Creating AGENTS OF COURAGE & ACTION So That Every Student Thrives
I believe that here in America,

OUR SUCCESS SHOULD DEPEND NOT ON ACCIDENT OF BIRTH

but the strength of our work ethic and the scope of our dreams.

PRESIDENT BARACK OBAMA
STATE OF THE UNION ADDRESS
JANUARY 28, 2014
“Partners’ staff and board have a deep belief in our communities’ ability to transform themselves. We invest in the teachers and leaders already tasked with student success because supporting them means supporting a legacy of achievement.”

DEREK S. MITCHELL, PH.D.
DEAR Colleagues, Investors and Allies:

On behalf of our staff and board, I am proud to share Partners in School Innovation’s successes and learnings with you. Our partnerships in 2013-14 have helped drive quality and equity in public schools and districts. As we look back through this annual report, know that a focus of our efforts has been aligned with much of the nation as we helped school districts face the exciting opportunities and significant challenges in the move to the new Common Core State Standards (CCSS). With the adoption of the CCSS in all of our partner systems and the first administration of new assessments on the horizon, this year was the perfect time to get implementation right!

Successful implementation of the CCSS requires strong instructional leadership in every school and well-supported teachers in every classroom. Therefore, our efforts this year focused on three main themes:

1. RESULTS-ORIENTED LEADERSHIP: We helped leaders to focus on simple, clear and specific goals that aligned with their vision and theory of action. We worked with them to identify the shifts in instruction required to meet their objectives, and supported them in both creating effective professional development plans and in monitoring instruction aligned within and across grade levels. We helped leaders establish a system for monitoring—so that teachers saw leaders investing in, not judging, them. This work helped us build relational trust in our partnerships and facilitated difficult conversations about race, class, culture and power.

2. DISTRIBUTED LEADERSHIP: In our partner schools, we emphasized the importance of Instructional Leadership Teams (ILTs) to help engender collective responsibility, promote meaningful collaboration, generate passion for accomplishing goals and boost student and teacher productivity. We stressed that an ILT should include teachers who are committed to moving instruction forward and who represent a diversity of perspectives among the staff. We worked alongside teams to help them coalesce around a purpose and achieve impact, supporting them to improve as instructional leaders.

3. GRADE-LEVEL COLLABORATION: Our School Innovation Partners (SIPs) prioritized grade level collaboration in schools, even working with school leaders to secure release-time for teachers. A major benefit of this effort was the opportunity it afforded to help teachers make meaning of data as a team. Success came when our partner schools systematically collected and analyzed data, established protocols for those activities and obtained support in following through.

Partners’ commitment to ensuring success in under-performing schools is demonstrated throughout these pages, from our own change agents of courage and action to our collaborative efforts with teachers and leaders across four states who have worked to improve the quality of instruction for 30,440 students. With high levels of program implementation and robust increases in adult capacity, we see a powerful story emerging for low-income students of color at many of our partner schools. Transformation is not only possible, but likely when we invest in building the capacity of those already tasked with the teaching of our most challenged communities.

From engaged teachers and leaders to a successful coming together of community at our Spring Expo, we have much to be proud of in our work to eliminate the achievement gap. We are delighted to have your support and friendship, and thank you for the many ways in which you continue to help renew the promise of public education.

Sincerely,

Derek S. Mitchell, Ph.D.
Chief Executive Officer

MESSAGE FROM THE CEO


**THE PROBLEM**

**ACHIEVEMENT GAPS REMAIN**

In a country that prides itself on the possibility of attaining success based on merit alone, it is hard to believe that the achievement gap between students coming from the poorest families and those from the richest is **50% larger** than the achievement gap between white students and their minority peers.

**Poor children are often denied the opportunity** to reach their potential based on the lack of support and resources available to them.

There is a **cultural gap** in many of the nation’s schools as a growing number of educators struggle to better serve students from cultures other than their own. This is in response to dramatic demographic changes that have created culturally diverse schools in many areas of the U.S. For example, nearly one of four students in California is learning English, and **85 percent** of these English learners live in low-income households.

While overall per-pupil spending has decreased in California since 2007, teachers in all our California partner districts are serving greater numbers of students.

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**Per-Pupil Spending vs. Pupil-To-Teacher Ratio**

![Chart showing per-pupil spending and pupil-to-teacher ratio trends over time]
Among schoolhouse variables, teacher quality has the single most significant impact on student academic gains. Children with three effective teachers in a row soar academically as compared to peers who start at the same point but are exposed to a series of ineffective teachers. Yet, African American students are more than four times as likely, and Latino students twice as likely, as white students to attend schools with uncertified and unlicensed teachers. Over half a million of the nation’s African American students attend schools where 80 percent or fewer of teachers meet licensing requirements.

Of 46 industrialized countries, the U.S. ranks in the bottom five in providing equitable distribution of teachers to different groups of students. For example, while more than 2/3 (68 percent) of upper-income 8th graders in the U.S. have high-quality math teachers, only 53 percent of low-income students do.

We know that teacher content knowledge matters greatly when it comes to teaching math, yet one in every four secondary math classes in high-poverty schools is taught by a teacher with neither a math major nor certification in math.

“I believe in my heart that education is the civil rights issue of our generation. Where is our collective outrage over our nation’s achievement gaps and the fact that millions of our children still don’t receive equal educational opportunity?”

ARNE DUNCAN, U.S. SECRETARY OF EDUCATION

TEACHER QUALITY MATTERS

Access

Poor students and students of color tend to have less access to the most effective, experienced teachers with knowledge in their content field.
Partners in School Innovation
Renewing the Promise of Public Education

**OUR UNIQUE VALUE**

Partners engages with teachers and leaders in under-performing schools and districts to drive results by strengthening teaching and learning through a sustainable, adaptable approach to continuous improvement.

We offer:

1. An equity-focused, results-oriented, continuous-improvement approach
2. Comprehensive, high-quality, shoulder-to-shoulder professional development, and
3. A staff of education professionals who embody the principles and practices for which they strive.

Through our multi-year partnerships, we benefit both schools and districts working with existing resources by:

1. Promoting curricular alignment among classrooms, schools and districts
2. Advancing educational equity by serving primarily communities of African American students, Latino students and English Learners, and
3. Building teachers’ and leaders’ ability to solve problems and improve achievement so schools continuously improve even after Partners leaves.

51 | 79% | 225 yrs

Staff | Advanced Degrees | Experience Teaching and Leading

We work hand-in-hand with teachers and leaders to strengthen teaching, learning and achievement in under-performing public schools and districts.
VIVIANA CARBALES GARCIA
DISTRICT PARTNERSHIP DIRECTOR
ALUM ROCK

“I am from the type of community we serve. I went into teaching because I wanted to ensure that every child had the opportunity and access to an education. I believe in the power of teachers to change lives. I also firmly believe that teachers (and leaders) need support to carry out the immense responsibility they have. I am at Partners because we support adults in doing so.”

KRISTINE SCHIPPER
SCHOOL INNOVATION PARTNER
BATTLE CREEK

“I choose to work with Partners because I firmly believe in the mission to create opportunities for children who are historically underserved. I believe in the ability these children have to achieve great things and I am honored to work for a place that is committed to making those opportunities a reality. I also believe in the approach Partners has created to build capacity and change ways of thinking so that the work we set out to do is not only sustainable but replicable in multiple settings.”

JESSICA GAMMELL
DISTRICT PARTNERSHIP DIRECTOR
SAN FRANCISCO

“From my own work as a teacher, I know that a strong lever to impact student achievement is to provide time for teacher collaboration. I’ve experienced the power of adults coming together to learn and grow professionally, ask honest questions and refine their practice as educators. Supporting teacher teams and aligning initiatives in schools that ultimately impact student achievement is a clear benefit of partnering with Partners.”

JESSICA GAMMELL
DISTRICT PARTNERSHIP DIRECTOR
SAN FRANCISCO

“I am from the type of community we serve. I went into teaching because I wanted to ensure that every child had the opportunity and access to an education. I believe in the power of teachers to change lives. I also firmly believe that teachers (and leaders) need support to carry out the immense responsibility they have. I am at Partners because we support adults in doing so.”
“I believe deeply in Partners’ mission, but I could work for educational equity in a lot of different places. The reason why I work here is because our work is grounded in a deep belief in the teachers and leaders we work with, and is focused on building their own knowledge and skills as the front line agents of school improvement.”

MATTHEW KOSTECKA, PROGRAM DEVELOPMENT AND SUPPORT DIRECTOR, PARTNERS IN SCHOOL INNOVATION

WHAT GOES INTO BUILDING A GREAT CHANGE AGENT?

Although there are many components to training new School Innovation Partners (SIPs), our key change agents, one of the main ingredients is how our Program Development and Support (PDS) team prepares them to be successful in their new roles. In addition to leveraging their experience and talents, PDS also provides one-on-one coaching. Team member, Tiara Grayson, shares some of her experience:

“I was fortunate to be a coach and thought partner to three new SIPs this year. In our weekly meetings, we would look back on the prior week and look forward at the coming week with our overall goals in mind. For example, a new SIP and I would together monitor progress toward the specific coaching goals she had established with her school principal and teacher partners.

“In this instance, there were a lot of obstacles to establishing regular and effective time for teacher collaboration, which we knew was an important objective that needed to be met if we were to reach our overall target of increasing student achievement outcomes. By looking back on the successes and challenges from the previous week, we were able to replay difficult conversations and practice language the SIP could then use to interrupt inequities that were stifling momentum for students. I shared examples and resources from other schools in which we’d had similar challenges, helping the SIP discover multiple pathways forward.

“From there, we would consistently debrief the progress she had made in pursuing those entry points. In looking ahead to the coming week, we would then strategically plan our ‘must do’ actions, staying connected to the SIPs’ cycle plan and our goals for building teacher and leader capacity to achieve results for every child in their classrooms. By getting clear on our strategy to build a strong system for collaboration, we were able to turn the corner mid-year, build leader and teacher investment in professional learning communities, and realize a lot of growth in teacher practice by the end of the year.”

Coaching SIPs in this way is now a vital part of the PDS team’s ongoing support to new program staff. Maintaining a weekly space for new SIPs to reflect, reprioritize, and plan purposefully proved to be a key lever in building their confidence and toolkit during their first year. Tiara concludes, “Personally, getting excited emails or texts from the SIPs I worked with saying that they had had a successful conversation or that the plan we made for the next leadership team meeting at their school really worked was one of the most gratifying parts of my year. It’s been a privilege to see our new SIPs grow and make a real difference for the adults and students we serve!”

MATTHEW KOSTECKA, PROGRAM DEVELOPMENT AND SUPPORT DIRECTOR, PARTNERS IN SCHOOL INNOVATION

CHANGE AGENT: David Kennedy
School Innovation Partner
“Partners played an important role in developing a tight multi-level ROCI cycle to create a student-centered, data-driven instructional system that was authentic and which produced positive outcomes for our historically under-served students.”

LORRAINE ORLANDI, COMMUNITY SCHOOL COORDINATOR
REVERE ELEMENTARY, SAN FRANCISCO UNIFIED SCHOOL DISTRICT

ROCI

One way we build adult capacity is by helping schools develop a Results-Oriented Cycle of Inquiry (ROCI). This ongoing process involves five steps designed to support individuals in sharpening their focus on results and in developing habits that fuel continuous improvement.

Our ROCI process focuses attention directly on the heart of school and district transformation efforts—student learning. It stimulates teachers and leaders in the work of learning from their successes, while also helping them diagnose shortfalls. From problem-solving through to implementation of provisional solutions, ROCI is the methodology we employ both internally and in our partnerships to ensure that progress is being monitored toward sustained organizational learning and improvement.
THEORY OF IMPACT

Our Theory of Impact states that with consistent, high-quality delivery of our approach we will build the capacity of teachers and leaders to transform low-performing public schools and districts, driving breakthrough student achievement results.

IMPLEMENTATION

We monitor the delivery of our approach with two tools: the PROGRAM IMPLEMENTATION TRACKER, which helps us measure breadth and depth; and the CLIENT SATISFACTION SURVEY, which helps us track quality.

BUILDING CAPACITY

When we partner with a school, we make multiple assessments of its strengths and challenges to understand what to build on and where to focus our efforts. These assessments, called SCHOOL TRANSFORMATION REVIEWS, are done in the fall of the initial year of a partnership (which generally lasts three to five years) and in the spring of each subsequent year. In some partnerships we also assess using our DISTRICT TRANSFORMATION REVIEW.

STUDENT RESULTS

Results from LOCAL AND STATE ASSESSMENTS have served as our gauge of progress in student achievement.

We offer comprehensive, high-quality, shoulder-to-shoulder professional development.
“With the help of Partners, the Instructional Leadership Team at MLK was able to **better support teachers** in focusing on student achievement. Additionally, with the theory of action, everyone was on the same page regarding how we would focus on increasing student achievement.”

TRICIA MATHES, PRINCIPAL, MARTIN LUTHER KING, JR. LEADERSHIP ACADEMY
GRAND RAPIDS PUBLIC SCHOOLS

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**GROWTH OF PARTNERS’ IMPACT**

A key component of Partners’ School Transformation Review is our School Transformation Rubric (STR), which measures teacher and leader capacity across three domains and 76 essential practices:

- **RESULTS-ORIENTED LEADERSHIP:** This domain measures school leaders’ ability to lead and support teachers in ways that impact student achievement.

- **PROFESSIONAL LEARNING SYSTEMS:** This domain measures the quality of support provided to teachers—for example, by increasing the number of teacher teams collaborating in ways that research and practice have shown enables them to improve the quality of their instruction and impact student achievement.

- **INSTRUCTION:** This domain measures the consistency with which teachers use instructional practices that have been shown to be effective for students of color and English learners.

When performing STRs, our staff members gather data from interviews, focus groups and classroom observations and rate the school’s implementation of specific best practices. All of these data are aggregated and then placed on a six-stage scale. At the lowest end of the scale is the “no evidence” rating, indicating that a given practice—for example, using culturally relevant instructional materials—is not being implemented at all. The highest possible rating is “sustaining,” which indicates that the practice is being implemented almost always and that there are structures in place to maintain the practice without any support from Partners. The ratings are aggregated for each of the three domains in which we work.

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**SCHOOL TRANSFORMATION RUBRIC MEASUREMENT SCALE**

1. No Evidence
2. Readiness
3. Emerging
4. Implementing
5. Transforming
6. Sustaining
In our first year of partnership in Grand Rapids Public Schools (GRPS) in Michigan, we worked intensively in six schools. Our belief that a strong start leads to promising early returns held true. School Innovation Partners worked hard to ensure full implementation of our approach to school transformation in the district, supporting teachers and leaders to engage meaningfully with our Results-Oriented Cycle of Inquiry (ROCI) continuous improvement process at both grade and school levels.

Grade level teams planned lessons and units, working alongside their School Innovation Partners to analyze student achievement data and make any necessary adjustment. Principals experienced a full system of support, from collaborative efforts to set and communicate goals and focus areas, to help with making sure teachers had what they needed to be successful.

Grand Rapids Public Schools use the Northwest Evaluation Association’s Measures of Academic Progress (MAP) to assess its students’ achievement in math and reading. Students’ performance on the MAP is compared to a sample of students from across the country, with benchmark scores referred to as “norms.” The greater the percentage of students in a class or grade who score above the norm, the better they are performing.

This chart represents how, in just the first year of our partnership, all groups of students at MLK K-8 quickly approached the reading proficiency of the rest of the district.

↑8.3%

Martin Luther King, Jr. Leadership Academy showed an 8.3 percentage-point gain in reading while non-Partners schools experienced a 3.1 percentage-point gain.
“Given that school district transformation is a complex process, Partners is a value-add because my thinking is constantly pushed and the thought-partnership that I receive through regular collaborative opportunities helps me to focus on what matters most for kids.”

KIMBERLY PARKER DEVAULD, ASSISTANT SUPERINTENDENT OF CURRICULUM, INSTRUCTION, AND ASSESSMENT, BCPS

### BATTLE CREEK PUBLIC SCHOOLS

**We are excited that our three partner schools in Battle Creek Public Schools** (BCPS) in Michigan have made substantial progress over the past two years of our work together. Our School Transformation Reviews this year evidenced strong growth, with each school building on the foundation that they set last year. Our partnership met all three of Partners’ ambitious goals in 2013-2014, and all three schools are currently on track to achieve our overarching goals for the multi-year partnership.

**RESULTS-ORIENTED LEADERSHIP**: We observed several significant shifts in leadership practice this year. During focus groups and leadership interviews, teachers and leaders were able to articulate a shared vision for students and increased relational trust. School leaders also identified clear focus areas intended to accelerate achievement for students of color, made a strategic plan aligned to these focus areas and demonstrated an ability to systematically adjust their plan based on data.

**PROFESSIONAL LEARNING SYSTEMS**: Teacher collaboration teams worked to make clear agreements about how they would work together. Teams across our partner schools set clear student achievement goals and collaboratively planned units. Each school improved in its ability to provide professional development to teachers that was strategically aligned to their focus areas and that was designed so teachers could take immediate action with what they had learned.

**INSTRUCTION**: Teachers grew in their ability to develop standards-based units and to select materials that were culturally relevant for their student population. We observed an increase in teachers’ communication of a growth mindset to students, as well as strong classroom management and well-designed learning spaces. Finally, teachers showed significant growth in their ability to review disaggregated student achievement data, identify students needing intervention, design and deliver intervention and use data to monitor whether their interventions were leading to accelerated student achievement.

Franklin Elementary students showed a 3.9 percentage-point gain on the 2014 Reading MAP while the district as a whole showed a 1.9 percentage-point gain.

English learners (ELs) at Franklin Elementary showed a 9.5 percentage-point gain on the 2014 Reading MAP while ELs throughout the district showed a 6.9 percentage-point gain.
“Our job is to teach the students we have. Not the ones we would like to have. Not the ones we used to have. Those we have right now. All of them.”

DR. KEVIN M. MAXWELL, CEO, PRINCE GEORGE’S COUNTY PUBLIC SCHOOLS, MARYLAND
“The early promise of the partnership between Indianola and Partners in School Innovation was unequivocally and effectively fulfilled. School and district leaders were pushed to take on new learning, to plan more effectively with student outcomes at the center of our decision-making, and to use our data not just to understand student needs, but to **improve our pedagogical practices**. I repeatedly heard leaders describe their work as the best supports they had experienced in, what has been for some, many careers.”

**DR. EARL WATKINS, CONSERVATOR, INDIANOLA SCHOOL DISTRICT**

**MISSISSIPPI**

*With the support of the W.K. Kellogg Foundation*, Partners initiated groundwork in 2012-13 in two Mississippi school districts—Sunflower County and Indianola. Our efforts kicked off in earnest in the fall of 2013-14 with our District Transformation Reviews and School Transformation Reviews of two schools in each district. Early work also included creating theories of action (TOAs) at both the district and school levels. Initially, the TOAs touched on several issues; however, a new state law requiring students to be retained if they were not reading on grade level by third grade prompted a shift of focus toward literacy instruction.

We worked with curriculum and instruction teams in both districts to assess their reading curricula, outline approaches to literacy instruction, and plan professional development for teachers. Throughout the school year, Partners helped district staff assess the effectiveness of implementation of the theories of action and provided support as needed.

As the literacy work was progressing, we also helped inculcate our Results-Oriented Cycle of Inquiry (ROCI) at the district and school levels. Indianola in particular internalized ROCI, using it to continually refine its improvement efforts. Indianola’s Carver Upper Elementary School exemplified a robust use of ROCI to align its systems of professional learning. William Murphy, principal of Carver, put it this way: “ROCI allowed us to focus. We had to analyze the data and find out where we were weak and what should be done.” The principal and his school leadership team identified teachers’ needs, provided professional development (PD) to address those needs and visited classrooms to see the effects of the PD sessions and learn what other supports teachers needed. That learning then informed further planning as well as teachers’ collaborative learning time and the coaching that teachers received.

Carver’s development as a learning organization can be seen in the ratings from our School Transformation Reviews. In several areas and across every domain of our best-practices rubric, the school grew markedly from the beginning of 2013-14 to the end of the year.

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**Carver Elementary Improved Substantially in Several Capacity Areas Across Domains of the School Transformation Rubric (STR)**

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<thead>
<tr>
<th>Domain</th>
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<td>Act</td>
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<tr>
<td>Professional Development</td>
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In 2013-2014, **Partners provided on-the-ground support** to seven schools in San Francisco Unified School District (SFUSD) as they made the transition to the Common Core State Standards (CCSS). Our School Innovation Partners (SIPs) worked with school leaders to develop and deliver professional development sessions for teachers on the shifts to the CCSS. These sessions focused on both the content and organization of the standards as well as on the instructional shifts embedded within the CCSS. They were also aligned to each school’s area of focus, and leaders clearly communicated their expectations for implementing strategies covered in professional development so that teachers felt the sessions were designed in a way that allowed them to take immediate action.

In addition, we worked at Cleveland Elementary and Drew Elementary as part of a Collective Impact Team to create a coordinated approach to improving student learning and performance. Our work focused on both implementation and scalability as an integral part of the district’s evolving talent development system. As one teacher noted, “The experience was much more of a partnership than I was originally expecting, with plans arising organically from our site, rather than in ‘successful’ structures being imposed from the outside.”

Our staff at Drew helped the school return to its focus on courageous conversations about Race, Class, Culture and Power (RCCP). They supported the principal in aligning RCCP staff meetings with work being done in other school support systems, leading to growth in the learning environment and student investment domains of our School Transformation Rubric.

At Cleveland, our SIPs also became trusted collaborators, strategizing to help move the Kindergarten Grade Level Collaboration team through the stages of team development and eventually to outperform the district on Fountas & Pinnell.

**Highlights from the 2014 Culturally Responsive Teaching Index**

At the beginning of the year 31.6% of students were reading on grade level across our partner schools; by the end of the year 42% of students were on grade level, an increase of **10.4 percentage-points**.

African American students demonstrated **strong growth**, with 27% beginning the year reading on grade level and 37.5% of students ending the year on grade level.

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“Our SIP was an asset to our 1st Grade Collaboration Team. She helped us to organize our thinking and goals in order to support our students. She was very reflective in including our school-wide theory of action in our planning and discussion, while being sensitive to the needs of us as teachers, and also culturally sensitive to the needs of our students. It was a pleasure to have Partners on our team!”

MICHELLE LIWANAG AND KIM BROWN
1ST GRADE TEACHERS, DR. CHARLES DREW COLLEGE PREP ACADEMY, SFUSD
“The Stone Foundation has been a proud supporter of Partners’ efforts in San Francisco for the past seven years. Our commitment to bettering achievement outcomes for low-income students and the systemic transformation work that Partners does in collaboration with SFUSD’s teachers and leaders at all levels of the district has proven itself a valuable combination.”

CRISTINA HUEZO, W. CLEMENT & JESSIE V. STONE FOUNDATION
“Our work with Partners in School Innovation has resulted in a true partnership that has allowed us to develop strong structures for collaboration. Through our joint efforts we have witnessed the birth of authentic PLCs, the refinement of teacher collaboration and professional development centered around meaningful analysis of data, and an intentional focus on issues of equity and race in teaching and learning.”

JASON SORICH, PRINCIPAL ON SPECIAL ASSIGNMENT/EDUCATIONAL TECHNOLOGY
ARUESD

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

Over the past 4½ years, Partners has worked collaboratively with teachers and leaders across the district to improve both school and district systems, igniting breakthrough student achievement results. Our partnership with Alum Rock Union Elementary School District (ARUESD) in East San José, CA began in January of 2009 at one school and expanded over the years to include support at ten schools. Last year, we placed an emphasis on our district level presence through Professional Learning Communities (PLCs), fostering common language around our Results-Oriented Cycle of Inquiry (ROCI), equity, and instructional as well as leadership practice. This year, we leveraged that work to create alignment among support providers, teachers and leaders around the key shifts required to move from the California State Standards to Common Core State Standards. We also worked with district leaders to articulate assessment expectations across the district in light of this transition.

Because we are nearing the end of our typical five-year engagement, we focused (in 2013-2014) on training ARUESD educators to hold the work of school and district transformation themselves. With steep learning curves around the transition to Common Core and several key leadership transitions, our partnership provided both stability and continuity in aligning all efforts around teaching and learning so that students succeed in school.

Two of Partners’ schools in Alum Rock achieved student gains on the California Standards Test in English Language Arts between 2010 and 2013 at three times the annual growth rate of the district overall.

Instructional Leadership Teams (ILTs):
Annual Evaluation Results

This chart shows 112 ILT participants’ increase in knowledge and skills from Fall to Spring (numbers are the average score out of a possible 4).

<table>
<thead>
<tr>
<th></th>
<th>Fall 2013</th>
<th>Spring 2014</th>
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</thead>
<tbody>
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<td>benchmark ROCI</td>
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<tr>
<td>practices related to Common</td>
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<td></td>
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<tr>
<td>Core standards</td>
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0 1 2 3 4
Poor Fair Good Excellent

3X
“Partners has impacted our school tremendously through its thought partnership and ROCI cycle. Through reflection, we are beginning to fully internalize the process of inquiry and continuous improvement as a team, making adjustments in our lesson planning, our teaching, and in understanding how students learn. Our collaboration with Partners has brought us to a new level of engagement around student success that we’re excited to build upon next year.”

AURORA GARCIA, PRINCIPAL, MCKINLEY ELEMENTARY SCHOOL, FMSD

FRANKLIN-MCKINLEY SCHOOL DISTRICT

In our second year of partnership with Franklin-McKinley School District (FMSD) in East San José, CA, we continued to build the capacity of district and school leaders to lead and sustain their own transformation efforts. The partnership focused on establishing systems to support curriculum, instruction and assessment at the grade, school and district levels.

At McKinley Elementary, one of our partner schools, our School Innovation Partners (SIPs) worked alongside teachers and the principal in an intensive partnership. Their focus with teachers was on building results-oriented leadership and strengthening and aligning systems for professional learning. They facilitated five grade level release days for every team, directly supporting a system of grade level collaboration. In addition to these responsibilities, SIPs coached the school leader to set and communicate clear expectations for Common Core State Standards (CCSS) implementation, helped identify areas for growth and provided opportunities for further learning.

With a strong school leader and an emphasis on teacher collaboration and professional development, teachers improved their practice in the midst of the shift to CCSS, building resiliency and the ability to manage change at every level. In 2013-14, McKinley saw:

1. Increased curricular alignment as observed during weekly classroom walkthroughs
2. Increased rigor of learning objectives and assessment as observed in unit plans, and
3. Increased teacher investment in collaborative learning and planning around CCSS, as reflected in teacher end-of-year feedback.

Our partnership with FMSD underscores the importance of working together to set expectations and provide opportunities for feedback. In all of our partnerships, SIPs intimately engage in the hard work needing to be done every day to ensure that students’ achievement is at the center of every interaction.

↑2X

Third grade students at McKinley Elementary are improving in reading and math at a much more rapid pace than the average student in FMSD. McKinley third grade students grew 2 percentiles in reading this year, compared to just 1 percentile for the average student. In math, McKinley students grew 3 percentiles, while the average district student dipped 3 percentiles.

Capacity Has Grown in 8 Out of 9 Areas of School Transformation
Four years ago, Partners’ Board of Directors charged the organization with creating a more comprehensive performance management system. One of the first steps in this process was to more clearly define the key elements of our approach that needed to be consistent across teams and track them.

Using content developed from a strong research base and staff expertise, we created a checklist of items to help ensure fidelity to our approach and its robust implementation. With this, the Program Implementation Checklist (PIC) was born. Each year since then, we have seen patterns demonstrating that schools reaching 90% implementation on this tool achieve the most positive results for educators and students.

In 2013-14, the Program Implementation Tracker (PIT) was developed, taking the PIC to a new level through technological innovation. This data tool was created in order to facilitate data collection, quicker analysis and access to real time data, as well as to encourage staff to consistently monitor implementation—not just check off line items on a list. The PIT is divided into six sections (Partner; Set Goals; Plan; Act; Assess, Reflect & Adjust; and Close & Renew) that align to the sections of Partners’ Results-Oriented Cycle of Inquiry (ROCI) Roadmap and the phases of the school year. The lines encompass both school-wide transformation efforts (e.g., “Supported school leaders to develop or refine a theory of action for improving instruction for the students most in need of support”), as well as grade-level specific actions (e.g., “Supported teacher teams to backward plan standards-based units”).

Why do we track Program Implementation?

• TO EFFECTIVELY TRANSFORM PUBLIC SCHOOLS. Our mission as an organization is to transform public schools so that every student thrives, with a particular focus on accelerating achievement of African American, Latino and English learner students. We believe that in order to do this, we need a replicable model that has consistently demonstrated results for our students and schools.

• TO KNOW WHAT LED TO OUR RESULTS. It is not just important for us to get results; we also need to know what we did to get those results. Frequent measures of what we do throughout the year make that possible.

• TO IDENTIFY VARIATIONS AND IMPROVE. In order to understand how well our model works and what to adjust to create better results, we need to maintain a high level of fidelity in our implementation within and across sites, teams and regions. Without high implementation rates, it is very difficult for us to enter into our continuous improvement cycle and systematically make adjustments in order to ensure consistent results for our schools and students.

• TO CALIBRATE AROUND OUR APPROACH. Tracking a common set of activities allows us to calibrate around a core set of practices that we implement at each of our partner schools.
“Partners is progressing from a regional leader in the Bay Area to a reformer creating national scale benefits. It could have settled for regional growth of its 20-year successful model. Instead, it set out to become a national model for school transformation. I admire the organization and its leaders for building infrastructure and initiating operations in school districts in cities beyond California to support thought-leadership in education reform.”

HARRY TURNER, PARTNER, SILICON VALLEY SOCIAL VENTURE FUND (SV2)

PARTNERS SPRING EXPO SERIES

On June 16th, more than 50 supporters, partners, allies and investors gathered at the Sobrato Center in Redwood City to look back on 2013-14 with us at Partners’ first Spring Expo. Together, we coalesced learnings, shared insights, and celebrated successes. Following in the tradition of similar events designed to welcome a broad audience of friends, allies and supporters, the Spring Expo encouraged us all to take stock of some of the key drivers in education reform today.

We are proud of our collaborations with all of our partner schools and districts. Thank you for making this a successful event. We look forward to our next Expo!
“Partners in School Innovation is literally a partner in our school improvement. They support our school teams in using research-based systems and processes in improving student learning. They are thought partners and a resource to support us in our vision for our students, from helping us create our theory of action to implementing it.”

ERIN WHEELER, INSTRUCTIONAL REFORM FACILITATOR
MARTIN LUTHER KING, JR. MIDDLE SCHOOL, SFUSD
CHANGE AGENT: Sonya Lopes
Regional Director - Bay Area

VISIONING

10,000

Our goal is to be in over 80 schools, serving 100,000 students annually by 2025. Going beyond a geography-focused scale strategy, we seek to create more than 10,000 Results-Oriented Change Agents (ROCAs) in classrooms around the country leading students to breakthrough achievement results.

Partners’ Vision 2025

We envision a thriving system of urban public schools that fosters the growth of all students and works to eliminate the achievement gap by creating vibrant places to teach, learn and grow. We envision rigorous standards and an unwavering focus on results.

When we successfully achieve our goals, American public schools and districts will be infused with agents of change—dynamic individuals equipped with growth mindsets and the skills and tools required to face challenging situations. These courageous teachers and leaders will create opportunities that foster vibrant learning environments for diverse student populations. As a direct consequence of these efforts, schools will be able to more fully address the needs of every student by offering dynamic teaching and learning environments that build on current strengths. In this way, Partners in School Innovation will leverage increased opportunities to ultimately have national impact.

Milestones

1993
• Partners in School Innovation is founded. More than 20 years later, Partners serves over 1,600 teachers and 30,000 students in more than 65 schools across 8 districts and 4 states.

1994-95
• Partners is selected as one of the first AmeriCorps programs in California, expanding from our original three partner schools to eight partner schools, and from nine to 21 AmeriCorps members.

2005-06
• We transition from being an AmeriCorps program, leveraging the talent and commitment of recent college graduates, and launch a two-year School Improvement Fellowship program, in which experienced teachers work intensively in our schools as our front-line change agents.

2010-11
• Having recognized a clear need, in 2010 we adapt and successfully pilot our transformation approach in middle schools, arguably an urban school district’s greatest challenge.

2012-13
• Partners implements its District Transformation Review (DTR) in three districts including Alum Rock and Franklin-McKinley in East San José, and Battle Creek in Michigan.

2013-14
• Work to transition schools to the Common Core State Standards deepens across all of Partners’ districts. Staff works in intensive partnerships in San Francisco, Alum Rock, Franklin-McKinley, Battle Creek and Grand Rapids.
• The Kellogg Foundation supports an additional discrete engagement in Albuquerque, New Mexico, adding to work initiated earlier in the year in Sunflower and Indianola districts in Mississippi.
“The Sharks Foundation is proud to support the incredible efforts of Partners in School Innovation. Investing in our school systems and the education of children is one of the most important decisions we can make as a community, and Partners in School Innovation is helping to ensure every child has the ability to thrive in the classroom.”

HEATHER HOOPER, SHARKS FOUNDATION
REVENUES AND EXPENSES

IN FISCAL 2013–14, Partners dedicated $0.77 of every dollar invested to direct program implementation, support and assessment. We spent $5.7 million on the work of accomplishing our mission and expanding impact. The year was financially solid, with a 19% increase over last year in contributed income. Partners ended the year with an estimated $571,338 in unrestricted net assets.

Sources of Income

<table>
<thead>
<tr>
<th>Total Revenues</th>
<th>$5,761,066</th>
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</thead>
<tbody>
<tr>
<td>Foundations</td>
<td>68%</td>
</tr>
<tr>
<td>Individuals</td>
<td>2%</td>
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<tr>
<td>Schools &amp; Districts</td>
<td>30%</td>
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</table>

Allocation of Resources

<table>
<thead>
<tr>
<th>Total Expenses</th>
<th>$5,739,718</th>
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<tbody>
<tr>
<td>Direct Services</td>
<td>77%</td>
</tr>
<tr>
<td>Development &amp; Communications</td>
<td>8%</td>
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<tr>
<td>Administrative &amp; Executive</td>
<td>15%</td>
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</table>

Partners’ staff utilizes an equity-focused, continuous-improvement approach that builds on school and district strengths, creating more vibrant places to teach, learn and grow.
Supporters

Philanthropist ($300,000+)
Applied Materials Foundation
Douglas and Maria DeVos Foundation
W. K. Kellogg Foundation

Luminary ($100,000 - $299,999)
Leo M. Shortino Family Foundation
Stuart Foundation

Benefactor ($25,000 - $99,999)
Leo M. Shortino Family Foundation
Stuart Foundation

Investor ($500 – $999)
Anna Duffie Savoie
Catherine Farry-Thorn and Christopher Thorn
Charlottesville Community Foundation
Jessica and Bertrand Yansouni
Joan Wraetz and Frank Vargas
Leslie Louie
Lisa Bishop
Sally and Noel Fenton
Suzanne and Robert Atwell

Partner ($101 - $499)
Anonymous
Bill Conrad
Carol and Doug Henton
Charlotte and Harry Turner
Iris and Tom Moran
Jane Bernstein and Robert Ellis
Jim Ingwerson
Judith Stephenson and Scott Harshbarger
Lyle Hurst
Tara Binetti-Roy and Birendro Roy
The Benevity Community Impact Fund
Tina and Gordon Krause
Tuyu Bergson-Michelson
Zachary Levine

Friend (Up to $100)
Alison and Sean Eddy
Allyson Taketa
Anonymous
Barbara and Tom Service
Barbara Kriz and Steve Grayson
Brett Miller
Brian Sexton
Carolyn and Michael Kelemen
Carrie Cifka-Herrera
Chandra Alexandre
Denise and Jim Stanford
Diana and Steve Halpin
Elissa Roy
Elizabeth and Tom Hughes
Emily Becker
Gabriel Speyer
Hei Roy
Herve Ernest
Imani Cooley
Jean and John Baxter
Jesse Hinuemer
Julia and Richard Kassissieh
Kate Godfrey
Kate Danielson
Kim Gorse Moore
Laura Lane
Leroy Gaines
Lindsay Phillips and Kevin Daniels
Mandy and Jeff K. Phillips
Marcel Laverdet
Margot Brown
Marreco Coleman
Monique Gascon
Nancy Atwell and Timothy Dowd
Ranjit Roy
Rita and Rob Lancefield
Saniee Ibrahim
Shehz Abdulhusein
Stacy Gleixner
Stephanie Ramer
Sue Ann Levin and Robert Schiff
Susan Smith
Tessa McCaffrey
Tiara Grayson

In-Kind
Atlassian
Dropbox
GoogleGrants
Neve Roses II
Stephanie Lee
Taproot Foundation
Watermark Press
“Partners has come a long way since I first became involved over 12 years ago, with growth to new geographies and a deepened impact. But its results in the work of building transformational change agents has been particularly impressive.

“Partners has developed a staff training program that systematically generates proven leaders who, in turn, are able to build partnerships with school and district leaders to help sustain Partners’ approach well beyond the limits of any engagement. Building capacity with educators already in the building means that every student who enters has a better opportunity for success long after Partners leaves. This long-term capacity-building is the key to scaling Partners’ impact across the education system in America.”

ERIC O’BRIEN, BOARD CHAIR (2008-2014)
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Location</th>
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<tbody>
<tr>
<td>Kelly Alvarez</td>
<td>School Innovation Partner</td>
<td>Grand Rapids</td>
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<tr>
<td>Amanda Bachelor</td>
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<td>Emily Becker</td>
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<tr>
<td>Bela Bhasin</td>
<td>District Partnership Director</td>
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<td>Gregory Bish</td>
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<td>Tim Burke</td>
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<td>Lindsey Chad-Bailey</td>
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<td>Carrie Cifka-Herrera, Ph.D.</td>
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<tr>
<td>Courtney Dal Porto</td>
<td>Office Manager</td>
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<td>Nikki Dominguez-Schellenberg</td>
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<tr>
<td>Brian Edwards</td>
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<td>Hervé Ernest</td>
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<td>Kandle Fraser, Ed.D.</td>
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<td>Jessica Gammell</td>
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<td>Viviana Cabrales Garcia</td>
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<td>Tiara Grayson</td>
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<td>William Hill</td>
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<td>Jesse Hinueber</td>
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<td>Cynthia Ho</td>
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<td>Sanee Ibrahim</td>
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<td>Hansa Kaipa</td>
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<td>Abbey Kerins</td>
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<td>Megan Kizer</td>
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<td>Matthew Kostecka</td>
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<td>Gretchen Stewart</td>
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<td>Charles Tansey</td>
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<tr>
<td>Claudia Walker</td>
<td>School Innovation Partner</td>
<td>San Francisco</td>
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</table>
“Changing the odds for historically underserved students of color does not come in the form of one single momentous act, but rather in the small steps we take every single day to create a new paradigm. I work at Partners because our approach engages teachers and school leaders in a results-oriented cycle of inquiry that makes teaching shift from a practice that can sometimes feel isolating into a collaborative endeavor that strengthens the entire school community.”

TIM BURKE, SCHOOL INNOVATION PARTNER, SAN FRANCISCO
PARTNERS IN SCHOOL INNOVATION