

**Approved Priority Partner Categories**

**School-Based District-Based**

Leadership, Shared Responsibility  Strategic Use of Human Capital

and Collaboration

High Quality Core Instruction  Organization the District

Academic Supports and Interventions for Successful Turnaround

for students

School Climate and Social-Emotional Supports

**Mass Insight Education & Research**

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**Founded**: 1997

**Mission/Vision Statement:** Our mission is to provide leadership in closing the achievement and opportunity gaps for underserved students by focusing on system transformation and student academic success.

**Type of Schools Served**:

K-12 public schools

**Sample District and School Partnerships**:

**CO:** Aurora Public Schools

**IN:** Evansville - Vanderburgh School Corporation (EVSC)

**LA:** East Baton Rouge Parish School System

**MA:** Boston Public Schools

**RI:** Providence Public School District

**Program Cost**:

Dependent on final scope of work. For more information regarding cost please contact Andrea Wolfe, Engagement Director, at [awolfe@massinsight.org](mailto:awolfe@massinsight.org).

**Service Summary: Leadership, Shared Responsibility and Collaboration**

Mass Insight Education & Research (MI) takes a design-based approach to implementing our theory of action for improving schools. Our work around school leadership focuses on three areas:

1. **School improvement planning and implementation.** At the start of our work, we conduct a School Readiness Assessment (SRA) to gather and synthesize quantitative and qualitative data to understand school strengths and challenges and determine priorities for school improvement. We facilitate collaborative planning sessions with school leadership teams to identify root causes, establish SMART goals, identify improvement strategies, and action plan. We also support school leaders with plan implementation and performance management of their plans.
2. **School management and collaboration structures and processes.** We support school leaders with building effective instructional leadership teams (ILTs) and developing productive grade and subject matter professional learning communities (PLCs) to build a culture of collective responsibility for student learning and success.
3. **Building district capacity to coach and mentor principals.** We work with districts to identify, train, and support principal supervisors to effectively coach and mentor principals on the skills and knowledge required for school improvement. We also work with district leaders to build and strengthen school management structures to ensure principal supervisors have the time, authority, and skills to effectively develop principals.

**Considerations for Partnership Success**

* Readiness to engage in work with MI and shared accountability for success
* Capacity and support to complete collaborative work
* Favorable working conditions despite complex policies, politics, and environments
* Flexibility in order to pursue our intended outcomes
* Communication and mutual agreement on the partnership work
* Reciprocal transparency and access
* Periodic check-ins for benchmarking progress and troubleshooting any issues
* Work space within the district or school to ensure an embedded relationship

**Performance Outcomes Measured Evidence of Effectiveness**

Evidence of effectiveness of our work includes:

**Evansville - Vanderburgh School Corporation (EVSC), Evansville, IN:** EVSC experienced a number of positive outcomes in working with MI:

* District rose from a D to a C on the state accountability system and saw 300% growth in number of schools that received A or B.
* D and F schools decreased from 39 to 18.
* Within three years, school and student performance increased.

**Aurora Public Schools (APS), Aurora, CO:** APS saw positive initial outcomes in working with MI to design and support a zone of five schools:

* Behavioral referrals decreased at three schools, by as much as 39%.
* Four schools increased growth percentages in ELA on the Colorado Growth Model.
* Two schools increased PARCC proficiency scores in math.

MI is committed to continuously improving our work. We monitor performance in various ways, including:

1. **Monitoring implementation and impact data.** Our metrics focus on analyzing data on whether we are doing what we said we would do, if it is working and how we know, and if it isn’t working, what will we do about it?
2. **Setting and tracking contract-specific measures.** Our metrics focus on the specific scope of work for each client. For example, in our PLC work, we measure teacher survey/perception data, PLC attendance, PLC tardiness, etc.
3. **Collecting evidence of MI’s theory of action.** Our metrics focus on the extent to which elements of our theory of action are in place, including: focus on instruction, collective responsibility, planning, performance management, partnerships, conditions, and leadership.