



Student
Achievement
Partners

IMPACT Report

January-June 2024



A Message From Our President & CEO

As I reflect on the past twelve months, I am filled with gratitude for the team at Student Achievement Partners (SAP), and it is with great pride that I present our impact report. This report highlights SAP's growth and underscores the transformative impact our work is having on students, teachers, principals, and district and state leaders as we seek to improve coherence and understanding of evidence-based best practices in literacy and math instruction.

SAP's mission has always been clear: we design actions, based in evidence, that will substantially improve the quality of instruction, and in turn, student achievement. Over the past decade of listening and learning, we have developed a clear and unwavering understanding that **high-quality instruction must also be joyful and asset based**. By centering evidence-based instructional strategies that support and affirm students' individual and collective experiences, SAP is working to realize the potential of all students – especially students who are Black and/or Multilingual.

In November, SAP launched our [Essential x Equitable \(e²\) Instructional Practice Suite](#) with the e² Instructional Practice Framework™ and e² Learning Walk Tools™ to promote a shared vision for high-quality instruction. These resources equip teachers, principals, and other stakeholders with tools to measure and improve how educators are delivering joyful, grade-level, culturally responsive, and linguistically sustaining instruction to their students. We have heard from teachers and coaches in multiple districts that these tools are already having a positive impact on how students are learning and engaging in their classrooms.

In addition to the launch of our new e² tools, our team has been hard at work on tools and services to support change at the classroom level. Some highlights include:

- **Expanding foundational literacy.** Most teachers in middle and high schools haven't received training in the science of reading and writing. And, structures within the school day – schedules, tracking systems, and coursework design – do not support students who have not yet learned to read. We're bringing greater attention to the needs of students in upper grades, and are proud to share that nearly 300 educators attended SAP's spring session of our Improved Reading for Older Students online course. We'll be offering this course again in the fall.
- **Modernizing Mathematics.** Outdated high school and postsecondary mathematics requirements prevent too many students from reaching their academic and career goals. This year, SAP partnered with XQ Institute to design and pilot an innovative [competency-based framework for 9th-12th grades](#) that replaces traditional course structures with multiple pathways for students to show proficiency and be ready for college and/or career.
- **Growing new partnerships to improve the quality of curricular materials and instruction and change practices to better serve Black students and Multilingual learners.** While more attention is now being paid to the quality of instructional materials, the reality is that far too many students still lack access. We are working with more states and districts to select better materials that work for their specific student population, and [recently released a case study showing this work in action with South San Francisco Unified School District](#). We are also offering custom technical assistance to curriculum developers and professional learning providers to ensure that their materials are effective and grounded in the latest pedagogical research.

- **Continuing to offer free and low-cost resources so that teachers and instructional leaders have access to high-quality materials and professional learning.** Some of our most-downloaded tools remain the Coherence Map, our Instructional Practice Guide, our Foundation Skills Observation Tool, and our Instructional Materials Evaluation Tool.
- **Ramping up our external presence and thought leadership to lift expectations and demands for high-quality materials across the country.** SAP team members have presented at multiple conferences this year, and our new monthly newsletter has been a valuable way to connect with stakeholders in the sector. ([If you aren't already receiving it, take a minute to sign up here!](#))

These accomplishments are a testament to the dedication and collaboration of our team, partners, and supporters like you, who share our vision of a brighter future through education. In the pages that follow, you will find a detailed account of our initiatives, impact stories from the field, financial overview, and plans for the future. Each section reflects our steadfast belief in the power of education to transform lives.

As we look to the future, we are excited to work together to build a more inclusive and equitable educational landscape where every learner has the opportunity to lead an intentional, choice-filled life.

Thank you for your continued support, generosity, and belief in our mission.

With gratitude,

JOY DELIZO-OSBORNE
President & CEO

Student Achievement Partners



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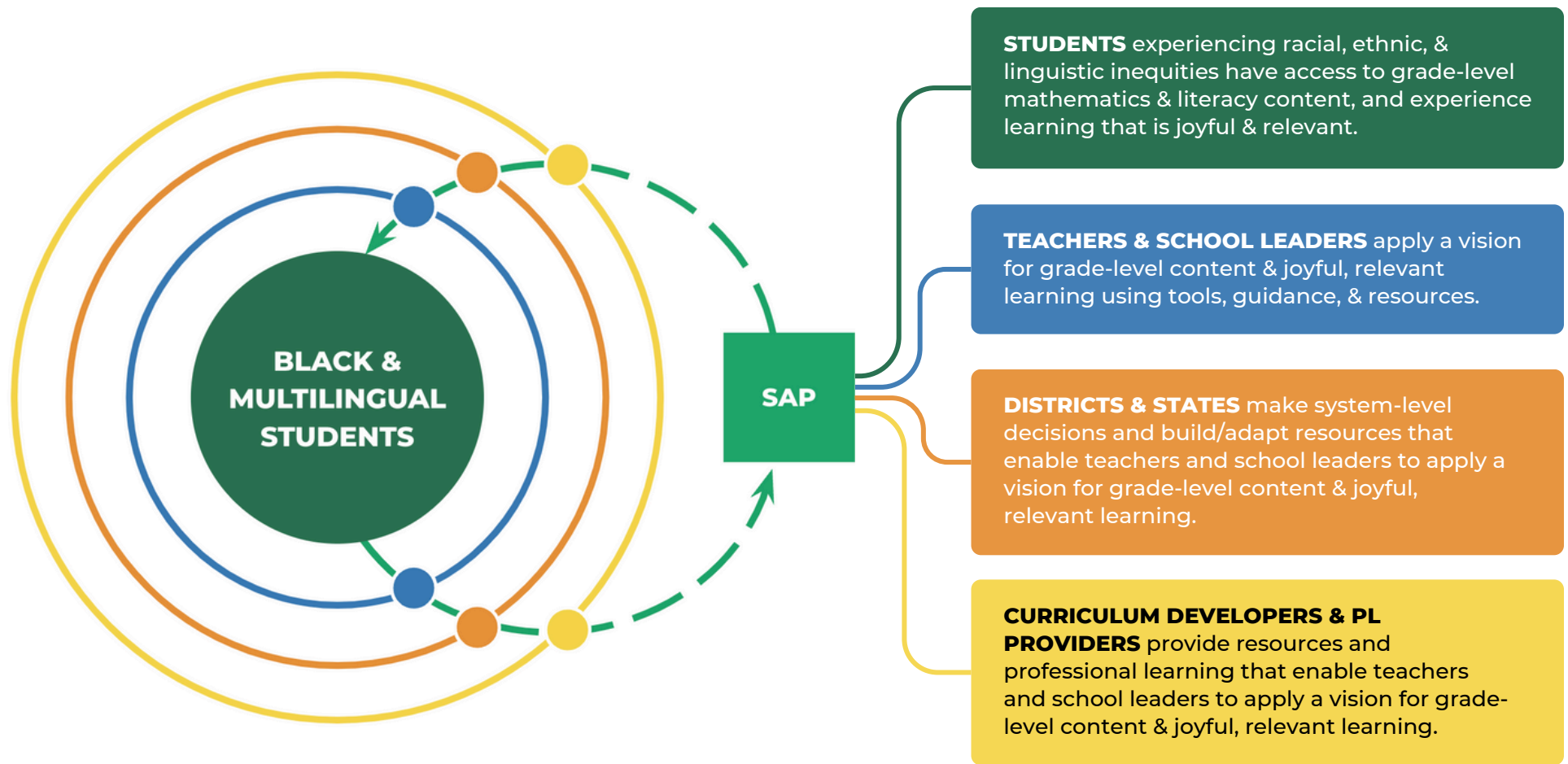
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Our Mission & Vision

At Student Achievement Partners, we design actions based in evidence that substantially improve student achievement. We believe providing joyful, asset-based, high-quality instruction is the key to preparing all students, especially historically marginalized Black, multilingual, and/or low-income students, to thrive academically and lead choice-filled lives. By supporting educators with concrete guidance and tools to deliver relevant, engaging grade-level instruction for every student, we can deliver on the promise of public education and unlock student potential.



Our Mission & Vision

“ SAP's portfolio of work on HQIM identification is substantive and nearly without parallel. SAP also seemed to value the student and equity centric ethos [we] wanted demonstrated in our HQIM framework.”

– State Education Agency
Partner



“ Every member of the SAP team that I interacted with was warm, joyful, and brilliant. The ways in which they have such vast knowledge, expertise, commitment, and learning orientation, without ego make them a dream to work with.”

– School District Partner



“ SAP has been an irreplaceable partner to Instruction Partners since our founding eight years ago. We continue to embed SAP's research and thought leadership throughout our work with school and system leaders—confident when we do that we're sharing research-backed, practical guidance that will improve student achievement.”

– Instruction Partners



**OUR
IMPACT
Through
Partnerships**



A Look at Our Collective Impact Network

Our partners work in school communities where the shares of historically marginalized students are above the national average.

As part of our work to catalyze change in the educational ecosystem, we engage in partnerships with a variety of organizations that are similarly focused on unlocking student potential in the classroom and delivering on the promise of public education. These organizations include traditional public school districts, state education agencies, charter management organizations, higher education institutions, and education nonprofit organizations. Thus far in 2024, all of our partners work with schools and/or districts that serve Black, multilingual, and/or low-income students. Furthermore, a substantial number of partner organizations work with student populations where the shares of Black students, Latinx students, Native American students, multilingual students, and low-income students were above the national average.

18
active
partnerships

January-June 2024

40%

of our partners
work in communities
where the share of
Black students
is above the
national
average.

33%

of our partners
work in communities
where the share of
multilingual
students is
above the
national average.

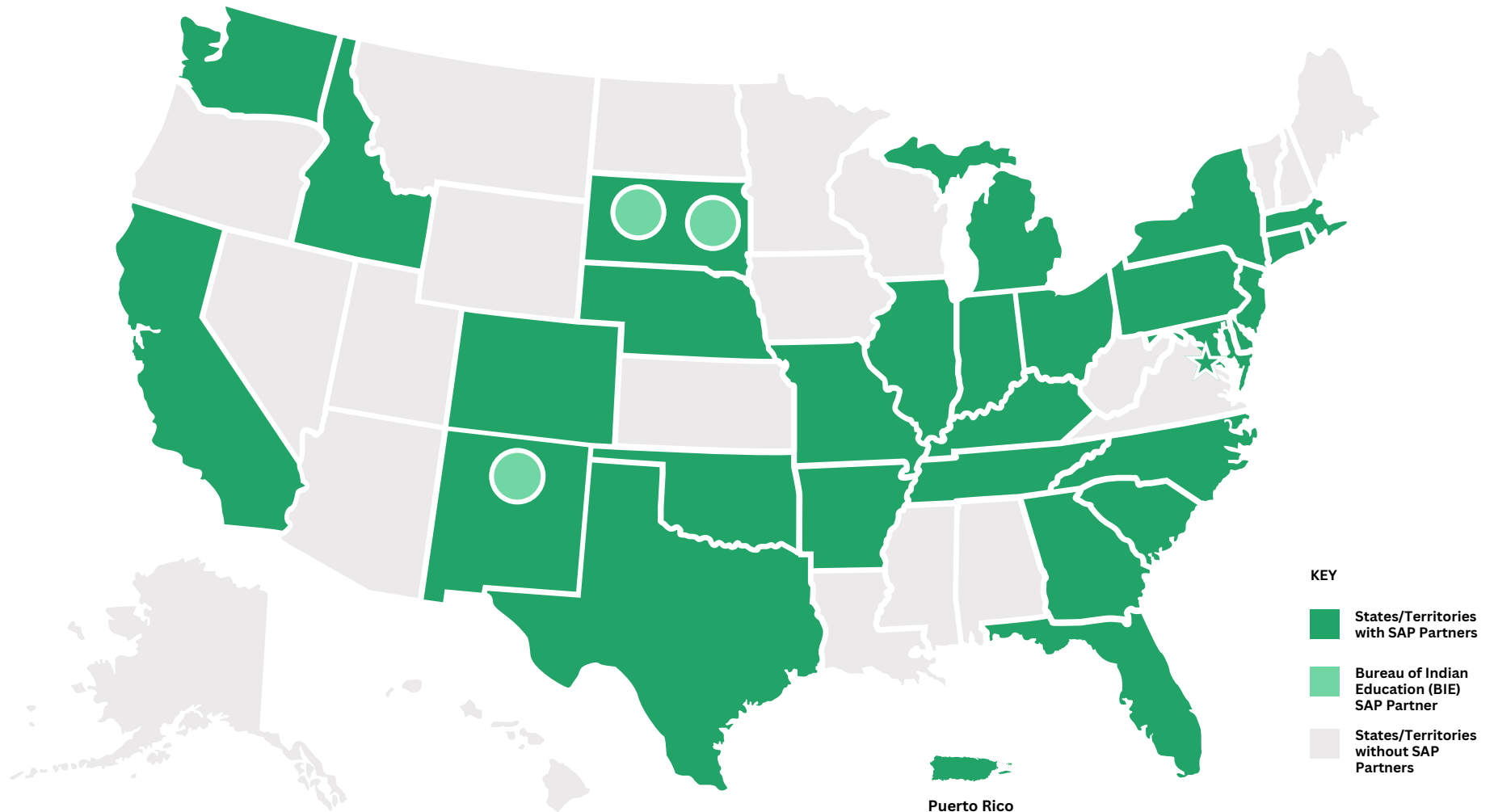
47%

of our partners
work in communities
where the share of
low-income
students is
above the
national average.

A Look at Our Collective Impact Network

Student Achievement Partners' influence in the education ecosystem is varied and far-reaching due to our partnerships.

Through partnerships thus far in 2024, Student Achievement Partners' influence extends across all levels of the education ecosystem- from single school communities to national education non-profit organizations. Our partnership work and the work our partners do with students and educators reaches across 30 states (including the District of Columbia), the Bureau of Indian Education, and Puerto Rico.

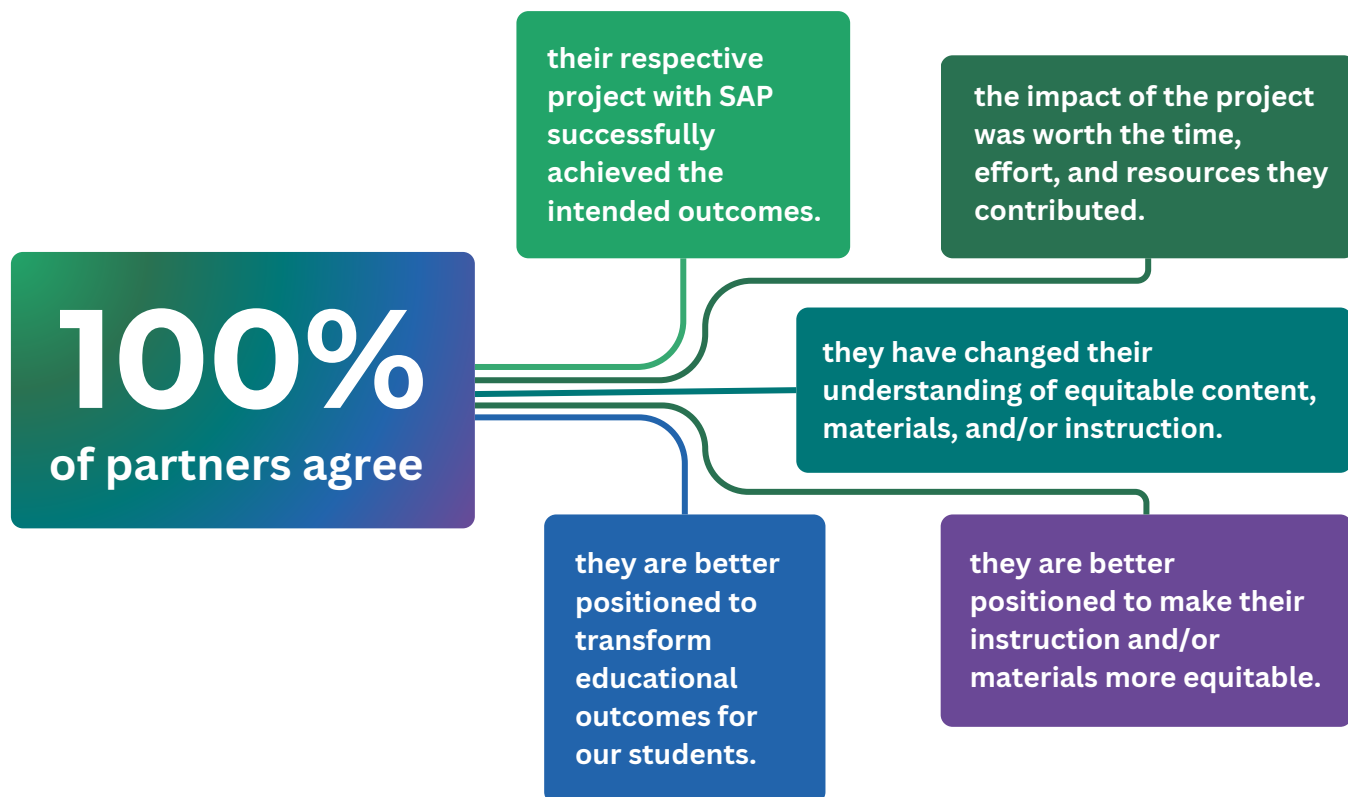


Data Note: Three of our partners work at the national level and are not reflected in this map.

What Our Partners Are Saying

Working with Student Achievement Partners is human-centered and better positions partners to transform teaching and learning for students.

The work we do with partner organizations is multi-faceted and based on Student Achievement Partners' established expertise. Partners self-reported that they sought out working with us because of our strong reputation, instructional expertise, focus on equity, and our history of creating student-centered materials. In our partnerships thus far in 2024, the intended outcomes of our partnership include curriculum reviews, the development and implementation of HQIM frameworks and rubrics, development and implementation support of e² frameworks™ and e² Learning Walk Tools™, and piloting additional programming and materials. Our partners describe our staff as experts who hold a high bar for quality and professionalism, are responsive to partner contexts and needs, and do their work with joy as well as thoughtful attention to equity. Overall, partners universally report that partnering with Student Achievement Partners is a human-centered experience. Working with us better positions them to transform educational outcomes for their students and make their instruction and/or materials more equitable.



“ As we navigate the day-to-day implementation challenges as an SEA, SAP has been indispensable in holding a bar for quality. Also deeply and truly appreciate the team 'managing up' with a firm kindness which is absolutely needed on occasion.”

– State Education Agency



“ [SAP staff members] were transparent and DEEP partners who sat side by side with me to truly create an experience for our coaches that left them wanting to practice coaching more. I truly want to create experiences and materials like them for my team.”

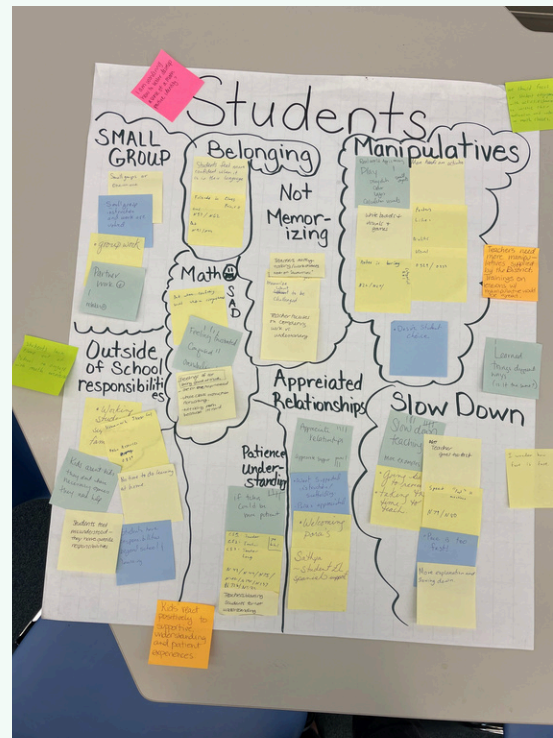
– National Education Nonprofit

Spotlight: Adopting Student Centered HQIM in South San Francisco

When districts are deciding to make the investment in new high-quality instructional materials (HQIM), they want to make sure they get the transition right for students and staff. South San Francisco Unified School District (SSFUSD)- a PK-12 district in California serving approximately 8,000 students- sought out a partnership with SAP to support this transition. SSFUSD aimed to adopt math curricula that would help them address post-pandemic learning recovery challenges and persistent equity gaps.

We led their team through a landscape analysis that built a shared vision for essential and equitable (e²) instruction and assessed the current state of teaching and learning in their schools relative to that vision. This included highlighting areas of success, understanding challenges, and making decisions, informed by a data collection process that centered the needs and assets of their diverse student body. We worked closely with them to customize and implement learning walk tools, surveys, and interview protocols. Our team then convened with SSFUSD to analyze the data and create a rubric for curricula selection.

Our partnership with SSFUSD focused on building capacity for the team and ensuring the result was truly driven by and for educators. **The landscape analysis process not only helped them identify which student-centered curricula to pilot, but also next steps with regard to selection and implementation in 2024.**



“ The [new] curriculum allows students to deeply understand the conceptual side, the "why" of math through hands-on learning opportunities and real-life problems that challenges them to make discoveries about math. I act as a guide to their learning rather than the ‘all knowing teacher’... I saw students being able to apply knowledge in ways I have not before because they were not just repeating a pattern or formula, but they were understanding how to actually solve a problem.”

— Sixth-Grade Math Teacher, SSFUSD



Spotlight: Partnering with Maryland to Provide a World-Class Education for All Students

Research makes clear that high-quality instructional materials (HQIM) play a critical role in kickstarting important shifts in how students are taught and what they learn. In the Spring of 2023, SAP began a partnership with the Maryland State Department of Education (MSDE) and the Council of Chief State School Officers to support the development of Maryland's High Quality Instructional Materials (HQIM) Selection Frameworks for English Language Arts/Literacy and Mathematics. During phase one of this partnership, our team worked closely with representatives from MSDE to synthesize multiple cycles of feedback they collected from their school communities and to make revisions to the frameworks based on that feedback.

Through this collaboration, we **developed HQIM Selection Frameworks that outline Maryland's vision for providing a world-class education for all students, and draws upon the research base and proprietary tools, such as our e² Instructional Practice Framework™**. It attends to specific priorities for Maryland's students, including a focus on multilingual learners and students with diverse learning needs woven throughout the framework. Earlier this year, the Maryland Board of Education unanimously approved both

frameworks, alongside companion Science and Social Studies frameworks.

Building on this momentum, we are actively engaged in phase two of the partnership, which focuses on developing a rubric and related training materials that supports educator reviews and evaluation of comprehensive instructional materials for K-12 English Language Arts/Literacy. This rubric **expands the current definition of "high quality" in materials reviews and focuses on a streamlined review process that supports alignment to best practices in building knowledge while meeting the needs of multilingual learners and leveraging culturally responsive practices.**



“ The framework is really incredible. I have read a lot of IMETs - what is out there right now has no illusion to MLLs or linguistic diversity. I call it the one bullet phenomenon. That's just not the case here. Everyone needs to see this! Not just the attention to MLLs but also the integration. I think it is unprecedented and visionary!”

— Nonprofit partner
focused on MLLs

“ Maryland has committed to lead the nation in efforts to promote high-quality curriculum. Importantly, the State Department of Education will pioneer a review process that uses EdReports as a baseline, yet also prioritizes knowledge-building, meeting the needs of multilingual learners, and usability.”

— *Knowledge Matters Campaign*

**OUR
IMPACT
Through
Resources
& Tools**



A Look at the Reach of Our Resources & Tools

Educators consistently engage with and download our tools and resources.

As part of our public good work to support coherence and professional learning for teachers and instructional leaders, Student Achievement Partners creates downloadable tools and resources. They range in topic and scope, but ultimately support action towards equitable classroom experiences for students. Overall, our download and engagement counts remain comparatively high in 2024 and continue to increase for our newest suite of e²-related tools & resources.

1.3M

downloads of SAP tools and resources between January and June of 2024.

6,087

views of e²-related content since January, totaling 22,949 views since our launch in Fall 2023.

1,925

downloads of e²-related resources since January, totaling 2,850 downloads since our launch.

1,818

educators signed up for e²-related webinars and courses between January and June of 2024.

Educators who enroll in our webinars and courses work with underserved students.

Student Achievement Partners provides webinars and online learning courses aimed at supporting educators to build a deeper understanding of mathematics, literacy, and/or e² instruction. Between January and June of 2024, over 1,100 educators attended an SAP webinar or completed a course. A notable percentage of these educators work in communities where the share of Black, multilingual, and/or low-income students is above the national average.

40%

of educators work in school communities where the share of Black students is above the national average.

43%

of educators work in school communities where the share of multilingual students is above the national average.

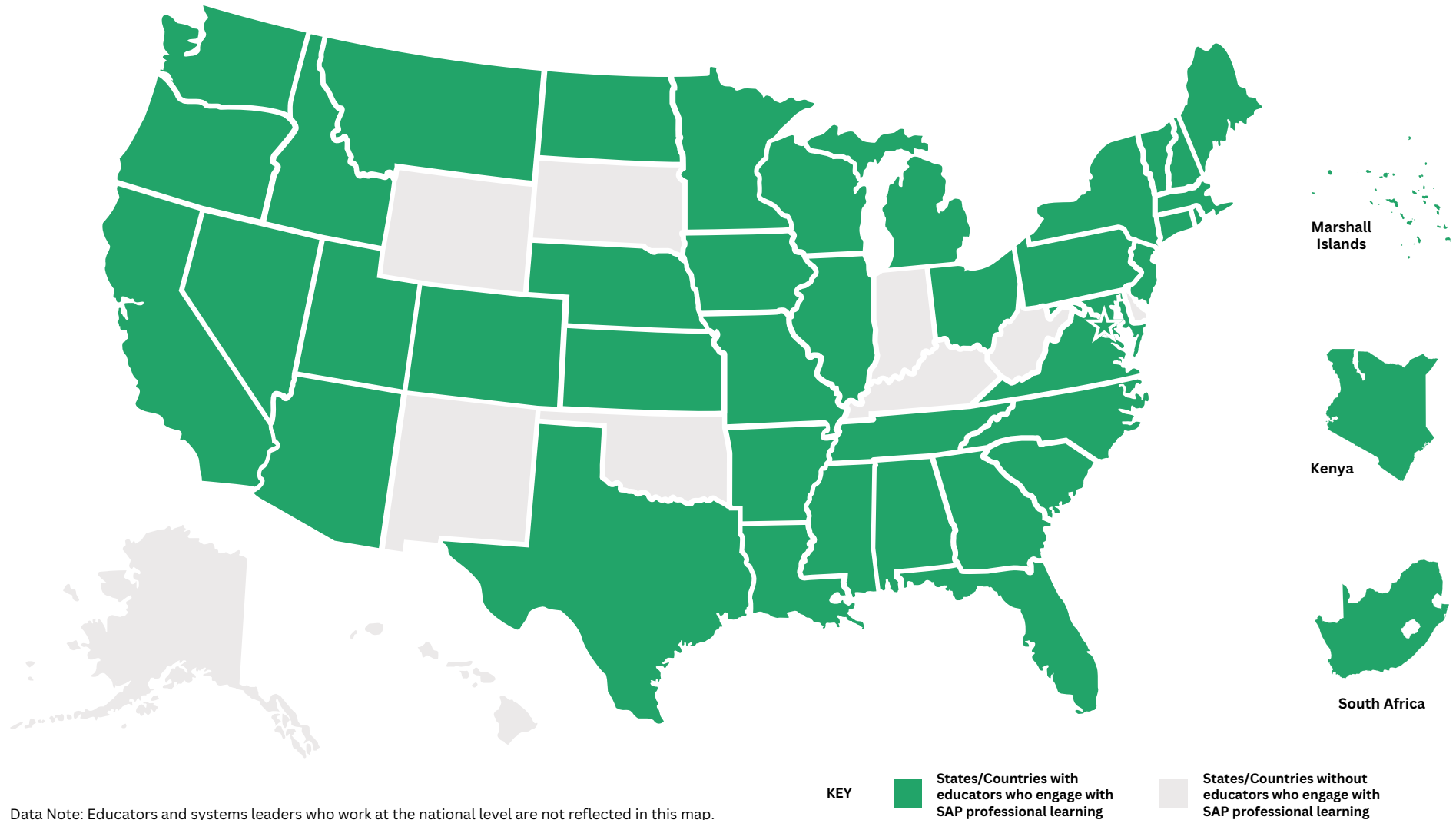
44%

of educators work in school communities where the share of low-income students is above the national average.

A Look at the Reach of Our Resources & Tools

Educators who engage with our webinars & courses work with students across the country and internationally.

Educators who completed courses and webinars between January and June 2024 worked at varying levels of the education system- from schools to districts to national education non-profit organizations. Additionally, educators worked with students across 42 states (including the District of Columbia) and 3 other countries. They worked with students in 141 distinct school, district, and/or state locations.



Data Note: Educators and systems leaders who work at the national level are not reflected in this map.

What Users Are Saying

Between January and June of 2024, over 1,100 educators completed a course or attended a webinar hosted by Student Achievement Partners. The topics for these professional learning opportunities included improving reading for older students, fostering positive mathematical identities in students, asset-based student tasks, and overviews of specific components of the e² framework. Overall, educators were overwhelmingly satisfied with their experiences in these learning spaces. They reported that the course content was useful for their work and influenced them to make changes in their instructional practice- moves that ultimately serve to create more equitable classroom experiences for students.

After completing webinars and courses, educators plan to...

“...focus on students as experts... and also encourage teachers of ESL students to allow their students to engage in mathematical discourse in their own language.”
— Instructional Coach

“...promote fostering connections among students, ideas, and multiple perspectives... doing a project about something in their local community would be engaging and foster these connections and different perspectives as our students are from all over our state.”
— e² webinar attendee

“ I want to further my understanding of math to be more confident in my math abilities, to empower my students to be more confident in themselves. Lastly, I want to incorporate more opportunities to have more student-led discussion and voice.”
— Classroom Teacher

“...partner with teachers to integrate more math language routines.”
— Instructional Coach

The net promoter score- a measure of user satisfaction and enthusiasm- across our webinars and courses is

44

92%
of educators agreed

the activities and prompts in webinars or courses were useful and relevant to their work.

89%
of educators agreed

the course content matched their learning needs.

95%
of educators agreed

their overall learning experience in the course was positive.

98%
of educators planned

to make changes to their instruction or the instructional support they give to teachers as a result of the course they completed.

Data Note: Bain & Company, the creators of the net promoter score, suggest a score above 0 is good, a score above 20 is favorable, a score above 50 is excellent, and a score above 80 is world-class. Individual webinar or course scores range from 26 to 75.

Spotlight: Bringing the Science of Reading to Educators in Grades 4-12

Improving Reading for Older Students (IROS) is a self-paced online course focused on improving literacy outcomes for older students who are reading below grade level. The course was designed primarily for 4-12 ELA/Literacy teachers and anyone who supports their work. Educators who enroll in this course have the opportunity to learn the research behind literacy accelerators that can propel reading progress, consider how to support students in rebuilding their academic confidence, and gain practical skills for how to implement these ideas to support students in regular classroom settings.

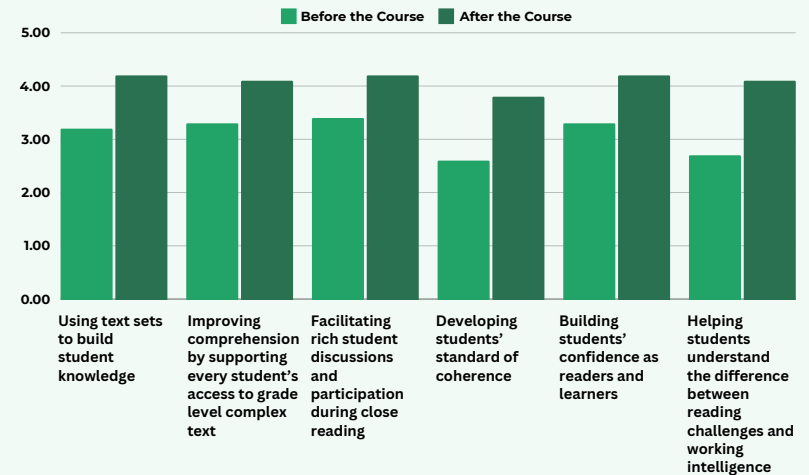
The educators who completed the Fall 2023/Winter 2024 course offering lived across 35 states and 64 school districts. Many were classroom or special education teachers (51%), and/or instructional support staff (38%) who largely worked in middle schools. 81% of educators worked in education for at least 10 years, though 57% of educators held their current roles for 5 or fewer years.

For educators who completed the course, we saw statistically significant growth in educator confidence across

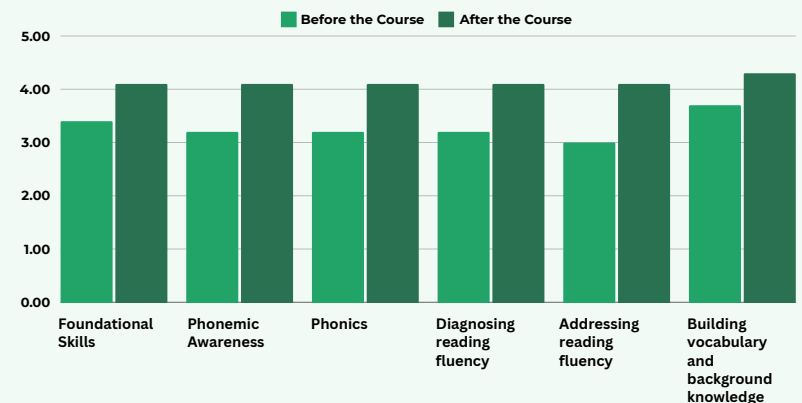
all related areas of general literacy instruction and supporting students' specific reading skills. Educator average confidence grew most in the areas of developing students' standard of coherence, addressing students' reading fluency, and helping students understand the difference between reading challenges and working intelligence. **Additionally, a majority of educators (85%) planned to make moderate or major changes to their instruction as a result of the course,** with an additional 13% planning to make minor changes. There was variation in changes they hoped to implement, but several planned to shift their focus from standards- and skills-based instruction to content by using more complex, grade-level texts. Others noted the impact the course had on their approach to supporting multilingual learners.

Data Notes: Educators are asked to complete an opening survey before they begin the course and a closing survey after they complete the course. These figures show average confidence on both surveys based on a 5-point scale where 1= Not at all Confident and 5= Very Confident. Some educators may have experienced more growth than what is shown and some may have experienced less, but there is growth in confidence overall after completing the course.

As a result of taking the course, educators' confidence in the following areas of reading instruction grew.



As a result of taking the course, educators' confidence in working with students on the following areas of reading instruction grew.



Spotlight: Focusing In on District Needs with Our e² Instructional Practice Suite™

The e² Instructional Practice Suite™ is rooted in a theory of action that emphasizes essential grade-level mathematics and literacy content and includes an intentional focus on instruction that creates belonging, agency, and strong academic identities. Grounded in a belief that designing resources with educators for educators is crucial for transforming instruction, we sought feedback from over 150 educators and systems leaders during the development and refinement of our e² Frameworks™. Then, during the 2023-24 school year, we partnered with five districts and one state education agency to better understand how systems leaders and educators interacted with the e² Suite™.



“It is equally important to create instruction that is culturally-responsive. Contrary to what I previously believed, student culture is just as important as grade-level standards.”
— Classroom Teacher

Our partners worked across a variety of political and demographic contexts, but all grappled with bringing coherence to their instruction while best honoring the needs and assets of their students. Despite different starting points, **using the e² Instructional Practice Suite™ shifted their understanding of high-quality instruction and what steps were needed to enact this type of instruction in their contexts.** The key themes and takeaways that arose from this phase of work provide a lens into the utility of a systems solution designed with coherence and students in mind.

- The definition of high-quality instruction expressed in the e² Frameworks™ was a **welcome expansion of the previous focus on grade-level instruction.**
- The structure of and process for adopting the e² Frameworks™ provided **opportunities for new types of conversation and collaboration** across multiple levels and roles in districts.
- The e² Suite™ directed users to “what matters most” in the classroom- our students- and **centered the conversation about instructional practice on student experiences.**
- District leaders and educators report that using the e² Suite™ resulted in a **transformative understanding of their district’s instructional needs that increased coherence** and facilitated students-centered decisions on next steps.

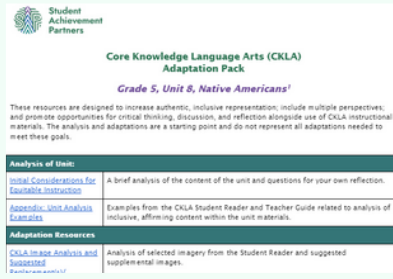
While partners did not always choose the same next steps, using the e² Suite™ shifted prioritization to at least one new area of high-quality instruction. More specifically, one district and the state partner adopted the entire four-component framework, for use with instructional rounds or informing the selection and creation of high quality instructional materials, respectively. Another district selected grade-level instruction as an imminent focus, while a fourth partner district decided to incorporate instructional pedagogies and materials to better support multilingual learners. Ultimately, use of **the e² Instructional Practice Suite™ allowed systems leaders and educators to prioritize action steps that authentically reflected the needs of their school communities.**

“All 4 of [the categories] are important- we see these as different entry points to equitable instruction, work on the one you can do right now based on your political environment.”
— District Leader

“The way it’s written, there will be a shared understanding... Now we can begin to plan - what does that look like at a classroom level? For PL? There’s a whole world of understanding.”
— Instructional Coach

Learn More About Our New Resources & Tools

CKLA Adaptation Packs



Current instructional materials often lack inclusive representation and diverse texts and topics to ensure equitable learning experiences for students. Core Knowledge Language Arts (CKLA) Adaptation Packs were designed to elevate a range of cultures and multiple perspectives that invite students to engage in critical thinking, discussion, and reflection. These ready-to-use resources can be used in classrooms or as a model and profession learning resource.

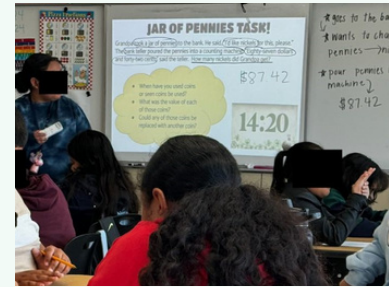
Each pack includes:

- Analysis of the perspectives included in the CKLA unit as-written
- Prompts for reflection and critical thinking
- Replacement or supplemental images for CKLA Flip Book (K-3) or Student Reader (4-5)

- One text set (strategically grouped text and media resources) to expand representation in the unit, including lightweight student tasks
- One image set (collection of art and photography) to expand visual media representation
- “At-A-Glance” suggested scope and sequence of adaptations within the unit

Teachers who piloted the Core Knowledge Language Arts Adaptation Packs reported significant positive impacts on their students’ learning experiences. A teacher from Colorado noted that using the resource added a level of engagement through multimedia opportunities and allowed students to see alternative viewpoints. Pilot teachers described classroom experiences in which students compared and contrasted curriculum text with primary resources, asked critical questions, and researched further to deepen their understanding of the content.

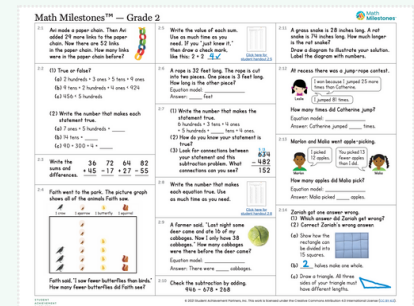
Math Milestones Asset Maps™



One of the most impactful innovations at SAP has been the Math Milestones Asset Maps™, a tool designed to help teachers interpret and leverage assets in students' thinking toward understanding grade-level mathematics. SAP has piloted this tool with individual practitioners and within school systems, such as Education for Change Public Schools, to gather feedback and refine its effectiveness.

Through SAP’s outreach and piloting, the organization has heard resounding affirmation from educators about the relevance and impact of the Math Milestones Asset Maps™ on their professional mindset and practices. One second-grade math teacher shared a powerful testimonial encapsulating the transformative

potential of this asset-based approach: "Once I began shifting my focus and analyzing student work in a more positive light, it really opened my eyes as to how I would assess my students and pinpoint where I needed to begin my work with them by building on what they already knew. This knowledge would allow me to accelerate them faster to grade-level work instead of spending valuable class time remediating them on standards they had already mastered." This educator's experience highlights how the Math Milestones Asset Maps™ enable teachers to recognize and leverage students' existing knowledge, thereby optimizing instructional time and facilitating more efficient progress toward grade-level proficiency.



LEARN MORE: To learn how teachers used Math Milestones™ tasks to elevate students’ assets, [click here](#).

LEARN MORE: [Click here](#) to receive the CKLA Adaptation Packs downloads in your email.

Our
IMPACT
Through
Thought
Leadership



Sharing Our Knowledge With The Education Community

As part of our work to catalyze coherence of instructional systems across the education ecosystem for the benefit of all students, Student Achievement Partners actively works to reshape how educators conceptualize high-quality instruction and instructional materials through conference presentations and publications. Additionally, we respond to requests for information from policymakers and frequently publish publicly-accessible blog posts on our website sharing our experiences and learnings from partnerships. The posts on our [Peers & Pedagogy](#) blog are authored by partners, advisors, and our staff. We engage in these efforts by drawing on our staff's expertise as well as partnering with expert practitioners and researchers. As lifelong learners, our staff also actively seek out learning opportunities and connections by attending numerous education, innovation, and research conferences across the country throughout the year.



18 conference submissions so far this year.



17 blog posts published on Peers & Pedagogy.



6 conference presentations completed so far this year.



6 conference presentations confirmed for the second half of 2024.

Our staff presented or are confirmed to present SAP-related material at the following conferences in 2024:

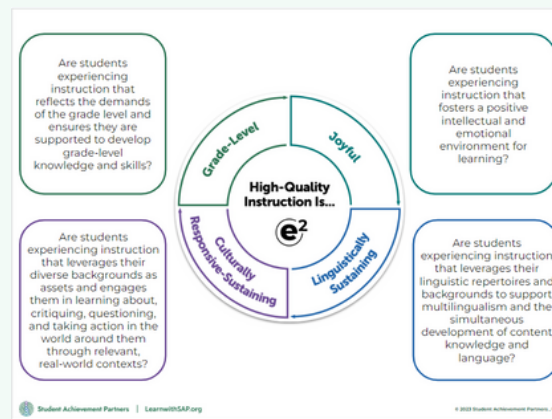
- Association for Education Finance & Policy's Annual Meeting
- State Collaborative on Assessment and Student Standards Meeting
- New Mexico 2024 Literacy and Humanities Summer Convening
- MSJ Reading Science Summit: Bridging the Research to Practice Gap
- NCTE & NCTM Inaugural Joint Conference
- Council of Great City Schools Curriculum & Research Directors Meeting
- National Council of Supervisors of Mathematics Annual Conference

Spotlight: Sharing the e² Instructional Practice Suite™ at the NCTE-NCTM Joint Conference

The National Council of Teachers of English (NCTE) and National Council of Teachers of Mathematics (NCTM) held their first Joint Conference on K-5/Elementary Literacy and Mathematics in June. The conference is meant to provide elementary teachers and leaders with the opportunity to develop their skills in mathematics and language arts, and engage in teaching practices and strategies that support connected learning and engagement in both domains.



In line with this mission, Jennie Beltramini and Carey Swanson presented a session entitled, “Reimagining High Quality Instruction: Working Towards Essential and Equitable Learning”. Jennie, a Director of Mathematics, and Carey, a Director of Literacy, are co-authors of the content-focused e² Frameworks™ and e² Learning Walk Tools™. Their session aimed to answer the question: what does it mean to focus practice on equitable and essential instruction? Carey and Jennie shared SAP resources developed to



support this work, rooted in four categories: grade-level, joyful, linguistically sustaining, and culturally responsive-sustaining instruction. Educators were also given multiple opportunities to apply this framework to concrete instructional moves. In addition to this session, Student Achievement Partners hosted a social networking event. We appreciated being in community with all the educators who shared their time and insights with our team at the conference.



LEARN MORE: [Click here](#) to learn more about the e² Instructional Practice Suite™.

Looking
AHEAD



Looking Ahead

As the team at SAP looks ahead, we are committed to working all across the country to **build a transformative understanding of great literacy and math instruction and change practices to better serve Black students and multilingual learners.**

In the coming months, we'll be finalizing our strategic plan in support of these goals. We launched our strategic planning process in 2023 to reflect on what we have learned over the last decade of our organization's history, listen to trusted partners, understand current and forward-looking needs, and focus on opportunities for SAP to continue to have distinctive impact. This process has afforded us the opportunity to reflect on the successes and challenges we – at SAP and together as a sector – have experienced over the past decade.

We're excited to share more soon, but we know that our work in the months and years ahead will largely focus in two areas:

Thought Leadership and Direct Engagement

Let's start with thought leadership. **We will continue advocating for a vision of high-quality instruction that is joyful, asset-based and grade-level** and providing **practical, evidence-based tools and resources** to support enactment of that vision. Through the support of our funders, we are able to provide this support for free, or at low costs, to millions of educators

across the country. Some of the advocacy work we are most excited about in the year ahead includes:

- **Expanding our (e²) resources:** SAP will expand our Essential x Equitable (e²) Instructional Practice Suite with the upcoming releases from the e² Coaching Toolkit™ and the e² Focus Group & Interviews Protocols™
- **Expanding foundational literacy:** Most teachers in middle and high schools haven't received training in the science of reading and writing. And, structures within the school day – schedules, tracking systems, and coursework design – do not support all students, particularly those who have not yet learned to read. That's why SAP will be bringing greater attention to the needs of students in upper grades and designing improved solutions that support their teachers. In the coming year, SAP will build on our popular "Improved Reading for Older Students" course to include specific tools for teachers across disciplines – not just ELA teachers.
- **Modernizing Mathematics:** Outdated high school and postsecondary mathematics requirements prevent too many students from reaching their academic and career goals. That's why



SAP is partnering with XQ Institute to design and pilot an innovative competency-based framework for 9th-12th grades that replaces traditional course structures with multiple pathways for students to show proficiency and be ready for college and/or career. We're also advocating for the advancement of high-quality data science courses.

At the same time, we're excited about growing our direct engagement work. **In the years ahead, we will be building new partnerships with districts, states, CMOs, curriculum developers, EdTech developers, and professional learning providers** to help provide educators with the resources and knowledge they need to improve the quality of instruction that students experience daily. This work will include:

Looking Ahead continued...

- **Partnerships with states and districts to support the adoption of high-quality instructional materials:** While more attention is now being paid to the quality of instructional materials, the reality is that far too many students still lack access to grade-level learning that is joyful and relevant. That's why SAP is supporting educational systems in selecting better materials and in providing teachers with the resources, tools, and professional learning to use those materials in a way that catalyzes student learning.
- **Partnerships with curriculum developers, EdTech developers and professional learning providers:** We also partner with curriculum developers and professional learning providers to ensure that their materials are effective and grounded in the latest pedagogical research.
- **New support around edtech adoption:** EdTech products can support teachers in providing joyful, responsive instruction, but how can teachers and systems know who is "walking the walk?" SAP is working on developing approaches to support leaders in assessing the EdTech tools they currently use and making informed, evidence-based choices when finding new tools to support classroom instruction.

Across this work, we'll be ramping up our external presence to amplify what we're working on and who we are learning from. This will include speaking at conferences, growing our relationships across the sector, and expanding our presence on LinkedIn about the importance of high-quality, joyful, culturally relevant, and linguistically sustaining classroom instruction.

There is a lot to collectively celebrate, and a lot left to do. But we are energized and inspired. We believe that, together, we can work toward a world where all students, especially historically marginalized Black and multilingual students – can thrive academically and lead choice-filled lives.

We are grateful for your partnership.

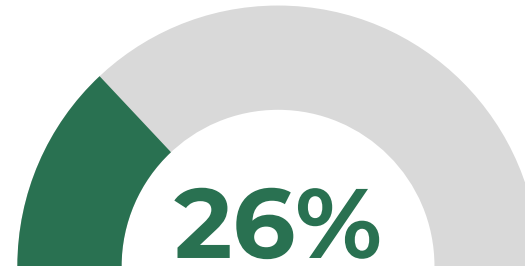
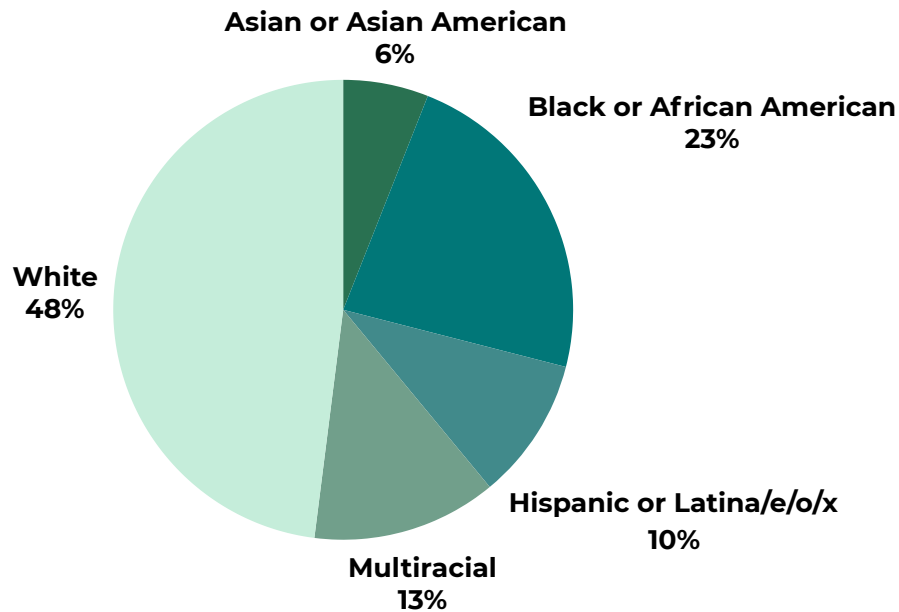


Our TEAM

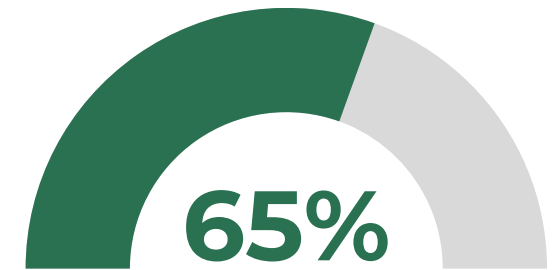


A Look at Our Team

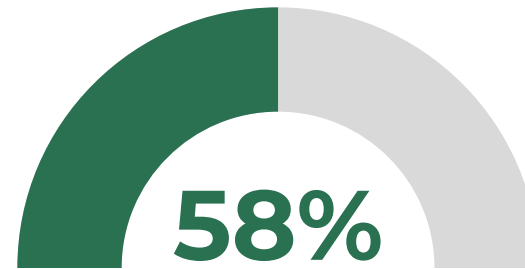
At Student Achievement Partners, we value the professional and personal experiences our staff bring to the table in their day-to-day work with educators and systems leaders. Our staff is racially, ethnically, and linguistically diverse and a majority of us are former classroom teachers, education administrators, and/or instructional leaders. Our diversity is our strength as we collectively and collaboratively work to achieve our mission and actualize our vision for K-12 education.



of Our Staff Identify as Multilingual Learners (MLLs)



of Our Staff have Teaching Experience



of Our Staff are Former Education Administrators or Leaders

Data Note: Staff demographics include all full-time staff as of June 2024.

Building an Equitable Culture of Collaboration

Over the last four years, Student Achievement Partners has taken a systematic approach to applying equity considerations to all aspects of our work, recognizing that effective application requires inclusive human capital policies and practices designed to support a diverse team.

Since 2021, SAP completed an equitable compensation audit, shifted compensation,

leave policies, and hiring practices, and built a Human-Centered Management Framework that grounds the redesigned performance management process that includes 360 feedback. SAP continues to refine its competencies to increase the clarity of its commitment to equity. Our staff are expected to embody an equity and human-centered approach to their work across three key areas:

- Individual Dignity and Fulfillment
- Organizational and Product Impact
- Organizational Prosperity

Additionally, the Racial Equity & Anti Racist Leadership (REAL) Team has played a key role in leading and guiding SAP's DEI efforts. The REAL team conducted empathy interviews and problem analysis to lead organization-wide efforts to define and engage in racial equity work at SAP, establishing consistent org-wide conversations about racial equity and developing community agreements. The REAL team also designs and facilitates organization-wide learning arcs focused on building knowledge, skills, and community around issues of DEI.

SAP is taking a comprehensive approach to DEI to create a more equitable and inclusive workplace culture that ultimately supports its mission of delivering on the promise of public education for all students.



New Additions to the Team



ISABELLE PIMENTEL

(she/her/hers)

Controller

Joined April 2024



DHYIA THOMPSON PHILLIPS

(she/her/hers)

Chief Revenue Officer

Joining August 2024



TREASURE WASHINGTON

(she/her/hers)

**Senior Manager of
Communications and
Marketing**

Joined July 2024

Appendix

Our Team



JENNIE BELTRAMINI
(she/her/hers)
Director, Math



AMBER CURRY
(she/her/hers)
Development Manager



JESSICA EADIE
(she/her/hers)
Chief Impact Officer



DR. SHELBI COLE
(she/her/hers)
Director, Math



REBECCA DE LEON
(she/her/hers)
Specialist, Literacy & MLL



RAHEL FESSEHA
(she/her/hers)
Specialist, Literacy



DR. DIANA CORDOVA-COBO
(she/her/hers)
Director of Research
& Evaluation



CLAIRE DELCOURT
(she/her/hers)
Research & Impact Analyst



TORI FILLER
(she/her/hers)
Director, Literacy



JASMINE COSTELLO
(she/her/hers)
Product & Impact Manager



JOY DELIZO-OSBORNE
(she/her/hers)
President & CEO



ASTRID FOSSUM
(she/her/hers)
Director, Math



KADIATOU COULIBALY
(she/her/hers)
Project Manager



COLLEEN DIETRICH
(she/her/hers)
Accounting Manager



NICOLE GELORMINI
(she/her/hers)
Executive Assistant

Our Team continued...



BEATRICE HALLIMAN
(she/her/hers)
Human Resource Manager



JUN LI
(she/her/hers)
Director, Math



CAREY SWANSON
(she/her/hers)
Director, Literacy



CELESTE HOGAN
(she/her/hers)
Chief Financial &
Administrative Officer



ALY MARTINEZ
(she/her/hers)
Chief Program Officer, Math



RACHEL TETTEH
(she/her/hers)
Director of Special
Projects



KATIE KEOWN
(she/her/hers)
Director, Literacy



JAIME MCKEE
(she/her/hers)
Digital Strategy Manager



AMBER WALKER
(she/her/hers)
Specialist, Math



SHARMIN KHAN
(she/her/hers)
Senior Operations Manager



LEANNA OEN
(she/her/hers)
Project Manager



STACY WETCHER GAD
(she/her/hers)
Associate Director,
Project Management



ABI LEAF
(she/her/hers)
Specialist, Math



TINA STARKS
(she/her/hers)
Specialist, Literacy



ADRIENNE WILLIAMS
(she/her/hers)
Chief Program Officer,
Literacy

Our Board



HAROLD ASTURIAS
(he/his/él)
Director of the Center for
Mathematics Excellence &
Equity, Lawrence Hall of
Science, UC Berkeley



MARTIN GREEN
(he/him/his)
Chief of National Expansion
& Impact, Academy for Urban
School Leadership



CAROLINE DAMON
(she/her/hers)
Vice President of
Academics, Chamberlin
Education Foundation



**DR. CHRISTINE MARIE
ORTIZ GUZMAN**
(she/her/ella)
Founder & CEO,
Equity Meets Design



RACHEL ETIENNE
(she/her/hers)
Vice President of Curriculum,
Reconstruction



CYNTHIA ROBINSON-RIVERS
(she/her/hers)
Partner, Transcend



ERIC GORDON
(he/him/his)
Senior Vice President for
Student Development & the
Educational Pipeline, Cuyahoga
Community College



DENISE WALSTON
(she/her/hers)
Director of Mathematics,
Council of the Great
City Schools

A Thank You to Our Funders

Student Achievement Partners extends our deepest gratitude to our visionary funding partners for their unwavering commitment to educational equity and student success. Your trust in our work and dedication to our shared vision has been a catalyst for transformative change in the educational landscape. We are honored to have you as partners in our mission to create a more equitable and empowering education system for all students.

Together, we are making strides towards a future where every student, regardless of background, has access to the high-quality instruction and support they need to thrive. We look forward to deepening our partnership and continuing to work hand-in-hand to build a brighter future for our nation's youth.



Want to learn more about Student Achievement Partners' impact?

Reach out to us at info@studentsachieve.net.

LearnwithSAP.org

