The Lead Partner:
A new partnership model

The School Turnaround Group
Mass Insight Education and Research Institute
• What is a Lead Partner?

• Why become a Lead Partner?

• Who can become a Lead Partner and how?

• Where do Lead Partner opportunities exist?

• Appendix: What do successful Lead Partner schools look like?
Lead Partners (LPs) are school turnaround partners that align authority with accountability

Lead Partners are non-profit organizations or units of central offices on contract with the district central office or state to turn around schools

Responsibilities of a Lead Partner

- **Sign a 3-5 year performance contract for student achievement** with the district or state; the agreement:
  - Assigns the Lead Partner responsibility for a small “intentional” cluster of schools* where systems and programs will be aligned
  - Holds the Lead Partner accountable for improving student achievement

- **Assume authority for decision making on school staffing** (as well as time, money and program); in particular, the Lead Partner:
  - Hires a new principal or approves the current one
  - Supports the principal in hiring and replacing teachers and has responsibility for bringing in a meaningful cohort of new instructional staff

- **Provide core academic and student support services** directly or by aligning the services of other program and support partners, who are on sub-contracts with the Lead Partner, and build internal capacity within the schools and by extension, the district

- Has an **embedded, consistent and intense relationship with each school** during the turnaround period (5 days per week)

*Under ideal circumstances, a LP will manage a cluster of 3-5 schools within a district to achieve alignment and leverage scale, however the LP could also begin by managing a single school.
District/states must be willing to create the LP role and a market of capable organizations must be ready to fill it

District creates the Lead Partner position by identifying schools, establishing the necessary conditions, and soliciting proposals from potential organizations

The existence of a robust supply of effective Lead Partner organizations drives demand from states and districts
A Lead Partner operates within the district but under different conditions than standard district schools
To fulfill their responsibilities, Lead Partners must execute a number of key functions

### Key functions of a Lead Partner

<table>
<thead>
<tr>
<th>Program staff</th>
<th>Field staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Set key operating and design principles for schools, and design/manage overall cluster turnaround plan</td>
<td>• Present in cluster schools 5 days/week</td>
</tr>
<tr>
<td>• Provide ongoing guidance to all cluster schools</td>
<td>• Report directly to Lead Partner program staff</td>
</tr>
<tr>
<td>• Manage key program functions across clusters:</td>
<td>• Manage day-to-day needs of school including directly supporting principal and other staff on instructional and operational matters</td>
</tr>
<tr>
<td>• Human capital</td>
<td>• Ensure LP model is implemented to fidelity at school level</td>
</tr>
<tr>
<td>• Curriculum and instruction</td>
<td>• Alleviate principal of operational responsibilities by providing direct operational support and coordinating delivery of school-level services from:</td>
</tr>
<tr>
<td>• Policy/legal</td>
<td>• Supporting Partners</td>
</tr>
<tr>
<td>• Administration and finances</td>
<td>• District central office</td>
</tr>
<tr>
<td>• Community advocacy</td>
<td>• Lead Partner program staff</td>
</tr>
<tr>
<td>• Knowledge management</td>
<td>• National Strategic Partners</td>
</tr>
<tr>
<td>• Liaise with District Turnaround Office to ensure cluster schools fulfill district requirements and district offices meet needs of Zone</td>
<td>• Perform additional school level functions (e.g., administer and analyze formative assessments)</td>
</tr>
<tr>
<td>• Create communities of practice across schools</td>
<td>• Discuss progress and barriers with principals on a regular basis</td>
</tr>
<tr>
<td>• Capture and share best practices occurring in cluster</td>
<td></td>
</tr>
<tr>
<td>• Hire principals and work with principals to recruit, hire, and evaluate additional staff members</td>
<td></td>
</tr>
<tr>
<td>• Liaise with other district offices as necessary</td>
<td></td>
</tr>
</tbody>
</table>
**Lead Partners maximize effectiveness by splitting traditional district responsibilities with the district. One example:**

<table>
<thead>
<tr>
<th>District responsibilities</th>
<th>Lead Partner responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instruction</strong></td>
<td></td>
</tr>
<tr>
<td>• Identify and/or develop curricula</td>
<td>• Identify and/or develop curricula</td>
</tr>
<tr>
<td></td>
<td>• Set the instructional framework</td>
</tr>
<tr>
<td></td>
<td>• Assure adequate instructional resources (e.g., library content)</td>
</tr>
<tr>
<td></td>
<td>• Provide professional development to instructional staff/school leader</td>
</tr>
<tr>
<td><strong>Non-instructional support services</strong></td>
<td></td>
</tr>
<tr>
<td>• Hire key licensed professionals (e.g., speech pathologists, school nurses, guidance counselors) to work in the schools</td>
<td>• Ensure the presence of social workers to provide services to students and their families</td>
</tr>
<tr>
<td><strong>Campus operations</strong></td>
<td></td>
</tr>
<tr>
<td>• Provide transportation</td>
<td>• Oversee all campus operations</td>
</tr>
<tr>
<td>• Provide food services</td>
<td>• Provide back office functions (e.g., compliance around teacher certification and special education, state reporting, advocacy, inventory, year-end audits)</td>
</tr>
<tr>
<td>• Provide security and monitoring for the campus</td>
<td></td>
</tr>
<tr>
<td><strong>IT / Data</strong></td>
<td></td>
</tr>
<tr>
<td>• Select which data to collect in district database</td>
<td>• Select which data to collect in district database</td>
</tr>
<tr>
<td>• Provide IT support for desktops and laptops</td>
<td>• Develop internal assessment exams</td>
</tr>
<tr>
<td>• Build and maintain data systems</td>
<td>• Analyze data</td>
</tr>
<tr>
<td><strong>Finance</strong></td>
<td></td>
</tr>
<tr>
<td>• Ensure that each school receives its per-pupil allocations</td>
<td>• Assist principal in setting the school budget</td>
</tr>
<tr>
<td><strong>Facilities</strong></td>
<td></td>
</tr>
<tr>
<td>• Design facility</td>
<td>• Design facility</td>
</tr>
<tr>
<td>• Secure facilities (acquisition and construction)</td>
<td></td>
</tr>
<tr>
<td>• Maintain facilities</td>
<td></td>
</tr>
<tr>
<td><strong>Human Resources</strong></td>
<td></td>
</tr>
<tr>
<td>• Build pool of qualified teachers and leaders in district</td>
<td>• Recruit, hire, and fire teachers and leaders</td>
</tr>
<tr>
<td><strong>Co-curriculars</strong></td>
<td>Could be provided by either</td>
</tr>
</tbody>
</table>

*Italicized* items could be under district or Lead Partner

**The actual division will vary according to both district policy/conditions and Lead Partner preferences; some Lead Partners may choose to provide the large majority of services in house**
Only a few examples currently exist of true Lead Partner models

• Close to PZI “Lead Partner” model. AUSL hires a new principal and replaces up to 50% of staff (many from AUSL’s training program). Contract ensures control over most conditions, but staff are unionized and some efficiencies of scale are realized through sharing services with the district.  
• At Harvard, absences were reduced by 5 days/student in the first year, and the number of students achieving to or above standard jumped 25% in two years.  
• At Sherman, scores on the Illinois Standard Assessment rose by 23% over three years; 98% of the 2008 graduates enrolled in college.  
• AUSL’s teacher retention is over 87%, compared to national average for new teachers of 50%. |
| Mastery Schools Philadelphia, PA | Mastery is a charter management organization that moved into the turnaround space in 2005 by turning three chronically low-performing Philadelphia district schools into college prep, middle-high charter schools.  
• Its charter provides Mastery with full control over all conditions at their schools. All staff and students who applied to stay signed new contracts accepting Mastery's approach. Staff are not unionized.  
• All three turnaround schools have closed the achievement gap in 8th grade math and two have closed the gap in reading. These are the same students in the same buildings, showing breakthrough results. Test scores increased an average of 52 percentage points per subject in every grade. Pickett campus’s 7-8th grade average reading and math scores improved 45% and 21% in year one.  
• Violence dropped 80%; student turnover dropped by one third. One hundred percent of 2009 graduates enrolled in college. |
| Green Dot Los Angeles, CA | Green Dot is a charter network that initiated a partnership in fall 2008 with the L.A. Unified School District to turn around Locke High School by phasing in nine smaller schools; Green Dot became the first outside organization to operate a traditional public school in the district.  
• Principals can be hired/terminated at will; principals have more control over the staffing in their schools; Only 40 of the school’s 120 teachers remained in the school. Green Dot teachers have their own union.  
• The API score at the Locke cluster increased by 24 points in the first year.  
• The Locke cluster completed its first year with 532 more students than the previous year. The attendance rate rose from 77.8% in 2007-8 to 89.3% in 2008-9. The number of graduates also increased by 43%. |
• What is a Lead Partner?

• Why become a Lead Partner?

• Who can become a Lead Partner and how?

• Where do Lead Partner opportunities exist?

• Appendix: What do successful Lead Partner schools look like?
The need for turnaround has coincided with an unprecedented amount of federal support

The scale of the problem

Federal funding for turnaround

- The American Recovery and Reinvestment Act (the “stimulus package”) requires states to take action on low-performing schools, and specifically targets schools identified for corrective action and restructuring

- Between Title I School Improvement (1003(g)) grants and the Race to the Top fund, $9B of federal funding is available for school improvement

A multitude of effective Lead Partner organizations are needed to support the country’s ambitious turnaround goals
Lead Partners are offered a compelling value proposition to become part of the turnaround movement

**Financial resources**
- Full district per pupil funding provided to each school, plus school share of central office budget*
- Additional SIG funds cover many if not all additional expenses
- Access to district facilities reduces supplemental funding needs

**Autonomy**
- Opportunity to implement turnaround models with fidelity as a result of conditions change
- Lead Partners have control over key elements: people, time, money, program
- States and districts agree to relinquish any right to impose interventions on the Lead Partner’s turnaround schools during the turnaround period

**Impact and scale**
- Potential for rapid scale based on expansion of Lead Partner concept and availability of significant amounts of federal funding

**Leadership support**
- Both privately and publicly professed support from key political leaders in district and state on an ongoing basis affords political cover
- Buy-in of senior district officials reduces time spent managing antagonistic relationships

**Ability to leverage district infrastructure**
- Ability to leverage existing facilities and other district infrastructure (e.g., transportation system)
- Choice to outsource select operational services to the district

*The share of central office budget allocated to the Lead Partner may be less depending on the district, but the significant SIG funds will help compensate for any gap.
Lead Partners receive the combined benefits of district scale efficiencies and charter-like autonomies

<table>
<thead>
<tr>
<th><strong>Districts</strong></th>
<th><strong>Charter Management Organizations</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Economies of scale over key infrastructure (e.g. facilities, transportation)</td>
<td>• Autonomy over the core elements of a school:</td>
</tr>
<tr>
<td></td>
<td>➢ People</td>
</tr>
<tr>
<td></td>
<td>➢ Time</td>
</tr>
<tr>
<td></td>
<td>➢ Money</td>
</tr>
<tr>
<td></td>
<td>➢ Program</td>
</tr>
<tr>
<td>• Mobility of students and teachers is facilitated by having common elements across the district</td>
<td>• School level accountability for student results</td>
</tr>
<tr>
<td>• Community credibility</td>
<td></td>
</tr>
</tbody>
</table>

The Lead Partner offers a new model for school reform, leveraging both the operational freedoms enjoyed by CMOs and the scale benefits of a district.
The broad set of autonomies offered allows Lead Partners to implement their school model with fidelity

1. **People**
   - Requirement to choose/confirm principal
   - Ability to reassign at least 50% of staff (possibly up to 100%)
   - Modified CBAs to provide for more flexible union conditions
   - Ability to manage professional development processes
   - Ability to offer additional compensation for extended time/hard to staff schools

2. **Time**
   - Innovative extended school time (i.e., longer school day and/or year)
   - Control over school schedule
   - Sufficient time allocated for professional development/common teacher planning time
   - Sufficient time to plan for launch of turnaround before school starts
   - Sufficient time allocated before LP is held accountable for results

3. **Money**
   - Control over school-level per pupil funding and school share of central office budget
   - Use of streamlined procurement processes

4. **Program**
   - Ability to control school design, including instructional framework, socio-emotional support program, etc.
   - Selection and management of Supporting Partners
   - Choice over use of many district central office services

*The exact autonomies afforded to each Lead Partner will vary somewhat by district but will be largely similar.*
Lead Partners are in a position to help drive broader district reform

- **Compel immediate changes in central office operations**
  The district must clear out the “bureaucratic underbrush” - change policies, processes, systems and structures to accommodate Lead Partner schools

- **Foster a performance and service-based central office**
  The Lead Partner will operate a new model within the district central office, bringing change by illustrating the benefits of performance-based models and pushing the central office to assume a service delivery role for schools

- **Share knowledge and test innovative practices**
  With their unique conditions and autonomous, Lead Partner schools are well-positioned to serve as innovation laboratories
By employing the Lead Partner framework, districts and states afford organizations the conditions necessary to succeed

**Key success factors for turnaround**

- **Direct or indirect control over key conditions**: To be able to implement plan with fidelity
- **Transparency around expectations & rules of engagement**: To understand exactly what is expected of whom, and when, for both districts and Partners
- **District commitment and “air cover”**: To receive help in navigating the system and realizing the desired conditions and authority levels

**Promise of Lead Partner conditions**

- **Partner need**: Lead Partners are provided with autonomy in all key areas: people, time, money, and program
- **Proposal (RFP) and Memorandum of Understanding (MOU) processes**: The thorough Request for Proposal (RFP) and Memorandum of Understanding (MOU) processes ensure clarity over key responsibilities and conditions
- **New structures**: New structures (e.g., the District Turnaround Office), and new private partnerships (e.g., the State Strategic Partners), ensure the support and protection of Lead Partners

© 2010 Mass Insight Education & Research Institute
• What is a Lead Partner?

• Why become a Lead Partner?

• Who can become a Lead Partner and how?

• Where do Lead Partner opportunities exist?

• Appendix: What do successful Lead Partner schools look like?
Organizations that serve as Lead Partners can vary in both scale and form of operations

A Lead Partner is a role, not an organization type; many organizations may be a good fit for the Lead Partner

- **LP manages a single cluster of turnaround schools**
  - LP manages one school/cluster of schools in a single district

- **LP manages multiple clusters of turnaround schools**
  - Organization serves as LP for multiple, potentially many, clusters of schools
  - **LP manages multiple clusters within the same district**
  - **LP operates a regional network of clusters in multiple districts**
  - **LP manages clusters in sites in multiple, diverse states**

- **LP manages turnaround schools and performs other functions**
  - LP is one role of an organization that performs multiple functions
  - **LP manages different school types (e.g., both turnaround and charter schools)**
  - **Organization plays both the comprehensive Lead Partner role and offers additional specialized school services (e.g., HR development)**
  - **Organization has an entirely different core role (e.g., a university)**
Any organization willing to fulfill the four major responsibilities can become a Lead Partner

<table>
<thead>
<tr>
<th>Responsibilities of a Lead Partner</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accountability for student performance</td>
<td>LP must be capable of making measureable gains in student achievement over a relatively short period of time (~2-3 years)</td>
</tr>
<tr>
<td>Authority over school staffing</td>
<td>LP must be able to recruit an effective school leader and work with them collaboratively, as well as recruit and evaluate teaching staff</td>
</tr>
<tr>
<td>Integration of core academic and student support services</td>
<td>LP must design a comprehensive school reform plan and deliver itself or outsource the delivery of all major services</td>
</tr>
<tr>
<td>Embedded, consistent and intense relationship with each school</td>
<td>LP must have field staff who can work on the ground, directly with school staff</td>
</tr>
</tbody>
</table>
To fulfill these responsibilities, Lead Partners should ask themselves what criteria they meet

### Self Audit for potential Lead Partners

<table>
<thead>
<tr>
<th>Experience</th>
<th>Willingness</th>
<th>Readiness</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lead Partners must have experience:</strong></td>
<td><strong>Lead Partners must be willing to:</strong></td>
<td><strong>Lead Partners must be ready to:</strong></td>
</tr>
<tr>
<td>• Achieving results with high poverty student populations</td>
<td>• Work with unionized teaching staff (under modified contracts)</td>
<td>• Ramp up capacity quickly</td>
</tr>
<tr>
<td>• Working in a school turnaround environment</td>
<td>• Be held accountable for student performance</td>
<td>• Modify an existing school model to meet the needs of a turnaround environment</td>
</tr>
<tr>
<td>• Working in high schools (many but not all Lead Partners will be brought in to manage high schools)</td>
<td>• Operate under some but not most district procedures and regulations</td>
<td>• Open new operations in or expand existing operations to a new location</td>
</tr>
<tr>
<td></td>
<td>• Use some but not all district central office services</td>
<td>• Have excess cash or ability to raise capital quickly (in some cases)</td>
</tr>
</tbody>
</table>

### Competencies

**Lead Partners must be able to:**
- Design a comprehensive school model including instructional program, socio-emotional supports, co-curricular program
- Transform the existing culture to create a positive learning environment
- Execute a full community engagement plan
- Work collaboratively with district central office staff
- Identify and develop a strong school leader
- Recruit and develop effective teaching staff
- Manage multiple schools simultaneously (in many cases)
- Handle the operational aspects of the school including Supporting Partner contract management

**With the increasing demand for turnaround partners accompanied and fueled by an influx of federal funding, a number of unprepared organizations will gravitate towards turnaround; potential Lead Partner organizations must carefully consider whether they are prepared to enter this space.**
Lead Partners lacking in existing capacity can fill gaps in a number of different ways

The Lead Partner must take on a complex role; few organizations can fulfill all of the requirements with current capacity. To fulfill all of the critical responsibilities, Lead Partners can follow a number of options:

1. Leverage existing staff capacity and institutional experience
2. Acquire new capacity through deliberate hiring of new staff
3. Develop capacity in existing staff through training and development opportunities
4. Outsource appropriate capacity to Supporting Partners
Potential LPs must recognize that school turnaround is distinctly different from other school reforms (e.g., fresh starts, charters)

Even given the improved conditions afforded under the Lead Partner framework, turnaround still differs significantly from other school improvements models

Need to work with existing populations
- Because turnaround schools maintain the original student population and some existing staff, turnarounds are necessarily more reactive than new schools; Lead Partners cannot simply replicate their existing school design
- In particular, creating a positive culture is more difficult and a critical challenge in a turnaround

Interaction with district
- The LP receives a greater amount of autonomy than traditional district schools, but is still a district public school and must comply with certain standards and regulations
- The LP must also work more closely with central office to ensure integrated service delivery

Urgency for results
- Turnaround, by definition, must deliver dramatic improvement within a few years, necessitating drastic and urgent reform efforts; overly deliberate change is not an option
- Furthermore, turnaround schools may be more politically controversial and under greater public scrutiny, thus adding greater public pressure to succeed
Developing Lead Partners will require different levels of capacity building work

**Scale-up existing Lead Partner organizations**

Organizations that already manage schools in turnaround can expand by replication to fill Lead Partner roles

- National organizations that are not currently within the area can enter new geographies
- Existing local school management organizations can increase in scale

**Modify organizations with some but not all competencies**

Enhance the capabilities of organizations that currently fulfill some but not all of the Lead Partner functions, for example:

- Organizations that manage schools effectively but lack experience working in districts/with unions (e.g., charter management organizations)
- Organizations that have deep expertise in a particular area but limited experience with full school management (e.g., school support organizations)

**Start-up new Lead Partner organizations**

Create new organizations from scratch that are designed to be Lead Partners from the outset

- Incubate new organizations that are built to be primarily Lead Partners and can scale quickly
- Develop central office units, with operating autonomy, dedicated to Lead Partner work
A portfolio of Lead Partners can be created by drawing from multiple sources of existing organizations

<table>
<thead>
<tr>
<th>Potential source</th>
<th>What they would need to do</th>
<th>Why they would do it</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charter/school management organizations</td>
<td>Adapt their model to work within a district architecture and to address turnaround issues</td>
<td>Access to facilities and other infrastructure, and ability to work in states without charter availability</td>
</tr>
<tr>
<td>Supporting partners (e.g. human capital, data, curriculum)</td>
<td>Ramp up their models to work more intensively, address a broader range of capacities, and adapt to turnarounds</td>
<td>Desire to see their core approaches implemented with greater fidelity and depth within schools</td>
</tr>
<tr>
<td>Local funders (e.g. local education funds)</td>
<td>Move into the operating role by adjusting current structure or spinning off a new organization that is focused on turnaround</td>
<td>Ability to leverage their expertise, resources, and local relationships to transform schools</td>
</tr>
<tr>
<td>Districts</td>
<td>Create a new office and bring in people with expertise in school turnarounds</td>
<td>Capacity to accelerate the pace of school turnarounds by helping transition district into new role and building support within the system for reform</td>
</tr>
<tr>
<td>Unions</td>
<td>Develop a school model relevant to turnaround and a process for assuming control</td>
<td>Opportunity to help shape the turnaround movement</td>
</tr>
<tr>
<td>Universities</td>
<td>Adjust their programs to incorporate turnaround and become more practice based</td>
<td>Platform to demonstrate leadership and share expertise in addressing this critical education issue</td>
</tr>
</tbody>
</table>
The potential Lead Partner groups have different strengths and weaknesses

### Competencies and experiences required

<table>
<thead>
<tr>
<th>Potential sources of Lead Partners</th>
<th>Management/operations</th>
<th>School design</th>
<th>District relations</th>
<th>Talent development</th>
<th>Community engagement</th>
<th>Turnaround experience</th>
<th>Capital to scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charter/school management organizations</td>
<td>☑️</td>
<td>☑️</td>
<td></td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
</tr>
<tr>
<td>Supporting partners</td>
<td>✗</td>
<td>✗</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
</tr>
<tr>
<td>Local funders</td>
<td>✗</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
</tr>
<tr>
<td>Districts</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
</tr>
<tr>
<td>Unions</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
</tr>
<tr>
<td>Universities</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
</tr>
</tbody>
</table>

- ☑️: Applicable to most or all players in this category
- ✗: Applicable to some players in this category

Note: Strengths and weaknesses may vary significantly within a Lead Partner source category.
• What is a Lead Partner?

• Why become a Lead Partner?

• Who can become a Lead Partner and how?

• Where do Lead Partner opportunities exist?

• Appendix: What do successful Lead Partner schools look like?
The most common method of selecting Lead Partners is through a Request for Proposal (RFP)

Role of an RFP

- RFPs provide underperforming schools with organizational partners capable of achieving dramatic, fundamental improvement in student achievement and school culture
- External organizations compete to join a preferred provider list of turnaround partners who will later be matched to schools and districts
- Ideally, the RFP clearly establishes the basic conditions under which interventions can take place:
  1. States and districts must announce selection-specific criteria and articulate the opportunity in a way that will attract high-capacity partners
  2. Partners are forced to consider how they will undertake turnaround in a specific context with a specific set of conditions
  3. The RFP process allows both parties to fully consider the appropriateness of the match

Example RFPs

- Several states and districts have released RFPs for turnaround partners
- While the partner role varies by RFP, it is clear that the demand for partners is growing and potential Lead Partners should prepare for additional opportunities
- Outstanding or recent RFPs:
  - States: Colorado, Illinois, Massachusetts, Virginia
  - Districts: Chicago, Austin

Note: To download copies of these RFPs and to view the longer Mass Insight publication on the RFP process, visit our website: http://massinsight.org/turnaround/reports.aspx
Organizations must be able to ramp up quickly to become Lead Partners

**Pre-launch (6-18 months)**
- Respond to Request for Proposal (RFP)*
- After RFP is selected, develop Memorandum of Understanding (MOU) b/t LP and district
- Finalize and implement details of school design
- Select/develop contracts w/ Supporting Partners
- Recruit and hire/rehire staff
- Launch community engagement efforts
- Work with facilities department to ensure physical improvements
- Complete summer PD for staff
- Begin building relationships with key district offices

**Year 1**
- Focus on culture and stabilization in building
- Monitor non-academic (leading) indicators
- Continue engagement with families and community
- Build strong connections to legal and judiciary offices (to handle potential bump in disciplinary incidents)

**Year 2**
- Enhance rigorous and aligned curriculum
- Continue to build out interim and formative assessments process
- Increase data-based decision making as data gathering and analysis
- Continue to monitor leading indicators

**Year 3+**
- LPs held accountable for student performance (according to student academic achievement and other lagging indicators)
- Settle into process of making long-term, sustainable improvements and maintaining excellent practices
- Some LPs may continue to operate schools indefinitely

*In certain district and states, Lead Partners may not be selected through the RFP process.
Mass Insight’s Partnership Zone Initiative will provide an increasing number of opportunities for Lead Partners

**Partnership Zone framework**
- Partnership Zones are protected carve-out zones of school districts, characterized by flexible operating conditions around the critical dimensions of school management: people, time, money, and program
- Each Zone will be composed of an initial cluster of 3-5 schools to be managed by a single Lead Partner

**Partnership Zone Initiative**
- The Partnership Zone Initiative (PZI) is Mass Insight’s multi-year, multi-state initiative to launch “proof point” Partnership Zones

**Participating states**
- Six states have signed a commitment in principle letter to open Zones in 1-2 districts each over the next two years:
  - Colorado
  - Delaware
  - Illinois
  - Louisiana
  - Massachusetts
  - New York

**Timing**
- The states will be divided into two cohorts based on readiness
- Cohort 1 (maximum of 3 states) is slated to open Zones/select Lead Partners in 2010, Cohort 2 in 2011
- The Partnership Zone framework is expected to be scaled rapidly both within this subset and across a larger group of states
Get involved

For more information on becoming a Lead Partner, consult the collection of resources on our website:

[www.massinsight.org]

This presentation should be read in conjunction with Mass Insight’s groundbreaking 2007 report The Turnaround Challenge: Why America’s best opportunity to dramatically improve student achievement lies in our worst performing schools, and the related documents on the website. These documents are the result of a six year research and development process led by Mass Insight with the support of the Carnegie Corporation and the Bill and Melinda Gates Foundation, and the involvement of a range of national partner organizations.
• What is a Lead Partner?

• Why become a Lead Partner?

• Who can become a Lead Partner and how?

• Where do Lead Partner opportunities exist?

• Appendix: What do successful Lead Partner schools look like?
LPs will need school models that incorporate the key characteristics of high-performing, high-poverty schools

HPHP READINESS MODEL

1. Safety, Discipline & Engagement
2. Action against Adversity
3. Close Student-Adult Relationships
4. Share Responsibility for Achievement
5. Personalization of Instruction
6. Professional Teaching Culture
7. Resource Authority
8. Resource Ingenuity
9. Agility in the Face of Turbulence

Note: For more detail on the nine elements, see The Turnaround Challenge on our website: http://www.massinsight.org/turnaround/index.aspx

© 2010 Mass Insight Education & Research Institute
LPs can also learn from research on the effective elements of networked school management models

**Supports provided by central/ program office:**
1. Support for schools in recruiting, developing, and retaining teachers
2. Investments in freeing principals from school operation responsibilities
3. Building of systems and strategies that enable the use of data to differentiate instruction and guide professional development
4. Clearly defined instructional framework, with flexibility around implementation and sharing of emerging best practices across the network

**Autonomies granted:**
1. Flexibility given to school leadership in use of budget with Lead Partner units supported through a defined fee
2. Control over hiring and investment in development of school leadership

**School level structures and systems:**
1. Development of a cultural model that supports learning and sets every student on the path to college
2. Defined approaches for conducting outreach to parents and community
3. Establishment of school structures for addressing social and behavioral needs of students
4. Network-wide extension of school day and year, with guidelines for how to align classroom time to the instructional model

Note: Findings derived from previous Mass Insight sponsored research on school management networks.