

1. Partner Background

Organization name: Matchbook Learning; Contact Person: Sajan George

2. Organization mission and connection to LA plan for struggling schools:

Our mission at Matchbook Learning is for our students, teachers, school leaders, and schools to become powerful proof points for how personalized learning can turnaround public education in America.

We will partner with Louisiana schools, experts, and industry talent to address comprehensive school redesign via our turnaround methodology. Our partners include the [Math Design Collaborative](#), [the Literacy Design Collaborative](#), [Generation Ready](#), and [Five Stone](#).

In terms of data and analytics we have our own proprietary curriculum, instruction, and assessment platform [SPARK](#), and we use a development team out of Philadelphia, [SLATE](#), to enhance our platform based on student and teacher feedback.

3. Evidence of Track Record of Student and School Outcomes:

We successfully brought three schools in Detroit from 2011-2014 out of the bottom 5% rankings in reading and math only to have those schools returned to the Education Achievement Authority in Michigan. Next, we signed on to turnaround a bottom 5% elementary and middle school in Detroit and a middle and emerging high school in Newark, NJ. While we have seen modest gains in subject areas at all three sites, we are still in process of our turnaround at all three sites. Some highlights of our historical data story include:

- In partnership with the Detroit Public School District over a 2-year period, the % of students proficient or advanced in Reading on the State (MEAP) Assessment jumped from 22% to 55% and in Math from 3% to 31%.

-Under a 2 year partnership with Brenda Scott Elementary, our performance on the EAA's national Performance Series assessments decreased the % of students in the lowest (10th) percentile from 48% to 22% in Reading, 70% to 34% in Math WHILE simultaneously raising the % of students in the 50th percentile or higher from 9% to 27% in ELA and 2% to 18% in Math.

We were asked by the EAA in 2013 to work with Burns Elementary & Middle School. Burns was ranked #2,362 out of 2,362 elementary and middle schools (dead last) in Michigan on academic performance over a 4-year period from 2009-12. At the conclusion of just one year, we lowered the percentage of students in the bottom (10th) percentile from 55% to 34% in Reading and from 74% to 38% in Math on the Performance Series National Benchmark Assessments, while simultaneously increasing the percentage of students in the 50th percentile or higher from 7% to 23% in Reading and from 2% to 11% in Math.

-In 2014, MBL took over its first failing charter school, Merit Prep. Merit Prep is a middle and high charter school in Newark, New Jersey that was on academic probation from the NJ DOE when we took

over. We staff and run the school directly ourselves. From 2014-15 to 2015-16 the percentage of students proficient or advanced in ELA on PARCC jumped from 12% to 23% whereas Math results remained flat at 7-8%. NJ DOE successfully renewed a 5-year charter under Matchbook Learning and approved our school expansion.

In 2015, MBL took over two bottom 5% charter schools in Detroit, Michigan Technical Academy with an elementary and a middle school campus. By 2016 Spring, we saw on the State's (M-STEP) Assessment, significant reductions in the % of students not proficient (lowest category) in ELA in every grade save one.

4. Your Organization's Model -How will you differentiate your services to meet the unique needs of schools and districts in Louisiana?

In a Matchbook School, every student starts each subject not at their age or grade level, but at their unique competency level for that subject which could mean they are ahead, behind or at their grade level when they start. We describe this personalized pathway using our "GPS Board" similar to how a car or smartphone's GPS system navigates you to where you want to go from wherever you are, step by step. Our GPS system has four navigation steps in a student's continual but personalized learning pathway. [See figure here.](#)

This four step continual learning process enables students to be met where they are, progress when ready based on demonstrated applied mastery through unit design, and exercise their own agency over their own learning resulting in higher accountability. Specifically, students move through a learn, conference, apply, and assess cycle infused by unit design so they are both catching up on material they've not yet mastered and engaging in grade level proficiencies so they are ready for the PARCC and M-STEP assessments in our respective states.

5. What are the attributes of your ideal partner school or district? We pre-assess all of our engagements rooted in the [Baldrige Criteria for Excellence](#). Ideal attributes would include:

1. Leadership - an ideal partner school or district would have stable leadership, a growth mindset, and execution habits.
2. Strategic - an ideal partner would focus on smart goals and weekly cycles of continuous improvement. And, we'd prefer a K-8 school in a feeder pattern.
3. Customer Focus -always focused on the customer experience, wise data, and transparency around user needs.

4. Knowledge management- emerging practice in knowledge capture, data management, and technology/data enablement across multiple systems.
5. Human Capital - an identification, recruitment, coaching, and retention system or an emerging one.
6. Process Mapping - emerging practice in designing, documenting, and improving process design, implementation, and monitoring at all levels.
7. Results orientation -a sharp focus on results orientation in a weekly PDSA cycle. In short, a weekly plan for results, intentional activities to achieve them, a study of the formative results, and action on the changes for the following week.

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

We have a host of third party providers that include consultants, vendors, state agencies, RESA partners, and trainers. In our experience, we'd expect **clear outcomes**. Every effort that we've seen be successful, clear smart goals and objectives are at the heart. Secondly, **clear measures** matter. If we have a project plan, a stoplight schedule, and a sense of clear deliverables the third party relationships are outstanding. Finally, **clear support** roles and responsibilities are keys to success. Having clear goals and metrics are important but who is going to do what, when, and how is equally important to impact.

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

A clear project plan with an understanding the turnaround has multiple measures and takes about five year time to do really well. We'd also like time to plan and launch and a building that has high-speed internet connectivity to accommodate our model. We would hope that the state, district or school partners would be key players in our success and they would be a part of the support system. For instance, mapping back to our criteria for success, we'd love to see supports from leaders on our planning teams. We'd love to think with the organizations for in-kind services and shared services towards success. In addition, we'd be clear on frequent communication around 90 day cycle processes, and we'd give access to our learning platform for weekly, monthly, and quarterly reporting so that we can team on interventions and supports together.