

| Board Office Use: Legislative File Info. | |
|--|------------|
| File ID Number: | 17-0018 |
| Introduction Date: | 01/25/2017 |
| Enactment Number: | 17-0146 |
| Enactment Date: | 01/25/2017 |



Memo

To: Board of Education

From: Antwan Wilson, Superintendent

Board Meeting Date: 01/25/2017

Subject: Professional Service Contract

Contractor: Education Resource Strategies of Watertown, MA

Services for: 912-OFFICE OF POST-SECONDARY READINESS

Board Action Requested and Recommendation: Approval by the Board of Education of a Professional Services Contract between the District and Education Resource Strategies, Watertown, MA, for the latter to provide: This project starts with a focus on high schools and is structured to expand across the other school levels over time. Education Resource Strategies (ERS) would start by supporting a cohort of 4-5 high schools - the three large comprehensives, Fremont and potentially one other based on Oakland Unified School District's input.

ERS's expertise in school design and their work with OUSD in School Year 2015-16 to analyze how people, time and money are used across the system uniquely positioned ERS to work with these high schools to plan and implement school designs, and to begin broader-scale changes to the school

Background:
(A one paragraph explanation of why the consultant's services are needed.)

To help create an improved school planning process to support strategic decision making at the school level around system design and resource allocation, including the right data to support strategic decision making.

Discussion:
(QUANTIFY what is being purchased.)

This project starts with a focus on high schools and is structured to expand across the other school levels over time. Education Resource Strategies (ERS) would start by supporting a cohort of 4-5 high schools - the three large comprehensives, Fremont and potentially one other based on Oakland Unified School District's input.

ERS's expertise in school design and their work with OUSD in School Year 2015-16 to analyze how people, time and money are used across the system uniquely positioned ERS to work with these high schools to plan and implement school designs, and to begin broader-scale changes to the school planning process and district supports. The intention is for this work to create conditions favorable to strategic designs in all high schools in year one, and all schools in year two of the work described in this proposal.

| Board Office Use: Legislative File Info. | |
|--|------------|
| File ID Number: | 17-0018 |
| Introduction Date: | 01/25/2017 |
| Enactment Number: | 17-0146 |
| Enactment Date: | 01/25/2017 |



Fiscal Impact: Funding Resource name(s) (detailed below) not to exceed \$225,000.00.

| | |
|--------------|-----------|
| \$145,000.00 | MEASURE N |
| \$40,000.00 | MEASURE N |
| \$40,000.00 | MEASURE N |

Attachments: Professional Services Contract including Scope of Work



CONTRACT JUSTIFICATION FORM

**This Form Shall Be Submitted to the Board Office
With *Every* Consent Agenda Contract.**

Legislative File ID No. _____

Department: _____

Vendor Name: _____

Contract Term: Start Date: _____ End Date: _____

Annual Cost: \$_____

Approved by: _____

Is Vendor a local Oakland business? Yes ___ No ___

Why was this Vendor selected?

Summarize the services this Vendor will be providing.

Was this contract competitively bid? Yes ___ No ___

If No, answer the following:

1) How did you determine the price is competitive?

2) Please check the competitive bid exception relied upon:

___ **Educational Materials**

___ **Special Services** contracts for financial, economic, accounting, legal or administrative services

___ **CUPCCAA exception** (Uniform Public Construction Cost Accounting Act)

___ **Professional Service Agreements** of less than _____ (increases a small amount on January 1 of each year)

___ **Construction related Professional Services** such as Architects, DSA Inspectors, Environmental Consultants and Construction Managers (require a "fair, competitive selection process)

___ **Energy** conservation and alternative energy supply (e.g., solar, energy conservation, co-generation and alternate energy supply sources)

___ **Emergency** contracts [requires Board resolution declaring an emergency]

___ **Technology** contracts

___ electronic data-processing systems, supporting software and/or services (including copiers/printers) over the _____ bid limit, must be competitively advertised, but any one of the three lowest responsible bidders may be selected

___ contracts for computers, software, telecommunications equipment, microwave equipment, and other related electronic equipment and apparatus, including E-Rate solicitations, may be procured through an RFP process instead of a competitive, lowest price bid process

___ Western States Contracting Alliance Contracts (WSCA)

___ California Multiple Award Schedule Contracts (CMAS) [contracts are often used for the purchase of information technology and software]

___ **"Piggyback" Contracts** with other governmental entities

___ **Perishable Food**

___ **Sole Source**

___ **Change Order for Material and Supplies** if the cost agreed upon in writing does not exceed ten percent of the original contract price

___ **Other, please provide specific exception**

| Board Office Use: Legislative File Info. | |
|--|------------|
| File ID Number | 17-0018 |
| Introduction Date | 01/25/2017 |
| Enactment Number | 17-0146 |
| Enactment Date | 01/25/2017 |



OAKLAND UNIFIED SCHOOL DISTRICT

PROFESSIONAL SERVICES CONTRACT 2016-2017

This Agreement is entered into between Education Resource Strategies of Watertown, MA (CONTRACTOR) and Oakland Unified School District (OUSD). OUSD is authorized by Government Code Section 53060 to contract for the furnishing of special services and advice in financial, economic, accounting, engineering, legal, and administrative matters with persons specially trained, experienced, and competent to perform such services. CONTRACTOR warrants it is specially trained, experienced, and competent to provide such services. The parties agree as follows:

- Services:** CONTRACTOR shall provide the ("Services" or "Work") as described in **Exhibit "A,"** attached hereto and incorporated herein by reference.
- Terms:** CONTRACTOR shall commence work on 09/01/2016, or the day immediately following approval by the Superintendent if the aggregate amount CONTRACTOR has contracted with the District is below \$87,800.00 in the current fiscal year; or, approval by the Board of Education if the total contract(s) exceed \$87,800.00, whichever is later. The work shall be completed no later than 06/30/2017.
- Compensation:** OUSD agrees to pay CONTRACTOR for services satisfactorily rendered pursuant to this Agreement. The compensation under this Contract shall not exceed Two Hundred Twenty-Five Thousand Dollars and 00/100 Dollars (\$225,000.00) [per fiscal year], at an hourly billing rate not to exceed N/A per hour. This sum shall be for full performance of this Agreement and includes all fees, costs, and expenses incurred by Contractor including, but not limited to, labor, materials, taxes, profit, overhead, travel, insurance, subcontractor costs, and other costs.

If CONTRACTOR will be compensated hourly for services provided under this Contract, CONTRACTOR shall describe in Exhibit "A," attached hereto, the specific scope of services to be delivered on an hourly basis to OUSD.

OUSD shall not be liable to CONTRACTOR for any costs or expenses paid or incurred by CONTRACTOR in performing services for OUSD, except as follows: N/A.

Payment for Work shall be made for all undisputed amounts in monthly installment payments within forty-five (45) days after CONTRACTOR submits an invoice to OUSD for Work actually completed and after OUSD's written approval of the Work, or the portion of the Work for which payment is to be made.

The granting of any payment by OUSD, or the receipt thereof by CONTRACTOR, shall in no way lessen the liability of CONTRACTOR to correct unsatisfactory work, although the unsatisfactory character of that work may not have been apparent or detected at the time a payment was made. Work, which does not conform to the requirements of this Agreement, may be rejected by the District and in that case must be replaced by CONTRACTOR without delay.

- Equipment and Materials:** CONTRACTOR shall provide all equipment, materials, and supplies necessary for the performance of this Agreement *except:* N/A, which shall not exceed a total cost of \$0.00.

5. CONTRACTOR Qualifications / Performance of Services:

CONTRACTOR Qualifications: CONTRACTOR warrants it is specially trained, experienced, competent and fully licensed to provide the Services required by this Agreement in conformity with the laws and regulations of the State of California, the United States of America, and all local laws, ordinances and/or regulations, as they may apply.

Standard of Care: CONTRACTOR warrants that CONTRACTOR has the qualifications and ability to perform the Services in a professional manner, without the advice, control, or supervision of OUSD. CONTRACTOR's services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of its profession for services to California school districts.

- Invoicing:** Invoices furnished by CONTRACTOR under this Agreement must be in a form acceptable to OUSD. All amounts paid by OUSD shall be subject to audit by OUSD. Invoices shall include, but not be limited to: Contractor name, Contractor address, invoice date, invoice number, purchase order number, name of school or department service was provided to, period of service, name of the person performing the service, date service was rendered, brief description of services provided, number of hours of service, hourly rate, total payment requested.
- Notices:** All notices and invoices provided for under this Agreement shall be in writing and either personally delivered during normal business hours or sent by U.S. Mail (certified, return receipt requested) with postage prepaid to the other party at the address set forth below:

OUSD Representative:

Name: PRESTON THOMAS
Site /Dept.: 912-OFFICE OF POST-SECONDARY READIN
Address: 1000 Broadway, Suite 440
Oakland, CA 94606
Phone: 510 879-4118
Email: PRESTON.THOMAS@ousd.org

CONTRACTOR:

Name: Noah Carp
Title: Managing Member (LLC)
Address: 480 Pleasant Street, Suite C-200
Watertown, MA 02472
Phone: 617-607-8796
Email: ncarp@erstrategies.org

Notice shall be effective when received if personally served or, if mailed, three days after mailing. Either party must give written notice of a change of address.

8. **Status of Contractor:** This is not an employment contract. CONTRACTOR, in the performance of this Agreement, shall be and act as an independent contractor. CONTRACTOR understands and agrees that it and all of its employees shall not be considered officers, employees, agents, partner, or joint venture of OUSD, and are not entitled to benefits of any kind or nature normally provided employees of OUSD and/or to which OUSD's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. CONTRACTOR shall assume full responsibility for payment of all Federal, State, and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to CONTRACTOR's employees. In the performance of the work herein contemplated, CONTRACTOR is an independent contractor or business entity, with the sole authority for controlling and directing the performance of the details of the work, OUSD being interested only in the results obtained.

9. **Insurance:**

- 1. Unless specifically waived by OUSD, the following insurance is required:
 - i. If CONTRACTOR employs any person to perform work in connection with this Agreement, CONTRACTOR shall procure and maintain at all times during the performance of such work, Workers' Compensation Insurance in conformance with the laws of the State of California and Federal laws when applicable. Employers' Liability Insurance shall not be less than One Million Dollars (\$1,000,000) per accident or disease.

Check one of the boxes below:

CONTRACTOR is aware of the provisions of Section 3700 of the Labor Code which require every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of that code, and will comply with such provisions before commencing the performance of the Work of this Contract.

CONTRACTOR does not employ anyone in the manner subject to the workers' compensation laws of California.

ii. CONTRACTOR shall maintain Commercial General Liability insurance, including automobile coverage with limits of One Million Dollars (\$1,000,000) per occurrence for bodily injury and property damage. The coverage shall be primary as to OUSD and shall name OUSD as an additional insured. Evidence of insurance must be attached. Endorsement of OUSD as an additional insured shall not affect OUSD's rights to any claim, demand, suit or judgment made, brought or recovered against CONTRACTOR. The policy shall protect CONTRACTOR and OUSD in the same manner as though each were separately issued. Nothing in said policy shall operate to increase the Insurer's liability as set forth in the policy beyond the amount or amounts shown or to which the Insurer would have been liable if only one interest were named as an insured.

iii. If CONTRACTOR is offering OUSD professional advice under this Contract, CONTRACTOR shall maintain Errors and Omissions insurance or Professional Liability insurance with coverage limits of One Million Dollars (\$1,000,000) per claim.

OR

iv. CONTRACTOR is not required to maintain any insurance under this agreement. (Completed and approved Waiver of Insurance Form is required from OUSD's Risk Management.) Waiver of insurance does not release CONTRACTOR from responsibility for any claim or demand.

10. **Licenses and Permits:** CONTRACTOR shall obtain and keep in force all licenses, permits, and certificates necessary for the performance of this Agreement.

11. **Assignment:** The obligations of CONTRACTOR under this Agreement shall not be assigned by CONTRACTOR without the express prior written consent of OUSD.

12. **Non-Discrimination:** It is the policy of OUSD that in connection with all work performed under Contracts there be no discrimination because of race, color, ancestry, national origin, religious creed, physical disability, medical condition, marital status, sexual orientation, gender, or age; therefore, CONTRACTOR agrees to comply with applicable Federal and California laws including, but not limited to, the California Fair Employment and Housing Act beginning with Government Code Section 12900 and Labor Code Section 1735 and OUSD policy. In addition, CONTRACTOR agrees to require like compliance by all its subcontractor(s). CONTRACTOR shall not engage in unlawful discrimination in employment on the basis of actual or perceived; race, color, national origin, ancestry, religion, age, marital status, pregnancy, physical or mental disability, medical condition, veteran status, gender, sex or sexual orientation.

13. **Drug-Free / Smoke Free Policy:** No drugs, alcohol, and/or smoking are allowed at any time in any buildings and/or grounds on OUSD property. No students, staff, visitors, CONTRACTORS, or subcontractors are to use controlled substances, alcohol or tobacco on these sites.
14. **Indemnification:** CONTRACTOR agrees to hold harmless, indemnify, and defend OUSD and its officers, agents, and employees from any and all claims or losses accruing or resulting from injury, damage, or death of any person, firm, or corporation in connection with the performance of this Agreement. CONTRACTOR also agrees to hold harmless, indemnify, and defend OUSD and its elective board, officers, agents, and employees from any and all claims or losses incurred by any supplier, contractor, or subcontractor furnishing work, services, or materials to CONTRACTOR in connection with the performance of this Agreement. This provision survives termination of this Agreement.
15. **Copyright/Trademark/Patent/Ownership:** CONTRACTOR understands and agrees that all matters produced under this Agreement shall become the property of OUSD and cannot be used without OUSD's express written permission. OUSD shall have all right, title and interest in said matters, including the right to secure and maintain the copyright, trademark, and/or patent of said matter in the name of OUSD. CONTRACTOR consents to use of CONTRACTOR's name in conjunction with the sale, use, performance and distribution of the matters, for any purpose and in any medium. These matters include, without limitation, drawings, plans, specifications, studies, reports, memoranda, computation sheets, the contents of computer diskettes, artwork, copy, posters, billboards, photographs, videotapes, audiotapes, systems designs, software, reports, diagrams, surveys, source codes or any other original works of authorship, or other documents prepared by CONTRACTOR or its Sub-CONTRACTORS in connection with the Services performed under this Agreement. All works shall be works for hire as defined under Title 17 of the United States Code, and all copyrights in those works are the property of OUSD.
16. **Waiver:** No delay or omission by either party in exercising any right under this Agreement shall operate as a waiver of that or any other right or prevent a similar subsequent act from constituting a violation of the Agreement.
17. **Termination:** OUSD may at any time terminate this Agreement upon 30 days prior written notice to CONTRACTOR. OUSD shall compensate CONTRACTOR for services satisfactorily provided through the date of termination. In addition, OUSD may terminate this Agreement for cause should CONTRACTOR fail to perform any part of this Agreement. In the event of termination for cause, OUSD may secure the required services from another contractor. If the cost to OUSD exceeds the cost of providing the services pursuant to this Agreement, CONTRACTOR shall pay the additional cost.
18. **Conduct of CONTRACTOR:** By signing this Agreement, CONTRACTOR certifies compliance with the following requirements and will provide OUSD with evidence of staff qualifications, which include:
 1. **Tuberculosis Screening:** CONTRACTOR is required to screen employees who will be working at OUSD sites for more than six hours. CONTRACTOR affirms that each employee has current proof of negative TB testing on file and TB results are monitored.
 2. **Fingerprinting of Employees and Agents.** The fingerprinting and criminal background investigation requirements of Education Code section 45125.1 apply to CONTRACTOR's services under this Agreement and CONTRACTOR certifies its compliance with these provisions as follows: "CONTRACTOR certifies that CONTRACTOR has complied with the fingerprinting and criminal background investigation requirements of Education Code section 45125.1 with respect to all CONTRACTOR's employees, subcontractors, agents, and subcontractors' employees or agents ("Employees") regardless of whether those Employees are paid or unpaid, concurrently employed by OUSD, or acting as independent contractors of CONTRACTOR, who may have contact with OUSD pupils in the course of providing services pursuant to the Agreement, and the California Department of Justice has determined that none of those Employees has been convicted of a felony, as that term is defined in Education Code section 45122.1. Contractor further certifies that it has received and reviewed fingerprint results for each of its Employees and Contractor has requested and reviews subsequent arrest records for all Employees who may come into contract with OUSD pupils in providing services to the District under this Agreement.

In the event that OUSD, in its sole discretion, at any time during the term of this contract, desires the removal of any CONTRACTOR related persons, employee, representative or agent from an OUSD school site and, or property, CONTRACTOR shall immediately, upon receiving notice from OUSD of such desire, cause the removal of such person or persons.

19. **No Rights in Third Parties:** This Agreement does not create any rights in, or inure to the benefit of, any third party except as expressly provided herein.
20. **OUSD's Evaluation of CONTRACTOR and CONTRACTOR's Employees and/or Subcontractors.** OUSD may evaluate CONTRACTOR's work in any way that OUSD is entitled to do so pursuant to applicable law. The OUSD's evaluation may include, without limitation:
 1. Requesting that OUSD employee(s) evaluate the CONTRACTOR and the CONTRACTOR's employees and subcontractors and each of their performance.
 2. Announced and unannounced observance of CONTRACTOR, CONTRACTOR's employee(s), and/or subcontractor(s).
21. **Limitation of OUSD Liability:** Other than as provided in this Agreement, OUSD's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event, shall OUSD be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of, or in connection with, this Agreement for the services performed in connection with this Agreement.
22. **Confidentiality:** CONTRACTOR and all CONTRACTOR's agents, personnel, employee(s), and/or subcontractor(s) shall maintain the confidentiality of all information received in the course of performing the Services. CONTRACTOR understands that student records are confidential and agrees to comply with all state and federal laws concerning the maintenance and disclosure of student records. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement. Contractors will be permitted

Professional Services Contract

access to student data only where permissible under state and federal law and only after executing OUSD's Confidentiality Agreement Regarding Student Data.

- 23. Conflict of Interest: CONTRACTOR shall abide by and be subject to all applicable, regulations, statutes or other laws regarding conflict of interest. CONTRACTOR shall not hire any officer or employee of OUSD to perform any service by this Agreement without the prior approval of OUSD Human Resources.

CONTRACTOR affirms to the best of his/her/its knowledge, there exists no actual or potential conflict of interest between CONTRACTOR's family, business or financial interest and the services provided under this Agreement, and in the event of change in either private interest or services under this Agreement, any question regarding possible conflict of interest which may arise as a result of such change will be brought to OUSD's attention in writing.

Through its execution of this Agreement, CONTRACTOR acknowledges that it is familiar with the provisions of section 1090 et seq. and section 87100 et seq. of the Government Code of the State of California, and certifies that it does not know of any facts which constitute a violation of said provisions. In the event CONTRACTOR receives any information subsequent to execution of this Agreement which might constitute a violation of said provisions, CONTRACTOR agrees it shall notify OUSD in writing.

- 24. Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion: CONTRACTOR certifies to the best of his/her/its knowledge and belief, that it and its principals are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency according to Federal Acquisition Regulation Subpart 9.4, and by signing this contract, certifies that this vendor does not appear on the Excluded Parties List (https://www.sam.gov/).

- 25. Litigation: This Agreement shall be performed in Oakland, California and is governed by the laws of the State of California. The Alameda County Superior Court shall have jurisdiction over any state court litigation initiated to enforce or interpret this Agreement.

- 26. Incorporation of Recitals and Exhibits: The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.

- 27. Integration/Entire Agreement of Parties: This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.

- 28. Counterparts: This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.

- 29. Signature Authority: Each party has the full power and authority to enter into and perform this Agreement, and the person signing this Agreement on behalf of each Party has been given the proper authority and empowered to enter into this Agreement.

- 30. Contract Contingent on Governing Board Approval: OUSD shall not be bound by the terms of this Agreement until it has been formally approved by OUSD's Governing Board, and no payment shall be owed or made to CONTRACTOR absent formal approval. This Agreement shall be deemed to be approved when it has been signed by the Board of Education, and/or the Superintendent as its designee.

- 31. W-9 Form: If CONTRACTOR is doing business with OUSD for the first time, complete and return with the signed Contract the W-9 form.

OAKLAND UNIFIED SCHOOL DISTRICT



President, Board of Education

Superintendent or Designee



Secretary, Board of Education

CONTRACTOR

Noah Carp

Contractor Signature

Noah Carp, Managing Member (LLC)

Print Name, Title

Form approved by OUSD General Counsel for 2015-16 FY

EXHIBIT "A" SCOPE OF WORK

[IF A CONTRACTOR PROVIDES AN ACCEPTABLE DESCRIPTION OF SERVICES AS PART OF A PROPOSAL, THAT DESCRIPTION OF SERVICES MAY BE ATTACHED WITHOUT ANY TERMS, CONDITIONS, LIMITATIONS, ETC., FROM THAT PROPOSAL.]

1. **Description of Services to be Provided:** Provide a description of the service(s) the contractor will provide. Be specific about what service(s) OUSD is purchasing and what *this* Contractor will do.

See Attached Scope of Work

2. **Specific Outcomes:** What are the expected outcomes from the services of this Contract? Be specific. For example, as a result of the service(s): 1) How many more Oakland children are graduating from high school? 2) How many more Oakland children are attending school 95% or more? 3) How many more students have meaningful internships and/or paying jobs? 4) How many more Oakland children have access to, and use, the health services they need? Provide details of program participation (Students will...) and measurable outcomes (Participants will be able to...). NOT THE GOALS OF THE SITE OR DEPARTMENT.

District-wide outcomes include: Identification of key district-level conditions/supports that will enable the fast scaling of proof points; plan for improvements in enabling conditions. Ongoing support for high school leaders and their teams, as well as those who support them (supervisors, human capital specialist, etc.), that enables strategic decision-making around school design, and prioritizes teaching around district-wide opportunities for changes to school designs.

3. **Alignment with District Strategic Plan:** Indicate the goals and visions supported by the services of this contract: (Check all that apply.)

- | | |
|--|--|
| <input type="checkbox"/> Ensure a high quality instructional core | <input type="checkbox"/> Prepare students for success in college and careers |
| <input type="checkbox"/> Develop social, emotional and physical health | <input type="checkbox"/> Safe, healthy and supportive schools |
| <input type="checkbox"/> Create equitable opportunities for learning | <input type="checkbox"/> Accountable for quality |
| <input type="checkbox"/> High quality and effective instruction | <input type="checkbox"/> Full service community district |

4. **Alignment with Community School Strategic Site Plan – CSSSP (required if using State or Federal Funds):**

Please select:

- Action Item included in Board Approved CSSSP** (no additional documentation required) – Item Number(s):

- Action Item added as modification to Board Approved CSSSP** – Submit the following documents to the Resource Manager either electronically via email of scanned documents, fax or drop off.

1. Relevant page of CSSSP with action item highlighted. Page must include header with the word “Modified”, modification date, school site name, both principal and school site council chair initials and date.
2. Meeting announcement for meeting in which the CSSSP modification was approved.
3. Minutes for meeting in which the CSSSP modification was approved indicating approval of the modification.
4. Sign-in sheet for meeting in which the CSSSP modification was approved.



Creating strategic school designs in OUSD

Oakland's Opportunity

The OUSD leadership team has been working hard to integrate all of its initiatives into a coherent, sustainable district improvement strategy that aligns with a vision and theory of action around key factors such as school autonomy and principal leadership. The 2016 School Design Cohort of Elevation Network Schools is clearly a cornerstone of bringing that strategy to life through quality school development.

Education Resource Strategies (ERS) is proposing an additional cohort of the largest high schools, serving 60% of the high school students in OUSD; the goal is to support school leaders and their teams in developing a deliberate school design which aligns resources to student needs and school goals.

ERS' expertise in school design and our work with OUSD in SY 2015-16 to analyze how people, time and money are used across the system uniquely position ERS to work with these high schools to plan and implement school designs, and to begin broader-scale changes to the school planning process and district supports. The intention is for this work to create conditions favorable to strategic designs in all high schools in year one, and all schools in year two of the work described in this proposal.

Outcomes

While improving student achievement is our ultimate aim, to do so, we will support the OUSD high schools in creating:

- Long blocks of weekly collaborative planning time for teachers who teach the same course to provide time for high-quality, job-embedded, instructional-material-based professional learning;
 - Staffing for regular cycles of observation and coaching to improve teaching and learning
 - Schedules aligned with 1) time requirements to engage students in high-quality, Common-Core aligned instruction, and 2) appropriate pathways to enable students entering at different points to remain or get on track for graduation;
 - Intervention structures that help students who are behind catch up to grade-level standards, while also maintaining exposure to grade-level-appropriate rigor;
 - Structures supporting highly effective service models for special populations;
 - Organizational charts, meeting structures, and management routines that support effective implementation of strategic structures.
- District-wide outcomes include:
- Identification of key district-level conditions/supports that will enable the fast scaling of proof points; plan for improvements in enabling conditions.
 - Ongoing support for high school leaders and their teams, as well as those who support them (supervisors, human capital specialists, etc.), that enables strategic decision-making around school design, and prioritizes teaching around district-wide opportunities for changes to school designs.
 - An improved school planning process to support strategic decision making at the school level around system design and resource allocation, including the right data to support strategic decision making.



Project at a Glance (SY2016-17)

This project starts with a focus on high schools and is structured to expand across the other school levels over time. We would start by supporting for a cohort of 4-5 high schools – the three large comprehensives, Fremont and potentially one other based on OUSD input. Preston and Ron have indicated that these schools would be good fits for this support given the nature of the challenges school schools face and their match to our selection criteria.¹

ERS will provide services aligned with the OUSD delivery model to ensure coherency and the opportunity to translate learning across the Elevation Network schools and the ERS Cohort High Schools. This approach is intended to leverage professional capital and collaboration to create the greatest likelihood of the design year model’s success.

| OUSD DELIVERY MODEL | ERS-Provided Support: ERS will... |
|-----------------------------------|---|
| Great School Exposure | <ul style="list-style-type: none"> • Spotlight how specific school design best practices are currently implemented effectively within OUSD • Share Best Practice Templates (documentation of successful strategies across the nation) and provide in-depth implementation support for OUSD cohort schools to pursue those practices • Leverage OUSD work on Key Performance Indicators while supporting the development of School-Level Resource Report by OUSD² –Access to data on how schools across district are using and prioritizing resources to provide insight into best practices within OUSD. These reports would be provided to high schools in year one, and all schools in the following year. |
| School Design Planning Assistance | <ul style="list-style-type: none"> • Work directly with 4-5 schools for one year to support the school design planning process (including needs assessment, school exposure, planning for implementation) • Provide ongoing support to those same schools for an additional year to support implementation, progress monitoring, and adjustment of design • Provide capacity-building support to network teams on how to use school-level metrics in service of planning process, and to shift conversations from compliance to strategic resource use support – particularly focusing on the budget and staffing processes – in alignment with district’s LCAP strategy for use of LCFF funds • Provide access to ERS’ online school design toolkit, customized for district use, to streamline the design process and encourage collaboration |
| Community Outreach and Networking | <ul style="list-style-type: none"> • Support principals and district leaders in ongoing dialogue with the school communities with ERS tools |

¹ Please note that Fremont is the only Elevation Network high school to be included in the ERS cohort of schools as they are revisiting their plans, and looking for additional support in establishing best practices now while simultaneously planning for SY17-18. See subsequent section for selection criteria.

² OUSD has the option to proceed building the data reporting capabilities in house or through a contract with Schoolzilla for these services. Schoolzilla has provided ERS with a cost estimate of approximately cost \$100k-120k in year 1, and \$35k-45k in subsequent years. OUSD would contract directly with Schoolzilla if it chose to proceed in this way. . Alternatively, ERS could produce the reports directly for an additional \$35-\$50K this year, which would include working with OUSD to determine the appropriate transition plan after the end of the SY1718 planning cycle.



| | |
|--|---|
| | <ul style="list-style-type: none">• Partnership will culminate with an overview of the school design which schools can use to share school model with the community |
|--|---|

Through the partnership, ERS will supplement deep support to the cohort of schools with training and do-it-yourself tools to build ongoing capacity within OUSD to apply to support at all traditional high schools, and follow it up with implementation support to ensure that the school designs come to fruition as imagined and are scalable across the entire district.



Timeline & Budget

We expect that the first phase of this work would take place between August 2016 and June 2017, with additional phases and implementation support occurring through 2018.

ERS is committed to doing this work in districts to further our core mission of building strategic school designs at scale. As stated above, we are able to apply a national matching grant of \$150k-\$275k over the two years with generous support from the Charles & Lynn Schusterman Family Foundation. As a non-profit, we are very proud of our relatively low daily blended rate, which our analysis suggests are roughly a third the cost of for-profit consulting firms who provide consultation to school districts.

Year 1

Workstrand

| | Cost |
|---|--|
| Coaching a cohort of schools | \$40,000 + 35,000 per school x 7 = \$285,000 |
| Support the creation of school-level resource use analysis and reports – HS level | \$55,000 |
| Capacity building for central support providers – HS & Elevation Networks | \$50,000 |
| School Designer Customization & Licensing Fee | \$50,000 |
| Total for HS System Support, HS Resource Use Reports and direct coaching for 5 Schools | \$440,000 |
| Less ERS National Funding Match – Schusterman | \$(100,000) |
| Less ERS National Funding Match - Gates | \$(10,000) ³ |
| Total Year 1 Cost to OUSD | \$330,000 |

Year 1 Cost & Financing Details:

| | Total Costs | Site Budget | CSI Budget | Linked Learning Budget |
|--|------------------|------------------|------------------|------------------------|
| Coaching Flat Fee | \$40,000 | | | \$40,000 |
| Elevation Schools (Castlemont, Fremont, McClymonds) | \$105,000 | | \$105,000 | |
| Skyline High School | \$35,000 | \$35,000 | | |
| Oakland Tech | \$35,000 | \$35,000 | | |
| Oakland High | \$35,000 | \$35,000 | | |
| Madison Park | \$35,000 | | | \$35,000 |
| Support the creation of school-level resources use analysis and reports-HS elevation | \$55,000 | | | \$55,000 |
| Capacity Building for Central Support Providers | \$50,000 | | | \$50,000 |
| School Designer Customization & Licensing | \$50,000 | | | \$50,000 |
| Less ERS National Funding Match-Schusterman | -\$100,000 | | | -\$100,000 |
| Less ERS National Funding Match-Gates | -\$10,000 | | | -\$10,000 |
| Total | \$330,000 | \$105,000 | \$105,000 | \$120,000 |

³ Please see the section on capacity building for support providers for more details on this match.



Year 2

Workstrand

Cost

\$40,000 + 35,000
per school x 6 =

| | |
|---|-----------|
| Coaching a 2nd cohort of schools | \$250,000 |
| Implementation support for cohort 1 schools | \$75,000 |
| Continued support for OUSD-led SLRU reports | \$30,000 |
| Continued capacity building for central support providers | \$25,000 |
| School Designer Licensing Fee | \$50,000 |

Total **\$430,000**

Less ERS National Funding Match (dependent upon exact nature of finalized scope of work) $$(175,000) -- $(50,000)$

Total Year 2 Cost to OUSD **\$255,000 - \$380,000**

Note: Pricing includes travel, at roughly 10% of total project cost



Detailed Project Description

This project starts with a focus on high schools and is structured to be scaled across the other school levels over time. We would start with deep support for a cohort of 4-5 high schools – the three large comprehensives, Fremont and potentially one other pending OUSD follow up. We would supplement that deep support with training and do-it-yourself tools to build ongoing capacity within OUSD to apply to support at all traditional high schools, and follow it up with implementation support to ensure that the school designs come to fruition as imagined and are scalable across the entire district. Our proposal to focus on high schools initially stems from our work this year, the strength of relationship of high school network leadership and the clear need for support in connecting visions with actual resource use at the high school level. That said, in the following year we would expand outside of HS to scale an additional cohort as well as the tools and capacity-building efforts either to MS or across all levels, depending on district preference and capacity.

As laid out in the budget section of this document, this project meets the conditions for a national matching grant from the Charles & Lynn Schusterman Family Foundation of \$150k-\$275k over two years.

Year one:

Coaching a cohort of schools

ERS coaches a cohort of school leadership teams at the large comprehensive high schools, Fremont HS and potentially Madison Park pending confirmation from OUSD, to plan and implement transformative school designs: the optimal organization of people, time, money, and technology to fully meet students' unique needs.

Our design cohort process organizes around the core objective of creating transformational designs in a subset of schools that better organize resources to improve student learning, thereby leading the way for greater strategy improvement at all schools. Specifically, ERS would support schools in ensuring rigorous credit accumulation through pathways supported by job-embedded professional development for common core implementation.

Our analytic work with OUSD this past year highlighted a series of HS design challenges – particularly those that enable students to have sufficient A-G aligned credits to graduate college ready in 4 years. While a number of high schools made great strides this spring in adjusting the structure of their master schedules, a tremendous amount of design work remains, even just to address this one challenge: schedule structures must be brought to scale through the school in many cases; teaming structures for teachers who share content and students must be integrated into the schedule to support changed instructional practice and lesson planning consistent with the new schedule; teacher job & course assignments must evolve; the mix of course offerings needs to shift consistent with the schedule change and student need; and designs must provide for opportunities for students to receive individualized attention dynamically and consistent with need to reduce course failure rates, particularly in 9th and 10th grades.

The design process would be structured to help school teams identify some changes along the way to impact the school in real time, focus significantly on redesign to be implemented through the SY1718 planning cycle, and include longer term redesign opportunities that would build on changes in SY1718. Through a combination of working sessions and 1-1 school-based support (4 full day working session equivalents) with a design team of school and district leaders, ERS collaborates with key district leadership to support the strategic planning process for a new and break-the-mold school design, as well as the communication plan to the broader school community, and the plan for implementation.



ERS provides access to the tools and templates we have developed to help identify needs and encourage experimentation with alternate school design configurations as well as the opportunity to collaborate with a community of peers to bring to bear the system's best thinking on specific challenges.

Introducing the School Designer Tool

ERS will facilitate the school design and implementation process with the use of our online School Designer tool, which is a way to view our school design curriculum, following the steps of our design process. It facilitates coaching by creating an efficient way for schools and school supervisors to:

- Interact with school design content and multi-media
- Complete assignments that support their school plans, receiving notifications when work is complete or reviewed
- Collaborate with each other through comments and feedback
- Access additional resources that support the school design process
- Store and share documents and other files

School Designer provides a unified platform for the delivery of tools across a strategically organized resource and strategic planning process. It also is explicitly designed with interactive features that create the space for the sort of strategic conversation between key central support providers and schools that would result from central capacity building. After going through the full design process using school designer, the end result is a unified academic and resource plan informed by various tools, as well as multiple strategic points of engagement between school supervisors/central and the principal/school teams. In addition, designer has the ability to directly capture or link to other spaces that capture the full set of artifacts that capture the resource decisions that sit behind the plan including the school schedule, budget and staffing plan, professional development plan, etc.

ERS would work with the HS Network Superintendent team to support the alignment with the typical district school improvement planning documents and the subsequent use of School Designer for all high schools⁴ as part of the SY1718 planning cycle.

Support the creation of School Resource Use Reports

To inform budgeting, staffing and scheduling as part of the SY1718 planning cycle, ERS will support the creation of resource use reports for every high school to document how each is using and prioritizing resources. These reports are designed to be a critical input to decision-making in budget season, allowing school teams and their central support providers to review and discuss metrics such as class size differences by grade and student proficiency level and teacher effectiveness by team and course to analyze equity, excellence, and efficiency of current resource distribution.

While our analytic work from this past year as well as a prototype we created for Fremont HS using SY1415 data gives us a very good sense of the specific metrics that will be most important to include, our process will begin by working with district leaders to customize the report design and identify key metrics tied to key decisions and levers for change. The first step in the process here would be to align on the set of metrics to align with the SPF, data availability, and overall design objectives. From there, we will also align on the timeline and process for engaging school teams in these reports, specifically focusing on how best to create mini-reports or views of the metrics based on the decisions they inform, to maximize their impact on the planning process.

⁴ Some alternative schools/programs may not use the tool for their planning process initially. All Elevation, Success-by-Design and Comprehensive schools are expected to participate.



ERS will plan to work with OUSD's Research and Assessment personnel to produce these reports internally. The budget for this work strand funds ERS' role in metric and report design facilitation, training of Research and Assessment team members on methodology details for specific metrics and engagement of network supervisors for the High Schools to roll out these reports. ERS would also provide parameters for data quality assurance to the Research and Assessment team.

OUSD staff would be responsible for the report production including vetting of school-level data, managing the rollout including development of support materials as appropriate, and making meaning of the metrics in partnerships with schools beyond those involved in the cohort. The vetting work would require follow up with network superintendents, principals, and those that maintain the database to ensure data integrity and that the metrics themselves reflect the reality in schools. We would estimate this work to require an OUSD staff member approximately ½ -1 day/week every week for 6 months. The roll out planning can be embedded into typical network superintendent responsibilities for principal professional development.

Capacity building for central support providers

Central capacity will be built in a few ways through this partnership:

1. The direct school coaching support is organized to build the capacity of principal supervisors and network staff directly responsible for principal support. These individuals will be equipped with the tools necessary to run future cohorts in later years and support implementation of new designs. This will include supporting the use of the decision-making tools: School Designer and School Level Resource Use reports.
2. We will also create a feedback loop from the resource mapping work on 15-16 and the design work in 16-17 to help the district understand and refine changes to enabling conditions required to more broadly support strategic design at scale. ERS would support the real-time adjustments to enabling conditions for the first cohort and would also provide reflections on the decision-making and flexibilities across the portfolio, and where the system might consider maintaining more control and centralization.
3. To build lasting capacity within the system to make strategic resource use decisions, ERS will provide professional development to key central support providers around strategic school design, such as principal supervisors and network aligned budget & HR staff. Support will be targeted to key school support roles influencing school strategy, staffing, and budgeting, including school supervisors, human capital specialists, budget analysts, etc.
 - a. In this work, ERS would facilitate a working session of the cross-functional district design team to identify high-leverage immediate changes to the school planning cycle that would better enable strategic school design based on prior experiences and the findings from OUSD/ERS partnership throughout the 2015-2016 school year
 - b. Supports will be organized into two additional professional development sessions, beyond the support for the SLRU reports:
 1. Session 1: November 2016
 - a. Clarifying the process hallmarks of strategic design – how strategic resource use conversations and processes look different from more typical ones;
 - b. Facilitation of School Budget Hold'em to ground process conversation in the nature of district tradeoffs



- c. Introducing promising resource strategies, grounded in common school needs, priorities, and district strategy to ensure alignment between schools in the cohort experience and the central support providers;
 - 2. Session 2: At the onset of the School Budget Cycle
 - a. Support for network teams on reviewing budgets & staffing plans with a strategic resource lens, to include:
 - i. Cover page for their improvement plan document
 - ii. Guidance on how to ask follow up questions to the SIP narrative to ensure that we are talking about this from a strategy lens beyond compliance
 - b. Specific guidance and targeted support for HR and Budget for challenges that arise in the cohort schools' planning process
 - ii. Note: Session 1 can be provided to OUSD budget partners through the existing budget partner strategic school design 3-day retreat with various California districts. Through funding from the Gates foundation, ERS would work with OUSD to include HR staff, and Network Supervisors supporting the high schools that training as well at no cost to OUSD. This represents a \$10k savings to OUSD, shown in the pricing above as a Gates Funding match.
 - iii. To the extent possible, ERS would work with OUSD project leadership to schedule Session 2 to align with OUSD's planning process for SY1718. OUSD participants would be expected to "try out" new skills and capacities in their work supporting schools after each session, reflect on their experience and debrief with their team and ERS as appropriate to share learnings and memorialize best practice as expectation moving forward.

Year 2:

Coaching a cohort of schools

ERS would work with OUSD school leadership to engage a second cohort of schools through the deep design process described above. Given our work to-date and OUSD's emerging focus on transforming the middle grade experience, it may make sense to focus the cohort just on a group of middle schools. That said, we propose that ERS and district leadership revisit school selection for this cohort at the end of Year 1.

Implementation support for cohort 1 schools

ERS supports the cohort schools through implementation, progress monitoring, and adjustment of design in first 1-2 years after the completion of their design process. Over many years of doing this work, we've never seen a design implemented in exactly the way it was planned in the previous year. Things change – a key teacher or administrator decides to leave, budgets change during enrollment adjustments, and so on. It's critical that there are systems to allow the school team to learn about what works and what doesn't and evolve quickly.

ERS continues to partner with schools through the first year of design implementation to support this ongoing learning and evolution in the context of data on what works, as well as ongoing changes in the conditions for implementation that might be introduced by budget, staffing, or enrollment changes. Implementation support tends to be organized around 3-4 school visits over the course of the year. During each visit, we observe the structures being implemented, interview teachers, leaders, and students, and then debrief with the school leadership team to share observations and action plan around next steps.



Tailor School Designer for roll-out to all schools

Using our experience of facilitating the first cohort of schools through the school design process using our School Designer tool, we would create a OUSD-tailored version of the tool that the district can use on an ongoing basis to support future design work.

Evolve support for OUSD -led SLRU reports for Middle and Elementary Schools

With the district in the lead for creating and disseminating these school-level resource use reports, we would continue to provide light-touch technical support and professional development to network superintendents to interpret the data available in these reports for decision making.

District commitments

To ensure the success of our partnership, at a minimum we would look to OUSD to:

- Designate a specific point person to be project manager;
- Form a design team for each school, including principal and at least one lead teacher who will work through the entire process
- Prepare for and participate in working sessions plus individual sessions with your school design facilitator
- Design and implement models that meet principles of strategic school design
- Regular engagement and partnership with school supervisors
- School supervisor commitment to attend/participate in all design sessions
- District and ERS collaboratively select cohort of schools who meet set readiness criteria
- Increased flexibilities for cohort schools

Note on School Selection Criteria for Design Cohorts

In order to ensure the strongest return on the investment, participation should be based on the following criteria:

- **Vision:** School leadership team already has clear ideas around how to use resource autonomy to create a more strategic school design.
 - **Drive:** School leadership team has the energy and capacity needed to participate in an intense planning process while running the school's day-to-day operations, and is prepared to follow through during the following school year with effective implementation.
 - **Credibility:** School leadership team has a track record of strong, motivating leadership and working collaboratively through challenges, and the respect and trust of his/her staff.
 - **Stability:** School leader plans to remain at his/her school through the two years following the planning year.
 - **Experience:** School leader has minimum 1 year at his/her school.
 - **Recommendation:** School leadership team has acquired a recommendation from the school leadership's supervisor to participate.
-



Appendices

Transforming Schools through Strategic School Design

In 2008, Ashley Park Elementary in Charlotte, North Carolina, was staring failure in the eye. Fewer than 35 percent of students scored proficient in math and ELA. Relationships among teachers were poor—in many cases, they didn't even know each other's names.

By 2010, Ashley Park was a school transformed. Proficiency levels had doubled in math, reaching 66 percent, and reading proficiency scores increased to 49 percent. Student behavior and teacher morale had also improved profoundly. What happened?

Principal Tonya Kales introduced a new family model for the school based on an entirely new approach. Groups of teachers shared responsibility for all students in a grade level. Teachers met twice a week in facilitated meetings to analyze student data, group students according to their needs, and plan instruction for each group. The master schedule was eliminated. Instead, teachers and students were grouped and regrouped throughout the day. Time allocated to a subject varied based on what students needed at any given moment. Students with special needs and special education staff were included in these “families.” Because special education services were integrated into the broader family model grouping, struggling general education students had access to more specialized support when they needed it.

Principal Kales' strategy started with a clear vision of what it would take for Ashley Park's students and teachers to be successful, then reorganized resources—people, time, technology, and money— around that vision. We call this *Strategic School Design*.

As a nation, our vision for success in schools—the way we think about the needs of our students and the resources we bring to bear—has changed significantly over the past 50 years: We now have clear, rigorous standards and heightened accountability and urgency around helping all students meet them. We have more current data on what students need, and on teachers' skills and expertise. Workforce demands have changed, requiring graduates prepared to be critical consumers and manipulators of information, rather than simply knowers of facts. Educators have different aspirations. They want opportunities to learn quickly and advance their careers in measurable ways. They want to work in teams with trusted colleagues. And they want flexible job arrangements that allow them to better integrate their work and personal lives. Finally, new technologies that support learning are advancing every day.

Yet, despite these significant changes, resource use in schools looks very much the same as it did 50 years ago. Students are divided into classrooms of 20 to 30 students, and they study a particular subject for a set period of time—usually about 50 minutes per day for 180 days—instructed by one teacher. Teachers have roughly the same set of responsibilities on day one of their job as they will have on the last day of their career. And they usually work alone to plan and deliver instruction, rather than as part of a highly functioning team.

ERS' School Design niche

As a field, we are learning how to 'do school differently' in isolated cases like Ashley Park, but have not yet figured out how to bring those learnings to scale.



At ERS, our work is about clarifying the most urgent student needs in a school building and then supporting schools and systems to make the step-function changes in how people, time, and money are used to support research-based strategies for addressing those needs.

We don't focus on a specific school design model such as blended learning, teacher leader roles, or extended learning time. Instead, we support school leaders in developing a research-backed school design vision that deliberately matches the needs of their specific students. And then we roll up our sleeves and provide technical support to think through every possible scheduling or budgeting configuration that will help get them there.

We are both visionaries and pragmatists. We understand that many schools need break-the-mold school designs to achieve the impact they desire. But we also know that those kinds of designs often won't work in the first year of a change effort at a school with low teacher expertise, for example. We help school and district leaders move sequentially toward change without losing sight of their ultimate vision.

Our ultimate objective is not a handful of excellent school designs, but rather a system that supports excellent school design at scale. As a result, we view our school-level support as helping the school district to create proof points and to use those experiences to change the enabling conditions and expertise at the system level.

About ERS

Education Resource Strategies (ERS) is a non-profit organization dedicated to transforming how urban school systems organize resources—people, time, and money—so that every school succeeds for every student.

Since 2004, we have worked hand-in-hand with the leaders of over 30 school systems and several states on topics such as funding equity, budget development, central office support, teacher compensation and career path, and strategic school design. We also share research and practical tools based on our extensive dataset, and we collaborate with others to create the conditions for change in education.

In all of our work, we focus on the larger picture—how resources work together to create high-performing systems. Our non-profit status enables a different kind of partnership with districts and states: one where we participate in the transformation struggle, create insights together, and share lessons with others.

Our school design experience

We have worked with over half a dozen school systems nationwide, including Charlotte, Cleveland, Boston, Nashville and Denver, on strategic school design initiatives. In 2008, ERS founding partners Karen Hawley Miles and Stephen Frank co-authored the book *The Strategic School: Making the Most of People, Time, and Money* (Corwin Press), that explored in depth issues such as time and attention, teacher and student assignment, teaming, organizing for job-embedded teacher professional growth, the distribution of effective teaching within and across schools, and a variety of other issues.

When we hosted a School Design Advisory Council meeting in 2015 to solicit feedback from district and nonprofit partners from around the country to advance our tools and frameworks, one of the participants shared this feedback: “ERS coaching support is so critical because that’s the only place where the how happens, e.g. how do I do this in my specific school?”



Below we describe specific examples of our school design experience. All of the projects described were led by one or more of the team members who would support you in this work.

Cleveland Metropolitan School District: Supporting Radical District Transformation

“Our work with ERS has empowered us to truly own our strategy as district leaders and become better partners to the schools we serve.” - John Scanlan, Chief Financial Officer, CMSD

In 2013, the Cleveland Metropolitan School District was a district in crisis. Enrollment had dropped by more than 40% in the last 10 years (from 72,000 to 43,000), mostly due to population drain and pressure from charter schools. The district was facing financial insolvency in the form of a \$63 million budget deficit. Cleveland was ranked second-worst in the country for large districts on its NAEP scores, with more than 50% of its schools under academic watch or academic emergency.

To address these mounting challenges, the district embarked on *The Cleveland Plan*, a radical, comprehensive district transformation that was supported by key players across the city and the state of Ohio. CMSD partnered with ERS to support the implementation of The Cleveland Plan, which included mapping the district’s resource use to identify critical resource misalignments that could be used to inform the district’s human capital and strategic school design efforts. ERS also supported the district’s development and implementation of a Student-Based Budgeting system as part of the district’s transition to a “portfolio model” in which the central office gives schools more control over their budgets, among other things, in exchange for high accountability.

As part of this work, ERS worked closely with nine schools called the Transformation Schools Pilot, which were given greater resource flexibility, to train them in Strategic School Design. Each school leader received between 5 and 15 hours of 1:1 coaching, in addition to school design templates, resource data, and workshops. A second cohort of 10 schools was added the following year.

With ERS support, the nine “transformation pilot” schools developed innovative school designs that featured new instructional leadership roles for teachers, intervention/enrichment blocks, staff to support social-emotional learning, and more.

- 91% of participants said the support gave them a much deeper understanding of strategic school design. Some feedback from principals includes:
 - *“My school’s schedule is now centered on what students need instead of adults”*
 - *“This process is empowering and it’s good to know someone is listening to us”*
 - *“Now I don’t have to call Central to beg for money; I can just make decisions”*
 - *“This process has been richer and deeper than any [planning document] I have ever written”*
- Among the 10 schools in the second cohort, eight schools planned to increase structured and supported teacher collaborative planning time, and to implement targeted and dynamic student grouping strategies, such as tutoring, more deliberate regrouping across grade levels, push-in of specialists, and targeted class size reductions.
- When CEO Eric Gordon gave his “State of the Schools” speech in 2015, of the 16 (out of 100) schools cited in the speech as exemplars of progress, 5 (out of 9) were from our pilot school design cohort.

CMSD has experienced a complete district transformation since 2013. In 2015, CMSD was one of only three districts to improve on all four sections of the 2015 NAEP. Michael Casserly of the Council of the Great City Schools called CMSD’s gains “uniformly larger and better than any other school district in the country.” In 2015, district enrollment also increased for the first time in 30 years.



Charlotte-Mecklenburg Schools: Partnering for Continued District Success

"We came to view ERS as part of our team...they pressed us hard to dig below the surface and challenge long-standing traditions. They're not a vendor; they're a partner." —Ann Clark, Superintendent of Charlotte-Mecklenburg Schools

Charlotte-Mecklenburg Schools is widely considered one of the leading urban school systems in the country. The district's graduation rate has risen for five years in a row and in 2011 the district won the prestigious Broad Prize, which honors large urban school districts that show the greatest academic performance improvement while reducing achievement gaps.

However, Charlotte, which serves roughly 145,000 students, is not without its challenges. More than half the students in the district qualify for free-or-reduced-price lunch and competition from charter schools has created growing funding and enrollment pressures for the district, which is already low-funded relative to other urban systems.

ERS has been an advisor, thought partner, and critical friend to Charlotte since 2008, contributing to many of the district's key programs. From 2009-2011, ERS worked with Charlotte to evolve its Strategic Staffing Initiative, a school turnaround strategy which places strong principals along with a team of highly effective teachers and administrators at low-performing schools. ERS provided significant school design support to principals including data analysis, research, case studies, trainings, panel discussions, and consultations as the basis for developing their strategic school designs.

We also completed a resource map to build a transparent fact base around how resources are distributed and used across the district, which surfaced concerns around middle schools, including lack of individual attention in key transition years like 6th grade and the need for more expert support for teachers.

From 2013-present, ERS partnered with Public Impact to support Charlotte on the Student Success by Design Collaborative, which supported school leaders to implement a teacher leadership model that allows teachers to reach more students and advance their careers while getting paid more for their extra responsibilities. Leaders from a cohort of 17 schools received training in how to identify school priorities, and created new school plans that included new resource strategies to address those priorities.

Starting in 2014, we supported a newly created “Middle School Action Team” to tackle those concerns. We developed 3-5-page school-level resource use reports for every middle school in the district synthesizing key data on teacher effectiveness, student performance, teacher load, and use of time and money across courses. We then created a series of 19 school design templates for CMS middle schools based on the common challenges they face.

Finally, we supported Charlotte to develop capacity to generate the school-level resource use reports on their own. Providing principals with data on resource use as part of their planning process was a district priority, and we helped them develop the systems and structures to produce these reports for all 145 schools annually with the click of a button.



X Middle School
CMS School Level Resource Use Report: SY2015-16

(New) Distribution of Teacher Expertise by ELA Student Proficiency (Accomplished or Distinguished) – Have I assigned my “best” teachers to focus on my neediest students? Are my students who are furthest behind more or less likely to have a accomplished or distinguished teacher?

| Prior Year Performance | Number of Students (My School) | % with Teachers Who are Accomplished or Distinguished | |
|------------------------|--------------------------------|---|-----------------|
| | | My School | Comparison Avg. |
| Level 1 | 106 | 62% | 39% |
| Level 2 | 171 | 40% | 40% |
| Level 3 | 110 | 46% | 46% |
| Level 4 | 454 | 64% | 50% |
| Level 5 | 303 | 90% | 56% |
| Unknown Level | 131 | 51% | 48% |

(Note: This table shows the percent of students whose ELA teacher was rated accomplished or distinguished on both Standards 1 and 4 of their SY 13-14 teacher evaluation data. All teachers are included in the denominator.)

Exhibit 2: Sample section of

School-Level Resource Use Report

When Charlotte was awarded the Broad Prize in 2011, the Strategic Staffing Initiative was cited as one of the key factors. Students who attend the 27 “Strategic Staffing” schools (out of 150+ schools in the district) have made double-digit gains in math, literacy, and science. Two of the schools that ERS worked most closely with, Ashley Park and Devonshire Elementary, have achieved dramatic gains and received national awards.

Charlotte has experienced continued success. In 2015, the district had the highest average scale scores in math among 21 urban districts participating in the 2015 National Assessment of Educational Progress Trial Urban District Assessment. The district also ranked second in fourth-grade reading and third in eighth-grade reading among participating urban districts.