OUR MISSION

To enable public schools in high-poverty communities—serving students of color and English Learners—to achieve educational equity through school-based reform.

We envision a thriving system of urban schools that maintains rigorous standards and an unwavering focus on results to eliminate the achievement gap.
FROM OUR CHIEF EXECUTIVE OFFICER

Welcome partners, colleagues, supporters and friends of Partners in School Innovation!

Following my first full year as Chief Executive Officer of PartnersSI, I am pleased to report that our efforts resulted in the greatest gains in literacy achievement that we have ever experienced in our partner schools. We codified our approach and established a performance management system that ensures that we do our best in every partner school and lays the groundwork for extending our services more broadly. Additionally, we embarked on an ambitious plan to expand and deepen our impact by including the work of building district capacity to support low-performing schools. Without the generous support of people like you—the many individuals, foundations and corporations committed to better life options for underserved students of color—results like these would not have been possible.

On pages 8 and 9, you will see that our 2009–2010 impact data demonstrate the power of the PartnersSI approach. Our partner schools, some of the most challenged in San Francisco, Oakland and San Jose, achieved literacy gains greater than those of their respective districts and more than three times the state’s growth. Year after year, our results demonstrate that the achievement gap closes when the right supports to improve teacher professional practice are implemented.

It is an exciting time for PartnersSI, and the demand for our work grows even as we continue to improve the depth and power of our efforts. Whether part of national priorities like Race to the Top or similar local initiatives, school districts across the country have begun the hard work of system reform. Because of PartnersSI’s proven approach, we know that we can play a critical role in supporting their efforts.

As we seek to leverage new and exciting opportunities to positively impact a larger base of teaching professionals, we remain convinced—and our results prove—that in the battle against illiteracy, ignorance and irrelevance, victory is in the classroom. We invite you to join us in redoubling our efforts; we know that if we remain steadfast in our commitment and work together, we can ensure that every student in every school gets the most out of her or his education. Only by improving the work of teachers, the leaders who support them, and the systems in which they work will we succeed in forging a future for our nation of which we can all be proud.

On behalf of the thousands of students, hundreds of teachers, and dozens of school and district leaders we serve, we thank you for believing in us.

Sincerely,

Derek S. Mitchell, Ph.D.
This is a critical moment in the national conversation about education reform, as President Obama and other prominent national and state leaders press for transformation in our public schools. Recent federal incentives programs have prompted states and districts to adopt national standards for student achievement; to recruit and retain effective teachers and principals; to use data to measure student success; and to eliminate or improve the lowest-performing schools. Within these federal programs lie significant opportunities for Partners in School Innovation to leverage our results and bring our approach to the service of students, teachers and schools across the nation.
**OUR GOAL**

Our ultimate goal is to take our proven school transformation model nationally, leading public school districts across the country to adopt and sustain results-oriented continuous improvement methodologies for closing the achievement gap.

**OUR PLAN**

For the past few years, we have laid the groundwork for scaling our efforts and extending our impact. We have codified our approach and implemented performance management infrastructure to ensure fidelity of implementation and effective knowledge management. We have doubled our budget and size and expanded to serve schools in three of the largest urban cities in the Bay Area (San Francisco, San Jose and Oakland). Over the next five years, we will pursue a plan that will extend our approach to school districts in California and beyond.

**PartnersSI will:**

- Develop the national infrastructure necessary to continue quality work with our current partners while operating at scale.
- Increase our voice in the national dialogue around teacher effectiveness and performance management to promote student achievement.
- Raise $20 million in growth capital to build the base we need to scale.
- Extend the PartnersSI Approach, supporting teachers and instructional leaders in schools, into a comprehensive district reform model.
- Expand our district partnerships from three in the Bay Area to ten nation-wide.

**OUR CONTRIBUTION**

While other strategies aim to create and attract new talent to schools, we build the ability of classroom teachers, school leaders and district staff already inside the system to achieve extraordinary results for the lowest performing students: we mine existing human capital. This unique educational alchemy holds the greatest potential for impact at scale because it is the most practical and efficient: it enables districts to support teachers already responsible for our most challenged students.
At PartnersSI, we see education as the most powerful catalyst for social change. We are committed to the success of the teachers and leaders in our partner schools and districts—because we know that excellence in teaching and leadership will yield outstanding results in student learning. We are dedicated to the continuous improvement necessary to sustain these results over time.
THEORY OF IMPACT

Reading and writing are the gatekeeper skills to other subjects including science and math, and early success in school correlates with higher rates of high school graduation, college completion and earnings. All of us at PartnersSI are committed to helping students master the literacy and language skills they need to perform at grade level in elementary school so they are on track to succeed in middle school, high school and beyond.

Our Theory of Impact is based on the hypothesis that if we build the capacity of school and district leaders to deliver consistent, quality services, then they will acquire the skills and habits of mind they need to transform low-performing schools, achieve breakthrough student learning results and sustain those changes.

SCHOOL TRANSFORMATION FRAMEWORK

Our approach to achieving transformational change in schools is built on strong research and 15 years of organizational practice. Our School Transformation Framework includes three domains of work aimed at achieving extraordinary gains in student achievement and building the capacity of schools and districts to sustain these results. PartnersSI works side by side with teachers and school and district leaders to:

- Continuously improve the core instructional program in literacy and language;
- Implement proven systems and structures that support teachers’ professional learning;
- Use our Results-Oriented Cycle of Inquiry (ROCI) model to develop results-oriented leaders who can do what it takes to successfully lead whole-school improvements.

As we work with schools to strengthen their core instructional programs in literacy and language, we work with leaders to continue improvement focused on educational equity and powerful results.
PartnersSI is committed to measuring and improving our results. Externally, we work with teachers and schools to continually assess, reflect on and modify their practice using our Results-Oriented Cycle of Inquiry (ROCI) model. Internally, we use a robust performance management system to collect and make use of data about our programs and operations. We score our schools in order to measure how much we built capacity to transform during the year. We are proud to present our results from the 2009–2010 school year.

### Breakthrough Student Achievement Results

California Standards Tests are based on the state’s academic content standards—what students are supposed to learn. PartnersSI’s goal is for schools implementing our full approach to achieve significant growth, of 5 or more points, in the percentage of students testing proficient or advanced on the annual California Standards Tests in English Language Arts (CST-ELA), which tests reading, vocabulary and other language arts.

Our results across three diverse urban school districts show that our approach works.

- In 2010, our 12 PartnersSI schools achieved an average gain in literacy, as measured by the CST-ELA, of 6.1 percentage points, more than three times the gain of 1.8 percentage points for the state as a whole. (Note: In addition to these 12 full partner schools, our work benefitted 19 additional ‘network schools’ through training and other contributions.)

- One-third of PartnersSI schools achieved double-digit literacy gains.

- PartnersSI schools outpaced the state in literacy gains made by African-American, Latino and English Learner students.

![Graph showing percentage point gain in students scoring proficient/advanced on the CST-ELA](image-url)
PROGRAM IMPLEMENTATION

PartnersSI tracks program implementation in each of its schools. We want to ensure that we are delivering a high-quality program consistently across diverse urban school districts. Our objective in each school was for at least 75% of our program elements to be effectively executed by the end of the school year. **By the end of the 2009–2010 school year, over 80% of program elements were implemented, far exceeding our initial target.**

SCHOOL CAPACITY BUILDING

PartnersSI’s School Transformation Rubric (STR) specifies 55 research-based essential practices in leadership, teacher professional learning and instruction that help schools to improve their teaching for African-American, Latino and English Learner students. The STR represents school transformation in six stages, indicating the extent of implementation of each essential practice. At stage 1, there is no evidence that a practice is being implemented anywhere in the school. At stage 6, the practice is being fully implemented by the school community and that implementation is sustainable even after our engagement with the school ends.

To determine how we have built a school’s capacity to transform, we conduct a school transformation review at the beginning and end of the year. We measure those practices determined to be essential for a school to transform. On average, during 2009–2010, 65% of such practices demonstrated positive movement over the course of the school year. **By the end of the 2009–2010 school year, over 80% of these practices were either emerging or being implemented across schools.** PartnersSI’s model helps school leaders and teachers build a stronger core instructional program, create systems to promote excellent instruction, and develop a results-oriented culture that drives continuous school improvement.
**Oakland Spotlight: Rise Community**

After its first year as a partner school, RISE had the second highest literacy gains of all elementary schools in the Oakland Unified School District. The school also showed positive growth in 78% of the practices essential for transformation, particularly those practices focused on establishing the leadership team’s role in forging RISE’s transformation and improving school-wide efforts to examine data purposefully.

Our work at RISE shows that establishing effective systems leads to increased student achievement. *(Read more about RISE’s spectacular achievement on page 12.)*

**San Francisco Spotlight: Fairmount Elementary**

This year, Fairmount Elementary in the San Francisco Unified School District showed double-digit gains school-wide, a distinction few schools in the state of California share.

Even more impressive, Fairmount achieved double-digit growth for its Latino students. We also saw positive growth at the school in 80% of those practices essential for transformation, especially in improving school-wide efforts to examine data purposefully and in aligning the school’s teaching priorities to its long-term achievement goals.

Our work at Fairmount shows that student achievement increases when the analysis of student data by school staff influences instructional priorities and the creation of long-term goals.

**San Jose Spotlight: Anne Darling**

In 2009–2010, we implemented our full approach at Anne Darling Elementary in the San Jose Unified School District, enabling the school to accomplish near double-digit gains for all students as well as its Latino students. Overall, Anne Darling Elementary showed a 9.5 percentage point gain.

The school exhibited positive growth in 65% of the practices essential for transformation, and we saw significant growth in the areas of high-quality, whole-staff professional development and instructional coaching.

Our work at Anne Darling shows that when teachers engage in relevant and meaningful professional development and can continually hone their teaching skills in a collaborative way, student achievement increases.
OUR SCHOOL AND DISTRICT PARTNERS

FROM A SCHOOL PRINCIPAL:

“As a new principal at RISE, I was looking for a way to turn around a school that was having trouble improving student achievement. I knew I needed to develop a new vision for the school and a plan for working toward that vision, but I couldn't do that alone. A grant from the S.H. Cowell Foundation enabled Partners in School Innovation to support me in creating a clear vision and path for my school through the use of data analysis and staff development.

My School Innovation Partners (SIPs) from PartnersSI helped me learn that the problem was school-wide low expectations, so with their help, I created a new vision for the school and stated exactly what the ultimate goal was for the students, teachers, parents and community. From then on, everything we did as a school was planned with our vision at the forefront. We developed a theory of change that looked at the problem of racism in education and how low expectations are a systemic issue that holds students back. All of our teachers began to really look at the data, and with the SIPs’ coaching support, teachers used that data to individualize their instruction to better meet student needs. After seeing the positive results, teachers began to redouble their efforts and to change how they saw their students.

As a result, our 2009–2010 CST-ELA scores showed a 19.1 percentage point improvement overall, and an improvement in the achievement of African-American and Latino students. We also have new data on the students who have not improved significantly, and we will use this data to guide our efforts in the coming year.

Today, there is still much to do, but what a different school it is! No leader does this work alone, and PartnersSI's support gives me a sounding board, resources to be reflective, and support in planning my next steps. It has been an exciting and rewarding partnership, and I see only great things ahead for this school.”

—Connie Tillman, Principal, RISE Community School

FROM A DISTRICT SUPERINTENDENT:

“The PartnersSI capacity-building approach enables our district leaders, coaches and teachers to quickly build their skills in implementing powerful strategies like PartnersSI's Results-Oriented Cycle of Inquiry (ROCI). Having directly observed PartnersSI's work in our schools, and noting the results of that work in student literacy gains this past year, I recognize the opportunity that this pivotal partnership holds for building the capacity of San Francisco Unified School District as a whole.”

—Richard Carranza, Deputy Superintendent for Instruction, Innovation and Social Justice, San Francisco Unified School District
OUR TEAM

Our District Partnership Directors (DPDs) and School Innovation Partners (SIPs) are former urban schoolteachers, principals and/or district leaders who have a passion for social justice and outstanding results. They come from top academic institutions including Stanford, UC Berkeley, UCLA, MIT, Harvard, Princeton, Northwestern and Dartmouth, and about half have advanced degrees in education. Through their work and professional development at PartnersSI, they are able to practice and hone their leadership skills and competencies in the areas of coaching, facilitation and adult learning.

FROM SOME OF OUR SCHOOL INNOVATION PARTNERS:

“If we really want educational equity for all of our students, we need to leverage the assets of the teachers and leaders already in the public school system. I was drawn to PartnersSI because of the organization’s vision of a thriving system of urban public schools.”

—Jesse Hinueber, Director of Learning and Knowledge Capture, former SIP

“While I was teaching, I worked every day to positively impact the future of my 24 students. I knew that the system as a whole was designed to let my students fail, and I wanted to be part of the systems-level change that is so desperately needed. PartnersSI is leading the charge in that systems change.”

—Gretchen Stewart, SIP

“As a Teach For America corps member, I was able to see what wasn’t working for my students and to form my own hypotheses about why, but I didn’t have the research or experience to know what systems and structures were missing. As a teacher in the classroom your perspective is limited; at PartnersSI, I can see the whole picture and work on changing it.”

—Ingrid Siss, SIP

“I joined PartnersSI because I wanted to be a part of a movement to prove that a child’s zip code does not define his or her destiny, that every child deserves a great education and a chance to succeed, and that we all benefit from a transformed educational system.”

—Shehz Ali, SIP
## REVENUES AND EXPENSES

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### Growth in Organizational Income

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### 2009–2010 Income by Source

- **Schools & Districts (48%)**
- **Corporations (18%)**
- **Foundations (26%)**
- **In-Kind, Interest Income & Other (2%)**
- **Individuals (6%)**

### 2009–2010 Resource Allocation

- **School & District Services (62%)**
- **Program Development (7%)**
- **Evaluation & Research (6%)**
- **Development & External Relations (15%)**
- **Administration & Executive (10%)**
PartnersSI is proud to acknowledge the many individuals, foundations and corporations who invested in our work between August 1, 2009 and July 31, 2010. Your support enables us to continue our vital work to close the achievement gap and ensure that every child has access to an excellent education.

**OUR SUPPORTERS**

$300,000+
- Applied Materials Foundation

$100,000 to $299,999
- S.H. Cowell Foundation
- Dirk and Charlene Kabcenell Foundation
- San Francisco School Alliance

$25,000 to $99,999
- Anonymous
- Civic Ventures/Packard Foundation
- Fordham Street Foundation
- Walter and Elise Haas Fund
- E. Richard Jones Family Foundation
- Severns Family Foundation
- W. Clement and Jessie V. Stone Foundation
- Yahoo! Employee Foundation
- Jeanne and William Barulich Family Foundation
- Patricia and Steve Barulich
- Cisco Systems Foundation
- Suzanne and J. Taylor Crandall
- Farese Family Foundation
- William and Charlene Gikbarg Foundation
- Gay and Laurance Hoagland
- Juniper Networks Foundation
- Leslie Family Foundation
- Suzanne and Eric O’Brien
- Rederre Foundation
- SanDisk Community Sharing Program
- Nancy and Gary Steele
- Stocker Foundation
- Wells Fargo Foundation

$1,000 to $9,999
- Davidow Family Foundation
- Kathleen Burke and Ralph Davis
- Elizabeth Schwerer Duffie and P. Kingston Duffie
- Sally and Noel Fenton
- Fleishhacker Foundation
- Genentech Foundation
- Lucille and Steve Glassman
- Mollie Ricker and David ibnAle
- Leigh and Roy Johnson
- Marian and Larry Krummel
- Leslye Louie
- Macy’s Foundation
- Melissa McJannet, Northleaf Capital Partners
- Christine and Lenny Mendonca
- Derek Mitchell
- Madeline and Bruce Ramer
- Ropes and Gray, LLP
- Shellbrook Foundation
- State Farm Foundation
- Rosemary and Tom Tisch
- Catherine Jovicich Walcott and Wister Walcott
$1 to $999
Anonymous (2)
Melinda and John Adams
Arash Anoshiravani
Elisabeth Atwell
Christopher Berini
Eva and David Bradford
Mary Ann and John Brock
Muhammed Chaudhry
Mila and William Clark
Dr. Ronald Clazie
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