



**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.



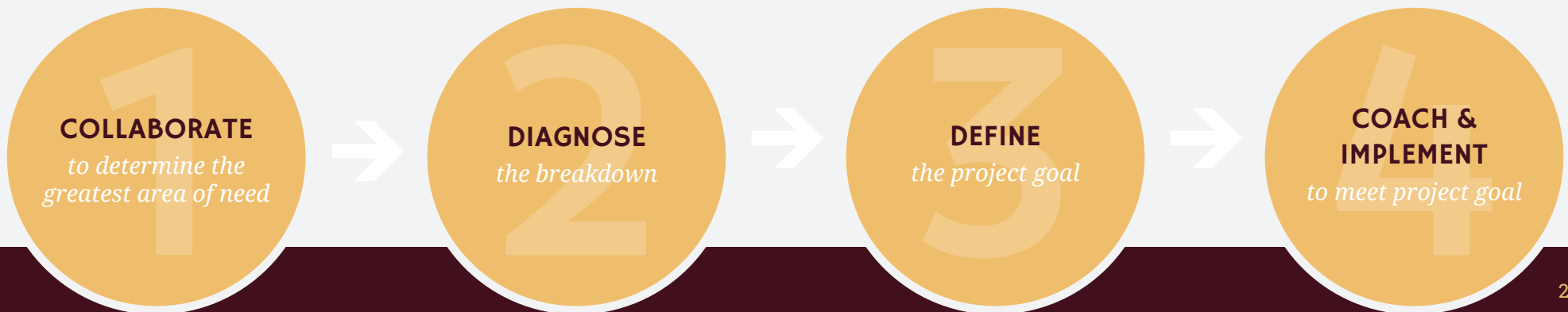
## COACHING & IMPLEMENTATION

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

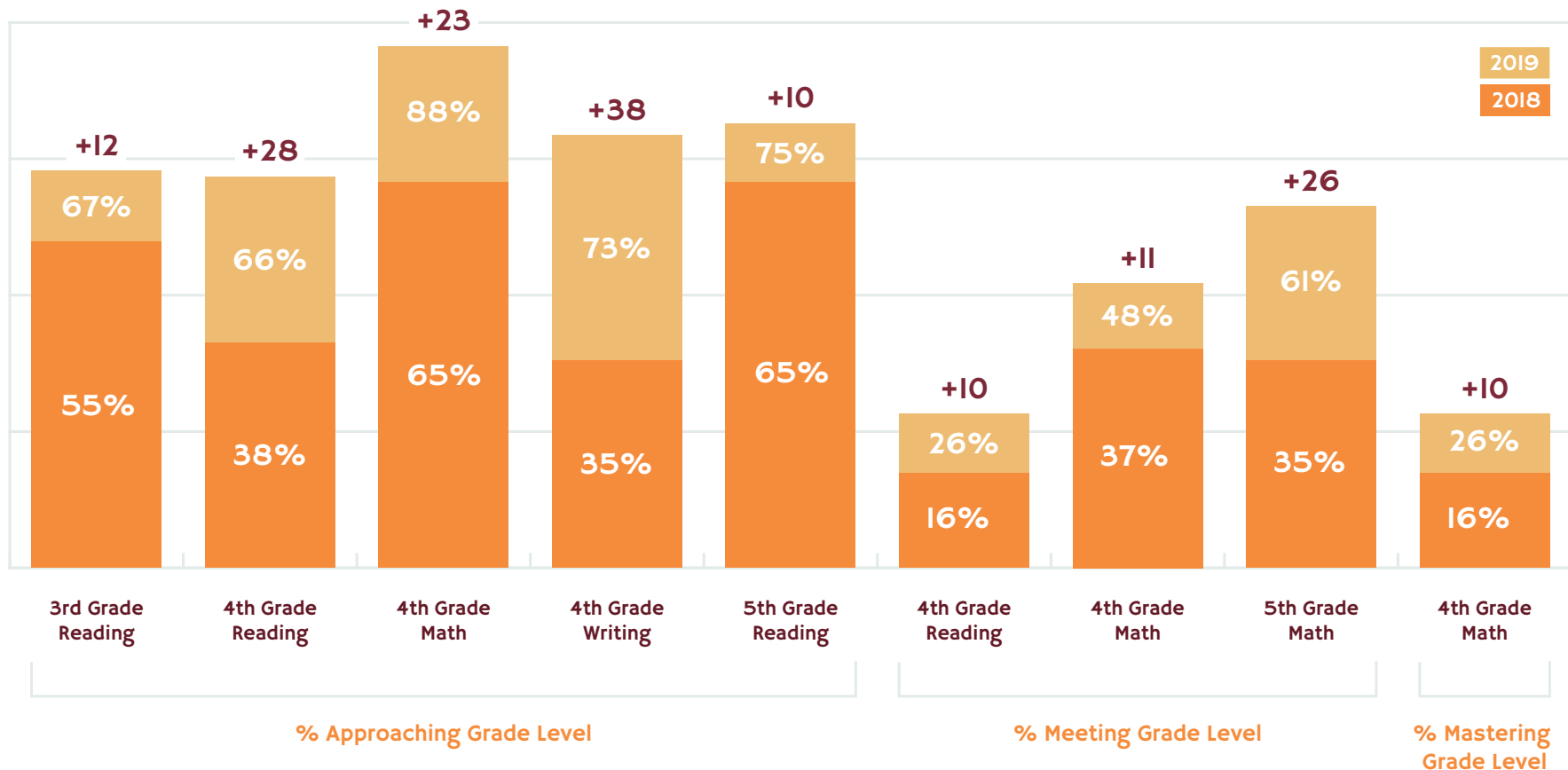


# Collaborative Partner RESULTS

## STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS (STAAR) 2018 - 2019 INCREASE

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

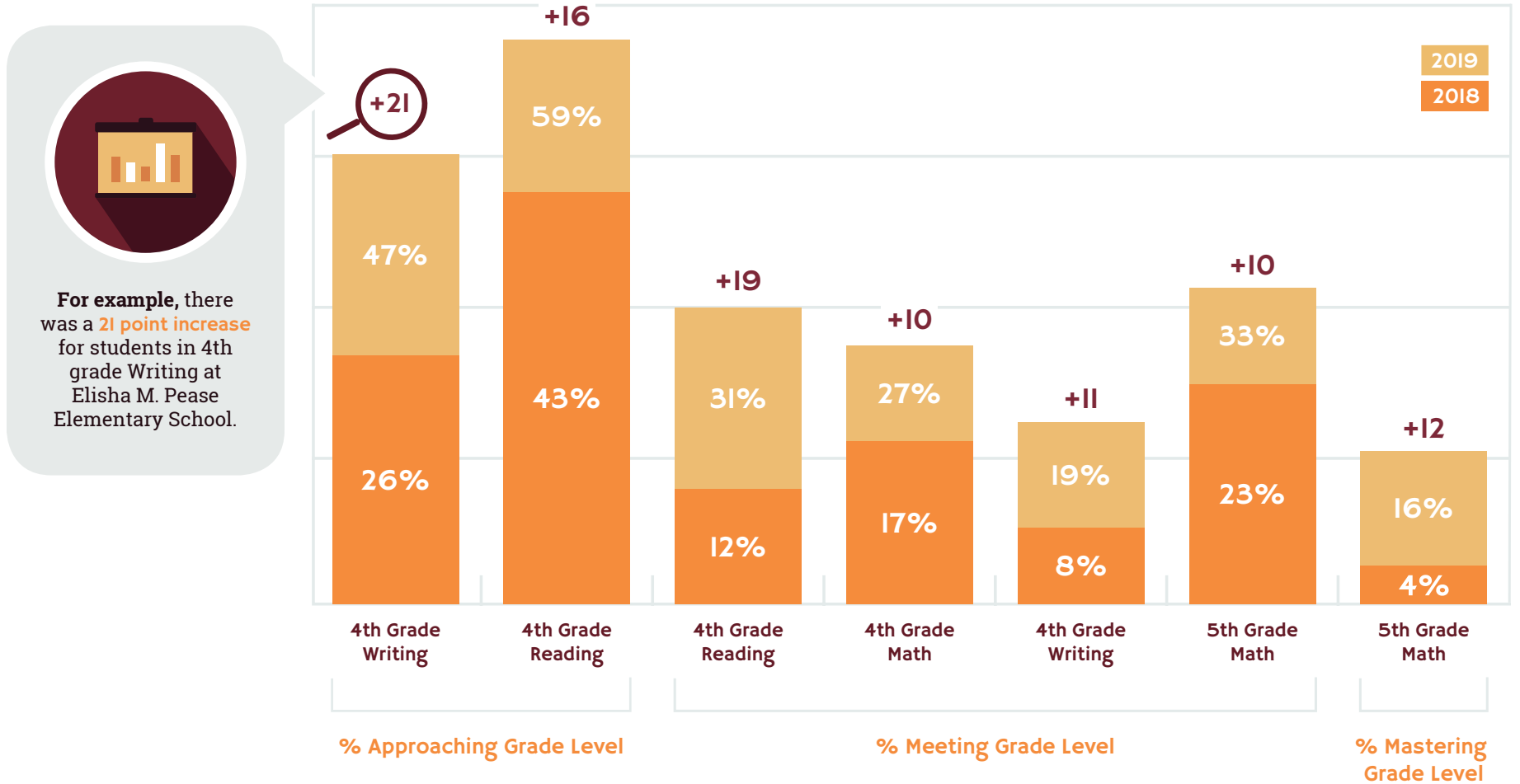
**Accelerating Campus Excellence (ACE) Program** – initiative to transform campuses that were designated as Improvement Required campuses by the Texas Education Agency for multiple years.



## Collaborative Partner RESULTS:

### STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS (STAAR) 2018 - 2019 INCREASE

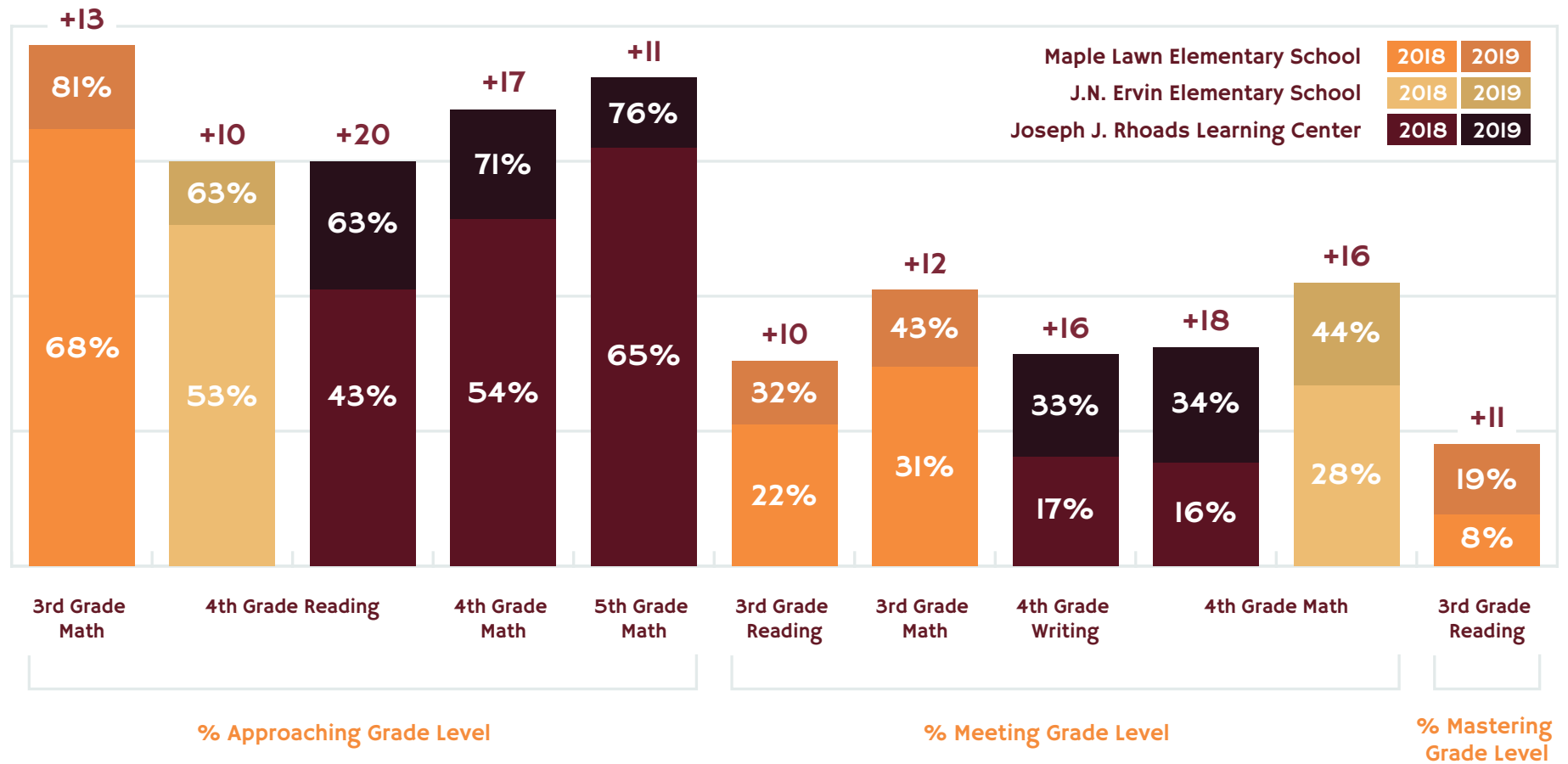
#### Elisha M. Pease Elementary School (Dallas ISD ACE)



## Collaborative Partner RESULTS:

### STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS (STAAR) 2018 - 2019 INCREASE

#### Dallas ISD ACE Schools



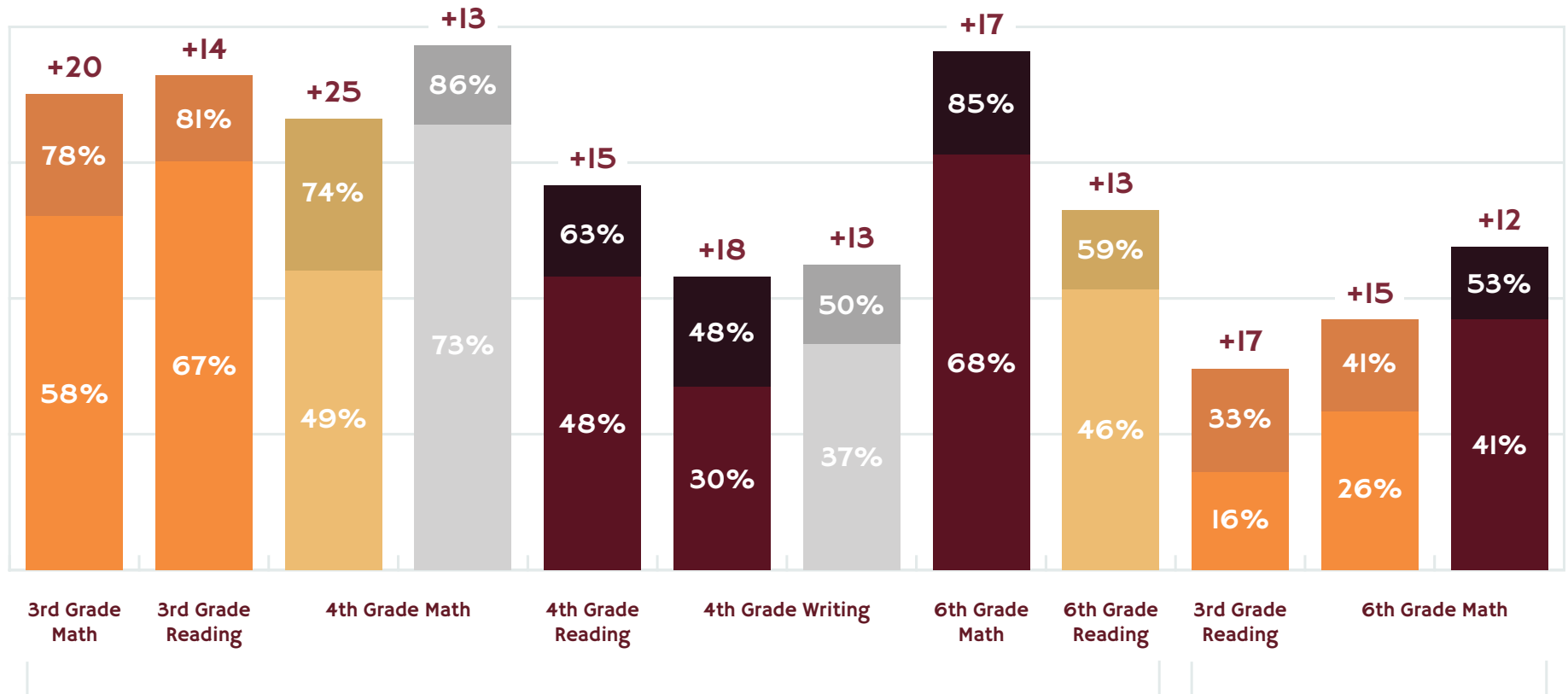
## Collaborative Partner RESULTS:

### STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS (STAAR) 2018 - 2019 INCREASE

#### Richardson ISD ACE Schools

Carolyn Bukhair Elementary School    2018    2019  
 Forest Lane Academy                    2018    2019

Thurgood Marshall Elementary    2018    2019  
 RISD Academy                        2018    2019



% Approaching Grade Level

% Meeting Grade Level






## Collaborative Partner RESULTS:

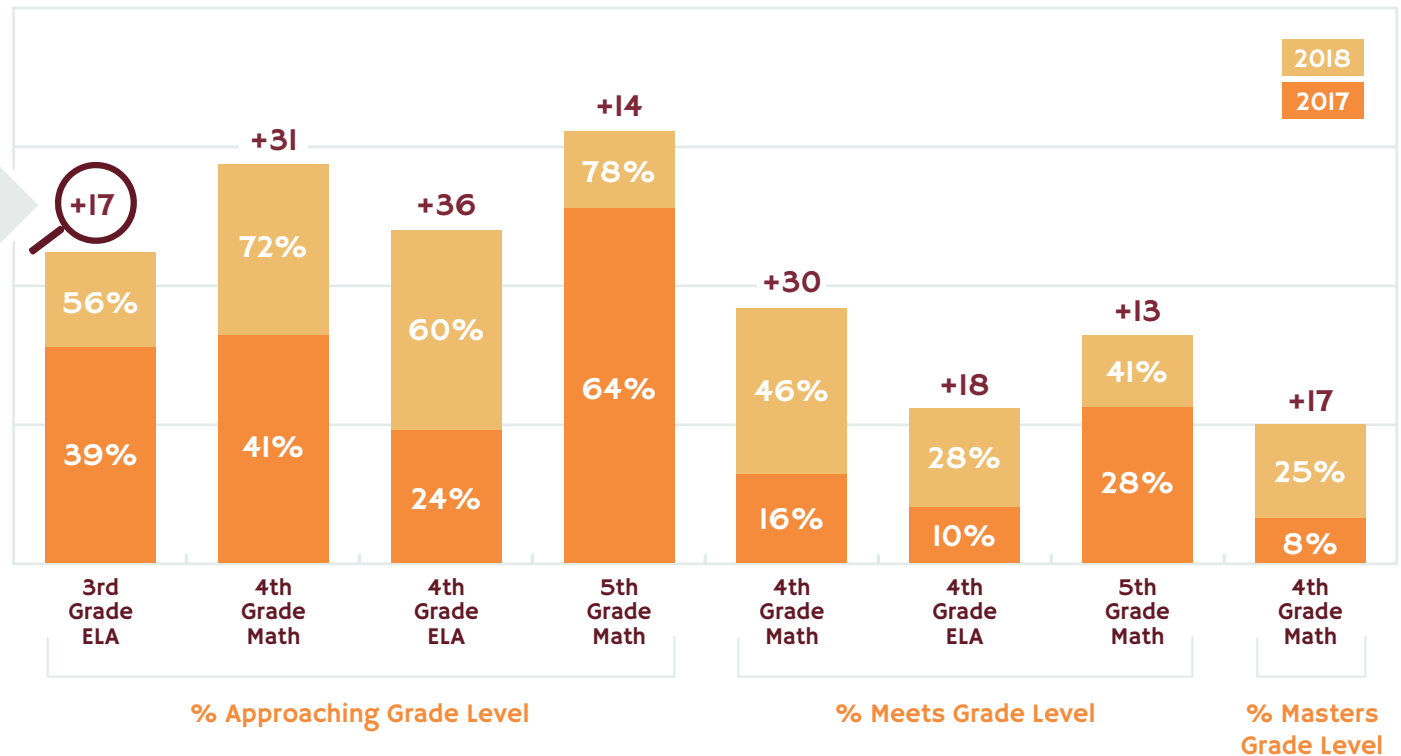
### STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS (STAAR) 2017-2018 INCREASE

#### 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.*



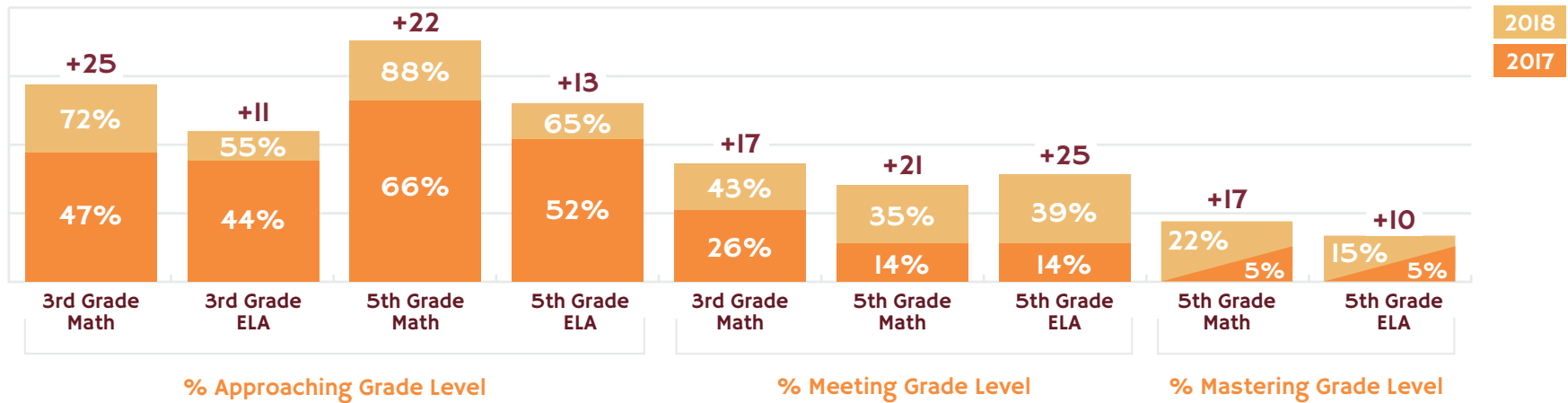
**For example,** there was a **17 point increase** for students in 3rd grade English Language Arts at Onesimo Hernandez Elementary School.



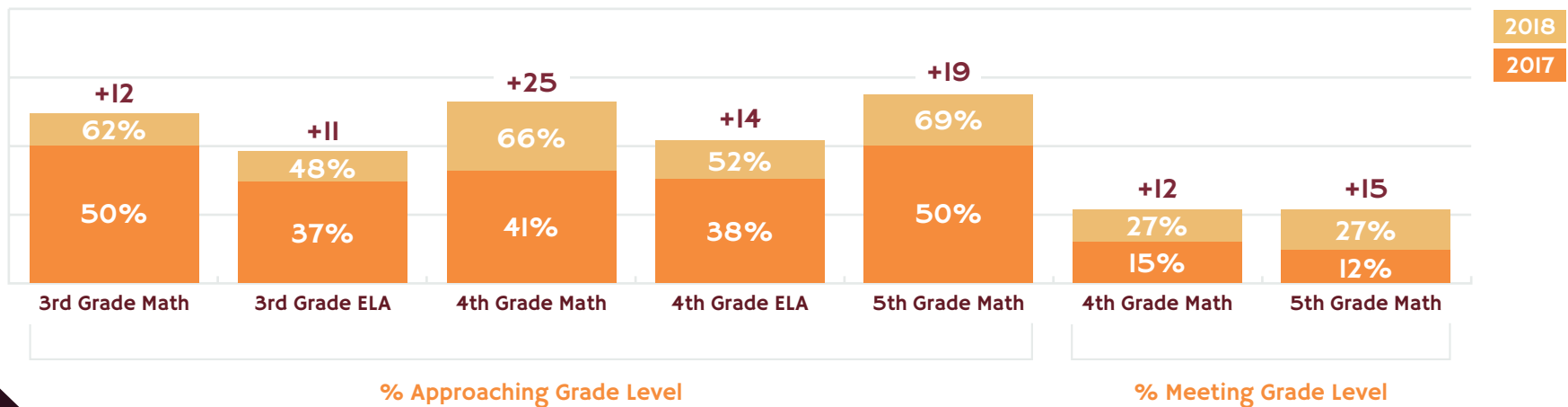
## Collaborative Partner RESULTS:

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

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



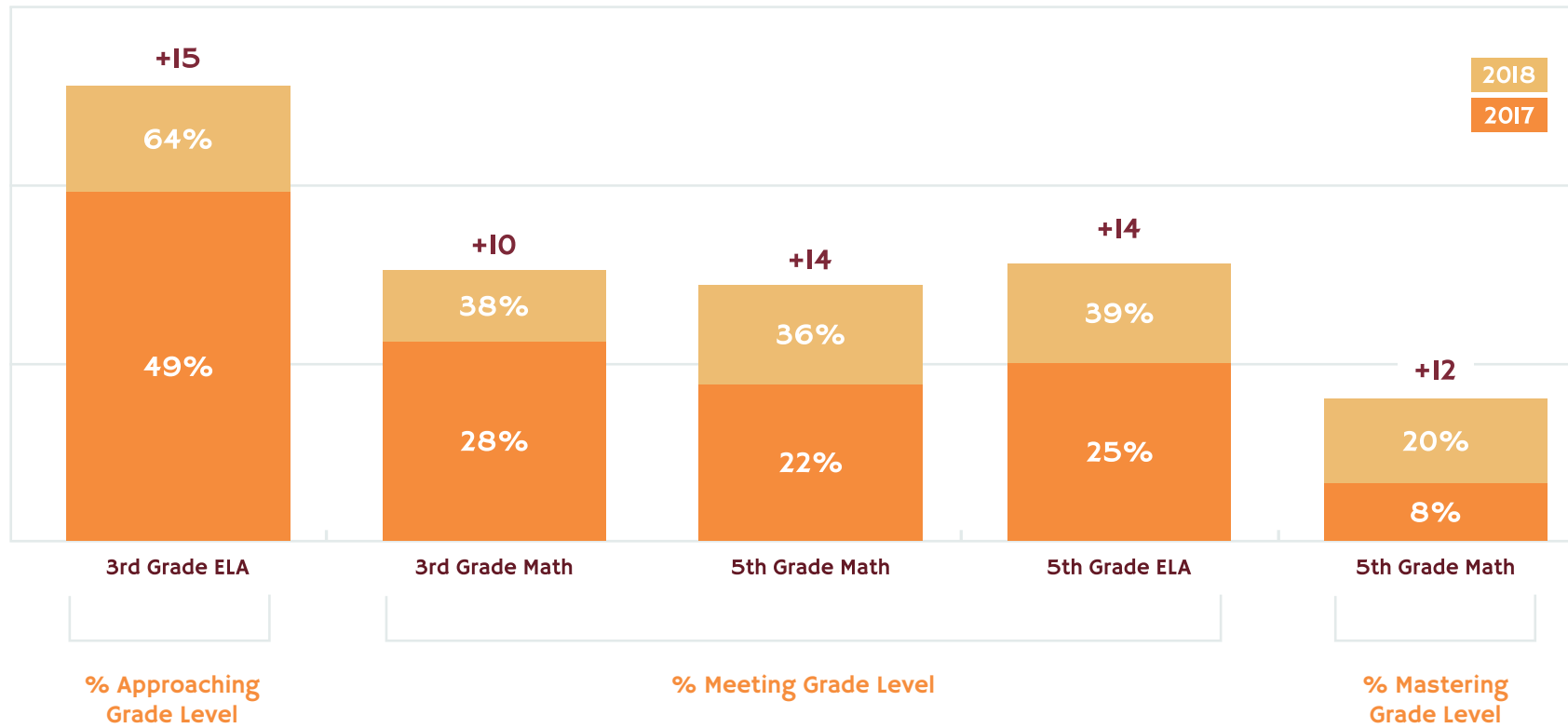
#### J.N. Ervin Elementary School (Dallas ISD ACE)



*Collaborative Partner RESULTS:*

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

**Daniel Webster Elementary School (Dallas ISD)**




## 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

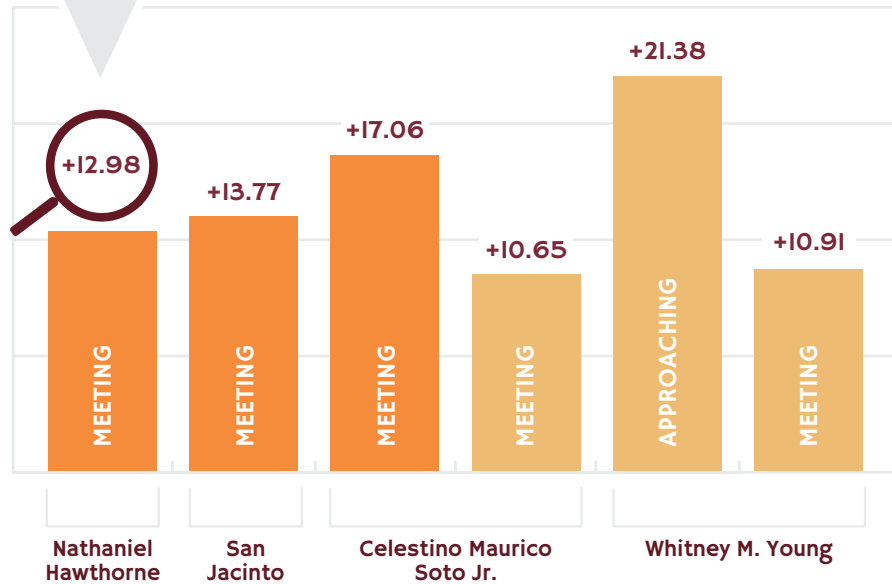
*Teaching Trust Leadership Teams Program - prepares principals and their teams to realize their vision of an aspirational school culture and create a robust plan for campus improvement*



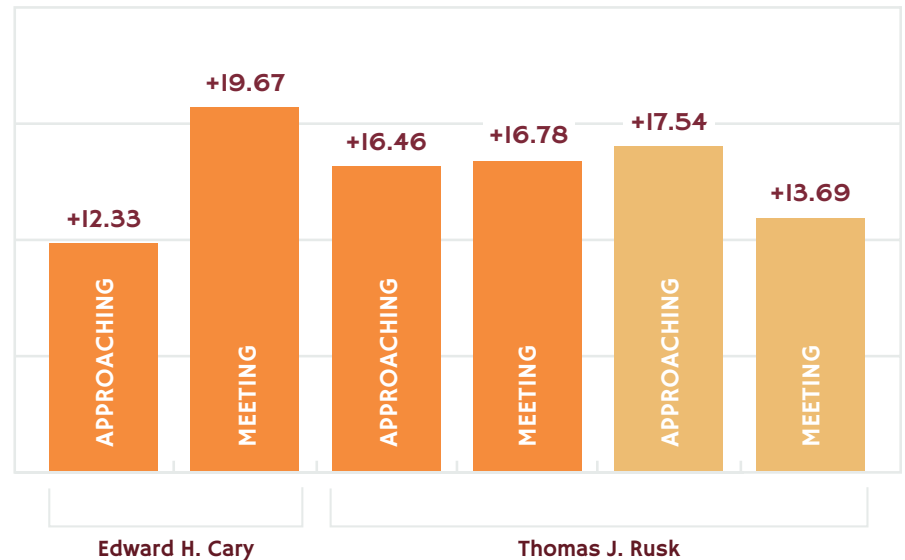
**For example** there was a **12.98 point average increase** for students in 3rd, 4th & 5th grade Reading at Nathaniel Hawthorne Elementary School.

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.



# What Our PARTNERS SAY

*We all know that monitoring classroom instruction is a move that we all need to make in order for implementation to really happen in our classrooms. However, having your calendars synced with your target and clarity around a process to monitor your targets is sometimes challenging for campus leaders to build and execute. Our coaching from the BRES team has enabled our campus leaders to build, implement and maintain effective classroom monitoring systems around student culture and high-yield instructional strategies. The partnership with the BRES team has been powerful because it has allowed our leaders to “learn by doing”!*

**JOE MINISCALCO | Executive Director of School Improvement, Richardson ISD**

*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**

*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**

# *Collaborative Partners* **INCLUDE:**



*Ready to Make a* **DIFFERENCE?**

*Get* **IN TOUCH**

 [FACEBOOK.COM/BIGROCKEDUCATION](https://www.facebook.com/bigrockeducation)

 [TWITTER.COM/BRESDALLAS](https://twitter.com/BRESDALLAS)

 [MKHIRALLAH@BIGROCKEDUCATION.COM](mailto:MKHIRALLAH@BIGROCKEDUCATION.COM)

[BIGROCKEDUCATION.COM](https://www.bigrockeducation.com)







**WE BELIEVE EVERY STUDENT**

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

**[BIGROCKEDUCATION.COM](http://BIGROCKEDUCATION.COM)**