

FEBRUARY 7, 2018

School District of DeSoto  
School Board Action  
February 27, 2018  
APPROVED



PROPOSAL FOR  
**EXTERNAL OPERATOR  
SERVICES**

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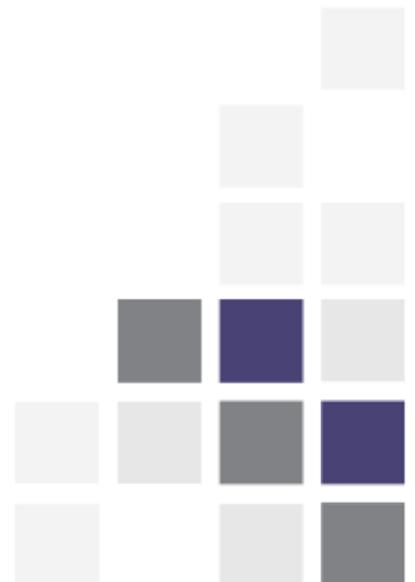
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# I. INTRODUCTION AND HISTORY

MGT Consulting Group and CenterPoint Education Solutions are pleased to present this proposal to provide External Operator Services for Nocatee Elementary School in the Desoto County School District.



is a national consulting firm specializing in **assisting educational clients in operating more efficiently and effectively**. We have worked with large and small, rural and urban, growing and declining school districts and understanding every aspect of education operations and service delivery.

MGT Consulting Group is comprised of MGT of America Consulting, LLC and Strategos Public Affairs, LLC, both wholly owned subsidiaries of MGT of America, LLC. The merger between the two companies represents unparalleled expertise in public sector operations, management, public relations, marketing, and community engagement and facilitation. MGT was established in 1974 by a group of former public-sector employees to provide management consulting services to assist state and local governments clients improve operations and with more accountability to the communities they serve.

For more than four decades, MGT has specialized in helping public education clients achieve success in planning for their long-range facility needs. As a result of our extensive experience, we have a deep understanding of school district environments, best practices, and emerging trends in the field of education. MGT's clients appreciate and benefit from high-quality quantitative and qualitative analysis, detailed findings, and objective recommendations that are practical and actionable.

Part of our success is based upon our commitment to be flexible and responsive. We are acutely aware of the political, economic, social, and technological environments of today's education systems. MGT has successfully delivered more than 8,100 projects through a careful balance of addressing the immediate needs of our clients, while maintaining the vision and direction towards their long-term goals. We are currently working with Jefferson County, Colorado to develop a strategic school closure policy. Our team does not shy away from the difficult decisions and challenges facing school systems across the country.

- ◆ ONE OF THE NATION'S LEADING PUBLIC EDUCATION CONSULTANCIES.
- ◆ OVER 43 YEARS OF EXPERIENCE.
- ◆ STUDIES CONDUCTED FOR SCHOOL SYSTEMS IN 38 STATES.
- ◆ 31 STATE DEPARTMENTS OF EDUCATION SERVED BY MGT.
- ◆ A DEPTH OF KNOWLEDGE AND RECORD OF SUCCESS OUR CLIENTS NEED TO SOLVE PROBLEMS.
- ◆ EXTENSIVE DATABASE OF SOLUTIONS.

## PROVISION OF STATEWIDE EDUCATION SERVICES

MGT has a track record of performance working on large-scale studies for state education agencies (SEAs). Subject matter in these engagements has been diverse including early education initiatives, federal initiatives, charter school impact studies, and teacher performance and preparedness, among many others. The scale of these projects has ranged from several hundred thousand dollars to multi-

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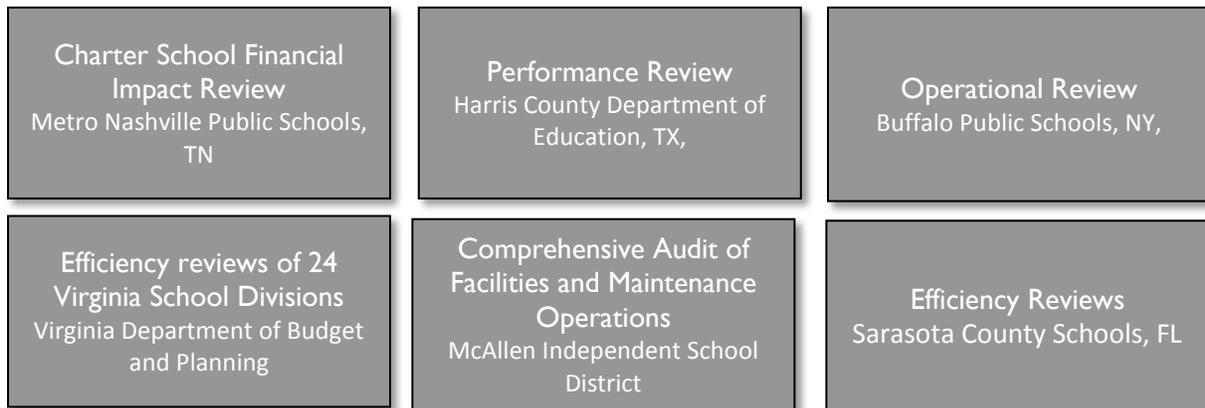


million dollar investments by our SEA partners, all which MGT has been able to manage to successful outcomes.



## K12 PERFORMANCE EVALUATION AND EFFICIENCY

MGT also works on the front lines of the education theatre, frequently embedded within Local Education Agencies (LEAs) assisting with the development of more effective and efficient operations – both from business operations and student outcomes perspectives. MGT has qualified as a preferred vendor in many states and large metro areas across the country – and stands as a provider of choice in multiple states for assorted services lines. A handful of examples of this line of work are provided below, which represent only a fraction of the many hundreds that MGT has successfully completed.



To bring STEM Revolution the best possible consultants for this engagement, MGT has invited long-time strategic partner, CenterPoint Education Solutions to join our team.

## SCHOOL TRANSFORMATION/IMPROVEMENT SERVICES

When a state mandates a more assertive form of school improvement, MGT can also work within a district to manage and operate a school or schools that require a more immediate and dramatic improvement. We work in partnership with a district to develop a customized plan of improvement and

## I. INTRODUCTION AND HISTORY



then identify existing and local talent that can team with MGT staff and partners to achieve school transformation. Our goal is to deliver an environment of continuous improvement that is ultimately sustainable by and for each district, long after the MGT engagement is over.

Emergency Operator Gary Community School District, IN	School Improvement Services Madison County School District, FL	School Improvement Services Hamilton County School District, FL
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To bring Desoto County School District the best possible solution for this engagement, MGT has invited long-time strategic partner, CenterPoint Education Solutions to join our team.



is a nonprofit organization that works with schools, education systems, and like-minded organizations to

provide a suite of customized solutions that catalyze teacher practice, deepen student learning, fuel meaningful policy, and promote equity. CenterPoint creates high-quality, innovative solutions to empower educators and improve learning for all students throughout their educational journey.

Founded and led by veteran educators and assessment experts, CenterPoint believes that educators are the key to student success. In fact, the CenterPoint team each averages more than 20 years of classroom teaching and district leadership experience. Members of our team have driven the development of next generation assessments in mathematics and literacy; trained schools, districts, and states on college and career ready instructional practices; and participated in the writing of college- and career-ready standards. Our aim is to empower educators to do their best work because when teaching is engaging, students learn. Our customized solutions connect standards, curriculum, assessments, and instructional practice to empower excellent teaching so all learners - particularly the most traditionally underserved- can excel.

CenterPoint staff have worked hand-in-hand with educators from states, districts, and schools to dramatically increase the rates at which students graduate from high school prepared for the opportunities ahead. Using their deep experience in building instructional tools and assessments aligned to college- and career-ready standards, CenterPoint staff provides proven solutions and customized services to support educators so they can support student success.

**Empowering  
Educators to Support  
Student Success**

To date, we have worked in 44 districts and schools across 11 states. Some examples are included below.

## CENTERPOINT OFFERINGS

To assist schools and districts with increasing student achievement, CenterPoint begins with a comprehensive academic review. This review will be completed within one month of contract award. Following the review, CenterPoint Education Solutions and MGT will provide a summary report with results of the review and a draft comprehensive plan for next steps improvements for the school. Working in partnership with district and school leaders, we will finalize and then enact the comprehensive plan, with implementation to begin no more than six weeks following contract award. Through provision of intensive supports over the course of a year, the school will increase student achievement, thereby allowing the school to meet state expectations.

The comprehensive systemic review focuses on **six** critical areas essential to on-going systemic health:

1. Data Analytics—the degree to which the school’s data collection and use of data supports informed decision-making.
2. Academics—the degree to which the written, tested, and taught curricula align to the rigor of the state assessment measures.
3. Talent Management/Professional Learning Services—the degree to which the professional learning services planned support on-going growth and sustainability of staff capacity.
4. Policies and Procedures—the degree to which policies and procedures support staff in meeting student, staff, and community needs. A focus on policies and procedures that support retention of experienced staff at the school site is of particular import.
5. Strategic Planning—the degree to which individual teacher plans/goals (e.g. student learning objectives) align to the school improvement plan and the district improvement plan.
6. Technology—the degree to which educators are using available technologies to support student learning.

These critical areas of focus inform the strategic initiatives and key actions necessary to support the continuous improvement process and promote student achievement and opportunity for all students.

The primary goals of the review are to determine:

- strengths and opportunities for increasing quality in programming;
- the degree of systemic coherence in implementing programming; and
- potential systemic barriers and actions to remove said barriers to ensure student success in meeting rigorous expectations.

The comprehensive systemic improvement review process begins prior to a three-day site visit with a review of the publicly available documents including the school district’s mission and vision statements, district-wide and school-specific demographics, budgets, per-pupil funding allocations, course descriptions, placement and interventions policies, and publicly available assessment data. In addition, the reviewers meet with district and building staff to gather information about the perceived needs for next steps and to provide the charge for the review.

The three-day face-to-face review begins with two focus meetings:

## I. INTRODUCTION AND HISTORY



- Reviewers will meet with central office staff to understand their perceptions of the quality of academic programming (e.g., curriculum, instruction, and assessment), implementation coherence, and student access to high-quality programming).
- Immediately after, another meeting with a sub-group of school staff. The same deep dive done in the first meeting will be replicated in this second meeting. Once again, reviewers will observe school staff perspectives on the quality of academic programming, implementation coherence, and student access to high-quality programming.

On the second day, reviewers will visit the school to observe instruction and learning, while accompanied by building leadership and, if desired, central office supervisors. Reviewers will observe instruction and learning in multiple classrooms and discuss with students their perceptions on their experiences in the classroom. During the school visits, the reviewers will examine written and technical resources available for instruction the school visited. They will also convene focus group meetings with school leaders and a cross section of the staff to seek information on key strengths and needs at the school.

On final day, the reviewers first will meet with additional central office staff to understand the impact of district systemic operations around talent management/professional learning services, policies and procedures, strategic planning, technology, communications, and operations, etc. on the school's programming. Then, after synthesizing data gathered throughout the review, the reviewers will present preliminary findings to school and district leadership.

Following the on-site visit, the reviewers will provide a more detailed and actionable report with potential areas for growth—principally around academic programming (curriculum, instruction, and assessment), coherence of implementation, and adjustments to policy, procedure, and practice in support of equity. With the findings of the report as a guide, and support from nationally recognized staff, CenterPoint and MGT will partner with the school and district leaders to refine and then carry out their comprehensive systemic improvement plan, with the goal of building more efficient school to promote student achievement and opportunity for all students. *This review process and plan for improvement will be completed within six weeks of contract award, so that intensive supports for focused schools can begins with immediacy.*

The implementation process is distinct and customized to the school's needs, but some typical activities for improvement include:

- Weekly meetings (virtual) with school leaders to monitor progress to date, strategize on the week ahead, and to connect them with experts across the nation to help solve problems as they arise. This customized solution-finding allows for real time solutions and “just-right” supports, rather than “packaged” supports that may/may not be applicable to the needs of the school.
- On-site professional learning supports provided (typically through professional learning communities and/or collaborative team planning sessions) to help educators use research-based practices and build effective feedback cycles for student growth/achievement.
- Development of more fully aligned progress monitoring assessment tools—ones that are sufficiently rigorous to match the rigor of the state summative assessments. Often, while district leaders produce individual items that are aligned to the rigor of the state standards, the test forms produced do not balance the item complexities to give truly predictive information. Our content and assessment experts help refine and revise assessments so that the data from student assessments allows for more efficient identification of students who need tiered supports.

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- Provision of content for professional learning sessions to be delivered either by our facilitators or by building or district staff members. Our facilitators can be on-site or can provide recorded or live webinars.
- Curriculum resource development to assist educators in supplementing published curricular materials where gaps in rigor demonstrate a need for additional resources.

When CenterPoint provides professional learning services, it uses fully research-based adult learning practices in the design and delivery of our services which are designed to support elimination of achievement gaps and increasing accessibility to rigorous learning for all. Customized work with our district and school partners allows us to determine best means for differentiated learning for participants to meet systemic needs. For example, to support the needs of schools with high populations of English Language Learners and Spanish speakers who use a bilingual model, we have delivered programs in Spanish, and we have trans-adapted session materials to account for the unique linguistic differences of the Spanish language. For those schools that do not use a bilingual approach, all professional learning services and resources provided include specific, research-based and standards-aligned strategies to address the needs of English Language Learners.

Similarly, since all teachers need to understand how to meet the needs of students with identified special needs, strategies introduced always include research-based ideas for how to ensure accessibility to content for students with a variety of needs. For example, in a recent session designed to increase the understanding of STEM educators on how to incorporate mathematical modeling in lessons, educators were provided with examples of effective embedded supports that could be used to scaffold learning for students with dyscalculia, so these students had access to and were expected to meet the same rigorous learning opportunities as those without this disability. Likewise, strategies and educator resources for increasing student achievement for highly able students are also introduced, since differentiating instruction for students across the performance continuum while maintain access to the expectations for all is a key component of CenterPoint's education solutions. Our goal is to help school leaders engage all learners across the continuum, as engaged learners are less likely to require disciplinary intervention.

Customized services are delivered by veteran educators and assessment experts who specialize in the following areas:

- ◆ Building educator capacity to deliver standards-based instruction
- ◆ Aligning curricular and assessment materials with college- and career-ready standards
- ◆ Supporting interpretation and use of data for instructional planning
- ◆ Developing instructional strategies on topics such as early literacy, emergent biliteracy, and conceptual understanding in mathematics
- ◆ Building assessment literacy for district and school staff

By educators, for educators—CenterPoint is committed to working with you on your priorities.

## EXPERIENCE

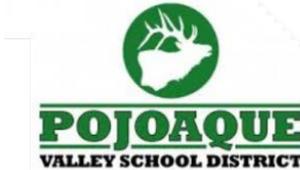
CenterPoint has provided customized education support services since 2011. We have worked with large school districts with similar demographic profiles to Desoto County Public Schools and that serve

I. INTRODUCTION AND HISTORY



significant populations of economically disadvantaged students, English Language Learners, and students with disabilities.

A graphic sample of CenterPoint’s clients is shown below.



CenterPoint’s work in Florida includes student achievement services in both **Volusia** and **Lake** Counties in Florida.

Together, MGT Consulting Group, CenterPoint Education Solutions and the Desoto County School District will define and develop a plan of improvement to for Nocatee Elementary School and return it to the district as a sustainable and continuously improving middle school that serves the children of Desoto County.

## 2. NOCATEE ELEMENTARY

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The MGT/Centerpoint team is grateful for this opportunity to present you a summary of services and price for serving as the External Operator (EO) for Nocatee Elementary should it require these services as required by the State of Florida Department of Education, and in compliance with State and District policies and procedures for contracting with EOs.

MGT of America Consulting, LLC has a successful record of providing support to high-poverty, low-performing schools. As evidence, please consider our current operations in support of the Gary Community School Corporation on behalf of the Distress Unit Appeals Board for the Department of Local Government Finance of the State of Indiana. In addition, we are proud of our work to improve student performance in both Hamilton and Madison counties in Florida, and, more broadly, our body of educational services provided to districts and departments of education throughout our more than 43 years of operations.

The scope of services provided herein address the following primary areas to be addressed and improved throughout the contract term:

- ◆ **Leadership.**
- ◆ **Instructional Staffing.**
- ◆ **Curriculum and Instruction.**
- ◆ **Assessments.**
- ◆ **Professional Development.**
- ◆ **Any other areas identified during the development of the comprehensive needs assessment.**

In addition, as the EO, MGT will assign an on-site Project Director who will ensure the fidelity of execution of the school improvement services being provided by Centerpoint.

### EXTERNAL OPERATOR SERVICE SUMMARY

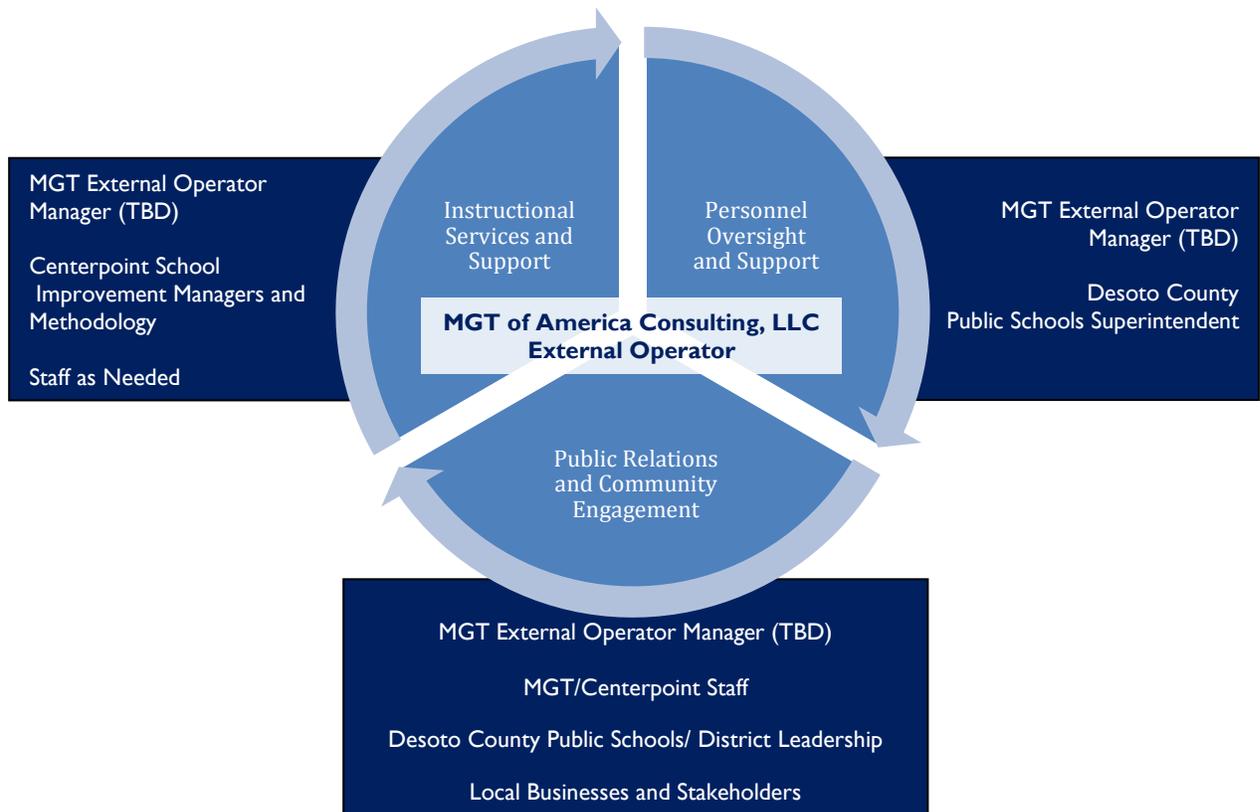
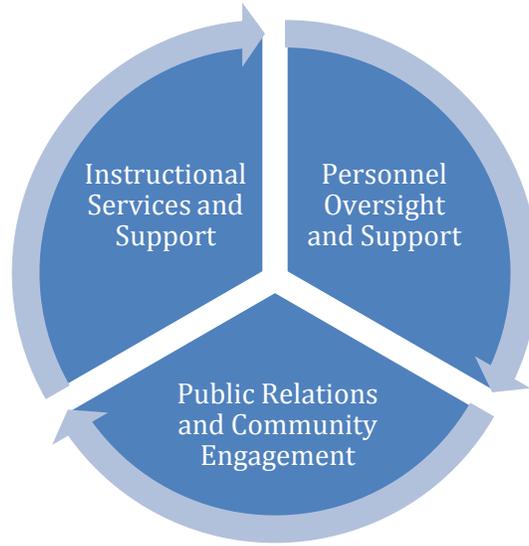
MGT will provide EO services to the Nocatee Elementary. These services were defined and developed to bring these school into compliance with state requirements and poised to continue improvement to exceed minimum standards in the future.

Graphic models of this multi-faceted approach to External Operator Services to achieve school success are shown and detailed on the following pages.

2. NOCATEE ELEMENTARY



**EXHIBIT A: CONCEPT MODEL OF EXTERNAL OPERATOR SERVICES**





OVERVIEW OF SERVICES

Activities and Tasks provided by the External Operator include:

Project Initiation	
<ul style="list-style-type: none"> <li>◆ Confirmation of roles</li> <li>◆ Confirmation of schedule and milestones</li> <li>◆ Initial assessment and discovery</li> <li>◆ Assignment of resources to align with school needs</li> </ul>	
Instructional Support	
General	<ul style="list-style-type: none"> <li>◆ Monitoring instruction</li> <li>◆ Modeling instructional strategies</li> <li>◆ Common planning/reporting/docs/templates/expectations</li> <li>◆ Implementations of item specs and standards</li> <li>◆ Instructional leadership - setting expectations</li> <li>◆ Teacher Evaluation - Common language - Correlated to student performance</li> <li>◆ School Improvement Plan creation and monitoring</li> <li>◆ Student enrichment</li> <li>◆ Small group instruction/differentiation</li> </ul>
Curriculum and Materials	<ul style="list-style-type: none"> <li>◆ Curriculum mapping</li> <li>◆ Evaluation of current materials for alignment (core and intervention)</li> <li>◆ If new materials are adopted approved by EO and District Leadership</li> <li>◆ Monitoring implementation fidelity</li> <li>◆ Need a general clause that state law overrides EO decision if in conflict</li> <li>◆ Ongoing support for use of curriculum</li> </ul>
Assessment and Progress Monitoring	<ul style="list-style-type: none"> <li>◆ EO partners to establish the Assessment Calendar to include progress monitoring</li> <li>◆ Correlation to FSA/EOC</li> <li>◆ Data analysis protocols</li> <li>◆ EO reviews of current assessment practices and tools/resources</li> <li>◆ EO has authority to make decisions</li> </ul>

2. NOCATEE ELEMENTARY



	<ul style="list-style-type: none"> <li>◆ Instructional decisions based on findings - EO progress monitoring results</li> <li>◆ Progress Monitoring must be strategic</li> </ul>
Professional Learning	<ul style="list-style-type: none"> <li>◆ Staffing decisions for coaching, behavioral support, and other ancillary support services</li> <li>◆ Research-based</li> <li>◆ Standards-aligned</li> <li>◆ EO has authority to choose Professional Development and establish method for determining what and when</li> <li>◆ CenterPoint provides Extended Instructional Services</li> <li>◆ Must be in collaboration with the district’s state approved Professional Development system</li> <li>◆ Agreement on amount of Professional Development and how often</li> </ul>
Personnel Oversight and Support	
Principal and Instructional Staff	<ul style="list-style-type: none"> <li>◆ EO reviews evaluation system for benefits &amp; alignment</li> <li>◆ Assist with Performance Improvement Plans</li> <li>◆ Virtual instruction</li> </ul>
Community Engagement and Public Relations	
<ul style="list-style-type: none"> <li>◆ MGT’s Project Director and MGT/Centerpoint Team engages community with the district to show partnership</li> <li>◆ Four community engagement sessions planned per school year</li> <li>◆ Include stakeholders/families, caregivers, teachers, district office, board members, business partners</li> <li>◆ Requires on-going communication and input</li> <li>◆ Support internal needs: housing, teacher recruitment, grow your own, economic development</li> <li>◆ Regular updates on academic progress</li> </ul>	

## INSTRUCTIONAL SUPPORTS SERVICE SUMMARY

Our team customizes our services to meet the specific needs of the districts and schools with whom we partner—maximizing growth opportunities while minimizing costs for services. This approach allows districts and schools to use proven, research-based methodologies for changing student outcomes, while maintaining the integrity of local control and building long-term staff capacity for sustainable reform. With this approach, our team builds the menu of services to be provided and the budget together.

Below is an example of what a comprehensive set of improvement services could look like with relevant pricing, followed by a list of a la carte services and corresponding pricing so the district can better envision how a partnership with MGT/CenterPoint can be developed and costed.

### **SAMPLE:** COMPREHENSIVE ELEMENTARY SCHOOL SUPPORT PLAN

The following is a scenario that describes a possible services model for Desoto County.

After completing a comprehensive academic review, in partnership with the elementary school building leadership and district staff, it is determined that root causes for failure to meet state expectations include:

- ◆ A cycle of teacher turnover—each year, approximately 1/3 of the staff was made up of beginning teachers. While the district and school leaders were investing heavily in mentoring and coaching of new teachers, and while most of these teachers remained in the district, teachers transferred to new schools at a rate that kept the school from developing a core of experienced teachers;
- ◆ While the district has put in place a model for tiered interventions, the student mobility at the school makes intervention programming and implementation challenging; The school has put in place Positive Behavior Intervention Supports (PBIS), but the relatively inexperienced staff has difficulty in implementing the supports with consistency. Consequently, building administrators spend much of their time resolving behavior-related crises, rather than providing on-site coaching and other forms of instructional supports to staff.
- ◆ The majority of lessons provided rely on teacher-centered, rather than student-centered teaching and learning models. Teachers are afraid to implement small group instruction and/or blended learning models that would require greater student independence, as teachers fear use of these methods would lead to increased student behavior crises in the classroom.
- ◆ The school has a large population of students whose first language is Spanish. Curriculum materials and resources available do not provide sufficient examples for how to incorporate effective strategies for instruction to help ELL students meet rigorous standards in ELA/literacy.

Working together with the school and district leaders:

## 2. NOCATEE ELEMENTARY



- ◆ Begin with a plan for building teams and a culture of belonging for students, staff, and the community. Monthly sponsored events are planned in conjunction with the building staff and are designed to engage the full community in helping the school become a hub of engaged teaching and learning. Sponsored events include a community health fair, a mathematics game night, and a parent-teacher-student basketball game. The MGT/CenterPoint team provides initial on-site facilitation to build the culture of belonging and to plan sponsored events. Later, as community engagement builds, MGT/CenterPoint provide minimal, as needed supports. With the culture of belonging underway, teacher turnover is reduced significantly, and the school's core of experienced teachers and next steps student achievement grows as planned.
- ◆ MGT/CenterPoint begin with a series of on-site PBIS professional learning sessions to increase fidelity of implementation, with ties to the work done on building the culture of belonging. These on-site sessions are video-taped, and segments are used to develop three brief recorded webinars to be used as needed to onboard new staff and to remind experienced staff of key learnings at the beginning of the new year. Increased fidelity to PBIS supports reduces behavior management crises, also supporting decreased teacher turnover, increased student time on task for learning, and increases in time for building leaders to work alongside with staff to build greater instructional capacity for teaching staff.
- ◆ In reviewing the intervention programming, the school leaders/district leaders and MGT/CenterPoint determine that there are too many "ad hoc" interventions in use at the school. The school determines to use only research-based/evidence-based interventions, with a focus on professional learning for staff in fidelity of Tier 1 and Tier 2 supports. MGT/CenterPoint work with building leaders to create a schedule that better supports fidelity of implementation for tiered supports—with careful planning and selection of staff designated for Tier 2 support provision. MGT/CenterPoint provides coaching and professional learning to assist staff in learning to implement Tier 1 and Tier 2 supports. Plans for improving fidelity of Tier 3 supports are scheduled for year 2 of implementation. Careful progress monitoring of student achievement using aligned assessments allows for increased supports to students and teachers where needed to ensure that tiered supports truly work to increase student achievement.

In conjunction with school staff, support for blended learning and problem-based learning models is introduced to produce greater student engagement in the learning process. MGT/CenterPoint content experts work with building staff to provide all of the resources needed to shift the primary instructional model from "completing of worksheets" to a station-rotation, engaged student learning model. These comprehensive supports include logistical supports (scheduling/planning for sufficient technology to allow for the station-rotation model to be used more widely through the school), professional learning/capacity building supports (training modules so teachers are confident in using the new learning models with available curriculum and instructional resources), and calendaring supports (scheduling to allow for sufficient staffing for the new learning models). All examples of content-based applications include extensive opportunities for teachers to use appropriate materials to support the diverse learning populations at the school, with a specific focus on application of research-based strategies for ELL students when implementing instruction. This simultaneous focus on both student engaged learning strategies and embedded supports for the diverse student population allows for increased learning across all student populations.

### 3: PRICING

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MGT proposes to provide all of the services outlined in the preceding sections for the annual not-to-exceed sum of **\$610,420**. This includes all professional fees and expenses. The fees also include but are not limited to:

- ◆ A project director, to be selected in partnership with the Desoto district leadership, on-site two to three days a week at a minimum. (See minimum qualifications in the following section.)
- ◆ On-site instructional support to work with existing coaches one to three days a month as needed.
- ◆ Regularly scheduled meetings with MGT’s Education Transformation practice leader.
- ◆ Four community engagement and stakeholder support sessions to be scheduled throughout the school year.
- ◆ The full spectrum of Centerpoint Education Solutions resources and tools including:
  - ◆ Academic Review
  - ◆ Assessment Services
  - ◆ On-site coaching:
    - 12 full days- from lead coach
    - 4 half days from ELA expert
    - 4 half days from Mathematics expert
    - 4 half days from PBIS expert
  - ◆ Weekly virtual meetings
    - 36 hours with school/district leadership
    - 36 hours with content experts
  - ◆ Development of content and other resources:
    - Sample model units/lessons for facilitation with school staff for “translating” curriculum with blended learning models
    - Scheduling resources
    - Materials for Community/Culture Building
    - Miscellaneous Materials/Resources

Our proposed solution was designed with the needs of Nocatee Elementary and meets the statutory requirements of the Department of Education. The state strongly recommends a long term solution such as three to five year contract but our team is willing to discuss the scale and cost of this project as appropriate for years two and three dependent upon the improvement level of the school and within the requirements outlined by the state.

## 4: PROPOSED STAFF

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### **MGT OF AMERICA CONSULTING, LLC**

#### **DR. TONY BENNETT – CONTRACTS ADMINISTRATOR**

For nearly 30 years, Dr. Tony Bennett has dedicated his life to student learning, beginning as a high school science teacher in southern Indiana and ascending rapidly to the foremost positions of education leadership in Indiana and Florida, the nation's two most aggressively pioneering education policy reform states. After serving as a local school district superintendent, Tony was elected as Indiana's Superintendent of Public Instruction in 2009.

As State Superintendent, Tony led Indiana through what most consider the most comprehensive, student-focused education reform initiatives in the nation. Student achievement on the state's ISTEP assessment rose dramatically during that period, and improvement in the state's NAEP results ranked among the top three in the United States. Tony's leadership quickly earned him a national reputation among government and education leaders.

Tony served on the board of the Council for Chief State School Officers, the governing board of the Partnership for the Assessment for Readiness for College and Career (PARCC), and was a founding member and former chair of Chiefs for Change.

Dr. Bennett earned his Ed.D. and a Superintendent's License from Spalding University. He earned both his M.S. and his B.S in Secondary Education from Indiana University Southeast, where he also holds a Certification in Secondary Administration and Supervision.

#### **MS. PORTIA BATES—QUALITY ASSURANCE**

MGT Senior Consultant, Ms. Portia S. Bates, Ed.S., has over 15 years of experience as a teacher, an administrator, a strategic planning specialist at the state education level, a program director at the university level, and is currently an educational consultant for MGT's educational business unit. She is firmly rooted in K-12 instructional practices and has broad experience delivering professional development on a variety of topics including culturally relevant teaching pedagogy. Ms. Bates' commitment to impactful instructional delivery has been especially helpful within the turnaround and Title I environments.

Over her career, Ms. Bates has overseen the strategic planning process for 24 school systems in Maryland and has served as the educational policy liaison to Maryland delegates for the Student Services division at the Maryland State Department of Education. Ms. Bates has also served as the Director within a teacher education department where she coordinated the internship experience for teacher candidates to ensure they were prepared (from both a theoretical and practicum perspective) to immediately support students and families in urban environments.

Ms. Bates' most recent experience includes leading the team providing an educational master plan for Jefferson Parish (New Orleans) in Louisiana. Throughout the life-cycle of the project, our team conducted eighteen community engagement sessions to collect quantitative data from students,

#### 4: PROPOSED STAFF

parents, and the community at large to determine both the deficiencies and priorities for the district moving forward with limited resources.

Ms. Bates earned her M.A. in Teaching from Trinity College and a B.A. in English from Hampton University. She also holds Administration and Supervision Certification from McDaniel College, and is an Education Specialist in Leadership and Administration through George Washington University.

#### **TO BE DETERMINED—ON-SITE PROJECT MANGER**

The MGT/CenterPoint team believes a critical component of the school turnaround process is community support. In each of our school turnaround projects, we have identified a **qualified local resource** to serve as the project manager and effectively be the ambassador to change. This is an important part of our approach and has yielded positive results in our three current projects in Gary, Indiana and both Madison and Hamilton counties in Florida.

This individual will be identified once our school(s) or school district is assigned. Minimum qualifications include a M.Ed. or Ph.D., and significant and meaningful experience serving as superintendent, district level administrator, or principal with district-level instructional experience in the general geographic region of assigned project work.

### **CENTERPOINT EDUCATION SOLUTIONS**

CenterPoint’s team includes both current and former teachers, building leaders, district leaders, and state department of education staff with many years of experience in the field of education, and demonstrated success in differentiating and facilitating professional learning around assessment literacy, college and career ready standards implementation, and instructional leadership. Members of the CenterPoint team have led national initiatives to train teachers, leaders, and state and district officials on the Common Core standards and to develop and deliver in-person and online professional learning.

Many of the staff members have been involved in the work surrounding standards, assessment and college- and career-ready policy for 15 or more years; are nationally known for their work, expertise, and leadership in this field; and worked on the PARCC project since its inception. In addition to key personnel named in this proposal, the team is supported by a large and diverse group of CenterPoint staff and consultants with backgrounds in the areas of research, technology, assessment, product development and program management. Below is just a sample of the educators who may support the work, with specific staff determined based on tasks required.

#### **Dr. Bonnie Hain—Academic Project Lead**

Bonnie Hain has over 30 years of experience as a teacher, principal, and designer of curriculum and assessments. Currently she is the Chief of Academics and District Services at CenterPoint. Since 2014, she has provided leadership, content expertise, and oversight for the development of PARCC summative and aligned non-summative assessments and tools in ELA/literacy. She supports states and districts through professional development as they transition and implement new standards and assessments.

Previously, Dr. Hain was a senior advisor for ELA/literacy at Achieve, Inc., during which time she facilitated decision-making and policy work to help 22 states transition to and implement the Common

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Core State Standards, including work with state superintendents, directors of assessment, district and school leaders, and lead policymakers across national organizations. She has experience teaching English at both the secondary and post-secondary levels. Dr. Hain earned her doctorate in English from Stony Brook University, her master's in English from Virginia Polytechnic Institute, and her bachelor's degree in Spanish/English education from the State University of New York at Albany.

##### **Sarah Gardner**

Sarah Gardner has dedicated her career to the understanding, implementation, and assessment of academic standards. She is currently a Senior Instructional Designer at CenterPoint and lead of the ELA/literacy team. Ms. Gardner has over 20 years of experience in teaching, item development, as well as development and implementation of professional training in ELA/literacy. She taught pre-kindergarten through 8th grade, including experiences as a resource teacher working with special education and second language learners.

Upon leaving the classroom, Ms. Gardner worked as an ELA/literacy specialist for the Arizona Department of Education, and moved into the director of innovative assessment position. During that time, she served as one of Arizona's state leaders for the PARCC consortium. Ms. Gardner is able to plan and facilitate engaging, productive meetings. She has exceptional problem-solving skills as well as strong time management. She excels under pressure and tight deadlines and is known for her ability to build strong working relationships that bring diverse points of view together, resulting in the creation of quality products. Ms. Gardner earned her master's degree in education, curriculum, and technology from the University of Phoenix and her bachelor's degree in elementary education from Arizona State University.

##### **Wendi Anderson**

Wendi Anderson has over 15 years of experience, teaching secondary English language arts courses and serving as English department chair; developing and facilitating professional learning for educators; developing curricula for numerous English courses at the class, school, and district level; and supporting the development of the PARCC ELA/literacy assessments.

At CenterPoint, Ms. Anderson serves as a Senior Instructional Designer in ELA/literacy. In this role, she is responsible for the development of ELA assessments and services, including items, forms, and training materials. She also contributes to the development and presentation of other products, including webinars, modules, and other teacher resources. Prior to joining the CenterPoint team, Ms. Anderson worked as the director of innovative assessment for the Arizona Department of Education and she spent several years as a contract item and passage writer for CTB McGraw-Hill, writing for grade levels 3–10. Ms. Anderson earned her bachelor's degree in secondary education/English from Ottawa University and her master's in secondary education/English from Northern Arizona University.

##### **Jim Mirabelli**

Jim Mirabelli has 20 years of experience as a mathematics teacher and department chair, state assessment specialist, and program associate for developing mathematics assessments. He is currently a Senior Instructional Designer at CenterPoint and serves as lead of the STEM team. Previously, Mr. Mirabelli was a senior program associate for non-summative mathematics assessments at Parcc Inc., where he was responsible for the development of the PARCC non-summative mathematics assessments and tools: mathematics fluency, mathematics comprehension, K–2 formative tasks, and professional

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learning modules. He regularly communicates with vendors and customers, provides professional development workshops, and supports summative assessment development.

Earlier in his career, Mr. Mirabelli was a mathematics assessment specialist for the Indiana Department of Education for seven years, during which time he managed Indiana's statewide mathematics assessments. Mr. Mirabelli earned his master's degree in curriculum and instruction from Indiana Wesleyan University and his bachelor's degree in mathematics and education from Indiana University.

#### **Kevin Bruney**

Kevin Bruney has over ten years of experience in education as a classroom teacher, department chair, district math coach, and state level math assessment content specialist. He is a talented facilitator and presenter having worked with diverse audiences and task forces. Mr. Bruney works as a Senior Instructional Designer on CenterPoint's mathematics team. An undergraduate degree in management and organizational development, and a career in manufacturing engineering prior to his education career have also provided experience in problem-solving, time management, organizational efficiency, and conflict resolution.

Prior to joining CenterPoint, Mr. Bruney served as the math lead in the development of the state assessment for Arizona (AzMERIT) and was the Arizona representative on the Math Operational Working Group for the PARCC consortium. Mr. Bruney earned his master's degree in elementary education from the University of Phoenix and his bachelor's degree in management and organizational development from Fresno Pacific University.

#### **Katrina Santner**

Katrina Santner is a Senior Instructional Designer at CenterPoint, responsible for building quality mathematics resources, including our professional learning webinars and courses as well as formative and diagnostic assessments. Ms. Santner began her career in the classroom, teaching high school mathematics as a corps member of Teach For America. She also served as a high school mathematics assessment consultant for The Achievement Network, and designed and implemented teacher training for Teach for the Philippines.

Prior to joining CenterPoint, she also worked at Parcc Inc., as a senior associate of accessibility where she led the accessibility program for the PARCC assessments. Ms. Santner earned her master's degree in education and human development from The George Washington University, and her honors bachelor's degree in education and mathematics from Saint Louis University.

#### **Stephanie Snyder-Jacobs**

Stephanie Snyder is a Senior Instructional Designer on CenterPoint's mathematics team. Prior to joining CenterPoint, she served in various roles at Parcc Inc., including associate director of policy, research and design where she was responsible for supporting member states in the development of assessment design, common assessment policies, and the implementation of research to produce validity evidence for the PARCC assessments.

Ms. Snyder began her career in the classroom, teaching elementary mathematics, social studies, and language arts. Additionally, she has experience in item writing, item selection, verification of item alignment to grade-level standards, assessment composition, and development of training materials for assessment developers. Ms. Snyder earned her master's degree in education and policy management

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from Harvard University and her bachelor's degree in Spanish and Portuguese languages and cultures from Princeton University.

##### **Dr. Patricia Conner—Account Manager**

Patricia Conner is an Account Manager at CenterPoint, supporting our state, district, and school-based customers. In this role, she manages the relationships for CenterPoint's professional learning services and Previ Learn diagnostic and interim assessments customers, ensuring a seamless experience.

Prior to joining CenterPoint, Patricia worked at Parcc Inc. as the associate director of summative assessment management where she was responsible for providing project management support for the Partnership for Assessment of Readiness for College and Careers (PARCC) consortia operational on-line assessment which tested over three-million students annually across seven states. Previously, she worked at the Arkansas Department of Education as the associate to the assistant commissioner of learning services and the PARCC grant coordinator. She also spent 15 years in the classroom and at the district level.

Patricia earned an Ed.D and Ed.S. in Educational Leadership from Lindenwood University, her M.Ed from University of Arkansas, and her MS in education from the College of the Ozarks. Patricia also earned her certification as a project management professional (PMP), and an Arkansas building administrator.

##### **Dr. Rich Weisenhoff (consultant)**

Rich Weisenhoff is the executive director, academics, curriculum, and instruction for Baltimore County Public Schools where provides leadership for the curriculum and the transition to the Common Core State Standards, the Next Generation Science Standards, instructional shifts, strategies, and resources for effective first instruction. Rich has serves as a consultant to CenterPoint Education Solutions.

Previously, Rich held the position of adjunct professor at John Hopkins University, and Senior Director at The College Board where he led staff in diagnosing the level of preparing students for college and careers along with professional development for administrators and teachers on academic rigor, Common Core Standards, and improving Advanced Placement program.

Rich earned an Ed.D in Administration and Supervision from the University of Maryland, an M.S. in Secondary Education from Hofstra University, and a B.A. in Mathematics from SUNY at Binghamton.

##### **Dr. Ellen Gardiner (consultant)**

Dr. Ellen Gardiner is an English instructor who consults with CenterPoint Education Solutions. Ellen has classroom experience at both the K-12 and higher education levels, along with experience providing professional development to educators.

Ellen is a member of the National Council of Teachers of English, and was a Fellow for the National Critics Institute. She earned in Ph.D. from State University of New York, Stony Brook, her M.A. in English literature, and B.A. in English from Rhode Island College.

##### **Sheryl White (consultant)**

Sheryl White is an educational consultant who supports leading organizations with work in early literacy and coaching, providing training and facilitation in the area of Elementary and Secondary Literacy, Response to Intervention, Common Core State Standards, Data Driven Instruction, Evidence-Based Instructional Delivery/Strategies, Assessment and Professional Development Planning. Sheryl is a consultant to CenterPoint Education Solutions.

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Previously, Sheryl served as a contractor to the New Mexico Public Education Department where she supported the Teachers Pursuing Excellence initiative, and held the position of northern early literacy institute coordinator. She has worked at the district and classroom level to address systems in curriculum, instruction, and assessment, along with working in higher education supporting emerging elementary teachers. Sheryl earned her M.S. in Educational Management and Development, and her B.S. in Elementary Education, minor in Early Childhood from New Mexico State University.

Detailed resumes for all staff assigned are available upon request.