



# Priority Partner for School and District Turnaround



## Approved Priority Partner Categories

### School-Based

- Leadership, Shared Responsibility and Collaboration
- High Quality Core Instruction
- Academic Supports and Interventions for students
- School Climate and Social-Emotional Supports

### District-Based

- Strategic Use of Human Capital
- Organization the District for Successful Turnaround

## Model/Service Summary

All children need opportunities to learn in order to fulfill their potential in school and in life. At BELL, we create high-quality, high-impact out-of-school learning opportunities for the children who need them most so that they, too, can develop the academic and social-emotional skills needed to excel. BELL builds the capacity of its school, district, and nonprofit partners to deliver [evidence-based](#) out-of-school-time programs that serve students, grades pre-K-8. BELL programs blend fun, hands-on enrichment activities with rigorous, standards-aligned academic instruction led by certified teachers in math and English Language Arts. In [BELL Summer](#) and [BELL After School](#) programs, scholars [experience academic success](#), gain self-confidence, and become more prepared and motivated to succeed in the classroom. The BELL model also supports teachers in learning and adopting effective instructional practices and helps parents become more engaged in their child's education. Together, scholar success, teacher professional development, and parent involvement lead to stronger engagement, improved attendance, increased grades and test scores, and higher graduation rates.

## Considerations for Partnership Success

- ✓ Collaboration with district and school leadership to cooperatively plan for program delivery
- ✓ Capacity and resources to manage, plan for, and deliver out-of-school-time programs
- ✓ Access to school space, including classrooms and a gym and/or outdoor play area
- ✓ Time for BELL and partner staff to deliver pre-program training and professional development
- ✓ Access to computers and an internet connection during the first and final weeks of program to facilitate the administration of the STAR Assessment

## Performance Outcomes Measured

BELL works closely with the leadership of our partner schools and districts to align BELL After School and BELL Summer programming outcomes with in-school instructional objectives. BELL seeks to: (1) maintain a rate of at least 80% student average daily attendance in the program; (2) observe grade-level gains of at least one month in math and reading; (3) increase self-confidence and attitude toward school and learning among at least 75% of students; and (4) increase engagement in their child's education among at least 75% of parents. BELL uses the STAR Assessment, administered in the first and final weeks of program, to measure academic gains. BELL also employs in-house surveys, administered in the final week of program to students, teachers, and parents, to measure changes in students' social-emotional skills and parental engagement, among other outcomes.

## Evidence of Effectiveness

BELL programs consistently deliver impact. For example, students attending 2016 BELL Summer programs in Boston gained, on average, 1.0 months of grade-level skills in reading and 3.0 months in math. Average daily attendance was 82%. Also, 85% of scholars demonstrated increased self-confidence, and 87% an improved attitude toward learning. Among parents, 89% reported feeling more engaged in their child's education due to BELL, and 93% reported high satisfaction. Nationally, 90% of BELL teachers reported that BELL developed their professional skills. BELL has twice participated in randomized-control studies conducted by [third-party evaluators](#) which also point to important impacts. BELL's work has received national accolades from former First Lady Michelle Obama and the National Summer Learning Association, among others.

**BELL**  
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**Founded:** 1992

**Mission/Vision Statement:**  
BELL exists to transform the academic achievements, self-confidence, and life trajectories of children living in under-resourced communities.

**Type of Schools Served:**  
Public and Charter,  
Grades pre-K through 8

**Sample District and School Partnerships:**  
Charlestown High School (Boston), Providence Public School District, New York City DOE Office of Community Schools, Baltimore Public Schools, Montgomery County Public Schools (MD), Rocketship Education (DC), Greenville Public Schools (SC), South San Francisco Unified School District (CA)

**Program Cost (Summer):**  
\$800 to \$1,000 per student (depending on local wages and program structure)

