



2020 EL Education Request for Partners

EL Education is seeking approximately 8-10 public schools (district and charter) in select locations across the United States to engage in multi-year, school transformation partnerships beginning in SY2021-2022. These partnerships are designed to raise student achievement through the strategic implementation of EL Education's framework for teaching and learning. **The purpose of this Request for Partners is to provide interested schools with the opportunity to be considered for engagement in a 4-month Partnership Development Process from September - December 2020.**

2020-21 expansion regions include the following states and greater metropolitan areas:

- California
- Connecticut
- Colorado
- Delaware
- District of Columbia
- Southeastern Maine (Portland metro area)
- Maryland
- Massachusetts
- Michigan
- New Jersey
- New York
- Northern Illinois
- Georgia
- Ohio
- Eastern Pennsylvania (Philadelphia metro area)
- Rhode Island
- South Carolina
- Southern Wisconsin

About EL Education

EL Education (formerly Expeditionary Learning) is expanding the definition of student achievement in diverse communities across the country. We create great public schools where they are needed most, inspiring teachers and students to achieve more than they thought possible.

Originating over 25 years ago through the collaboration of the Harvard Graduate School of Education and Outward Bound, EL Education's research-based approach inspires teachers and challenges students, transforming education in thousands of schools and districts across the country through a unique combination of rigor and joy in learning. Our impressive results encompass high academic achievement and college readiness as well as pride in the mastery of complex, authentic work, and the passion and capacity to contribute to a better world.

As a mission-driven nonprofit organization, we work with all kinds of public schools: district, charter, elementary and secondary, serving populations that reflect the diversity of our country. We create

powerful resources—including an open source literacy curriculum that has already been downloaded by teachers over *six million* times—and share an award-winning portfolio of educator-developed professional development and instructional resources with our 150+ school partners in 39 states, serving over 50,000 students. For more information, visit www.ELeducation.org.

Partnership Development Process

If selected to participate in a Partnership Development Process through this RFP, the entire school faculty will engage in a series of activities designed to develop a deep understanding of the EL Education model. This background knowledge will provide each staff member with the information necessary to make an informed decision about their readiness to participate fully in the process of implementing the EL Education model in their building. The Partnership Development Process culminates with a faculty vote in which at least 80% of the faculty must vote in favor of pursuing a partnership.

During the Partnership Development Process, EL Education representatives also carefully assess the faculty's readiness to partner and evaluate several Partnership Success Criteria (see attached). In addition to the faculty vote, EL's assessment of the school's readiness is a determining factor of whether a partnership will proceed.

See attached document titled "Partnership Development Process Overview" for more details.

The purpose of this Request for Partners is to identify schools for inclusion in the upcoming Partnership Development Process, which begins in September 2020. A successful response to this RFP does not signal EL Education's readiness to engage in a multi-year partnership but rather to engage the school in the Partnership Development Process this fall.

Eligibility Requirements

In order to reply to this RFP, schools are required to meet all of the following criteria:

1. The applying school is a public school (district or charter), serving students in grades K-12 and located within one of the following geographic regions listed on page 1 of this RFP. (If you are unsure if your school meets the geographic requirements, please reach out to mcaras@eleducation.org).
2. At least 40% of the school's current student population is eligible to receive Free or Reduced-Price Lunch by federal guidelines (or a similar measure of low-income status).
3. The school's demographic diversity across other subgroups (race, English language learners, special education, etc.) resembles the district and/or surrounding communities.
4. The school has the written support of an authorized district or charter board representative to pursue a partnership with EL Education and willingness to support the required autonomies (see attached).

Evaluation Criteria and Timeline

Responses to this RFP will be considered on a rolling basis with decisions communicated to schools and districts no later than June 1, 2020. The submission deadline is May 1, 2020 for responses to be considered for a Partnership Development Process beginning in September 2020. Responses received after the deadline may be considered for subsequent partnership cycles.

Each response will be evaluated using the following criteria:

1. All eligibility requirements (see above) are clearly documented in the proposal.
2. *Alignment of School Goals to EL Education (10 points)* The response outlines specific school improvement priorities and makes connections between these goals and EL Education's Dimensions of Student Achievement (see attachment) and approach to teaching and learning. Additionally, the responses indicate some familiarity with the Core Practices that constitute the EL Education Framework. Required evidence of district or charter board support for partnership is included.
3. *Leadership and Support Structures (10 points)* The response suggests that a strong leadership team is present in the school and that this team embraces the philosophy and vision of EL Education. Additionally, it is clear that this leadership team is ready to actively engage teachers and other stakeholders in the Partnership Development Process with EL Education. The school is able to attain the curricular and structural autonomies (see attached) necessary to support successful implementation of the EL Education Framework.
4. *Funding (5 points)* The school is able to provide multi-year funding commensurate to the scope and services necessary for successful implementation of the EL Education Framework (see attachment).

How to Respond

In order to respond to this RFP, please answer all of the following questions and provide the requested school data on a Word or Google Doc document and email your complete response to mcaras@eleducation.org no later than 5:00PST on Wednesday, April 1, 2020.

If you have questions that arise during your consideration or development of your response, please contact Monica Caras, mcaras@eleducation.org and she will direct your inquiry the right EL Education staff person to provide assistance.

Application

School Overview

1. Provide a narrative overview of your school and your community including defining elements, programs, partnerships or accomplishments. Please describe any unique elements of your school mission and any current partnerships with local or national organizations. (up to 3 paragraphs)
2. Copy or recreate the first two tabs of this [spreadsheet](#) to help us learn more about your school. (Excel spreadsheet also attached)

Narrative (up to 2 paragraphs per question)

1. Why is your school interested in pursuing a partnership with EL Education? What are the primary factors that are driving your interest?
2. Describe a recent, strategic initiative undertaken by your school. How did you decide on that initiative and define success? How did you manage the change process for all stakeholders? What did you learn through your implementation of this initiative?
3. Briefly describe your most important school improvement priorities for the next 3-5 years and existing structures you plan to leverage to address those priorities. What elements of EL's Dimensions of Achievement and Core Practices would most directly support these priorities and structures?
4. What existing assets and resources would you leverage to create a high-performing EL Education school (e.g. specific people, partnerships, school-wide practices, traditions, etc)? Are there any elements of the EL Education Core Practices that you are *already* implementing in your school?
5. List and briefly describe your existing professional development and collaboration structures - including frequency and duration (i.e. daily planning, data teams, early release days).
6. Describe the team of leaders (administrators, coaches, lead teachers, etc) in your school and district that will be central to a successful partnership with EL Education. Describe the strengths of this team and how the team would ensure strong buy-in across stakeholders including teachers and parents. Are you anticipating any changes to this group of leaders in the near future (retirements, site changes, resignations, etc)? Finally please include short bios for leaders (*Bios do not count toward paragraph limits.*)
7. Should your school be selected as an EL Education Network School, what multi-year funding sources would you commit to support a partnership?

Required Attachment

1. Please include a brief letter of support for this RFP from the authorized district leader or charter board representative. The letter should address which of the necessary autonomies can be guaranteed and which would need further discussion. See Attachment 3 for a sample Instructional Autonomies Agreement

Attachments

Attachment 1: Partnership Development Process Overview (pg 5-10)

Attachment 2: Partnership Success Conditions (pg 11-12)

Attachment 3: Sample Instructional Autonomies Agreement (pg 13-14)

Attachment 4: EL Education Credentialing Overview (pg 15-16)

Attachment 5: Prospective Partner Data Spreadsheet ([click here](#))

Links to EL Education Resources

EL Education Core Practices

<http://eleducation.org/resources/core-practices-overview>

Dimensions of Achievement

<http://eleducation.org/resources/el-dimensions-of-student-achievement-in-el-schools>

EL Education ELA Curriculum

<http://commoncoresuccess.eleducation.org>

EL Education Videos

<http://eleducation.org/resources?typeCategory=29>

EL Education Models of Excellence: Center for Student Work

<http://modelsofexcellence.eleducation.org>

Attachment 1: Partnership Development Process

Network School Partnerships

EL Education supports a diverse network of schools by engaging in partnerships designed to increase student achievement through the strategic implementation of our whole-school framework for teaching and learning. Becoming a part of our school network requires a significant and sustained investment of resources and pushes teachers and leaders to engage in complex, transformative change.

The Partnership Development Process is designed for schools that are already in existence (as opposed to schools that are starting from scratch) and it gives staff members the opportunity to make an informed decision before committing to a multi-year partnership. The process is also provides EL Education with an opportunity to assess the extent to which essential conditions for partnership success are evident in the school and to begin building teacher and leadership readiness to embark on the change process. The Partnership Development Process typically takes 4-5 months and culminates with a decision on the part of the district, school staff and EL Education leadership regarding whether or not to proceed with a partnership.

The basic steps of the Partnership Development Process are outlined below. However, specific actions and timelines may vary due to specific circumstances and needs.

Process Steps	Individual(s) Involved	Approx. Timeframe
EL staff meets with school faculty and district representatives to conduct “EL 101” workshop(s)	Regional Director, School Staff including Leaders	September-October
Teachers and leaders to visit EL schools and/or experience offsite EL professional development	Teachers and School Leaders	
EL staff meet with leaders, conduct classroom observations, meet with small groups of teacher, etc. School leaders collect and compile data to inform EL Selection Committee decision.	Regional Director and School Designer	November-December
Faculty participate in the Partnership Readiness Assessment (which includes a faculty vote)	School Staff including Leaders	
EL staff develops a list of non- negotiable structural changes needed to implement our model	Regional Director and School Designer	January
EL Regional Director makes recommendation regarding partnership	Regional Director	
School Partnership Selection Committee reviews Regional Director recommendations and selects cohort of new partners	EL School Partnership Selection Committee	February
Final partnership decision communicated to school and district leaders	Regional Director	No later than March 1
EL Cooperation Agreement is developed and signed for Partnership Launch phase	Regional Director, School & District Leaders	No later than April 1

Conditions for Partnership Success

As a result of partnering with public schools for over 25 years, EL Education has identified a set of essential conditions that foster success. While our partnerships always aim to improve the conditions in a school, we also know that some basic conditions are prerequisites for impact-driven relationships. During the Partnership Development Process, the EL Education Regional Director carefully assesses the following criteria to determine if these prerequisites are present. Successful demonstration of these criteria is a non-negotiable component of joining our network of schools. In the event that we determine that basic conditions do not support a partnership at this time, we will do our best to provide specific, actionable feedback regarding areas for improvement with the hope of exploring a potential partnership in the future.

Partnership Support

Leadership and Faculty Support

- School leaders demonstrate the readiness to lead complex change and are committed to creating equitable outcomes for all students. School leadership is shared across a team and the team strongly supports a partnership with EL Education.
- The overwhelming majority (80%+) of the school's faculty indicate full support for adopting the EL Education model and display a readiness to engage in deep partnership.
- The staff generally exhibits a healthy, professional culture with the basic levels of trust necessary to engage in collective improvement

Structural and Curriculum Autonomies

- The school is able to exercise flexibility in key areas including curriculum, instruction, professional development, hiring and planning time.
- The school's calendar contains 10-15 professional development days (or equivalent) to engage teachers deeply in ongoing learning and coaching.
- The school schedule and structure provide EL Education coaches with frequent and ongoing access to school faculty and leaders.

Support of District Leaders or Charter School Board

- District leaders or charter school board member demonstrate an initial understanding of EL Education and have actively participated in opportunities to learn about the design. These leaders understand that EL Education is the lead partner in schools implementing the EL Education model.
- The school and district/charter board are aware of key structures that will need to change in order to support full implementation of EL Education practices and are willing to make those changes.
- The school and district/charter board agree to share student achievement data freely with EL Education.
- The school and district/charter board are committed to a multi-year partnership with the goal of the school achieving credentialed status in 4-5 years.

School Vision**School-wide Implementation**

- The school's vision for teaching and learning is aligned with EL Education's Core Practices and our expanded vision of student achievement. This vision applies to all classrooms and subject areas in the school.
- The school and community exhibit a sense of urgency about creating more equitable outcomes for all students and demonstrate a belief that all students can achieve at high levels.
- The school's vision reflects structures designed to foster inclusion, develop character and deepen relational trust.

Sustainability**Location and Funding**

- The school is located in one of EL Education's eight geographic regions.
- The school and district/charter board have identified sustainable funding sources to support a multi-year partnership.
- The school is able to secure resources to support travel and substitutes (if needed) to benefit from the scope of services defined in the EL Cooperation Agreement.

Teacher and Leadership Readiness Indicators

In addition to these school-level partnership conditions, EL Education also asks each member of the faculty to individually reflect on his/her personal level of readiness for engaging in a multi-year school improvement process. Partnering with EL Education provides an array of professional development opportunities for teachers. It also requires a high level of investment and commitment on the part of every teacher and leader in the school and as well as a willingness to work both harder *and* smarter in the pursuit of increased student achievement and engagement.

Teacher Readiness Indicators

Teachers should reflect on these Readiness Indicators when determining whether they support moving forward with partnership. Schools can also use these indicators as a source for ongoing reflection and even as a starting point for creating faculty norms. Additionally, school leaders must identify ways to engage, support and hold all teachers accountable for following through on these commitments.

I am ready to collaborate deeply with my colleagues to raise student achievement. This means I am ready to...

- Share my work and the work of my students for feedback and critique.
- Collaboratively, honestly and openly analyze and respond to data concerning student achievement and engagement.
- Develop and adhere to specific professional norms to guide my work with colleagues.
- Be held accountable for implementing agreed-upon plans and will hold others accountable as well.

I am ready to be a leader in bringing about significant and lasting change in my classroom and school. This means I am ready to...

- Take full responsibility for the achievement and engagement of every student.
- Use EL Education's common language and consistent practices to support the mission and goals of our school.
- Create a culture of achievement in my classroom and establish positive relationships with students and their families.
- Make every decision through the lens of our school's *collective* commitment to what is best for students, rather than my own individual definition.

I am ready to fully engage in professional development activities and coaching cycles to learn how to effectively implement the Core Practices of EL Education. This means I am ready to...

- Invest the time necessary to collaboratively develop, communicate and implement rigorous, engaging curriculum.
- Carefully examine my past practices and revise (or let go of) activities, strategies and curriculum that are not directly linked with our mission and model.
- Open my classroom to administrators, my colleagues and EL Education staff for feedback and support.
- Participate in on-site and off-site professional development activities and implement the practices I learn.

Leadership Readiness Indicators

In addition to reflecting on teacher readiness, EL Education asks each member of the leadership team to reflect on his/her personal level of readiness for engaging in a multi-year school improvement process. Effective, engaged school leadership is the single most important factor in determining the impact of a partnership with EL Education. Therefore prospective EL Education leaders should reflect on each of these indicators and should demonstrate their readiness through their words and actions. Additionally, district leaders should identify ways to engage, support and hold school-based leaders accountable for following through on these commitments.

I am ready to collaborate deeply with my colleagues to raise student achievement. This means I am ready to...

- Lead a collaborative process of developing and communicating a clear vision for teaching and learning.
- Introduce and sustain structures that appropriately distribute leadership and decision-making with teachers and other stakeholders.
- Build a professional culture rooted in relational trust between adults.
- Collaboratively, honestly and openly analyze and respond to data concerning student achievement and engagement.

I am ready to guide significant and lasting change in individual classrooms and across the whole school. This means I am ready to...

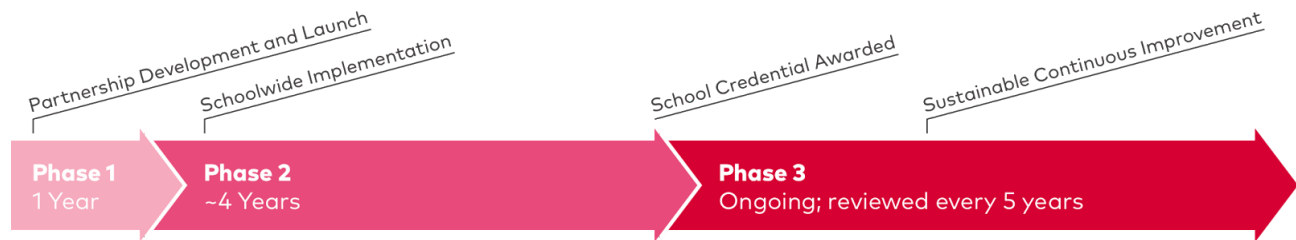
- Implement EL Education’s common language, consistent practices and school structures to support the mission and goals of my school.
- Establish and sustain teacher supervision structures and other routines that prioritize my role as an instructional leader.
- Engage, support and hold teachers accountable for implementing effective instructional practices and raising student achievement.
- Say “No” to initiatives, partnerships and programs that divert time and attention away from our core vision for achievement.

I am ready to fully engage in professional learning, collaboration and honest communication as part of a school improvement partnership with EL Education. This means I am ready to...

- Engage in professional development and ongoing leadership coaching aimed at helping me become a more effective instructional leader and to implement the practices I learn.
- Carefully examine my past practices and adjust strategies, habits and structures that are not directly linked with our mission and model.
- Collaborate with EL Education staff to maximize the value of our partnership through frequent communication, honest feedback and robust problem solving.
- Hold myself accountable for implementing agreed-upon plans and be held accountable by others as well.

Partnership Phases and Related Costs

A partnership with EL Education proceeds through three phases.



In Phase 1, we spend one year developing and launching the partnership. This phase is broken into two smaller phases each of which has a separate cost and cooperation agreement. The Schoolwide Implementation Phase comes next which lasts 4+ years depending on the school context. During this phase, the school works with all teachers to increase student achievement across all three dimensions through strategic implementation of EL Education practices. This phase concludes when the school has successfully met the goals and outcomes of EL’s credentialing system and is recognized as an EL Education Credentialed School. Once credentialed, a school enters the third phase in which the school faculty should be able to deepen and sustain its implementation without the same intensity of direct service from EL staff.

As the following chart details, each partnership phase carries with it a different scope of services and related costs.

Partnership Phase	Est. Cost	Description of Services
Phase 1A: Partnership Development Process <i>September-January</i>	\$15,000	Phase 1A Scope of Services <ul style="list-style-type: none"> • <i>Minimum</i> 6 days of direct service • <i>Minimum</i> 2 slots at EL Education National Conference • <i>Minimum</i> 2 slots at an EL Education Site Seminar
Phase 1B: Partnership Launch <i>April-August</i>	\$40,000	Phase 1B Scope of Services <ul style="list-style-type: none"> • <i>Minimum</i> 20 days of direct service • <i>Minimum</i> 5 slots to 3-day institutes (including at least 1 slot for the Leadership Induction Institute) • <i>Minimum</i> 2 slots to 5-day summer institutes
Phase 2: Schoolwide Implementation <i>Years 1-4</i>	\$70,000- \$85,000 annually	Phase 2 Scope of Services <ul style="list-style-type: none"> • <i>Minimum</i> 39 days of direct service • <i>Minimum</i> 2 slots to EL Education National Conference • <i>Minimum</i> 5 slots to 3-day institutes • <i>Minimum</i> 1 slot for Regional Leadership Cohort
Phase 3: Sustainable Continuous Improvement <i>Years 5+</i>	\$16,500 annually	Phase 3 Scope of Services <ul style="list-style-type: none"> • <i>Minimum</i> 10 days of direct service • <i>Minimum</i> 1 slot for Regional Leadership Cohort

* Please note that EL Education does periodically adjust pricing structures and partnership packages. We encourage you to use these figures for initial budgeting purposes only since the specific scope of services for your school will be tailored to your unique needs.

Attachment 2: Conditions for Partnership Success

Network School Partnerships

As a result of partnering with public schools for over 25 years, EL Education has identified the essential conditions that foster success. While our partnerships always aim to improve the conditions in a school, we also know that some basic conditions are prerequisites for impact-driven relationships. During the Partnership Development Process, the EL Education Regional Director carefully assesses the following criteria to determine if these prerequisites are present. Successful demonstration of these criteria is a non-negotiable component of joining our network of schools. In the event that we determine that basic conditions do not support a partnership at this time, we will do our best to provide specific, actionable feedback regarding areas for improvement with the hope of exploring a potential partnership in the future.

Partnership Support
<p>Leadership and Faculty Support</p> <ul style="list-style-type: none"> - School leaders demonstrate the readiness to lead complex change and are committed to creating equitable outcomes for all students. School leadership is shared across a team and the team strongly supports a partnership with EL Education. - The overwhelming majority (80%+) of the school’s faculty indicate full support for adopting the EL Education model and display a readiness to engage in deep partnership. - The staff generally exhibits a healthy, professional culture with the basic levels of trust necessary to engage in collective improvement
<p>Structural and Curriculum Autonomies</p> <ul style="list-style-type: none"> - The school is able to exercise flexibility in key areas including curriculum, instruction, professional development, hiring and planning time. - The school’s calendar contains 10-15 professional development days (or equivalent) to engage teachers deeply in ongoing learning and coaching. - The school schedule and structure provide EL Education coaches with frequent and ongoing access to school faculty and leaders.
<p>Support of District Leaders or Charter School Board</p> <ul style="list-style-type: none"> - District leaders or charter school board member demonstrate an initial understanding of EL Education and have actively participated in opportunities to learn about the design. These leaders understand that EL Education is the lead partner in schools implementing the EL Education model. - The school and district/charter board are aware of key structures that will need to change in order to support full implementation of EL Education practices and are willing to make those changes. - The school and district/charter board agree to share student achievement data freely with EL Education.

- The school and district/charter board are committed to a multi-year partnership with the goal of the school achieving credentialed status in 4-5 years.

School Vision

School-wide Implementation

- The school's vision for teaching and learning is aligned with EL Education's Core Practices and our expanded vision of student achievement. This vision applies to all classrooms and subject areas in the school.
- The school and community exhibit a sense of urgency about creating more equitable outcomes for all students and demonstrate a belief that all students can achieve at high levels.
- The school's vision reflects structures designed to foster inclusion, develop character and deepen relational trust.

Sustainability

Location and Funding

- The school is located in one of EL Education's eight geographic regions.
- The school and district/charter board have identified sustainable funding sources to support a multi-year partnership.
- The school is able to secure resources to support travel and substitutes (if needed) to benefit from the scope of services defined in the EL Cooperation Agreement.

Attachment 3: SAMPLE Instructional Autonomies Agreement Network School Partnerships

Evidence is clear across EL Education’s national network of schools that student achievement gains are directly correlated with fidelity of implementation of the EL model. In order to raise student achievement through fuller implementation of the EL Education model in DISTRICT, EL Education seeks an agreement with DISTRICT that would outline a simple process for the local EL school(s) to “opt in or opt out” of various district-wide initiatives and programs.

In the event that an EL school chooses to opt out of a particular initiative, school leaders would propose an alternative approach and detailed rationale. Such a proposal would be reviewed quickly by district leaders and would result in feedback, suggested revisions, questions and approval/denial. The expectation is that any such proposal would be directly related to the goal of increasing student achievement through allowing implementation of the EL design with greater fidelity.

Proposals for autonomies can be submitted in any of the following domains:

- **Curriculum and instruction:** To fully implement the EL model, EL schools will have discretion in opting in or out of district scope and sequence, planning guides and curriculum frameworks, as well as district-adopted textbooks, materials and academic intervention programs. Schools would, of course, be accountable for developing alternatives that support all students in reaching the standards outlined in CCSS and/or relevant state standards.
- **Use of time:** To provide more time and flexibility for interdisciplinary instruction, field-based learning, and academic intervention, EL school(s) may develop their own daily schedules within parameters set by district and state requirements.
- **Assessment:** To fully implement EL practices in student-engaged assessment, provide tight assessment cycles for monitoring progress, re-teaching and intervening, and implement standards-based criteria for grading and promotion, the EL school(s) may opt out of (or supplement) district grading policies and assessments except as mandated by the state or required for use of student data in teacher evaluation.
- **School Climate and Discipline:** To establish a school culture and climate consistent with the EL Education framework, student discipline policies and other school routines and structures will be adopted onsite, which may serve in lieu of district-wide programs and discipline practices except as mandated by law.
- **Meeting the Needs of Specific Populations:** To support EL Education’s commitment to inclusion and to allow special education students and English language learners to be taught in regular education classrooms to the greatest extent possible, EL school(s) will have full access to district tools and resources but flexibility in implementing those services on site.
- **Professional Development:** To participate fully in robust professional development services provided by EL Education, EL schools will have discretion to opt in or out of district professional development that is not legally mandated or required by the State. DISTRICT will support teachers in the EL school(s) to attend agreed-upon EL Education off-site professional development institutes and will provide reasonable substitute coverage for these teachers.

Staffing Provisions

Due to the unique demands and expectations of teaching/leading in an EL Education school, EL expects that all teachers and leaders have the opportunity to make an informed decision regarding their personal level of commitment and readiness prior to applying for or being appointed to any role in an EL school. EL teachers and leaders commit to actively participating in ongoing professional development and coaching, collaborating frequently with colleagues, analyzing and acting upon data, designing standards-based curriculum and implementing consistent school-wide practices.

Specifically, we expect the following provisions to be followed:

- All vacancies in EL school(s) will be filled through a process that is consistent with district practices and that also includes an opportunity for applicants to learn about EL Education and the expectations related to teaching in an EL school. This includes, at a minimum, reading the EL Core Practice document, reviewing the Teacher Readiness Indicators and signaling their agreement. EL Education will gladly provide support to school leaders and their hiring committees developing hiring protocols to identify ideal candidates.
- The board-approved teacher evaluation system will be linked to the greatest extent possible with expectations of the EL Education model. While language may differ with regards to specific practices, principals shall have some discretion to link practices described in district frameworks with those described in the EL Core Practices and other EL documents.
- Any EL school that is adding grade levels will have full discretion to staff those positions with suitable candidates and these positions will be exempt from voluntary transfers and/or displacements.
- To the greatest extent possible, all vacancies will be filled by June 15 in order to allow new hires to participate in EL professional development prior to beginning the school year. In the event that this timeline is not possible, school and district leaders will ensure that all new teachers have an appropriate opportunity for a full orientation to EL Education.
- To support cohesive instructional leadership and support for teachers, the district will assign assistant principals, building-based coaches and/or other instructional leadership positions to the EL school(s) in a manner consistent with other schools. However, the school principal will be involved in making the decision about a particular candidate's fit with and commitment to the EL model and will have the option of seeking more appropriate individuals in the event of concerns. DISTRICT will support a comprehensive plan for inducting and orienting these leaders to EL Education and, when appropriate, alignment with EL will be included as a priority in these individuals' annual evaluation.
- In the event of the principal vacancy at an EL school, the EL Regional Director (or his/her designee) will be involved in the process of selecting a new leader, to the greatest extent possible, and DISTRICT will support a comprehensive plan for inducting and orienting the new principal to EL Education. Raising student achievement through full implementation of the EL model will be included as a priority in the principal's annual evaluation.

This agreement is entered into in good faith between EL Education and DISTRICT Public Schools and will be revisited annually to determine whether additions or modifications are necessary.

Attachment 4: EL Education Credentialing Overview

EL Education partners with schools in our national network to raise student achievement through the strategic implementation of our Core Practices. All of our network school partners embrace EL's expanded definition of achievement, which contains three dimensions:

- Mastery of Knowledge and Skills
- Character
- High-Quality Work

The EL Credentialing Process is designed to support each school in tracking progress toward ambitious goals for student achievement and teacher practice and recognize the accomplishment of these goals.

Three Dimensions of Student Achievement

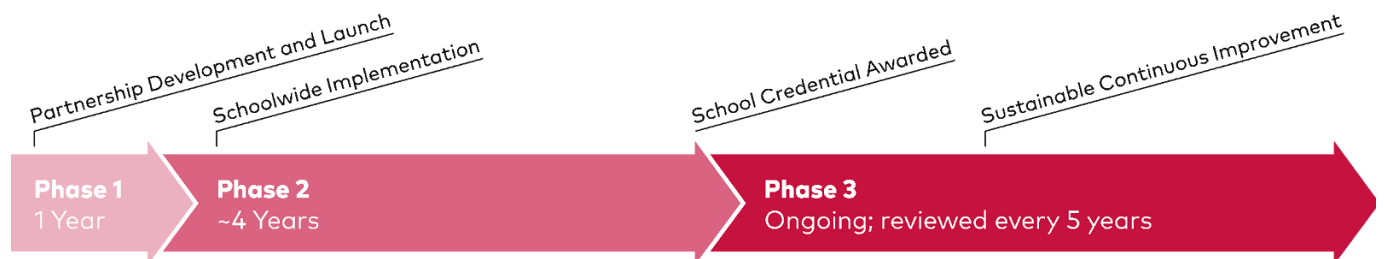
All schools in the EL Education network set goals, track progress and build a body of evidence related to student achievement gains across three interrelated dimensions: **Mastery of Knowledge and Skills, Character and High Quality Work**. EL Education and our school partners share accountability for producing results in each of these dimensions and work collaboratively to implement annual Work Plans that focus on these goals.

Specifically schools set goals, track progress and build a body of evidence in order to demonstrate the following:

1. Students develop an increasingly sophisticated **Mastery of Knowledge and Skills** aligned with grade level standards and assessed through state/national tests. EL Education partners strive to achieve EL's *Academic Standard* (see below) while also going beyond this standard to demonstrate success with specific student subgroups as well as the development of critical thinking, problem solving and college readiness.
2. Students measurably develop and routinely display the Habits of Scholarship aligned with EL Education's framework for teaching and assessing **Character**. Despite the challenges of quantifying this dimension of achievement, schools collect student evidence showing the ways in which students are becoming effective learners, ethical people and contributors in their communities.
3. Students develop the capacities required to create **High Quality Work** that demonstrates the attributes of complexity, authenticity and craftsmanship. Schools document this progress by conducting periodic Quality Work Protocols, noting trends across grade levels and archiving student work.

Partnership Phases

Schools should strive to earn their EL Education Credential within five years of initiating a partnership. Our network partnerships evolve over three phases - each with a distinct purpose and set of outcomes.



Phase 1 - Partnership Development and Launch (1 Year): During this phase, EL Education carefully assesses whether essential partnership conditions are present in the school and builds teacher and leadership readiness to embark on the change process. Once a partnership has been established, we work with the school to develop a set of Performance Benchmarks aligned with EL's Dimensions of Student Achievement and the corresponding set of

Credentialing outcomes. Performance Benchmarks outline ambitious 4-year growth goals for the school and are the basis for annual Work Plans. A school moves from Phase 1 to Phase 2 when Performance Benchmarks have been established and the school is ready to begin implementation.

Phase 2 - Schoolwide Implementation (4 Years): The Partnership Development and Launch phase is followed by four years of intense professional development, job-embedded coaching, progress monitoring and investment in building school structures to support high achievement for all students. Each year, the school develops a detailed Work Plan with support of EL Education coaches. The Work Plan guides the change process and also outlines evidence of student achievement to be collected related to the school's Performance Benchmarks. Over time, the school collects a multi-year body of evidence that shows how student achievement is improving across each dimension of achievement. This body of evidence serves as the basis for the school's EL Education Credentialing Portfolio, which is finalized and presented when a school has met the following eligibility requirements. The process of creating and presenting a portfolio of evidence has been intentionally designed to mirror the Passage Portfolio process used by many EL Education schools.

A school moves from Phase 2 to Phase 3 when it has successfully become an EL Education Credentialed School. Schools compile and present a portfolio that lays out a set of evidence-based claims documenting attainment of the school's Performance Benchmarks. The Credentialing Portfolio primarily focuses on evidence of student achievement and makes a series of evidence-based claims regarding the ways in which student achievement has improved as a result of the school's implementation of EL Core Practices.

Credentialing Eligibility Requirements: To be eligible to formally apply to be recognized as an EL Education Credentialed School, the following minimum requirements must be met:

1. The school has earned a score of 98 or higher on the annual EL Implementation Review, *and*;
2. The school has met or exceeded their Performance Benchmarks across all three Dimensions of Achievement including EL’s *Academic Standard* for Mastery of Knowledge and Skills though one of the following metrics for student growth or proficiency in both reading/ELA and math.
3. The school is not currently under corrective action by their state or district.

Overall Student Proficiency	Schools may use state test data to show they are outperforming their district* and state in total overall proficiency for at least two of the previous three years for the entire tested population in the school and for low-income students
<i>Or</i> :	School or Grade-Level Cohort Growth
<i>Or</i> :	Student Growth
	Schools may use state test data showing that the student proficiency has grown at a rate at least two times the state average over a three-year period.
	Schools may use data from the NWEA MAP, ACT-Aspire or Renaissance STAR assessments demonstrating that 60% or more of their students have met their annual growth target/are making average or above average growth for at least two of the previous three years.

** Charter schools will be compared to the district in which the school is physically located.*

Schools may present data from different categories for reading and math. For example, a school might use NWEA MAP data to demonstrate meeting the standard in ELA while relying on overall student proficiency on their state assessment for math.

Phase 3 - Sustainable Continuous Improvement (Ongoing): After a school has become credentialed, EL Education provides differentiated support in order to deepen implementation, ensure ongoing professional development and continue additional data collection. A school’s credentialed status is valid for five years. Therefore, every five years the school updates its body of evidence to demonstrate continued growth in student achievement.