

Mass insight

education & research

69 Canal Street
3rd Floor
Boston, MA 02114


massinsight.org

1210-04

June 22, 2022

BILL TO:

Bridget A. Gough, Ed. D.
Superintendent of Schools
Walpole Public School
135 School Street
Walpole, MA 02081

TOWN OF WALPOLE	
P.O. # _____	VENDOR # _____
ACCT. # _____	CK. AMT. _____
21392430-573600-11922	\$ 8,500-
APPROVED: 	
DEPT. HEAD SIGNATURE	
PAID _____	DATE: 6-22-22

AMOUNT DUE:

\$8,500

DESCRIPTION:

This invoice is the sixth of nine for the Equity Audit work in Walpole Public Schools. Mass Insight has performed the following activities

- Completed all stakeholder engagement activities, including focus groups, interviews, phone calls, and surveys; and
- Started the analysis and triangulation process to inform the findings of the equity audit report.

Due within 30 days of invoice date.

Mass insight

education & research

69 Canal Street
3rd Floor
Boston, MA 02114


massinsight.org

12112-04

June 13, 2022

BILL TO:

Bridget A. Gough, Ed. D.
Superintendent of Schools
Walpole Public School
135 School Street
Walpole, MA 02081

TOWN OF WALPOLE	
P.O. # _____	VENDOR # 31449
ACCT. #	CK. AMT.
21392430-573600-11902	8500
APPROVED: 	
DEPT. HEAD SIGNATURE	
PAID _____	DATE: 6/13/22

AMOUNT DUE:

\$8,500

DESCRIPTION:

This invoice is the fifth of nine for the Equity Audit work in Walpole Public Schools. Mass Insight has performed the following activities in the last month:

- Administered surveys to six stakeholder groups;
- Conducted three days of classroom observations;
- Conducted virtual and onsite focus groups, interviews, and phone calls with various stakeholders; and
- Completed our artifact and data analysis to inform the equity audit findings.

Due within 30 days of invoice date.

Mass insight

education & research

69 Canal Street
3rd Floor
Boston, MA 02114

massinsight.org

April 28, 2022

BILL TO:

Bridget A. Gough, Ed. D.
Superintendent of Schools
Walpole Public School
135 School Street
Walpole, MA 02081

AMOUNT DUE:

\$8,500

DESCRIPTION:

This invoice is the fourth of nine for the Equity Audit work in Walpole Public Schools. Mass Insight has performed the following activities:

- Designed communication and outreach messaging to support stakeholder awareness and participation in surveys, focus group, and interview activities;
- Created surveys for six stakeholder groups, including translated surveys for students and families; and
- Started scheduling focus groups and interviews with stakeholders.

Due withing 30 days of invoice date.

TOWN OF WALPOLE	
P.O. # _____	VENDOR # <u>31449</u>
ACCT. # _____	CK. AMT. _____
<u>21392480-573600-11922</u>	<u>8500.00</u>
APPROVED: <u>[Signature]</u>	
DEPT. HEAD SIGNATURE	
PAID _____	DATE: <u>4/20/22</u>


Mass insight

education & research

April 1, 2022

BILL TO:

Bridget A. Gough, Ed. D.
Superintendent of Schools
Walpole Public School
135 School Street
Walpole, MA 02081

TOWN OF WALPOLE	
P.O. # _____	VENDOR # <u>31449</u>
ACCT.# _____	CK. AMT. _____
<u>21392430-593600-11922</u> <u>8500.00</u>	
APPROVED:  DEPT. HEAD SIGNATURE	
PAID _____	DATE: <u>4/1/22</u>

AMOUNT DUE:

\$8,500

APR 14 2022

DESCRIPTION:

This invoice is the third of six for the Equity Audit work in Walpole Public Schools. Mass Insight has performed the following activities

- Created surveys for six stakeholder groups,
- Continued analysis of publicly available and district-provided data and artifacts, and
- Designed communication tools to support the equity audit process and stakeholder participation.

WIRE / ACH INSTRUCTIONS (preferred payment option)

BANK: Cambridge Trust Company
1336 Massachusetts Avenue
Cambridge, MA 02138
ROUTING #: 211372310
ACCOUNT NAME: MA Insight Educ & Research Inst Inc
CHECKING ACCOUNT #: 41001892

CHECK (payment option if WIRE/ACH is not possible)

MAKE CHECK PAYABLE TO: Mass Insight Education and Research Institute, Inc. (EIN 04-3369687)
MAIL TO: Mass Insight Education
C/O Carol Relph
1 Elm Street
Stoneham, MA 02180-1655

Due within 30 days of invoice date.

Mass insight

education & research

February 28, 2022

BILL TO:

Bridget A. Gough, Ed. D.
Superintendent of Schools
Walpole Public School
135 School Street
Walpole, MA 02081

TOWN OF WALPOLE	
P.O. # _____	VENDOR # <u>31449</u>
ACCT. # _____	CK. AMT. _____
<u>21398430-573600-11928</u>	<u>\$3500.00</u>
APPROVED: <u>[Signature]</u>	
DEPT. HEAD SIGNATURE	
PAID _____	DATE: <u>3/1/22</u>

AMOUNT DUE:

\$8,500

DESCRIPTION:

This invoice is the second of six for the Equity Audit work in Walpole Public Schools. Mass Insight has performed the following activities:

- Engaged Walpole Public Schools' leaders in the equity audit kick-off meeting,
- Started designing communication tools to support the equity audit process, and
- Started analyzing publicly-available district data.

REMIT PAYMENT AS FOLLOWS:

WIRE / ACH INSTRUCTIONS (preferred payment option)

BANK:	Cambridge Trust Company 1336 Massachusetts Avenue Cambridge, MA 02138
ROUTING #:	211372310
ACCOUNT NAME:	MA Insight Educ & Research Inst Inc
CHECKING ACCOUNT #:	41001892

CHECK (payment option if WIRE/ACH is not possible)

MAKE CHECK PAYABLE TO:	Mass Insight Education and Research Institute, Inc. (EIN 04-3369687)
MAIL TO:	Mass Insight Education C/O Carol Relp 1 Elm Street Stoneham, MA 02180-1655

Due within 30 days of invoice date.

Mass insight

education & research

69 Canal Street
3rd Floor
Boston, MA 02114

massinsight.org


January 24, 2022

BILL TO:

Bridget A. Gough, Ed. D.
Superintendent of Schools
Walpole Public School
135 School Street
Walpole, MA 02081

AMOUNT DUE:

\$7,500

TOWN OF WALPOLE	
P.O. # _____	VENDOR # 31449
ACCT. # 21392430-573600-11922	CK. AMT. \$ 7500.00
APPROVED: 	
DEPT. HEAD SIGNATURE	
PAID _____	DATE: 1-24-22

DESCRIPTION:

This invoice is for the Equity Audit work in Walpole Public Schools. In accordance with the contract, the Invoice is billable upon signing of the agreement.

REMIT PAYMENT AS FOLLOWS:

WIRE / ACH INSTRUCTIONS (preferred payment option)

BANK:	Cambridge Trust Company 1336 Massachusetts Avenue Cambridge, MA 02138
ROUTING #:	211372310
ACCOUNT NAME:	MA Insight Educ & Research Inst Inc
CHECKING ACCOUNT #:	41001892

CHECK (payment option if WIRE/ACH is not possible)

MAKE CHECK PAYABLE TO:	Mass Insight Education and Research Institute, Inc. (EIN 04-3369687)
MAIL TO:	Mass Insight Education C/O Carol Relph 1 Elm Street Stoneham, MA 02180-1655

Due withing 30 days of invoice date.

SERVICE
AGREEMENT

THIS SERVICE AGREEMENT, ("Agreement") executed as of the 19 day of January 2022 (EffectiveDate), by and between WALPOLE PUBLIC SCHOOLS ("WPS") and MASS INSIGHT EDUCATION AND RESEARCH INSTITUTE, INC. ("Mass Insight"). WPS and Mass Insight are together referred to herein as the Parties.

WITNESSETH:

WHEREAS, WPS has engaged Mass Insight to provide the services described herein; WHEREAS,

Mass Insight is qualified to provide such services; and

NOW, THEREFORE, in consideration of the mutual promises and covenants contained herein, the Parties agree as follows:

1. **Services to be provided.** As of the Effective Date, WPS engages Mass Insight to perform independent consulting services as described in Attachment 1 (the "Services") under the terms and conditions set forth in this Agreement. Mass Insight represents that it has the special skill and professional competence, expertise and experience to undertake the obligations imposed by this Agreement. Mass Insight and WPS may mutually agree to modify the services from time to time during the term of this Agreement, in which case Attachment 1 will be so updated. All modifications shall be in writing signed by both Parties.
2. **Term of Agreement** The term of this Agreement shall be effective as of the Effective Date and shall continue until through the completion of the Services or September 30, 2022, whichever is later ("Term"), unless extended upon mutual agreement in writing by both Parties.
3. **Cost** In consideration of the services as described in Attachment 1, WPS will pay Mass Insight a sum not to exceed \$74,600.
4. **Payment** Mass Insight shall submit invoices to WPS in accordance with the following billing schedule. WPS shall remit payment for amounts invoiced per the agreed-upon installment schedule within 30 days of invoice date.

First payment of \$7,500 will be due upon invoice received after the execution of this Agreement with subsequent invoices to be issued on the last day of the month as follows:

February	\$8,500 ✓
March	\$8,500 ✓
April	\$8,500 ✓
May	\$8,500 ✓
June	\$8,500
July	\$8,500
August	\$8,500
September	\$7,600

5. **Termination of Specific Service** Either party may terminate this Agreement at any time and for any reason by giving written notice to the other party at least sixty (60) business days before the effective date of termination. In the event of termination, WPS shall compensate Mass Insight any amount then due and owing for unbilled services rendered through the date of termination upon receipt of a properly documented final invoice.
6. **Relationship of Parties** Mass Insight's status in rendering services pursuant to this Agreement shall be that of an independent contractor and not of an employee or agent of WPS. This Agreement shall not be construed to form a partnership between the Parties or to create any form of employment relationship or any legal association that would impose liability upon one party for the act or failure to act of the other party. Mass Insight is not authorized to make any commitments on behalf of WPS or act as an agent of WPS. Mass Insight and WPS agree as follows:
- Mass Insight has the right to perform services for others during the term of this Agreement, subject to the confidentiality provisions set out in this Agreement.
 - Except as may be otherwise specified in this Agreement, Mass Insight has the sole right to control and direct the means, manner, and method by which the Services shall be performed.
 - Except as may be otherwise specified in this Agreement, Mass Insight has the right to determine the place and time for the performance of Services under this Agreement.
 - Mass Insight will furnish all equipment, materials, and office space used to provide the Services required by this Agreement, except to the extent that Mass Insight's work must be performed at WPS's offices.

Mass Insight acknowledges that WPS shall not provide fringe benefits, including health insurance benefits, paid vacation, or any other employee benefit, for the benefit of Mass Insight or Mass Insight's employees. Neither Mass Insight nor any of Mass Insight's employees shall be entitled to participate in any plans, arrangements, or distributions by WPS pertaining to any similar benefits for WPS's employees.

7. **Confidentiality** Mass Insight and WPS recognize that each party may have access to the other party's confidential business information which constitutes valuable, proprietary, and unique assets of the other party. Accordingly, each party (the "receiving party") agrees that if it receives or otherwise has access to Confidential Information, as defined below, of the other party (the "disclosing party"), then the receiving party will protect the disclosing party's Confidential Information. Mass Insight and WPS agree that the recipient party will not at any time or in any manner, either directly or indirectly, use any of the disclosing party's Confidential Information for the receiving party's own benefit or divulge, disclose or communicate in any manner any of the disclosing party's Confidential Information to any third party without the prior written consent of the disclosing party, except as may be necessary for the purposes of this Agreement or required by applicable law.

Confidential Information, as referred to herein, includes but is not limited to intellectual property, methodologies, tools, templates, databases, software, designs and documentation, as well as all financial data and strategic information, and any other information identified as proprietary or confidential by the disclosing party which may be disclosed to the receiving party. Confidential information may be disclosed orally, in writing, or in one or more electronic formats on media such as, but not limited to, tapes, diskettes, compact disks, or other similar media. Oral disclosures, if identified by the disclosing party as proprietary or confidential prior to disclosure, will be treated as confidential under this Agreement. No information that is publicly available is deemed Confidential

Information for the purposes of this Agreement.

8. **Copyright/Ownership** Ownership and copyright permission for reports provided to WPS under the Scope of Work is the property of WPS. Mass Insight agrees to assign to WPS a perpetual, exclusive, royalty-free license to use the work product specifically produced under this Agreement for its own purposes. Methodologies used to develop the reports issued under this Scope of Work are the property of Mass Insight.

Subject to Section 7, Mass Insight retains the right to publish the results of its work. No results of Mass Insight's work under the Scope of Work herein will be made without the express written permission of WPS.

9. **Publication** Subject to the terms of Section 7, Mass Insight retains the right to publish the results of its work subject to written authorization approval from the WPS. To preserve the interests of the WPS, Mass Insight shall submit any proposed publication related to the Services and containing information which identifies WPS, for review by WPS at least thirty (30) days prior to the publication date or other public disclosure. In cases of jointly authored work where both Parties have substantively contributed to a paper or abstract, authorship decisions will be based on degree of participation and shall be agreed-upon prior to submission for publication.

10. **Liability Insurance** Mass Insight shall carry in its own name, at its own cost, the following insurance or self-insurance:

Comprehensive General Liability Insurance with limits of not less than \$1,000,000 each occurrence, \$2,000,000 aggregate.

11. **Modification and Waiver** A modification or waiver of any of the provisions of this Agreement shall be effective only if made in writing and executed with the same formality as this Agreement. A waiver by either party of any breach or default in the performance of any of the provisions of this Agreement on the part of the other shall not constitute a waiver of any subsequent breach or default on the part of either party.

12. **Severability: Invalid Provisions Inapplicable** If any provision of this Agreement is contrary to, prohibited by, or deemed invalid under applicable laws or regulations of any jurisdiction in which it is sought to be enforced, then such provision shall be deemed inapplicable and deemed omitted, but shall not invalidate the remaining provisions hereof.

13. **Assignment** The Parties agree that the duties to be performed hereunder by Mass Insight are professional in nature, and that this Agreement may not be assigned by Mass Insight, nor its duties delegated to others, without the advanced written consent of WPS.

14. **Notices** Any notice or other communication will be in writing and will be considered to have been given if delivered by hand or sent by certified United States Postal Service, return receipt requested, to the other party at the party's legal address or to such other address as may be specified by either party in a notice to the other, including via email specified by each party. Notice is effective upon USPS return receipt or email acknowledgement.

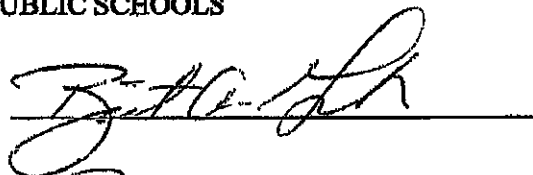
15. **Successors** All the obligations, conditions, terms and provisions of this Agreement shall be binding upon and shall inure to the benefit of the Parties hereto and their heirs, administrators, executors, successors, permitted assigns, subsidiaries, officers, directors and employees.

16. **Choice of Law** The law of the State of Massachusetts shall govern any dispute arising out of or relating to this Agreement.

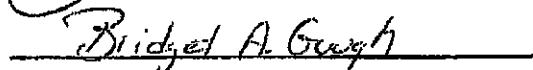
17. **Entire Agreement** This Agreement contains the entire understanding of the Parties, and there are no representations, warranties, covenants or understandings other than those expressly set forth herein including Attachment 1. This Agreement cannot be amended in whole or in part, except in writing and signed by both Parties.

WALPOLE PUBLIC SCHOOLS

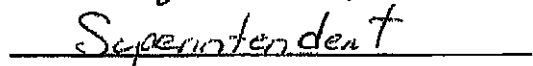
Signature:



By:

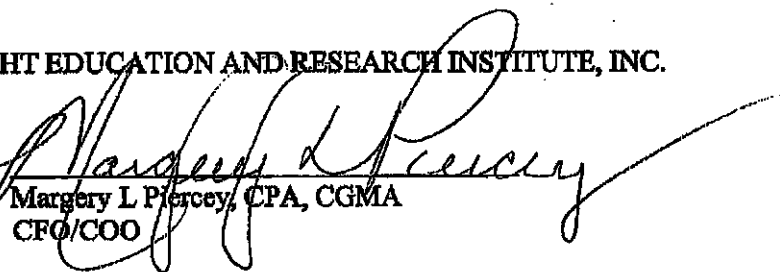


Title:



MASS INSIGHT EDUCATION AND RESEARCH INSTITUTE, INC.

Signature:


Margery L Piercey, CPA, CGMA
CFO/COO



Delpha, Jody <jdelpha@walpole.k12.ma.us>

MI Contract

1 message

db feeleybrownlaw.com <db@feeleybrownlaw.com>

Wed, Jan 19, 2022 at 3:30 PM

To: Jody Delpha <jdelpha@walpole.k12.ma.us>

Hi Jody: From my professional legal review, the Contract is fine. Dan

Daniel C. Brown
Feeley & Brown
1600 Boston-Providence Hwy.
Suite 209A
Walpole, MA 02081

db@feeleybrownlaw.com
Office: (508) 404-1710
Cell: (508) 769-3939

SERVICE
AGREEMENT

THIS SERVICE AGREEMENT, ("Agreement") executed as of the ___ day of January 2022 (EffectiveDate), by and between WALPOLE PUBLIC SCHOOLS ("WPS") and MASS INSIGHT EDUCATION AND RESEARCH INSTITUTE, INC. ("Mass Insight"). WPS and Mass Insight are together referred to herein as the Parties.

WITNESSETH:

WHEREAS, WPS has engaged Mass Insight to provide the services described herein; WHEREAS,

Mass Insight is qualified to provide such services; and

NOW, THEREFORE, in consideration of the mutual promises and covenants contained herein, the Parties agree as follows:

1. **Services to be provided.** As of the Effective Date, WPS engages Mass Insight to perform independent consulting services as described in Attachment 1 (the "Services") under the terms and conditions set forth in this Agreement. Mass Insight represents that it has the special skill and professional competence, expertise and experience to undertake the obligations imposed by this Agreement. Mass Insight and WPS may mutually agree to modify the services from time to time during the term of this Agreement, in which case Attachment 1 will be so updated. All modifications shall be in writing signed by both Parties.
2. **Term of Agreement** The term of this Agreement shall be effective as of the Effective Date and shall continue until through the completion of the Services or September 30, 2022, whichever is later ("Term"), unless extended upon mutual agreement in writing by both Parties.
3. **Cost** In consideration of the services as described in Attachment 1, WPS will pay Mass Insight a sum not to exceed \$74,600.
4. **Payment** Mass Insight shall submit invoices to WPS in accordance with the following billing schedule. WPS shall remit payment for amounts invoiced per the agreed-upon installment schedule within 30 days of invoice date.

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February	\$8,500
March	\$8,500
April	\$8,500
May	\$8,500
June	\$8,500
July	\$8,500
August	\$8,500
September	\$7,600

5. **Termination of Specific Service** Either party may terminate this Agreement at any time and for any reason by giving written notice to the other party at least sixty (60) business days before the effective date of termination. In the event of termination, WPS shall compensate Mass Insight any amount then due and owing for unbilled services rendered through the date of termination upon receipt of a properly documented final invoice.
6. **Relationship of Parties** Mass Insight's status in rendering services pursuant to this Agreement shall be that of an independent contractor and not of an employee or agent of WPS. This Agreement shall not be construed to form a partnership between the Parties or to create any form of employment relationship or any legal association that would impose liability upon one party for the act or failure to act of the other party. Mass Insight is not authorized to make any commitments on behalf of WPS or act as an agent of WPS. Mass Insight and WPS agree as follows:

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- Except as may be otherwise specified in this Agreement, Mass Insight has the right to determine the place and time for the performance of Services under this Agreement.
- Mass Insight will furnish all equipment, materials, and office space used to provide the Services required by this Agreement, except to the extent that Mass Insight's work must be performed at WPS's offices.

Mass Insight acknowledges that WPS shall not provide fringe benefits, including health insurance benefits, paid vacation, or any other employee benefit, for the benefit of Mass Insight or Mass Insight's employees. Neither Mass Insight nor any of Mass Insight's employees shall be entitled to participate in any plans, arrangements, or distributions by WPS pertaining to any similar benefits for WPS's employees.

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Information for the purposes of this Agreement.

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Comprehensive General Liability Insurance with limits of not less than \$1,000,000 each occurrence, \$2,000,000 aggregate.

11. **Modification and Waiver** A modification or waiver of any of the provisions of this Agreement shall be effective only if made in writing and executed with the same formality as this Agreement. A waiver by either party of any breach or default in the performance of any of the provisions of this Agreement on the part of the other shall not constitute a waiver of any subsequent breach or default on the part of either party.

12. **Severability; Invalid Provisions Inapplicable** If any provision of this Agreement is contrary to, prohibited by, or deemed invalid under applicable laws or regulations of any jurisdiction in which it is sought to be enforced, then such provision shall be deemed inapplicable and deemed omitted, but shall not invalidate the remaining provisions hereof.

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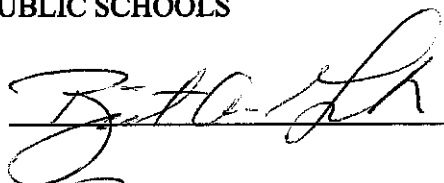
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17. **Entire Agreement** This Agreement contains the entire understanding of the Parties, and there are no representations, warranties, covenants or understandings other than those expressly set forth herein including Attachment 1. This Agreement cannot be amended in whole or in part, except in writing and signed by both Parties.

WALPOLE PUBLIC SCHOOLS

Signature:



By:

Bridget A. Gough

Title:

Superintendent

MASS INSIGHT EDUCATION AND RESEARCH INSTITUTE, INC.

Signature:

Margery L Piercey, CPA, CGMA
CFO/COO

SERVICE
AGREEMENT

THIS SERVICE AGREEMENT, (“Agreement”) executed as of the ___ day of January 2022 (EffectiveDate), by and between WALPOLE PUBLIC SCHOOLS (“WPS”) and MASS INSIGHT EDUCATION AND RESEARCH INSTITUTE, INC. (“Mass Insight”). WPS and Mass Insight are together referred to herein as the Parties.

WITNESSETH:

WHEREAS, WPS has engaged Mass Insight to provide the services described herein; WHEREAS, Mass Insight is qualified to provide such services; and

NOW, THEREFORE, in consideration of the mutual promises and covenants contained herein, the Parties agree as follows:

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3. **Cost** In consideration of the services as described in Attachment 1, WPS will pay Mass Insight a sum not to exceed \$74,600.
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September	\$7,600

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- Mass Insight has the right to perform services for others during the term of this Agreement, subject to the confidentiality provisions set out in this Agreement.
- Except as may be otherwise specified in this Agreement, Mass Insight has the sole right to control and direct the means, manner, and method by which the Services shall be performed.
- Except as may be otherwise specified in this Agreement, Mass Insight has the right to determine the place and time for the performance of Services under this Agreement.
- Mass Insight will furnish all equipment, materials, and office space used to provide the Services required by this Agreement, except to the extent that Mass Insight's work must be performed at WPS's offices.

Mass Insight acknowledges that WPS shall not provide fringe benefits, including health insurance benefits, paid vacation, or any other employee benefit, for the benefit of Mass Insight or Mass Insight's employees. Neither Mass Insight nor any of Mass Insight's employees shall be entitled to participate in any plans, arrangements, or distributions by WPS pertaining to any similar benefits for WPS's employees.

7. **Confidentiality** Mass Insight and WPS recognize that each party may have access to the other party's confidential business information which constitutes valuable, proprietary, and unique assets of the other party. Accordingly, each party (the "receiving party") agrees that if it receives or otherwise has access to Confidential Information, as defined below, of the other party (the "disclosing party"), then the receiving party will protect the disclosing party's Confidential Information. Mass Insight and WPS agree that the recipient party will not at any time or in any manner, either directly or indirectly, use any of the disclosing party's Confidential Information for the receiving party's own benefit or divulge, disclose or communicate in any manner any of the disclosing party's Confidential Information to any third party without the prior written consent of the disclosing party, except as may be necessary for the purposes of this Agreement or required by applicable law.

Confidential Information, as referred to herein, includes but is not limited to intellectual property, methodologies, tools, templates, databases, software, designs and documentation, as well as all financial data and strategic information, and any other information identified as proprietary or confidential by the disclosing party which may be disclosed to the receiving party. Confidential information may be disclosed orally, in writing, or in one or more electronic formats on media such as, but not limited to, tapes, diskettes, compact disks, or other similar media. Oral disclosures, if identified by the disclosing party as proprietary or confidential prior to disclosure, will be treated as confidential under this Agreement. No information that is publicly available is deemed Confidential

Information for the purposes of this Agreement.

8. **Copyright/Ownership** Ownership and copyright permission for reports provided to WPS under the Scope of Work is the property of WPS. Mass Insight agrees to assign to WPS a perpetual, exclusive, royalty-free license to use the work product specifically produced under this Agreement for its own purposes. Methodologies used to develop the reports issued under this Scope of Work are the property of Mass Insight.

Subject to Section 7, Mass Insight retains the right to publish the results of its work. No results of Mass Insight's work under the Scope of Work herein will be made without the express written permission of WPS.

9. **Publication** Subject to the terms of Section 7, Mass Insight retains the right to publish the results of its work subject to written authorization approval from the WPS. To preserve the interests of the WPS, Mass Insight shall submit any proposed publication related to the Services and containing information which identifies WPS, for review by WPS at least thirty (30) days prior to the publication date or other public disclosure. In cases of jointly authored work where both Parties have substantively contributed to a paper or abstract, authorship decisions will be based on degree of participation and shall be agreed-upon prior to submission for publication.

10. **Liability Insurance** Mass Insight shall carry in its own name, at its own cost, the following insurance or self-insurance:

Comprehensive General Liability Insurance with limits of not less than \$1,000,000 each occurrence, \$2,000,000 aggregate.

11. **Modification and Waiver** A modification or waiver of any of the provisions of this Agreement shall be effective only if made in writing and executed with the same formality as this Agreement. A waiver by either party of any breach or default in the performance of any of the provisions of this Agreement on the part of the other shall not constitute a waiver of any subsequent breach or default on the part of either party.

12. **Severability; Invalid Provisions Inapplicable** If any provision of this Agreement is contrary to, prohibited by, or deemed invalid under applicable laws or regulations of any jurisdiction in which it is sought to be enforced, then such provision shall be deemed inapplicable and deemed omitted, but shall not invalidate the remaining provisions hereof.

13. **Assignment** The Parties agree that the duties to be performed hereunder by Mass Insight are professional in nature, and that this Agreement may not be assigned by Mass Insight, nor its duties delegated to others, without the advanced written consent of WPS.

14. **Notices** Any notice or other communication will be in writing and will be considered to have been given if delivered by hand or sent by certified United States Postal Service, return receipt requested, to the other party at the party's legal address or to such other address as may be specified by either party in a notice to the other, including via email specified by each party. Notice is effective upon USPS return receipt or email acknowledgement.

15. **Successors** All the obligations, conditions, terms and provisions of this Agreement shall be binding upon and shall inure to the benefit of the Parties hereto and their heirs, administrators, executors, successors, permitted assigns, subsidiaries, officers, directors and employees.

16. **Choice of Law** The law of the State of Massachusetts shall govern any dispute arising out of or relating to this Agreement.
17. **Entire Agreement** This Agreement contains the entire understanding of the Parties, and there are no representations, warranties, covenants or understandings other than those expressly set forth herein including Attachment 1. This Agreement cannot be amended in whole or in part, except in writing and signed by both Parties.

WALPOLE PUBLIC SCHOOLS

Signature: _____

By: _____

Title: _____

MASS INSIGHT EDUCATION AND RESEARCH INSTITUTE, INC.

Signature: _____
Margery L Piercey, CPA, CGMA
CFO/COO

MASS Approved V# VC6000184545



**TOWN OF WALPOLE
VENDOR INFORMATION**

- updated

VENDOR NAME: #31449 - MASS Insight

CUSTOMER ACCOUNT NUMBER: _____

CONTACT 1

NAME: Margery Piercy

TITLE: CFO

TELEPHONE: 857-315-5243

FAX: 857-317-3940

EMAIL ADDRESS: mpiercy@~~massig~~massinsight.org

CONTACT 2

NAME: _____

TITLE: _____

TELEPHONE: _____

FAX: _____

EMAIL ADDRESS: _____

PAYMENT TERMS

DO YOU ACCEPT CREDIT CARDS FOR INVOICE PAYMENT? _____

DISCOUNT PERCENT: _____

DAYS TO DISCOUNT: NET 10: NET 30: OTHER: _____

****PLEASE SUBMIT TO ACCOUNTING WITH W-9****

Request for Taxpayer Identification Number and Certification

Give Form to the requester. Do not send to the IRS.

Go to www.irs.gov/FormW9 for instructions and the latest information.

1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank.

Mass Insight Education & Research Institute, Inc.

2 Business name/disregarded entity name, if different from above

3 Check appropriate box for federal tax classification of the person whose name is entered on line 1. Check only one of the following seven boxes.

Individual/sole proprietor or single-member LLC

C Corporation

S Corporation

Partnership

Trust/estate

Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ▶ _____

Note: Check the appropriate box in the line above for the tax classification of the single-member owner. Do not check LLC if the LLC is classified as a single-member LLC that is disregarded from the owner unless the owner of the LLC is another LLC that is not disregarded from the owner for U.S. federal tax purposes. Otherwise, a single-member LLC that is disregarded from the owner should check the appropriate box for the tax classification of its owner.

Other (see Instructions) ▶ **501(c)(3) Not-for-profit**

4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):

Exempt payee code (if any) _____

Exemption from FATCA reporting code (if any) _____

(Applies to accounts maintained outside the U.S.)

5 Address (number, street, and apt. or suite no.) See Instructions.

69 Canal Street, 3rd Floor

6 City, state, and ZIP code

Boston, MA 02114

7 List account number(s) here (optional)

Requester's name and address (optional)

Print or type. See Specific Instructions on page 3.

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN*, later.

Note: If the account is in more than one name, see the instructions for line 1. Also see *What Name and Number To Give the Requester* for guidelines on whose number to enter.

Social security number

			-				-				
--	--	--	---	--	--	--	---	--	--	--	--

or

Employer identification number

0	4	-	3	3	6	9	6	8	7
---	---	---	---	---	---	---	---	---	---

Part II Certification

Under penalties of perjury, I certify that:

- The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
- I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
- I am a U.S. citizen or other U.S. person (defined below); and
- The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification Instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

Sign Here

Signature of U.S. person ▶

Margaret H. Roney

Date ▶

September 1, 2021

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to www.irs.gov/FormW9.

Purpose of Form

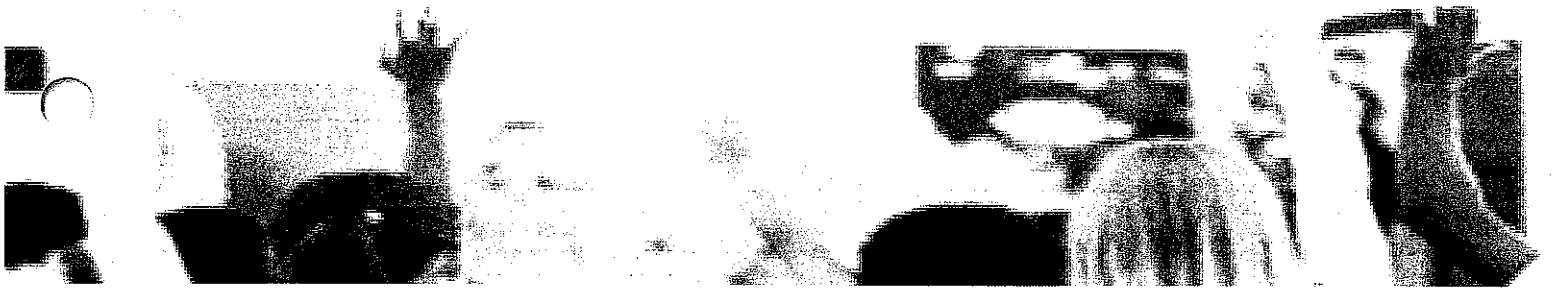
An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following.

- Form 1099-INT (interest earned or paid)

- Form 1099-DIV (dividends, including those from stocks or mutual funds)
- Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
- Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
- Form 1099-S (proceeds from real estate transactions)
- Form 1099-K (merchant card and third party network transactions)
- Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
- Form 1099-C (canceled debt)
- Form 1099-A (acquisition or abandonment of secured property)

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What is backup withholding, later.



**Equity Audit Proposal for
Walpole Public Schools**
January 11, 2021

131449

Mass insight

education & research

69 Canal Street, 3rd Floor, Boston, MA 02114

Phone Number: 857-315-5243

Fax Number: 857-317-3940

MA Approved Vendor #VC6000184545

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ABOUT MASS INSIGHT

Mass Insight Education & Research is a nonprofit committed to pursuing equity in education. We envision a world in which student achievement and life outcomes do not correlate with race, ethnicity, social class or zip code. We work to bring this vision to life by partnering with state education agencies, districts, and schools to increase college and career readiness by focusing on system transformation and student success providing academic programs, research, and strategic consulting services.

Mass Insight's leadership in school transformation is nationally recognized. In 2007, Mass Insight Education & Research published *The Turnaround Challenge*¹, a research report and call to action that highlighted the need for intervention in America's lowest-performing schools – former U.S. Secretary of Education Arne Duncan called the report, “the Bible of school turnaround.” The report introduced the groundbreaking transformation zone model, which has been adopted nationally as a comprehensive school improvement strategy, and also established the framework for our school turnaround theory of action. Our theory of action puts increasing focus on the instructional core and collective responsibility for student success.

We believe that schools can substantially improve the outcomes and success of their students, particularly those who have been systemically marginalized, by eliminating barriers to student learning through a focus on:

Conditions: Schools have sufficient control over people, time, money, and program to address the root causes of disparate outcomes;

Planning: Evidence-based, actionable improvement plans prioritize meeting the needs of all students and are informed by a review of existing conditions and input from school, district, and community stakeholders;

Leadership: The principal manages and communicates complexity while maintaining focus on the school's vision, key priorities, and the success of all students;

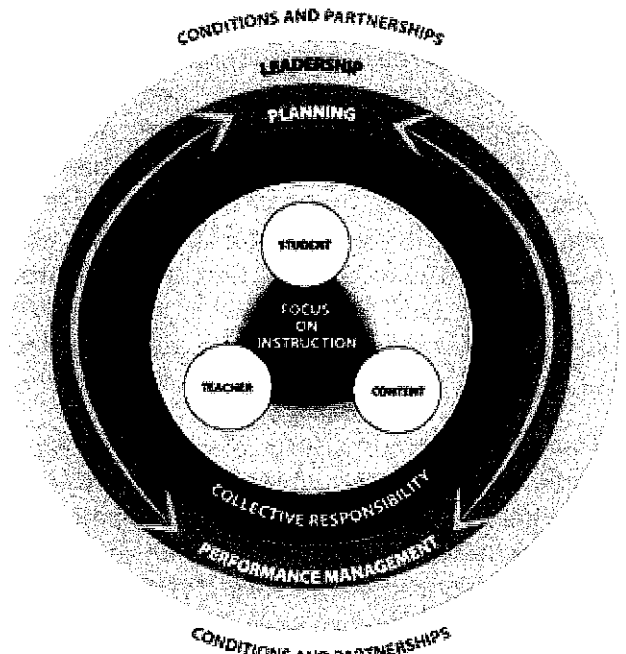
Focus on Instruction: Processes and supports continuously help teachers work together to improve and refine standards-based instruction so that all students can access and engage in rigorous learning;

Collective Responsibility: The school faculty and staff demonstrate collective responsibility for both the quality of instruction and the learning and success of all students;

Performance Management: Consistent processes are utilized to monitor and measure plan implementation and outcomes, determine what's working, and inform efforts to improve; and,

Partnerships: The school develops partnerships with families and community organizations to meet the needs of teachers and students.

Our work is organized around this Theory of Action. Mass Insight believes the school is the unit of change and improvement, and our work with schools and districts begins by understanding local strengths, challenges, and opportunities for improvement.



¹Mass Insight Education and Research. Mass Insight Education and Research Institute, Inc., 2007, *Mass Insight Education*, www.massinsight.org/resources/the-turnaround-challenge/

Diversity, Equity, and Inclusion within Mass Insight

Mass Insight has an organizational commitment to equity. We believe that all students should have equitable opportunities and access to high-quality K-12 education, regardless of zip code, economic status, gender, race, ethnicity, ability, or language. Our commitment to equity is grounded in the belief that all students can achieve when provided with high-quality education and the support needed to reach and exceed common expectations. We also believe that equity and equality are fundamentally different. Achieving equity requires an intentional focus on overcoming the historical legacy of racism, discrimination, marginalization, and underinvestment that disadvantages specific groups of people. Overcoming this history requires providing differentiated and tailored supports and resources, dismantling inequitable systems and practices, and increasing diversity, equity, and inclusion (DEI) orientation at the individual level to mitigate biases and prejudice.

We know that this means we have to look internally at diversity, equity, and inclusion within Mass Insight. Starting in 2018, we began to engage all staff in explicit learning on identity, privilege, bias, and organizational culture. We realized that in order to meaningfully examine our organization and our work through a diversity, equity, and inclusion (DEI) lens, we needed to build our individual and collective understandings of these issues. To hold ourselves accountable to this important work, we included DEI orientation as a priority in our strategic plan and convened a cross-functional DEI committee to lead our organization-wide learning and improvement. Currently, all Mass Insight staff participate in monthly learning to increase our personal and organizational orientation and commitment to DEI on topics such as foundational diversity, equity, and inclusion concepts (e.g., identity, bias, privilege, systemic racism, microaggressions, dominant culture, anti-racism, etc.). We have staff who are experienced in facilitating these processes in-house, and we also partner with external organizations, including Promise54, that focus specifically on helping teams build knowledge and skills to further DEI. Our partnership with Promise54 supported us in developing staff training objectives and designing an arc of learning for long-term staff development with the goal that staff will understand how identity, bias, power, privilege, and institutional racism play out in our individual perspectives and actions, our organizational frameworks and Strategic Operating Plans, in schools, and in our society. We expect our staff to take action based on these understandings and based on new learnings from our continuous improvement efforts.

As a result of these efforts, Mass Insight has examined and revised our tools and processes through a racial equity lens. We have worked to identify and address potential implicit or organizational biases; our team members have facilitated and participated in small group learning and book studies; and we have made progress towards organization-wide and personal goals related to strengthening our orientation to DEI. We have seen our staff increase DEI orientation as measured by all staff and teams adopting and working toward personal and team DEI goals, qualitative observational data from our Promise54 partners indicating growth in strengthening our internal capacity for DEI, and in positive changes to our district and school-facing work. For example, team members examined and revised existing tools and processes for school and district reviews to ensure that they maintain equity at the center of the work and eliminate biases. These changes have led us to conduct district and school equity audits with new partners.

We are eager to continue work toward becoming an “advanced organization” (characterized by high diversity, equity, and inclusiveness, as defined by Promise54’s study *Unrealized Impact*). Moving into our third year of organizational DEI learning and recognizing that there’s more work to do, we seek to further differentiate training and provide more opportunities for our staff to investigate and strengthen the equity lens in our services, tools, and practices. We also recognize that our leadership team must play a significant role in leading and modeling DEI orientation at Mass Insight. We must ensure that our leadership team has the skills, knowledge, and confidence to do this well. We will continue to partner with an external DEI consultant to support us in developing learning objectives for our next phase of learning, facilitating

training for all-staff and our leadership team, and provide consultation for our teams as we continue examining our work and improving our organizational equity lens.

RELEVANT EXPERIENCE

We commend the Walpole Public Schools on their commitment to understanding the community's diverse assets and the system challenges that result in student opportunity and access gaps. We strive to partner with Walpole Public Schools because of the district's commitment to racial equity and strong alignment between the district's goals and our organizational mission and vision. Like Walpole Public Schools, we are committed to using data to understand strengths and inequities and to ground our work in community context and understanding of the challenges that marginalized populations have faced for generations. We know that stakeholder voice matters, particularly to understand the diverse and unique socioeconomic contexts that impact communities, and we prioritize the inclusion of diverse and representative stakeholders in our work. Mass Insight is well-qualified to conduct an equity and inclusion audit with Walpole Public Schools due to strong alignment between the district's core values and goals and Mass Insight's mission and vision; our deep experience partnering with similar communities across the country to conduct audits focused on equitable outcomes; our research-and design-based approach to customize processes and tools that best meet partner goals, context, and needs; our commitment to continuous learning and improvement and equity in all that we do.

Mass Insight has extensive experience designing and conducting quality school and district diagnostics, including academic and equity audits, across the country in communities similar to Walpole Public Schools. Mass Insight is currently conducting equity audits in Aldine, TX; Norwood, Northborough/Southborough, and Mansfield (MA); and has completed comprehensive district audits (including instructionally-focused reviews and equity audits) in Framingham and Revere (MA), Evansville (IN), South Bend (IN), four districts in Pennsylvania, and fifteen districts in Texas. We have also conducted hundreds of school reviews in Colorado, Connecticut, Indiana, Louisiana, Massachusetts, Missouri, New York, Ohio, Pennsylvania, Tennessee, Texas, and Virginia. These reviews have included a variety of school types, across all grade-levels, levels of performance, and unique programming (e.g., Montessori, dual-language, innovation/autonomous schools, and other specialty models/programs), all with a lens of equity. The engagements noted below represent examples of our recent work that most closely align with the vision for Walpole Public Schools's equity audit. In each of these engagements, a team of diverse Mass Insight staff collaborate closely with client teams and district stakeholders representing the demographics of the communities they serve.

- In Revere Public Schools (RPS), in Revere, Massachusetts, we conducted a district equity audit to understand the next steps that RPS can take to build upon the DEI work the district has already undergone in alignment with its strategic plan. The audit process included quantitative and qualitative data and artifact review, interviews and focus groups with district and school staff, school leaders, students, families, and community partners, as well as family phone calls. The equity audit report and implementation guide presented short- and long-term recommendations for the RPS to increase access and opportunities, and further equity for all stakeholders, particularly for marginalized populations.
- In Framingham Public Schools (FPS), in Framingham, Massachusetts, we conducted a district equity audit to understand ways FPS can build upon strengths and align resources to meet the needs of the diverse FPS student body, staff, and community. Specifically, the audit: 1) gathered information about the district's current strengths and areas for growth relative to diversity, equity, and inclusive practices and policies including educator diversity, culturally and linguistically sustaining curriculum and instructional practices, and culture of inclusion; 2) identified opportunities to improve equitable practices throughout the district; and 3) informed FPS strategic planning. To conduct this work we reviewed relevant quantitative and qualitative data and artifacts on student learning, access, and outcomes; examined instructional materials, and conducted focus groups and interviews with district, school, and community stakeholders; analyzed and synthesized quantitative and qualitative

data to complete a SWOT assessment of FPS; and produced a report synthesizing findings and providing recommendations for FPS.

- In Kansas City Public Schools in Kansas City, Missouri, we conducted evaluations of the district's system of secondary schools and signature schools (e.g., African-centered, dual-language, fine and performing arts, International Baccalaureate, and Montessori) to surface school and district trends that would inform system-level goal-setting and decision-making. As part of this process, Mass Insight conducted principal, staff, and board member surveys to inform our findings and analyzed a range of data and artifacts to understand larger systemic strengths and opportunities related to equitable access and instructional quality (e.g., school and district performance, improvement plans, enrollment and demand data, etc.). Mass Insight conducted interviews and focus groups with district departments, school leaders, school staff, families, and students. We also conducted 12 site visits, with classroom observations, to understand the extent to which the system of schools was meeting district goals and needs and ensuring high-quality, equitable instruction for all students. Mass Insight supported the communication and sharing of key findings to different audiences, including district leadership, school board members, and school leaders through a final written report and presentation to the board.
- In Evansville Vanderburgh School Corporation (EVSC) in Indiana, a public K-12 district, we conducted a comprehensive equity audit of all district systems through the lens of support for the EVSC's lowest performing schools and historically disadvantaged populations. We facilitated the development of an equity-based school management system, by helping the district look at the right data, understand strengths and opportunities, and find solutions for ways to reorganize support to better serve the highest needs students and schools.
- In Harrisburg School District (HSD) in Harrisburg, Pennsylvania, we conducted a comprehensive district needs assessment to understand HSD's strengths and challenges in achieving equitable outcomes for students and in progressing the districts' recovery plan. The needs assessment informed both district strategic and academic planning as well as shaped state-level resources and support of HSD. The HSD needs assessment had a focus on instruction, and in particular the services, resources, and supports provided to the district's highest needs students. The review was informed by extensive school visits and classroom observation; data, curriculum, and artifact analysis; and interviews and focus groups with central office personnel, district leadership, principals, teachers, students, families, and community stakeholders. This included interviewing instructional stakeholders, including district leadership (CAO, SpEd director, ELL director), school leadership (principals and APs), teachers, and students to understand how the district's instructional approach impacts all individuals, and individual outcomes. The review resulted in a report synthesizing these findings and district recommendations.
- In Portland Public Schools (PPS) in Portland, Oregon, we supported the development of a multi-year strategic plan that allows the district to achieve and sustain its community's vision for racial equity and social justice and long-term success. We facilitated strategic planning sessions that consider PPS' starting points and goals to identify challenges and root causes, develop strategies to achieve the vision, and create action plans to bring the vision to life. We supported PPS to engage stakeholders, maintain focus on equity, reprioritize efforts to reflect changing budget and distance learning needs, and to synthesize and communicate prioritized work. Through our partnership we successfully increased collaboration among team members and collective investment in the districts' vision, developed shared team understanding of and consensus around equity-focused priorities and strategies, supported development of collaborative annual action plans towards 5-year goals, ensured alignment of district budget to prioritized efforts, and articulated plan performance management systems and structures

Reference contact information is available upon request.

In all of our work, Mass Insight uses research-based frameworks and tools, and inclusive processes. We ensure that our process examines data, including the attitudes and beliefs of all key stakeholders as it relates to their access to equitable opportunities, and we customize our approach to our partners' context and needs. For example, at the school-level, we conduct School Readiness Assessments (SRAs), our proprietary and evidence-based comprehensive review process, to understand the extent to which elements of our theory of action are in place, with a significant focus on equity and quality of instruction. At the district level, we examine how district systems, structures, policies, and practices further district goals and create the conditions for all schools and students to succeed. Our district equity audit process includes: 1) a comprehensive data and document review conducted prior to site visits, 2) stakeholder engagement consisting of a variety of staff, student, family, and partner focus groups and surveys, and 3) a final analysis and report of findings and recommendations. We also support our partners with using the results of a diagnostic/audit process to inform district continuous improvement, implementation, and monitoring, including providing actionable recommendations, surfacing systemic implications (e.g., funding, policies, sustainability, etc.), sharing audit recommendations with district stakeholders, and providing thought-partnership in identifying, implementing, and progress monitoring next steps to increase equity.

Mass Insight works closely with our partners in all audits/reviews to focus on specific areas of interest or need. We are adept at learning partner-specific context, goals, and needs and customizing our approach and tools to meet them. Our process gathers data and artifacts around the following indicators of the Mass Insight Equity audit Framework. We will work with Walpole Public Schools during project kick-off to further customize an approach that best meets the needs and goals of the district.

The Mass Insight Equity Audit Framework

Vision, strategy, and culture: District vision, strategy, culture, and priorities reflect a commitment to educational equity and promote a district-wide culture of inclusiveness and a belief that all students can learn and succeed.

Accountability for equitable student access and outcomes: Policies, systems, and practices enable all students to fully participate in schools, programs, and activities that result in high comparable outcomes.

Governance and conditions: Clear and equitable school committee/board and central office structures, systems, processes, and practices work together to advance the district towards its vision. The district commitment to equity is reflected in governance and central office structures, systems, policies, and practices.

Focus on culturally and linguistically sustaining teaching and learning: Curriculum, materials, instructional practices, and learning environments ensure school leaders, teachers, and other school staff constantly improve and refine rigorous standards-based pedagogy that recognizes and embraces students' identities and the district's diversity.

Student readiness to learn: The district and schools create safe, positive, and inclusive learning environments for all students. Students' non-academic needs are proactively addressed so they fully engage and succeed academically.

Workforce development: Systems and processes attract, recruit, cultivate, hire, and develop new and diverse staff. All staff receive ongoing professional development that results in the retention of talented, culturally competent, and diverse workforce.

Family and community engagement: The district and schools intentionally and authentically communicate with and successfully engage students, families, and community members.

Data: The district utilizes data regularly to identify and address inequities in the system. Disaggregated data is accessible and informs decision-making throughout the district.

School management: District policies, structures, and systems enable school leaders to create the school-level conditions that align people, time, program, and money to ensure the success of all students.

As a research-based organization, we are committed to continuous learning and improvement. We expect and support all staff to continuously build their subject-matter expertise - including diversity, equity, and inclusion orientation - through job-embedded coaching, professional development, and research and knowledge of current trends, data, and best practices, etc.. For example, Mass Insight School Improvement staff receive training and are certified in the Classroom Assessment Scoring System (CLASS), a research-based, nationally validated observational instrument designed to assess classroom quality in PK-12 classrooms. It describes multiple dimensions of teaching that are linked to student achievement and development and has been validated in over 2,000 classrooms. All Mass Insight staff also engage in organization-wide learning to increase our personal and organizational orientation and commitment to diversity, equity and inclusion. All Mass Insight staff engage in regular learning around foundational diversity, equity, and inclusion concepts (e.g., identity, bias, privilege, systemic racism, microaggressions, dominant culture, etc.). We have staff who are experienced in facilitating these processes in-house and we partner with organizations, including [Promise54](#), that focus specifically on helping teams build knowledge and skills to further diversity, equity, and inclusion. As a result of these efforts, Mass Insight has examined and revised our tools and processes through a racial equity lens; we have worked to identify and address potential implicit or organizational biases; our team members have facilitated small group learning and book studies; and we have set and made progress towards organization-wide and personal goals related to strengthening our orientation to diversity, equity, and inclusion.

As an organization committed to furthering diversity, equity, and inclusion, we approach all of our work through an equity-lens and pay considerable attention to whose voice is "in the room." One way we do this is by supporting our partners in conducting audits that center around and further equitable outcomes to ensure the success of all students. For example, through facilitation of data analysis, including a review of disaggregated and subgroup data, we will work with districts to understand current outcomes and opportunities to increase equity and excellence in student learning. As noted previously, we have experience conducting district audits specifically focused on educational equity. We also bring an equity-lens to our work by designing and facilitating an inclusive process that leverages assets from a diverse community and includes representative community perspectives. Stakeholder voice, input, understanding, and support are essential to the success and sustainability of district change efforts - especially through an audit process. To ensure collective ownership for the work, we actively build opportunities in our processes and facilitation to understand stakeholder needs/desires, gather authentic input, and communicate key messages tailored to unique audiences. We also customize ongoing community engagement strategies and tools throughout the audit process based on partner needs.

In summary, Mass Insight is well-poised to partner with Walpole Public Schools to conduct an equity audit. We are committed to furthering diversity, equity, and inclusion, and we are excited for the opportunity to partner with districts like Walpole Public Schools that are also explicitly committed to equity work. We have experience working with similar communities to Walpole Public Schools, which grapple with disparities in student academic achievement, discipline, and other measures and strive to provide high-quality and equitable educational experiences so that all students can succeed. We know that each district has unique strengths, contexts, and communities, so we work closely with our partners to design

and facilitate a process that helps them move towards their vision for change. We do not provide a "one-size fits all" approach; rather, we bring a national perspective, current research and best practices, and a collaborative and inclusive approach to our work.



PROPOSED SCOPE OF WORK

We are excited at the opportunity to partner with the Walpole Public Schools to help further the district's commitment to equity by understanding the community's diverse assets and the system challenges that result in student opportunity and access gaps. We strive to partner with Walpole Public Schools because of the district's commitment to equity and strong alignment between Walpole Public Schools's goals and our organizational mission and vision. Like Walpole Public Schools, we are committed to using data to understand strengths and inequities, ground our work in community context, and understand the challenges that marginalized populations have faced for generations. We know that stakeholder voice matters, particularly to understand the lived experiences of marginalized populations (including but not limited to racial, ethnic, gender, linguistic, social class, gender, sexual orientation, age, religious, cultural, or ability groups), and we prioritize the inclusion of diverse and representative stakeholders in our work.

Mass Insight is pleased to propose the following scope of work to conduct an equity and inclusion audit with Walpole Public Schools focused on the following objectives:

- Analyze data and gather information about the district's current strengths and areas for growth relative to equitable opportunities for all student populations;
- Prompt reflective conversations about the current status of equitable opportunities as compared to its desired state (intent and impact) by examining the attitudes, experiences, and beliefs of all key stakeholders; and
- Identify and present opportunities to improve equitable practices throughout the district by providing recommendations designed to focus attention and resources (e.g. people, time, money; program) to fully support Walpole Public Schools' diverse students, staff, families, and community.

To achieve project objectives, Mass Insight proposes the following scope of work. Importantly, Mass Insight will convene the district executive team for a 3-hour facilitated work session at the conclusion of the equity audit.

Timeline	Approach
<p>Activity 1: Audit Preparation and Planning</p> <p>(~1 month)</p>	<p>A. Project Kick-Off Meeting: We will begin our work with a kick-off meeting to further understand Walpole Public Schools's needs and goals for the equity audit and finalize a scope, process, and work plan that ensures our approach is customized to meet Walpole Public Schools' desired objectives, timelines/dates, and deliverables. At the start of the partnership, we will work with Walpole Public Schools to understand project points of contact and establish shared expectations for working together to meet goals (e.g., weekly progress updates, periodic check-ins, etc.). We will work closely with the district to identify the appropriate stakeholders to involve and engage in the process, as well as when and how communications and engagement will take place. We will discuss what data and artifacts are already available and what will be needed from the district. Lastly, we'll establish a shared vision and parameters for the final written report and presentation to the School Committee.</p> <hr/> <p>B. Customization of Process and Tools: Following the kick-off meeting, we will finalize our work plan and collaborate closely with Walpole Public Schools to understand the current climate relative to equitable opportunities for all student populations in order to tailor the audit process and tools to the areas Walpole Public Schools is most interested in. During this phase of work, we will also identify stakeholders who should</p>

	<p>be involved in interviews, surveys, and focus groups, and what data and artifacts we will gather and analyze, etc. We will ensure opportunities for Walpole Public Schools to provide input and feedback to refine and strengthen processes and tools, and we will examine all audit activities with our own lens of equity and inclusivity. For example, in establishing family focus groups, we can offer a variety of times to accommodate schedules and work with the district to ensure focus groups can be conducted in families' native language(s).</p>
<p>Activity 2: Data and Artifact Collection and Analysis (~1 month)</p>	<p>Data and Artifact Collection and Analysis: To begin the audit process, we will gather and analyze relevant data and artifacts to understand the district's current status, approach toward ensuring equitable opportunities and outcomes, and relevant district-, school-, and student-level data and artifacts that illuminate systems, structures, and policies impacting access and equity. We will use the data to inform our audit at large and to identify areas to further probe in focus groups, interviews, and surveys. Throughout the equity audit, we will gather and analyze disaggregated student-, school-, and district-level data (<i>to the extent possible</i>) and artifacts in alignment with our Equity Audit Framework. We will include a synthesis of disaggregated district data in the final report, as well as integrate relevant data into the priority focus areas and recommendations. Examples of of data and artifacts include but are not limited to:</p> <ul style="list-style-type: none"> ● Vision, strategy, and culture: vision, mission, values statements; district strategic plan ● Accountability for equitable student access and outcomes: student subgroup outcomes (e.g. academic, attendance, discipline, graduation), special populations policies and support systems, resource allocations, staffing allocations ● Governance and conditions: organizational chart, district policies, district and school surveys, school committee meeting minutes, budget, Title fund allocations, district support to schools ● Focus on culturally and linguistically sustaining teaching and learning: instructional vision, curricular framework and scopes and sequences, district assessments, principal and teacher surveys ● Student readiness to learn: student attendance, dropout, mobility, absenteeism rates; teacher attendance and mobility rates; SEL programs and models ● Workforce development: recruitment and hiring calendar, staff evaluation data, professional development schedule and topics, staff demographics, staff retention and vacancies, staff attendance, union contract ● Family and community engagement: district and school websites, media reports ● Data: district data policies, data protocols for district, school, and classroom levels ● School management: school improvement plans, school performance frameworks ● Additional indicators determined in collaboration with Walpole Public Schools.
<p>Activity 3: Stakeholder Engagement</p>	<p>A. Conduct Initial Stakeholder Interviews and Focus Groups: We will coordinate and facilitate interviews and focus groups with students, families, school staff, central office staff, community partners, and other key stakeholders identified in collaboration with Walpole Public Schools to further understand the district's current strengths and areas</p>

(~2 months)

for growth relative to equitable opportunities for all student populations. Teams of two Mass Insight staff will conduct each interview and focus group to ensure strong facilitation, note-taking, and identification of holistic themes/trends. We will tailor focus group and interview questions based on roles/perspectives. Proposed interviews and focus groups include, but are not limited to:

- Central office staff:
 - Superintendent
 - Assistant Superintendent
 - Curriculum, Instruction & Assessment departments
 - Student Services department
 - English Language Development program
 - Special Education program
 - Business department
 - Human Resources department
 - Technology & Digital Learning department
 - METCO and School Nutrition programs
- A representative sample of school staff: grouped by grade band
 - Elementary, middle, and high school principals
 - Co-principals, instructional leaders, or other building leaders
 - General education teachers (preK-2, 3-5, 6-8, 9-12)
 - Identity-based groups of staff (staff who self-identify as ethnically/racially diverse or LGBTQIA+)
 - English language development teachers (ES, MS & HS)
 - Special education teachers (ES, MS & HS)
 - Student support staff (ES, MS & HS)
 - Union president and building reps
- A representative sample of the school committee members
- Middle school (6-8) and high school (9-12) students ensuring representation from all schools:
 - Identity-based groups for students who self-identify as ethnically/racially diverse or LGBTQIA+
 - English learners
 - Students with disabilities
 - Students on 504 plans
- Families:
 - Focus group for family advisory group representatives
 - Family phone calls
- Community partners' focus group

B. Administer and Gather Survey Data: To maximize opportunities for stakeholder input and engagement in the audit process, we will work with Walpole Public Schools to design and administer surveys to key stakeholders: central office staff, school administrators, teachers and support staff, students, families, and community partners. This will allow us to better understand the lived experiences of more stakeholders in Walpole Public Schools and the extent to which equitable opportunities are actualized. Surveys will allow for stakeholder open-response comments, in addition to multiple choice items; and similar to focus groups and interviews, will focus on key stakeholder perspectives aligned to the Mass Insight Equity Audit Framework. During survey administration, we will monitor participation rates and support ongoing efforts to

	<p>increase participation and gather representative stakeholder input. When surveys are complete, we will analyze the results to identify key findings and themes to triangulate with the data and focus groups and interview findings to inform the report.</p> <p>C. Classroom Observations: To help examine pedagogy, instructional practices, and teacher quality, Mass Insight will also conduct classroom and common space observations. We will conduct observations at each school, resulting in 3 days of observations (or the equivalent thereof). Mass Insight is experienced in using and customizing a variety of research-based observation processes and tools (for example, many of our team members are certified Upper Elementary and Secondary CLASS™ observers). We will work with Walpole Public Schools to determine the best approach to these observations to gather information focused on equity that directly informs this audit. Mass Insight will surface district-wide trends from our observations to inform the audit process and findings that will be included in the final report.</p>
<p>Activity 4: Analysis, Presentation, and Reporting of Findings (~2 months)</p>	<p>A. Analysis and Report Preparation: Mass Insight will analyze and synthesize the information gathered through the audit process (including data and artifact analysis, surveys, focus groups, and interviews) to prepare one draft report that includes emerging strengths and areas for growth, planning and policy implications, priority areas of focus, and next steps. Next steps will cover short, intermediate, and long-term recommendations, including how Walpole Public Schools can work towards strategic implementation and allocation of educational resources to ensure equitable opportunities for all staff, students, and families. Mass Insight will gather one round of virtual feedback with district leaders prior to presenting to the school committee.</p> <p>B. Presentation to the School Committee: Mass Insight will prepare and deliver a presentation of the written report to the Walpole Public Schools' School Committee. The 90-minute presentation will include an overview of the audit process, findings, and recommendations, and time for any questions from board members.</p> <p>C. Delivery of Final Report: Mass Insight will incorporate feedback from the above-mentioned stakeholder groups into the report, and then deliver the report within one week of the school board presentation.</p> <p>Mass Insight will also facilitate a 3-hour session with a group of district leaders to support them in unpacking the equity audit findings and begin operationalizing its recommendations given their roles and responsibilities.</p> <p><i>Deliverables: Equity audit report</i></p>
<p>(BONUS) Activity 5: Formative Data and Research Study</p>	<p>Overview: Mass Insight is in its third year of conducting equity audits. We see promising early signs of impact, and demand for these services is soaring. Simultaneously, many of our partner districts want to know if the actions they take because of the information gained through the equity audit are making a difference. To support our continuous improvement efforts as well as those of your district, we're</p>

pleased to offer a complimentary bonus activity (Activity 5) designed to help both your organization and ours understand the impact of our equity audit partnership.

A. End of engagement. At the conclusion of Activity 4, Mass Insight's Research & Impact team (internal researchers and program evaluators separate from the team that provided services) will administer:

- A 5-to-10-minute questionnaire for district and school administrators about their perceived impact of Mass Insight's engagement.
- A 5-to-10-minute questionnaire for a key informant about their team's experience of working with Mass Insight.

B. Six months after the end of the engagement. A 30–45-minute virtual interview with a key informant, exploring the perceived impact of Mass Insight's work and the ways Mass Insight could improve similar projects in the future.

C. One year after the engagement. A student survey and a staff survey about the district's status, approach, policy, and practices toward ensuring equitable opportunities and outcomes in 9 areas. All surveys should take no more than 15 minutes to complete. Mass Insight will share the results of the survey with district leadership.

A few notes:

- All surveys will be administered anonymously.
- Interview participants will be asked to sign a formal IRB consent form.
- Data Use: No individual will be identified by name or role in any report or document summarizing results.
- Data Storage: These data will be stored following Mass Insight's Data Security Policy, which is available upon request.

COST

The cost for the equity audit is \$74,600. This all-inclusive cost includes staff time, administrative costs, materials, travel costs (includes flights, rental car, lodging, etc.) as needed for onsite activities (applicable when pandemic circumstances allow), etc. *Mass Insight understands cost is an important consideration for partnership and we are willing to work with leadership to seek opportunities to reduce costs.*

Assumptions:

- *The total cost assumes significant time for stakeholder engagement (e.g., 40 hours of live engagement via focus groups, interviews, direct stakeholder calls), which we believe is necessary for an inclusive assessment process. Price can be reduced by adjusting the proposed scope of service activities (e.g., reducing focus groups or surveys, minimizing rounds of feedback, etc.).*
- *Given the current global pandemic, the total cost assumes a mix of remote and in-person work, applicable only if pandemic circumstances allow for travel and conducting work in-person at that time. Mass Insight has been successfully delivering services remotely since March 2020. Our team is well equipped for virtual work – our culture and infrastructure are designed for this type of work – and we are prepared to quickly adjust efforts to protect the health and wellness of our partner communities, while ensuring maximum stakeholder involvement in the process.*
- *The total cost also assumes the translation of up to 2 surveys for non-English speaking students and families in the district. If additional translation or interpretation is needed, that will impact the overall cost.*
- *Our pricing assumes two 2-day trips. One 2-day trip is for in-person activities in Activity 3 to include student focus groups and other activities to support the equity audit process. And the second 2-day trip is for the presentation of the final report to the Walpole Public School Committee and the 3-hour facilitated sessions with district leaders. All other activities will be conducted remotely.*

Assurances

Mass Insight (Mi) asks schools, districts, and partners to take accountability for performance in exchange for capacity and conditions; we do the same for ourselves. We seek candid feedback about our services and partnership, and ask for two formal opportunities. Our proposal identifies a number of deliverables that indicate the completion of each project and subproject. We hold ourselves accountable for these deliverables; however, we require the following from the client in order to do so:

- 1) Capacity and support: We pursue projects that are deeply collaborative in nature, and therefore expected to be more effective and sustainable. Our work is highly dependent upon significant access to and support from our clients and partners. To ensure that the work is completed in a timely and highly effective manner, the client must commit proper capacity to working with Mi on these activities.
- 2) Favorable working conditions: Our work is complex, and dependent upon policies, politics, and environments that can be challenging. While we pride ourselves on the ability to navigate difficult conditions, unexpectedly poor conditions may cause unintended and understandable barriers to completing the deliverables exactly as described.
- 3) Flexibility: Together, we are paving new paths with innovative and ambitious projects, such as described in this scope of work. Our work is necessarily dynamic. We ask our clients to be understanding of the

occasional need to revisit and modify components of the work plan in order to pursue our intended outcomes.

4) Communication: Changes to the scope of work or deliverables will require mutual agreement. We make every effort to communicate early and often about the changing nature of our work and ask our clients to do the same.

5) Transparency and access: Given the collaborative nature of our work, it is critical that we establish reciprocal transparency and access. Mi must have access to stakeholders and all necessary and relevant information.

6) Periodic check-ins: Walpole Public Schools and Mi will have regular meetings to discuss the status of the contract and work plan. These periodic check-ins are essential in order to benchmark our progress and troubleshoot any issues that may arise. The Mi team and the Walpole Public Schools' point of contact will collaboratively determine the agenda for these meetings.

7) Scheduling: We prioritize inclusion and accessibility to focus group participation by holding time of Mi staff during the day, evenings, and weekends in order to accommodate stakeholders and their schedules. We ask our clients to make every effort to likewise prioritize scheduling and maximize participation in focus groups to ensure the audit timeline is maintained as much as possible.

8) Embedded research & impact study: In consenting to this scope of work with Mass Insight, all of our partners also agree to take part in a short embedded study. This study aims to track and monitor the impact of Mass Insight's work with partners. Walpole Public Schools is expected to participate in the following Mass Insight research activities:

- At the end of each year's engagement
 - A 5-10- minute questionnaire for all staff who will work directly with Mass Insight about the impact of Mi's engagement and experience working with Mass Insight. The survey will be administered anonymously.
- At the end of an engagement (or each year's engagement in the case of a running partnership):
 - A 30-45-minute online interview with a key informant, exploring the perceived impact of Mass Insight's work and the ways Mass Insight could improve similar projects in the future.

Data Use: Survey and interview data will be used to monitor and communicate information about the impact of Mass Insight's School Improvement work. No individual will be identified by name or role in any report or document summarizing results.

Data Storage: These data will be stored following Mass Insight's Data Security Policy, which is available upon request. Interview participants also will be asked to sign a formal consent form. Interview participants will be asked to sign a formal consent form.

THE MASS INSIGHT TEAM

The Mass Insight team comprises a select group of highly-qualified managing directors, engagement managers, consultants, and analysts. Our team members have experience teaching in, leading, and advising districts and schools in a variety of states, sizes, and contexts. Our team has worked with diverse communities nationwide (e.g., urban and rural; large and small; communities with high populations of English-learners; schools with innovative choice programming; public, charter, and in-district charter schools; etc.). We expect and support all staff to continuously build their subject-matter expertise through job-embedded coaching, professional development, and research and knowledge of current trends, data, and best practices, etc. Additionally, Mass Insight team members receive training in evidence-based tools and approaches necessary to conduct our work. For example, our team is trained and certified in the Classroom Assessment Scoring System (CLASS), a research-based, nationally validated observational instrument designed to assess classroom quality in PK-12 classrooms. It describes multiple dimensions of teaching that are linked to student achievement and development and has been validated in over 2,000 classrooms.

We pay close attention to our partners' needs and build dedicated project teams that will carry out and sustain our work. For each project, we provide a main point of contact/project lead that will be responsible for administration of the project to ensure seamless coordination and communication with our partners. Then we build diverse and tailored project teams based on the specific skills and experiences necessary for the scope of work. We identify individual team members for each project based on availability, alignment of experience to scope of work activities, capacity to commit to the duration of the project, and other criteria determined in collaboration with our partners. We also pay attention to develop project teams that are reflective of local communities we partner with. We will work closely with the district to ensure a full project team that best meets your goals and needs for an equity audit.

Please see team member bios below for more information on our experience and expertise required to execute this work effectively.

Rob Jentsch, Vice President, Program & Strategy

As Vice President, Program & Strategy, Rob leads Mass Insight's School Improvement Team and national partnerships. He oversees the design of our work with partner schools, districts, and SEAs. This includes conducting comprehensive needs assessments at all levels, facilitating strategic planning, and supporting the creation and implementation of performance management systems. Rob brings to the role a decade of experience in education. Among his recent projects at Mass Insight, Rob has led an equity audit of all district systems for a partner in the Midwest, strategic planning for districts in Pennsylvania, state level school improvement strategy in Texas, and facilitated the research and development of Mass Insight's Instructional Coaching Framework. Rob was also recently lead writer for Mass Insight's school improvement planning roadmap which describes actionable critical elements (and common pitfalls to avoid) in the school improvement planning process based on national work. Prior to joining Mass Insight, Rob worked with TNTP in Baltimore where he trained instructional coaches and led Common Core content training. He started his career in rural North Carolina as a high school teacher where he founded an AP program, and served as department chair and baseball coach. He holds a B.A. from Macalester College.

Jenna Bullock, Engagement Director

Jenna is an Engagement Director on Mass Insight's School Improvement Team. Jenna supports the School Improvement Team broadly with needs assessment reviews, strategic planning, and research and design of frameworks. She has conducted school and district reviews in Colorado, Connecticut, Indiana, and Texas, using Mass Insight's review processes. Most recently she has led work with district partners in Evansville, Indiana to establish job-embedded, high-quality coaching for teachers in over 20 buildings. Jenna has

worked in education for ten years including time with Teach for America Twin Cities where she coached teachers to accelerate academic gains and pioneered an innovative PLC model to accelerate teacher growth. She previously was a biology teacher at a high-poverty school in North Carolina, leading her students to achieve a 100% pass rate on the state ECA and the third-highest mean scores in the state for all schools. Jenna graduated from Bethel University.

Anna Braet, Engagement Manager

Anna is an Engagement Manager on Mass Insight's School Improvement Team. She supports the team with comprehensive needs assessments/reviews, strategic planning, and research and development of frameworks and diagnostics. Anna brings experience conducting state, district, and school needs assessments in seven states, and leading state partnerships to design and pilot district effectiveness frameworks and diagnostic processes and tools. Recently, Anna led a review of a Missouri district's system of signature and secondary schools to help inform district goal-setting and planning with a focus on equitable access to high-quality education. Anna also leads Mass Insight's Transformation Zone strategy for school and district improvement, resulting in improved outcomes for zone schools. She supports partners with inclusive stakeholder engagement, customized review processes/tools, facilitation of root cause analyses and improvement planning, and development of systems for monitoring and improving performance. Prior to Mass Insight, Anna supported state education agencies to maximize funding for special education programs with Public Consulting Group. Anna joined Mass Insight as an Education Pioneers Analyst Fellow in 2015, conducting policy research and analysis to secure innovation waivers for Colorado innovation schools. She graduated from Boston University's Questrom School of Business.

Dr. Carolina Buitrago, Engagement Manager

As an Engagement Manager, Carolina leads Mass Insight's work on the development of networked improvement initiatives. In this role, she uses principles from Improvement Science and systems thinking to guide the formation and development of local and national networks of schools and districts to increase college readiness for Black, Latinx, and low-income students. She has also conducted Mass Insight school readiness assessments and supported planning processes. Carolina has over 25 years of experience in education, which combine mixed-methods research on school improvement and teacher effectiveness, data analytics and innovation in survey design, program evaluation of school-based and national initiatives, policy development and implementation, and counseling. Prior to joining Mass Insight, Carolina was a Senior Research Analyst at Tripod Education Partners where she led the Tripod-Teach for All Chile initiative, a school improvement project of Chilean secondary schools. Carolina co-led the program evaluation of the Head Start's National Center on Parent, Family, and Community Engagement at the Harvard Family Research Project, and oversaw all aspects of the Kindergarten Development grants, a \$28 million state initiative to support the implementation of high quality full-day kindergarten in Massachusetts, at DESE. She holds Doctorate and Masters degrees in education both from the Harvard Graduate School of Education.

Robbie Curry, Engagement Manager

As an engagement manager, Robbie manages a portfolio of engagements across the country. Currently, this includes a partnership with the Indiana Department of Education designed to support LEAs with strategic planning and a particular focus on sustainable ESSER investment. In addition, Robbie is supporting an equity audit with a large Texas district. Robbie has extensive knowledge and expertise in K-12 school organizations having served in multiple roles as a teacher, principal, network leader, and state education official. At the school level, Robbie has been a teacher, Director of Special Education, and school principal. At the charter network level, Robbie led a network of schools as Chief Academic Officer and with the Illinois State Charter Commission, Robbie served as Director of Portfolio Performance where he oversaw authorizing processes, led the development of an annual strategic planning framework for commission-authorized schools and worked to improve systems for planning and resource distribution.

Robbie holds a BA from Pitzer College and an MS in Education from Bank Street Graduate School of Education. In 2019, he completed the inaugural Elevate Fellowship, a partnership of Teach For America and University of Chicago Booth School of Business and in 2020, he completed the Surge Fellowship with The Surge Institute.

Dr. Julie Shepherd, Engagement Manager

Julie is an Engagement Manager on Mass Insight's School Improvement Team. Since joining Mass Insight, Julie has conducted school and district reviews with a focus on equity and school improvement in Louisiana, Massachusetts, Colorado, Indiana, Pennsylvania, and Texas. She has also supported the design and implementation of a transformation zone in Austin, TX, as well as facilitated root cause analyses, school improvement planning, district strategic planning, and system development for monitoring growth and improving performance. Most recently, she conducted a district equity audit in Framingham, MA; supported instructional leaders in Aurora, CO, with the development of PLC and evaluation practices; and supported alliance- and school-level leaders in Boston Public Schools as they work to build instructional capacity, leadership, and systems to monitor school-wide growth. Julie has worked in education for the last 20 years, including teaching 4th-8th grade mathematics in Illinois, Georgia, and Sweden, and working for Iowa Testing Programs while in grad school. She holds a B.S. in Elementary Education from Illinois State University and an M.A. in Educational Measurement and Statistics, an Ed.S. in School Curriculum and Assessment Policy, and a Ph.D. in Educational Policy and Leadership Studies from the University of Iowa.

Katie Friend, Sr. Consultant

Katie is a Sr. Consultant on Mass Insight's School Improvement Team. Katie currently supports partners in Evansville, Indiana in implementing and managing an equity-based school management approach. She also supports the School Improvement team broadly on a variety of projects, including conducting district and school needs assessments and designing and facilitating school improvement planning support. She also helps steer Mass Insight's diversity, equity, and inclusion work. Prior to joining Mass Insight, Katie worked with Teach for America Mississippi Delta for twelve years, where she managed multiple teams specializing in teacher recruitment, certification, instructional curriculum design, executive leadership and coaching, diversity and inclusion training, and new teacher development models. She got her start in education teaching kindergarten in rural Arkansas. She graduated from Furman University with a B.A. in Art and Art History.

Jamie Cameron, Consultant

Jamie is a consultant currently engaged in school improvement work with Allentown School District. In this capacity, he is supporting the implementation of robust instructional coaching and effective leadership practices. Jamie is from London, England and currently resides in Minneapolis, MN. Jamie most recently served as Principal of KIPP North Star Primary School in Minneapolis, Minnesota. In that capacity he led work to significantly increase student and staff retention, reduce out of class disciplinary action by over 85% and to re-found the school using a community-centered approach. Prior to this, Jamie served as an Assistant Principal and teacher at KIPP Destiny in Dallas, Texas, and spent several years teaching in Detroit Michigan. In 2013, Jamie was a national semi finalist for the Sue Lehmann excellence in teaching award. He completed his Masters in Educational Leadership from Southern Methodist University in 2016.

Emily Coady, Consultant

As a consultant, Emily currently supports partners in Harrisburg, PA and Evansville, IN. Currently a PhD candidate in education policy at the University of Arkansas's Department of Education Reform, Emily's research has focused on the community and school relationship, as well as school and district leadership. Prior to joining Mass Insight, Emily was the regional director for Teach For America-Louisiana Delta. She oversaw financial development, teacher coaching, district and community partnerships, and strategic planning. She also served as a William J. Clinton Fellow for Service in India, developing an English Language

Curriculum for rural community-run schools in Andhra Pradesh. Emily's journey in education began in a 5th grade in Tallulah, Madison Parish.

Veeko Lucas, Consultant

As a consultant, Veeko Lucas supports Mass Insight's portfolio of School Improvement projects including our Advanced Placement Action Community, through the Gates foundation and as well as other school and district-level projects. Veeko's work includes helping schools design systems that provide equitable access to Advanced Placement courses for Black & Latinx students as well as those from low income backgrounds. Prior to his role at Mass Insight Veeko served as an assistant principal in Milford Public Schools (MA), Director of Design and Innovation at the National Math and Science Initiative (NMSI), Senior Effectiveness Coach at The New Teacher Project (TNTP) and was a presenter at the Common Core Teacher Institute on NBC's Education Nation. Veeko holds a Bachelors degree from Berea College, and Masters degrees from Indiana University and Teachers College: Columbia University.

Natalie Mejia, Consultant

As a consultant, Natalie is currently supporting an equity audit for the Public Schools of Northborough and Southborough in Massachusetts, as well as facilitating high school leadership conversations about increasing AP program enrollment and success in our AP partner schools. Prior to Mass Insight, Natalie served as an assistant principal and classroom teacher for ten years in middle and high schools across the nation. As an instructional coach, she designed and facilitated learning experiences that helped educators understand the intersectionality of race and class and its impact on learning environments. Additionally, Natalie has served as an adjunct lecturer for the Goucher Prison Education Partnership (GPEP) and Alder Graduate School of Education. Natalie holds a B.A. in Women's Studies from UCLA, an M.S. in Urban Education from Johns Hopkins University, and an Ed.D in Educational Leadership from USC's Rossier School of Education.

Dr. Carmen Thomas-Browne, Consultant

Carmen is currently supporting an equity audit for Mansfield Public Schools in Massachusetts, as well as work with the Texas Education Agency. She is a former Math Specialist on the Pennsylvania Comprehensive School Improvement team in which she provided support and guidance on improving the teaching and learning of mathematics to building and district leaders for twenty-four Pennsylvania schools. Carmen has experience as a middle and high school mathematics teacher and a mathematics teacher educator. She also supervised numerous preservice teachers in their student teaching experiences. Carmen served as an evaluation team member on the National Science Foundation funded project titled, Designing for Equity by Thinking In and About Mathematics (DEbT-M). In this work, she co-authored an instrument entitled, The Assessment of Beliefs and Practices of Teaching Mathematics to African-American Students. Carmen holds a Bachelor of Science degree in Mathematics and a Master of Arts in Teaching Mathematics from Chatham University, and a Ph.D. in Instructional Management and Leadership from Robert Morris University.

Arthur C. Turner, III, Consultant

Arthur currently supports equity audit work in Texas. Prior to Mass Insight, Arthur served as the Executive Director for LoveWorks Academy for Arts in Minneapolis, MN, where he led a turnaround focused on academic achievement and culture. Arthur has also served as an Assistant Principal of Gaston Elementary and Middle Schools in Gaston, NC, while simultaneously leading the district arts oversight as the District Arts Coordinator. Arthur holds a Master of Science in Educational Leadership from Minnesota State University, Mankato. Arthur also holds two Bachelor of Science degrees from Shaw University in Computer Information Systems and Music Performance (percussion concentration).

Francina Victoria, Consultant

Francina is a consultant on Mass Insight's School Improvement Team supporting states, districts, and schools across the country. In this capacity, she conducts district and school reviews, reports on key findings, and supports partners in identifying high-leverage and sustainable solutions. Most recently, Francina has supported system-level partnerships with Kansas City Public Schools, Framingham Public Schools, and the Texas Education Agency. In this capacity, she conducted a virtual equity audit process for a Massachusetts school district and has supported multiple school reviews. Prior to Mass Insight, Francina was the Manager of Pipeline & Diversity Programs for Boston Public Schools overseeing the development and implementation of sustainable programs for diverse aspiring educators in and around the Boston area. These programs recruited, cultivated and helped retain diverse individuals seeking teacher training and licensure. Francina has also served as the program manager for the Boston Public Schools Teaching Fellowship in collaboration with TNTP, and as an operations manager with Lawrence Public Schools. Francina holds a Bachelor of Arts in Political Science and a Master of Arts in Economic and Social Development of Regions, from the University of Massachusetts Lowell.

Destiny Shantell Woodbury, Consultant

Destiny is a Consultant on Mass Insight's School Improvement Team. She will be working on an equity audit with Aldine ISD and school improvement support with Allentown School District. In this capacity, she conducts district and school reviews, reports on key findings, and supports partners in identifying high-leverage and sustainable solutions. She is from Providence, Rhode Island, lives in Houston, TX, is in her 15th year in education, and is also a Doctoral Student at Vanderbilt University. Destiny has been a middle school science teacher, grade level chair, department chair, instructional coach, instructional specialist, and school leader. As a School Leader, she reduced the suspension incident rate from 44% to 15%. In 2015, her students were ranked #1 out of all KIPP middle schools across the nation on the NWEA MAP Assessment and generated the highest student achievement in fifth-grade science in school history by over 25%: 94% of students met their typical growth goals, 89% of students met their tiered growth targets and grew an average of 3.51 years. She holds a BS in Chemistry, BA in Chemistry, and BA in Secondary Education with four minors in Physics, Math, Spanish, and Leadership Studies from the University of Rhode Island and an M.Ed from National-Louis University. She was a professional athlete who trained for the 2008 and 2012 Olympics in the 400 meters.

Marcia Parrilla, Analyst

Marcia analyzes data for the Aldine Project to create the district data profile. She brings with her three years of applied research experience from Montgomery County Public Schools in Rockville, Maryland. In her role there, she analyzed school accountability data, collected data for program evaluations for board reports, and drafted shared accountability reports. In 2008, Marcia received her Bachelor of Arts from Spelman College, and her doctorate in cognitive psychology from Howard University. Her research focused on the impact of parental education and racial socialization contributed to college students' academic resiliency.

Krista Reed, Analyst

Krista is an Analyst on Mass Insight's School Improvement Team. She is currently supporting an equity audit for the Public Schools of Northborough and Southborough in Massachusetts as well another in Mansfield Public Schools by analyzing data, conducting focus groups, and designing and administering surveys. Prior to joining Mass Insight, Krista supported school and district special education leaders in New Orleans. She also helped design and evaluate programming for new and veteran teachers across the country through her work at Teach for America. Krista began her career as a special education teacher in New Orleans, Louisiana. She graduated from Drew University with a B.A. in political science.

Coco McKeown, Program Operations Manager

Coco is a Program Operations Manager on Mass Insight's School Improvement Team. In this capacity she supports logistics, operations, and communications for the Gates-funded AP Action Community, and helps manage internal strategic efforts for the School Improvement Team. Coco brings significant experience in the areas of operations, partnership management, and program development and evaluation. She brings leadership experience in organizations including iMentor, Teach For America, and College Possible, and a deep commitment to diversity, equity, and inclusion. Coco holds a M.S.W. from New York University and a Bachelor of Arts from Fordham University.

Larry Stanton, Senior Consultant - Advisor to Project Team

Larry led Mass Insight's State Development Network and supports organizational strategic planning and district and SEA-level work. He has extensive experience facilitating strategic planning efforts and conducting school and district reviews. Larry served as Strategy and Planning Officer for the Chicago Public Schools from 2003-2008 with responsibility for developing, managing, and communicating the district improvement strategy. Since 2008 he has been an independent consultant helping clients in education and workforce development to develop and implement strategies for change. From 2010 to 2012 Larry co-chaired the Illinois committee charged with developing new teacher and principal evaluation systems. He also has served as vice chancellor for administrative services of the City Colleges of Chicago. He began his career as a high school English teacher and tennis coach. Larry has a M.P.A. from the Harvard Kennedy School, a J.D. from Loyola University Chicago and a B.A. from the University of Notre Dame.