SCHOOL REDESIGN
REQUEST FOR INFORMATION FORM

Please tell us about your organization and its accomplishments, and how your organization can help the students of Colorado reach their potential by completing the following form.

Instructions

- Please submit your organization's response electronically to: **PartnerRFI@cde.state.co.us** by **Friday, February 23, 2018** at **5:00 PM MST**. Late responses may be accepted or rejected by CDE at its sole discretion.
- Please address all of the questions in this application for your organization type. You may exceed the length of the boxes in the form – the PDF form will automatically add a scroll button within the box. However, please strive to keep answers concise.
- You may submit additional attachments that are directly relevant and provide additional support or evidence for the responses in the RFI form.
- If there are any questions about the RFI process or the PDF form, please address those to Brenda Bautsch at Bautsch_b@cde.state.co.us.

Public Posting and Release of Information

- CDE will publicly post the responses that sufficiently address all of the questions listed in the RFI and provide concrete evidence of improving student outcomes in low-performing schools on CDE's public website for schools and other interested parties to access the information: http://www.cde.state.co.us/accountability/performance
- This information will be posted no later than March 23, 2018.
- Further, all information submitted in response to this RFI (inclusive of submissions that are not posted on CDE's website) are subject to public release through the Colorado Open Records Act, CRS § 24-72-200.1, et seq.

Additional Information on the RFI Process

- In the event that a response is incomplete, missing information or needs additional evidence, CDE at its sole discretion may reach out to the respondent for more information or a resubmission, or CDE may elect not to include the response on its publicly posted list.
- This Request for Information will be re-opened annually to allow for additions to the public list of providers.
- If a provider is added to CDE's public list through this RFI process and needs to make changes to the posted information, please contact Brenda Bautsch at Bautsch_b@cde.state.co.us.

Background

1) Organization name: _____

2) Organization contact person and contact email and phone number:

   _____

   _____

3) How would you classify your organization? You may check more than one category:
   - Charter network, charter management organization or charter school
   - Turnaround leader development provider
   - Management organization or non-profit network.

4) Describe what geographical regions in Colorado you would prefer to work in:

5) Please complete the following online form to select which school districts your organization is willing and able to engage with: https://goo.gl/forms/8gceFV5PVEVnQZ0e2

Below is the Achievement Network's response to the CO School Redesign RFI. We are submitting this document in lieu of the form due to technical challenges. Please reach out to Jocelyn Jessop, RFP Manager at jjessop@achievementnetwork.org with any questions or concerns.

Beginning on Page 11 of the PDF form:

If applying as a management partner or non-profit network please complete the following questions:

Question 1:
Please list which of the following roles your organization can serve.
○ Instructional transformation
○ Turnaround leadership

Question 2:
How will you differentiate your services to meet the unique needs of schools and districts in Colorado, especially those with historically underserved students?

Achievement Network (ANet) is a non-profit network that believes all students, regardless of circumstance, should have equal access to high-quality education to ensure that all students graduate ready for college and careers. For twelve years, ANet has worked in collaboration with school district and CMO leaders, staff members, principals, teachers, community partners, and other providers to build conditions for success and sustainability in low-performing schools. We support school turnaround by working alongside schools and systems in underserved communities to deliver high-quality instruction. We do this by providing comprehensive instructional support to schools including coaching and professional learning for school leadership teams and teachers, standards-based instructional resources to support planning and instruction, and high-quality interim assessments.

Through ANet's support of Turnaround Leadership and Instructional Transformation, Colorado leaders will be better able to support their teachers, and Colorado teachers will be better able to differentiate instruction in their classrooms. ANet is prepared to provide Colorado schools with a range of supports that align to the roles of 1) Turnaround Leadership; and 2) Instructional Transformation. To successfully support Colorado schools in the selected focus areas, ANet offers an integrated system of four components. These four components work together to accelerate student achievement and support leader and teacher practice improvements, curriculum implementation, and strategic use of formative assessments.

The four components of ANet's Core Model are:

1. **Job-embedded coaching and professional learning** for school leadership teams to build capacity, skill, and strong practices in managing data-driven, standards-aligned instructional practices and help educators effectively use ANet's data and resources to improve learning in their classrooms;
2. **Access to our network and group learning events** to collaborate and learn best practices from across ANet's network and learn from in-person professional development events and online resources;
3. **Interim assessments** for grades 2-8 in math and ELA, designed in-house, and aligned to the Common Core standards; and
4. **Instructional tools and resources** that supplement ANet's assessments by providing teachers with data reports, planning tools, and more to address student needs surfaced by assessment data.

Alongside each Colorado school, ANet will develop a yearlong trajectory of coaching and professional learning that is designed to meet the unique needs of Colorado schools and districts. ANet coaches are dedicated to helping schools maximize their effectiveness at meeting students' needs. As our coaches work with each of their partner schools, they shift the exact number, nature, and outcomes of their interactions to address the areas of instruction that need most attention.

The four components of our Core Model and everything that we do is grounded in our mission to promote educational equity. All students deserve equal access to high-quality education regardless of circumstance, and that there is still much work to be done to provide equitable opportunities for college and career success for students in our most underserved communities. In our work with schools in Colorado and across the country, we see a gap in school systems between their perceived ability to implement college and career ready standards and the actual presence of standards-aligned instruction. System leaders throughout the country are grappling with how to effectively implement these key instructional shifts and support their students. ANet is a non-profit and, therefore, our bottom line is not transactional. We establish partnerships with schools and districts that are committed to short- and long-term benefits for children, and that are invested in determining the most strategic approach to achieve these benefits.

Through our experiences working with historically underperforming schools, we have seen an intense need for a shift in school teams' mindsets around what rigor and high expectations look like in a classroom and how those high expectations translate to student achievement. Lack of resources and access to high-quality professional learning limits school leaders' ability to implement strong routines of using data to assess student learning and incorporate common planning time, and teachers' ability to build and reinforce strong instructional practice in the classroom.

ANet's coaching and professional learning help our partners build a culture of continuous improvement, where every educator in the building deeply understands the Common Core standards and is regularly using data to adapt and target instruction to meet the unique learning needs of each student. Research consistently demonstrates that great schools have leadership teams who are strong instructional leaders and teachers who effectively use data to drive instruction. Therefore, ANet's Theory of Action is centered around building schools' capacity to improve instruction and increase student achievement:

- If ANet provides school partners with high quality leadership coaching, professional learning sessions, instructional resources, and assessments...
- Then school leaders will implement a Teaching and Learning Cycle that empowers teachers to plan, deliver, evaluate, and adjust their instruction so that it authentically reflects the Common Core...
- Which will, in turn, drive increases in student proficiency rates.

ANet currently partners with nearly 800 schools across 14 states and Washington, D.C. Of our nearly 800 school partners nationwide, more than 70% are in traditional public school districts and 95% of our partner schools are located in low-income urban areas. ANet estimates that more than 80% of our students nationwide are low-income or otherwise considered high needs. In Colorado, ANet schools serve higher concentrations of underserved students that non-ANet schools, including English language learners, high-poverty student populations[1], and students in special education. Despite serving schools with a larger proportion of historically underserved students populations, ANet schools in Colorado **made greater gains than their non-ANet peers**. ANet's model focuses on setting a high standard of academic rigor for all students, regardless of starting level.

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[1] (schools where greater than 80% of students receive Free and Reduced Price Lunch are classified as serving high-poverty student populations)

ANet has a track record of student achievement growth compared to peer schools in Colorado and nationwide, based on end-of-year summative data. ANet partner schools in Colorado that serve high-poverty student populations saw math scores increase by 3.5 percentile points, while their peers' scores only increased by 0.5 percentile points. English language learners at ANet schools in Colorado saw **20 times greater student achievement growth** than non-ANet schools in ELA and nearly **three times greater growth** in math.

We also continue to see similar patterns of student achievement growth nationwide. ANet schools in Washington, D.C. that serve high-poverty student populations saw an average student achievement increase of 3.5 percentage points in ELA, and ANet schools in eastern Massachusetts that serve high-poverty student populations made dramatic SGP[2] gains of 6.0 in ELA and 9.8 in Math. Our comprehensive experience and results give ANet unique insight into how to effectively meet the needs of schools and districts in Colorado, particularly in serving schools with historically underserved student populations.

Question 3:
When considering partnering with a school or district that you have not partnered with before, what would be the key aspects or conditions of an agreement you would need to have in place with the district (or authorizer) in order to make your school successful?

ANet works with districts and schools of all starting points, capacity levels, and school models. We aim to serve those that most need our support, as demonstrated by students not yet meeting the bar set by college and career ready standards (overall or by disaggregated group). We've found that the most important indicator of strong partnership with ANet is a strong desire to prioritize the work of strengthening standards-aligned instruction and holding equally high expectations for all students. Our U.S. Department of Education Investing in Innovation (i3) funded randomized control trial showed that ANet's support is most effective when schools have the following key conditions in place:

- Prioritization of standards and data to inform teaching and learning (including regular rhythms for data analysis);
- Time set aside for teacher collaboration, classroom observation, and student intervention;
- Dedicated leadership team to deepen impact across the school (school and district leaders dedicate time for ANet partnership);
- Culture of learning, so feedback and sharing practices are valued as tools for improvement; and
- Standards-based planning and instruction, and teacher knowledge of instructional standards.

Identifying and building the presence of such key conditions early in our partnerships gives us the opportunity to differentiate our support for a stronger foundation for a long-lasting and impactful partnership. When we find these conditions are not yet in place, we spend time with those districts and schools to set the conditions for a successful partnership. As an approved Colorado School Redesign partner, ANet will adjust our partnership to meet the needs and varied starting points of our partner schools and systems. Most importantly, ANet district and school partners must believe that all students are capable of high student achievement. Their practices and structures must reflect this belief.

Question 4:
Describe your experience working with other third party providers to support coherent school and district improvement.

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[2] Student Growth Percentiles

Relay Graduate School of Education

Relay and ANet share a common mission to improve student learning in the schools we serve and, together, we jointly serve a substantial number of high-priority schools.[3] Nearly 30% of all Colorado Relay participants also partner with ANet. Together, ANet and Relay collaborate to provide Colorado schools 1) job-embedded professional development that prioritizes unpacking standards and texts; 2) a focus on planning and practicing for re-teach lessons; and 3) support setting and achieving instructional priorities.

In the 2016-17 school year, ANet and Relay collaborated to identify how they can best meet the needs of their overlapping school partners, considering the question, "How can we better align the support that leaders receive to ensure that they will more consistently achieve the improved student outcomes that they hope for?" This collaboration resulted in a theory of action that strived for cohesive support for Colorado schools across both Relay and ANet:

- **If** Relay provides principals with high-quality and intensive instructional and cultural leadership development, and ANet provides principals high-quality implementation support in shifts and standards aligned to data-driven instruction…
- **Then** Colorado principals will see greater growth over a period of time compared to principals who are not supported by both Relay and ANet

UnboundEd

ANet works closely with other Common Core industry leaders to drive student learning at our school and system partners. We coordinated with the team from EngageNY in their new venture, UnboundEd, as their fiscal and programmatic partner to sharpen schools' lens for what Common Core instruction looks like in practice. As part of our partnership with UnboundEd, we collaborated with their team of Common Core experts to facilitate classroom observations in ANet partner schools across the country. We have facilitated these site visits at ANet partner schools in Louisiana, Illinois, Michigan, Washington, D.C., Tennessee, and are currently working to schedule visits in Colorado.

Alongside school and system leaders, UnboundEd and ANet staff facilitated a series of classroom observations and met with school leaders and teachers, identifying key "look fors" according the Student Achievement Partners' (SAP) Core Actions. After the observations in both math and ELA classrooms, school leaders, ANet, and UnboundEd staff debriefed the trends and gaps in instruction and outlined next steps for how to support rigorous, standards-aligned teaching and learning. ANet coaches took these learnings and applied them to their differentiated support for schools throughout the year.

Blueprint Schools

Blueprint Schools and ANet share the core mission of accelerating student achievement by supporting high-quality instruction. During the 2014-15 and 2015-16 school years, ANet partnered with Denver Summit Schools Network (DSSN) and the West Denver Network (WDN) and provided school leadership coaching, professional development, interim assessments, and instructional tools and resources. Over these two years, we frequently collaborated with Blueprint Schools to ensure the support we were providing DSSN and WDN was cohesive and aligned to the priorities of the network. Together, DSSN, WDN, ANet, and Blueprint Schools advanced our collective goals and worked towards driving student achievement.

Evidence of Track Record of Improved Student and School Outcomes (ALL respondents)

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[3] High-priority schools are schools in underserved communities as defined by the percentage of students who receive Free and Reduced Price Lunch.

Question 1:
Please illustrate your organization's track record in dramatically improving schools or districts and radically increasing outcomes for targeted groups of students. Include a description of the criteria and data that you use to determine the impact of your work. Highlight the context and location of where this work has occurred. Formal research studies are preferred, if available.

ANet has a track record of supporting schools and districts to improve student achievement and ensure that all students have access to a high-quality education, regardless of circumstance. As mentioned above, ANet has seen year-over-year student achievement growth in our partner schools across the country, as these schools continue to outpace peer schools on end-of-year summatives. Experts also confirm the effectiveness of ANet's model. As part of the prestigious Investing in Innovation (i3) grant, Harvard's Center for Education Policy Research (CEPR) conducted a randomized control trial in 2015 and found that ANet partner schools with the right structures in place (such as common planning time) significantly outperformed control schools. This outperformance translated to roughly **six months of additional learning** for students in ANet partner schools over the two-year study, compared to students in control schools.

This trial was conducted in 89 schools and included roughly 21,000 students, making it one of the most robust evaluations of support for improving the practice of school leadership teams ever conducted.[4] The study also showed that educators recognized ANet tools and support to be of higher quality than the control materials and support. Partnership with ANet led to statistically significant improvements in instructional practice, including:

- Teacher collaboration happened more regularly and more productively at ANet schools than at control schools;
- Leaders set up routines that facilitated strong teacher development and built their own skill in leveraging time effectively; and
- Teachers developed critical skills of analysis and planning.

ANet supports various approaches to school improvement, working with schools to create and implement the conditions for teacher, leader, and student success. Numerous school districts have leveraged ANet's instructional coaching expertise and comprehensive service model to meet the goals of school turnaround initiatives, through developing effective school leadership teams and building educators' capacity for improving classroom instruction. Each of these examples demonstrates the efficacy of ANet's model and the school and student achievement that we want to see happening throughout schools in Colorado and in schools across the country. Examples of ANet district and CMO partners include:

Denver Public Schools, CO
Denver Public Schools (DPS) is a large, urban school district that serves almost 80,000 students at over 160 schools. ANet began working with DPS in the 2013-14 school year. Our work over the past five years has included everything from school-level coaching, professional development, and interim assessments, to system-level training, alignment, and reporting. Now in our fifth year of partnership with DPS, ANet has developed a strong, sustainable relationship with the district. ANet continues to reflect and adapt our partnership to meet the needs of DPS system and school leaders.

Denver Public Schools continues to see improvements in student achievement based on end-of-year state summative assessments. Based on our internal analysis of the 2016-17 state summative results, ANet partners in Denver saw increases in student and school performance in both ELA and math relative to the state. Average percentile scores for ANet schools in Denver increased by 2.2 points in ELA and 2.1 points in math, whereas non-ANet schools in Denver saw a 0.5 percentile point decline in ELA and 4.7 point decline in

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[4] See <u>ANet's website</u> for more information on the i3 study.

math. These significant increases in student achievement affirm the effectiveness of ANet's model and our ability to successfully serve schools in a large, urban school district.

Springfield (MA) Public Schools and Springfield Empowerment Zone
Springfield Public Schools is a Level 4 district (second lowest performing category). Eight of its middle schools are operated by the Springfield Empowerment Zone (SEZ), an Empowerment Schools-operated volunteer partnership between the Massachusetts Department of Elementary and Secondary Education, the district, and the teachers union. Over the last four years, ANet's partnership with Springfield Public Schools has helped **move six schools out of turnaround status and ten more into the highest performance category in the state**. ANet has been a district partner to Springfield Public Schools (MA) in math and ELA for over seven years. In 2016-17, more schools in Springfield than ever before earned the top accountability rating from the state and Composite Performance Index scores were at historically high rates. ANet is proud of the impact its partnership has had in Springfield, and Springfield attributes much of this success to ANet's role as a true instructional partner, helping the district and school leaders identify and act on opportunities to strengthen instruction and build content expertise. In the 2016-17 school year, ANet coaches:

- Met regularly with the district's superintendent, Chief Academic Officer, Chief Information Officer, Academic Directors, and Chief School Officers;
- Facilitated bi-monthly professional development for school-based coaches in ELA and math, regularly integrating the use of ANet's instructional products to support development; and
- Facilitated monthly principal meetings and learning walks to build content knowledge and understanding of work with coaches.

AUSL (Academy for Urban School Leadership)
AUSL is a nonprofit school turnaround network that manages 32 Chicago Public Schools with a total student enrollment of 18,000. ANet began partnering with AUSL in 2013-14 with system-level consulting work, followed by a coordinated system-wide school services launch in the 2014-15 school year. We currently partner with 26 AUSL schools serving grades K-8. We also provide intensive network-level support to facilitate turnaround efforts through quarterly customized professional learning sessions, monthly meetings with network system leaders, quarterly stepbacks for program monitoring and reflection, and other regular check ins.

In 2015-16, our second year of partnership, AUSL adopted EngageNY and Expeditionary Learning to address the challenges associated with teacher-developed curricula. We adjusted our coaching support to align with AUSL's efforts of ensuring strong implementation of the EngageNY curriculum. ANet's professional learning focused on using ANet's instructional products to build an in-depth understanding of the curricula and identify connections between standards, aspects of rigor, and the instructional materials. ANet also worked closely with leaders and teachers to develop strong protocols for scaffolding EngageNY lessons and units to meet the needs of all students, including English Language Learners and students with special needs. Furthermore, ANet strategically aligned our principal coaching support to the new, high-quality curricula by:

- Facilitating monthly professional learning planning meetings with AUSL system leaders;
- Creating content and facilitating monthly professional learning for principal managers in preparation for monthly principal professional learning, often using ANet's instructional products to ground the team in data and a vision of student success;
- Developing and co-facilitating monthly principal professional learning sessions focused on developing strong practices for teacher coaching cycles, formative data analysis, and support for EngageNY planning and instruction;

- Engaging in quarterly "stepbacks" and monthly school walkthroughs to monitor progress of ANet coaching and school-level instructional leadership and norm on high-quality instructional practices aligned to the professional learning leaders have received; and
- Meeting bi-weekly with principal managers to align on school progress.

In the 2016-17 school year, ANet continued adjusting school service to align with school leaders' practice improvements. We developed and facilitated tailored professional learning sessions for principal managers so they were prepared when turn-keying the content to principals. Over two years of partnership, ANet coaches leveraged their expertise in coaching, standards, and curriculum to support principal managers in building their instructional content knowledge and leadership expertise, preparing them to facilitate professional learning and provide targeted coaching support for their principals.

Survey results from the 2016-17 school year show that 100% of AUSL school leaders are satisfied with their ANet partnership. After two years of deeply collaborative system-wide partnership with ANet, AUSL schools saw gains in their annual performance score from 14-15 to 15-16 and 15-16 to 16-17 that were nearly four times greater than non-ANet partner schools in Chicago. On the 2016-17 state summatives, AUSL schools outperformed 11% of schools in the state in ELA and 17% of schools in math, matching similar student achievement growth in the 2015-16 school year.

Baltimore City Public Schools (City Schools). ANet began a district-wide partnership with Baltimore City Public Schools in the 2017-18 school year to help deepen the rigor of grade-level standards taught across all district schools and support strong curriculum implementation. ANet is collaborating with and coordinating across four City Schools' central offices - Teaching and Learning, Chief Academic Office, Chief of Schools, and Office of Achievement and Accountability (OAA) - and providing direct coaching to a set of schools to accelerate district-wide instructional change.

ANet's objectives in our City Schools' partnership are to 1) equip leaders with the knowledge and expertise necessary to support strong planning and instruction and 2) provide teachers with excellent training, strong curricular materials, and high-quality instructional products. To accomplish these objectives, we are providing three integrated sets of support:

1. **Math District Leadership Support and School-Based Instructional Coaching** for a set of schools, as well as the Teaching and Learning team.
2. **Professional Learning and Instructional Cycle Reviews** to strengthen district leaders' and content teams' understanding of and support for leaders and teachers regarding Common Core standards, instructional shifts, and Eureka Math.
3. **Instructional Tools and Online Assessments** aligned to Common Core State Standards and Eureka Math curriculum for all 137 schools across the district.

ANet's district-level support includes professional learning sessions designed to support district and school leaders in deepening their knowledge of the shifts required by the Common Core and the Standards for Mathematical Practice (SMPs),strengthening their Instructional Core model with a focus on Discourse of the Mathematics Teaching Practices, and supporting strong implementation of the Eureka Math curriculum. ANet also collaborates closely with the Teaching and Learning team to ensure coherence across annual professional learning trajectories (e.g., collaborative planning sessions and PD days) so that teachers and leaders experience meaningful, aligned support that is not overwhelming.

As indicated by student achievement at our partner schools and systems based on end-of-year summative data, ANet uses a set of three key metrics to determine the impact of our work: 1) student summative assessment results; 2) school-level practice improvement; and 3) school leader satisfaction with ANet's supports.

Student Achievement - Ultimately, ANet's work is about improving student learning. We want to see the results of implementing strong instruction reflected in student achievement and we hold ourselves accountable to helping our partner schools outperform the state on average student achievement gains in ELA and math, based on year-end summative exams. ANet's Organizational Effectiveness team assesses student performance growth over the previous year and compares average student outcomes in ANet schools with those realized by the state.

School Practice Tracking - Our experience and results analysis has shown us that schools meeting practice goals is a key driver of school-wide improvement and student success. Each ANet partner school sets an annual practice goal on ANet's proprietary, research-based Leader Levers rubric. Our Leader Levers rubric guides ANet's coaching and helps schools make concrete improvements over time.

School Staff Engagement - ANet administers biannual surveys to our school and system partners to measure satisfaction with our products and services. We use their feedback to learn from the experiences of our partners and adjust our approach to meet the unique needs of each school. Monitoring partner satisfaction and engagement helps us to provide effective support and build partnership strength that will endure over multiple years. This data directly informs the adjustments we make in the services and products ANet offers schools and districts from year to year.

References
Name and contact information for the last three schools or districts your organization contracted with.

Dr. Wendy Wyman
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Tamara Acevedo
Lead Instructional Superintendent, Denver Public Schools
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Addenda
You may submit additional attachments that are directly relevant and provide additional support or evidence for the responses in the RFI form.