

Management Plan Rubric for Priority Improvement and Turnaround Schools & Districts

This rubric is intended to guide planning for Priority Improvement and Turnaround schools and districts pursuing the management pathway at the end of performance watch (C.R.S. § 22-11-209(2)& C.R.S. §22-11-210(5)) or for early action. Under this pathway, a district may contract with a public or private entity (external to the school district itself) to manage an entire school *or* to manage targeted operations at the district, a particular school or a cluster of schools. Management plans should be tailored to the unique needs and requirements of the district or school that is seeking a management partner.

CDE staff will use this rubric to evaluate management plans for Priority Improvement and Turnaround schools and districts. The goal is to assess whether the plan, if implemented, can have a significant, rapid and positive impact on student learning. CDE will also use this rubric to provide feedback to districts to help strengthen the quality of their plans.

Management Plan Overview <input type="checkbox"/> Meets expectations <input type="checkbox"/> Needs revisions <input type="checkbox"/> Does not meet expectations		
Plan Component	Rating of Evidence	Comments
Need for Management Partner	Meets Expectations	Comments
<i>Plan provides a clear and compelling rationale for pursuing a management partnership.</i>	<ul style="list-style-type: none"> Provides clear rationale for why the district is selecting the management accountability clock pathway for the identified Priority Improvement/Turnaround school(s) or district. Gives in-depth description of the district and/or school’s most pressing areas of need that the management partner will help address and support. Explicitly explains how the management partnership will result in a greater level of success for student learning. 	
Mission & Vision	Meets Expectations	Comments
<i>Plan articulates a vision and mission that reflects high expectations for student learning and sets goals for</i>	<ul style="list-style-type: none"> States a mission and vision that provides a clear and concise picture of what the school/district aims to achieve. Demonstrates how the management partner will help the school/district advance its vision and mission. Identifies actionable goals for student academic 	

<i>improving academic outcomes.</i>	achievement. <ul style="list-style-type: none"> Establishes a vision for how the district and/or school will earn its way off the accountability clock. 	
District Systems	Meets Expectations	Comments
<i>Plan describes district flexibilities and resources that will be granted to allow for the agreed upon scope of work.</i>	<ul style="list-style-type: none"> Describes any flexibility or changes in district policies and practices that will be granted to the school(s) as a result of the management partnership. Outlines the district’s plan for providing differentiated support to the school, including changes to organizational structures, routines, or systems. Describes the district’s plan or changes in allocating resources (financial or personnel) to ensure the success of the management plan. 	
School/District Design Plan <input type="checkbox"/> Meets expectations <input type="checkbox"/> Needs revisions <input type="checkbox"/> Does not meet expectations		
Plan Component	Rating of Evidence	Notes
Academic Systems	Meets Expectations	Comments
<i>Plan articulates what strategies the school and/or district will focus on that are related to academic systems. Such strategies may address:</i> <ul style="list-style-type: none"> Time Curriculum & instruction Assessments & data Special populations 	For schools or districts implementing changes to academic systems, please address the following elements. If a school or district is not making changes in these areas, provide rationale for not making changes. <ul style="list-style-type: none"> Articulate proposed changes to curriculum and instruction at the school in response to school needs. Discusses any special academic/curricular themes and addresses how the chosen curriculum and instructional methods are expected to improve school performance and student achievement and are necessary for the school to achieve its mission Provides an overview of the school’s proposed assessment plan, including a description of any assessments that will supplement those required by the district and the state Describes the school’s approach to provide personalized and 	

	<p>differentiated instruction that best meets the needs of all students, especially students with disabilities and English Language Learners.</p> <ul style="list-style-type: none"> • Describes what changes to the school schedule or calendar will occur and articulates how the changes will address current barriers and lead to increased student achievement. 	
Culture of Performance	Meets Expectations	Comments
<i>Plan articulates what strategies the school or district focus on that are related to culture of performance.</i>	<p>For schools or districts implementing changes to school culture, please address the following elements. If a school or district is not making changes in these areas, provide rationale for not making changes.</p> <ul style="list-style-type: none"> • Articulates changes to the systems, programs, structures, rituals, and routines the school will use to foster a positive school culture for all students and teachers. • Describes plan to engage regularly, frequently, and effectively with parents and guardians, external stakeholders and the community at large. 	
Talent Management	Meets Expectations	Comments
<i>Plan articulates what strategies the school or district will focus on that are related to talent management.</i>	<p>For schools or districts implementing changes to talent management systems, please address the following elements. If a school or district is not making changes in these areas, provide rationale for not making changes.</p> <ul style="list-style-type: none"> • Provides an overview of the school’s recruitment and staffing plan and how these changes will produce gains in academic achievement. • Explains how plans for professional development differ from the school’s current practice and/or district requirements and why these changes are necessary. • Describes changes to the processes and criteria used to support the strategic evaluation and retention of highly effective teachers and staff, including incentives and compensation. 	

Management Partner <input type="checkbox"/> Meets expectations <input type="checkbox"/> Needs revisions <input type="checkbox"/> Does not meet expectations		
Plan Component	Rating of Evidence	Notes
Selection of Partner <i>Plan describes the process the district used to select the partner and ensure management partner has a track record of success in supporting schools in identified areas of need.</i>	Meets Expectations <ul style="list-style-type: none"> Plan describes a rigorous process of recruitment, vetting and selection of partner. Selection process demonstrates verifiable, quantitative data that demonstrates the partner’s past effectiveness in improvement in schools with similar needs and similar demographics. Where appropriate, names and qualifications of key staff members from the management organization who will be assigned to the school/district are provided. Justifies why the scope of work is appropriate given school/district needs (e.g., if only seeking a targeted management partnership, why and how is the targeted approach appropriate?). Articulates how the partner’s services and approach will align to and support current district needs. Explains how the partner will directly support the school or district’s plan for improvement. 	Comments
Scope of Work <i>Plan describes one or more targeted areas the management partner will focus on in the district and provides a timeline for the implementation.</i>	Meets Expectations <ul style="list-style-type: none"> Includes a clear and concise overview of the scope of services to be implemented by the management partner. Provides detailed explanation of the agreed upon targeted areas for support for the school/district. Includes a timeline that thoroughly outlines implementation of the scope of services. Plan should be practical but also demonstrate urgency for pulling the school/district off the accountability clock 	Comments

Performance Contract/MOU	Meets Expectations	Comments
<p><i>The district and management partner should enter into a comprehensive performance contract/memorandum of understanding (MOU) that specifically outlines the terms of the performance partnership.</i></p>	<p>The plan should include a copy of the proposed contract/MOU between the district and the management partner, if possible. A contract/MOU that meets expectations will clearly outline the terms of the performance partnership, including (where applicable) the following components. Depending upon the nature of the partnership, not all components will be relevant to the particular situation.</p> <p><u>Comprehensive Services</u></p> <ul style="list-style-type: none"> • Length of contract (suggested to be 2-4 years) • Description of management fees, budget autonomy, fundraising, and any resources necessary to sustain the partnership for duration of the contract • Terms of termination initiated by the district or the management partner. Description of process the district and partner will follow in the case of disagreements of judgment or scope of work as outlined in contract/MOU. • Relevant responsibility for Non-Academic Operations (e.g., facilities, maintenance and operations, accounting, payroll and HR, technology, dining services, transportation, school security, procurement.) <p><u>Responsibilities, rights, and authorities of the management partner and district</u></p> <ul style="list-style-type: none"> • Articulates what specific management authority the partner will hold that will be significant and meaningful to addressing the identified school/district needs. • The management partner’s rights and responsibilities should include any autonomies around academic systems, talent management and culture as specified in the school design plan. The plan should describe the degree and type of decision-making control that the partner may exercise. 	

	<ul style="list-style-type: none">• Establishes clear lines of reporting, responsibility, and supervision of district-partner relationship.• District responsibilities should include providing the partner with a direct contact/advocate within the district system, continuing services as needed (e.g., purchased services), and ensuring compliance of the partner and school (if applicable)• Partner responsibilities should include the number and qualifications of partner staff who will be embedded within the district or school(s) and should articulate their roles and responsibilities. <p><u>Accountability for student achievement and assessment of success:</u></p> <ul style="list-style-type: none">• Addresses performance accountability, including fidelity of implementation and effectiveness at raising student achievement.• Includes specific benchmarks and timelines for program implementation and performance outputs.• Includes agreements on shared access to data and leading and lagging indicators of performance.• Identifies supports and interventions for deviating performance, and remedies available to either party if there is failure to make reasonable progress toward mutually agreed-upon performance benchmarks.	
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Summary	Overall Rationale
<input type="checkbox"/> CDE has determined that the proposed Management Plan meets the expectations of rigorous standards and, if implemented, can have significant, urgent, and positive impact on student learning.	
<input type="checkbox"/> CDE has determined that the proposed Management Plan needs substantive revisions to meet the standards described above.	
<input type="checkbox"/> CDE has determined that the proposed Management Plan is not sufficient to meet the standards described above.	