



Part I: Cover Page – Organization Information

Organization Information		
Organization Name:	TNTP, Inc.	<input checked="" type="checkbox"/> New or <input type="checkbox"/> Continuation Submission
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Organization Category (select all that apply)		
<input type="checkbox"/> Charter Network, Charter Management Organization or Charter School <input type="checkbox"/> Turnaround Leader Development Provider <input type="checkbox"/> Management Partner x <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

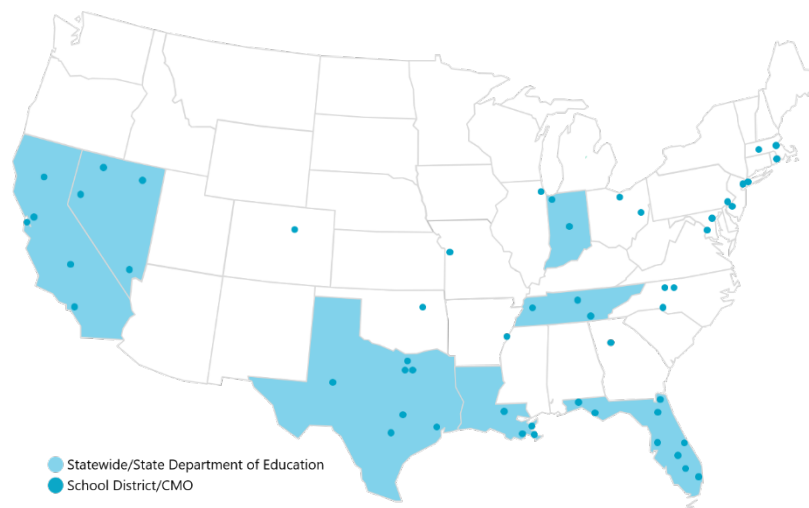
September 18, 2019

TABLE OF CONTENTS

Narrative Response	2
Our Approach to Family Engagement	3
Potential Services and Support for Colorado Schools and Districts	5
Comprehensive Diagnostic and Strategy Development.....	6
Teacher Training Course on Family and Community Engagement.....	8
Parent Engagement Services	9
TNTP Family Survey Services	15
Instructional Culture Insight.....	15
Student Surveys.....	16
Description and Experience of Previous Services.....	17
Capacity	19
Evidence of Track Record of Improved Student and School Outcomes	20
References.....	24

Narrative Response

TNTP is a national nonprofit founded by teachers. For over two decades, TNTP has helped more than 200 public school districts, charter school networks and state departments of education tackle a wide range of human capital, academic and equity challenges, leading to new strategic plans and stronger outcomes for students. From this experience, we understand the challenges educational systems face. Since 1997 we have recruited or trained more than 50,000 teachers, redefined critical education issues through acclaimed studies like *The Widget Effect* (2009) and *The Mirage* (2015) and launched one of the nation's premiere awards for excellent teaching, the Fishman Prize for Superlative Classroom Practice. We work tirelessly with a mission of ending the injustice of educational inequity by providing excellent teachers to the students who need them most and by advancing policies and practices that ensure effective teaching in every classroom. We know student learning starts with great teachers—but does not end there. Our latest report, *The Opportunity Myth* (2018), followed nearly 4,000 students in five diverse school systems to learn more about their experiences in school. Today, TNTP is active in more than 30 cities:



TNTP brings extensive experience working alongside school districts in engaging their communities. Over the past five years, we have partnered with a wide range of district leaders, teams and schools in this essential practice. The Community Engagement team is composed of experienced community organizers who have collectively supported hundreds of campaigns across the country. For example, Kenya Bradshaw, the Vice President of Community Engagement for TNTP, led engagement efforts for the merger of Memphis City Schools and Shelby County Schools.

During the Transition Planning Commission process, they engaged more than 18,000 residents in a seven-month process resulting in a vision for world class education with broad support from the community. When polled, community members at all levels stated that regardless of agreement or disagreement, they felt heard and knew their voice mattered. Kate Sobel, TNTP's Partner for the Community Engagement team, draws upon her experience as a school leader and head of TNTP's principal development and certification programs to bring the school-level perspective; drawing on the power of teachers and their close ties to students and families. She approaches work with an eye towards system-level leadership, considering the responsibility of superintendents and principals in investing all of their constituents in their priorities and rationale, and advocating on behalf of students in need of health care, nutrition, immigration supports, and social emotional development in addition to a high-quality education.

Our references will attest to our team's ability to engage a diverse group of stakeholders in a multi-dimensional approach that builds trusted, inclusive relationships; emphasizes community ownership and leadership; employs a high degree of sensitivity to history, local context and cultural competency; and draws upon efforts that are already rooted in communities. We excel at revealing the assets of a community and identifying non-traditional community connectors, such as small grassroots organizations and individual community leaders, who can help shape and drive public opinion.

Our Approach to Family Engagement

When families and community members form powerful partnerships with schools and districts, students reap the benefits. Increased family engagement in education is linked to improved school readiness, higher grades, higher test scores, better attendance, decreased suspension and expulsion rates, and the increased likelihood of high school graduation. A 15-year study of 400 Chicago schools found that schools with strong family and community ties, regardless of any other factors, were four times more likely to improve in reading and ten times more likely to improve in math.¹ Yet too often, schools struggle to build trust and fully enlist families and communities as full partners in student learning.

To create substantial and sustainable change, we must empower our communities to support student success. Authentic engagement begins with a mindset shift: working in true partnership with parents and community stakeholders. At the district level, this may

¹ Bryk, Anthony, et al. *Organizing Schools for Improvement: Lessons from Chicago*. Chicago: University of Chicago Press, 2010. Print.

include building and renewing relationships with elected officials, business leaders, and community members, developing campaigns to build momentum for efforts to improve academic performance, training teachers and school leaders on engagement practices, and tracking and improving the perception of students, teachers, families, and community members. At the school level, this may include equipping families to drive student learning at home, developing powerful partnerships with local businesses and community organizations, and creating welcoming, family-friendly school environments. At the classroom level, this may include teachers and school leaders learning new techniques for building positive relationships with families, enlisting families and communities as allies, and increasing cultural competency to better drive student learning. Increased family engagement in education is linked to improved school readiness, higher grades, higher test scores, better attendance/reduced tardiness, decreased suspension and expulsion rates, and the increased likelihood of high school graduation.²

When community engagement is done well, district leaders will be committed to learning from community members, including them in decision-making, and empowering them to support, monitor, and advocate for students' academic progress on an ongoing basis. Community members will work with district leaders to develop a shared vision for improving the quality of public schools, take collective action toward sustaining these priorities, and provide feedback on a regular basis. They will hold districts accountable for responsive, high-quality educational institutions and provide the power and investment needed to improve and sustain the quality of schools in low-income, urban communities.

Our team brings extensive experience weaving community voice and perspective into client projects. We are well positioned to support districts in creating structures and practices that fully utilize the ideas, energy, and resources of the entire community by developing authentic partnerships with internal and external stakeholders. These include students, families, teachers, school leaders, and staff, as well as civic, nonprofit, business, and philanthropic partners.

Our vision for authentic community engagement rests on four pillars.

- 1. Shared Vision:** Develop a commonly held vision for student success that is both rigorous and relevant and then ensure that everyone—from students to families to school staff—understands the role that they play in achieving that vision.

² Xitao, Fan & Michael Chen. "Parental Involvement and Students' Academic Achievement: A Meta-Analysis." *Educational Psychology Review* 13.1 (2001): 1–22. Henderson, A. T., & Mapp, K. L. (2002). *A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement*. Annual Synthesis. National Center for Family & Community Connections with Schools. Sheldon, S. B., & Epstein, J.L. (2002). Improving student behavior and school discipline with family & community involvement. *Education & urban society*, 35(1), 4-26.

2. **Supportive Environments:** Build positive home-to-school relationships and give families the resources and skills they need to support student learning at home.
3. **Intentional Culture & Diversity:** Create a culture of inclusivity by addressing implicit bias, being purposefully reflective of the community's demographics, and encouraging the sharing of diverse perspectives, talents and ideas.
4. **360 Communication:** Prioritize ongoing communication and transparency, create meaningful opportunities for all voices to be heard and develop a strong feedback loop.

In addition to a strong organizational focus on family and community engagement, TNTP is also a thought leader in the realm of student engagement. In our latest national research report, [*The Opportunity Myth: What Students Can Show Us About How School Is Letting Them Down – And How to Fix It*](#), TNTP followed nearly 4,000 students in five diverse school systems to learn more about why so many students graduate from high school still unprepared for the lives they want to lead. We observed nearly a thousand lessons over a school year and analyzed tens of thousands of assignments and student work samples, and we surveyed nearly 30,000 students in real-time during their lessons. Drawing on students' own expertise, we identified a number of strategies that schools and districts can use to close opportunity gaps and help more students reach their full potential.

Potential Services and Support for Colorado Schools and Districts

TNTP is uniquely positioned to assist schools in diagnosing and improving school-wide culture and to accelerate authentic community engagement at scale because we have the historical context of the intricacies of initiating and sustaining meaningful change at scale. Our services will enable our clients to implement proven strategies for enhancing trust, improving communications, increasing effective teacher retention, and building the community's capacity to improve student outcomes.

TNTP recognizes that every community has unique needs and priorities. To be both successful in the short-term and sustainable in the long-term, school improvement efforts must be heavily influenced by the unique context of both the city as well as the individual neighborhood. Cities, counties, and neighborhoods are not monolithic. Communities have distinct needs, priorities, and conditions, and are often highly fragmented along racial and ethnic lines. Without an understanding of these local circumstances and history, improvement efforts are rarely sustainable. To understand the roots of these divisions and their impact on current discourse, one must have a clear understanding of the overall

community's history, particularly the history of race relations, economic disenfranchisement (both past and present), unfulfilled promises, and access to power.

TNTP proposes to work with Colorado schools and districts to improve student achievement through family engagement by focusing on the relationships between educators and families, improving communication practices at the school level, and building the skills and capacity of school staff. We bring with us a belief in the potential that this work will strengthen the success of students across participating schools. And, we plan to engage existing and new relationships to listen and learn how to build on what is already working as we set the path forward.

The following provides a sampling of a suite of products from TNTP's Community Engagement team that bring parents into the heart of their child's educational experience to improve student outcomes. Each of these products are designed to be cost-effective, scalable, and applicable anywhere – in any school, in any district, in Colorado.

Comprehensive Diagnostic and Strategy Development

Community Compass Diagnostic

To successfully invest a wide range of internal and external stakeholders, it is essential to craft holistic communications and community engagement plans that emphasize proactive, 360-degree communication and partner families and other stakeholders in decision-making early on. To aid in this effort, TNTP has developed the Community Engagement Compass, a diagnostic tool that allows districts to gain a clear picture of their unique community context, employs a high-degree of sensitivity to history, local context and cultural competency, and quickly identify opportunities for stakeholder engagement.

The administration of the Compass includes focus groups with students, families, and staff, an in-depth data analysis on the state of children and families who are being served, the identification of key influencers in the region, a summary of contributing social, economic, and political factors at play, including barriers to educational success and potential levers for reform, and a detailed map of existing community assets. The tool also examines existing practice by districts in eight domains critical for authentic community engagement: system-wide practices, school-based practices, classroom-based practices, academic alignment, empowered families and communities, strategic partnerships, 360-degree communication, and continuous improvement.

Community Engagement Compass



The table below provides a summary of the interviews and analyses TNTP conducts as part of our Compass diagnostic.

Interviews	Policy Analysis & Document Review	Data Analysis
<ul style="list-style-type: none"> District leadership Staff in relevant departments (<i>i.e., Parent & Family Engagement, Government & Community Relations, Family & Student Support Services, Academic Support, Communications</i>) Teachers and school leaders Students and families Community leaders and current partners (<i>Heads of non-profit and youth-serving organizations, business leaders, faith leaders, etc.</i>) 	<ul style="list-style-type: none"> Strategic planning documents System-wide and school-based engagement artifacts Stakeholder perception data Media footprint Budget materials Additional relevant policy documents 	<ul style="list-style-type: none"> Student outcomes Attendance data Student demographic and enrollment trends Data from school walkthroughs and neighborhood site visits Data on the state of children and families in the region Additional relevant data

Over the course of this partnership, TNTP can build the capacity of Colorado district and/or school staff to administer this diagnostic internally in subsequent years. We believe the Compass diagnostic and associated tools can be a critical measure of community engagement efforts across the district.

TNTP will also utilize the administration as an opportunity to build the capacity of school staff by:

- Inviting school personnel to shadow the interview process
- Delivering a train-the-trainer learning series on the diagnostic and associated tools with all engagement office personnel. This series would occur in conjunction with the diagnostic to build investment in the initial findings and recommendations and begin to transfer responsibility of conducting the diagnostic in future annual administrations. This learning can happen as either a full-day in-person training or a series of virtual calls.

Strategy Recommendations

Once the administration of Compass is completed, TNTP will provide Colorado schools with a clear picture of strengths, weaknesses, opportunities, and threats in the arena of community engagement – along with recommendations for next steps. The report is designed to distill complex, multilayered findings about community engagement efforts across entire systems in a clear and concise way, with noted examples currently in practice as well as clear opportunities to improve partnerships with families and community stakeholders. Colorado schools will receive a brief report summarizing the major takeaways from the diagnostic, a detailed memo containing recommended next steps over a specific time frame, and a presentation containing the results of the diagnostic suitable for sharing back with leadership and community members.

Example Deliverables:

- Community Engagement Compass diagnostic
- Develop recommendations for ways to enhance the current community engagement strategy
- Compass diagnostic training series for district and/or school staff

Teacher Training Course on Family and Community Engagement

Nearly 20 years of teacher training has taught us only teaching teachers to teach academic content is not enough. Teachers are often the entry point to students and families. To ensure teachers are able to reach their students and meaningfully engage families, we train both new and veteran teachers on best practices for building trusting relationships

with families and creating ongoing opportunities for parents to learn more about teaching and learning from a practitioner's perspective and how to support their child academically. In Nevada, one of the many states where TNTP is an approved teacher licensing body, teachers trained by TNTP participate in a Family and Community Engagement course that can be delivered via a professional development series to schools in Colorado.

TNTP's course reflects equips teachers with practical resources and a safe space to practice using communication skills they'll need starting on day one of the school year. Key components include:

- Introducing the unique challenges and opportunities within communities and schools
- Understanding how identity, biases, and lived experiences affect interactions with students and families
- Building positive relationships with students and families and creating a welcoming, inclusive classroom
- Valuing the voices of students and families, and engaging in meaningful communication
- Creating academic partnerships with families, and developing a shared vision for student success

At the end of the course, teachers complete a final assessment that doubles as a year-long family and community engagement plan. To perform well on the assessment, teachers need to demonstrate proficiency in the key components of community engagement. In practice, a successful teacher gathers feedback from parents and uses it to inform their instructional practices; incorporates two-way communication systems to ensure authentic, year-round engagement with families; works with other school staff (i.e., counselors and social workers) to identify community resources (health and academic) and shares them with families; and works to deepen parents' understanding of quality instruction and academic milestones for their kids.

A large body of research shows that high levels of family engagement in schools improves student achievement, reduces absenteeism, and promotes a more equitable division of resources between schools in the same district.

Parent Engagement Services

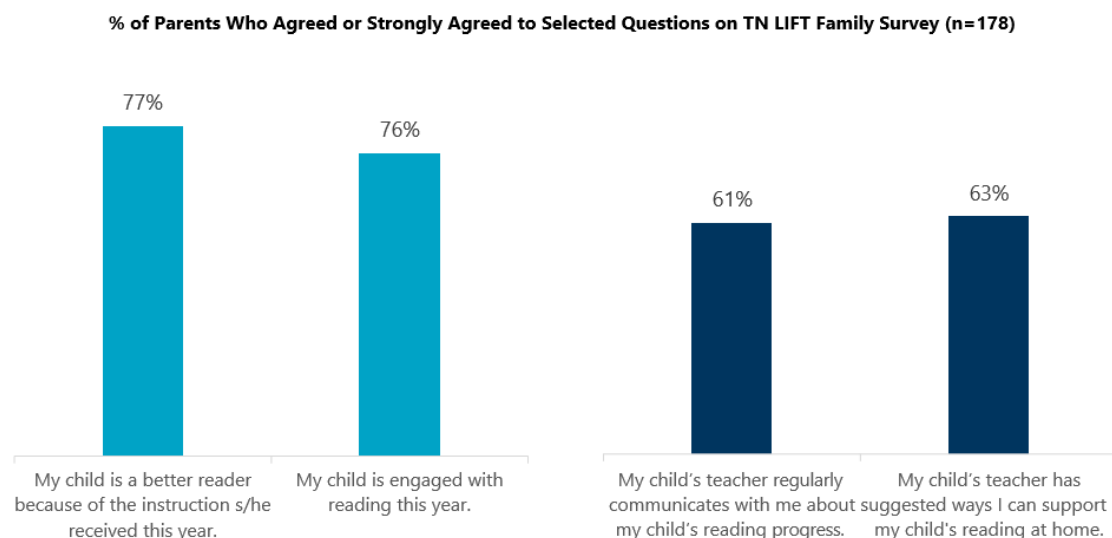
The Parent Engagement Services consist of three distinct offerings: **Parent Surveys** that allow schools to solicit parent feedback and establish a two-way communication channel with parents; **Interim Progress Reports** that provide parents a snapshot of their child's

academic progress in non-academic terms; and **Light-Touch Communications** that leverage text messaging to provide parents with brief updates on their child's academic progress, tips and ideas for how to support their child's learning away from school, and information on community resources that could benefit their child.

Parent Surveys

At its heart, this product is simply about schools asking parents, "How are we doing?" and "How can we do better?" TNTP would administer the parent surveys via text messaging, an inexpensive communication method that is also far more effective at producing strong response rates than phone calls or email. The surveys would be short, designed to be completed on a cell phone in no more than 2-3 minutes, and would be focused on specific areas of interest, ranging from feedback on literacy curriculum to parent-teacher conferences to a school's new drop-off and pick-up protocols.

Case Study #1: In May and June of 2018, the Community Engagement team partnered with the TN LIFT team to administer a text-based survey in two TN LIFT districts to gauge parent perceptions of their child's literacy instruction and teacher communication during the 2017-18 school year. The data generated by the survey provided the first glimpse into parent perceptions of TN LIFT programming and provide the TN LIFT team with a several actionable insights into how to improve its programming, a number of which the TN LIFT funder and participating districts are planning to implement in 2018-19. The following are a sample of the results generated by the TN LIFT Family Survey:



The TN LIFT Family Survey also provided parents an opportunity to respond to an open-ended question about the literacy instruction their child received in 2018-19. In many

ways, these written responses provide more direct insight into ways to improve TN LIFT programming than the quantitative data. The following are a handful of these responses:

- **Selected responses to TN LIFT Family Survey relating to early literacy instruction:**
 - *I loved how history and science were included in the program! These kids have learned so much more than I expected. The reading program seems like it will produce a more well rounded student.*
 - *I am extremely happy with the teachers and this school. CKLA instruction is awesome. My child has grown leaps and bounds this year.*
 - *I was not satisfied that the only reading program [metric] used this year was total minutes for the month. There was no incentive for my daughter to read appropriate level books or more challenging books, she was only concerned with a number of minutes. There was no testing to make sure she understood what she was reading and that she could communicate it to someone else.*
 - *The myOn program is great but is hard to use when we don't have WiFi.*
- **Selected responses to TN LIFT Family Survey relating to teacher communication:**
 - *[My child] started out only reading 10-15 words a minute, then after his teacher gave me some instructions on more ways for him to read faster and stronger, he is now reading almost 70 words a minute.*
 - *We love our child's teacher! She has emailed and wrote me letters and sent home extra work, per my request to help my child excel in reading.*
 - *I would like more feedback on progress other than the 9 week report that I receive. I would like more instructions and ways to help at home other than a single paper. I have no idea what progress she is making on any subject other than a generic 9 week report. It is not specific enough and from what I can tell most kids get the same scores every week.*
 - *The only time I saw anything regarding my child's reading was the 1-4 scale used on the report cards. I can't say I saw anything on her word or fluency progress.*
 - *I feel it would be helpful to know where deficit areas as well as strengthens are so that I can give assistance where it is needed at home.*

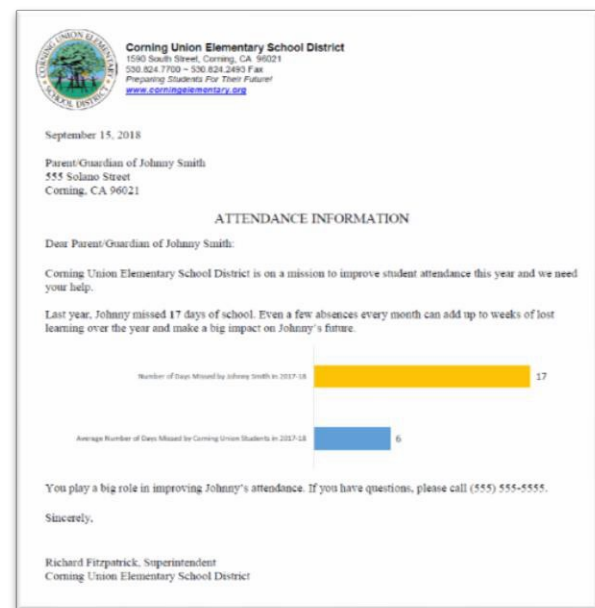
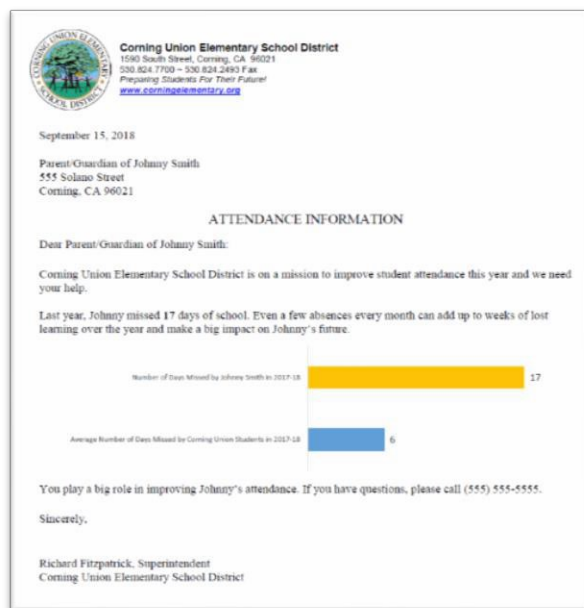
Interim Progress Reports

This approach rests on the idea that providing parents with accurate, actionable, and regular insight into their child's academic performance will empower them to better help their child succeed in school. It is inspired by nudge theory, which holds that positive reinforcement and indirect suggestions can have a drastic impact on observable

outcomes. Energy companies, for example, have found that including usage comparisons to similar-sized homes in monthly statements can “nudge” homeowners to reduce future energy consumption by 5-10%.

Under this proposed service, TNTP would work alongside a district, its principals, and its teachers to compile bite-sized, easily digestible bits of information that describe how their child progressed over the past month to six weeks of class. The reports would highlight areas of strength and significant growth for each student and would include targeted tips for how parents can partner with the school to help their child conquer growth areas during existing family routines.

Case Study #2: This spring, the Community Engagement team lent a hand with an analysis of student data in Corning Union Elementary School District in Corning, California. While Corning’s assumption was that the main lever to improve student achievement was instruction, TNTP’s discovered that another critical gap in the district is student attendance.



When Corning’s leadership was made aware of this issue, they asked TNTP to develop a campaign for the 2018-19 school year that will specifically target student attendance through customized messaging to parents. TNTP opted to begin with a simple yet innovative approach, which is to send letters to parents that inform them how many days of school their child missed with a comparison to the district average. As the year progresses, TNTP will send two more letters like this one, but also make use of daily attendance data to send parents positive messages (likely through texts) related to

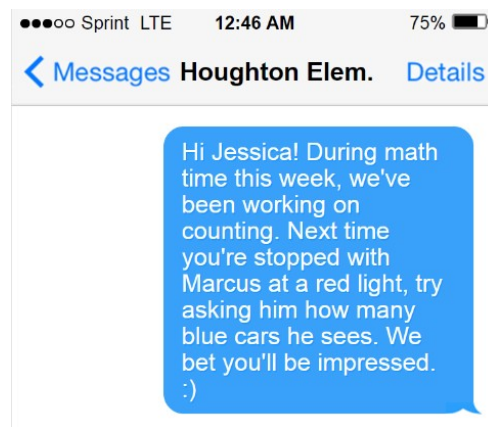
attendance, such as congratulating a child whose attendance improves throughout the 2018-19 school year.

TNTP will next prepare Interim Progress reports to guide parents through Corning's parent-teacher conferences. These brief, one-page reports will make use of the formative assessments Corning's teachers use to evaluate weekly literacy progress and will be translated so that all of Corning's parents – including its significant number of non-English speaking families – are able to fully grasp their child's strengths and growth areas at this early point in the 2018-19 school year.

Light-Touch Communications

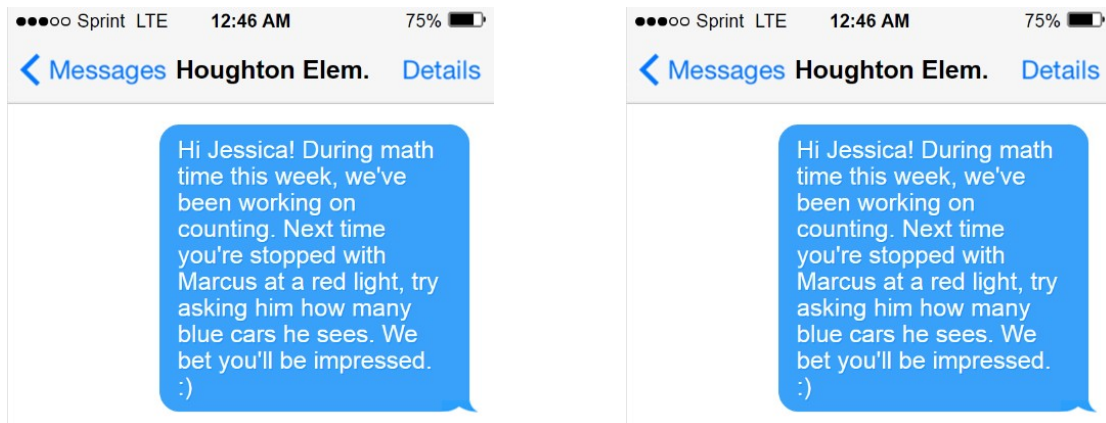
This product further leverages text messaging, the most common method of communication for adults under age 50 (Gallup 2018), to send parents updates, tips, and ideas on how to support their child's academic progress at home. This approach has recently been pioneered with promising results by Ready4k, an organization that partnered with parents of kindergarten children to send customized text messages related to literacy programming and found that children whose parents received the messages were 63% more likely to read at a higher level (Doss, Fahle, Loeb & York, 2018).

TNTP's entry-level approach to using text messaging would be straight-forward. If, say, a district's priority was to improve proficiency rates in Math or ELA, then texts would be sent to parents that include tips on how to support their child's growth in these subjects while at home, shopping, or riding in a car or bus. An example of a math-related text to a parent of a kindergartner is as follows:

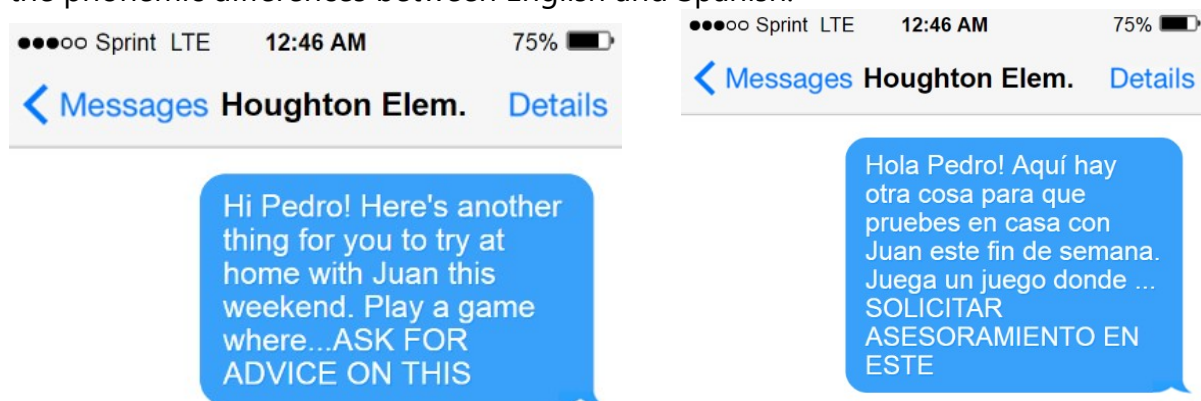


As this approach evolves, TNTP would aim to increase the impact of the text messages by leveraging advanced data analytics so that each text message to a parent can be tailored to suit their child's prioritized growth areas. For instance, in an early literacy campaign,

one series of texts would go to parents of students who are far along in their reading comprehension and would benefit from a more challenging exercise, while another series would go to parents of students who are still gaining mastery of a more foundational component, like specific letter blends. For example:



This approach would also be ideal for parents English Language Learner students, whose children, for instance, may not be struggling with reading comprehension so much as with the phonemic differences between English and Spanish:



Finally, as mentioned in the Corning case study, text messaging also provides an efficient method to share good news about student progress that would replace the sort of punitive-only communication that many parents exclusively receive from schools. With smart data management, the process of informing parents that their child aced a Pre-Algebra quiz or has a month-long streak of perfect attendance could essentially be automated. These “Keep up the good work!” texts could further help schools further earn the trust of parents, increase family engagement, and ultimately lead to improved student outcomes. Texting would also serve as the ideal platform to inform parents of resources, both online and local, that would specifically benefit their children, such as ACT prep

courses on Khan Academy, free tutoring services at a library, or enriching summer activities such as science day camps at a nearby park.

TNTP Family Survey Services

Family surveys are a substantial investment of time and effort. TNTP's family survey services include stakeholder communications, survey administration and reporting, and support using results for school improvement.

We administer the TNTP Family Survey instrument. Unlike many parent surveys which focus on parent actions that are outside of the school's control, the TNTP Family Survey focuses on parent perception of key actions schools can take to support parent involvement as well as parent perceptions based on what they see of their child's work outside of school. The TNTP Family Survey asks parents to provide their perspective on the following themes: Rigor in the Classroom, Teacher Expectations, Welcoming School Environment, and Parent Engagement and Communication.

Implementing family surveys is a collaborative effort between TNTP and school partners. Planning for survey administration starts approximately eight weeks prior to the survey window and reports are available to school leaders as soon as five weeks after the survey window closes. We recommend administering one survey annually in late winter to ensure parents have enough experience with the school in a single academic year to provide reliable responses.

Instructional Culture Insight

Many elements contribute to a successful school culture, but three matter most: a common vision of great teaching, clear expectations for effective instruction, and a commitment to developing teachers. Instructional Culture Insight, a teacher-centered survey tool, distills teacher feedback into a clear roadmap to a stronger school culture. Rolled up into a single 10-point score, the Insight Index captures school culture in a simple, reliable number. Each school will receive an Index score to help the school leaders set realistic goals around teacher growth and satisfaction and track progress throughout the year. By collecting data early and monitoring changes throughout the year, leaders at our partner schools will be better positioned to tackle common challenges of school turnaround by:

- Engaging staff and giving them a clear voice in establishing a supportive culture where great teaching thrives

- Assessing teachers' understanding of, and investment in, the leader's vision of excellent instruction
- Identifying opportunities to leverage low-cost strategies for retaining top-performing staff at higher rates
- Tracking progress towards improving school culture throughout the year and setting concrete, actionable steps for each cycle

The results are real³: schools with high index scores are far more likely to retain their best teachers than low-scoring schools and Index scores are valid leading indicators of student results on state tests. Learnings from Insight illustrate how the school leadership's actions are informing the learning environment – where teachers and students thrive.

Student Surveys

In addition to gleaning teachers' perspectives on school culture via Insight, TNTP believes it is also critically important to elicit student perspective when tackling school improvement. Student surveys enrich what teachers, principals, district leaders, and community members know about what is happening in each classroom.

Student survey data have also proven stable and reliable: research shows student responses tend to be consistent across multiple groups of students taught by the same teacher and they hold up across racial and socio-economic differences. Student surveys provide a better picture of classroom and school performance that can empower parents to make more informed choices.⁴ By compiling a suite of tools that collect and report on data correlated with student success, TNTP can further position principals to execute on their school improvement vision by:

- Providing a forum for students to share their direct feedback on daily instruction
- Helping teachers reflect on the effectiveness of their strategies and course-correct throughout the year
- Ensuring school staff and parents have access to the most complete picture of school performance

³ For more examples of what this looks like in practice, please see our paper [Greenhouse Schools in Boston](#) which examines school leadership practices across high-performing Boston charter schools.

⁴ The Gates Foundation's MET Project has shown conclusively that students can accurately identify their most and least effective teachers, as student surveys predicted student learning at the individual teacher level and strengthened evaluations when used in combination with observation and standardized test score data.

TNTP's student survey is relatively short and easy to administer, completed during a fraction of a single period. The survey items focus on two core areas of classroom culture: instructional competence and student character development. The instructional competence items cover the well-established behaviors of successful teachers like strong management and rigorous questioning, providing the perspective of the students who experience these behaviors daily to supplement the periodic observation evidence collected by administrators. Teachers' aptitude for fostering student character elements like curiosity, optimism, and self-control that have been shown to build resilience in children and help them persevere academically are covered in the survey items as well. Access to timely student interim assessment data is critical. Following survey administration, TNTP staff work with leaders to interpret and act on assessment data.

Description and Experience of Previous Services

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.**

In addition to our work in Colorado, TNTP also brings extensive experience nationally 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.

- 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.
- In spring 2015, **Shelby County Schools** commissioned TNTP to conduct a district-wide community engagement diagnostic and support the district in improving alignment between the district’s community engagement efforts and academic goals. TNTP has supported the development of a strategic plan, goals, and scope of work for the department, and has also supported the district’s efforts to

restructure the department based on the findings from the community engagement diagnostic. TNTP continued to provide support to the district on capacity-building efforts and high-priority community engagement campaigns through winter 2017. TNTP also supported Shelby County Schools with the “Great Schools, Greater Communities” campaign, which included the development of a campaign to bring stakeholders together to identify solutions to challenges such as inequities in programs and services, declining population trends, and poor facility conditions. Over six weeks, the district provided multiple opportunities for parents, employees, community partners, and students to provide input. Feedback was then used to identify 18 Critical Focus Schools and develop intervention plans.

- Since September 2018, TNTP has been partnering with the **Fort Worth Independent School District** on a TEA Community Partnership planning project. The goal of the partnership is to increase access to and quality of early childhood learning experiences both in and out of school in the 76119 zip code, which includes Forest Hill and the historic Stop Six neighborhood, to ultimately improve early literacy in the region. Additionally, we are supporting three specific performance areas including SWOT analysis, stakeholder engagement, and the development of a vision and theory of action. Community engagement activities include community interviews and focus groups, family text message survey, establishment of a steering committee, visits to local and district early childhood providers, and community asset mapping.
- In May 2016, TNTP became the first non-University certification provider to be approved by the **Nevada Department of Education’s Commission on Professional Standards in Education** to provide Parent Involvement and Family Engagement training courses. Pursuant to state legislation, NRS 391.019 and NAC 391.045, three semester hours or an equivalent in Parent Involvement and Family Engagement studies with an emphasis on building relationships, outreach to families, and developing an appreciation and understanding of families from diverse backgrounds is required to receive a teacher’s license in Nevada. TNTP’s Parent Involvement and Family Engagement training course has helped positively shift NTC teacher’s mindsets about students’ families and provided teachers with the skills and motivation to regularly involve parents and engage with the community through TNTP’s continued support and training related to school, parent/family, and community relations.

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.

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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.⁵

In November of 2015, TNTP built from its initial scope of work to provide high-touch support to four Level 3⁶ 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.

⁵ <http://bpstransitionteam2015.blogspot.com/2015/05/session-3-playlist.html>

⁶ 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.

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