

Section 1: Partner Background

a. Organization name: Generation Ready

b. Generation Ready's Mission and connection to Louisiana's plan for struggling schools:

Our mission is to partner with and provide support to K--12 educators to build capacity and raise student achievement so that all students are prepared for success in college and career. As a national provider of school improvement and professional learning, Generation Ready benefits from a tremendous advisory board of national experts, over 200 consultants on our team of regional experts, and shoulder-to-shoulder work in hundreds of schools in the areas of literacy, mathematics, school leadership, and cultural proficiency. Not only can we bring this collective experience to support Louisiana's plan for struggling schools, we also have over ten years of experience supporting school improvement throughout the state.

We also understand the Louisiana Department of Education is looking for innovative approaches to school improvement. Generation Ready is engaged in a number of innovative partnerships and delivery models. We are a lead partner on the Literacy Design Collaborative's (LDC) i3 blended learning grant, a strategic partner to a statewide virtual school, and also a talent partner with Matchbook Learning, which is exploring school turnaround leveraging personalized learning. Generation Ready combines our 20 years of successful experience in schools with an intellectual curiosity and willingness to collaborate on new solutions to the many challenges facing today's struggling schools. Currently, we work with schools across 8 parishes and 1 charter in Louisiana.

Section 2. Evidence of Track Record of Student and School Outcomes

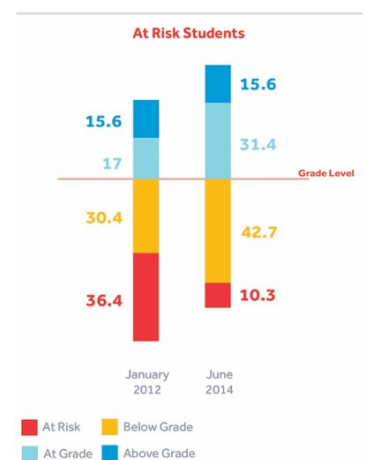
Statewide school improvement study: Arkansas Legislative Research Bureau Study

Performed in 2012 by the Legislative Research Bureau of the state of Arkansas, the study – *A Review of School Improvement Consulting Expenditures and Results* – sought to evaluate the providers of all school turnaround services in the state between 2006 and 2011. In the hundreds of schools working with partners over that five-year period, Generation Ready (identified as JBHM in the study as it was prior to our rebranding in 2013) was **the only company that delivered statistically significant literacy and math gains relative to the control group.**

Large-scale literacy project: Generation Ready's Middle School Literacy Initiative (MSLI)

Based on the tenets of the Carnegie Foundation's *Reading Next* report, MSLI is a comprehensive approach to improving students' literacy outcomes through supporting schools in adopting a set of foundational literacy practices across ELA, science and social studies. In January 2012, Generation Ready partnered with the New York City Department of Education to design and implement a literacy framework to significantly increase the number of students entering high school reading at grade level. Focused on improving Tier 1 instruction, the Middle School Quality Initiative (MSQI) is NYC's effort to ready middle school students for college and careers is now in place in over 120 middle schools.

In addition to designing the approach, Generation Ready provides job-embedded professional learning to support changes in instruction and assessment. Student progress is tracked through the Degrees of Reading Power (DRP), a nationally normed cloze comprehension assessment. Results are available for the 3,206 students in Cohort One from October

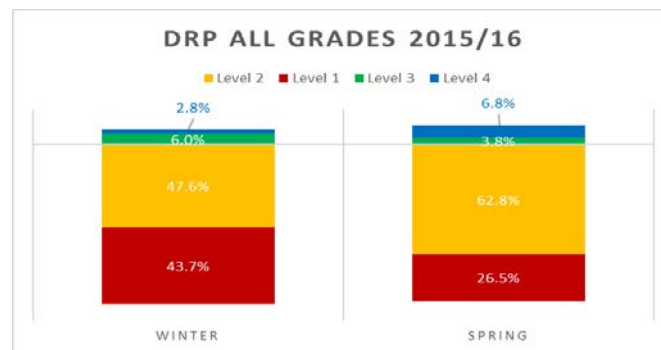


2012---June 2014. From 6th grade to 8th grade, the proportion of students that were 'At Risk' decreased dramatically, from 36.4% to 10.3%. The prior downward trend of student achievement in these schools has turned around and the average growth across schools is greater than the national average.

The MSLI work started in New York City, but has since been implemented in Louisiana, Mississippi, Arkansas, and Missouri. Martin Luther King Jr. Middle School in Monroe is one example of an MSLI project in Louisiana.

Louisiana Results

Martin Luther King Jr. Middle School is a grades 7---8 school with 262 students, and has been a consistently failing campus for the past five years. The student body is 98% African American with 18% SWD and 98% Free and Reduced eligible. While receiving Generation Ready services, the school moved from F to D status, gaining 11.6 points from 2015 to 2016. Students in all sub groups, including students receiving special education services made gains. In 8th grade, reading levels grew at 155% of the national average rate of growth.



Joseph S. Clark High School, Ninth Ward, New Orleans, LA

Joseph S. Clark High School is a 10---12 campus in the Firstline Charter School Network with 212 students. The student body is 94% African American with 24.3% SWD and 82% Free and Reduced eligible. After one year of support services, the EOC assessment index score improved 6.4 points from 29.5 in 2015 to 35.9 in 2016.

Section 3. Your Organization's Model

a. How will you differentiate your services to meet the unique needs of schools and districts in Louisiana?

Over the past 20 years, Generation Ready has delivered thousands of successful engagements in varied school environments ranging from large urban systems, mid---sized city districts, and small rural districts. We do not believe in a one---size---fits---all---approach and differentiate our services for every engagement based on the unique needs of the school. As such, each engagement begins with a diagnostic process, followed by a "Plan of Action" with input from key stakeholders. In Louisiana, we expect plans to incorporate state expectations and resources such as the Louisiana Student Standards and the Louisiana Guidebooks. As each plan is implemented, we collect observation and outcome data to ensure goals are being met as quickly and efficiently as possible. This data is housed in our innovative online platform, ReadyPath, which serves as a planning tool, resource for content, and forum for collaboration. Our education consultants monitor and communicate results regularly, track progress towards goals, and adjust the action plan as needed.

Six Essential Practices of Effective Schools

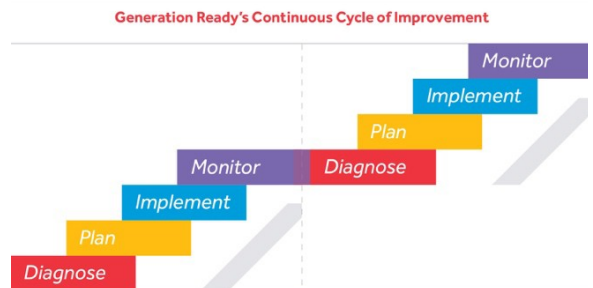
Everything that we do – from our methods, to our instructional content and the technology that underpins all our work – is grounded in our Six Essential Practices of Effective Schools.

Research has shown that there are characteristics that all schools need in order to succeed and these practices guide all of our engagements, and are the foundation of our rubrics and learning progressions.



Continuous Cycle of Improvement

Generation Ready employs a Continuous Cycle of Improvement that builds leader and teacher capacity, allowing for your schools to change in ways that support developing practices that impact student learning and are sustainable over time. It is a dynamic and ongoing process that adapts to your needs, using interim outcomes to guide further actions as progress is made. We focus on high impact strategies that have been proven to work in schools and classrooms across the nation.



b. What are the attributes of your ideal partner school or district?

We want partners who believe that well supported teachers and leaders can build their professional practice and have immediate and dramatic impact on student results. Our ideal partner school or district is one that is looking to build human capital in the interest of improving outcomes for *all* students. We value partners who are willing to commit to the process of improvement by devoting the time of leadership as well as teachers to understanding, supporting, expecting, and engaging in the changes in practice that make a difference in student learning.

c. Describe your experience working with other third party providers to support coherent school and district improvement.

As we described in the section 1, we are accustomed to working with partners and third party providers of materials or services. Because we don't offer a program to which schools must subscribe, we are able to design our support services to incorporate a range of materials and to compliment the work of other service providers leveraged for school improvement.

d. What support from the state, district or school partners would enhance your success in Louisiana?

Our most successful work takes place when we have stakeholders who are willing to engage with us in the execution of the plan. Our ReadyPath platform provides transparency into the implementation of the improvement plan and we ask stakeholders (district, school, community, other partners) to come together periodically to candidly discuss successes and challenges and to iterate the plan as necessary. This process drives shared accountability and keeps everyone tethered to the improvement goals.