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NEWSCHOOLS VENTURE FUND

Summit 1999

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NEW SCHOOLS VENTURE FUND SUMMIT 1999

The inaugural NewSchools Summit was held October 30, 1999, at Stanford University. Our inaugural Summit brought together education entrepreneurs from around the country to learn from each other and discuss ways to make their ventures scalable and sustainable, with an emphasis on strong educational outcomes.

Panel discussions included:

1. Building the Team — Keys to Success
2. The Question of Corporate Status
3. The Importance of Scale
4. Road Maps to Education Outcomes

BUILDING THE TEAM: KEYS TO SUCCESS

This seminar focuses on strategies for building a team for education ventures and providing staff with professional development opportunities. Recruiting for education related ventures poses the challenge of finding candidates with hybrid backgrounds of education and business experience. Staffing is especially crucial to service organizations since their success depends largely on the quality of their employees.

Presenters:

- Alan Tripp, Founder, Chairman, President, CEO, and General Manager, SCORE!
- Matt Glickman, CEO and Co-founder, BabyCenter
- Bill Jackson, President, GreatSchools, Inc.
- Wendy Kopp, Founder and President, Teach For America

Discussion

AT: SCORE! is a chain of after-school K-7 educational centers that provide academic tutoring in a fun and motivating environment. The key to this creating this environment is staffing the centers with high caliber employees. SCORE! recruits outstanding graduates from top universities. Recruiting top quality candidates was a strategic decision in the SCORE! concept. SCORE! believes that their staff should be role models with whom young children can identify. In the developing stages, financial investors were concerned that the staffing model was not sustainable. SCORE! has continued to successfully recruit quality candidates. Last year, 10,000 applicants applied for 250 full time positions.

SCORE! attributes their success in attracting such large numbers of applicants to the sincerity of their mission: "To create a great opportunity for learning and development for all kinds of kids and employees." Their mission appeals to candidates who are idealistic, lifelong learners and not those whose primary goals are power and money. Thus, the SCORE! mission functions as a means of attracting and selecting candidates.

SCORE! operates on a three-prong framework: believe, enable, reinforce. Their mission pervades this framework. Their recruiting process is designed to ensure that candidates believe in their mission and can deliver on it. The multiple step interview includes participating in a group learning exercise, teaching a sample lesson, and demonstrating effectiveness in working with kids. SCORE! maintains a commitment to ongoing training to enable their employees to achieve the mission. These development opportunities strengthen company morale and increase retention rates. Performance measures reinforce the company's mission. The learning performance of SCORE!'s students is as important in evaluating each center's success as financial performance measures.

SCORE! encourages their employees to pursue graduate education. Currently fifteen former SCORE! employees are attending top business schools and schools of education.

MG: BabyCenter is the leading web site for new and expectant parents. The company was selected by Red Herring Magazine as one of the top 50 private companies in America, and by Upside Magazine, as one of the top 100 companies. The web site has also won two Webby awards.

Matt Glickman founded BabyCenter with a partner in 1997 and emphasizes that having a partner was a key factor in the success of the venture. In the startup phase, he was essentially selling two levels of vision, the vision and mission of the organization and his own personal vision, skills, and integrity. BabyCenter is now an organization of 170 employees, and Mr. Glickman recognizes that putting together the core senior management team was critical for building out the rest of the organization.

At the time of BabyCenter's founding, it was rare to form a sustainable business around consumers. Mr. Glickman spent much of his time convincing candidates of what was exciting and important about the venture. The innovative idea and cutting edge concept of the venture appealed to a risk-taking and daring set who were willing to apply themselves to build the company from the ground up. The inspirational mission of BabyCenter, to help parents raise healthier, happier babies, coupled with the opportunity for financial reward, made it easy to get people on board. The financial component was an important factor in recruiting and motivating employees, but ultimately, a candidate's decision to join the company was based on a strong fit with the organization and its mission.

Mr. Glickman emphasizes that building the team is not a one-time exercise. The same skill sets are not applicable in all stages of an organization's development. In the start-up phase, passion, energy, and being hands-one are what count the most. These same qualities are required during the rapid growth phase but with the additional experience of working in a larger context that allows employees to recognize the paths they are working towards. The maturity phase requires people who have the ability to implement the infrastructures necessary for a stable, well-working organization. Few people can play across this spectrum so it is important to track the skill sets required for each stage. In doing so, staff members can transition into different roles where possible, and hiring needs can be better anticipated.

BJ: GreatSchools, Inc. is a non-profit organization providing information and tools that help parents and educators to understand, assess, choose, and improve schools. GreatSchools.net, the organization's first product is an online guide to K-12 public schools, which not only assists parents in selecting schools, but is also designed to help schools learn from each other.

Bill Jackson recognizes the following challenges in operating as a non-profit venture:

- Hiring: competing with dot-com
- Leading: being a people leader as a well as a product developer/fundraiser
- Keeping: smoothing out funding bumps
- Rewarding: ways to compensate people for a job well done

In hiring, Mr. Jackson typically seeks people who are mission driven. Certain positions, however, require that business expertise come before passion for the mission. In his choice for a sponsorship/marketing manager, he admits he made the mistake of not setting the business focus as the first priority. He looks for candidates who are customer oriented and values perfectionism as well as laziness, which to him translates as the brilliance to identify and learn the most efficient methods to complete a task. To simulate the responsibilities of a given position, during the interview, Mr. Jackson assigns an exercise, such as writing a press release or acting as a consultant to solve a problem. He strives to convince candidates that they are going to help change the world.

In his leadership role, Mr. Jackson constantly drives the mission home and establishes clear measures of success so that employees can direct their efforts toward the achievement of well-defined outcomes. He agrees with Bill Walsh's claim that a manager should be about 80% nice. He believes in mingling, exploring, and learning with his staff, and often feels that he does not spend enough time helping and motivating others. He sees parading, celebrating, gloating, and eating as important honoring staff members' achievements and building company morale.

For non-profits, compensating and rewarding employees often poses a challenge. An upcoming grant may include significant money for bonuses based on meeting performance targets. Bill Jackson subscribes to the idea of stock options for changing the world. He and his staff are developing an index to objectively and subjectively measure company performance. The index will be used to reflect upon GreatSchools' progress at their yearend meeting. The board is raising money for a special fund to be divided evenly among the staff to reward a raised index. More than a mere financial incentive, the index creates a shared sense of belonging and excitement in the company's mission and development.

WK: Wendy Kopp's senior thesis at Princeton formed the basis for the Teach For America, whose mission is to recruit, select, train, and support effective teachers for urban and rural schools. She raised \$2.5 million to found the program in 1989 and recruited five hundred new teachers from an applicant pool of 2500. Currently Teach For America has an operating budget of \$8 million and a staff of eighty.

The mission of Teach For America has a twofold impact: 1) the immediate positive impact during the corps members' two-year commitment, and 2) the corps members' continued commitment to expanding educational opportunity. For Teach For America, establishing strong internal management was essential to realizing their mission and meeting desired outcomes. The challenge was developing systems for a non-profit that lacked the resources to compete with other organizations in the non-profit, let alone the for-profit sector.

The organization has three main divisions of responsibility:

- Recruitment office -- managing regional recruitment campaigns on college campuses
- Summer institute -- training 500-1000 teachers over a five week period
- Regional offices -- raising \$500,000 - \$1 million yearly, increasing community awareness, managing the local board, and developing and implementing a support network for 100-200 teachers

These divisions require twenty-five major leadership positions.

Teach For America's strategy in filling these positions is threefold: 1) recruitment, 2) selection, and 3) development. Teach For America looks for candidates from their pool of corps member alumni, from business schools, public policy schools, and consulting firms and also advertises through The Foundation Center. They are committed to recruiting a racially and ethnically diverse staff, with a particular focus on African Americans and Latinos. Teach For America conducts ongoing campaigns to identify talent even when there are no vacancies to fill. By offering summer internships and part-time positions, Teach For America makes early contacts to develop a pipeline of potential staff members.

Having twenty-five major leadership positions makes it difficult to ensure consistency in the selection process. Teach For America made a major breakthrough when they developed a set of operating principles outlining the standards to which their staff members are held and detailing what they believe distinguishes their most stellar people. These principles serve as the basis for their performance evaluation system and their selection rubric. Three of the eight criteria are:

- Past demonstrated achievement with a focus on results
- Critical thinking demonstrated through writing and verbal communication skills
- Openness to learning and the desire for constant feedback

Teach For America maintains a strategy of never hiring anyone who, from an experience perspective, is fully qualified for a given position. They identify individuals they believe have the potential to hold top positions at major corporations in the future. Teach For America vests these individuals with significant management responsibility, taking advantage of their talents at a point in their careers when they are still affordable.

Teach For America strives to provide their staff with ongoing professional development. They see good management as the key and have developed a set of management beliefs that define good management and outline how to achieve it. These beliefs are guidelines to help managers ensure their staff members are working toward clear outcomes and assuming ownership in meeting those outcomes. In that process, managers act as a resource to fully empowered staff members. Documenting these core beliefs and engaging managers in discussions on how to create this dynamic brought Teach For America to a whole new level. Each year, managers are allotted \$300 per staff member for professional development activities. Additional professional development activities include a three-week leadership group conference, weekly conference calls to exchange best practices and discuss organizational issues, forums enabling individuals with similar jobs to learn from and visit one another.

THE QUESTION OF CORPORATE STATUS: MORE THAN MONEY VS. MISSION

This seminar examines the question of how to structure an organization to deliver an education product. The decision whether to be a non-profit or for-profit venture extends well beyond tax exemptions. There are issues such as financing the organization, tapping different financial markets, recruiting, obtaining, motivating, and rewarding employees, and navigating the political waters surrounding educational ventures.

Presenters:

- Cynthia R. Rowland, Attorney, Coblenz, Patch, Duffy and Bass, LLP
- Don Shalvey, Founder and CEO, University Public Schools
- Gene Wade, Cofounder and CEO, LearnNow
- Nick Gleason, Cofounder and President, CitySoft

Discussion

CR: When embarking upon an education related venture, there are a variety of factors that need to be considered: What is the objective of the venture? Who will need to make a living or profit from the venture? Will the venture be financed by private capital or state funds, private foundations, individual donors, public charities, or debt financing?

When making investments in for-profit ventures, the foremost concern of public charities and private foundations is that their contributions provide public benefit, not private benefit to any individual or shareholders of private ventures with which they are associated. Private foundations are somewhat limited in their ability to support for-profit ventures. They must demonstrate that their investment in a given organization directly correlates to the established charitable programs of their foundation. These program related investments enable private foundations to avoid expensive excise taxes in addition to potentially jeopardizing investments. They cannot devote their entire endowment to just one venture and are required to fulfill the expenditure responsibility, detailed reports of how the funds are spent.

Like private foundations, public charities may also only make program related investments in for-profit ventures. They tend to seek a level of involvement in the enterprise beyond the financial contribution.

Creative structures for cooperation between for-profits and nonprofits for any social purpose:

- ***For-Profit Venture with Non-Profit Investors.*** For-profit ventures with non-profit investors have the ability to access funding from private foundations and public charities, and venture capitalists that offer private capital in exchange for a share in the ownership and rewards. This structure also has the added option of debt financing. The for-profit status provides increased opportunity for staffing, recruiting, retention, and compensation, including stock options. A disadvantage to this model is that charity funding is more limited, and marketing a for-profit enterprise may be more difficult when appealing to communities and school boards.
- ***Non-Profit with For-Profit Service Providers.*** An example of a non-profit with a for-profit service provider would be a non-profit charter school organization that contracts with for-profit providers for the day-to-day instructional materials. This model can access funding from private foundations, public charities, and individual donors. From a marketing perspective, the non-profit status is more palatable to communities and school boards and may encourage more community and parental involvement. A disadvantage to this model is the degree of government oversight. The Attorney General (in California), the IRS, the Franchise Tax Board, and state schools must monitor the organization's adherence to non-profit guidelines to prevent branding and to ensure that the non-profit partner is not simply a conduit for the for-profit service provider. An independent and active board must be established to manage the school so to prevent conflict

of interest. The IRS examines policies at the organizational level, looking at issues such as fiscal responsibility, contract terms, policies imposed by the board, and compensation.

- ***For-Profit with A Related Non-Profit.*** Because non-profit organizations are limited in their lobbying and political activities, establishing a sister for-profit entity enables a charitable organization to realize the full extent of its mission. Using the added capabilities of the for-profit, the non-profit can carry out functions outside its normal realm of authority. The mission of the non-profit must be carefully crafted with a charitable scope broad enough that it offers public benefit while still providing the desired benefits.

DS: University Public Schools is a 501(c)3 non-profit charter school management organization operating in California. They are establishing clusters of charter schools to act as a catalyst for change and raise standards in given geographic areas. University Public Schools believes in attracting the best, brightest, and most creative staff rather than outfitting their schools with a teacher-proof curriculum. Teachers agree to a 5% pay cut in exchange for the opportunity to work in an environment of improved conditions with like-minded individuals. With performance incentives, they can ultimately earn up to 10% more. UPS has chosen to structure their organization as a non-profit because their philosophy is to disseminate good ideas rather than protect them. They believe this policy of openness produces the greatest social impact. A for-profit structure would also force University Public Schools to sacrifice their model of small schools of 350 students. Because California's per pupil expenditure is lower than the rest of the country, stockholders, expecting a return on their investment, would require large schools of 1000+ students. In addition, the non-profit status is more appealing to an important, vocal, and sizable segment of parents, teachers and school districts that are skeptical of for-profit ventures.

A problem that University Public Schools foresees in structuring its organization as a non-profit is revenue streams. With plans to expand from two schools to 110 schools within twelve years, financing the venture is a challenge. They must take into account the dynamics of salary structures, cost of living adjustments in California, and performance incentive contracts in their planning. Without alternate revenue streams, University Public Schools cannot sustain this model on a long-term basis. They are exploring alternate revenue streams from teacher credentialing programs, case studies, and partnerships with facilities developers.

GW: LearnNow is a for-profit education management organization that focuses on establishing middle schools and high schools in disadvantaged communities. It is funded by both non-profit and for-profit investors. Five years ago, Mr. Wade considered a non-profit structure, but recognized that the revenue streams of non-profit financing provide only incentivized, experimental funding, with trial periods too short to develop effective solutions. Since the goal of LearnNow is to establish institutions, not short-term programs, the for-profit structure provides the necessary financial security to support this vision. With reliable revenue streams, the company can more easily scale.

LearnNow's goal is to build a culture of excellence and high levels of achievement at their schools by recruiting artisans and teachers who will bring students up to speed. They see this culture of excellence as their competitive advantage; they do not base their model on bulletproof curricula and even give away the curricula that they develop. LearnNow focuses instead on professional development, investing in teachers, parents, and communities. The for-profit status of LearnNow allows them to operate at the pleasure and service of community based organizations, without charters. With an independent board of educators, accountants, lawyers, and other professionals from the community managing the relationship, LearnNow partners with local groups who share their vision. LearnNow promises to bring to communities identifiable and measurable outcomes for which they will be held accountable. In the history of charters, revenues have not been tied to performance. This has allowed failing charter schools to continue to exist because chartering authorities are unwilling to shut them down. As a for-profit, LearnNow believes that they are preparing for a future reality in which the right to exist will be tied to outcomes. The final arbiters will be the quality of students they produce.

NG: CitySoft represents a venture in urban economic development that successfully combines a non-profit and for-profit structure to serve their social objectives. CitySoft is an Internet development company specializing in web sites, Internet applications, multimedia, graphics, and programming. What is unique about CitySoft is their labor strategy. They work with community groups and technology centers in urban neighborhoods to find, train, and then hire inner city residents. Operating on the belief that success factors follow attitudinal issues, CitySoft screens potential candidates for attitude over technical skills or educational background. They provide training that includes both hard and soft skills and that focuses on preparation for specific jobs within their company. CitySoft's goal is to operate profitably as a company and in doing so, to influence other businesses to look to urban areas for their work force.

CitySkills is CitySoft's related non-profit affiliate whose mission is to link educational and economic opportunity to inner city residents. CitySkills assists urban technical institutions in finding and recruiting adults from disadvantaged communities and then facilitates meetings between these technical institutions and high tech companies in search of employees. Many of the companies serviced are clients of CitySoft. CitySkills directs both groups in providing focused, job-specific training.

Nick Gleason recognizes that the public sector is not always a viable market for social innovation. Because the public sector lacks the necessary financial infrastructures, it is often difficult to scale a non-profit organization. In effect, an organization's own best efforts are marginalized. Hybrid structuring maximizes the best practices from the private and public sectors and provides the financial resources needed to support scaling.

EXPANDING YOUR REACH WITHOUT ERODING YOUR IMPACT: THE IMPORTANCE OF SCALE

The focus of this seminar is the challenge of replicating excellence without diminishing the power of the idea. The questions that the panelists will focus on are:

1. What are different ways an organization can go to scale?
2. What are key success factors to scaling and achieving impact?
3. What are the biggest impediments to scaling up and achieving impact?
4. How do you know that you are having an impact?

The first two panelists represent organizations that are fairly new and young, while the second two are larger and have had a longer tenure. This will provide perspectives from different sized organizations, organizations at varying stages of growth, as well as the contrasts of for profit and not for profit ventures.

Presenters:

- Aaron Lieberman, Cofounder, CEO Jumpstart
- Kelly Corrigan, Director of Implementation Services, Project Achieve
- Rob Waldron, CEO, Score!
- Robert Slavin, Cofounder and Chairman, Success For All

Discussion

AL: Jumpstart is an early childhood program that pairs individual preschoolers with college tutors. The program began six years ago with the idea that institutions of higher learning and the idealistic college students at these schools could make a difference and have a positive impact on educational outcomes for children. The goal of the program is that children will enter first grade prepared to succeed. The model is focused on a two-year commitment on the part of the college students who engage in intensive one-on-one tutorials and small learning sessions over the summer with the pre-school aged children and their families.

At its inception, with a corps of only 40 members, Jumpstart set the goal of becoming a corps of 1000 members by the year 2000 and has relentlessly pursued this goal, coming close to nearly doubling every year. They have looked for opportunities to implement their program where the basic ingredients are present: institutions of higher education and children from low-income families. Initially, in expanding their program to four cities, the Jumpstart staff conducted all recruiting, private fundraising, and administering of the Americorps grant themselves. Two years ago, they were forced to consider whether to continue as a freestanding non-profit, or whether to become a franchised organization.

In franchising their organization, Jumpstart approached universities, asking them to put in \$150,000 of their federal work-study money and hire corps members in exchange for effective programmatic tools and the opportunity to be a part of the Jumpstart network. (UCLA, San Francisco State, and University of Pittsburgh have all launched Jumpstart programs at their respective campuses.)

This scaling strategy has allowed them to have a full time staff of four employees who concentrate solely on assessment measures, education, training, and other logistics and collect the relevant data that proves the effectiveness of the Jumpstart solution. Having the ability to dedicate these resources is inextricably linked to improving the quality of the program. Because in the non-profit sector only the programmatic content and model are scalable, the function of scale for Jumpstart is the decreasing cost per module of corps member training and development of the assessment protocol and curriculum, which combined with the successful results, make the program attractive to funders.

KC: Project Achieve provides tools and support for public schools that care about: a) tracking student progress against state and local standards, and b) communicating with parents regularly in a timely fashion with meaningful, individualized data, and c) increasing accountability school-wide for student performance. In addition, the Project Achieve software enables schools to leverage money sunk into technology by making use of existing hardware and training teachers to use computers and decreases the amount of time needed for administrative tasks. Using the software, a database, enterprise application delivered over the web, teachers complete all of their work inside a structure that allows them to communicate instantly with parents about assignments, attendance, and disciplinary issues and to manage student assessment, student progress, and adherence to standards. Project Achieve began in 1998 with a staff of 4 employees, 16 pilot sites, and Version 1.0 of their software. They have expanded to twelve employees, fifty plus schools, and Version 1.5 was released in October. Thanks to a recent investment, Version 2.0 is scheduled for release later this fall. With a new strategic partner that has provided them with a national sales force, they expect to be in 1000 schools in the year 2000.

Because software is easily scalable, the challenge of scale for Project Achieve is providing the quality of service needed to adequately train teachers on the software so that the promise of increased student achievement, professional development for teachers, and parent satisfaction may be delivered. The key to quality service is the recruitment of project leaders with teaching experience to implement the program and a management team to support them. Project leaders, each responsible for twenty schools, conduct half a day training sessions in each school, every other week, for one year.

In developing their strategy for scaling service, they are doing extensive research and using projections based on what they have learned from past implementations. They hire intelligence and experience and devote staff resources to planning and strategizing for the increase from 50 to 1000 schools. To further focus on the quality of service, Project Achieve seeks opportunities to outsource all non-core functions.

In addition, Project Achieve uses the following strategies for controlling the service requirements:

- Choosing schools where implementation would be easy. This means that the schools have the necessary hardware in place, have teachers who write lesson plans, are concerned with standards, and not terrified of change.
- Replacing the server by remote-hosting the application and making it web based (only one version)
- Adjusting the product and making it more self-explanatory using feedback from project leaders
- Recruiting local teachers who understand the dynamics of the district to implement systems in local schools
- Outsourcing the remote customer call center

RW: SCORE! is an organization that has 84 centers providing after-school academic services to children. A new center is opened every ten days, which will increase the total number of centers to 100 by the year 2000. Centers are staffed by 500 full-time and 1500 part-time coaches. E-Score, an online service, is another facet of the organization and helps parents to decide what is individually best for their child's education and development based on their child's learning style and profile. SCORE! serves 30,000 children per year.

For SCORE! the keys to scaling have been:

- Recruiting outstanding graduates from top colleges. Because SCORE! is a service business, there is no product without quality people. They receive 12,000 applicants per year from which they select the best people who can be in both business and education.
- Offering the best place to work for people interested in both business and education. SCORE! is competitive about being a great employer so that they can attract the best people.

Being a for-profit company, SCORE! believes that making an impact and making a profit are synonymous. Their goal of creating a national impact hinges upon operating profitably and thus, garnering millions of dollars in investments. Score!'s

interests in education and business are aligned because they are making a profit by ensuring that children increase their academic skills.

RS: Success for All is a school reform model for elementary schools that are primary high poverty schools. The program began in 1987 in inner city schools in Baltimore with the aim of putting child on the path toward success. The program has since been implemented in 1500 schools in 48 states. The program uses a research-based curriculum for reading, writing. Funding from New School American Schools enabled a curriculum for math, science and social studies to be added. The program is comprised of 6300 hours of quality instruction that covers every hour of instruction from the first day of Kindergarten to the last day of sixth grade. The program is not an intervention that is added on to what the does but rather is what the school does. This whole school reform model adds to the potential impact but also adds to the difficulty of scaling and implementing.

A key element to the SFA approach is that each portion of the program is based on its own quality research and control groups. The program as a whole has been researched extensively in comparison to control groups, on a variety of measures by different investigators.

The problem faced by SFA in their efforts to scale is the high demand for their product, with the number of schools implementing their model doubling yearly in the beginning years and since leveling off to a yearly growth rate of 40-60%. The Success For All program has grown from a staff of four researchers to an organization of 350 employees.

Success For All's scale-up strategies place emphasis on producing a program that can be reliably replicated. The program is complete and implementable as is, supported by documentation for all components ranging from teacher's manuals to student materials. Success For All also stipulates that implementation be a choice that is made by the school and its teachers, requiring a vote of at least 80% by secret ballot (monitored by local union where necessary). This stipulation eliminates the possibility of teacher resistance and thus, facilitates scalability.

Success For All has a regional structure comprised of 16 regional offices, 14 that are run directly by SFA and 2 that have been subcontracted. As the program has expanded, more and more emphasis has been placed on assuring implementation. Specific implementation benchmarks have been established and school visits and observation by national coordinators provide feedback not only to the schools but also to the national organization on the quality of implementation and outcomes. The eight week student assessments built in to the model provide data with which to examine the schools and make sure they are making the kind of progress similar schools have made.

For Success For All, scaling introduces the problem of the management of a large organization. In addition, as a nonprofit, they must face the difficulty of covering the expenditures of training, development, hiring, and printing until schools make payments.

ROAD MAPS TO EDUCATIONAL OUTCOMES

The focus of this seminar is effective methods for measuring and evaluating educational outcomes. The four presenters will explain their work in the field of education entrepreneurship, relating it to educational outcomes and their definition of these outcomes. They will demonstrate how their projects/programs differ from regular public schools and how that is leading to higher outcomes. Presentations will begin at the macro level and end at the school level.

Presenters:

- Fred Doolittle, Vice President, Department of Education, Children, and Youth, Manpower Demonstration Research Corporation
- Bob Longo, President and CEO, Carnegie Learning, Inc.
- Jerry Allen, Principal, Lackland City Elementary
- Michael Feinberg, Cofounder, KIPP (Knowledge is Power Program)

Discussion

FD: The Manpower Demonstration Research Corporation is the leading organization for research on programs serving low-income youth and adults. They study the effectiveness and implementation of these programs and disseminate their findings to practitioners, policy makers, and funders. Fred Doolittle directs the evaluation of the Breakthrough for Learning Initiative in the New York City public schools and directs research on the study of Project GRAD in Newark, New Jersey.

Fred Doolittle recognizes that the difficulties in measuring educational outcomes stem from the multifaceted components of education reforms and the complicated nature of interventions. Time is required to properly evaluate the intended effects, but in the meantime, evaluation tools are needed to track success along the way. He suggests the following strategies for tracking success:

- Agree on a description of the reform: what is this supposed to look like?
- Agree on the central longer term student outcomes: student achievement, high school graduation
- Agree on a theory of action: what sequence of steps will lead from the present to the desired future?
- Use the theory of action to agree upon measurable indicators of success on intermediate steps for practice and student experience
- Identify a key comparison or benchmark to assess the reform

In assessing program implementation, comparisons are needed for which he suggests the following:

- Operational benchmarks or standards from administrative and instructional practice
- Comparisons of the reform to past conditions to gauge the effects

The practice of a random assignment to the reform or existing practice, as used in medical testing, provides for the cleanest comparison, but is only appropriate under certain circumstances: rationing, allocation, an intervention with an excess of demand. This practice is seldom used in education, as whole school reform does not lend itself to this. There are alternative comparisons for assessing program implementation:

- Past experience: project off the trend line in the school, use the school's past as the benchmark; this comparison poses the problem that there could be other reasons or factors for the break in the trend line other than the reform.

- Contemporaneous experience of similar schools not undergoing the reform: control for other changes going on system-wide, the student body in the district makes it possible to track forward the difference in student achievement
- Trends in reforming schools: over time the break in trends such as test scores, attendance, and graduation can be measured, compare other schools and track in a similar way

It would follow that a bigger deviation would be evidence that the reform made a bigger difference in the reform school.

A combination of some the above-mentioned comparisons is the best method for measuring outcomes. It is important to support the collection of more data than is necessary and to provide feedback along the way so to identify intermediate steps.

BL: Carnegie Learning Inc. is a spinout venture from Carnegie Mellon University whose tutoring systems are based on fifteen years of research in cognitive science. Dr. John Anderson, whose background combines work in the fields of computer science and cognitive psychology, engendered the program for learning system programming languages at Carnegie Mellon University and based the program on the theory of learning by doing. Its inception at a research institution allowed for control groups of similar populations and schools with comparable demographics throughout the program's development. Dr. Anderson then collaborated with Bill Hadley, who at the time was developing a mathematics curriculum for the Pittsburgh Public School System to adhere to NCTM (National Council of Teachers of Mathematics) standards, to integrate geometry and algebra content with the technology. The ten years of empirical testing and field pilots have produced research based results and proof of effectiveness. Because Carnegie Mellon University does not have a school of education testing was conducted in the field. Seventy-five schools from New York to California, including two international schools, encompassing suburban, urban, rural, private, parochial, and public schools, middle schools, high schools, and two and four year colleges with gifted, mainstream and transitional students, served as the pilot sites for the program.

The program offers a fully integrated print and software curriculum:

- Textbook curriculum replacement
- Researcher and classroom teacher research team
- New standards and directions
- Build and test and build and test
- Teacher feedback forums

The technology offers personalized instruction, equal access and success, and the empowerment of both teacher and student. The program however maintains that the teacher is still the most important component in the learning process. The cognitive tutor provides software to assist in the teacher in better assessing student abilities and in response to these assessments, offers multiple levels of instruction.

Carnegie Learning Inc. acts as a conduit to Carnegie Mellon University. On-going collaboration and continued research support improvements to the tutoring systems: research components are built in to the structure of the company and Carnegie Learning assists in the collection of data by providing the classroom perspective. Achievement results are supported by the following:

- Pittsburgh Public Schools long term studies
- Replicated studies in Milwaukee
- Continued studies every year
- Ad hoc research and evaluation

- Research collaboration with CMU: funding 5 special studies, special research sites – contract components

Challenges to the research-based results include access to the technology, the cost of implementation, and the quality of data. Proper data collection is needed to evaluate the program. Evaluation of throughput is as essential as output. Pre-testing and post-testing is required. Additional results include:

- Problem-solving measures: program participants performed 100% better
- TIMMS items (international comparison): program participants performed 30% better
- Standard measures: SAT program participants performed 25% better, IOWES
- Denver Public Schools Algebra Rescue: four week, four hour per day summer program conducted in 10 high schools, 72% passed, 50% received A's and B's

Ongoing support is provided in the form of:

- Teacher Corps Program
- SchoolCare
- Consumable Textbooks
- Staff Development
- Web support
- User groups
- FAN (Family Algebra Nights)

JA: Jerry Allen is leading his staff in a five-year implementation of the Success for All Program. Mr. Allen acknowledges that a real need for change must exist in order for a whole school reform to be introduced effectively. At Lackland City Elementary, students were performing in the 45 - 50th percentile, and teachers were suffering from frustration. The superintendent of his district regarded his schools as charter schools, giving them the opportunity for site-based management, access to Title I funds, and permission to carry on research and other studies. These conditions facilitated the introduction of whole school reform. Mr. Allen and his school committee agreed that the implemented program:

- Must be research-based
- Must impact student achievement (especially economically disadvantaged students)
- Must have sustained staff development
- Must have staff buy-in

They also looked for a program that had the ability to be replicated in different situations with effective strategies that produced the desired results. Jerry Allen and his committee also were intent on maintaining the integrity of the research by choosing a program that provided strict guidelines and structure. In focusing their mission, they decided that their top priority should be to improve students' reading abilities. For these reasons, they chose to implement the Success for All model. This model provided them with the following:

- Initial training conducted during the summer
- Implementation visits by national coordinators who visited every teacher, providing individual teachers with feedback and identifying three goals the school should work on

- Built in day-to-day staff development with the opportunity for campus visits
- SFA campus facilitator
- National conferences

The components of the program that lead to successful results are the following:

- Early intervention/prevention model with reading specialists assigned to first grade
- Across grade-level grouping
- Eight week assessments that charts student progress
- Daily one-on-one tutorials for students not performing to their full potential, recommended at the first sign of struggle
- Structured instructional strategies

The TAAS Reading Test was used to measure results, comparing the percentage of students passing each year of implementation to the percentage prior to implementation. Eighty percent of students passed the TAAS test in 1998, the fourth year of implementation, compared to 50% prior to SFA. Examination of individual populations showed that all ethnicities and economically disadvantaged students improved together. Lackland City Elementary's present goal is to focus attention on the 20% of students who did not pass the reading test.

MF: KIPP is founded on the premise that there are no shortcuts and that the keys to a good education are based on four pillars: quality teaching, parental support, administrative support, and increased time on task. In establishing the mission of the program, Michael Feinberg and his cofounder first identified the main goal to be productive and happy lives for students. From there, they used reverse engineering to set the high expectations needed to attain this goal. They recognized a college education as essential to this goal. In order to gain entrance to college, a college preparatory curriculum in high school is necessary. Admittance to top high school programs and the ability to complete college preparatory course work is contingent upon a solid academic foundation in middle school. Therefore, the mission of KIPP became to create a school environment that would adequately prepare fifth graders to enter middle school on this college track. After the first year, the program grew from a fifth grade class to a fifth through eighth grade campus. The first KIPP Academy was established in Houston, and then the KIPP model was successfully replicated in the South Bronx in New York.

The first graduates of KIPP Academy are now freshman in high school so educational outcomes can only be measured by intermediate steps. Student test scores increased from the 50th to the 98th percentile. Both KIPP Academies are the top performing schools in their respective communities. Admittance to high school programs for the first graduates of KIPP served as a litmus test. These graduates gained acceptance to the top magnet schools and private schools in Houston as well as the top boarding schools, earning a total of \$1 million in financial aid. Judging from the first quarter marks of these students, they are performing well with grades ranging from A's to C's.

Plans are underway for KIPP teachers to replicate the framework in other locations nationally.