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Appendix B: Potential Challenges

The KCS discussed potential challenges to the success of this project and grouped them into three broad categories: (1) Bandwidth, (2) Change Management, and (3) Implementation Risk.

(1) Bandwidth

Challenge: The ability of KCS staff, especially senior leadership, to devote the time that is needed to execute the resource allocation work on an ongoing basis:

- Time to conduct resource mapping
- Time to conduct rigorous analysis

How the Challenge will be Addressed:

In the short term:

- *Resource Mapping and Analysis:* The KCS will overcome the issue of resource mapping and analytical bandwidth through outside partners (Parthenon and ERS). Most of the work will be a one-time intensive effort, but the KCS and Parthenon will also assess workload associated with ongoing resource allocation activities; this will feed into the potential organizational changes described below.

In the medium to longer term:

- *Process Improvements:* The KCS, with help from Parthenon and ERS, will make improvements to existing planning and budgetary processes to ensure that resource allocation questions, related evaluations and decisions are explicitly part of the process(es).
- *Potential Organizational Changes:* The KCS and Parthenon may also determine, over the course of the project, that certain roles/responsibilities may need to be re-allocated internally within the central office, or that new positions may need to be created. This will all be part of the initial organizational review referenced in the Capacity Building section of the proposal and will be captured in the August 30th Capacity Building Plan.

(2) Change Management

Challenge: The inclusive nature of the strategic planning process and the resource allocation initiative means that there will be multiple demands on district leadership and partner time. It will be important to make the time not only to conduct the analysis, create a solid factbase, understand the implications, and develop action plans, but also to create a genuine dialog around the initial findings and recommendations. The analyses may well lead to recommendations that are not universally accepted by stakeholders.

How the Challenge will be Addressed:

- *Creating Stakeholder Engagement Capacity:* The KCS has created a temporary position (Director of Strategic Planning) and has already filled this position with an Ed.L.D. resident who will be dedicated full-time to coordinating the strategic planning effort on behalf of the district. In May-July 2013, the KCS senior leadership team will come together, as they did for the 2008 CORRE report and for the 2009 strategic plan, to create an intentional mapping of internal district facilitators against stakeholder meetings and focus groups. The KCS will also turn to strong external partners (Great Schools Partnership and the Knoxville Chamber) for help with facilitating meetings, especially meetings with the business community, to augment the capacity of the district.
- *Grounding Discussions in Facts:* The KCS will work closely with its partners, Parthenon and ERS, to develop a factbase of critical information on each major resource allocation topic. The goal will be to create a common understanding of the facts among stakeholders, and to have all discussions be informed and driven by data, to the extent possible.

(3) Implementation Risk

Challenge: The nature of the challenge is two-fold. First, once the KCS and Parthenon jointly design an improved process, the district will need to implement it gradually and guard against other priorities or "fire drills" displacing this priority. Second, the KCS is committing to making resource allocations from one area to another as early as in the 2014-15 budget development cycle and therefore actual execution steps will occur as early as summer of 2014. There is always a risk that in the transition period, actions taken to change an instructional model, for example, may have an adverse impact on students and student achievement, if not carried out well.

How the Challenge will be Addressed:

- *Accountability:* The KCS will assign primary responsibility for the overarching continuous improvement process to a specific functional area which will act as the "owner" or "coordinator." Which group / individuals will drive the process(es) going forward will be determined as part of the project. Once the roles of senior district leadership in this process are better defined, they too will become part of an accountability system (i.e., become part of "management objectives" against which performance is evaluated annually).
- *Implementation Planning that Involved the "Implementers":* The KCS has set a strong model and precedent with its strategic planning process. The process did not just culminate in the creation of a strategic plan, it was quickly followed by an inclusive process to develop an implementation roadmap for the strategic plan, with clear milestones and owners. The KCS will do the same here. Once the strategic plan priorities are set and the resource allocation decisions are vetted and approved by the Board, the district will commence an additional stakeholder engagement process to develop the implementation roadmap. By including those who are closest to the students in these implementation discussions, the KCS will ensure that strong transition plans are developed so that any potential negative impacts on students and their families are minimized.

Appendix C: Team Member Qualifications (Partners)

PARTHENON TEAM

- Seth Reynolds, Partner
- Kasia Lundy, Senior Principal
- Kate Stephens, Principal
- Elizabeth Palmer, Associate
- Romy Drucker, Summer Principal
- Daniel Lobo, Summer Associate

PARTHENON ADVISORS

- Tammy Battaglino, Senior Partner
- Haven Ladd, Partner
- Eleanor Laurans, Senior Principal
- Margot Rogers, Vice Chairman and Senior Advisor
- Phil Vaccaro, Senior Principal

ERS TEAM

- Stephen Frank, Partner
- Kristen Ferris, Manager
- Joseph Trawick-Smith, Principal Associate
- Laura Schick, Associate
- Jenny Davidow, Data Analyst

Seth Reynolds, Partner

Overall Qualifications

- Thirteen years of experience advising senior level clients in K12 districts, higher education institutions, charitable foundations and for-profit companies, focusing on organizational strategy, project and performance management, and organizational design
- Leader in Parthenon's Education Practice, focusing on engagements that have spanned all sectors of the education system (districts, higher education, states, etc.).
- Former Teach For America corps member (bilingual 5th grade Spanish/English teacher)
- As a founding member of the Board of Trustees of the Excel Academy Charter School, served the school through the transition from its early start-up phase to becoming one of the top 5% of middle schools in Massachusetts since 2007

Specific Project Roles (Examples)

- Change management and human capital reform experience:
 - **In 2009, partnered with Memphis City Schools (MCS)** to support district leadership in developing their winning proposal to the Bill and Melinda Gates Foundation to implement Teacher Effectiveness Initiatives. Collaborated with district, board and union leadership to develop high level vision for MCS Teacher Effectiveness Initiative and detailed proposal and plan for how to implement. Plan encompassed key human capital reforms (overhaul of teacher evaluation system; development of increased pipeline of talent; more rigorous tenure review process; differentiated retention practices; selection and utilization of master-level teachers, and compensation tied to career ladder and performance. Developed detailed implementation budget and roadmap, key operational milestones and performance targets to support the plan. MCS was selected as one of four sites for ongoing Intensive Partnership
 - **In 2010-11, continued the Teacher Effectiveness work in Memphis City Schools.** Oversaw Parthenon's project management efforts to support MCS in implementing the Teacher Effectiveness Initiative (TEI). The initiative has since been implemented district-wide.
 - **In 2012-13, partnered with both Memphis City Schools and Shelby County Schools** to develop a joint strategy for the Teacher Effectiveness Initiative for the soon-to-be merged district and managed team to support implementation through extremely complex merger (currently ongoing).
 - **Served as co-lead in supporting the State of Florida in developing its Race to the Top application** and associated assurance plans. Supported State leadership to develop comprehensive plan addressing all RTT assurances. Facilitated multiple sessions to solicit input from Florida's district superintendents. Florida was announced as one of ten winners in the second round of the RTT competition.
- District, school and student level performance diagnostics and turnaround strategies:
 - **Led team to support Mass Insight Education** to analyze how the Turnaround Challenge frameworks have been utilized in the turnaround work of several leading urban school districts and CMOs nationwide. Through interviews with school districts, partner organizations and national experts, built an understanding of the disparate turnaround efforts at several leading districts: New York City; Chicago; Boston; Miami; Charlotte. Developed recommendations on district approaches to turnaround, including the importance of the necessary conditions for successful change and the potential cost of implementing these changes. Detailed steps for the acceleration of a marketplace for partner organizations capable of providing turnaround services at scale. Presented findings at the American Enterprise Institute Conference focused on national models of school turnaround.
- Personalized learning experience:
 - **Led the team that supported founder Joel Rose to develop and begin implementation of the business plan for School of One**, the NYC DOE's first major pilot in significantly personalized learning. In this work, Mr. Reynolds developed short and long-term implementation plans to ensure success against the goals of the project, developed organizational and financial models to execute against the plan, and supported the DOE with initial program design, early implementation and launch of the initial pilot. Ultimately, the initial School of One pilot was successfully launched in Summer 2009 with extremely high achievement and student/parent satisfaction, and was named one of the Top 50 Inventions of 2009 by TIME Magazine.

Education

- M.B.A, MIT Sloan, Boston, MA
- M.P.A, Harvard Kennedy School of Government
- B.A., Amherst College, Amherst, MA
- Founding member of the Board of Trustees of Excel Academy, a charter middle school in East Boston

References

- Dr. Kriner Cash, former Superintendent, Memphis City Schools
- Joel Rose, Founder and CEO, New Classrooms (and founder of School of One)

Kasia Lundy, Senior Principal

Overall Qualifications

- Over ten years of management consulting experience
- Six years of project management and operational experience in higher education, overseeing administrative departments and as Chief of Staff to Presidents Summers, Bok and Faust. Proven track record in operations and staff management, developing and managing budgets, and streamlining operations
- Full-time member of Parthenon's Education Practice. Case team leader. Focused exclusively on education engagements that span work at all levels of the education system (school networks, districts, states and federal government). Has also led strategic planning engagements for a variety of education clients including nonprofit higher education institutions, foundations, membership organizations, and community-based organizations.

Specific Project Roles (Examples)

- Change management experience:
 - **Supported the State of Georgia** in developing its Race to the Top application. Worked with multiple constituents including educators (superintendents, principals and teachers); Georgia Department of Education, Department of Early Care and Learning; Professional Standards Commission; University System of Georgia; Technical College System of Georgia; Georgia Student Finance Commission; and Governor's Office of Student Achievement). Facilitated meetings of these stakeholders to vet recommendations and develop final plan. Georgia was announced as a winner in the second round of the RTT competition.
 - **Partnered with Milwaukee Public Schools in developing the district's Race to the Top – District application.** Facilitated stakeholder engagement (district staff, principals, teachers, parents, and students) in developing the plan. Led a team that developed specific personalized learning recommendations and related cost estimates, vetted recommendations with the Project Steering Committee, and co-wrote final application.
 - **Co-led effort to develop a school portfolio strategy for Chicago Public Schools:** Working closely with the Steering Committee (district leadership and board of education representation), assessed how well students were currently served in regional collaboratives and networks, "negotiated" the role and responsibilities of a new Portfolio Office vis-à-vis other key functions in the district, combined several distinct functions under the Portfolio Office umbrella, benchmarked against other portfolio offices nationally to develop organizational/staffing recommendations, vetted recommendations with leadership, and developed job descriptions for key roles in the office.
- Strategic human capital initiatives:
 - **Partnered with Omaha Public Schools (OPS),** one of the districts selected by the Bill & Melinda Gates Foundation to submit proposals for developing and implementing Teacher Effectiveness Initiatives. Working closely with district, union and board of education leadership, helped develop a comprehensive approach to talent management, at the teacher level and principal level. Assisted district leadership with developing a detailed implementation budget and roadmap, key operational milestones and performance targets. OPS was selected as one of five finalists eligible to receive funding to implement Teacher Effectiveness Initiatives (TEI).
 - **Partnered with the Houston Independent School District (HISD)** to design a new performance-based compensation plan for classroom teachers. The design involved replacing the step and lane system with a system where compensation levels and increases were driven by consistent performance over time (as defined by the teacher's overall evaluation ratings, which included student growth).
- Capacity assessment and capacity building experience:
 - **Partnered with the Council of the Great City Schools** to lead a strategic planning effort to assess member district perceptions of the organization, interest in new products and services, and the Council's current capacity to execute against member district needs. Developed a succession plan and a capacity building plan for the Council, including addition of staff and development of new processes in specific areas. The plan was accepted by the Council's Executive Committee.
 - **Partnered with the Jim Joseph Foundation** to assess implementation capacity of higher education grantees. Worked closely with the foundation and the grantees to conduct an assessment of management capacity at the grantee level and recommended organizational changes to optimize implementation approach
 - **Partnered with the US Department of Education** to develop a plan for strengthening the Department's use of program data and evaluation for budget, policy and program improvement. Working closely with senior leadership, helped create a framework for a decision-making process to determine the evaluation activities that should be given priority in a given planning cycle. Helped clarify the roles and responsibilities of the two organizations responsible for carrying out evaluation activities

Education

- M.B.A, Harvard Business School, Boston, MA
- B.A. in Economics, Harvard College, Cambridge, MA

References

- Dr. John Mackiel, former Superintendent, Omaha Public Schools
- Michael Casserly, Executive Director, Council of the Great City Schools

Kate Stephens, Principal

Overall Qualifications

- Active member of Parthenon's Education Practice, with a focus on large urban K12 districts and education-focused philanthropies
- Additional experience includes efforts with clients in the international K12 and US higher education sectors

Specific Project Roles (Examples)

- Change management experience:
 - **Supported the design of a long-term internal strategy for the Department of Portfolio Planning (DPP) at the NYC Department of Education.** Interviewed key stakeholders across various NYC DOE departments that impact or are impacted by DPP actions to determine inefficiencies in the current system; developed an 18-month plan to ensure that the DPP accomplishes the key goals they have established for themselves prior to the 2014 change in city government; identified and prioritized key actions critical to ensuring the longevity of current reforms.
 - **Supported the University System of Florida** in developing a new polytechnic institution focused on increasing the number of STEM graduates in the state of Florida while meeting the stated needs of the region's employers and industries. Surveyed industry stakeholders to assess specific needs; evaluated universities to determine how graduates are prepared for the workforce today and what partnerships with industry exist; and analyzed historical and current data (and future projections) on STEM graduates, degrees and programs.
- District, school and student level performance diagnostics:
 - **Worked with Newark Public Schools** to design school performance reports. Early on, such reports were needed to support targeted improvement strategies with schools. Looking ahead, the reports will form the basis of the district's accountability and performance management system. Tasks ranged from the collection of data and the design, development and creation of the reports, to the training of school leaders in use of the reports and the facilitation of stakeholder engagement sessions to improve report design. Ongoing work involves the development of a long-term portfolio strategy for Newark's schools.
 - **Supported coordination across district and charters schools in Newark, NJ** to enable the scaling of city-wide school performance reports. Worked with multiple education entities in the city including Newark Public Schools, Newark Charter School Fund, and the Foundation for Newark's Future to coordinate the design, development and release of reports to key stakeholders. Facilitated meetings with these stakeholders; developed training programs for various users; incorporated stakeholder feedback; and created a long-term plan for annual issuance of these reports.
- Personalized learning experience:
 - **Supported the Gates Foundation Next Generation Learning team** in articulating the portfolio's investment strategy, which focuses on developing school models and tools which enable improved outcomes through personalized learning, and which also seeks to lower environmental barriers that are currently obstacles to the broader adoption of personalized learning. Constructed an impact model to explore where and how such investments would benefit the personalized learning space most significantly.
- Other relevant experiences:
 - **Supported the development and design of a new teacher preparation program in partnership with the Woodrow Wilson Foundation.** Researched existing teacher preparation programs and efficacy gaps; identified potential partners for financial or academic support; and modeled costs of the various school models proposed from start-up to steady state.

Education

- B.A. with Honors in Art History and Biology, Williams College, Williamstown, MA

References

- Brad Haggerty, Assistant Superintendent, Newark Public Schools
- Paymon Rouhanifard, Chief Strategy Officer, Newark Public Schools (formerly with the Department of Portfolio Planning at the NYC Department of Education)

Elizabeth Palmer, Associate

Overall Qualifications

- Full-time member of Parthenon's Education Practice. Has worked with leading national foundations and K12 public school districts. Engagements have focused on developing effective private-public partnerships, teacher quality, personalized learning and performance management through effective school evaluation.

Specific Project Roles (Examples)

- Change management experience:
 - **Partnered with Memphis City Schools and Shelby County Schools** to implement a comprehensive human capital strategy prior to the districts' consolidation in July 2013. Facilitated collaboration across Teacher and Leader Evaluation, Professional Development, Recruitment and Staffing and Strategic Compensation functions as outlined in the joint proposal to the Bill & Melinda Gates Foundation requesting additional grant support to carry forward the work of the MCS Teacher Effectiveness Initiative. Worked closely with staff to oversee development of the human capital budget and execution of several pilots and other stakeholder engagement efforts. Detailed planning for the newly designed Talent Management Office of the unified school system is underway.
- District and school-level performance diagnostics:
 - **Partnered with Newark Public Schools and Newark charter schools** to develop a summative data dashboard to be used as a district-level accountability tool, for annual school-level goal setting, and eventually for parent communication and engagement. Coordinated with state, district and charter data teams to build a comprehensive student level dataset and establish processes for future collaboration to improve quality and completeness of available information. Supported NPS senior leadership in developing a communication strategy around school performance in Newark, including both district and charter schools.
- Other relevant experiences:
 - **Financial Analysis / Budgeting: Partnered with the Rodel Foundation of Delaware** to assess the programmatic impact and sustainability outcomes of over five years of grantmaking activity. Interviewed key stakeholders and staff at grantee organizations to develop strategy for improved partnerships. Developed comprehensive view of Rodel's current financial and non-financial resource allocation to support strategic planning efforts. Modeled financial scenarios designed to achieve alignment of resource allocation to strategic vision.
 - **Survey Experience: Partnered with Knoval (web-based application for technical engineering reference information)** to identify market sub-segments based on customer needs. Designed and executed survey of two largest markets to assess user satisfaction, feature-use, content consumption, and remaining pain points. Performed clustering analysis to determine attributes of functionally defined user groups to inform innovative product packaging and development of targeted features.

Education

- B.A. in Economics, Dartmouth College, Hanover, NH

References

- Asha Banker, Executive Director, Data & Policy, Newark Public Schools
- Laura Link, Assistant Superintendent, Teaching, Learning & Professional Development, Shelby County Schools

Romy Drucker, Summer Principal

Overall Qualifications

- Six years of direct experience in a school district setting (NYC Department of Education)

Specific Roles

- *Chief of Staff to Deputy Chancellor of Portfolio Planning:*
 - Working closely with the deputy Chancellor, helped manage the NYC DOE division responsible for planning and executing New York City's Portfolio strategy, which impacts 1.1 million students and 1,700+ schools. Led cross-functional projects across the Division's seven teams. Directed all Divisional internal and external communications and engagement (with principals, parents, partners, press, and politicians).
- *Director of Strategy and Communications in the Office of the COO:*
 - Led strategic initiatives and special projects to promote alignment across the organization (e.g., coordinated successful NYC DOE federal Race to the Top grant application). Helped organize the NYC DOE's strategic planning process for Mayor Bloomberg's third term.
- *Special Assistant to the Chancellor:*
 - Supported Chancellor Klein's reform agenda by managing strategic operations and priority projects. Partnered with Deputy Chancellors and senior staff to problem solve, facilitate objectives, and ensure progress toward key targets.
- *Special Assistant to the CEO, Office of Strategic Partnerships/The Fund for Public Schools, Inc.*
 - Coordinated work with City Hall, Chancellor's Office, prospective donors, current funders, and Fund Board of Directors. Helped raise \$70 million in FY08-FY10.

Education

- M.B.A. Candidate, Harvard Business School, Boston, MA
- B.A. in Literature and Spanish, Yale College, New Haven, CT

Daniel Lobo, Summer Associate

Overall

- B.A. Candidate in Social Studies, Harvard College, Cambridge, MA.

Education-Related Experience

- *Teaching Intern in the Undergraduate Teacher Education Program:*
 - Completed over 500 hours of instructional/observational time during practicum at the John D. O'Bryant School of Mathematics and Science in Boston, while enrolled in three college courses. Planned and taught an engaging five week unit on English colonization.
 - Anticipated Initial Level Secondary Education Teaching License in History.
- *Intern at the Fullbridge Program in Cambridge:*
 - The program prepares motivated college and university students and graduates to successfully transition between traditional education and the complex demands of the modern workplace.
 - Helped develop the company's four-week business education program.
- *Co-President of Students for Education Reform at Harvard:*
 - Maintains working relationships with state and local education legislators and advocates, and organizes annual college visits with promising schools/programs. Organized annual two-day winter session event, "Ed Reform 101: Turning Passion Into Action."

Tamara Butler Battaglini, Senior Partner, Co-Head of the Public Education Practice

Overall Qualifications

- Co-founded and co-leads Parthenon's Education Center of Excellence
- Over fifteen years of management experience focused on education sectors
- Proven track record of strategy development, performance management and operational excellence, and new venture creation. Clients span the K12, higher education, and corporate training markets across a wide range of organizations that include: start-ups, Fortune 100 companies, federal, state and local government agencies, school networks and reform organizations, and a number of the world's largest philanthropic foundations focused on education improvements and reform

Specific Project Roles (Examples)

- Change management experience:
 - **Driver of Parthenon's collective efforts to support six states and the District of Columbia in the development of Race to the Top applications.** Lead partner responsible for GA, NY and DC RTT applications. Helped establish and lead a highly collaborative process, engaging stakeholders across agencies, state, local, site level, university partners, associations, professional organizations, foundations, corporations, etc. All Parthenon partner states were selected as finalists for RTT interviews (CA, CO, DC, GA, FL, NY, and OH). Five of seven partner states awarded RTT grants (DC, GS, FL, NY, and OH)
 - **Lead partner for Teacher and Leader Effectiveness / Human Capital Strategies in Education.** Oversaw both Parthenon efforts with district partners selected by the Bill & Melinda Gates Foundation to submit proposals for developing and implementing Teacher Effectiveness Initiatives (Memphis City Schools and Omaha Public Schools). Worked closely with district, union and board of education leadership to help develop a comprehensive approach to talent management, at the teacher level and principal level. Both districts were selected among a group of five finalists eligible to receive funding to implement Teacher Effectiveness Initiatives (TEI). Involved in ongoing implementation of strategic plan in Memphis.
 - **Lead partner to support NY State Education Department** in developing strategy and associated implementation plan for statewide longitudinal P16 data system.
- District, school and student level performance diagnostics and turnaround strategies:
 - **Led ground-breaking engagement with the NYC Department of Education Office of Multiple Pathways to Graduation.** Developed comprehensive student population fact-base and segmentation based on size, characteristics, and trajectory of NYC's overage and under-credited students through the city's secondary system and corresponding portfolio programs. Worked with NYC DOE team to identify potential strategies to improve the system graduation rate and articulate key internal and external requirements for success. Projected effects of planned investments and assessed "cost per point" of system-wide graduation rate increase
 - **Partnered with Boston Public Schools on Graduation Pathways.** Developed a comprehensive fact-base to inform strategic planning in BPS high schools. Identified four key segments of at-risk students, which together account for 74% of all eventual drop-outs and are identifiable no later than the end of a student's first year of high school. Created a detailed plan to expand and improve BPS' education options for off-track students, with specific recommendations for: 1) Staffing models and partnerships with outside providers / CBO's, 2) Youth development and curriculum planning, 3) Financial allocations, and 4) District oversight supports.
 - **Co-authored chapter with JoEllen Lynch in the American Enterprise Institute Volume, *More Than Just Schools: Rethinking the Demand for Educational Entrepreneurship*.** Paper explores how districts can employ strategic approaches to develop a comprehensive portfolio of schools that best addresses the needs of all students, with a focus on historically under-served populations. It identifies the core components for effective school models, resource requirements, and the relative return on investment based upon student outcomes to ensure the most effective allocation of its resources to areas of greatest need.
- Personalized learning experience:
 - **Co-authored papers on Next Generation Learning** in partnership with the Carnegie Corporation of New York, The Opportunity Equation and Stupski Foundation: [Next Generation Learning – Defining the Opportunity](#) and [Next Generation Learning – Scaling the Opportunity](#)
 - **"The Costs of Online Learning":** Co-authored a chapter in Fordham Institute's volume, *Education Reform for the Digital Era*, summarizing the firm's research on the strategic and financial considerations in different school models. <http://www.edexcellence.net/publications/education-reform-for-the-digital-era.html>
 - **Partnered with the Gates Foundation** to develop its strategy to support and accelerate the adoption of high performing and whole-school personalized learning models. The project included extensive interviews with thought leaders and entrepreneurs in the space, as well as a survey of administrators. The resulting research will shortly be published in a white paper co-authored with the Foundation team and entitled, *The ship is sailing: Momentum builds for the use of blended instruction to personalize K12 education.*

- Resource Allocation and School Finance Reform:
 - **Partnered with the Gates Foundation** in supporting development of the strategy for its new investment portfolio targeted at improving the resource allocation strategies of school districts and postsecondary institutions. The work included a comprehensive fact-base of resources in the postsecondary space, as well as strategic planning for the work to support K12 and postsecondary decision-makers.
 - **Led NYC Department of Education New Small Schools Fiscal Analysis.** Conducted analysis of public and private investment in New Small Schools in NYC provided an opportunity to help inform the field about the financial implications of raising system performance in large urban districts. Informed potential future intermediary business planning requirements (including strategic and sustainability requirements). Provided evidence of success among new small schools working with traditionally under-served populations

Education and Board Affiliations

- M.B.A, Harvard Business School, Boston, MA
- M.Ed., Harvard Graduate School of Education, Cambridge, MA
- B.A. in Economics, Harvard College, Cambridge, MA
- Board Member for International Network of Public Schools in NYC

References

- Lillian Lowery, Maryland State Superintendent of Schools
- Joel Klein, News Corp

Haven Ladd, Partner

Overall Qualifications

- Fifteen years of management consulting experience
- Ten years of dedicated consulting work in the education industry, primarily focused on K-12 districts and higher education institutions
- Leader of Parthenon's Education practice. Led district projects with Chicago Public Schools, Boston Public Schools, Newark Public Schools, Detroit Public Schools, and Houston Independent School District. Project work focused on district improvement, re-design, financial management, accountability, and student outcomes
- Client experience with federal and state policy makers, including U.S. Ed, Michigan Department of Education, and New Jersey Department of Education
- Led numerous projects with education-oriented foundations, including The Bill & Melinda Gates Foundation, The Michael and Susan Dell Foundation, the W.K. Kellogg Foundation, the Kresge Foundation, The Skillman Foundation, and others

Specific Project Roles (Examples)

- Change management experience:
 - **In 2008-2012, partnered with Chicago Public Schools (CPS)** to support district leadership developing and implementing strategies to improve graduation rates for at-risk students. Identified risk factors, assessed current performance of at-risk youth, analyzed program and school model effectiveness, and developed economic impact of scaling. Managed change management and implementation process of recommendations
 - **In 2011, developed "Excellent Schools Detroit"**. Working with a broad set of stakeholders in Detroit, assessed educational needs and gaps in the current system, and developed and designed an independent 501(c)3 to manage accountability, human capital development, and school recruitment in Detroit. Developed budget, hiring plan, and governance model.
 - **Led team to support Boston Public Schools** in increasing data use and analytic capacity across the district. Analyzed current data usage at school and district levels. Made organizational and process recommendations to develop substantially greater capacity in data capture, analysis, and use across the district. Continue to be involved in ongoing efforts to change the management style of central office and schools.
- District, school and student level performance diagnostics and turnaround strategies:
 - **Led team with the Chicago Public Schools** to develop a strategy to increase graduation rates. Conducted in-depth analysis of student performance data, to better understand the differences between students who ultimately graduated versus dropped out of high school. Analyzed the performance of high schools and various school programs to identify pockets of success. Working closely with the district, developed a multi-year strategy to open new schools and grow programs to increase graduation rates. Developed detailed implementation plans, including financial needs, graduation rate impact by year, and action plans.
 - **Led team at Newark Public Schools** to design school performance reports. Early on, such reports were needed to assess the state of the district's schools to prioritize school actions and resource allocation, while in the future, the reports will form the basis of the district's accountability and performance management system. Activities ranged from the collection of data and the design, development and creation of the reports, to the training of school leaders in use of the reports and the facilitation of stakeholder engagement sessions to improve report design. Ongoing work involves the development of a long-term portfolio strategy for Newark's schools.
 - **In 2012, designed and implemented Educational Achievement Authority in Michigan** to take over and turn around persistently low achieving schools in the state, with a focus on Detroit. Managed large stakeholder engagement process, oversaw legal team to develop innovative joint authority between Detroit Public Schools and Eastern Michigan University, and developed change management plan.
- Personalized learning experience:
 - **Led the team to support development of e-learn innovation Hub in Chicago**. Identified hurdles to innovation and implementation of blended learning strategies in Chicago. Designed school-based pilot labs to test products in alpha and beta stages of development. Developed support mechanism to ensure long-term sustainability of innovations. The e-learn innovation hub concept will be rolled out in Fall 2013

Education

- M.B.A, Tuck School of Business, Hanover, NH; *Graduate with distinction and was named a Tuck Scholar*
- B.A. in History and Literature, Harvard University, Cambridge, MA; *cum laude*

References

- Ron Huberman, former CEO of Chicago Public Schools
- Tonya Allen, Skillman Foundation
- Beth Swanson, Deputy Chief of Staff for Education, City of Chicago

Eleanor Laurans, Senior Principal

Overall Qualifications

- Experience in both consulting and education administration, with ten years of management consulting
- Experience at the NYC Department of Education as a special assistant to the Chancellor's Chief of Staff. Helped manage and support special projects and cross-functional teams
- Member of Parthenon's Education Practice. Focused exclusively on education engagements across public, non-profit and for-profit clients. Experience includes public school districts (Boston, Washington D.C., Chicago, and Omaha Public Schools), national foundations (The Bill & Melinda Gates Foundation, the Carnegie Corporation of New York, and the Stupski Foundation), and international for-profit education publishing and higher education organizations. Case team leader.

Specific Project Roles (Examples)

- Change management experience:
 - *Partnered with Omaha Public Schools*, one of the districts selected by the Bill & Melinda Gates Foundation to submit proposals for developing and implementing Teacher Effectiveness Initiatives. Working closely with district, union and board of education leadership, helped develop a comprehensive approach to talent management, at the teacher level and principal level. Plan included core talent management elements such as: pipeline development; creation of fair, rigorous and transparent evaluation systems with student growth as a substantial component; promotion and retention practices; and compensation tied to performance. Also assisted district with developing a detailed implementation budget and roadmap, key operational milestones and performance targets. District was selected as one of five finalists eligible to receive funding to implement Teacher Effectiveness Initiatives (TEI)
- District, school and student level performance diagnostics and turnaround strategies:
 - *Partnered with the Chicago Public Schools* to develop a strategy to increase graduation rates. Conducted in-depth analysis of student performance data, to better understand the differences between students who ultimately graduated versus dropped out of high school. Analyzed the performance of high schools and various school programs to identify pockets of success. Working closely with the district, developed a multi-year strategy to open new schools and grow programs to increase graduation rates. Developed detailed implementation plans, including financial needs, graduation rate impact by year, and action plans.
 - *Partnered with the Chicago Public Schools* to implement credit recovery programs targeted at off-track freshmen. Analyzed results of existing schools and programs; assessed existing resources, including people, processes, technology and money; conducted focus groups with principals to solicit input in program design; worked closely with district personnel to design the specific criteria for the new program, including entry requirements for students, student teacher ratios, financial plans, and human capital (including teacher recruitment to the program).
- Personalized learning experience:
 - *Partnered with the Gates Foundation* to develop its strategy to support and accelerate the adoption of high performing and whole-school personalized learning models. The project included extensive interviews with thought leaders and entrepreneurs in the space, as well as a survey of administrators. The resulting research will shortly be published in a white paper co-authored with the Foundation team and entitled, *The ship is sailing: Momentum builds for the use of blended instruction to personalize K12 education*.
- Resource Allocation and School Finance Reform:
 - *"The Costs of Online Learning"*: Co-authored a chapter in Fordham Institute's volume, *Education Reform for the Digital Era*, summarizing the firm's research on the strategic and financial considerations in different school models. <http://www.edexcellence.net/publications/education-reform-for-the-digital-era.html>
 - *Partnered with the Gates Foundation* in supporting development of the strategy for its new investment portfolio targeted at improving the resource allocation strategies of school districts and postsecondary institutions. The work included a comprehensive factbase of resources in the postsecondary space, as well as strategic planning for the work to support K12 and postsecondary decision-makers.

Education

- M.B.A, Harvard Business School, Boston, MA; High Distinction Baker Scholar award
- B.A. in Economics, Yale University, New Haven, CT; honors in Economics

References

- Stacey Childress, Deputy Director, the Bill & Melinda Gates Foundation
- Stefanie Sanford, Chief of Policy, Advocacy, and Government Relations, the College Board

Margot Rogers, Vice-Chairman and Senior Advisor

Overall Qualifications

- Over twenty years of experience in K-12 education program and policy work across the non-profit, philanthropic, government, and consulting sectors, including significant work on federal and state education policy (both legislative and regulatory), the development and implementation of organizational strategy, and management of large-scale change efforts.
- For the past two years, Vice-Chairman and Senior Advisor to Parthenon's education team, largely focused on K-12 public education.
- Experience solving complex problems from a variety of perspectives: an attorney working with parents/schools/districts, a funder (staff and board member), the Chief of Staff at a 4200 person federal agency (U.S. Department of Education), a management consultant
- Served on multiple boards (currently on the Joyce Foundation Board of Directors and the review panels for the Broad Prize for Urban School Reform and the Broad Prize for Public Charter Schools). Varied local education experience, including (for example): Vice-Chair, Superintendent's Advisory Committee on Instruction, Member, Professional Development Task Force, and Member, STEM Advisory Committee (all in the Arlington Public Schools in Arlington, Virginia)

Specific Education-Related Experience

- Human Capital/Talent Development:
 - As Chief of Staff at the US Department of Education, responsible for hiring team of 150 political appointees and developing the talent pipeline. With Deputy Secretary, implemented new system of Human Capital reviews across the agency, focusing on identifying talent, differentiating performance and strategic pipeline development, particularly for managers.
- Federal Policy:
 - As a public sector attorney, focused on Title I, IDEA and other federal programs, with a particular emphasis on interpretation of the statutes, regulations, and how they impacted implementation at the district level. Authored "Planning for Title I Programs: Guidelines for Parents, Advocates and Educators".
- Management:
 - As Chief of Staff at the US Department of Education, worked closely with the Deputy Secretary to develop systems to support both existing work (implementation of federal programs) with new work (implementation of the Recovery Act, new competitive programs, and direct student lending)
 - As Chief of Staff at the US Department of Education, day to day management responsibility for seven offices with ~ 150 employees. General responsibility for ensuring the effectiveness of the 4200 person agency.
 - As a Deputy Director of the College-Ready team at the Gates Foundation, managed and developed teams of program officers working in the Midwest and Southeast. Oversaw the management of a ~\$200 million portfolio.
- At Parthenon, serve as an advisor across a variety of engagements, providing guidance based on practical, multi-sector experience. Specific projects include (for example):
 - Bechtel Foundation (Common Core Math implementation)
 - State of Delaware (Early Learning Challenge)
 - Council of Great City Schools (Capacity Assessment and Capacity Building)

Education

- J.D., University of Virginia
- M.A. (American History), University of Virginia
- Coursework (graduate history program), Rotary International Fellow, University of Toronto
- B.A. (History), Emory University

Phil Vaccaro, Senior Principal

Overall Qualifications

- Experience in both consulting and education administration, with ten years of management consulting
- Experience at the NYC Department of Education as the Executive Director of School Performance; led many of the school accountability reforms as part of Joel Klein's Children First Initiatives
- Member of Parthenon's Education Practice. Focused exclusively on education engagements across public and non-profit clients. Experience includes public school districts (Newark, Chicago, Memphis, and Detroit Public Schools), State Education Agencies (Louisiana, Michigan), and national foundations (The Bill & Melinda Gates Foundation, the Broad Foundation). Case team leader.

Specific Project Roles (Examples)

- Human capital strategies and change management
 - *Partnered with Memphis City Schools*, one of the districts selected by the Bill & Melinda Gates Foundation to develop and implement Teacher Effectiveness strategies, to institutionalize its human capital reforms, particularly as it navigates its ongoing merger with Shelby County Schools; the work has focused on four key areas: evaluations, professional development, staffing and recruitment, and strategic compensation; led cross-district teams to align and augment human capital reforms, including supporting the development of new Board policies around teacher evaluation as well as school staffing based on mutual consent
 - *Partnered with The Gates Foundation* to develop a market view of key products and services that support teacher effectiveness work, including in areas such as value-added/growth analysis, student surveys, observation tools, innovative professional development, and data systems
- School performance and portfolio management
 - *Partnered with the Chicago Public Schools* to develop a new portfolio office that oversees student enrollment, new school creation, charter schools, and school actions (e.g., closures and turnarounds); led the school action process for the district in 2011-12 that resulted in 20 school actions aimed at improving the quality of educational opportunities for students, particularly in high need areas; performed a program analysis of the 100+ academic programs in Chicago schools to understand which programs were generating the highest return on investment for the district with the goal of identifying and replicating the highest ROI programs and exiting the lowest ROI programs.
 - *Partnered with Newark Public Schools* to lead the implementation of a new performance management system starting from the design and production of school data dashboards for district and charter schools; led a comprehensive stakeholder engagement process across the district, charter schools, and local foundations to build buy-in for the reports as well as created a parent-friendly version that is being released this spring; led a second effort to refine these dashboards to better assess measures of student need and integrate additional measures of college and career readiness; trained assistant superintendents, school principals, and data analysts on how to use and interpret the reports; used the data generated in the analysis to support the Superintendent in a presentation on the quality of public schools in the district that was used as a launching point for key reform initiatives.
 - *Partnered with the State of Michigan, Detroit Public Schools, The Broad Foundation, and key Michigan/Detroit stakeholders* to establish the blueprint and business plan for the Education Achievement System, a new statewide entity (akin to the Recovery School District) that assumed oversight and management for 15 Detroit schools in the fall of 2012; the business plan outlined the mission for the organization, enrollment policies, funding sources, and accountability plan; led stakeholder engagement sessions with over 50 local business and community leaders.
- Education Technology
 - *Partnered with The Gates Foundation* to help develop its technology strategy across College Ready and Post-Secondary; work focused on several specific investment areas including new technologies, content and tools, partnerships to drive demand, prototypes and early pilots, and data/analytics.
 - *Partnered with The Gates Foundation* to perform a market study on digital content and courseware.

Education

- Master's in Education, City College, New York, NY
- B.A. in Economics, Harvard University, Boston, MA; cum laude in Economics

References

- Cami Anderson, Superintendent, Newark Public Schools
- Laura Link, Chief Human Capital Officer, Shelby County Schools

ERS TEAM

Stephen Frank, Partner

Overall Qualifications

- As a member of the ERS Leadership Team:
 - Helps to decide and implement ERS business strategy
 - Leads ERS Research and Methods and the data analytics team, making him responsible for the consistency and analytic quality of ERS projects and comparative data sets.
 - An original architect or idea generator for vital ERS tools, including the ERS dream tool and ERS' CAPS cost allocation software system, which helps ERS allocate district costs down to specific students.
 - Oversees all ERS practice areas teams and leads the funding system practice area, providing knowledge and content support to ERS project teams.
- Has over a dozen years of management consulting experience in the field of education, specializing in helping districts (and states) measure current practices regarding school and district resource use and determining ways to reallocate existing resources for improved student outcomes. His specific recent focus is to create a robust ROI metric that can be used to help districts choose between transformational policy initiatives and to help create an order and sequence of reforms that leads to system-wide transformation
- Heads ERS's efforts to establish a new, state education agency centered practice, including the ongoing multi-year RTTT funded project with the Georgia Department of Education.
- Coauthor with Karen Hawley Miles of The Strategic School, Corwin Press. And lead author of numerous ERS publications and reports.
- Worked as advisor on TX-FAST and other select boards and commissions regarding use of data to measure and improve efficiency of school resource use.
- Prior to coming to ERS, Stephen was a management consultant at Bain & Company in Dallas. He has also taught education and public policy classes for institutions including the Broad Institute, New Leaders for New Schools, Brigham Young University, and Duke University's Terry Sanford Institute of Public Policy. He is a recipient of the Jacob Javits, James B. Duke and Robert S. Fulbright Fellowships.

Specific Project Roles (Examples)

- **Provide analysis and strategic advice and recommendations to district leaders regarding reallocation priorities:** Has led or co-led dozens of ERS resource mapping engagements including engagements with Los Angeles, Chicago, Atlanta, Washington DC, Baltimore, Syracuse, Providence, Prince George's County and elsewhere, helping superintendents identify their top reallocation priorities and giving concrete recommendations for how they can improve student performance with existing resources. Work with districts to create high-level implementation plans.
- **Provide strategic advice to SEA regarding district support practices and resource use policies:** Currently leading ERS's GA work, which includes providing strategic support to five GA districts, conducting an audit of GA policies that impact resource use, analyzing how resources are used across the state (all LEAs), and crafting a set of recommendations regarding policy and data collection practices to lead to improved resource use and an improved strategy for providing support to LEAs in GA.
- **Help districts design and implement compensation reform:** Currently leading ERS compensation reform projects in Fulton County and Marietta Georgia as well as a smaller design-only project in NYC. Helping districts design a compensation schedule that will systematically shift and develop the workforce to improve student performance within financial constraints. Includes comparative labor-market analysis of compensation, helping districts understand their current value proposition for teachers and identifying areas where it might currently fall short, helping redesign recruiting and hiring practices, modeling the cost and predicted student learning impact of various compensation schedules, helping facilitate decision making around the various compensation options and helping to build consensus and create implementation plans that lead to the adoption of a revised compensation schedule.
- **Help districts implement per-pupil funding systems:** Has led projects with school systems such as Baltimore and Prince George's County to revise their funding system for greater equity and transparency and to promote a more strategic use of school-level resources. Acts as content advisor for all ERS projects regarding funding system redesign.

Education

- Ph.D., Fulbright Fellow, Javits Fellow, Duke Fellow | *Duke University*
- B.A., International Relations | *Brigham Young University*

Kristen Ferris, Manager

Overall Qualifications

- Has worked as a project manager at ERS for three years, managing client relationships as well as multiple workstreams of the analytic and implementation support engagements.
- Her work with partner districts has focused on broader resource mapping, analyzing district data to determine key levers for transforming resource use. She is regarded as a leader at ERS in conducting this work for maximum client impact.
- She also leads ERS' strategic school design practice area, creating tools and materials that shape the way that ERS works with schools and districts to organize school budgets, staffing plans, and schedules to support student achievement.
- Prior to working at ERS, Kristen worked for Chicago Public schools as a project manager and the director of accountability.
- Kristen also taught seventh grade in Chicago Public Schools as a Teach for America Corps Member.
- While in graduate school, she worked for Lighthouse Academies, a Charter Management Organization, designing an organizational strategy to support strong data practices in schools.

Specific Project Roles (Examples)

- **Provide analysis and strategic advice and recommendations to district leaders regarding reallocation priorities:** Kristen has served as the primary project manager for strategic resource analysis projects with the DC Public Schools and Duval County Schools in Florida, helping analyze data and create recommendations for aligning resource use with district priorities in support of improved student outcomes. She has also led smaller analytic projects with Elgin Illinois and elsewhere, providing strategic advice to superintendents regarding ways to improve the effectiveness of their resource use. participated on project teams for numerous other districts.
- **Oversee ERS Resource Mapping analysis:** In 2013, she served as the project manager for the ERS data analytics team in which roles she managed all ERS resource mapping projects, ensuring consistent quality and method. She was also responsible for the development and training of all new and experienced associates working on these projects as well as ensuring that these projects progressed smoothly and on-budget.
- **Train school leaders in the development and implementation of strategic school designs:** As School Design Practice Head, Kristen has worked with principals and instructional superintendents in Denver, DC and with several Charter Management Organizations to assess the organization of people, time and money and develop new schedules and staffing plans to better match resources to student needs.
- **Develop school accountability programs:** At Chicago Public Schools' Office of Research, Evaluation, and Accountability, first as a Project Manager, and later as the Director of Accountability she managed the District's implementation of No Child Left Behind's school accountability provisions and led the development of a new School Performance Policy, and Student and Parent Surveys.

Education

- Master of Public Policy | *University of California, Berkeley*
- B.A., Philosophy, Politics and Economics | *University of Pennsylvania*

Joseph Trawick-Smith, Principal Associate

Overall Qualifications

- In two years at ERS, has conducted core ERS resource mapping projects for over half a dozen different school systems and has become a leader in managing core ERS resource mapping projects, with a particular strength in process management, earning him a rapid promotion to principal associate.
- As a founding member of ERS's consulting practice area team, has helped to create tools and processes to improve the quality and impact of ERS engagements and to help track ERS impact over time. He has also helped develop core elements of ERS' five-year business strategy/.
- Prior to ERS, Joseph worked at Steeldeck NY, a full-scale event services company in Brooklyn, NY. While earning his MBA, he worked with City Year Headquarters to help build strategic data infrastructure as part of a fellowship with Education Pioneers. During this time he was also an active member of Net Impact and a founding member of the MBA Oath at Babson College.

Specific Project Roles (Examples)

- **Perform District Resource Analysis:** Joe has analyzed district resource use in DC, Newark, Marietta City, Fulton County, Vidalia City, Treutlen County, Hall County and helped provide support to teams of associates analyzing resource use in Prince George's County, Cleveland and Austin.
- **Develop State Resource Analysis and Data Reporting:** Joe is currently analyzing resource use across all Georgia LEAs as part of a broader project to help GA DOE understand opportunities and challenges with existing resource use and state data practices. He also worked to inform GA's forthcoming STAR accountability ratings by helping the GA DOE develop a more robust way to allocate and measure dollars per pupil spent in GA schools.
- **Provide analysis and strategic advice and recommendations to district leaders regarding reallocation priorities:** Has led ERS efforts to create and present recommendations regarding resource reallocation opportunities in Fulton County.

Education

- MBA, Finance | *Babson College, F.W. Olin Graduate School of Business*
- B.A., Psychology & Visual Art | *Drew University*

Laura Schick, Associate

Overall Qualifications

- In two years at ERS, Laura has worked on multiple projects helping districts analyze and better understand how their resource allocations are aligned with their strategic goals.
- Her talent for data analysis has helped her fill a vital role on the ERS method team, converting research questions and goals into specific calculations and data architectures that work across multiple districts and to resolve data and method issues, promoting comparability across projects. She also serves on the funding system practice area team.

Specific Project Roles (Examples)

- **Perform District Resource Analysis:** Laura has worked on several project teams, helping to quantify district resource use patterns and opportunities, including Denver, Austin, and several GA districts.
- **Analyze School Funding Systems:** In Prince George's County, she took on the lead analyst role, gathering, collecting and processing data, creating metrics and reports, arranging client meetings, and ensuring the smooth operation of the project, while helping to supervise and develop the capabilities of new team members.
- **Data Modeling:** Prior to joining ERS in early 2011, she worked as an Analyst at ICF International, modeling greenhouse gas emissions in the power sector for the EPA to support environmental regulations.

Education

- B.A. | *Wesleyan University*

Jenny Davidow, Data Analyst

Overall Qualifications

- In her first year at ERS, Jenny has worked on several resource mapping projects.
- She has also taken ownership of the ERS comparative dataset, ensuring that partner district data is clean, accurate and standardized across all projects.
- She has developed an expertise at supporting the collection and processing of district financial, human resources, and course schedule data.

Specific Project Roles (Examples)

- **Maintain and manage comparative district database:** Jenny's primary assignments at ERS are to maintain the comparative database and to support the ERS Technology and ERS Methodology teams to ensure that the ERS data analysis platform is current and optimized for the needs of partner engagement.
- **Data modeling:** Prior to ERS, Jenny worked at the Human Services Research Institute (HSRI) where she was responsible for the evaluation of programs designed for prevention and intervention of Fetal Alcohol Spectrum Disorders (FASD). It was during this time that she discovered her "inner nerd" and love for data and database management, data analysis and programming. Before discovering her "inner nerd" she held a position at the Mount Sinai School of Medicine, working on research projects that investigated the effects of medications for the treatment of Attention-Deficit/Hyperactivity disorder (AD/HD).

Education

- B.S., Psychology | *Union College*
- M.A., Psychology | *The New School for Social Research*

Appendix D: Budget Detail

Budget Detail: The budget related to this project has two main components: fees related to services provided by Parthenon and fees related to services provided by ERS.

Parthenon and ERS will begin work with the KCS in May (at a low level of intensity), as described in Criterion 1 in the proposal. The work in May and June will focus on activities such as launch of data requests, collection of data, and high level validation of the quality of the data.

	May-13	Jun-13	Jul-13	Aug-13	Sept-13	Oct-13	Nov-13	Dec-13	Jan-Oct 2014
Parthenon Team (Professional Fees and Expenses)									
Seth Reynolds, Partner	5%	5%	30%	30%	30%	30%	30%	30%	15%
Kasia Lundy, Senior Principal	10%	10%	50%	50%	50%	50%	50%	50%	15%
Kate Stephens, Principal	--	--	50%	50%	50%	50%	50%	50%	--
Elizabeth Palmer, Associate	--	--	--	50%	50%	50%	50%	--	--
Romy Drucker, Summer Principal	--	50%	100%	50%	--	--	--	--	--
Daniel Lobo, Summer Associate	--	50%	100%	50%	--	--	--	--	--
Discounted Monthly Cost	\$0K	\$0K	\$140K	\$168K	\$168K	\$168K	\$168K	\$140K	\$0K
Total Parthenon Staffing Fees and Expenses	\$0K		\$950K (July-Dec)						
Subcontracting Fees									
ERS Services	\$0K		\$250K (July-Oct)						
Total Fees									
Parthenon and ERS	\$0K		\$1.2 million						

The total cost of the project is estimated at \$1.2 million, inclusive of all professional fees and expenses:

- The level of **professional fees/staffing resources** is dictated by the detailed scope of activities described in our response to Criterion 1. Given the intensive nature of this engagement, which includes planning, capacity building, communications and implementation, Parthenon will have a consistent on the ground presence in Knox on a regular basis. Directly allocated Partners, Case Team Leader, Principals and Associates will be in Knox on a weekly basis. In addition, Parthenon will leverage the broader experience of its Education Practice to support the Knox team.
- **Expenses** relate to travel (airfare, ground transportation, lodging, and other travel-related expenses), primary and secondary research, printing and other administrative expenses incurred, and charges related to telecom and internet. Expenses will also cover sessions with Dr. Marguerite Roza, Senior Advisor. Parthenon will invoice for the total professional fees and expenses in a flat fee. Parthenon assumes the risk for any overages in expenses.

Appendix E: Memorandum of Understanding and Letters of Support

- **Signed Memorandum of Understanding**
- **Letter of support from the Great Schools Partnership**
- **Letter of support from the Knox County Council PTA**
- **Letter of support from the Knoxville Chamber**
- **Letter of support from the Tennessee SCORE – State Collaborative on Reforming Education**

Memorandum of Understanding

This Memorandum of Understanding (the “MOU”) executed by the undersigned representatives of the Knox County School District (the “District”) and the Bill & Melinda Gates Foundation (the “Foundation”), is intended to be a non-binding commitment should the District be selected by the Foundation as a demonstration site for the resource alignment work initiated by the Foundation’s United States Program Advocacy team. The purpose of the MOU is to set forth the commitments of each party as further described below.

RECITALS

A. In an era of fiscal austerity but ever increasing demands, it is critical that school districts better align limited financial resources to implement instructional strategies that improve student outcomes.

B. The parties recognize that there are significant financial, policy and political challenges to resource alignment but that organizations in other sectors have overcome these challenges, and with support, school districts can as well.

C. The Foundation intends on making grants to selected school districts to serve as demonstration sites (“Demonstration Sites”), which will function as testing grounds for processes, practices and tools that are intended to help districts make resource decisions based on student achievement impact of alternatives relative to cost, enact those decisions through an approved annual operating budget, and articulate them in a multi-year budget document (“Initiative”).

D. The Foundation has funded a selection of school districts, including the District referred to in this agreement, to co-design proposals with each of its respective technical assistance consultants (“Consultant”) for the implementation of a plan for resource alignment.

E. The District intends to submit a proposal to the Foundation for a grant to serve as a Demonstration Site and to implement the plan designed with its Consultant for the resource alignment in the District.

Accordingly, contingent on the selection of the District as a Demonstration Site, the District and Foundation agree to the following:

TERMS

If selected as a grantee, subject to the execution of a binding grant agreement with the Foundation consistent with these terms, the District agrees to:

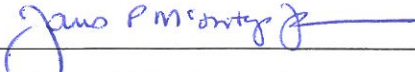
- Co-fund the work outlined in the implementation proposal for the Initiative by paying 30% of the total budget and confirm the resources via a board-approved district budget and/or secured funds by August 30, 2013.
- Cooperate with the efforts of additional knowledge management Consultant engaged by the Foundation, for the purposes of:
 - o Enabling knowledge transfer between demonstration site districts, including the formation of a community of practice.
 - o Capturing knowledge and know-how from the District.
 - o Enabling knowledge transfer to additional school districts to support their efforts at resource alignment.
- Act as the primary client of the Consultant:
 - o Assure access to resources, project team members, cooperation from stakeholders, and access to technology as appropriate
 - o Report issues preventing progress on the project to the Foundation
 - o Use reasonable efforts to enter into an agreement with the Consultant consistent with the terms of this MOU on or before July 1, 2013.
 - o Ensure that the Consultant understands and through the proposal demonstrates its commitment to the Foundation's Global Access requirements with respect to information and tools developed with grant funding. Global Access requires that (a) the knowledge and information gained from a programmatic investment be promptly and broadly disseminated, and (b) funded developments (including budget tools developed under the Initiative) be made available and accessible to the public free of charge.
- Review with the Foundation any press releases or other outgoing communications that refer to the Foundation by name, prior to release.

The District further confirms that its school board is aware of and supports the District's participation in this Initiative, including the 30% contribution requirement.


ENTRY INTO FORCE, DURATION AND TERMINATION

- This MOU shall enter into force when signed by representatives of both Parties and shall remain in effect until the execution of a binding grant agreement with the Foundation, unless earlier terminated by either Party in written notice to the other party.
- The MOU can be extended for a further specified period by mutually agreed terms.

DISTRICT SIGNATURES



_____ Date 4/25/13
Dr. James P. McIntyre, Jr.
Superintendent


_____ Date 4/25/13
Dr. Elizabeth Alves
Chief Academic Officer


_____ Date 4/25/13
Robert M. Thomas
Chief Financial Officer

Board Sponsorship

The full Board is aware of this initiative, and my signature below constitutes Board support for this initiative.


_____ Date 4/25/2013
Karen J. Carson
Chair, Knox County Board of Education



The Great Schools Partnership

President

Buzz Thomas

Executive Board

Phyllis Y. Nichols
President
Urban League

Bob Rider, Ph.D.
Dean
University of Tennessee

Mike Edwards
CEO
Chamber of Commerce

Trustees

James McIntyre, Ph.D.
Superintendent
Knox County Schools

Anthony Wise, Ph.D.
President
Pellissippi State

Karen Carson
Chair
Knox County School Board

Tim Burchett
Mayor
Knox County

Diane Jablonski
Representative
Knox County PTA

Tony Norman
Chair
Knox County Commission

Sheryl Rollins
President
NAACP

Madeline Rogero
Mayor
City of Knoxville

Sherry Morgan
President
KCEA

Laurens Tullock
President
Cornerstone Foundation

Randy Boyd
CEO
Radio Systems Corporation

Crystal Washington
VP External Relations
Scripps Networks

Selection Committee

Bill and Melinda Gates Foundation

Dear Sir or Madam,

April 22, 2013

I am writing enthusiastically to endorse the Knox County Schools' Using Money Smartly grant proposal. Knox County has determined to create the best schools system in the South and the Great Schools Partnership is the school system's private-sector partner for helping it achieve this lofty goal. More specifically, we are raising several million dollars of private-sector funds each year in order to serve as the district's research and development partner. We research best practices, pilot them on a small scale, measure results carefully and hand successful projects over to the school district for long-term sustainability. We are also working to change the political culture here in the heart of Southern Appalachia to one that prizes educational excellence.

We have every confidence in Dr. McIntyre and his staff and believe that the Gates grant would provide precisely the type of high-level analysis to ensure that limited funds are being spent in the most impactful way possible.

Accordingly, we are willing to assist the district by providing \$180,000 of its required local match.

Thank you for your consideration.

Respectfully,

Buzz Thomas

President

PTA Community Partners

District Attorney
General's Office

Great Schools
Partnership

Knox County
Board of Education

Knox County
Government

Knox County
School System

Metropolitan Drug
Commission

Second Harvest

Project GRAD

Youth Action Council

PTA Community Projects

Clothing Center

Community Service

Family Friendly Schools

Leadership Development

Legislative Action

Parent Involvement

Student Scholarship Fund

Student Enrichment

Teacher Supply Depot



Knox County Council Executive Committee 2012-2013

Sandra Rowcliffe, President
Pam Trainor, Executive Vice President
Penny Paris, First Vice President
Lisa Wilkerson, Second Vice President
Karen Messing, Third Vice President
Stacey Serafin, Secretary
Shelia Shipley, Treasurer
Shannon Sumner, Immediate Past President
Diane Jablonski, Parliamentarian

April 25, 2013

Charles E. Wright, Jr.
Bill and Melinda Gates Foundation
440 5th Ave N.
Seattle, WA 98109

Dear Mr. Wright:

On behalf of the Knox County Council PTA, I want to whole heartedly endorse the Knox County Schools application for the *Strategic Use of Resources Initiative* grant that the Bill and Melinda Gates Foundation invited the school district to submit.

Aligning limited resources to support our community's very ambitious educational goals and the very specific strategic plan to achieve these goals is a process in which the Knox County Schools has been engaged in for a number of years. The district has worked closely with our business community to begin to develop a capacity to analyze and assess how its financial and human capital resources are applied and if these resources are being applied to best affect student growth and achievement.

The Knox County Schools also has a custom of engaging the broader community in discussions that impact strategic decisions around educational practice and resource allocation. The district is well suited to accomplish the work of the *Strategic Use of Resources Initiative*, and to garner the community support required to implement the most promising outcomes of this process.

Should the Knox County Schools be selected to participate in this initiative, the Knox County Council PTA will work closely with the district to facilitate a full public discussion and a successful outcome.

Sincerely,

Sandra Rowcliffe
President
Knox County Council PTA



KNOXVILLE CHAMBER

17 Market Square, #201
Knoxville, TN 37902-1405

865.637.4550 

865.523.2071 

www.knoxvillechamber.com 

Knoxville Chamber 

@K_chamber 

April 22, 2013

Bill and Melinda Gates Foundation

To whom it may concern,

The Knoxville Chamber enthusiastically supports the Knox County Schools' proposal to maximize resources for student success. The business community in Knoxville understands the connection between K-12 outcomes in Knox County and the future economic success of the region. It is for this reason that we are keenly interested in the improvement of the school district and will continue to provide support to the district in several ways.

Several years ago, business leaders in Knoxville recognized the need to transform the myriad of data the district owned into actionable information that could be used to help drive student learning in the classroom or inform decision making at the executive level. We began this process by collaborating with the district to build an Education Management Information System three years ago. This tool was critical in developing the Return on Investment report published last year and we believe it will provide a good foundation to build the necessary capacity for this project and others going forward.

We are also supportive of the district's strategic planning processes, having been intimately involved in the first five-year plan and expecting to also provide input and guidance where appropriate in the next five-year plan.

Please strongly consider and ultimately award the Knox County Schools' thoughtful proposal for the "Strategic Use of Resources" Initiative. We believe this district is in an excellent position to utilize this partnership with Parthenon and your foundation wisely to build lasting systems to provide our community with a quality workforce.

Sincerely,



Michael Edwards
President & CEO
Knoxville Chamber





State Collaborative on Reforming Education

April 25, 2013

Mr. Charles E. Wright, Jr.
Bill and Melinda Gates Foundation
440 5th Ave N.
Seattle, WA 98109

Dear Mr. Wright:

On behalf of the Tennessee State Collaborative on Reforming Education (SCORE), I most enthusiastically endorse the Knox County Schools application for the *Strategic Use of Resources Initiative* grant that the Bill and Melinda Gates Foundation invited the school district to submit.

The Knox County Schools is a demonstrated leader in education reform, and the district has taken significant action to align its limited resources to support some very ambitious educational goals. The district has worked closely with the business community in Knox County to develop a capacity to analyze and assess its financial and human capital resources to determine if these resources are being applied to best impact student growth and achievement.

The district works diligently to engage the broader community in discussions that impact strategic decisions around educational practice and resource allocation. Knox County Schools has also worked closely with SCORE to expand the statewide dialogue around education reform, best practices, and community expectations.

I believe the district is well suited to accomplish the work of the *Strategic Use of Resources Initiative*, and to build community support to implement the most promising outcomes of this process. Please positively consider the Knox County Schools application and do not hesitate to contact me if you have any questions.

Sincerely,

Jamie Woodson
President and CEO

1207 18th Avenue South, Suite 326 • Nashville, TN 37212

Office: 615.727.1545 • Fax: 615.727.1569

www.tennesseescore.org