

Louisiana Department of Education

SCHOOL REDESIGN REQUEST FOR INFORMATION



OUR BACKGROUND

We are SchoolKit, a team of experienced educators committed to building high performing schools across the country. We believe that education is the civil rights issue of our time. Economically disadvantaged students and students of color deserve excellent instruction that fully prepares them for life after graduation. To realize this, we partner with K – 12 districts and schools to assess their current state of teaching and learning, create a plan to make urgent and thoughtful improvements, and train educators to meet the expectations of the Louisiana Student Standards.

We develop leaders' understanding of standards-aligned instruction and how to support this work in their schools. We train Pre-K to 12 teachers on the mindset shifts and high-impact practices necessary to increase all students' engagement with complex text and conceptual understanding of mathematics.

Our professional learning initiatives are designed to help more Louisiana students take and pass Advanced Placement assessments, increase their ACT scores, and graduate from high school and college. Our work is directly aligned with Louisiana's ESSA plan and will support the state's small cities and rural communities to raise expectations for their students, build strong educators, and improve struggling schools.



OUR TRACK RECORD

We are ideal partners for schools in Louisiana's small cities and rural communities because we have achieved dramatic results in high-poverty schools serving over 80% students of color. Since 2012, we have worked with over 30 schools and districts in Washington, D.C., New York, Pennsylvania, and Colorado. Here is our track record of success:

10 to 20% increases in student outcomes in 1 year

on the PARCC English language arts and math assessment in single school improvement efforts.

80 to 100% of educators

report that our work has improved their practice. We have trained thousands of teachers and leaders in English language arts, disciplinary literacy, and mathematics.

3 of a district's 6 schools improve to Tier 1

as a result of our curriculum work. This is the highest level of charter school performance in Washington, DC. At these schools, English Learners outperform district averages on PARCC by over 15%.

11 out of 12 testing grades

in Denver Public Schools increased their scores on the 2016 PARCC assessment after we trained their 1,500 leaders on college and career-ready standards and instruction.

40% of DPS students are English Learners and 69% qualify for free or reduced lunch.

Our Model

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Our multi-year professional learning initiatives will be focused on Louisiana's literacy and mathematics standards and will be tailored to our partners' unique needs. Our service model is outlined below:

- 1. We design our support collaboratively.** We interview teachers, leaders, and community members, observe schools and classrooms, and review data to create a strategic plan to improve teaching and instructional leadership in literacy and math. Together with leaders, we design a professional development syllabus and delivery model that aligns with school and district initiatives, curricula, and technology.
- 2. We provide content-specific training to educators.** Our job-embedded trainings for teachers focus on developing content knowledge and pedagogy that is discipline and grade-level specific. We train leaders on the shifts in curriculum, assessment, and practice called out by the standards to drive more effective instructional decision-making. We train staff directly, build local capacity through a train-the-trainer model, and offer remote trainings and webinars.
- 3. We measure impact and adjust course as needed.** Throughout our partnership, we work closely with school and district leaders to monitor the impact of our professional learning on teachers and students over time, including developing measurement tools, collecting formative teacher and student data, and integrating feedback from all stakeholders to improve our work.

We offer a unique partnership because we are laser-focused on high-quality instruction.

Our content expertise is second to none and our flexible support is fully tailored to schools' needs.

Our three-year early literacy partnership with Denver Public Schools (DPS) illustrates our model.

SCHOOLKIT AND DENVER PUBLIC SCHOOLS

In spring 2016, we started working with Parcc, Inc. to dramatically increase DPS early literacy achievement so that 80% of third graders are reading on grade level by 2020.

Together with district and school leaders, we designed a grade level-specific summer institute on Colorado's literacy standards for over 2,500 Pre-K to 3 educators. During the 2016 – 2017 school year, we are designing training modules that deepen teachers' understanding of the standards, research, and rigorous instructional practice. We offer these trainings in both English and Spanish, using a train-the-trainer model to build the capacity of district literacy specialists who deliver the content to teachers. Currently, we are working with district leaders to review teacher data and student assessment results to identify focus areas for the 2017 – 2018 school year.

We have successfully delivered customized, standards-aligned professional learning to increase student achievement in DPS; we will use the same method with parish schools in Louisiana.



Partnership

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Our Ideal School or District Partner

The schools in Louisiana's parishes are our ideal partners. We are eager to partner with...

▣▣ **Schools seeking to improve student achievement in reading and mathematics.**

Standards-aligned content in English language arts, disciplinary literacy, and mathematics is the foundation of our professional learning work. Louisiana schools are focused on improving teaching and student learning in these critical content areas which will drive their students' success on the path to graduation and beyond.

▣▣ **Leaders who want a true partner to improve struggling schools.** Louisiana schools are seeking responsive and collaborative partners. We roll up our sleeves and do the work alongside local educators: we build long-standing relationships with school and district staff, provide guidance on change management, and build our trainings together with local leaders.

▣▣ **Traditional public or charter school districts of any size.** We have worked with Pre-K - 12 educators in single school partnerships, grant-funded consortia of schools, and large districts serving nearly 100,000 students. Our approach is flexible and we can adapt our supports to meet the needs of Louisiana's communities.

Working with Other Providers

Because our model is grounded in collaboration, we work closely with other third party providers to improve struggling schools. We partnered with Parcc, Inc., the project manager of the PARCC consortium, to enhance our work with DPS. Together, we steward the initiative and design trainings aligned to Colorado's college and career-ready standards and the state assessment, PARCC, for thousands of educators. We collaborate with The Bueno Center at the University of Colorado Boulder to ensure that our Spanish trainings offer culturally relevant, linguistically accurate supports.

We have partnered with organizations such as the Achievement Network, Student Achievement Partners, Expeditionary Learning, LearnZillion, the Core Knowledge Foundation, TenSquare, and many others in the process of training teachers and leaders in college and career-ready standards and instructional practices. Our partnerships have led to the dramatic increases in student achievement outlined above.

Support from the State, Districts, and School Partners

To enhance our success in Louisiana, we need guidance from the Department of Education regarding changes to Louisiana's school accountability system under ESSA. The Department can also facilitate sharing best practices for school improvement from across the state. From our district and school partners, we seek assistance coordinating with other third party providers, identifying clear priorities for our work, and being open to reflection and new learning.

