



Part I: Cover Page – Organization Information

| Organization Information | | |
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| Organization Name: | Achievement Network (ANet) | <input checked="" type="checkbox"/> New or <input checked="" 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 checked="" type="checkbox"/> Turnaround Leader Development Provider <input checked="" type="checkbox"/> Management Partner <input 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 |

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| 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 |

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| 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 |

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| 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 |

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|---|-------------------|------------|
| 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 | Colorado Springs | |
| Rio Blanco BOCES | Rangely | |
| San Juan BOCES | Dolores | |
| San Luis Valley BOCES | Alamosa | |
| Santa Fe Trail BOCES | La Junta | |
| South Central BOCES | Pueblo West | |
| Southeastern BOCES | Lamar | |
| Uncompahgre BOCES | Ridgway | |
| Ute Pass BOCES | Woodland Park | |

I. Cover Page *(see attached)*

II. Narrative Responses

Turnaround Leader Development Provider Category Submissions (New Submission)

- a. Provide a summary of your organization's experience in developing successful, effective leadership in low-performing schools and school districts. Describe key structures or systems used to provide feedback and monitor progress.*

ANet's Experience Developing Successful, Effective Leadership in Low-Performing Schools and School Districts

ANet firmly believes all students can achieve academic and life success, regardless of circumstance; we also know that an achievement gap persists largely among minority, low-income, and underrepresented student groups. We have identified the need and the opportunity to work with educators around the country to help prepare all students, especially those who need it most, to meet the promise of college and career readiness presented by the nation's most rigorous standards. ANet supports schools to create conditions for teacher, leader, and student success through various approaches to school improvement, seeking primarily to provide support to schools serving students from under-resourced and underserved communities.

ANet has partnered with schools that serve high-need student populations for over 14 years. ANet primarily partners with schools and districts that serve diverse student populations, with high percentages of students of color and students that receive Free and Reduced Price Lunch. In the 2019-20 school year, ANet partners with nearly 1,000 schools and over 100 systems across 24 states and the District of Columbia. Of ANet's nearly 1,000 school partners nationwide, more than 75% are in traditional public school districts and nearly 95% of our partner schools are located in low-income urban areas. Of the students we serve, nearly 90% are students of color, and we estimate that more than 80% are low income or otherwise considered high needs.

The following school and district partnership stories highlight ANet's depth of experience in developing successful, effective leadership in low-performing schools and school districts.

Academy for Urban School Leadership (AUSL), Illinois

AUSL is a nonprofit school turnaround network managing 32 Chicago Public Schools with a total student enrollment of 18,000. AUSL has been an ANet partner since the 2013-14 school year. Every year we build on and learn from our past success to provide the best possible service to leaders, teachers, and students in the AUSL network. Our partnership with AUSL over the past 6 years is a clear example of how ANet works with a school's instructional leadership team to implement plan-aligned strategies and student support services.

ANet first provided district-level consulting work in the 2013-14 school year, followed by a coordinated system-wide school services launch in the 2014-15 school year. On 2014-15 state summatives, AUSL outperformed schools in the state, climbing 9 percentage points in ELA and 17 percentage points in math relative to the state.

Since the 2015-16 school year, ANet has provided our core model partnership to AUSL K-8 schools, which includes job-embedded coaching and professional learning, interim assessments, instructional resources, and more. ANet also provided intensive system-level turnaround support through customized professional development sessions, monthly alignment meetings with network system leaders, quarterly reflection and progress monitoring meetings, and other regular check-ins. ANet worked closely with AUSL leadership to build system and school leader capacity through deeply aligned coaching, co-facilitation of professional development, and side-by-side learning grounded in the standards and research-based best practices.

After two years of deeply collaborative system-wide partnership with ANet, AUSL schools saw gains in their annual performance score from 14-15 to 15-16 that were four times greater than non-ANet partner schools in Chicago.

In 2016, 94% of AUSL schools received a Level 2 or higher rating, a significant improvement as nearly all AUSL schools were at the lowest performance level before AUSL management.

In the 2016-17 school year, ANet transitioned facilitation of principal professional development to AUSL principal managers after intentionally building their capacity over two years. ANet continued (and continues) to coach principal managers, providing feedback and expertise to inform their support of schools and facilitation of professional development.

Springfield Public Schools (SPS), Massachusetts

ANet has been a district partner to Springfield Public Schools (MA) in math and ELA for 10 years. In 2016-17, more schools in Springfield than ever before earned the top accountability rating from the state and Composite Performance Index scores were at historically high rates. ANet is proud of the impact its partnership has had in Springfield, and Springfield attributes much of this success to ANet's role as a true instructional partner, helping the district and school leaders identify and act on opportunities to strengthen instruction and build content expertise. ANet's tools are used by all Springfield Public Schools serving grades 2-8.

ANet's partnership with Springfield Public Schools has helped move six schools out of turnaround and ten more into the highest performance category in the Commonwealth (Level 1).

This mid-sized urban district of 60 schools has a student population in which 67% are classified as "economically disadvantaged" and for 26% of whom English is not their first language.

Key Metrics for Feedback and Progress Monitoring

ANet uses three key metrics to measure our progress toward, and achievement of, the goals and objectives of the project stated above. Over the course of the project ANet will monitor improvements in school-wide practice, school satisfaction with their partnership with ANet, and student performance gains based on end-of-year state summative test results. We use these metrics to regularly monitor, assess, and reflect on the quality of our service and the effectiveness of our program's implementation.

1. **School Practice Tracking.** Our experience and results analysis has shown us that schools meeting practice goals is a key driver of school-wide improvement and student success. Each ANet partner school sets an annual practice goal on ANet's proprietary, research-based Leader Levers rubric. ANet coaches monitor progress toward those goals using our proprietary practice tracking app and review quarterly progress on the corresponding practice tracking dashboard. Our Leader Levers rubric guides ANet's coaching and helps schools make concrete improvements over time.

2. **School Staff Engagement.** ANet administers biannual surveys to our school partners to measure satisfaction with our products and services. We use their feedback to learn from the experiences of our partners and adjust our approach to meet the unique needs of each school. Monitoring partner satisfaction and engagement helps us to provide effective support and build partnership strength that will endure over multiple years. We administer differentiated surveys to both teachers and leaders so we can assess the satisfaction and impact we have at all levels of our school partners. For example, we ask school leaders to share how ANet coaching supports their growth as a leader, and we ask teachers to evaluate their satisfaction with our instructional resources and interim assessments. This data directly informs the adjustments we make in the services and products ANet offers schools and districts from year to year.
3. **Student Achievement.** Ultimately, ANet's work is about improving student learning. We want to see the results of implementing strong instruction reflected in student learning. Using the Teaching and Learning cycle, ANet helps teachers identify common student misconceptions so they can appropriately tier instruction to address student needs. In addition to ensuring that teachers use student data to inform instruction, we also hold ourselves accountable to helping our partner schools outperform the state on average student achievement gains in ELA and math, based on year-end summative exams. ANet's data team assesses student performance growth over the previous year and compares average student outcomes in ANet schools with those realized by the state.

b. Description of the services and learning components your organization provides.

i. The key components, timeline, and learning structures of your program that ensures participant growth in the turnaround context.

School-Based Partnership

ANet offers an integrated system of four components designed to help teachers implement a high quality teaching and learning cycle. With the practices and tools ANet helps schools put into action, leaders are better able to support their teachers, and teachers are better able to differentiate instruction in their classrooms. The four components of our school-based partnership are:

1. **Job-embedded coaching and professional development** to build leadership capacity, skill, and strong practices in managing data driven, standards-aligned instructional practices and help educators effectively use ANet's data and resources to improve learning in their classrooms. Each school receives a dedicated ANet coach who works directly with the school's leadership team over the course of roughly 20 coaching interactions throughout the year. Alongside school leaders, the ANet coach will create a yearlong trajectory of coaching and professional development aligned to the needs and vision of each school.
2. **Interim assessments** for grades 2-11 in math and ELA (math grades 2-8, Algebra I, Geometry, & Algebra II), designed in-house, and aligned to rigorous standards. ANet administers ELA and math interim assessments in intervals over the course of the school year either through our online platform or in paper format. ANet also offers transadapted Spanish math assessments in grades 2-8 and Spanish Language Arts (SLA) assessments with authentic Spanish texts in grades 2-5. Our formative assessments help teachers understand where students are struggling with recently taught material so that they can more directly address those needs through instruction.

3. **Instructional tools and resources** that compliment ANet’s assessments by providing teachers with tools to address student needs surfaced by assessment data. ANet offers comprehensive reports on student assessment data and a deep store of resources through our proprietary online platform, myANet. MyANet reports and instructional resources help teachers understand the content of the new standards, anticipate common student misconceptions in learning the standards, and plan lessons that address those misconceptions. ANet’s team of standards and content experts create and compile these materials, drawing from some of the key best practices of ANet’s nationally highest performing schools.
4. **Access to our network and group learning events** to collaborate and learn best practices from across ANet’s network and learn from in-person professional development events and online resources. Group learning events supplement the direct coaching and job-embedded professional learning schools receive, providing additional opportunities for school leaders to deepen their knowledge of the standards and leadership best practices. ANet creates and facilitates our own session content and, as a result, we have developed a deep expertise in building sustainable leadership practices. We revise our content based on feedback from educators and insights gained through our on-the-ground perspective.

The cornerstone of ANet’s turnaround leadership support is job-embedded coaching and professional development to ensure schools have the structures in place to effectively use our tools to take the right instructional actions. Our school partners’ experience with ANet begins with their ANet coach. That coach has two priorities: 1) to help each school they support develop knowledge and understanding of the standards and 2) to help each school leader build the capacity of their teachers to execute a quarterly cycle of planning from standards and using data to shape their instruction.

ANet coaching interactions help school and district teams develop strong instructional practice based on several research-proven, key competency areas. Leaders work with their ANet coach early in the school year to prioritize their practice improvement efforts based on the school’s starting level and individualized goals for teachers and students. Our research-based, proprietary rubric guides ANet coaching and help schools make concrete improvements in practice over time. These improvements ensure that schools have regular rhythms in place to build leader and teacher capacity to tailor instruction for students. Achievement of practice goals are measured against ANet’s Leader Levers rubric, designed to develop school leadership teams and their ability to:

- Build expertise and opinions about standards and instruction;
- Build expertise and opinions about data;
- Pursue a limited number of school-wide academic priorities through high quality use of time and structures;
- Develop teachers to strengthen instruction and adult culture; and
- Develop leadership teams to deepen impact across the school

The ANet Leader Levers rubric is anchored in research on best practices for providing standards and data driven instructional leadership. These improvements ensure that schools have regular rhythms in place to build teacher knowledge of the standards and capacity to tailor instruction for students. We also ground our instructional guidance in Student Achievement Partners’ Core Actions and their subsequent indicators to ensure teachers and school leaders are able to identify Key Shifts in instruction while examining the quality

and rigor alignment of lesson plans and conducting classroom observations. By explicitly looking for evidence of high quality instruction that is based on the standards, ANet coaches are able to help deepen teachers' and school leaders' understanding of the standards and support them in translating standards knowledge into standards-aligned instruction.

System Partnership

In addition to the school-level support we provide, ANet also provides district-level support to ensure that schools make progress aligned to district priorities and initiatives. Our data shows that schools perform higher when we create coherence at the school and district level. ANet's system partnership is a multi-year partnership designed to accelerate the practice of schools receiving ANet coaching and professional development through district-level progress monitoring, professional learning, thought-partnership, and planning to implement ANet's partnership in support of the district priorities.

Supporting districts to align priorities, structures, and resources helps foster an environment for school leader and teacher success. ANet works alongside district instructional leaders to discuss and align on district priorities. The overarching goal of these meetings is to strengthen district instructional leadership capacity to provide regular feedback to school leaders on instructional planning, assessment strategy, and professional learning. To set our partnership up for success, we've found it's important to first build context and define the vision, priorities, and process for ANet partnership alongside district leaders. Areas to align on with district leaders include:

1. **A limited set of system-wide instructional priorities** for the year and/or school-specific priorities focused on meeting the expectations of the standards and targeting needs identified through observation, data, and teacher/leader input.
2. **Roles/responsibilities** for central teams, school leaders, coaches, teachers, and ANet in advancing priorities, including what's decided centrally versus at schools.
3. **Strategy for communicating priorities** and to teachers and leaders how instructional materials/assessments/professional learning will support them.
4. **Structures for collaboration across central office departments** that influence instruction to ensure coherent delivery of service/support to schools.
5. **A common belief that *all* students can learn** and commitment to a growth mindset for teachers, leaders, and ourselves in support of student learning.

Once we solidify our foundation for partnership, ANet will work with district leaders to set a vision for district-wide instructional priorities; support the execution of high quality teaching and learning cycles and every school; discuss trends and recommendations from school-based coaching interactions; and elevate recommendations on professional development for principals and assistant principals. We offer flexibility and deep engagement for educators by working with district leaders to meet the individual needs of each school.

ii. How your staff engage with participants throughout the program (e.g. how frequently, in person or virtually, in whole or small group).

In our school-based partnerships, ANet schools receive 20 or 30 school coaching interactions per year from a dedicated ANet coach who works with the school to customize a coherent arc of yearlong leadership support for teachers and leaders. Each interaction and touchpoint provides ANet coaches the opportunity to learn

about the quality of teacher practice, leader practice, and student experience alongside school leadership teams to customize our support for schools.

We work hard to understand our partners' instructional priorities and support them in providing teachers with a coherent experience around feedback, professional development, and data to support instruction. ANet coaches are experienced teachers and school leaders dedicated to helping schools maximize their effectiveness at meeting students' needs. As our coaches work with each of their partner schools, they shift the exact number, nature, and outcomes of our interactions with the school to address each element of these rubrics. The leadership teams of each school engage ANet's coaching support according to a timeline that is aligned with the quarterly teaching and learning cycle. Coaching is integrated into existing structures, such as common planning time and school-wide meetings.

After the administration of each ANet-provided assessment, coaches work with school leaders and teachers to promote effective use of student data from ANet interim assessments to target student misunderstanding and to continually deepen understanding of the rigor of the standards. Our coaches help leaders model strong data meeting facilitation techniques and provide feedback to teachers on lesson planning and instruction. Over the course of the partnership, ANet coaches engage in a gradual release of support to build a school's independence with data-driven instruction first by modeling meeting facilitation and then by observing and providing coaching and feedback to leaders on school-based meetings.

c. Description of your ideal participant and their learning trajectory through the course of your program.

i) What roles should your participants hold (e.g. district level, school leader, aspiring leader)?

ANet's model is designed to work alongside school and district leadership teams to change school and system practice. ANet also works alongside teachers, teacher leaders, and other instructional staff; however, ANet coaches focus on building the capacity of the leadership team.

ii) How do you determine readiness and accept participants into your program?

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

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

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

iii) What are the leadership qualities that your program is expected to develop? Include any documents or tools you use.

As mentioned above, ANet school-based partnership helps school teams develop strong instructional practice based on several research-proven, key competency areas. Schools work with their ANet coach early in the school year to prioritize their practice improvement efforts based on the school's starting level and individualized goals for teachers and students. Our research-based, proprietary rubric guides ANet coaching and help schools make concrete improvements in practice over time. These improvements ensure that schools have regular rhythms in place to build leader and teacher capacity to tailor instruction for students. Achievement of practice goals are measured against ANet's Leader Levers rubric, designed to develop school leadership teams and their ability to:

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- Develop teachers to strengthen instruction and adult culture; and
- Develop leadership teams to deepen impact across the school

The ANet Leader Levers rubric is anchored in research on best practices for providing standards and data driven instructional leadership. These improvements ensure that schools have regular rhythms in place to build teacher knowledge of the standards and capacity to tailor instruction for students.

Management Partner Category Submissions (Continuation Submission)

a. Provide an update on your organization's work and progress since the original RFI submission in 2018.

Educational equity has always been at the center of our work and mission. However, ANet recently made the commitment to become an anti-racist organization, meaning that we will actively fight against racial oppression in our organization, schools, and communities. We believe that an anti-racist approach supports school leaders to guarantee that all students receive a high-quality education. We develop leaders and teachers so they can effectively implement a teaching and learning cycle that drives achievement for all students. This decision centers around our Advance Equity Core Value that states,

"We seek to understand the role of race, culture, socio-economics and privilege in our partner schools and communities, because we know that inequities persist. We actively reflect on our own and others' experiences, perspectives, and identities. We take actions grounded in our awareness to enhance the strength of our organization, deepen our partnerships with schools, and positively impact students' lives."

ANet's partnership offerings remain consistent since our 2018 application, but our orientation towards anti-racism and educational equity is even more front and center to our school and district partnerships.

b. Describe any new work you have done or are doing in Colorado schools and districts since the original RFI submission in 2018.

In addition to supporting partner schools in Lake County, Pueblo City Schools, Denver Public Schools, Weld County RE-3J, Colorado Springs District 11, Aurora Public Schools, University Prep, Rocky Mountain Prep, and STRIVE Prep, ANet now also works with additional schools in Denver Public Schools, Pueblo City Schools, and STRIVE Prep.

III. Capacity

ANet's Capacity to Serve Schools in Colorado

ANet has deep confidence in our organizational and leadership capacity to serve schools in Colorado. We have a talented and experienced management team, expert coaches and directors, a strong hiring and performance management process, and a unique mechanism for gathering feedback and staying in touch with the needs of our partners. Combined, these elements form a solid foundation for the thoughtful partnership proposed herein, while maintaining ANet's relentless focus on the quality of our services and the strength of our relationships.

ANet's organizational structure allows for teams to easily work both independently and interdependently to provide the best possible support for our partners. ANet is a national 501(c)3 with a total of 222 team members across the country. ANet's Senior Team oversees our Network teams that work directly with schools, the Program Team, and others.

ANet's school-facing staff – Executive Directors and Directors of School Support (“coaches”) – are all former teachers and school leaders with on-the-ground insights that allow them to be authentic, trusted advisors to our school partners. ANet's support of Colorado schools will be provided by our Denver-based Colorado team, each of whom has a deep understanding of the local context through their experience working with and for - area schools. Leading ANet's network team is Kathryn Dieck.

Kathryn has been with ANet for the last four years as a founding member of the ANet Colorado/New Mexico team. In that time, Kathryn has directly coached and led job-embedded professional development for school and systems leaders across Colorado and New Mexico, and currently develops and leads the Denver-based team. She came to ANet with 20 years of experience serving as a district leader, school leader, and teacher serving K-12 grades in California and Colorado. She has a BA in Liberal Studies/History from California State University, East Bay and a MA in Educational Leadership from Regis University.

IV. Evidence of Track Record of Improved Student and School Outcomes

a. Track Record of Improved Student and School Outcomes

ANet's Track Record of Success - Student Achievement Data

Students in ANet partner schools across the country are consistently outperforming their peers based on end-of-year summative data. Following are additional examples of how ANet drives student learning, based on 2017-18 end-of-year summative assessment data (data from the 2018-19 school year is not yet available).

Denver Public Schools (CO)

- ANet partners in Denver saw increases in student and school performance in both ELA and math relative to the state. ANet schools in Colorado serve higher concentrations of underserved students than non-ANet schools, including English language learners, high-poverty student populations, and students in special education. Despite serving schools with a larger proportion of historically underserved students populations, ANet schools in Colorado made greater gains than their non-ANet peers.

Michigan

- ANet partner schools in Michigan that met their practice goals made gains in both ELA and math for the third year in a row.

New York

- ANet partners in New York City saw nearly twice the gains of non-ANet schools in Math in the 2017-18 school year.

Ohio

- ANet partner schools in Ohio outpaced their peer schools in economically-disadvantaged communities for the second year in a row. In Ohio, 68% of ANet schools had more than 80% of students identify as Economically Disadvantaged/Free or Reduced Lunch (FRL). In comparison, only 23% of non-ANet schools in Ohio are high-poverty.
- Over the last 3 years, 6 of the top performing schools in Cleveland are ANet partners. These schools also improved their growth on the state improvement metric, OST.
- ANet partners in Cleveland made nearly 10 times the gains in ELA and almost twice the gains in Math than their peer schools in economically-disadvantaged communities.

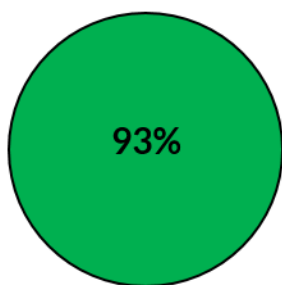
Washington, D.C.

- ANet partners in D.C. outperformed their peer schools in economically-disadvantaged communities in ELA over the past three (3) years. In Washington, D.C., 74% of ANet schools had more than 80% of students who identify as Economically Disadvantaged/Free or Reduced Lunch (FRL).

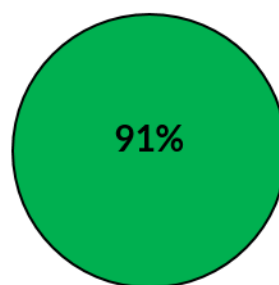
ANet's Track Record of Success - Partner Engagement and Satisfaction

To ensure that our products and services are meeting the diverse needs of our partners, ANet measures educator satisfaction and engagement through frequent partner surveys. According to ANet's most recent partnership survey in May 2019, 93% of school leaders who receive ANet coaching agreed or strongly agreed that ANet helps schools effectively use curriculum, and 91% of leaders are satisfied or highly satisfied with ANet coaching.

*93% of leaders agree or strongly agree that
ANet helps school effectively use curriculum*



*91% of leaders are satisfied or highly
satisfied with ANet coaching*



Educators also complete a brief survey after each ANet professional development session that serves as a gauge for partner experience of the content and facilitation, as well as partner internalization of the content. Educators respond to questions or statements such as: "I would recommend this event to a colleague" and "My practice will improve because of the lessons and practices discussed at this session" (both rated on a scale from 1 to 10). Other comprehensive questions allow for individual school follow-up to ensure that all participants fully understand the content and are on track to implement strong instructional practices.

In the 2018-19 school year, participants at ANet professional development sessions gave an average of 8.6 out of 10 when responding to the statement: "My practice will improve because of the lessons and practices discussed at this session". Participants gave an average of 8.8 out of 10 responding to the statement, "I would recommend this event to a colleague". These averages are from over 3,000 educator surveys across the country and show a high level of self-perceived learning, as well as overall satisfaction with the sessions.

b. Evidence-Based Interventions

ANet's Track Record of Success - Third-Party Evaluations

In addition to our success in our partnerships across the country, ANet third-party evaluations confirm that ANet's model is effective. ANet's model is considered "Tier 1 - Strong Evidence" under ESSA by multiple states, including Massachusetts and Nevada, because third-party evaluations confirm that ANet's model drives student learning.

Investing In Innovation (i3) Randomized Control Trial

In 2015, we shared the results of a randomized control trial conducted by Harvard University's Center for Education Policy Research (CEPR). This trial was funded through a prestigious Investing in Innovation (i3) grant and showed that ANet schools with the right structures in place (such as common planning time) significantly outperformed non-ANet control schools.

Students in ANet schools achieved roughly six months of additional learning over the two-year study compared to students in non-ANet control schools.

The study also showed that educators recognized ANet tools and support to be higher quality than the control materials and support. Partnership with ANet also led to statistically significant improvements in instructional practice, including:

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

This trial was conducted in 89 schools and included roughly 21,000 students, making it one of the most robust evaluations of support for improving the practice of school leadership teams ever conducted.

Third-Party Evaluation - Louisiana Department of Education (LDOE)

The LDOE recently conducted a rigorous review of assessments and instructional materials to empower districts to make informed choices. As a result of the review, the LDOE classified ANet's math and ELA interim assessments and supporting materials as Tier 1: "Exemplifies quality: Meets all non-negotiable criteria and scored the best possible on all indicators of superior quality."

ANet is the only organization that has achieved Tier 1 status for both our math and ELA assessments and supporting materials through the LDOE.

The LDOE has received national praise for its rigorous review process, which uses a highly-detailed rubric to judge each assessment's usefulness to teachers. The rubric holds high standards: some of the most widely used providers rank in the bottom tier, and more than half of those reviewed were placed in Tier 3. ANet's Tier 1 status shows that we not only have a deep level of expertise of the standards, but also that we can effectively translate our expertise into materials that go directly into the hands of educators.

V. References

ANet School and District Partner References

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