustain the change.

To meet this objective, TenSquare will:

- Provide executive leadership, in lieu of Quest hiring a CEO, to oversee the school leaders in leading performance change.

- Build the capacity of school leaders as they work to strengthen instructional leadership at the school level. We will provide regular, intensive coaching to principals and other school leaders throughout the partnership.

- Create a continuous improvement model, with underlying aligned budget and operational systems, that links Quest's academic programming to improvements in student learning and achievement and sustains changes into the future.

B. Strengthen Instruction, Curriculum, Assessment, and the Use of Data

TenSquare will implement a plan to enhance curriculum, instruction, assessments and the use of data for continuous improvement.

To meet this objective, TenSquare will:

- Place two TenSquare-trained instructional coaches in ELA and Math full time at Quest to provide direct coaching to teachers, lead teacher development, and help drive immediate improvement. These coaches will be supported by the national TenSquare instructional team to ensure best practices are brought directly to Quest's teachers and leaders.

- Implement clear expectations and supports (along with an accountability framework) for instructional excellence. This includes: communicating clear expectations for instructional delivery; implementing an aligned observation framework; providing ongoing training and support for instructional leaders to conduct focused classroom observations and provide constructive, bite-sized feedback to teachers to continually improve instruction; holding teachers and leaders accountable through observation, feedback, and evaluation.

- Build the capacity of academic leaders to ensure that school improvement is ongoing and tied to a cycle of continuous improvement. Provide ongoing training and professional development to teachers and instructional leaders on how to use student performance data to continually improve instruction, student learning and achievement. Build the effectiveness of teachers.

- Work with academic leaders as well as principals and teacher leaders to select and implement appropriate anchor curricula for each core academic area, beginning with: English language arts and mathematics, and later including science and social studies.

- Align curriculum, assessment, and instruction to ensure that teachers are using common formative, end-of-unit, and other summative tests; that curriculum, assessment, and instruction are aligned to the rigors of state exams; and that academic leaders and teachers are using student-, classroom-, and grade-level data to track student progress, implement appropriate interventions, and meet high expectations for student learning and achievement.

- Provide training and support to schools, academic leaders, and teachers to appropriately implement and take full advantage of aligned curriculum and assessment materials—through annual summer institutes, professional development days, and on-going, job-embedded coaching and support for instructional leaders.

- Monitor student progress and achievement outcomes on a quarterly and annual basis, assess results, and build lessons learned into ongoing instructional improvement work.

C. Build a Culture of High Expectations and Achievement for Students

TenSquare will identify and implement activities to strengthen a culture of high expectations, increase student attendance and retention, and reduce suspensions and expulsions. This includes a review and revision of the enrollment and student intake processes as well as the daily schedule and school calendar.

TenSquare will:

- Build on students', staff members', and family members' commitment to Quest, to reinforce and strengthen a culture of high expectations and achievement for students.

- Ensure that clear expectations for attendance and behavior are well-publicized, supported and enforced throughout the system, by aligning policies, practices, and behaviors in support of this work.

- Oversee policy and practice coordination to maintain strong attendance and low truancy rates through implementation of clear policies and best practices. Articulate clear school-level goals for maintaining strong attendance and low truancy.

- Provide training and professional development to appropriate school leaders and culture leaders within each building to ensure that high expectations are communicated, implemented, and supported throughout the system. Ensure that staff have the tools and resources they need to effectively build and continue to improve a culture of high expectations throughout the Quest system and within each building. Increase the number of effective teachers through professional development and training.

- Refine enrollment and re-enrollment policies and practices to ensure that they are aligned to Quest's Culture of Achievement; continue to improve data management and operations across schools to ensure that operations support best enrollment/re-enrollment practice.

- Oversee implementation of best-practice student recruiting and retention practices—to ensure that Quest maximizes enrollment/re-enrollment across schools.

D. Foster a Culture of High Performance for Adults

TenSquare strengthen human capital capacity and systems. This includes 1) evaluating staff performance, 2) enhancing professional development and training, 3) improving staff recruitment and retention, and 4) supporting talent recruitment efforts.

TenSquare's school improvement and capacity building work is anchored in recruiting, retaining, and developing the best teachers, leaders, and staff members. Great teachers, staff members, and leaders form the backbone of great schools.

To foster a Culture of High Performance for Adults we will:

- Bring best-practice recruitment, retention, and development practices to Quest. We will expand the pool of qualified applicants, revise internal recruiting timelines and processes, and raise the bar for performance management through more focused and structured evaluation, improved feedback processes, and better retention strategies. Our Talent

Team will directly recruit and hire talent to Quest until such time that Quest has improved its own internal processes.

- Review, assess, and continue to refine the optimal organizational structure for the school system—and within schools. Ensure that job responsibilities are clear, and that reporting is streamlined, efficient, effective, and tied to overall organizational performance.

- Continue to revise and enhance the professional development schedule and practices, so that they are aligned to support student learning and achievement, and Quest's overall school improvement initiative. Assess school calendar and contractual obligation. This includes working with the Academic Team to develop and implement a high-impact summer institute for teachers, leaders and key staff; improving the instructional coaching model; overseeing on-going coaching and job embedded professional development throughout the school year; and continuing to improve professional development "data days" – time set aside to analyze school and student data, plan instructional improvement, and tailor interventions and supports to meet the needs of particular students and improve overall student achievement.

- Continue to strengthen Quest's accountability and performance management systems, putting the "right people are in the right seats." Counsel out underperforming leaders, staff members, and teachers. Provide coaching, leadership, and support to Quest HR team, to continue to improve high-quality staff recruitment, retention, and development.

E. Create High-Performing Operations

TenSquare will identify and implement enhancements to systems, policies, and practices that support each of the areas above. This includes reviewing and enhancing all processes/systems that underlay each accountability element, including those specific to Quest. It also includes developing and implementing improved systems to track, measure and report on attainment of goals and academic expectations.

To continue to build High-Performing Operations across the Quest system, and within each Quest school, we will:

- Continue to identify, refine, and improve key operations (systems, policies, and practices). This includes:

    o Identifying clear owners for *each accountability element at each level and holding them accountable for hitting benchmarks.*

    o Using, updating, and continuing to refine tools such as School Performance Dashboards for each school, that allow school leaders, teachers, and staff to track and manage performance against key accountability metrics.

- o Refining goas that allow school leaders to articulate clear paths to growth and success, and ensuring that the right supports (high-performing staff, high-quality training and professional development, effective curriculum and instruction, focused instructional coaching, etc.) are in place to support the achievement of goals.

- o Aligning systems to support improvement around key accountability indicators, e.g. improving data systems to manage and support enrollment and attendance processes system-wide and at the school level.

- o Continuing to improve data management and compliance policies and practices—to ensure that tracking and reporting are accurate and support. Our data team will provide direct data analysis and compliance services until such time this function is established internally.

III.   Conclusion

TenSquare is well-positioned to help Quest reach "3 stars in 3 years" and continue to improve to become a high-performing school. The work in front of Quest over the next few years will be very challenging. It will require deep expertise to restructure, revitalize, and strengthen Quest's academic program and operations to chart a new course for Quest over the years to come. This is a multi-year effort that will yield high student outcomes, strong school performance outcomes, and a strong infrastructure to sustain this improvement into the future.

We thank you for this opportunity.

TenSquare Quest Team Bios

Project Oversight

Alexandra Pardo, Partner — Alexandra drives the performance outcomes of TenSquare's school improvement practice. She was the Executive Director of Thurgood Marshall Academy Public Charter School 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 and attained unparalleled outcomes on state (DC CAS, PARCC) and national (SAT, AP) standardize tests. 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 books, Driven by Data (Paul Bambrick-Santoyo) and the upcoming From Good to Great: School Leadership (Jim Collins). Alexandra received a Distinguished Educational Leadership award in 2013 from The Washington Post. She was a mayoral appointee to the DC Community Schools Advisory Committee and a contributing writer of the DC Social Studies Standards. She is an expert on school turn-arounds and her expertise ranges from academics to school operations. An experienced classroom teacher, she has taught at the high school and collegiate level courses in social studies, technology and ESL. A Teach For America alumna, she earned a Bachelor of Arts in International Affairs from the George Washington University, a Master of Arts in Teaching from American University, a Master of Science in Administration from Trinity University and a Doctorate of Education from the George Washington University.

Leadership Coaching & Capacity Building

Lynn Hanrahan, School Improvement Coach, Nevada Region—Lynn has 40 years of experience working in both private and public schools in St. Louis, MO and Overland Park, KS. She held positions as teacher, science resource specialist and principal, as well as educational consultant in schools across the country. She created a lesson design and delivery process, *The Heart and Soul of Teaching*, and a leadership training, *Principals in Action*, and has provided professional development and training across the country. Lynn has served as school improvement specialist in low-performing schools as both a leadership coach and teacher coach. She works directly with teachers and leaders on culture and climate, instructional practices, curriculum reform, assessment and professional development. Lynn led a cadre of school improvement consultants to turn around low performing districts in the south. She holds a Bachelor of Science in Education from the University of Central Missouri as well as a Master of Arts, Education Specialist and PhD in Education Administration from St. Louis University.

Curriculum, Instruction, Professional Development

Mia Arterberry, Instructional Coach, Nevada Region, Math — Mia builds the capacity of math instructors in TenSquare partner schools through curriculum support, instructional coaching and professional development. A Teacher For America alumna, she brings more than eight years of experience as a Math instructor, Dean of Students, and instructional coach at R.L.

Stevenson Middle School, Monaco Middle School, Andre Agassi College Preparatory Academy, and Monaco Middle School. She holds a Bachelor of Arts in Mathematics from California State University of Fullerton, a Master of Arts in Urban Leadership and Master of Education in Curriculum and Instruction from the University of Nevada at Las Vegas.

Tovah Koplow, School Improvement Leader/Instructional Coach Manager — Tovah builds capacity of school leaders and leads school improvement initiatives at TenSquare partner schools. She also manages the TenSquare instructional coaching team. She is a seasoned teacher, instructional coach, and administrator. She served as the Director of the Instructional Coaching Program for the District of Columbia Public Schools (DCPS) for four years where she directed the instructional coaching program for over 100 schools in Washington, DC. In addition, Tovah has been a teacher in NYC schools and a literacy coach in Boston Public Schools and in DC Charter Schools. She holds a Bachelor of Arts in Psychology from Brandeis University, a Master of Arts in Curriculum and Instruction from Lesley University, and a Master of Arts in Elementary Education from Lehman College.

Jessica Oliva, Instructional Coach, Nevada Region, ELA — Jessica builds the capacity of ELA instructors in TenSquare partner schools through curriculum support, instructional coaching and professional development. She brings 15 years of experience as an elementary educator, middle school English instructor, literacy specialist, and instructional technology e-coach at Andre Agassi College Preparatory Academy, Brooklyn Park Elementary School and in Anne Arundel County Schools. She holds a Bachelor of Arts in Early Childhood and Elementary Education from East Stroudsburg University, and a Master of Arts in Education, with specialization in Reading from Goucher College.

Assessment, Data, Compliance

Jessica Mellen Enos, Director of Performance — Jessica leads TenSquare's data practice and provides project management and data analysis support for school improvement projects. Prior to her time at TenSquare, Jessica spent four years at the Office of the State Superintendent for Education (OSSE) leading assessment and data analysis teams, and oversaw the transition to Next Generation Assessments in Washington, DC. She 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 15 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 holds a bachelor's degree from Connecticut College, and served as a Strategic Data Fellow with the Center for Education Policy Research at Harvard University. She holds a Master of Arts in Public Administration from the University of North Carolina at Charlotte.

Catherine Lewis, Performance Data Manager — Catherine is a member of the data practice and provides data analysis support for TenSquare school improvement projects. Prior to joining TenSquare, Catherine supported school student information systems and standardized regular statistical reports to school administrators. She has 14 years of experience working for ExxonMobil on optimizable refinery models as well as logistics management, and she is a frequently-published writer for The Washington Post and other publications. She holds a Bachelor of Science in Chemical Engineering from Princeton University.

Human Resources/ Talent

Jessica Sher, Director of Talent — Jessica manages TenSquare's executive search and talent 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 Public Charter High School 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 FEGS, managing a dropout prevention program in four high schools in the Bronx, NY. Jessica earned a Bachelor of Science in Education and Social Policy from Northwestern University and a Master of Social Work from the University of Michigan.

Teri Zeigler, Office /Recruitment Associate — Teri manages TenSquare's administrative functions and provides support to the recruitment screening process for teaching candidates. She has experience as an 8th grade math teacher and served as Program Coordinator at Partnership, LLC for eight years. She holds a Bachelor of Arts in Middle School Education from University of Georgia.

Attachment 1 – TenSquare – Quest Cost Proposal

Cost Assumptions	Year 0 (17-18)	Year 1 (18-19)	Year 2 (19-20)	Year 3 (20-21)
GENERAL PARTNER	0.25	0.5	0.5	0.25
FTE	4.50	5.00	5.00	4.75
Admin FTE	0.25	0.25	0.25	0.25
TOTAL	5	5.75	5.75	5.25
PPFTE	$ 147,500	$ 147,500	$ 147,500	$ 147,500
PPAdmin	$ 70,000	$ 70,000	$ 70,000	$ 70,000
PPP	$ 250,000	$ 250,000	$ 250,000	$ 250,000
TENSQUARE COST	**$ 743,750**	**$ 880,000**	**$ 880,000**	**$ 780,625**
Less Discount	($309,896)			
TOTAL TENSQUARE COST	**$ 433,854**	**$ 880,000**	**$ 880,000**	**$ 780,625**

TenSquare Team Member(s)	FTE	FTE	FTE	FTE
Executive Management	0.25	0.50	0.50	0.25
School Improvement Leadership Coach	0.50	0.75	0.75	0.75
Data/ Compliance Team	0.50	0.75	0.75	0.75
Instructional Coaching Team ELA/MATH	2.25	2.25	2.25	2.00
Talent Recruitment Team	1.25	1.25	1.25	1.25
Administrative	0.25	0.25	0.25	0.25
Total Staff	**5.00**	**5.75**	**5.75**	**5.25**

Attachment 2 – School Improvement Trajectory

Improvement Pathway	Year 0 SY 2017-18 *Establishing a New Foundation*	Year 1 SY 18-19 *Building Best Practice* **Quest Exits** **Rising Stars List**	Year 2 SY 19-20 *Building Capacity/ Sustaining Change* **Quest Hits 3 Star Mark**	Year 3 SY 20-21 *Building Capacity/ Sustaining Change* **Quest Performance Continues to Climb**
School Improvement Team	• Executive Leadership • School Improvement Leadership Coach • Instructional Improvement Team • Data/Compliance Team • Talent Recruitment Team			
Provide Executive Leadership	• Provide Executive Leadership to build a new foundation and drive performance improvement • Develop systems to support continual improvement • Manage School Leader	• Provide Executive Leadership to build best practice and drive performance improvement • Implement continual improvement model; ensure that operations and academics are aligned to support improvement • Manage School Leader – begin to build capacity	• Provide Executive Leadership to strengthen capacity and drive performance improvement • Deepen continual improvement model; provide oversight to ensure that operations and academics are aligned to support improvement • Support Quest leadership to drive performance – deepen capacity	• Support Quest leadership to drive performance; provide high-level support to ensure that operations and academics are aligned to support improvement • Ensure successful transition of performance management to Quest staff leaders
Strengthen Academic & Operational Leadership	• Provide School Improvement Leadership Coach to drive performance	• Provide School Improvement Leadership Coach to drive performance	• Provide School Improvement Leadership Coach to support performance	• Provide School Improvement Leadership Coach to provide high level support

	• Implement clear expectations and supports (along with an accountability framework) for leaders to work toward excellence	• Provide clear expectations and supports (along with an accountability framework) for leaders to begin to demonstrate excellence • Begin to build capacity of leadership at the campus level	• Deepen capacity of leadership at the campus level • Ensure that all leaders demonstrate excellence, aligned to the accountability framework	• Ensure successful transition of performance management to Quest staff leaders
Implement High Quality Curriculum, Instruction, and Professional Development	• Embed two full-time instructional coaches to provide intensive coaching to ELA and Math teachers to begin to improve students' literacy and numeracy skills • Design and implement professional development plan for leaders and teachers • Develop clear expectations and an accountability framework to support instructional excellence • Implement an observation framework and instructional improvement cycle • Work with teachers and leaders to modify and strengthen the curriculum	• Use EOY assessment feedback to monitor student outcomes to continue to improve instructional practice • Design and implement year-long professional development for teachers and leaders; Provide ongoing training and professional development to teachers and instructional leaders on how to use student performance data to continually improve instruction, student learning and achievement. • Work with leaders to communicate clear expectations and implement accountability framework to support instructional excellence	• Use EOY assessment feedback to monitor student outcomes to continue to improve instructional practice • Work with school leadership to co-design and implement year-long professional development plan • Provide intensive coaching to ELA and Math teachers and deepen the capacity of school-based instructional leaders to improve students' literacy and numeracy skills • Begin to transition coaching responsibilities to school leaders • Work with teachers and leaders to continue to	• Fully transition instructional leadership to school leadership; provide high-level support for continued instructional improvement • Provide high level support for test expertise, ELA and Math instruction and intervention; support internal capacity building

	• Use assessment feedback to monitor student outcomes to continue to improve instructional practice	• Provide intensive coaching to ELA and Math teachers and begin to build the capacity of school-based instructional leaders to improve students' literacy and numeracy skills • Work with teachers and leaders to continue to strengthen curriculum and assessment; ensure that curriculum resources are used effectively and supports are aligned to SBAC rigor • Enhance technology use to support student learning and achievement	deepen and strengthen the curriculum • Deepen teachers' and leaders' abilities to use technology to support instruction	
Build a Culture of High Expectations & Achievement	• Articulate clear school-level strategies for reaching attendance, truancy, and suspension goals. • Build on students', staff members', and family members' commitment to Quest to begin to build a culture of high expectations and achievement for students.	• Work with leaders to ensure that clear school-level goals for improving attendance, decreasing truancy, and lowering suspension rates are articulated to staff and students • Ensure that staff have the tools and resources they need to effectively build and continue to improve a culture of high expectations throughout the Quest system and within each building • Oversee policy and practice coordination to improve In-Seat Attendance rates and	• Empower leaders to own goals; support leaders to ensure that clear school-level goals for improving attendance, decreasing truancy, and lowering suspension rates are articulated to staff and students • Provide support to leadership to provide staff with the tools and resources they need to continue to improve a culture of high expectations throughout	• Fully transition cultural leadership and ownership to Quest • Provide high-level support (e.g. crisis consultation) for continued cultural improvement

		decrease truancy; Provide support and hold leaders and staff accountable for meeting targets • Deepen students', staff members', and family members' commitment to Quest, to reinforce and strengthen a culture of high expectations and achievement for students	the Quest system and within each building • Provide support and hold leaders and staff accountable for meeting targets • Deepen students', staff members', and family members' commitment to Quest, to reinforce and strengthen a culture of high expectations and achievement	
Develop High-Performing Data, Compliance, & Re-enrollment Systems	• Develop data dashboards to drive performance • Provide support to begin to build data, compliance and reenrollment systems and processes	• Provide data and compliance oversight, ensuring effective data management and compliance systems and processes are in place and data are accurately reported • Provide support for effective use of data dashboards to drive performance • Build capacity of data, compliance and reenrollment teams, provide direct support for meeting agreed upon targets	• Support data, compliance and reenrollment teams; ensuring effective systems are in place; deepen capacity to ensure that agreed-upon targets are met • Provide data and compliance oversight; ensure that data are accurately reported • Provide support for effective use of data dashboards to drive performance	• Provide limited support for data, compliance and reenrollment teams to ensure sustainable systems and processes • Provide high-level support for effective use of data dashboards to drive performance

Recruit and Build Talent	• Ensure all staff are evaluated effectively; exit out low performing staff • Source all academic leadership, staff and teaching talent • Conduct outreach, recruiting, screening, interviewing, and reference checks	• Review and revise performance management systems; develop and implement clear, best-practice systems for performance management and talent development • Source all academic leadership, staff and teaching talent • Conduct outreach, recruiting, screening, interviewing, and reference checks • Provide support for effective onboarding • Begin to provide coaching support for leaders/HR to ensure effectiveness of ongoing talent development; ensure all staff are evaluated effectively; exit out low performing staff	• Work with Quest leadership to continue to enhance performance management systems; ensure that clear, best-practice systems for performance management and talent development are implemented effectively • Work with Quest staff to source all academic leadership, staff and teaching talent • Work with Quest staff to conduct outreach, recruiting, screening, interviewing, and reference checks • Provide support for effective onboarding • Deepen coaching support for leaders/HR to ensure effectiveness of ongoing performance management and talent development	• Provide support to leaders to help source academic leadership, staff and teaching talent • Provide coaching support for leaders/HR to ensure effectiveness of ongoing talent development