



Part I: Cover Page – Organization Information

Organization Information		
Organization Name:	TNTP, Inc.	<input type="checkbox"/> New or <input checked="" type="checkbox"/> Continuation Submission
Primary Contact:	Monica Milligan	
Email Address:	monica.milligan@tntp.org	
Phone Number:	(718) 233-2800	
Mailing Address:	500 Seventh Avenue, 8th Floor New York, NY 10018	
Organization Category (select all that apply)		
<input type="checkbox"/> Charter Network, Charter Management Organization or Charter School <input checked="" type="checkbox"/> Turnaround Leader Development Provider <input checked="" type="checkbox"/> Management Partner <input checked="" type="checkbox"/> Stakeholder Engagement Specialist		
Preferred Geographical Region(s) in Colorado to Work In (select all that apply)		
<input checked="" type="checkbox"/> Metro Denver <input checked="" type="checkbox"/> Front Range (Colorado Springs, Ft. Collins) <input checked="" type="checkbox"/> Rural / Mountain / Western Slope		

Indicate the school district(s) or BOCES your organization is willing and able to engage with:

District name	City	County name
ANY SCHOOL DISTRICT or BOCES	ALL	ALL
Academy 20 School District	Colorado Springs	El Paso
Adams 12 Five Star Schools School District	Thornton	Adams
Adams County 14 School District	Commerce City	Adams
Adams-Arapahoe 28j School District	Aurora	Arapahoe
Agate 300 School District	Agate	Elbert
Aguilar Reorganized 6 School District	Aguilar	Las Animas
Akron R-1 School District	Akron	Washington
Alamosa Re-11j School District	Alamosa	Alamosa
Archuleta County 50 Jt School District	Pagosa Springs	Archuleta
Arickaree R-2 School District	Anton	Washington
Arriba-Flagler C-20 School District	Flagler	Kit Carson
Aspen 1 School District	Aspen	Pitkin
Ault-Highland Re-9 School District	Eaton	Weld
Bayfield 10 Jt-R School District	Bayfield	La Plata
Bennett 29j School District	Bennett	Adams
Bethune R-5 School District	Bethune	Kit Carson
Big Sandy 100j School District	Simla	El Paso
Boulder Valley Re 2 School District	Boulder	Boulder
Branson Reorganized 82 School District	Branson	Las Animas
Briggsdale Re-10 School District	Briggsdale	Weld
Brush Re-2(J) School District	Brush	Morgan



Buena Vista R-31 School District	Buena Vista	Chaffee
Buffalo Re-4j School District	Merino	Logan
Burlington Re-6j School District	Burlington	Kit Carson
Byers 32j School District	Byers	Arapahoe
Calhan Rj-1 School District	Calhan	El Paso
Campo Re-6 School District	Campo	Baca
Canon City Re-1 School District	Cañon City	Fremont
Centennial Board of Cooperative Educational Services	Greeley	Weld
Centennial R-1 School District	San Luis	Costilla
Center 26 Jt School District	Center	Saguache
Charter School Institute School District	Denver	Denver
Cheraw 31 School District	La Junta	Otero
Cherry Creek 5 School District	Greenwood Village	Arapahoe
Cheyenne County Re-5 School District	Cheyenne Wells	Cheyenne
Cheyenne Mountain 12 School District	Colorado Springs	El Paso
Clear Creek Re-1 School District	Idaho Springs	Clear Creek
Colorado Digital BOCES	Colorado Springs	El Paso
Colorado School For The Deaf And Blind School District	Colorado Springs	El Paso
Colorado Springs 11 School District	Colorado Springs	El Paso
Cotopaxi Re-3 School District	Cotopaxi	Fremont
Creede School District School District	Creede	Mineral
Cripple Creek-Victor Re-1 School District	Cripple Creek	Teller
Crowley County Re-1-J School District	Ordway	Crowley
Custer County School District C-1 School District	Westcliffe	Custer
De Beque 49jt School District	De Beque	Mesa
Deer Trail 26j School District	Deer Trail	Arapahoe
Del Norte C-7 School District	Del Norte	Rio Grande
Delta County 50(J) School District	Delta	Delta
Denver County 1 School District	Denver	Denver
Dolores County Re No.2 School District	Dove Creek	Dolores
Dolores Re-4a School District	Dolores	Montezuma
Douglas County Re 1 School District	Castle Rock	Douglas
Durango 9-R School District	Durango	La Plata
Eads Re-1 School District	Eads	Kiowa
Eagle County Re 50 School District	Eagle	Eagle
East Grand 2 School District	Granby	Grand
East Otero R-1 School District	La Junta	Otero
Eaton Re-2 School District	Eaton	Weld
Edison 54 Jt School District	Yoder	El Paso
Elbert 200 School District	Elbert	Elbert
Elizabeth C-1 School District	Elizabeth	Elbert
Ellicott 22 School District	Calhan	El Paso



Englewood 1 School District	Englewood	Arapahoe
Estes Park R-3 School District	Estes Park	Larimer
Falcon 49 School District	Peyton	El Paso
Fort Morgan Re-3 School District	Fort Morgan	Morgan
Fountain 8 School District	Fountain	El Paso
Fowler R-4j School District	Fowler	Otero
Fremont Re-2 School District	Florence	Fremont
Frenchman Re-3 School District	Fleming	Logan
Garfield 16 School District	Parachute	Garfield
Garfield Re-2 School District	Rifle	Garfield
Genoa-Hugo C113 School District	Limon	Lincoln
Gilpin County Re-1 School District	Black Hawk	Gilpin
Granada Re-1 School District	Granada	Prowers
Greeley 6 School District	Greeley	Weld
Gunnison Watershed Re1j School District	Gunnison	Gunnison
Hanover 28 School District	Colorado Springs	El Paso
Harrison 2 School District	Colorado Springs	El Paso
Haxtun Re-2j School District	Haxtun	Phillips
Hayden Re-1 School District	Hayden	Routt
Hi-Plains R-23 School District	Seibert	Kit Carson
Hinsdale County Re 1 School District	Lake City	Hinsdale
Hoehne Reorganized 3 School District	Trinidad	Las Animas
Holly Re-3 School District	Holly	Prowers
Holyoke Re-1j School District	Holyoke	Phillips
Huerfano Re-1 School District	Walsenburg	Huerfano
Idalia Rj-3 School District	Idalia	Yuma
Ignacio 11 Jt School District	Ignacio	La Plata
Jefferson County R-1 School District	Golden	Jefferson
Johnstown-Milliken Re-5j School District	Milliken	Weld
Julesburg Re-1 School District	Julesburg	Sedgwick
Karval Re-23 School District	Karval	Lincoln
Kim Reorganized 88 School District	Kim	Las Animas
Kiowa C-2 School District	Kiowa	Elbert
Kit Carson R-1 School District	Kit Carson	Cheyenne
La Veta Re-2 School District	La Veta	Huerfano
Lake County R-1 School District	Leadville	Lake
Lamar Re-2 School District	Lamar	Prowers
Las Animas Re-1 School District	Las Animas	Bent
Lewis-Palmer 38 School District	Monument	El Paso
Liberty J-4 School District	Joes	Yuma
Limon Re-4j School District	Limon	Lincoln
Littleton 6 School District	Littleton	Arapahoe



Lone Star 101 School District	Otis	Washington
Mancos Re-6 School District	Mancos	Montezuma
Manitou Springs 14 School District	Manitou Springs	El Paso
Manzanola 3j School District	Manzanola	Otero
Mapleton Public Schools, Adams County School District 1	Denver	Adams
Mc Clave Re-2 School District	McClave	Bent
Meeker Re1 School District	Meeker	Rio Blanco
Mesa County Valley 51 School District	Grand Junction	Mesa
Miami Yoder 60 Jt School District	Rush	El Paso
Moffat 2 School District	Moffat	Saguache
Moffat County Re:No 1 School District	Craig	Moffat
Monte Vista C-8 School District	Monte Vista	Rio Grande
Montezuma-Cortez Re-1 School District	Cortez	Montezuma
Montrose County Re-1j School District	Montrose	Montrose
Mountain Valley Re 1 School District	Saguache	Saguache
North Conejos Re-1j School District	La Jara	Conejos
North Park R-1 School District	Walden	Jackson
Norwood R-2j School District	Norwood	San Miguel
Otis R-3 School District	Otis	Washington
Ouray R-1 School District	Ouray	Ouray
Park County Re-2 School District	Fairplay	Park
Pawnee Re-12 School District	Grover	Weld
Peyton 23 Jt School District	Peyton	El Paso
Plainview Re-2 School District	Sheridan Lake	Kiowa
Plateau Re-5 School District	Peetz	Logan
Plateau Valley 50 School District	Collbran	Mesa
Platte Canyon 1 School District	Bailey	Park
Platte Valley Re-7 School District	Kersey	Weld
Poudre R-1 School District	Fort Collins	Larimer
Prairie Re-11 School District	Raymer	Weld
Primero Reorganized 2 School District	Weston	Las Animas
Pritchett Re-3 School District	Springfield	Baca
Pueblo City 60 School District	Pueblo	Pueblo
Pueblo County 70 School District	Pueblo	Pueblo
Rangely Re-4 School District	Rangely	Rio Blanco
Revere School District School District	Ovid	Sedgwick
Ridgway R-2 School District	Ridgway	Ouray
Roaring Fork School District No. Re-1	Glenwood Springs	Garfield
Rocky Ford R-2 School District	Rocky Ford	Otero
Salida R-32 School District	Salida	Chaffee
San Juan Board of Cooperative Educational Services	Durango	La Plata
Sanford 6j School District	Sanford	Conejos



Sangre De Cristo Re-22j School District	Mosca	Alamosa
Sargent Re-33j School District	Monte Vista	Rio Grande
School District 27j School District	Brighton	Adams
Sheridan 2 School District	Sheridan	Arapahoe
Sierra Grande R-30 School District	Blanca	Costilla
Silverton 1 School District	Silverton	San Juan
South Conejos Re-10 School District	Antonito	Conejos
South Routt Re 3 School District	Oak Creek	Routt
Springfield Re-4 School District	Springfield	Baca
St Vrain Valley Re 1j School District	Longmont	Boulder
Steamboat Springs Re-2 School District	Steamboat Springs	Routt
Strasburg 31j School District	Strasburg	Adams
Stratton R-4 School District	Stratton	Kit Carson
Summit Re-1 School District	Frisco	Summit
Swink 33 School District	Swink	Otero
Telluride R-1 School District	Telluride	San Miguel
Thompson R2-J School District	Loveland	Larimer
Trinidad 1 School District	Trinidad	Las Animas
Valley Re-1 School District	Sterling	Logan
Vilas Re-5 School District	Vilas	Baca
Walsh Re-1 School District	Walsh	Baca
Weld County Re-1 School District	La Salle	Weld
Weld County School District Re-3j School District	Keenesburg	Weld
Weld County School District Re-8 School District	Fort Lupton	Weld
Weldon Valley Re-20(J) School District	Weldona	Morgan
West End Re-2 School District	Nucla	Montrose
West Grand 1-Jt School District	Kremmling	Grand
Westminster 50 School District	Westminster	Adams
Widefield 3 School District	Colorado Springs	El Paso
Wiggins Re-50(J) School District	Wiggins	Morgan
Wiley Re-13 Jt School District	Wiley	Prowers
Windsor Re-4 School District	Windsor	Weld
Woodland Park Re-2 School District	Woodland Park	Teller
Woodlin R-104 School District	Woodrow	Washington
Wray Rd-2 School District	Wray	Yuma
Yuma 1 School District	Yuma	Yuma
Centennial BOCES	Greeley	
East Central BOCES	Limon	
Mountain BOCES	Leadville	
Mount Evans BOCES	Bailey	
Northeast Colorado BOCES	Haxtun	
Northwest Colorado BOCES	Steamboat Springs	



Pikes Peak BOCES
Rio Blanco BOCES
San Juan BOCES
San Luis Valley BOCES
Santa Fe Trail BOCES
South Central BOCES
Southeastern BOCES
Uncompahgre BOCES
Ute Pass BOCES

Colorado Springs
Rangely
Dolores
Alamosa
La Junta
Pueblo West
Lamar
Ridgway
Woodland Park

Proposal to Colorado Department of Education

RFI - School Redesign

September 3, 2019

TABLE OF CONTENTS

Narrative Response	2
Capacity	4
Evidence of Track Record of Improved Student and School Outcomes	5

Narrative Response

TNTP has supported schools and districts across Colorado since 2007. With Denver Public Schools, we recruited and trained over 300 teachers through Denver Teaching Fellows (2008-2012), designed a teacher leadership pathway, and helped develop their teacher coaching model. We've also supported several districts with better understanding the structural and operational barriers to effective school staffing, and we've worked with the Colorado Department of Education on improvements for measuring teacher effectiveness. Most recently, our work in Colorado has included a two-year partnership with the Denver Public Schools Leadership Excellence and Development (LEAD) team. In this time, we rebuilt the programming and curricula for programs serving teacher leaders, assistant principals, and aspiring principals. Specifically, we conducted empathy interviews and focus groups with stakeholders in the central office and schools to determine the learning objectives and experiences critical for these groups and worked with partners on the LEAD team to create yearlong scope and sequences, professional development materials, and assessment structures for these leadership pipeline programs. In each of these partnerships, we have leveraged our organizational expertise garnered through PLUS and other engagements to develop localized programming tailored to the needs of Denver Public Schools leaders.

In addition, TNTP has recently launched a partnership with one of the city's learning zones to determine whether students across the zone have equitable access to grade-appropriate assignments, strong instruction, deep engagement, and teachers with high expectations through supporting the zone's school leadership teams through conducting K-12 equity audit that includes an Opportunity Scorecard, a detailed curriculum review, and extant data analysis regarding students' access to high-quality experiences in the zone. This partnership builds on our learning from [*The Opportunity Myth: What Students Can Show Us About How School Is Letting Them Down – And How to Fix It*](#), which showed that most students of color, those from low-income families, those with mild to moderate disabilities, and English language learners—spent the vast majority of their school days missing out on four crucial resources: **grade-appropriate assignments, strong instruction, deep engagement, and teachers with high expectations.**

As a part of this diagnostic, we will also analyze potential inequities in student discipline practices, academic performance, as well as students' access to advanced courses and teachers who share their racial or ethnic background. TNTP will also generate a more detailed report for the zone's staff, which will include major trends and takeaways as it relates to students' access to high-quality daily academic experiences. We will also provide a series of recommendations for the zone to implement at the classroom-, school-, and zone-level. Lastly, TNTP will also support the zone in considering the quality of its

adopted instructional materials through a K-12 mathematics, science, and social studies instructional materials review. In addition to these diagnostic activities, TNTP will administer a parent survey, conduct teacher focus groups, and facilitate student-level empathy interviews to collect stakeholder feedback. Following the diagnostic process, TNTP will support the zone in addressing the findings to improve students' access to the four core resources.

In addition to our work in Colorado, TNTP also brings extensive experience nationally developing leaders to transform low-performing schools and districts. We do this through whole system turnaround support, direct support for critical aspects of successful schools (e.g. Talent development, instructional transformation), and our school leadership development program: The Pathway to Leadership in Urban Schools (PLUS).

Since our original submission in 2018, TNTP has continued to run PLUS programs in urban cities across the country - including one PLUS program that specifically recruits and trains leaders to serve in turnaround settings. Our residency-based approach builds upon a growing body of evidence supporting residency models for school leader training. Several residency programs across the country have undergone robust evaluations and have demonstrated that their training models produce statistically significant program impacts that are independent of, and larger than, the effect of principal experience alone. The common elements between our program and these residency models include close collaboration with schools, defined leadership competency models, robust recruitment, rigorous selection, intensive pre-service trainings, a year-long residency, and a year of post-residency support for new school leaders.

Additionally, in the last year, TNTP has deepened our expertise in the work of school turnaround and stakeholder engagement. Transforming low-performing schools is tremendously complex, challenging, and important work. Turning a school that fails students into one that supports their academic and social success requires the difficult coordination of multiple factors—from talent and culture, to rigorous academics and support systems. TNTP's work in this area has evolved over the past few years from offering narrowly-focused support to principals and teachers, to fully-engaged, whole-school transformation efforts that touch every aspect of the school. Since 2015, TNTP has worked alongside partners in six cities and 25 schools to implement comprehensive school transformations. With our support, our partners are not only creating a strategy for change—they are seeing real results that are having a profound impact on students' lives. We have seen major gains on a range of measures, from decreasing teacher absenteeism and substantively improve student attendance to developing talent structures to retain effective teachers to improving the level of rigor and access to

standards aligned materials in classrooms. Some examples of our work in this area are below.

Stakeholder Engagement: Lorain, Ohio: TNTP recently partnered with the Lorain City School District to help the district's new CEO co-create a new strategic plan in close partnership with community stakeholders. In the first 60 days of our work, we executed a listening tour that included over 2,000 total touchpoints with community members, 35 focus groups, 68 one-on-one meetings, 24 school and community town hall events, and over 1,000 survey responses. Based on the feedback that we received from stakeholders, we supported the district in identifying six shared values which now serve as the heart of Lorain's culture and the foundation of the district's work. In addition, we developed "The Lorain Promise" – a set of five commitments to the children of Lorain, their families, the staff of Lorain City School District, and the larger community. Each commitment comes with a five-year goal along with a set of strategies necessary for reaching that goal.

Leadership Development: Philadelphia, Pennsylvania: Building on the success of TNTP's PhillyPLUS program, in the fall of 2016, TNTP launched a specialized turnaround track to prepare school leaders for the unique challenges of transforming low-performing schools. While the traditional track is a certification program for educators who are new to school leadership, the turnaround track is designed to prepare experienced leaders for the turnaround setting in just one year. Candidates selected into the turnaround track have prior school leadership experience, a record of working in partnership with families and communities, and an ability to lead others to make dramatic changes. Because turnaround residents enter our program with a strong foundation, we've designed a unique residency program to help them refine their skill set while also learning what it takes to lead a successful turnaround.

Capacity

TNTP brings considerable organizational, technical and human capacity to support schools and districts in Colorado in achieving their goals for students. Comprised of a full-time staff of approximately 400 individuals, more than half of whom are former teachers or school leaders, TNTP brings an expert staff and the knowledge accumulated over almost 20 years of designing and implementing recruitment initiatives nationwide. Our expert Leadership Team guides TNTP's partnerships with over 250 years of collective experience in education and organizational management.

TNTP utilizes an efficient project staffing structure that streamlines costs and ensures our programs consistently meet demanding quality standards. This structure allows us to combine the activities of project-based teams of staff members committed to successfully

executing the proposed work, and central staff who complete their work remotely in conjunction with our team of experts in such fields as communications, research and evaluation and technology. This efficient staffing model keeps staffing costs low, reduces time to implementation for new strategies and activities and enables TNTP to deliver consistently excellent services. We use staffing software to track the capacity of all our staff members and ensure we have sufficient talent with the appropriate experience and skills to execute work before engaging in any partnership.

Evidence of Track Record of Improved Student and School Outcomes

Regarding our track record of success in leadership development, our most robust examples of our experience and outcomes related to PLUS programming are below. PLUS programs are evaluated on a site-by-site basis, with varying levels of rigor in their program evaluations. On balance, we assess the evidence base at a Tier 3, given their multi-year results and significant differences in outcomes as compared to control groups of students, teachers, and leaders.

Initial results have shown that first year PLUS leaders outperform other first year leaders and schools led by first-year PLUS leaders avoided the decline in student performance that research shows often follows a leadership transition. PLUS leaders have successfully evaluated, supported, and developed teachers and made important instructional leadership decisions that have had a direct and profound impact on student learning. For example:

- **Boosting Teacher Effectiveness:** PLUS leaders coached teachers to help more students learn, with quick results: across our programs in Philadelphia and Camden, the percentage of teachers rated in the top two performance categories according to the TNTP Core Teaching Rubric (2014, Appendix B) increased from 13% to 35% by year end, while the percentage in the bottom two categories dropped from 54% to 23%.
- **Valuing and Retaining Great Teaching:** In school year 2014-15, PLUS leaders retained 100% of their best teachers, while counseling out the majority of low performing teachers (83% in Philadelphia and 60% in Camden) by implementing rigorous evaluation and feedback practices and effectively managing talent within their schools.
- **Satisfaction with Leadership:** A majority of teachers in Philadelphia and Camden agreed that the feedback they received from their PLUS Leader was frequent, specific, and helped them improve student outcomes. In fact, in Camden, PLUS

leaders were more likely to receive strong positive responses from their teachers regarding their reliability and their modeling of effective behaviors than the national average of principals rated via TNTP's Insight Instructional Culture Survey (Insight).

- Leaders Value their Preparation: PLUS was designed to ensure that leaders feel prepared when they take full responsibility for a school.
 - 87% of principal managers believe that PLUS effectively partners with them to support leader's development.
 - 100% of PhillyPLUS leaders surveyed said they were proud to be PLUS leaders, had confidence in the future of PLUS, and would recommend PLUS to qualified colleagues.
 - When assessing teacher perceptions of the support they receive from PLUS leaders, 78% of teachers agreed with the statement "My PLUS Leader articulates a clear overarching vision that drives priorities, goals, and decision making in our work together." 81% agreed that "When my PLUS Leader commits to a program or priority, he/she follows through."
 - Overall teacher perceptions on Insight, a national instructional culture survey, also exceeded the national average in 9 of 11 domains. The Leadership domain was the area with the largest difference between the PhillyPLUS average and the national average.
- Deepening the Pipeline of Leaders: PLUS holds a high bar for certification, and only PLUS leaders whom demonstrate impact are certified. In 2015, 77 percent of PhillyPLUS participants who completed the program earned certification, which included meeting student achievement and teacher growth goals.

In addition to our evaluation of PLUS programming nationally, TNTP has also partnered with school districts to transform teaching and support school improvement. For each of these examples, we rate the outcome measures at a Tier 4, in that the programming has been developed using a well-defined logic model and theory of action and is grounded in research.

TNTP's work is often deeply embedded with an LEA or multiple partners, requiring us to work very closely with external organizations. Our Teaching Fellows (an alternative route teaching certification program) and PLUS programs (a leadership development program) often require coordination across multiple LEAs and local partners to provide rigorous training to teachers and leaders. TNTP also has deep experience in the school turnaround space, which often involves multiple service providers and partners.

We have extensive experience working with other service providers and vendors to meet shared goals with a partner LEA. Our approach to ensure strong partnerships has followed four general steps:

1. Establish a shared vision and goals for the work
2. Determine clear roles and responsibilities
3. Develop clear communication channels and consistent communication norms
4. Closely monitor progress to goals

Here are examples of this four-step collaboration process in action:

Pasco and Pinellas County, Florida: Hudson Elementary, a turnaround school in Pasco, FL adopted Eureka in 2017 in advance of their engagement with TNTP. To support the implementation of strong instructional materials across both ELA and Math, TNTP has been providing teacher coaching aligned to the *Instructional Practice Guides*. This year, over 90 percent of teachers met expectations according to Core Action 1 of the rubric, meaning students were engaging with grade-appropriate content during class. Additionally, in Pinellas County, Florida, TNTP supported the “Scale Up for Success” initiative in five elementary schools in Pinellas County, Florida for 18 months starting in January 2015. Our work included supporting coaches to help teachers improve, working with leaders to increase the number of effective teachers in their buildings, creating positive and safe learning environments for students, and making substantial changes to create the conditions necessary for effective school turnarounds in each of these five schools. These schools cut discipline referrals in half in the 2015-16 school year. Each school we supported in Pinellas made significant academic gains in the 2015-16 school year, some as large as 20 percentage points in the number of students with passing scores in math and ELA in grades 3-5.

Boston, Massachusetts: From 2013 - 2015, TNTP partnered with Boston Public Schools (BPS) on a critical initiative to hire teachers earlier in the year and give teachers and school leaders more choice in the selection and hiring process. The goal was simple: hire the best, most diverse candidates into Boston classrooms. The district’s efforts had a huge effect: by the end of June 2014, BPS had filled 83 percent of its vacancies. The prior year, they had hired just 9 percent of their new teachers by that same date. This progress has held steady since then, and those teachers hired prior to July are a better reflection of the diversity of BPS’ students.

In 2014, Boston Public Schools expanded its partnership with TNTP to craft and implement a strategy for making sure its schools are prepared to help students meet the demands

of the Massachusetts Curriculum Frameworks (MCF), with a special focus on supporting Boston's struggling schools. We started by doing a comprehensive assessment of the district to answer one simple question: *what kind of teaching and learning is happening in the classroom?* We visited 147 classrooms, analyzed 175 student assignments and surveyed 2,300 teachers—nearly two-thirds of the district's instructional staff. Through this work, TNTP produced a robust report and set of recommendations that provided critical information to district leaders as they developed academic priorities and support strategies.¹

In November of 2015, TNTP built from its initial scope of work to provide high-touch support to four Level 3² schools in Boston Public Schools (BPS). In just a short time, this support has produced positive academic and school culture changes. TNTP staff have worked closely with school leaders, Instructional Leadership Teams (ILTs), and district staff to support student learning by establishing high-functioning ILTs, improving building culture, ensuring curricular resources are aligned to the Massachusetts Curriculum Framework (MCF), and building school leader capacity to develop their teachers. Because of these efforts, we are seeing higher-quality instruction, deeper student engagement, an increase in the rigor of student tasks, and stronger school leadership structures that are helping teachers grow their instructional practice. Furthermore, to scale the impact of this work across BPS, we are leveraging what we learn from working with these four focus schools to help improve adult professional development systems district-wide.

New Orleans, Louisiana: In 2015, the Laura and John Arnold Family Foundation funded a collaboration between New Schools for New Orleans and TNTP to train teachers and school leaders on how to help students master more challenging content. With input from local teachers and school leaders, we designed and implemented Good to Great, a summer training institute for solid teachers and their school leaders focused on taking math and literacy instruction to the next level. Participating teachers spent the first week diving into content with teachers who had demonstrated success with students. Using video from their own classrooms and live modeling, these master teachers helped participants build their content knowledge and learn strategies to help students access complex material. Over the following two weeks, the teachers practiced their new skills by co-teaching summer school in the morning and debriefing with peers and master teachers in the afternoon. According to the participating teachers, practicing the skills and seeing firsthand how struggling students responded was powerful—and gave them the confidence and motivation to use Good to Great techniques in their own classrooms. Four

¹ <http://bpstransitionteam2015.blogspot.com/2015/05/session-3-playlist.html>

² In Massachusetts, a Level 3 school is one that has been identified as performing in the bottom 20% of schools in the state serving those grade levels.

out of five teachers who attended the institute in 2015 said they use at least one of the techniques they learned weekly, and nearly half said they use one or more techniques daily. Their school leaders also noted a difference: 93 percent agreed that their teachers had improved as a result of Good to Great.

While teachers learned the ins and outs of rigorous instruction, school leaders learned how to better support their teachers' development. Working with a TNTP leadership coach, leaders learned how to recognize key elements of strong teaching in each subject area, lead productive development conversations with teachers, and develop a strategic plan to continue developing teachers after Good to Great concluded. Ultimately, 100 percent of leaders said they were satisfied with the institute overall, had achieved their goals for attending the institute and felt supported by the TNTP coaches. Furthermore, the teachers whose school leaders participated in Good to Great alongside them were more successful in transferring new skills to their own classrooms. 91 percent of teachers whose leader attended the 2015 Institute demonstrated the shifts in their classrooms during the following school year, compared to just 47 percent of teachers whose leader did not attend.

Finally, given that TNTP's most recent work in Colorado has focused on program and curriculum development, rather than implementation, we do not have any data to share related the last 1-2 years of partnerships in the state. We look forward to tracking the results of these programs in the coming years.