



BIG ROCK

• EDUCATIONAL SERVICES •

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Who is BRES?

Our STORY:

Big Rock Educational Services was founded in May 2014 by Matt Khirallah and Scott Hudnor who both share a passion for ensuring that all children have access to a high quality education. While leading schools together, they soon realized they possessed distinctly different and valuable skill sets that led to the schools' success and ultimately the work they do at BRES. Since its founding, BRES has worked nationally in over 100 schools spanning across traditional public school systems, charter school systems, and leadership training organizations supporting campus and network leaders in realizing their respective visions for excellence. The consultant team at BRES has learned that the most impactful method of helping schools succeed is not the traditional consulting model, but rather working side by side with school and district leadership teams, collaboratively achieving goals together, and building capacity for long-term sustainability.

What is a BIG ROCK?

A big rock is any school system that has a high impact on student achievement. Based on best practices of the highest performing schools and our experience as former school leaders, schools that select and prioritize the big rocks are the ones that produce the highest student achievement.

What makes us DIFFERENT?

- **METRICS BASED**
We establish project goals, define metrics for success and work alongside you to meet those metrics.
- **COLLABORATIVE**
We collaborate with you during the entire process.
- **CUSTOMIZABLE**
We align our systems with your school or district priorities.
- **HANDS-ON**
We work alongside your system's school, department, or organizational leaders throughout the implementation process.
- **SOUP TO NUTS**
We work with you from the beginning to the end of the process and create sustainable systems that build capacity for your long-term success.

Our co-founder Scott Hudnor was featured in Paul Bambrick-Santoyo's

DRIVEN BY DATA

What WE DO



SCHOOL DIAGNOSTICS

We diagnose where your school or network stands with respect to planning and implementing high impact systems or what we call “big rocks”. The diagnostics are customizable, objective and data-based.



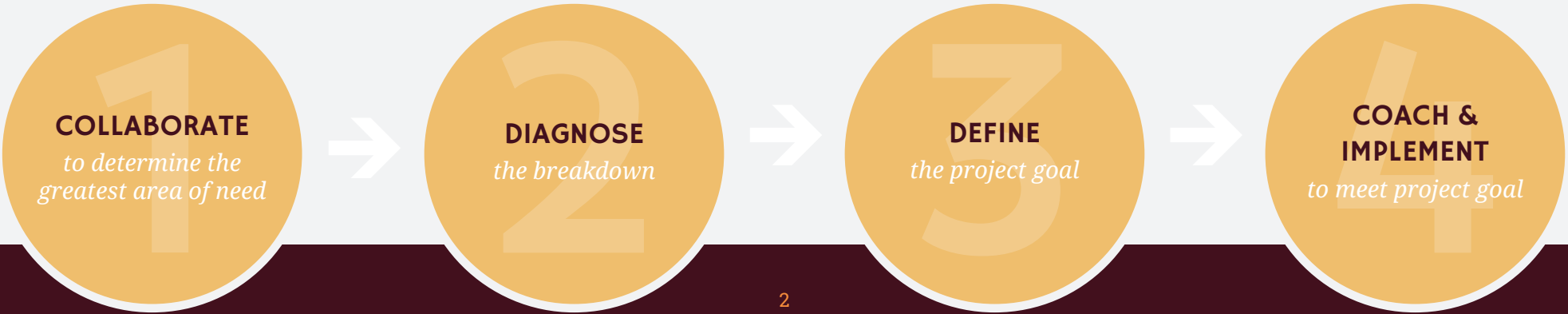
COACHING & IMPLEMENTATION

We work alongside your system’s school, department, or organizational leaders to implement the necessary steps to achieve the project goal.

BIG ROCK SERVICE AREAS INCLUDE:

- Strategic Planning
- Time Management
- Data Driven Instruction
- Student Culture Systems (school-wide and in-class culture & behavior management)
- High Impact Instructional Strategies
- Observation & Feedback Systems and much more

Our PROCESS




Collaborative Partner RESULTS:

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS (STAAR) 2017-2018 INCREASE

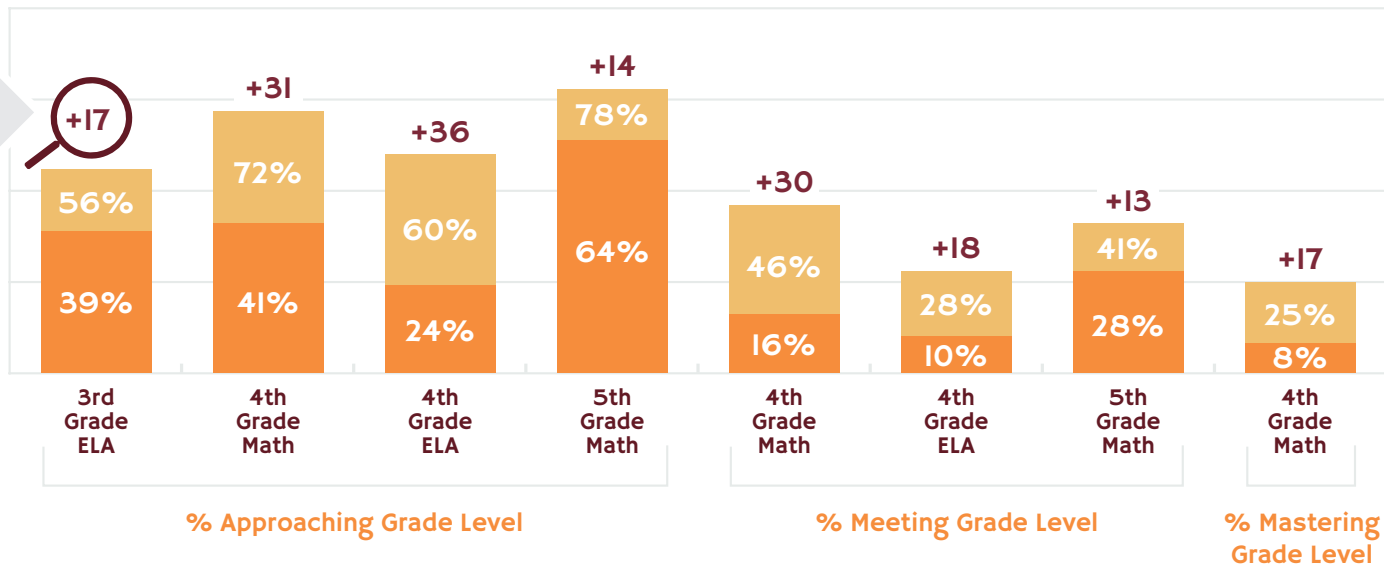
Onesimo Hernandez Elementary School (Dallas ISD ACE)

Dallas ISD Accelerating Campus Excellence (ACE) Program - initiative to transform campuses that were designated as Improvement Required by the Texas Education Agency for multiple years.

2018
2017



For example, there was a **17 point increase** for students in 3rd grade English Language Arts at Onesimo Hernandez Elementary School.



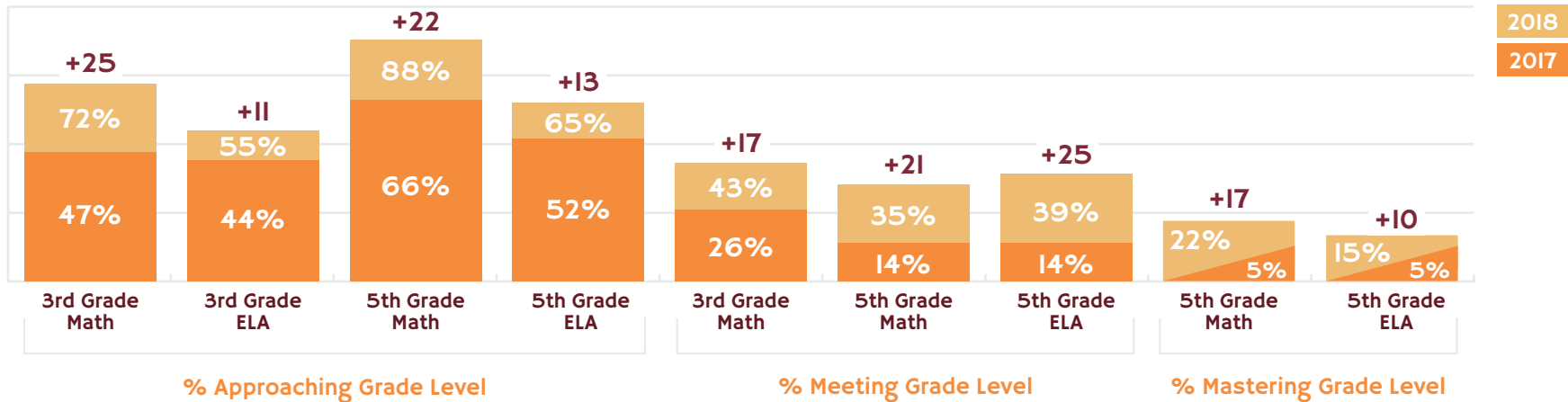
We were incredibly proud to achieve unprecedented double-digit gains across content areas on our state-wide standardized exam. Beyond the message of inspiration and hope this achievement sent to our students, staff, families, and broader community, the gains also enabled us to move off the state's "improvement required" list thereby elevating the reputation of our school community. BRES was the ultimate partner in this work. Working side-by-side with BRES on our priorities helped me determine both the "what to do" while also ensuring I remained laser focused on exactly how to ensure the highest impact systems were rolled out correctly across our school. BRES's hands-on approach of co-observing and planning with my leadership team and me by asking probing questions real-time resulted in highly successful implementation of our priorities because they were there with us every step of the way. We received immediate feedback, knew exactly how to upgrade our gaps immediately, and were able to transform our practice instantly by implementing feedback right away. I couldn't be more excited to continue working with them again this year. The gains I know I'll make as a leader will translate to students and there's no more powerful support than that.

- OSCAR APONTE | Principal - Maple Lawn Elementary School, Former Principal of Onesimo Hernandez Elementary School

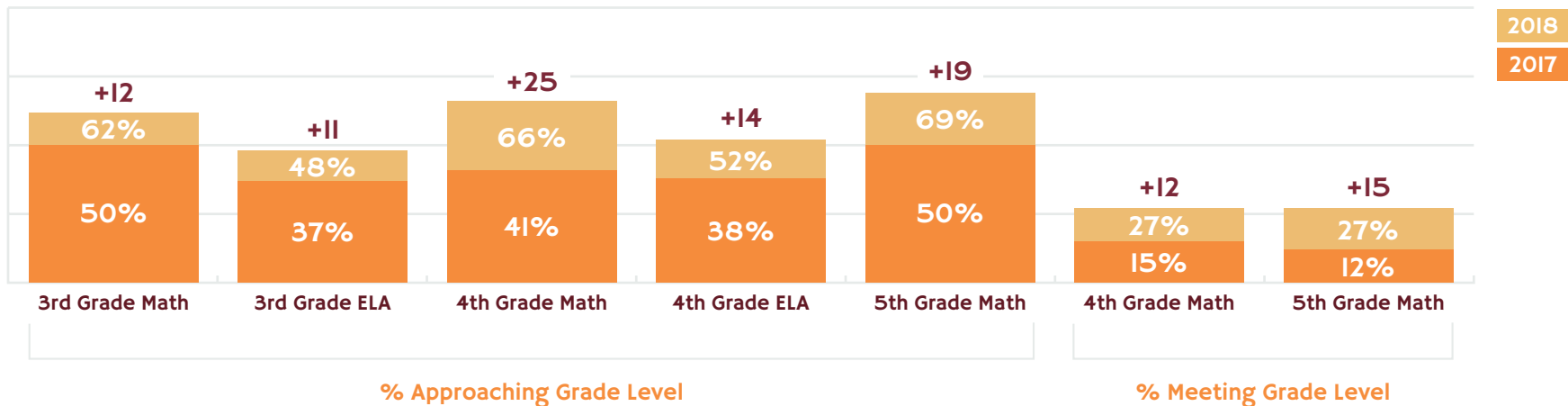
Collaborative Partner RESULTS:

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS (STAAR) 2017-2018 INCREASE

C.F. Carr Elementary School (Dallas ISD ACE)

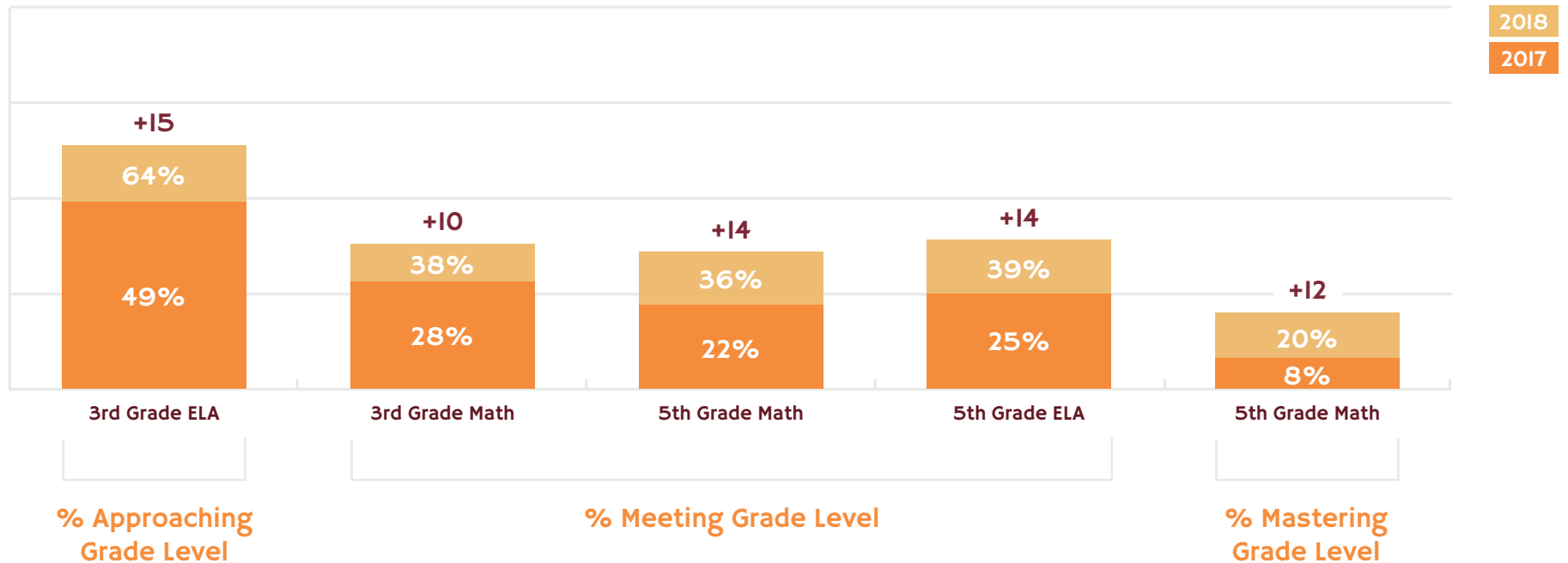


J.N. Ervin Elementary School (Dallas ISD ACE)



Collaborative Partner RESULTS:
STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS (STAAR) 2017-2018 INCREASE

Daniel Webster Elementary School (Dallas ISD)



It is very difficult to turn theory into action when turning around a school. Working with BRES helped us to make the research relevant to our needs. BRES consultants Scott Hudnor and Matt Khirallah facilitated our development of big rocks and provided a support structure to ensure fidelity. They served as thought partners as we created systems to prioritize our goals, establish effective data-driven professional learning communities, and provide effective coaching for our leadership team. Along with these initiatives, their method of questioning is an invisible curriculum that increased our leadership capacity. The BRES team provided us with a foundation to ensure teachers and leaders are growing professionally and every child is successful.

- CLEMENT ALEXANDER, JR. | Principal, Daniel Webster Elementary, Dallas ISD

Collaborative Partner RESULTS:

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS (STAAR) 2017-2018 INCREASE

Teaching Trust: Dallas ISD Schools in the Leadership Teams Program Year 2

Teaching Trust Leadership Teams Program - prepares principals and their teams to realize their vision of an aspirational school culture and create a robust plan for campus improvement

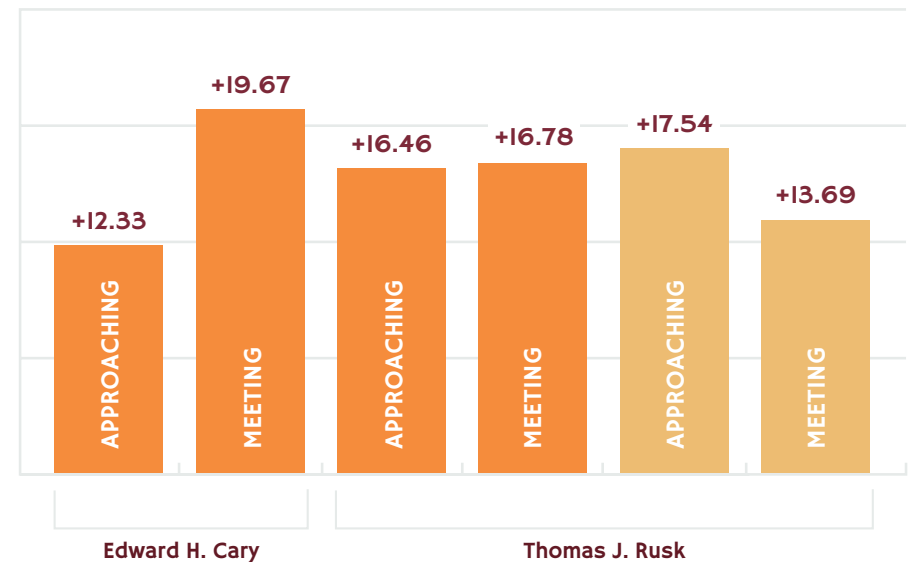
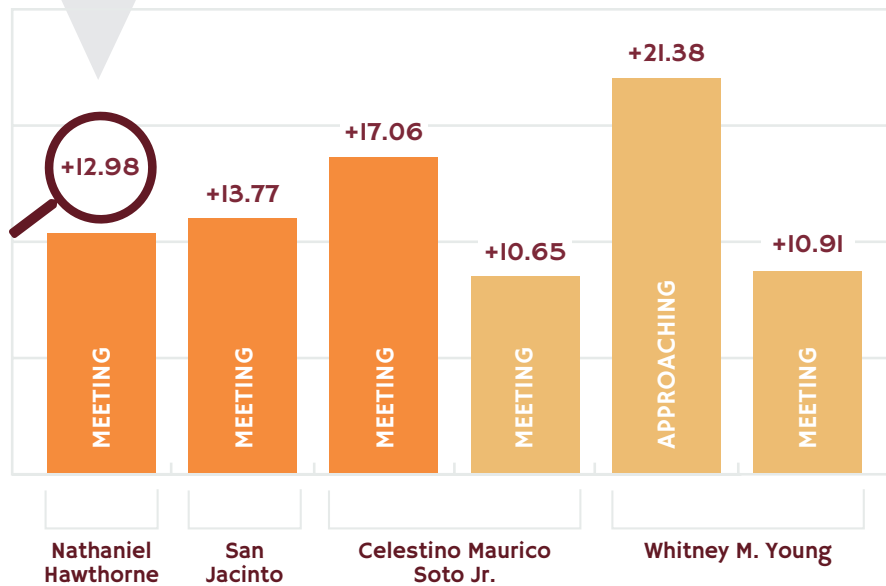
For example there was a **12.98 point average increase** for students in 3rd, 4th & 5th grade Reading at Nathaniel Hawthorne Elementary School.

MATH

READING

ELEMENTARY SCHOOLS

MIDDLE SCHOOLS



Collaborative Partner RESULTS:

DALLAS INDEPENDENT SCHOOL DISTRICT ACE PROGRAM



In 2017, Texas Education Agency (TEA) accountability ratings showed that **6 of the 7** ACE schools moved from Improvement Required to Met Standard.

KIPP TRUTH ELEMENTARY



24% increase on Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) kindergarten and first grade math scores from 2016 to 2017.



62% increase on Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) kindergarten and first grade reading scores from 2016 to 2017.

OUT OF 22 SURVEYS GIVEN ON A 5 POINT SCALE THE CUMULATIVE AVERAGE WAS 4.6

Below is a sampling of questions that we have administered:

- ✓ I was able to give the BRES consultant feedback and re-direct the session in-the-moment if it was not meeting my needs.
- ✓ My knowledge on how to plan and open a school increased after one-on-one coaching sessions with BRES.
- ✓ My knowledge on how to develop core values and use them to drive the hiring process increased after this session.
- ✓ My ability to coach cohort members increased after one-on-one coaching sessions with BRES.
- ✓ My knowledge of how to prioritize high impact systems or “big rocks” and then create a calendar to ensure proper implementation increased after receiving coaching from BRES.
- ✓ My knowledge on how to plan and facilitate data analysis meetings increased after this session with BRES.



As a new initiative, it is very important for us to have strong program goals and monitor our progress toward these goals frequently. Our partnership with BRES has allowed us to objectively monitor our program goals. We are able to use the BRES rubric to concentrate on the big rocks we want to ensure we achieve with fidelity. As a result we have utilized their diagnostics to guide our learning walks, adjust our PD cycles, and our leadership approach to address the data reflected throughout the year. Scott and Matt are truly reflective and responsive and have been wonderful thought partners and accountability partners with us. They have a knack for building immediate relationships and rapport with individuals on our campuses that have led to increased buy-in and accelerated results. It is a pleasure to work with them knowing they work with the mindset that students come first!

- JOLEE HEALEY AND SHATARA STOKES | Assistant Superintendent - ACE Schools, ACE Schools Director, Dallas ISD

Collaborative Partners INCLUDE



BRES consultant Scott Hudnor was able to listen to our needs, diagnose next steps, draft rubrics based on our systems, and then come in to coach our team to align to culture rubrics. Scott lead a process that was focused, collaborative, and effective. We have attended many trainings on coaching, but working with Scott allowed us to be precise and articulate in coaching practice. After one day with Scott, we are so excited to continue to practice using the rubrics and coaching protocol.

- MALKA BORREGO | Founder and CEO, Equitas Academy Charter Schools

Ready to Make a DIFFERENCE?



BRES consultants Scott Hudnor and Matt Khirallah zeroed in on meeting the needs of our school using methodologies rooted in transformative leadership and instructional best practices. We were able to articulate the focus areas for each member of the leadership team with Scott's support. It is wonderful to work with a team that is student driven and able to meet the needs of a variety of communities across the country. Thanks to this great support our leadership team is now equipped, focused and ready to work on achieving our school goals and big rocks, with minimized distractions and maximized efficiency.

- DANIELA ANELLO | Head of School, DC Bilingual Public Charter School

Get IN TOUCH



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WE BELIEVE EVERY STUDENT

should have the opportunity to achieve success. Our work equips school leaders with the tools to run exemplary schools.

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