

**MEMORANDUM OF UNDERSTANDING
REGARDING COOPERATION BETWEEN
YONKERS PUBLIC SCHOOLS
AND
BANK STREET COLLEGE OF EDUCATION**

I. INTRODUCTION

Yonkers Public Schools (YPS) and Bank Street College of Education (BSC) share the goal of using continuous improvement to increase the number of Black, Latinx, and low-income students who successfully complete 8th grade math and are prepared to succeed in high school and college. YPS and BSC wish to share their respective strengths and resources to support initiatives that advance this common goal in Yonkers, New York.

A. PURPOSE OF MEMORANDUM

This Memorandum of Understanding (MOU) sets forth the understandings and intentions of YPS and BSC with regard to their shared goal and provides a framework for cooperation. It outlines the background; roles and responsibilities; and financial obligations of YPS and BSC for their collaboration on the implementation of a district plan that will help support the launch of the Gates Foundation-funded Yonkers Public Schools Network for School Improvement.

II. TERM

The term of this Understanding shall be from the date it is signed through the end of February 2020. Either party may terminate this MOU for any reason upon providing 90 days written notice to the other party.

III. COMMITMENT

The parties acknowledge that it is vital to the success of the program that BSC deliver and YPS take part in all of the activities required during the 16-month life of the program.

A. YPS RESPONSIBILITIES

- Participate in regular strategic planning meetings
- Endeavor to establish teams of math teacher leaders in grades 6-8 in at least ten schools
- Endeavor to send teachers from all ten schools to two day-long convenings in New York City
- Support BSC's attendance at monthly mathematics team meeting
- Engage in knowledge management activities, including regular participation in a Mobilize online networking community
- Allow BSC access to participating teachers' classrooms to use collect data

using the Instructional Practice Guide (IPG) tool developed by Student Achievement Partners (SAP)

- Provide \$50,000 in matching funds
- Submit regular accountability reports to BSC that describe spending to date and progress towards objectives
- Subject to the execution of a FERPA-compliant data sharing agreement, collect and share with BSC academic data, including but not limited to, the data outlined in Section 3B.

B. DATA SHARING

To measure the effectiveness of this continuous improvement grant, BSC will gather student level data. The table below outlines the data that BSC seeks to obtain from the district. All student level data should be reported using non-identifiable student IDs that remain consistent throughout the project. BSC will specify the format for sharing. This data will be used by BSC to report results as specified in the grant agreement between BSC and the Bill and Melinda Gates Foundation (the Foundation).

Data Source	Frequency	Population
Math Grades	Quarterly	Students who had a participating teacher over the duration of the grant
Attendance Records	Quarterly	
Student GPA	Quarterly	
MAP Exam Scores	Quarterly	
State Math Test Scores	Yearly	
Number of Regents Exams Taken	Yearly	
Number of Regents Exams Passed	Yearly	
Number of Suspensions	Yearly	
Grade Level	Yearly	
Teacher	Yearly	
School	Yearly	

Sex	Yearly	
Race/Ethnicity	Yearly	
Free/Reduced Lunch Status	Yearly	
IEP Status	Yearly	
English Language Learner (ELL) Status	Yearly	

Provided that YPS consents and executes data sharing agreements with each of the entities listed below, de-identified student-level row data will be shared with Double Line Inc., the data sharing partner identified by the Foundation to ensure secure data sharing. Double Line Inc. will facilitate sharing of non-identifiable student-level data in aggregate form using appropriate suppression methods to the Foundation, as well as Foundation identified partners including the Center for Public Research and Leadership at Columbia University, Catalyst Ed, and Partners in Network Improvement. In addition, non-identifiable student-level data will be shared by Double Line Inc. with summative evaluator(s) in non-aggregated form. It is expressly agreed by the parties that no data will be shared without YPS' prior written consent to proceed.

In addition to the data specified above, BSC will collect data from teachers to monitor outcomes of their PDSA cycles. This data includes, but is not limited to, exit tickets, student work artifacts, formative assessment scores, weekly attendance data, and behavior logs. BSC will also administer surveys to teachers, students, and district leaders, and conduct job-embedded professional development and observations of teacher practice.

C. BSC RESPONSIBILITIES

- Partner with YPS to identify a district-wide problem of practice
- Provide content expertise around continuous improvement structures, teacher leadership and teaming, and internal coherence
- Facilitate introductions between YPS and other technical assistance providers
- Administer a sub-grant awards of \$50,000
- Manage and deliver professional learning experiences via two (2) full-day convenings
- Manage and deliver professional learning experiences via twelve cohort meetings

- Facilitate collaboration and share learnings within schools in the YPS NSI via regular, ongoing online community discussions
- Participate in on-site visits, including classroom observations, organized by YPS

Additionally, both YPS and BSC will work together to achieve the objectives, which are outlined below and are documented in the district plan (see Appendix A).

D. OBJECTIVES FOR THE PROJECT

1. Establish teacher teams at 10 participating Yonkers schools focused on increasing the percentage of 6-8 students, particularly those who are Black, Latinx, and/or low income, who achieve a C or higher in their math courses.
2. Lead teacher teams as they use continuous improvement methods to identify root causes and change ideas to address the problem of practice.
3. Increase the capacity of teacher teams to select and implement evidence-based interventions that will address the root cause of current inequitable math performance.
4. Increase the capacity of teacher teams to use student level data to monitor the effectiveness of change ideas.
5. Create and sustain a network that allows teachers to actively learn from one another's research and inquiry.

IV. COMMUNICATIONS AND PUBLICITY

- A.** YPS and BSC intend to communicate regularly with each other to coordinate their efforts under this Memorandum via phone, email, Zoom, and meetings.
- B.** For purposes of the work performed under this Memorandum, YPS and BSC will be represented by the persons holding or acting in the following positions. Each will coordinate the work and efforts of their respective institutions in collaboration with their colleagues at their respective institutions:
 - **For YPS:** Dr. Christopher Macaluso, Executive Director of Professional Development
 - **For BSC:** Tracy Fray-Oliver, Deputy Executive Director
Rachel Bello, Director of Learning Strategy
Tarima Levine, Director of Learning Strategy

Erin Hellmann, Data & Analytics Manager
Pamela Lee, Project & Data Manager

- C. YPS must obtain BSC's written approval before (a) issuing a press release or other public announcement regarding this grant; and (b) any other public use of BSC's name or logo. Please email either of the names above from BSC to request permission. BSC must obtain YPS' written approval before a) issuing a press release or other public announcement regarding this grant and b) any other public use of YPS' name and/or logo

V. BUDGET

Matching funds of \$50,000

VI. TERMS OF PAYMENT

The payment schedule below is contingent upon funding awarded to BSC from the Bill and Melinda Gates Foundation.

- The total amount, equal to \$50,000, is payable immediately upon full execution of this agreement.

VII. CONFIDENTIALITY CLAUSE

BSC understands that in performing this Agreement it may have access to confidential information in possession of the School District, including but not limited to student information, such as student names, and protected information. It is agreed that the definition of confidential information for purposes of this Agreement includes all documentary, electronic or oral information made known to BSC by Yonkers Public Schools through any activity related to this Agreement. BSC agrees not to reveal any confidential information received from Yonkers Public Schools or generated pursuant to this Agreement to any third-party and understands that any such disclosure shall be considered a breach of this Agreement. BSC agrees that if it receives a subpoena for divulgence of confidential information, it shall notify Yonkers Public Schools prior to divulging the same. The parties further agree that the terms and conditions set forth in this Confidentiality section and all of its subparts shall survive the expiration and/or termination of this Agreement.

VII. RELATIONSHIP OF PARTIES

Nothing contained in this Understanding shall authorize, empower, or constitute either party as the agent of the other; authorize or empower either party to assume or create any

obligation or responsibility whatsoever, express or implied, on behalf or in the name of the other party; or authorize or empower either party in any manner to make any representation, warrant, covenant, agreement, or commitment on behalf of the other; without the express written consent of the other party.

Signed December 14, 2018:

YONKERS PUBLIC SCHOOLS

BANK STREET COLLEGE OF EDUCATION

By:

By:

Name:

Name:

Title:

Title:

Date:

Date: