

**Special Board Meeting
December 9, 2010**

CUR-153 BE IT RESOLVED, That the Board of School Directors approves the proposal from Performance Fact, Inc., to provide development services for the district's Strategic Plan for the years 2011 – 2017, and leadership capacity development on all levels of the organization, at a cost not to exceed \$200,000.00, to be paid through PA PACT. *Pending review of proposal by the district solicitor.* **A-CUR-153**



PERFORMANCE *fact*, INC.

Building leadership for courageous and accountable action in public education

Scope of Professional Services

READING SCHOOL DISTRICT

Reading, Pennsylvania

Strand #1: Moving Forward as One!™

Development of System-wide Strategic Alignment Plan

Strand #2: Developing Leaders at All Levels

*Strengthening leadership and organizational capacity
for disciplined implementation*

Submitted by:

Performance Fact, Inc.

Mutiu O. Fagbayi, President/CEO

16 November 2010

INTRODUCTION

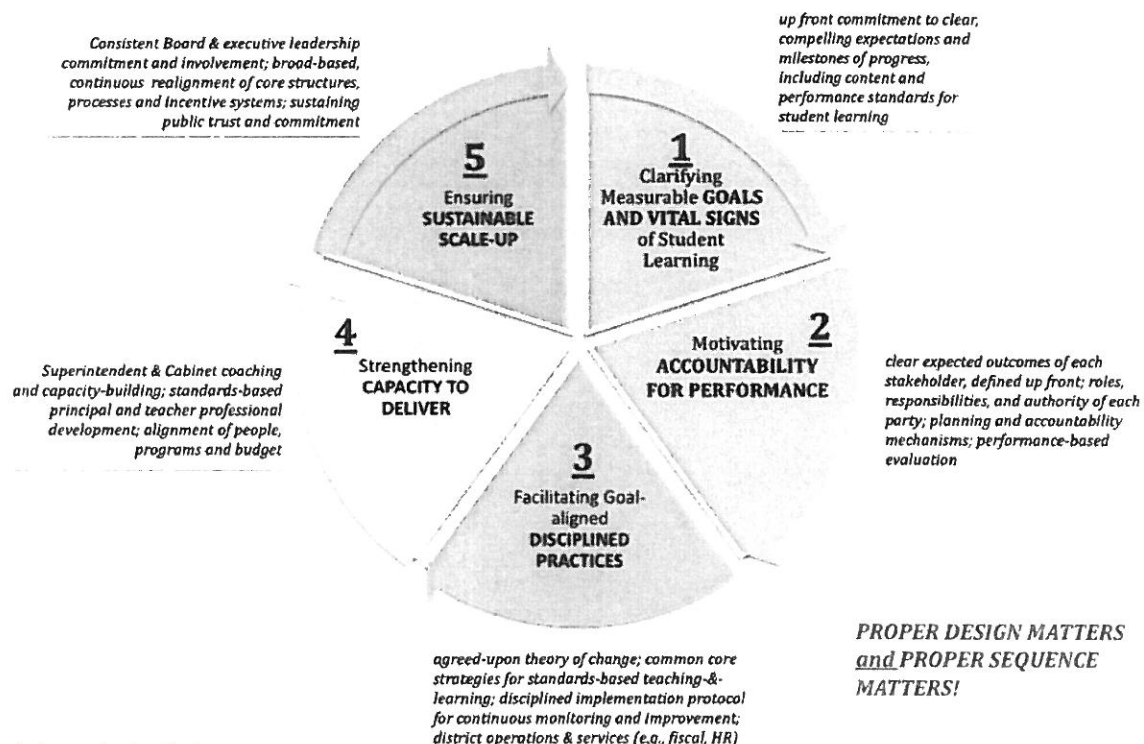
Success does not happen by accident; high-performing schools and education systems do not come about “by chance”. Consistent performance is the outcome of a disciplined approach to executing the essential functions of a school system, a school, or a team.

Those functions include: setting the goal, aligning resources to the goal, motivating personal and organizational commitment to the goal, building capabilities, communicating progress, nurturing continuous improvement and innovation, and ensuring incentives and accountability for performance. (See Figure 1)

Making all these pieces come together to produce desired results for your school, team or organization is a core responsibility of leadership. Furthermore, “making them stick” through organizational or environmental changes, community ‘upheavals’ or multiple generations of leadership requires careful attention to the *five conditions* illustrated in Figure 1. The competencies required to master that responsibility could be learned by any committed leader or leadership team.

Figure 1.

FIVE CONDITIONS FOR SUSTAINABLE SYSTEMIC IMPROVEMENT



OUTLINE OF THIS PROPOSAL

This Proposal outlines the professional services that Performance Fact, Inc. will provide to the **Reading School District**. The Proposal consists of **Two Strands** identified by district leaders, and covers the period from December 2010 to September 2011.

Strand #1: Moving Forward as One - Development of a system-wide **Strategic Plan** that mobilizes and aligns the diverse “voices” of the school district’s internal and external stakeholders around a shared vision and unified goal for student learning, and a clear roadmap for reaching that goal. This Strand includes:

- ❖ A ‘getting ready’ phase focused on enrolling credible leaders and/or spokespersons for the key stakeholder groups in order to solicit their input and build trust in the planning process (might include compiling baseline data, for example, via a survey);
- ❖ A series of strategic planning sessions with a broadly representative core team, plus “reality check” meetings with the larger community at periodic intervals;
- ❖ An “early implementation” phase focused on instituting selected recommendations from the larger strategic plan.

Strand #2: Developing Leaders at All Levels - Strengthening **leadership capacity for disciplined implementation**. The participants in this Strand include the Board of Education; Superintendent, Assistant Superintendent, and Directors; school-site principals and administrators; central office managers and supervisors; and school-based instructional leadership teams (or “Data Teams”). This Strand includes:

- ❖ Interactions with and capacity-building for the Board of Education;
- ❖ Ongoing leadership development for the Superintendent’s Cabinet, including the Directors and other senior leaders (as identified by superintendent);
- ❖ A structured program for building the capacity of principals and school-site administrators, with emphasis on accelerating student learning through continuous improvement of teaching practices, leadership practices and organizational practices;

These Strands symbolize the commitment of the senior leadership of Reading School District to fundamentally rethink and significantly improve teaching practices, leadership practices and organizational practices in order to accelerate learning and achievement for all students, regardless of the student’s background, ‘condition’ or circumstance.

Table 1 highlights the components, time frame and key participants for each Strand.

Table 1. The Components, Timeline & Key Participants for each Strand

STRAND	COMPONENTS	TIMELINE	KEY PARTICIPANTS
STRAND #1: MOVING FORWARD AS ONE!™ – <i>Developing a System-wide Strategic Plan</i> \$95,000	I. Enrolling Leaders /Spokespersons of Key Stakeholder groups II. Building trust and authentic relationships III. Developing 6-year system-wide strategic plan IV. Early-implementation of selected strategic plan recommendations	December 2010 – July 2011	<ul style="list-style-type: none"> • Board of Education • Superintendent/Assistant Superintendent • Directors • Principals • Representative sampling of Managers, Teachers, Staff, other employees • Students • Parents/Guardians • Community, Faith-based, Business & Higher Education partners • Governmental Agencies
STRAND #2: DEVELOPING LEADERS AT ALL LEVELS – <i>Strengthening Capacity for Disciplined Implementation</i> \$105,000	I. Board development (focus TBD) II. Executive coaching & capacity building for Superintendent's Cabinet (including Directors) III. Principal & administrative leadership development & continuous school improvement using Eye on the Goal™ process IV. Building capacity of teacher-leaders (e.g., school Data Teams; ILT/PLC) V. Intensive support for high-needs schools	February 2011 – September 2011	Board, Superintendent / Assistant Superintendent Superintendent / Assistant Superintendent; Directors; others as defined by Supt. Principals; site-level Administrators; Supervisors of Principals; Central school-support personnel Teacher-leaders; School Data Teams Principal; School leadership team; central support teams
TOTAL PROFESSIONAL FEES : \$200,000			

Proposed Work Plan

STRAND #1: MOVING FORWARD AS ONE!™

Development of the System-wide Strategic Alignment Plan

WHY PLAN?

A primary aim of planning is to facilitate **unity of purpose**, or **alignment**. Alignment is the process of reaching mutual understanding about common goals. It gives shared meaning to the work of the school or school district, thereby enabling successful accomplishment of the goals of the organization.

Alignment, like a magnet, is a force that coalesces and focuses all stakeholders and propels them forward as one. Alignment ensures that the organization is in balance; it makes certain that all parts and all parties 'fit' well together and are moving in the same direction.

The absence of alignment, i.e., *misalignment*, is "conflict" – among people, programs, processes, resources, etc. Like an automobile out of alignment, misaligned schools or districts develop serious problems when underlying issues are not addressed in a timely manner. They become difficult to 'steer,' the 'parts' rub against one another, generating 'heat' and producing 'friction' and rapid 'wear-&-tear.' In sum, such organizations operate at less-than-peak performance, and the results they produce are often inconsistent.

A disciplined framework for planning is a vital tool for bringing about alignment of people, programs, processes and resources. The resulting plan offers a coordinated roadmap for continuous improvement of educational practices and student achievement. Such a plan is, in reality, an expression of the school or school district's fondest wishes for students, staff and stakeholders.

Without a plan, there is no focus or clear direction. A results-focused plan is the first step toward making the future you envision become a reality.

FIVE BUILDING BLOCKS OF THE STRATEGIC ALIGNMENT PLAN

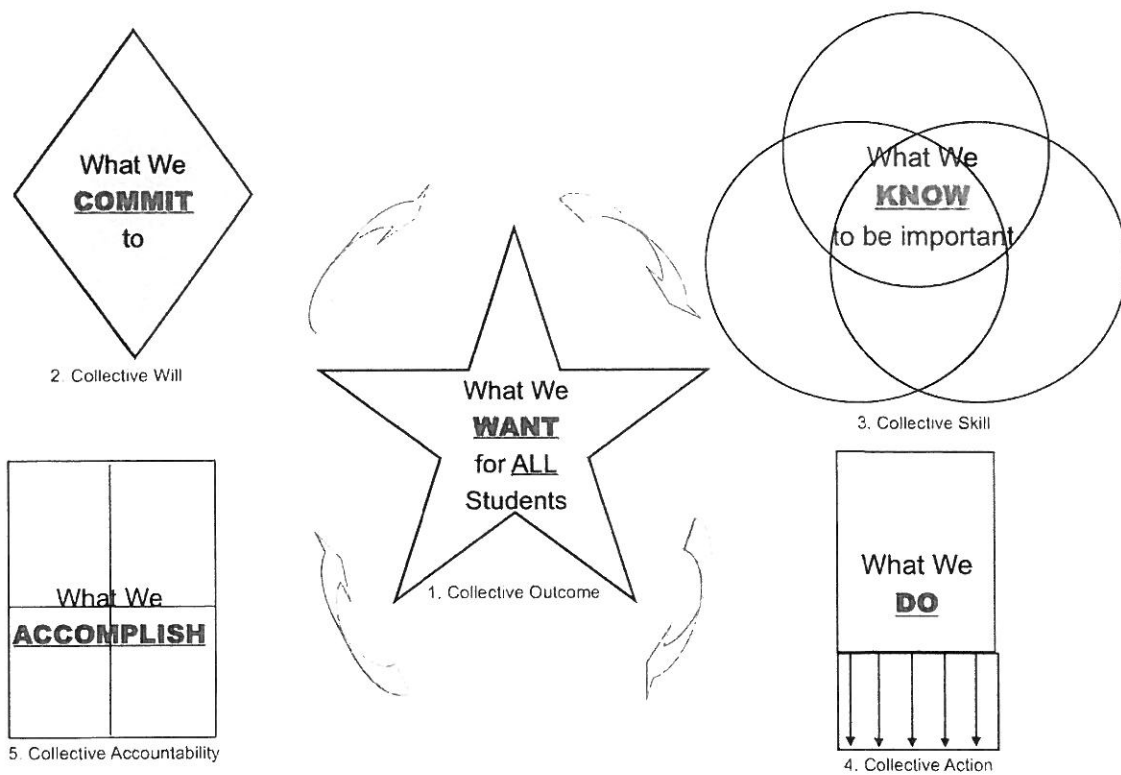
Performance Fact's strategic planning framework consists of *five building blocks* (Figure 2).

1. "What we **WANT** for **all** students" – The educational outcomes we desire for all students, consisting of the **goal** and the **vital signs** of student progress.
2. "What we **COMMIT** to" – The **vision**, **mission**, and **timeless ideals** (shared values) of the organization.
3. "What we **KNOW** to be important" – The **high-leverage educational practices** that define the capabilities we need and must develop in order to accomplish our goals.

4. "What we **DO**" – The *action sequence ... in 1-2-3-4-5* steps that delineate the specific tasks that must be completed.

5. "What we **ACCOMPLISH**" – The *milestones of progress* that define upfront how we will know that we are making steady progress towards accomplishing our goals.

Figure 2. Five Building Blocks of the Strategic Planning Process



WHAT WE WILL DO, WHAT YOU WILL GET

The primary products of the strategic planning Strand are as follows:

1. An easy-to-understand six-year Strategic Plan document that clarifies the Reading community's goal for student learning; the roadmap for accomplishing the goal; and the milestones of progress towards the goal.
2. Development of the PDE-mandated *Chapter 4* plan and integration of supplementary plans (e.g., special education plan; induction plan; technology plan; etc.) developed collaboratively with appropriate district personnel.
3. Identification of selected recommendations to be implemented first, prior to start of formal implementation (e.g., revamping assessment process; strengthening standards-aligned system; orientation and training regarding results-focused school improvement planning process; developing accountability and incentive process; public reporting & communication process; etc.)

Table 2 details the core activities and timeline for the strategic planning process.

Table 2. Proposed Timeline & Stakeholder Engagement for Strategic Planning Process

WHEN	WHAT	WITH/BY WHOM
Phase 1: "Is everyone ready to go?" – Mobilization of the entire school community to provide information about the strategic planning process, solicit input, and agree on the path forward.		
Dec '10 – Jan '11	<ul style="list-style-type: none"> • Conduct a pre-planning session with Superintendent and Cabinet to determine specific strategic planning timeline, deliverables, and engagement process. • Secure buy-in and commitment of Board of Education. • Secure support and commitment of leaders/champions of key stakeholder groups (e.g., PTO/PTA; Faith-based organizations; Community leaders; Employee Unions; business & higher education). • Identify Core Strategic Planning Team Membership (i.e., Superintendent & Cabinet; broad-based representatives of the district's internal and external stakeholders) • Identify specific communication methods to inform the school community of the strategic planning process with opportunities for input (i.e. web site, surveys, town meeting schedules). 	<ul style="list-style-type: none"> • Superintendent / Assistant Superintendent • Board of Education • Cabinet / Directors • Strategic Planning Core Team • Selected Parent/Community Leaders
Phase 2: "Where are we now?" – Data-driven assessment of current state, in such areas as: student growth and academic achievement; trust; effectiveness of teaching-&-learning; management and organization of operations and resources; and extent to which a high-trust, standards-driven, accountable culture is evident.		
Jan '11 – Feb '11	Conduct Planning session with district Core Strategic Planning Team: <ul style="list-style-type: none"> • Analyze Current State of Student Learning and 	<ul style="list-style-type: none"> • Strategic Planning Core Team

	<p>identify the Highest-Priority Student Achievement areas of Strength and areas of Concern.</p> <ul style="list-style-type: none"> Discover the underlying causes ("root causes") of the Current State of student achievement by evaluating the current state of teaching practices, leadership practices and organizational practices. 	
Phase 3: "Where are we going?" – Unity of purpose regarding the desired state for the district, including: clarifying purpose and core beliefs; setting 'achievable stretch' goal for student learning; selecting the vital signs of student progress; and affirming trust in the goal.		
Feb '11 – Mar '11	<ul style="list-style-type: none"> Strengthen trust and authentic relationships among participants and identify the conditions for building a high-trust organization. Clarify the goal and vital signs for student learning and achievement. Reaffirm (or modify) district mission, vision and core values (as needed). 	<ul style="list-style-type: none"> Strategic Planning Core Team
Phase 4: "Is everyone still with us?" – A 'reality check' to enroll stakeholders, including sharing status of the planning process; assessing buy-in and commitment to the Goal and vital signs of student learning; soliciting feedback regarding mission, mission and shared values; and requesting individual and group commitment to the next steps.		
Mar '11 – Apr '11	<ul style="list-style-type: none"> Develop <i>Briefing Packets</i> to be used during 'reality check' sessions with stakeholder groups. Provide training and orientation for Strategic Planning Core Team members regarding how to conduct effective 'reality check' sessions with stakeholders. Hold "Reality Check" sessions with critical stakeholders, including Board of Education; site administrators; teachers and staff; union leadership; parent leadership; business/community leadership; student leadership. Compile and analyze feedback from 'reality check' sessions, and determine modifications/adjustments to work-to-date based on the stakeholder feedback. 	<ul style="list-style-type: none"> Superintendent / Assistant Superintendent Board of Education Cabinet / Directors Strategic Planning Core Team Selected Parent/Community Leaders
Phase 5: "How are we going to get there?" – Key capabilities we need and must develop to achieve the goal. This includes learning about what is important and what works; selecting strategies and programs that fit the school and district and offer the best opportunity for achieving the goal; and outlining key activities and tasks.		
Mar '11 – May '11	<ul style="list-style-type: none"> Identify the high-leverage <i>educational Strategic Priorities and Programs</i>, i.e., the educational capabilities we need and must develop in order to accomplish the goal, in areas such as: standards-aligned instructional system; accelerated interventions; professional learning and collaboration; high expectations; needs-based resource allocation; safe climate for learning and work; strong relationships with parent and family. 	<ul style="list-style-type: none"> Strategic Planning Core Team

	<ul style="list-style-type: none"> Identify the high-leverage <i>infrastructural</i> Strategic Priorities and Programs (i.e., <i>operations, supports and services</i>), in areas such as: facilities; fiscal; human resources; teacher induction; technology; planning; etc. Ensure alignment of proposed strategic priorities with the requirements of PDE's <i>Chapter 4</i> strategic plan, including: Graduation Requirements; Curriculum, instruction and instructional materials; Assessments and Public Reporting; Targeted Assistance for struggling students; Support for Struggling Schools; Qualified, Effective Teachers and Capable Instructional Leaders; Parent and Community; Participation; Pre-Kindergarten Transition; Utilization of Resources and Coordination of Services; Measurable Annual Improvement Targets. Facilitate the development and alignment of other PDE-required plans, including (as required): Education Technology Plan; Professional Education Plan; Teacher Induction Plan; Special Education Plan; Student Services Plan (Chapter 12) Compile the first draft of the high-leverage strategic priorities and programs. Outline process and 'briefing packet' for sharing draft strategic priorities and programs with selected stakeholders for feedback. 	
Phase 6: <i>"Have we aligned our resources with the Action Plan?" and "How do we keep our eye on the prize, nurture the spirit, and stand up for the outcomes we produce?"</i> – Allocation (or re-allocation) of people and resources based on the priorities outlined in the Action Plan and accompanying performance accountability guidelines		
May '11 – Jul '11	<ul style="list-style-type: none"> Align district resources (people, time and money) to the priorities of the Strategic Plan Propose modifications to the district school improvement planning and central operational planning processes. Develop guidelines and processes for ensuring performance accountability at all levels, including processes for continuous monitoring and evaluation; interventions and mid-course corrections; and recognition and celebration of accomplishments. 	<ul style="list-style-type: none"> Superintendent / Assistant Superintendent Board of Education Cabinet / Directors Strategic Planning Core Team Selected Parent/Community Leaders
Phase 7: <i>"Do we have the support of our leaders and policymakers?"</i> – Leadership approval of and commitment to the goal, including provision of district resources, assistance with mandates outside the school's direct influence, and facilitation of community supports and services.		
May '11 – Jul '11	<ul style="list-style-type: none"> Complete final strategic plan. Begin discussion with Superintendent regarding disciplined 	<ul style="list-style-type: none"> Board of Education

	<p>implementation of the strategic plan and “making the form fit the function” (e.g., alignment of annual school improvement and district annual operating planning processes; continuous monitoring; accountability for results; etc.).</p> <ul style="list-style-type: none"> ▪ Collaborate with district personnel to submit the plans to PDE via eStrategic Plan process. ▪ Facilitate formal approval of the strategic plan by the Board, and formal rollout to all stakeholders. ▪ Define focus of early-implementation phase and facilitate execution of the selected recommendations. ▪ Define preliminary priorities for Year 1 of the strategic plan (including performance objectives and milestones of progress for schools and central office units; process for monitoring progress throughout the school year; calendar and framework for status reports to the Board and community every trimester; etc.). ▪ Facilitation of formal submission and approval of PDE-required plans (e.g., Chapter 4 strategic plan, Technology plan, Induction plan, etc.) 	<ul style="list-style-type: none"> • Superintendent / Assistant Superintendent • Cabinet/Directors • Strategic Planning Core Team • Central Office personnel (with responsibility for PDE-required plans)
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Total Professional Fees for Strand #1: Strategic Planning = \$95,000.00

Proposed Work Plan

STRAND #2: DEVELOPING LEADERS AT ALL LEVELS

Strengthening leadership and organizational capacity for disciplined implementation

WHY LEADERSHIP MATTERS

Student learning rests primarily on effective teaching. Good teaching and successful schools thrive with strong, capable leadership and sound organizational practices.

It is necessary and possible to educate all students at high levels in our public school systems. The capacity and resources to do so already exist, but the societal will to address matters at their roots often waivers. That is why *courageous leadership matters* – to focus unwavering attention on the primary intention of our schools: *bringing out all that is great in every student*, regardless of the student's background, 'condition', and circumstance.

A fundamental aim of Performance Fact's leadership development programs is to build the capacity of leaders to that, over time, they will meet the standards for their profession and become the kind of educational leaders who can lead *any school or school system to success*.

COMPONENTS OF THE LEADERSHIP DEVELOPMENT PROGRAM FOR READING SCHOOL DISTRICT

Based on preliminary discussions with district leadership, we propose to focus our leadership development initiatives on the following areas.

1. **Year-long capacity-building for Principals and other site administrators:** Enhancing school leaders' capacity to lead their schools in ways that will accelerate student learning through the continuous improvement of teaching practices, leadership practices and organizational practices. Performance Fact's *Eye on the Goal™* program will be the primary vehicle for this effort.
2. **Board development and Capacity-building for Cabinet & Directors:** Working with the Board to enhance effectiveness and efficiency of governance of the district, and facilitating Cabinet-level leadership development through results-focused planning, developing performance-oriented systems and processes, coaching, etc.

1. INTRODUCTORY CAPACITY-BUILDING FOR PRINCIPALS AND OTHER SITE ADMINISTRATORS

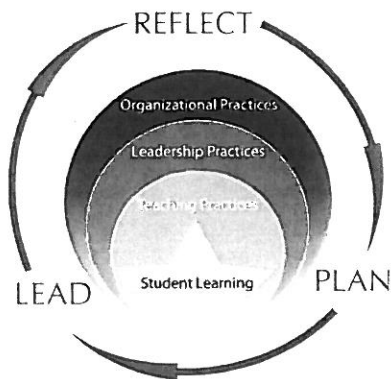
At Performance Fact, our premise is simple:

"ALL STUDENTS WILL LEARN AT HIGH LEVELS WHEN INSTRUCTION MEETS THEIR NEEDS.

What a student has not learned well yet, is something she/he has not been taught well yet. Student learning, then, is an "effect" whose "cause" lies in the quality and effectiveness of educational *practices*.

If we want improved outcomes for students, the starting point must be the continuous improvement of **teaching practices, leadership practices** and **organizational practices**, because they are the precursors to **student learning**."

A results-focused plan is the first step towards realizing desired outcomes for student learning and achievement. However, without disciplined implementation, a plan flounders and may not live up to its promise. Getting things done well demands discipline. Unless school and system leaders and their teams can make their plan happen, it is not going to matter. Successful execution matters because it is a necessary condition for strong results for students.



Eye on the Goal™ is an **intensive school improvement system** that pays attention to the "cause-&-effect" relationship between professional practices and student learning. Our approach also emphasizes a **Plan-Lead-Reflect** data-driven cycle of inquiry that focuses practitioners on continuous learning, continuous reflection and continuous renewal. It is the *practice-based* framework for our principal leadership development program.

Key features of the Eye on the Goal system include:

- Emphasis on student mastery of state and district standards;
- Access to proprietary web-based tools and resources;
- Year-round high-intensity leadership coaching and technical assistance;
- Implementation plans, developed in 6-to-12-week data-driven cycles;
- A Data Summit™ at the end of each 6-to-12-week implementation cycle.
- Job-embedded applications and practical tools for incorporating learning into day-to-day professional practices;

Using Performance Fact's Eye on the Goal program, school leaders learn how to **accelerate student learning through continuous improvement of professional practices**. The phase included in this proposal is designed to enhance **readiness**; however, mastery of the Eye on the Goal methodology is not covered in this proposal, but could commence later, if the district chooses to embark on that journey.

KEY PARTICIPANTS – PRINCIPALS LEADERSHIP DEVELOPMENT PROGRAM (INTRODUCTORY PHASE ONLY)

- All Building Principals
All school-based Administrative Teams
- All Supervisors of Principals/Directors
- Core District-level support teams for principals/schools

OVERVIEW OF ANNUAL CALENDAR

- **Late Summer/Early Fall - Annual Plan:** Develop annual school improvement plan, including: analyzing state test results; discovering “root cause” of current state of student learning and achievement; selecting high-leverage practices; clarifying the Instructional Focus; identifying the Vital Signs of student learning, teaching practices, leadership practices and organizational practices; aligning people, programs and budget; defining professional development plan; and developing priorities for the first 6-12-week implementation cycle.
- **Instructional Walk-through:** Minimum half-day peer-to-peer classroom walk-throughs using *Vital Signs Walk-through Protocol*
- **Implementation Plan & Data Summit:** Development of implementation plan for each cycle, followed by a Data Summit™ at end of each implementation cycle; clarification of *Essential Standards* and professional practices for *next* implementation cycle.
- **“Getting a Win on the PSSA”:** Comprehensive analysis of student learning across all implementation cycles to-date; identification of *Essential Standards* that assure student success on the state-wide tests; development of targeted plan to enhance student readiness and sharpen professional practices.
- **Year-round-Web-based Tools & Resources:** Access to Performance Fact’s web-based Eye on the Goal school improvement system and its tools/resources (e.g., classroom observation tool; CPR Card; 4-Lens student data analysis protocol; vital signs scorecard; etc.

**Total Professional Fees for Capacity-building for
Principals and Other School-Site Administrators = \$50,000.00**

2. Board Development and Capacity-building for Cabinet & Directors

The central aim of the professional development program for the Board as well as the Cabinet and Directors is to *build leadership for continuous school and district improvement*. Its focus is on sharpening their skills relative to driving strategic change, developing people, and motivating equity of achievement for all students.

The competencies to be developed include how to:

- Articulate shared values, vision, theory of change and mission collaboratively with stakeholders
- Develop results-focused strategic, operational and continuous improvement plans
- Design and implement a blueprint for a standards-aligned instructional system
- Design and implement a system of professional accountability for student learning
- Allocate human, fiscal and technological resources equitably, efficiently and effectively
- Build strong, capable leadership for improving professional practices and results for students
- Foster a culture of trust, high expectations and shared responsibility for student learning
- Build and sustain positive, authentic relationships with staff, families and community
- Nurture a culture of standards-based professional learning and collaboration
- Ensure disciplined implementation and continuous monitoring of improvement plans

KEY PARTICIPANTS – CAPACITY-BUILDING FOR CABINET AND DIRECTORS

- Superintendent/Assistant Superintendent
- Supervisors of Principals
- Other District Directors
- Other Senior Leaders, as designated by Superintendent/Assistant Superintendent

OVERVIEW OF ANNUAL CALENDAR

- **Board Priorities:** Alignment on common purpose and identification of Board priorities for the school year (e.g., at a joint Board/Superintendency retreat); define continuous learning focus for Board
- **Annual Performance Objectives:** Clarify annual district-wide priorities, including performance objectives for schools and central office units; define milestones of progress; develop professional learning foci and calendar; set up monitoring calendar.
- **Individual Coaching:** Coaching support for Directors, with emphasis on instructional supervision, evidence-based monitoring of progress relative to the school improvement plans, development of people, and support for most challenged schools.
- **Superintendent's Strategic Review:** Progress report and problem-solving vis-à-vis annual district-wide performance objectives (for schools and central office units); continuous evaluation of allocation of resources and reflection on district-wide capacity to implement annual plans successfully.
- **District-wide Data Summit:** Evidence-based professional conversations about progress of specific schools (or clusters of schools) based on benchmark and other data; identification of district-level targeted supports for schools during the next implementation cycle.
- **Board Updates:** Status Report to the Board and community regarding progress on the Board priorities and the annual district-wide plan; professional development for Board based on continuous learning priorities identified in Late Spring/Summer
- **Year-round-Web-based Tools & Resources:** Access to Performance Fact's web-based Eye on the Goal school improvement system and its tools/resources (e.g., classroom observation tool; CPR Card; 4-Lens student data analysis protocol; vital signs scorecard; etc.
- **End of Year – Board Retreat:** Comprehensive assessment of the accomplishments and challenges during the school year; preliminary identification of priorities for next school year.

**Total Professional Fees for
Board Development and Capacity-building for Cabinet & Directors = \$55,000**

A Representative list of Performance Fact's past and present Clients

West Coast

California Department of Education (Sacramento, CA)
Chula Vista Learning Community Charter School (Chula Vista, CA)
Compton Unified School District (Compton, CA)
Davis Joint Unified School District (Davis, CA)
Del Paso Heights School District (Sacramento, CA)
Education for Change (Oakland, CA)
Grant Joint Union School District (Sacramento, CA)
Meher Schools (Lafayette, CA)
Modesto City Schools (Modesto, CA)
Monterey Peninsula Unified School District (Monterey, CA)
Oakland Unified School District (Oakland, CA)
Portland Public Schools (Portland, OR)
Sacramento City Unified School District (Sacramento, CA)
West Contra Costa Unified School District (Richmond, CA)

East Coast

Allentown School District (Allentown, PA)
Armstrong School District (Ford City, PA)
Bangor Area School District (Bangor, PA)
Beaver Valley Intermediate Unit (Beaver, PA)
Council Rock School District (Newtown, PA)
Duquesne City School District (Duquesne City, PA)
Hempfield School District (Hempfield, PA)
Marion Center Area School District (Marion Center, PA)
Neshaminy School District (Neshaminy, PA)
Norristown Area School District (Norristown, PA)
Midwestern Intermediate Unit (MIU4) (Grove City, PA)
Pennsylvania Department of Education (Harrisburg, PA)
Pennsylvania State Parent Advisory Council (Harrisburg, PA)
Pittsburgh Public School (Pittsburgh, PA)
Pocono Mountain School District (Swiftwater, PA)
Pottstown School District (Pottstown, PA)
Rochester City School District (Rochester, NY)
School District of Lancaster (Lancaster, PA)
School District of Philadelphia (Philadelphia, PA)

South

Arkansas Department of Education (Little Rock, AR)
Bentonville Public Schools (Bentonville, AR)
Helena-West Helena School District (Helena, AR)
Jefferson County Public Schools (Louisville, KY)
Kentucky Department of Education (Frankfort, KY)
Southwest Independent School District (San Antonio, TX)
Spring Branch Independent School District (Houston, TX)

Midwest

Akron-Westfield Community School District (Akron, IA)
Muskego-Norway School District (Muskego, WI)

Pacific

Hawaii Department of Education (Honolulu, HI)

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Created in 1997 by Mutiu Fagbayi, PERFORMANCE *fact* is a culturally diverse team of professionals with proven expertise in teaching, research, educational leadership, organizational development and the corporate sector.

Our sole commitment and "soul purpose" is supporting educational leaders with a system of solutions for building stronger schools and accelerating learning for all students...from thought to results.

Our Team values collaborative learning, innovation and the entrepreneurial spirit. We encourage debate and inquiry, because they lead to better ideas and professional growth. Our rich experience, diverse backgrounds and open mindedness make it easy for us to work effectively with educators and their communities at the state, district and school levels.