Part I: Cover Page – Organization Information

Organization Information		
Organization Name:	National Institute for Excellence in Teaching	☒ **New or** ☐ **Continuation Submission**
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Organization Category (select all that apply)		
☐ Charter Network, Charter Management Organization or Charter School ☐ Turnaround Leader Development Provider ☒ Management Partner ☐ Stakeholder Engagement Specialist		
Preferred Geographical Region(s) in Colorado to Work In (select all that apply)		
☒ Metro Denver ☒ Front Range (Colorado Springs, Ft. Collins) ☒ Rural / Mountain / Western Slope		

Indicate the school district(s) or BOCES your organization is willing and able to engage with: NIET is prepared to work with any school district or BOCES in the state of Colorado.

District name	City	County name
ANY SCHOOL DISTRICT or BOCES	ALL	ALL

Part II: Narrative Responses

Introduction

The National Institute for Excellence in Teaching (NIET) is prepared to partner with local education agencies in the state of Colorado to join the state's efforts to transform low-performing schools. NIET is a national non-profit backed by 20 years of successful school improvement efforts. NIET executive and senior trainers are experts in the field who work as collaborative partners with district and school leaders committed to the innovative and community relevant school improvement solutions. NIET has a proven track record of supporting educators in diverse settings – urban, suburban, rural, tribal, and border communities – to make innovative instructional changes based on local student needs. NIET products, services, and solutions are rooted in instructional expertise, teacher and leadership growth, and on-going job-embedded professional development. NIET is positioned to support Colorado stakeholder efforts to create a community of lead learners, through the integration of high-quality instruction, using data-driven decisions and the implementation of job-embedded professional development. NIET believes that every student deserves a quality education, which can only be accomplished through the employment of an effective teacher in every classroom and a school and district with strong leadership. NIET knows that school improvement and improving teachers practice is challenging work. It takes trust, risk-taking and sustained hard work to improve student outcomes. NIET partner schools that have significant growth are committed to four essential elements of School Improvement Solutions: Collaborative Learning, Reflective Culture, Collective Leadership, and Instrucional Excellence. In these schools, high expectations for growth coupled with the right supports enable students to reach their academic goals. NIET's theory of action for School Improvement Solutions belives that if low-performing schools focus on the four evidence-based pratices, the capacity of educators will increase and all students will have the opportunity for success.

a.   Identify which of the following roles your organization can serve (list all that apply):

The National Institute for Excellence in Teaching (NIET) is prepared to partner with local education agencies in the state of Colorado to join the state's efforts to transform low-performing schools as a **Management Partner** in all Four Domains for Rapid Improvement focused on School-Level or District-Level Management:
1. Partial management: Turnaround Leadership
2. Partial management: Talent development
3. Partial management: Instructional Transformation
4. Partial management: Culture Shift

The Four Domains for Rapid Improvement align with the four essential elements of NIET's School Improvement Solutions (SIS) model:
1. Collective Leadership
2. Collaborative Learning
3. Instructional Excellence
4. Reflective Culture

NIET has a proven track record of successfully transforming low-performing schools in all or individual areas of SIS. NIET's Staff Development, Leadership Training, and Consulting Services encompass explicit evidence-based **Partial Management Support** in the school or district area of need followed by onsite coaching ans support to rapidly improve the most critical areas of need and build capacity for continuous improvemet. followed by onsite coaching and support in the area of highest need. School Improvement Solutions (SIS) is a customized service that provides tailored supports to help schools improve student achievement through a strengths-based approach to building teacher and leader capacity. NIET's SIS support involves a **five-step process**:

1. Conducting a comprehensive strengths-based **needs assessment**
2. **Setting goals** and **defining success**
3. Developing a **tailored support plan,**
4. Implementing **job-embedded training and coaching and**
5. Providing **ongoing monitoring** and support

Figure 1: School Improvement Solutions Process

By aligning training and coaching to each school's needs assessment, SIS is designed to support schools and districts no matter where they are in their journey to improve student outcomes. NIET partners with a range of schools: from high-performing schools who are looking for support to spur additional growth to low-performing schools who want to build the instructional expertise needed to exit a state or federal improvement status.

NIET's approach is grounded in **four evidence-based practices** that lead to student outcomes:
1. **Collective leadership:** NIET builds effective teams that enlist teacher leaders, principals, and district leaders to drive improvement and sustain student gains.
2. **Collaborative learning:** NIET supports and guides the development of teacher leaders who are equipped to lead collaborative learning teams and work alongside their peers to improve instructional practice across the school.
3. **Instructional excellence:** NIET provides instructional analysis and coaching support to differentiate and meet the needs of teachers and students at each site.
4. **Reflective culture:** NIET believes in continuous improvement and fosters a supportive school culture of learning and growing together.

In over 20 years of work, NIET has partnered with low-performing schools to transform efforts to support the achievement of significant and sustained gains in student growth and achievement. Our belief in the importance of investing in people is the foundation for our partnerships with high-need schools. Investment of human capital aligned with each of NIET's evidenced-based strategies helps schools better support leader and teacher growth and students learning, building a culture of continuous improvement in every building. NIET understands that school improvement is hard work that requires trust and perseverance. NIET's team works shoulder-to-shoulder with our partners to provide guidance and support along the way.

School improvement partnerships begin with a thorough strengths-based Needs Assessment, in which NIET Senior School Improvement Solutions team members conduct an onsite review, together with site or district-level leadership to identify the unique needs and priorities of each school. Based on evidence collected during the needs assessment phase, NIET works with partners to determine the tailored supports each school or district needs to achieve school and district goals and increase student achievement. NIET's strategies have been honed through years of work in low-performing schools and are aligned with what research has shown to lead to positive change. The four essential elements that are the foundation of NIET's School Improvement Solutions are Collective Leadership, Collaborative Learning, Instructional Excellence and Reflective Culture.

Collective Leadership provides a framework of instructional leadership that supports and develops the principal or district leader as a lead learner. No school improves without a strong principal and district support, but principals cannot go at it alone. The principal's work must be supported by an effective school leadership team that includes teacher leaders. NIET trains principals as the lead learner to lead effective school leadership teams that analyze data, monitor school goals and drive school-wide improvement strategies.

Collaborative learning is based on the premise that teachers must lead their development. Teacher leaders are the best positioned to grow the skills of their colleagues and help leader instructional improvement strategies. NIET helps establish or enhance professional learning communities using research-based strategies and student work and train teacher leaders to serve as instructional coaches and to lead job-embedded professional training.

Instructional Excellence supports lead learners with setting high expectations with strong support in place to ensure all teachers have the new learning they need to move students forward. NIET has learned that teachers do not grow their practice without high expectations, meaningful accountability for student outcomes, and the support they need to meet their goals. NIET provides individual coaching for teachers and develops teacher leaders to conduct effective observations, give actionable feedback and implement effective coaching cycles.

Reflective Culture is designed to build a culture of continuous improvement rooted in reflective practices. Building the skills and knowledge of educators can only happen in an environment with positive and supportive professional relationships. NIET supports lead learners through

coaching in leadership best practices, developing peer coaching and mentoring, and establishing a common language around effective instruction.

While each of these individual strategies is a critical lever for school improvement, the sum of these strategies, create coherence that accelerates teacher and student growth.

b. Is your organization's primary interest and area of expertise in school-level management, district-level management, or both?

NIET's seeks to solicit work in both school-level and district-level management. Twenty years of successful school improvement efforts at both levels positions NIET to partner as Management Partner to provide Partial Management Support for districtwide and/or individual school site transformation efforts. NIET currently works with multiple levels of leadership in its school transformation efforts, aligning support with districtwide initiatives to creates a collective focus for improvement. In a district-level management scenario, NIET would work with district level leadership to determine what supports schools may need toand train and coach them to provide that support. By boaching district in the schools as they work with principlas and, NIET builds the district's capacity for supporting instructional excellence. and partner district-level leadership may determine that individual schools within the district require additional support based on identified needs at each site. Likewise, NIET has worked with low-performing schools within districts, who have identified school-level management needs, in which NIET provides comprehensive and direct site-based support to individual schools.

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

NIET's results across the nation are widespread, and evidence indicates that NIET solutions for Partial Management Support have been successful across diverse settings' including urban, suburban, rural, tribal and border communities. Likewise, NIET has a track record of specifically designed support for historically underserved populations, including native, African American, Latino, migrant, and refugee students. NIET's approach to meeting the unique needs of diverse communities is grounded in a strengths-based need assessment conducted and analyzed in partnership with district and school leadership. Each district or school plan is differentiated to meet the specific, yet diverse needs of each entity, based on student, teacher and administrator needs. All plans, support and monitoring is grounded in student data.

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

When considering partnering with a school or district that NIET has not partnered with before, key aspects or conditions of our agreement that would need to be in place are a commitment to the long-range plan that will be created as a result of the strengths-based needs assessment. A key aspect of successful partnerships is the focused engagements of all local stakeholders in the transformation efforts. Likewise, adherence to the support and monitoring plans from the onset of the partnership. Support and monitoring plans may include data collection, classroom follow-up and coaching conversations.

e.   Describe your experience working with other third-party providers to support coherent school and district improvement.

NIET has experience working with third-party providers to support coherent school and district improvement. Two specific examples that highlight NIET's collaboration with other provider are briefly explained below.

1. NIET's partnership with Arizona State University and 29 Arizona School Districts
One project to highlight is a three-way partnership between Arizona State University (ASU), NIET and 29 school districts across the state of Arizona. The three-way partnership included two overarching goals: 1) To increase the highly-qualified teachers in STEM-related fields and 2) To increase teacher leaders in each of the partners' school districts. ASU faculty were trained and supported in Instructional Excellence as defined by the NIET Teaching Standards. Clinical faculty embedded instructional excellence and expectations throughout the pre-service teachers training and as an appraisal tool to support teacher candidate's throughout the student teaching experience. NIET provided support for supporting cooperating teachers involved in the project. Cooperating teachers participated in focused teacher leader training to enhance their skills as mentors and coaches to the teacher candidates.

2. NIET's partnership with Louisiana Department of Education and Caddo Parish
NIET has worked collaboratively with the Lousiana Department of Education(LADOE) with a three way partnership developed to create turnaround zones for low-performing schools, including strengthing the implementation of Tier 1 curriculum through collective leadership, collaborative learning, instructional excellence and reflective culture. Caddo Parish School System, LADOE and NIET have worked closely together to maximize efforts in developing teacher capacity and increase student outcomes. Through this partnership NIET's senior training team collaborated with curriculum consultants from Zearn Math, to support the use of curriculum as a foundation for planning for high quality instruction. The team was able to impact curriculum implementation with instructional excellence as outlined in the NIET Teaching Standards Rubric.

f.   Describe your experience, if any, working with Alternative Education Campuses (AECs) or alternative high schools.

NIET has partnered with STAAR Academy in Boys Ranch ISD in Texas, an online credit recovery alternative high school for students who are in the foster care system. NIET partnered with this district and campus for eight years to support the implementation of the elements of the TAP System, a comprehensive school improvement effort. Virtual cluster meetings took place, and NIET worked specifically with teachers to improve instructional delivery and how to increase the quality and timeliness of feedback to students. Leadership teams focused on data analysis, monitoring progress and interventions of students, tracking multiple tiers of student data and improving the quality of instruction through regular feedback on instruction.

Likewise, NIET has engaged in a partnership with Evolution Academy Charter in Texas. The goal of this partnership is Instructional Excellence for teachers who work with students through online credit recovery coursework and how to support students at all levels in response to intervention process. Professional learning communities through Collaborative Learning focus on the specific needs of the teachers and students with tailored support and coaching for all teachers in the building.

g. Describe your experience, if any, working with online schools.

NIET partnered with South Carolina Virtual Academy in developing Instructional Excellence through the use of the NIET Teaching Standards Rubric. Teachers who teach in the South Carolina Virtual Academy are appraised using the NIET Teaching Standards Rubric. This work conducted with K12 Learning in order to develop an observation process for virtual teachers across the country. NIET conducted focus groups with participating teachers to ensure an in-depth understanding of the obstacles and challenges the teachers faced in the virtual classroom and then developed a training to support online teachers with individual and group engagement in the virtual classroom. The training was delivered to groups of teachers in face-to-face settings, while coaching was through virtual support.

Part III: Capacity

Does your organization currently have the capacity to serve additional schools and districts in Colorado? If yes, indicate how many new schools or districts your current capacity would allow for. If no, explain what additional capacity you would need to put in place, and any other constraints such as timelines or minimum participating schools or districts.

NIET is prepared and has the capacity to serve additional schools and districts in Colorado. We can immediately support up to 5 districts and 25 new schools drawing from our national team of executive and senior proram specialists. NIET also has a pipeline of personnel to involve additional hires as partnership opportunities emerge to support across the state as requested.

Part IV: Evidence of Track Record of Improved Student and School Outcomes

a. Describe your organization's track record in dramatically improving schools or districts and radically increasing outcomes for targeted groups of students. Include a description of the criteria and the data that you use to determine the impact of your work. Highlight the context and location of where this work has occurred.

NIET has a 20-year track record of success in improving student and school outcomes in high-need schools. Over 50 studies have been conducted by different researchers using varied methodological approaches, including propensity score matching and well-designed baseline equivalency studies, and using a variety of data to determine impact, such as state assessment results and value-added scores. Researchers have examined the impact of NIET's initiatives across multiple grade levels, multiple locations and multiple years, and across urban, rural and suburban settings. Research has consistently demonstrated positive impacts on student, teachers, and school outcomes. In what follows, NIETdescribe a few studies showcasing the impact of NIET's initiatives on student achievement.

- Barnett, J. H., Hudgens, T. M., & Logis, T. M. (2018, April). Thriving in Texas: Impact evaluation of an educator effectiveness system on student achievement. Paper presented at the annual meeting of American Educational Research Association, New York, NY.

   Barnett, Hudgens, and Logis (2018) employed a quasi-experimental design to examine the impact of the NIET partnership on student achievement in Texas. The study includes K-12 partner schools in Texas, with the percentage of economically disadvantaged students ranging from 48% to 93.6%. Student achievement was measured using school-level average scale scores in math and reading on the Texas Assessment of Knowledge and Skills (TAKS) and the State of Texas Assessment of Academic Readiness (STAAR) assessments. To find a matched, non-NIET school for each partner school in Texas, the authors used propensity score and exact matching methods. Results show that the 28 schools that partnered with NIET for at least two consecutive years outperform their propensity matched schools by an average of 0.21 standard deviations in math and by an average of 0.12 standard deviations in reading. Additionally, paired sample t tests suggest that the average student achievement growth in NIET partner schools was statistically significant for math ($t(27) = 3.74$, $p = .001$) and reading ($t(27) = 2.85$, $p < .01$), whereas the average student achievement growth did not reach statistical significance in matched schools for either subject area.

- Barnett, J. H., & Logis, H. A. (2019, April). Double impact: How Louisiana partner sites achieve large-scale growth. Poster presented at the annual meeting of the American Education Research Association, Toronto, Canada.

   Barnett and Logis (2019) employed a quasi-experimental design to examine the impact of the NIET partnership on student achievement in Louisiana. The sample includes 42 Louisiana schools serving K-8 grade students that partnered with NIET for at least three years in a row, with the percentage of students qualifying for free or reduced price lunch status ranging from 53.2% to 99.4%. Student achievement was measured using the Assessment Index scores, which is computed by the Louisiana Department of Education and represents the average school performance across four subjects (ELA, Math, Science, and Social Studies) on the state assessment. To find a matched, non-NIET school for each partner school in Louisiana, the authors used propensity score and exact matching methods. Results show that NIET partner schools began to outperform matched schools in the first year of implementation and the gap widened over time. By the third year, the difference in student performance between NIET and matched schools reached statistical significance ($t(41) = 2.73$, $p < .01$; OLS regression $\beta = 0.03$, $p < .05$). Additionally, the improvement experienced in NIET partner schools after three years of implementation is above that typically found for other whole-school intervention programs or for reducing class size.

- Hudson, S. (2010). *The effects of performance-based teacher pay on student achievement.* Discussion Paper for the Stanford Institute for Economic Policy Research, Stanford University. Retrieved from http://www-siepr.stanford.edu/repec/sip/09-023.pdf

Hudson (2010) examined the effect of NIET partnership on student achievement across 151 schools in 10 states (Arkansas, Colorado, Indiana, Minnesota, North Carolina, Ohio, Pennsylvania, South Carolina, Tennessee, and Texas). Prior to partnering with NIET, the average partner school scored near its state's 10th percentile in both reading and mathematics; some of these schools were among the 1% of worst performing schools in their states. The average school population was majority non-White and economically disadvantaged. The author used a statistical control matching method to ensure that the NIET schools and the comparison schools were equivalent prior to the intervention being implemented. The author also used a differences-in-differences approach to further account for any differences between the groups and to ensure that the evaluation was able to isolate the impact of the program. Results of the study indicate that students in NIET schools statistically significantly outperformed students in comparison schools by approximately 0.15 standard deviations in mathematics ($p < .05$), and smaller effects but in favor of the NIET schools in reading (0.13 standard deviations, $p < .01$). Hudson explains these findings in context to other education interventions by noting that "the estimated effect [of NIET] on mathematics achievement is more than twice as large [as class size reduction effects]" (p. 28).

- Mann, D., Leutscher, T., & Reardon, R. M. (2013). *Findings from a Two-Year Examination of Teacher Engagement in TAP Schools across Louisiana*. Ashland, VA: Interactive, Inc. Retrieved from http://www.niet.org/assets/Publications/interactive-louisiana-student-achievement.pdf

  Mann, Leutscher, and Reardon (2013) examined the impact of NIET partnership on student achievement across schools in Louisiana. The schools came from all parts of the state including New Orleans and the New Orleans metropolitan area, as well as from rural and suburban parishes. In order to determine impact, a one-to-one nearest-neighbor matching algorithm with replacements was created to find a comparison school for each NIET partner school. Based on the propensity scores computed using the selection model, the algorithm chooses the non-NIET school with the propensity score closest to the propensity score of the NIET school. There was no significant difference between the NIET schools and their matched comparison schools in the pretreatment year, $t(26) = 0.080$, $p > 0.05$. However, the authors found that student achievement at the NIET schools, as measured by School Performance Scores (SPS), increased much more than that of their matched schools. Specifically, NIET schools significantly outperformed comparison schools after two years ($F(1, 26) = 6.37$, $p < 0.05$) and three years of implementation ($F(1, 24) = 5.30$, $p < 0.05$).

- Schacter, J., Thum, Y. M., Reifsneider, D., & Schiff, T. (2004). *The teacher advancement program report two: Year three results from Arizona and year one results from South Carolina TAP schools*. Santa Monica, CA: Milken Family foundation. Retrieved from http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.419.7163&rep=rep1&type=pdf

  Schacter et al. (2004) examined the impact of NIET partnership in 11 elementary and middle schools in Arizona and South Carolina. The schools ranged in size (approximately 270 to 1,400 students), percent of students eligible for free lunch (15% to 100%), and

location (schools in a large urban city, a small community, and rural communities). Student-level achievement data was obtained from the state Department of Education (the Stanford 9 in Arizona and the Palmetto Achievement Challenge Test in South Carolina). Cluster level analysis with multi-level multivariate analyses were employed using all available covariates to compare growth between NIET schools and control schools. Results from the study indicate that 65% of NIET schools outperformed their matched controls in reading, language, and mathematics achievement, with the magnitude of change ranging from 6% to 46%.

- Solmon, L. C., White, J. T., Cohen. D., & Woo, D. (2007). *The effectiveness of the teacher advancement program.* Santa Monica, CA: National Institute for Excellence in Teaching. Retrieved from http://secure.niet.org/pubs/effective_tap07_full.pdf

  Solmon et al. analyzed the impacts of NIET partnership in terms of school-wide value-added gain scores of 61 NIET schools and 285 control schools in six states (Arkansas, Indiana, Minnesota, South Carolina, Florida, Louisiana). Researchers analyzed the student achievement gains at two levels of comparison—teacher-to-teacher and school-to-school. To evaluate NIET teachers (and similarly to evaluate NIET schools), researchers calculated the effect of each teacher on student progress as assessed by the difference between the actual average scores of the teacher's students and the expected average scores of those students (as derived from previous scores). Through this process, researchers created a statistical control group for the NIET teachers based on performance. Results of the study indicate that, in every state, more NIET teachers demonstrated statistically significant at or above average amount of student achievement growth than control group teachers. Further, NIET schools outperformed their controls in 57% of the categories in math and in 67% of the categories in reading.

b. **Self-assess the evidence base for the interventions your organization provides using the following Evidence-Based Intervention (EBI) tiers as outlined in ESSA. Which EBI tier best describes your work, and why?**

  The evidence base for the interventions that NIET provides is best described by <u>Tier 2 – Moderate Evidence</u>. The studies described above are well-designed and well implemented quasi-experimental studies or use statistical controls for selection bias in examining the impact of NIET partnership on student outcomes.

Part V: References

Submit the name and contact information for the last three schools or districts your organization contracted with.

Reference #1
Name: Shawn M. Hayes
Title: Director of Teacher Development
Organization: Jefferson Parish Public Schools
        501 Manhattan Blvd.
        Harvey, LA 70058
        https://www.jpschools.org/jpschools
Phone: (504) 349-7818
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Reference #2
Name: Vickie Carpenter
Title: Assistant Superintendent for Foundational Learning
Organization: Perry Township Schools
        6548 Orinoco Ave.
        Indianapolis, IN 45227
        http://www.perryschools.org/
Phone: (317) 789-3724
Email: vcarpenter@perryschools.org

Reference #3
Name: Quincy Natay
Title: Superintendent
Organization: Chinle Unified School District #24
        P.O. Box 587
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        Chinle, AZ 86503
        http://www.chinleusd.k12.az.us/
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