



**CLASS  
MEASURES**

**Class Measures proposal for:**

**The SABIS International Charter  
School Board of Trustees**

**Instructional Quality School  
Review**

**August 10<sup>th</sup> 2017**





August 10<sup>th</sup>, 2017

Patrick White  
Trustee  
SABIS International Charter School  
160 Joan Street  
Springfield, MA 01129

Dear Mr. White,

Further to your letter dated July 27<sup>th</sup>, 2017, Class Measures is pleased to submit this proposal to the SABIS International Charter School Board of Trustees to deliver an objective, comprehensive Instructional Quality School Review. Our proposal includes an overview of our experience, proposed methodology for the evaluation, a sample report, potential consultants available for this project, and references from prior school evaluations.

Class Measures has provided school review services across Massachusetts and the U.S for many years and we look forward to collaborating with SABIS on this evaluation.

Sincerely,

James L. Hearn  
Vice President for Professional Services  
Class Measures

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## Introduction to Consultant

### Class Measures

Class Measures, headquartered in Woburn, Massachusetts, is the US subsidiary of Tribal Group plc (Tribal), an international education services provider founded in 1999. Class Measures has been improving teaching and learning and raising academic standards in schools in the US for 17 years. Our mission is to develop highly qualified teachers and school leaders who educate students to rigorous standards of learning and who use effective accountability processes to continuously improve their work. We provide innovative tools, services and support processes that increase the accessibility, range, and quality of educational opportunities and in doing so seek to consistently improve the lives and opportunities of learners.

The evaluation services that we offer to schools, districts and charter management organizations are at the leading edge in terms of their relevance and application and are carefully customized to reflect the individual characteristics of the organization, the school or the provider.

The Class Measures management team responsible for school review services is comprised of James Hearn and Nancy Olsen. **Jim Hearn** is the Vice President for Professional Services for Class Measures. He is responsible for the development of new educational consultancy contracts in the United States. Jim has over thirty years' experience in increasingly responsible positions in educational consultancy, state government policy analysis, performance auditing, program evaluation and University teaching.

Jim manages a number of Class Measures' projects across Massachusetts. Over the last eight, Jim has reviewed or led over 150 school and district reviews across the U.S. Jim will be responsible for project management and logistics.

**Nancy Olsen** is the Finance and Administration Lead for Class Measures. Nancy has worked for Class Measures since 2007. She is based in the Woburn, Massachusetts office and will oversee all financial and administrative activity related to the project. Nancy will be responsible for all financial aspects of the project.

In addition to our academic review consultants, Class Measures intends to use Clarus Group as a consultant on this project. Clarus Group will provide specialist input with regards to support and implementation of academic programs related to the school's governance and management contract. In addition, Clarus Group will provide quality assurance, report editing and writing services for the project.

### Clarus Group

Clarus Group is an independent consulting firm dedicated to helping governments and non-and-for profit organizations meet high standards of performance and integrity. Clarus Group has two principals, F. Daniel Ahern, Jr. and Pamela Bloomfield, who possess more than 60 years of combined experience that includes procurement and contracting assistance, oversight of public and nonprofit agencies and programs, design and implementation of accountability systems, performance auditing and evaluation, technical report writing, and professional training development and delivery.

Clarus Group has extensive experience conducting qualitative and quantitative analyses of public programs and writing reports containing evidence-based findings and recommendations.



## Experience

### Class Measures

Class Measures has a substantial demonstrated record of effectiveness and vast experience conducting school quality evaluations and charter school visits, as well as assessing practices and performance using both qualitative and quantitative data.

Class Measures has worked in many settings across Massachusetts, Minnesota, California, Michigan, New York, and Alabama. Recently, our work has included Instructional Quality School Review and Action Planning of 38 schools and 10 districts for the Alabama State Department of Education. For the last three years we have reviewed 100-200 schools and district for the New York State Department of Education and for over a decade we have conducted charter school renewal inspections for the Massachusetts Department of Elementary and Secondary Education.

Class Measures is an active member of the National Association of Charter School Authorizers and have provided independent, external charter school reviews over the last decade to charter school authorizers and organizations such as the Massachusetts Department of Elementary and Secondary Education, the New York Department of Education Charter School Office, the Charter Schools Institute of the State University of New York, the Center for Charter Schools at Central Michigan University, the Oakland University Office of Public School Academies, Ferris State University Charter School Office, the National Charter Schools Institute, the Alliance Charter Schools, Friends of Education Charter Schools, and the Education Achievement Authority.

The list below shows Class Measures' clients and work completed in the past three years:

<b>Client</b>	<b>State</b>	<b>Project</b>
Massachusetts DESE	MA	Charter School Reviews
Massachusetts DESE	MA	School and District Reviews
New York City Charter School Office	NY	School Reviews
Central Michigan University	MI	Charter School Reviews
Friends of Education	MN	School Reviews
Minneapolis Public Schools – Office of New Schools	MN	Review protocol design
St Cloud Public Schools	MN	Reviews + Action Planning
Alliance College Ready Public Schools	CA	School and CMO Review
Pasadena School District	CA	Renewal Reviews
Skillman Foundation/American Promise Schools	MI	School and CMO Review
DeVos Family Foundations/Amplify Education	MI	School Improvement
Muskegon Public Schools	MI	School Improvement
Education Achievement Authority of Michigan	MI	School Reviews
New York State Education Department	NY	School and District Reviews
Alabama State Department of Education	AL	School and District Reviews

## Clarus Group

Clarus Group has conducted more than 75 detailed evaluations of the quality and effectiveness of charter schools in Massachusetts, Michigan, New Hampshire, and New York under subcontract to Class Measures. Clarus Group recently completed a review for Pennsylvania Cyber Charter School of the board's management agreement with a nonprofit foundation to provide nonacademic services to the school. Clarus Group's final report contained findings regarding the cost and provision of these services as well as recommendations to strengthen the school's procurement and contract management functions.

## Proposed Methodology for Instructional Quality School Review

To conduct an extensive and successful instructional quality school review of SABIS International Charter School, Class Measures will organize and implement a proven school review process that will assess the school's academic systems and current management contract. This review will be data-driven and evidence-based. Our tested methodology includes a review of documents, interviews with school leaders, trustees, teachers, parents, students and classroom observations.

The process will lead to an overall report that identifies programming strengths and areas for improvement and instructional gaps that should be addressed to improve school performance.

## The framework, evaluation rubric and tools

Class Measures staff will use proven research based methods, developed from scientifically based-research. We will use a framework that will organize the collection of both quantitative and qualitative evidence into seven main evaluative sections below at the same time integrating information around the key indicators in "Criterion 6: Program Delivery," of the *Massachusetts Charter School Performance Criteria*: Curriculum, instruction, assessment and program delivery, and support for diverse learners.

- Section 1 – The quality of student learning
- Section 2 – The quality of teaching (instruction)
- Section 3 – The quality of school leadership and management
- Section 4 – The quality of the culture for learning
- Section 5 – The quality of the curriculum
- Section 6 – The quality of the school's relationships with parents and stakeholders
- Section 7 – An assessment of support provided by the management organization

## Documentation and tools

The following documents and tools will be used during the evaluation of the school:

- A record book in which all members of the review team will gather the evidence gained during the various review/audit activities, including lesson observations, interviews with administrators, staff, parents and students and the information gained from the analysis of school documents and student work.

- A report template to accommodate the review findings, including:
  - Contextual details.
  - The written domain sections complete with strengths, areas for improvement and recommendations for how they are to be achieved.
  - An executive summary.
  - Priority areas for improvement.

### Conducting the Instructional Quality School Review

The reviewers assigned to the three-day evaluation will work under the direction of the school review team leader and be managed by an administrator from Class Measures' central office in Woburn MA and will, in three days, complete the following activities in each of the schools:

#### **Before the school review:**

- Class Measures will contact the leader of the school before the review date to make sure that they know what to expect during the review process and understand what they will need to do when creating a schedule for the review. School leaders will have an opportunity to ask questions about the process.
- The school leader will be contacted by Class Measures to identify the key documents that need to be made available to the review team before and during the review.
- The lead reviewer will call the school leader at least a week before the scheduled review to make sure that there are no problems, and to answer any questions about the schedule.

#### **During the school review:**

- The reviewers will complete an instructional quality school review and assess the quality of the various academic and social emotional supports provided to students.
- The reviewers will conduct random observations of a cross section of classes to gain an accurate understanding of the quality of learning and teaching.
- The reviewers will meet with focus groups of trustees, management company representatives, school leaders, teachers, parents and students to gain both an understanding of the quality of education provided by the school and the quality of support provided by the management company.
- The school leader will receive regular feedback on the review throughout the event.

### Reporting on the quality of teaching and learning provided by the school

- The team will write a comprehensive report that identifies the factors that most significantly support effective learning and those factors that limit effective learning. Recommendations will be made for how to improve the quality of support provided in each section.
- The review team will evaluate the extent to which the school has implemented oversight structures and systems.

- The report will synthesize the findings in each area and, after identifying the general strengths and areas for improvement, will prioritize the most significant recommendations for improvement.
- The report will be calibrated by Clarus Group and any inconsistencies or errors will be rectified, ensuring the highest quality.
- The final report will be delivered within 40 working days of the last day of the visit.

### **Reporting on the quality of support provided by the management company**

The assessment of support provided by the management company will take place during the review. The review team will examine and report on the following areas:

- The quality of academic support provided for school leaders and managers.
- An evaluation of the management contract.
- The quality of curricular and instructional supports, including an examination of how the management company monitors and evaluates the quality of instruction and the level of instructional rigor.
- The quality of support with data analysis and assessment systems.
- The quality of support provided for instructional staff, including staff supporting special education students and English language learner students.

### **Cost**

The proposed cost for the comprehensive Instructional Quality School Review is **\$19,890**. This cost is inclusive of all consultant activities, travel, accommodation, reporting and administrations.

## CVs of Potential Consultants

# Resume: James L. Hearn

### Profile

James' current role is Vice President for Professional Services for Class Measures. He is responsible for the management, evaluation and training of staff and the development of new educational consultancy contracts in the United States and internationally. James has served as a Review Team Coordinator and a Review Team Member for the Department of Elementary and Secondary Education for the past decade.

In a previous role James was the School District Examiner/Field Coordinator for the Office of Educational Quality and Accountability. His main responsibility was to coordinate teams of examiners who evaluate school district management and financial performance, then verify the efforts of school districts to promote higher levels of academic achievement.

James' profile includes:

- Extensive demonstrated experience with school and district reviews, including pre-review preparation; on-site reviews; post-review reporting and follow-up, having coordinated and/or participated in approximately 125 school and district reviews over the past decade;
- Experience in leading and facilitating professional development for reviewers on review protocol, rubric and supporting documents;
- Experienced in providing field-support, i.e. managing teams to conduct regional training, scheduling return visits to schools and monitoring district-led school reviews.

### Qualifications and Accreditations

- Master of Business Administration, Suffolk University - Boston, MA (1971)
- Bachelor of Science in Business Administration, Boston College - Chestnut Hill, MA (1970)
- Attended training sessions on government auditing sponsored by the General Accounting Office and the National Conference of State Legislatures.
- Trained school reviewer by the Massachusetts Office of Educational Quality and Accountability and the Massachusetts Center for District and School Accountability

### Relevant Experience

James has over thirty years' experience in increasingly responsible positions in educational consultancy, state government policy analysis, performance auditing, program evaluation and University teaching. Positions held include his current role as Vice President for Professional Services for Class Measures, Inc. where he has:



- Coordinated and/or participated in approximately 125 school and district reviews. These reviews were standards based and focused on school and/or district leadership, implementation and alignment of curricula, student support (academic and social-emotional), instruction (in-class teacher practices), assessment, and teacher and administrator evaluation systems. Parents and students are typically interviewed to determine levels of engagement and satisfaction.
- Managed staff and coordinated district and school inspections in Massachusetts, Michigan, New York, and Dubai UAE.
- Led on the development of new educational consultancy contracts in the United States and internationally.
- Directed a project with the NYSED Charter School Office to provide external school reviews, consultant writers, professional development, and staff to review new charter school applications.
- Developed school review protocols, and participate on school review teams as a Team Leader and school liaison.

James' previous roles include:

- Acting as Field Coordinator and Examiner for management audits of approximately 40 Massachusetts school districts where he was responsible the editing and drafting of school district technical reports and managing teams of examiners;
- Leading research in a review of the correctional education system in Massachusetts;
- Leading research in an investigation on the impact of the deregulation of the state's hospital pricing system on access to care. The study predicted how competition in the hospital market would lead to more integrated systems of care;
- Leading research in a study of the high cost of state employee health care services. Reviewed the demographics and health status of hospitalized state employees, and made recommendations to the legislature on how to manage costs;
- Leading research into an investigation of the mal-distribution of primary care physicians in Massachusetts. Made recommendations to the legislature on how the state could reduce health care costs by broadening access to primary care.

### Career History

- 2008 – Present: Vice President for Professional Services, Class Measures Inc, part of Tribal Group
- 2005 – Present: Test Administrator/Proctor, Pearson Professional Centers
- 2004 – 2008: School District Examiner/Field Coordinator, Office of Educational Quality and Accountability
- 1996 – 2003: Office of State Senator/Assistant Majority Leader Analyst/Researcher/Legislative Aide, Commonwealth of Massachusetts
- 1992 – 2005: Academic Advisor, Northeastern University
- 1987 – 1996: State Senate Committee on post Audit and Oversight Senior Analyst/Writer/Researcher, Commonwealth of Massachusetts
- 1982 – 1996: Adjunct Lecturer in Health Management, Northeastern University



## Resume: Melanie M. Gallo

### Profile

Melanie has a diversified background in K-12 and post-secondary education. She has leadership experience as a School Director, department chair and project coordinator, and is practiced in hiring, evaluation, scheduling and budget preparation. Her experience also relates to developing curriculum, project management, teacher training, restructuring, critical friends group coaching, block scheduling implementation, interdisciplinary curriculum design and implementation, arts integration, drama, children's literature and literacy programs.

### Qualifications and Accreditations

- Fitchburg State College MEd
- University of Massachusetts BA, Speech/English
- Southeastern Massachusetts University – American Theatre Training Institute
- Trinity College

### Relevant Experience

- The lead in school inspections involving written reports and assessments in schools in Massachusetts, Michigan, and New York.
- Taught a range of courses at MAT College including: Perspectives in Education, Advanced Methods I and Advanced Methods II, Curriculum and Development at the Secondary Level
- Founded a Charter School which is currently in its fifth year serving 380 students grades 7-12. Melanie's responsibilities included: developing the vision and curriculum, school leadership, recruitment of staff and students, staff evaluation, professional development, HR policies and procedures, school culture. The school also has a liaison with the New Teachers Collaborative and runs an onsite teacher internship program.
- Coordinated the Senior Project design team that created Souhegan High School's celebrated Senior Project. This program has been presented nationally at CES and other conferences and cited by the NEASC visiting committee as one of Souhegan High School's strengths. Wrote and continually revised the project manual that details the process for faculty and students. Responsible for identifying mentors for students, presenting mentor training for staff, and communicating project information to parents. Schedule and assess approximately two hundred student projects. Organize Senior Project Exhibition Night, where students represent for the community at large and receive awards.
- Coordinated Staff Development Program at Souhegan Academy. Organized in-house staff resources to present workshops for faculty. Selected outside speakers for faculty workshop days. Wrote the staff development plan to meet state requirements. Facilitated completion of staff development paperwork for faculty re-certification.
- Served as an elected member of the Career Panel at Souhegan College's unique professional growth vehicle. Responsibilities include portfolio review, peer observation and student feedback.



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- Served as an elected member of the Personnel Committee since its inception in 1992. Committee is the policy making board for the faculty in lieu of a collective bargaining agreement. It is the faculty conversation with the school board.
- Senior Seminars – Designed, developed and taught the following interdisciplinary courses: Performance and the Power of Story, Ethics and Human Behavior, Current Issues, Nature, and AP English.
- Served on the Staff Evaluation Committee that reviewed evaluation models for adoption by Souhegan High School.
- Stood on the Portfolio Development Committee and created writing standards and portfolio guidelines for grades 9-12.
- Has run the following courses in teacher training and/or staff development: Instructor – Brown University, National Endowment for the Humanities “Teachers and Texts”, Peer Coaching to Improve Classroom Practices, Cooperative Learning in the Secondary English Classroom, 4-Mat Learning Styles and Their Role in Curriculum Development, Using Children’s Literature in the Secondary Classroom, Writing Using Children’s Literature in the Secondary Classroom, Education Reform and Its Impact on Learning

### Career History

- 2006 to present: Leadership Consultant, Class Measures
- 1994 to present: Adjunct Instructor, Fitchburg State College
- 2001-2006: Founder, North Central Charter Essential School
- 1992-2001: Faculty member, Souhegan High School
- 1972-1992: Department Chairperson – English, Fitchburg High School

## Resume: Pamela Bloomfield

### Profile

Pamela Bloomfield is the Vice President of Clarus Group, a management consulting firm that has partnered with Class Measures on educational work in multiple states since 2004. She has more than 30 years of experience in public management and oversight, public policy analysis, professional writing, and training. She has designed, conducted, and overseen numerous evaluations of the performance, governance, and accountability of state and local governmental organizations and programs.

Pamela has developed and delivered training on conducting evaluations to a wide range of public and private officials, including private individuals contracted to conduct reviews of district and charter schools, staff of the New York State Department of Education Charter School Office and participants in the Certified Inspector General Institute sponsored by the Association of Inspectors General. Her articles have been published in *State and Local Government Review*, *Public Administration Review*, *The Journal of School Business Management*, and other publications.

### Qualifications and Accreditations

- Master of Public Administration, Harvard Kennedy School of Government, Harvard University
- Bachelor of Arts, Sociology, Smith College
- Recipient of the Louis Brownlow award for best article published by a practitioner in *Public Administration Review* (2007)
- Certified Inspector General
- Certified Government Financial Manager
- Certified Massachusetts Public Purchasing Official

### Relevant Experience

- Clarus Group developed charter school evaluation protocol documents for the following charter school authorizers: Massachusetts Department of Elementary and Secondary Education (Department), Central Michigan University (under a subcontract with Class Measures), and the New York State Department of Education (under a subcontract with Class Measures).
- Clarus Group developed a revised draft expanded learning time (ELT) site visit protocol and a new draft ELT site visit report template for the Department under a subcontract with Class Measures.
- Clarus Group, under a subcontract with Class Measures, prepared and presented a day-long training to the staff of the New York State Department of Education Charter School Office after revising the Office's Charter Renewal Site Visit Protocol and Full Site Visit Protocol This training



focused on high-quality evidence, collecting evidence through interviews, and essentials of effective report writing.

- Clarus Group delivered training on two occasions to private individuals contracted to conduct charter renewal inspection visits in Massachusetts. The first training focused on board governance and finance issues; the second training focused on planning the renewal inspection site visit and writing accurate, persuasive report findings.
- Clarus Group delivered training on multiple occasions to private individuals contracted by the Massachusetts Office of Educational Quality and Accountability (EQA) to conduct accountability reviews of schools and school districts, under a subcontract with Class Measures. The training focused on the standards for independence, evidence, and report writing.
- Clarus Group has subcontracted with Class Measures since 2004 to provide technical assistance on the charter renewal site visits conducted and reports prepared by Class Measures in Massachusetts, Michigan, and New York. Dan has participated in numerous site visits and has been responsible for the evaluating schools' performance relative to governance and finance standards established by the authorizer. Dan has also reviewed, edited, and provided quality assurance services in connection with reports prepared by Class Measures teams.
- Clarus Group conducted an evaluation of district experience of the 2012-2013 Level 3 district reviews performed by the Department's Center for District and School Accountability, under a contract with the Department.
- Clarus Group conducted an analysis of the budgeted and actual expenditures of Level 5 schools in Massachusetts under a contract with the Department.
- As Deputy Inspector General for Management in the Massachusetts Office of the Inspector General, Pamela authored many public reports providing detailed analyses and practical recommendations to public managers on diverse public management topics, including public contracting systems and procedures, public-private partnerships, charter school management and governance, construction project delivery and oversight, and alternative project financing.

### Career History

- 2003 - Present: Vice President, Clarus Group
- 1993 – 2003: Deputy Inspector General for Management, Massachusetts Office of the Inspector General
- 1983 - 2003: Other positions, Massachusetts Office of the Inspector General
- 1981-1983: Assistant Director and Senior Management Analyst, Department of Finance and Administration, Washington County, Oregon
- 1977-1981: Management consultant, Crain & Associates, Inc., Menlo Park, California
- 1975-1977: Independent consultant, San Francisco, California and Washington, D.C.
- 1972-1974: Course Assistant, Harvard Business School

## Resume: Christine Brandt

### Profile

Christine is a highly experienced educational consultant with key skills in school and district turnaround, teacher and student interviewing, focus groups, and classroom and teacher observation. She is skilled in using classroom observation data to analyze teaching and learning patterns, strengths, and weaknesses.

Additional skills include organizing and leading district school reviews within special populations with high needs (such as, special education, English Language Learners, low-income) who have under-performed in math and English literacy. She is a highly-skilled writer, synthesizing the findings of other reviewers and authoring final reports for use by government and private accountability agencies.

### Qualifications and Accreditations

- CAGS Northeastern University
- M.Ed. UMass-Lowell
- B.A. Regis College
- Legislative Chair and Federal Liaison, Massachusetts Elementary Principals' Association (Ret.)
- Massachusetts certifications: Principal PreK-6, Principal 5-9, Superintendent/Assistant Superintendent, all levels

### Relevant Experience

In her forty-year career, Christine has built up an array of experience within Massachusetts. Specifically, she has:

- Worked as team leader/lead writer for reviews of underperforming districts and turnaround schools.
- Participated in and/or led over 105 school and district reviews for Class Measures in schools ranging from significantly under-performing levels to among the top 20 percent in Massachusetts, New York, and Michigan, and Dubai, UAE.
- Been a lead reviewer/writer for commendation schools with promising practices in meeting the needs of special education students, English as a Second Language learners, and low-income families.
- Been Principal/Educational leader, leading over 75 teachers and specialists.
- Played an active role in new school construction.



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- Initiated math curriculum review, leading to new program adoption.
- Developed strong data based decision-making model to improve classroom instruction/student learning in math.
- Trained in models of teacher supervision/evaluation.
- Developed an extensive knowledge and experience in special education.
- Developed administrative systems for one-year-old charter school.
- Coordinated all K-5 programs and collaborated with Upper School administrators.

### **Career History**

- 2006 – Present: Leadership Consultant and School Reviewer, Class Measures
- 2006 – Present: Consultant, Massachusetts Department of Elementary and Secondary Education
- 1998 – 2006: Principal/Educational Leader, Chickering Elementary School, Dover, MA
- 1997 – 1998: Lower School Coordinator, Somerville Charter School, MA
- 1969 – 1997: Principal/Special Education Administrator/Classroom teacher, Wellesley Public Schools, MA

## Resume: James G. McAuliffe

### Profile

James has had a long and distinguished career in Massachusetts education, which includes conducting school reviews for more than 10 years. He has participated in reviews of over 70 Massachusetts schools and school districts, including charter schools and underperforming schools

James has worked closely with Class Measures since 2004, working on review projects and as part-time examiner for the Massachusetts Office of Educational Quality and Accountability and Class Measures.

James has extensive teaching and educational leadership experience, and possesses well developed skills in report writing and calibration, classroom observation, interviewing and focus group techniques. He also has experience of supervision and evaluation of staff, budget control and procedure and policy development.

### Qualifications and Accreditations

- Ed.D. Human Development, Harvard Graduate School of Education
- M.Ed. Counseling Psychology, Boston College
- B.A. English, Boston College

### Relevant Experience

Since retirement, James has participated in reviews of over 70 Massachusetts schools and school districts, including charter schools and underperforming schools, as part-time examiner for the Massachusetts Office of Educational Quality and Accountability and Class Measures; served as Practicum Supervisor for administrative interns; taught graduate courses in educational leadership; and consulted with vocational school districts on strategic planning.

As Principal for Harvard Elementary School, he was responsible for comprehensive leadership and daily management of a K-6 school with an enrolment of 650 students, and a staff of 43 teachers and 15 paraeducators. This position was held concurrently with Student Services Director from 1999 through 2002, and exclusively from 2002 through 2004.

During his time as Student Services Director at Harvard Elementary School, James was responsible for program development, budget preparation and expenditure control, personnel supervision and evaluation in the allied areas of special education, guidance and health; preparation of most, and management of all federal grants, and implementation and interpretation of state and local assessment programs.

James has had considerable experience in supervision and evaluation of over 50 professional and paraprofessional special education staff as Supervisor of Special Education. This role also included program and staff development; budget preparation and expenditure control; grant writing and management; procedural, organizational and resource management; implementation of occupational education projects, and the basic skills improvement program.

As the first district special education director, he developed all local procedures and policies; supervised and evaluated special education staff; developed the district preschool program; and developed and managed all entitlement and most competitive federal grants.

### Career History

- 2004 – Present: Reviewer / School Examiner / Practicum Supervisor
- 1999 – 2004: Principal, Harvard Elementary School, Harvard, Massachusetts
- 1985 – 1999: Student Services Director (PreK-12), Harvard Public Schools, Harvard, Massachusetts
- 1983 – 1985: Supervisor of Special Education (K-12), Wachusett Regional School District, Holden, Massachusetts
- 1974 – 1985: Administrator of Special Education (PreK-12), Uxbridge Public Schools, Uxbridge, Massachusetts
- 1971 – 1974: Guidance Counselor (5-9), Uxbridge Public Schools, Uxbridge, Massachusetts
- 1969 – 1971: Teacher of English, Weston High School, Weston, Massachusetts

## Resume: F. Daniel Ahern, Jr.

### Profile

Dan Ahern is the President of Clarus Group, a management consulting firm that has partnered with Class Measures on educational work in multiple states since 2004. For more than 30 years, his career has been devoted to strengthening performance, integrity, and accountability in the public and non-profit sectors. Dan has directed interdisciplinary teams in numerous policy analyses, management reviews, and performance audits.

Dan has also led the development of professional training programs and delivered training on conducting evaluations to a wide range of public and private officials, including private individuals contracted to conduct reviews of district and charter schools, staff of the New York State Department of Education Charter School Office and participants in the Certified Inspector General Institute sponsored by the Association of Inspectors General.

### Qualifications and Accreditations

- Master of Public Administration, Northeastern University
- Bachelor of Arts, Political Science, Northeastern University
- Fellow, National Academy of Public Administration
- Former President, American Society for Public Administration
- Certified Fraud Examiner
- Certified Inspector General
- Certified Government Financial Manager
- Certified Massachusetts Public Purchasing Official

### Relevant Experience

- Clarus Group developed charter school evaluation protocol documents for the following charter school authorizers: Massachusetts Department of Elementary and Secondary Education (Department), Central Michigan University (under a subcontract with Class Measures), and the New York State Department of Education (under a subcontract with Class Measures).
- Clarus Group developed a revised draft expanded learning time (ELT) site visit protocol and a new draft ELT site visit report template for the Department under a subcontract with Class Measures.
- Clarus Group, under a subcontract with Class Measures, prepared and presented a day-long training to the staff of the New York State Department of Education Charter School Office



after revising the Office's Charter Renewal Site Visit Protocol and Full Site Visit Protocol This training focused on high-quality evidence, collecting evidence through interviews, and essentials of effective report writing.

- Clarus Group delivered training on two occasions to private individuals contracted to conduct charter renewal inspection visits in Massachusetts. The first training focused on board governance and finance issues; the second training focused on planning the renewal inspection site visit and writing accurate, persuasive report findings.
- Clarus Group delivered training on multiple occasions to private individuals contracted by the Massachusetts Office of Educational Quality and Accountability (EQA) to conduct accountability reviews of schools and school districts, under a subcontract with Class Measures. The training focused on the standards for independence, evidence, and report writing.
- Clarus Group has subcontracted with Class Measures since 2004 to provide technical assistance on the charter renewal site visits conducted and reports prepared by Class Measures in Massachusetts, Michigan, and New York. Dan has participated in numerous site visits and has been responsible for the evaluating schools' performance relative to governance and finance standards established by the authorizer. Dan has also reviewed, edited, and provided quality assurance services in connection with reports prepared by Class Measures teams.
- Clarus Group participated in and wrote the reports for district leadership evaluations of two low-performing school districts in Massachusetts, under contract to the Department: the Gill-Montague Regional School District and the Randolph School District.
- As First Assistant Inspector General for Management in the Massachusetts Office of the Inspector General, Dan led and oversaw policy studies, management reviews, performance audits, investigations, and technical assistance programs involving a broad array of issues, including management of government programs, governance, public construction, public procurement, privatization and public-private partnerships, capital finance, economic development, and real property transactions.

### Career History

- 2003 - Present: President, Clarus Group
- 1993 - 2003: First Assistant Inspector General for Management, Massachusetts Office of the Inspector General
- 1982 - 2003: Other positions, Massachusetts Office of the Inspector General
- 1979 - 1982: Associate Legislative Analyst, Virginia Joint Legislative Audit and Review Commission
- 1979 - Present (periodic): Adjunct Lecturer, Adjunct Professor, Northeastern University, Clark University, John Jay College of Criminal Justice

## Resume: Suzanne J. Kelly

### Profile

Suzanne has thirty-seven years of varied experience in public education in Massachusetts as a teacher, administrator and educational consultant. She has ten years experience as a graduate instructor in a district based licensure program and possesses demonstrated leadership skills in all operational aspects of a high school.

Suzanne has extensive experience with district reviews for the DESE (MASS). She has served as a team member on over 15 district reviews for the Center of District and School Accountability (DESE) and has served as a team member for charter school reviews with Class Measures.

### Qualifications and Accreditations

- Master of Science in Educational Administration, University of Massachusetts, Boston, MA (1996)
- Master of Arts in Teaching, Antioch University, Antioch, Ohio (1969)
- Bachelor of Arts in History with English and Secondary Education, Mundelein College, Chicago, IL (1964)

### Relevant Experience

Suzanne has a wealth of experience which qualifies her as a consultant supporting districts and schools in improvement efforts. Suzanne has:

- Worked as a team member conducting district accountability reviews and writing reports using the guidelines of district review protocols.
- Worked as a team member providing Level 4 schools and School Redesign Grant recipients with feedback to support their turnaround efforts.
- Supervised graduate student teachers for the licensure program.
- Worked with the entire professional staff at Braintree High School to develop a cohesive team to meet the needs of all learners. She supervised and evaluated personnel assigned to House 1; worked closely with students, parents and guidance counselors on student academic and behavioral issues including participation in Core Evaluation Team meetings; directed student and faculty activities; worked closely with the administrative team to insure unanimity of purpose and procedure for the entire operation of the school.
- Developed and taught several courses in a twelve-month intensive program directed at newly licensed teachers without pedagogical experience. She worked closely with the Assistant



Superintendent of Medford Public Schools and with Salem State College to insure course integrity and articulation.

- Worked as an Assistant Principal, supervising and assisting in the leadership and management of the entire school. Suzanne assumed the primary responsibility for building policies and procedures related to student management issues.
- Led teacher focus study groups on instruction and student management issues.

### Career History

- 2011 – Present: Review Team Member, Class Measures and ESE
- 2011 – Present: Consultant – Monitoring Site Visits, SchoolWorks and ESE
- 2010: Supervisor of Graduate Students, Northeastern University School of Education
- 2000 – 2009: Housemaster, Braintree High School, Braintree, MA
- 1998 – 2008: Instructor, District Based Licensure Program, Medford, MA
- 1997 – 2000: Assistant Principal, Methuen High School, Methuen, MA
- 1987 – 1997: Social Studies Teacher, Keefe Technical High School
- 1985 – 1986: ESL Tutor, Pine Hill School, Sherborn, MA
- 1969 – 1981: Middle School Social Studies Teacher, Walpole, MA
- 1964 – 1966: Peace Corps Volunteer, Brazil, South America

## References

### Reference 1

<b>Contract</b>	Friends of Education
<b>Name</b>	Beth Topoluk
<b>Position</b>	Charter Schools Liaison
<b>Address</b>	200 East Lake Street, EX0-01-A, Wayzata MN 55391
<b>Contact details</b>	<a href="mailto:topoluk@tcfbank.com">topoluk@tcfbank.com</a>
<b>Brief Description</b>	Class Measures has worked with Friends of Education since Fall 2015. We have developed a customized review framework and rubric, and have conducted a series of charter school performance evaluations each year. During each review, strengths and weaknesses are identified, a plan for improvement recommended, and improvement support supplied.

### Reference 2

<b>Contract</b>	Alabama State Department of Education
<b>Name</b>	Lori Boyd
<b>Position</b>	Education Administrator – Office of Student Learning
<b>Address</b>	50 North Ripley Street, Montgomery, Alabama 36104
<b>Contact details</b>	334-353-1039
<b>Brief Description</b>	Class Measures is currently working with the ALSDE to conduct 38 school and 10 district reviews across the state. The reviews will evaluate performance and make recommendations for improvement. We have also worked with them to lead and support their instructional action planning.

### Reference 3

<b>Contract</b>	St. Cloud Area School District
<b>Name</b>	Patricia King
<b>Position</b>	Director of Title Programs
<b>Address</b>	District Administration Office, Office of Teaching and Learning, 1000 44 <sup>th</sup> Avenue North, Suite 100, St. Cloud, MN 56303-2037
<b>Contact details</b>	320-253-9333
<b>Brief Description</b>	St. Cloud Area School District has contracted with Class Measures since 2014 to conduct school reviews and action planning with their Priority and Focus Schools. The school review and action planning processes have led to measurable improvement in all the schools that Class Measures has worked with, and St. Cloud is very happy with the services provided.



## **CLASS MEASURES**

### **Example report**

Please see an example of one of our school reports attached as an Annex to this proposal.