

---

# SCHOOL REDESIGN

## REQUEST FOR INFORMATION FORM

---

Please tell us about your organization and its accomplishments, and how your organization can help the students of Colorado reach their potential by completing the following form.

### Instructions

- Please submit your organization's response electronically to: **PartnerRFI@cde.state.co.us** by **Friday, February 23, 2018 at 5:00 PM MST**. Late responses may be accepted or rejected by CDE at its sole discretion.
- Please address all of the questions in this application for your organization type. You may exceed the length of the boxes in the form – the PDF form will automatically add a scroll button within the box. However, please strive to keep answers concise.
- You may submit additional attachments that are directly relevant and provide additional support or evidence for the responses in the RFI form.
- If there are any questions about the RFI process or the PDF form, please address those to Brenda Bautsch at [Bautsch\\_b@cde.state.co.us](mailto:Bautsch_b@cde.state.co.us).

### Public Posting and Release of Information

- CDE will publicly post the responses that sufficiently address all of the questions listed in the RFI and provide concrete evidence of improving student outcomes in low-performing schools on CDE's public website for schools and other interested parties to access the information: <http://www.cde.state.co.us/accountability/performance>
- This information will be posted no later than March 23, 2018.
- Further, all information submitted in response to this RFI (inclusive of submissions that are not posted on CDE's website) are subject to public release through the Colorado Open Records Act, CRS § 24-72-200.1, et seq.

### Additional Information on the RFI Process

- In the event that a response is incomplete, missing information or needs additional evidence, CDE at its sole discretion may reach out to the respondent for more information or a resubmission, or CDE may elect not to include the response on its publicly posted list.
- This Request for Information will be re-opened annually to allow for additions to the public list of providers.
- If a provider is added to CDE's public list through this RFI process and needs to make changes to the posted information, please contact Brenda Bautsch at [Bautsch\\_b@cde.state.co.us](mailto:Bautsch_b@cde.state.co.us).

## Background

1) Organization name: \_\_\_\_\_

2) Organization contact person and contact email and phone number:

---

---

3) How would you classify your organization? You may check more than one category:

- ☐ Charter network, charter management organization or charter school
- ☐ Turnaround leader development provider
- ☐ Management organization or non-profit network.

4) Describe what geographical regions in Colorado you would prefer to work in:

5) Please complete the following online form to select which school districts your organization is willing and able to engage with: <https://goo.gl/forms/8gceFV5PVEVnQZ0e2>

If applying as a *management partner or non-profit network* please complete the following questions:

1) Please list which of the following roles your organization can serve (check all that apply).

See Table 1 above for a description of the roles listed below.

- ☐ Whole system
- ☐ Instructional transformation
- ☐ Talent development
- ☐ Culture shift
- ☐ Turnaround leadership
- ☐ Other: \_\_\_\_\_

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

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

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

### **Evidence of Track Record of Improved Student and School Outcomes (ALL respondents)**

- 1) Please illustrate your organization's track record in dramatically improving schools or districts and radically increasing outcomes for targeted groups of students. Include a description of the criteria and the data that you use to determine the impact of your work. Please highlight the context and location of where this work has occurred. Formal research studies are preferred, if available.

## References

For management partners and turnaround leader development providers, please include the name and contact information for the last three schools or districts your organization contracted with. These schools or districts will be contacted by CDE staff for references.

For charter school networks, CMOs and individual charter schools who are submitting information, please list three references that could speak to your capacity to support successful student outcomes in a turnaround environment, including a current authorizer of one of your schools.

*Reference # 1:*

*Reference # 2:*

*Reference # 3:*



## Partnership for Leaders in Education

*Darden School of Business  
Curry School of Education*

# UVA-STP TRADITIONAL DELIVERY MODEL

The University of Virginia School Turnaround Program (UVA-STP) is the only program in the country focused on establishing system conditions ripe for change and building transformative leadership capacity to achieve that change. We collaborate with district and school leadership to build collective leadership capacity and shift the paradigm in underperforming schools, generating lasting gains in achievement and learning to spread success and improve conditions across the district. Through three years of integrated work, we empower courageous district and school leaders to re-examine the most essential practices and make the critical and bold systemic changes necessary to rapidly and sustainably improve student learning.

Our innovative, systemic approach to school improvement has resulted for fifteen years in remarkable gains in student achievement in schools and districts across the country. Most of our partner schools outgain state averages, almost 50% of our partner schools experience double-digit proficiency gains within two years and one in five schools achieve over 25-point gains within three years, providing the bright spots we use to inform learning for all participants. Just in the past two years, twelve of our district partners have had multiple schools experience double-digit gains in student achievement coupled with increases in school letter grades. We were recognized recently by RAND and Wallace Foundation as one of only two leadership development efforts in the country that qualify as 'evidence-based' under ESSA.

Our partners have accomplished these gains building on our belief that system- and school-level leaders succeed together when they identify key issues, develop bold strategies and empower leaders at all levels to execute the change. Our key support actions focus on:

- **Upfront LEA focus to enable school-level success:** Help LEA leadership re-examine school system practices to support identified schools, during a planning year.
- **Leadership development:** Provide world-class leadership development and follow-up consultation to district and school leadership teams.
- **Intensive work with a cohort of schools:** A cohort of schools serves as a "learning lab" for re-examining practices and producing lessons that inform broader change efforts.
- **Advancement of learning across the LEA:** After two years of implementation, where appropriate, we sustain partnerships that deepen and broaden change efforts, through additional cohorts of schools, work with senior leadership and/or sustainability work with the initial group of schools.

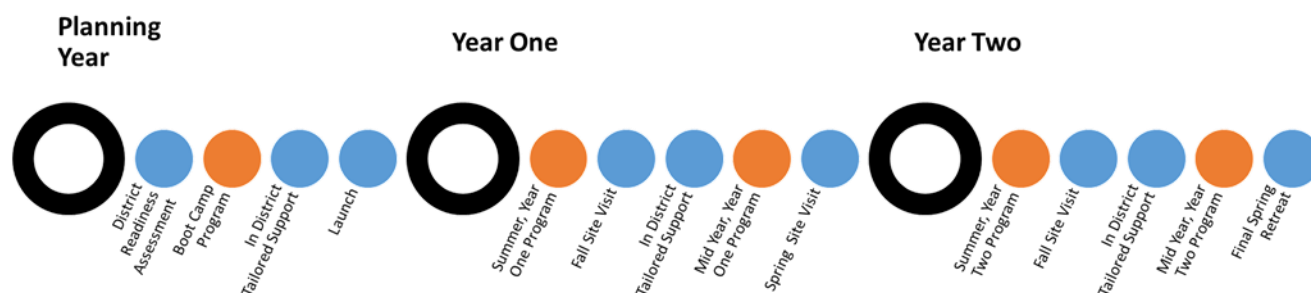
## MANAGEMENT PARTNERSHIP: TAILORING VISION AND SERVICES TO PARTNER NEEDS

---

We partner with leaders to find solutions tailored to the individual needs of their districts and schools, leveraging their understanding of their contextual challenges and our body of knowledge of what matters most to transform schools. Thus, all of our services are designed to build collective capacity of local leaders to design a path forward that meets their stakeholder needs. All of the supports in our delivery model are designed to adapt to each district's specific context and drive towards transformational change.

The PLE brings vast knowledge and experience from serving over 300 schools in 80 traditional school districts across the country over the last fifteen years. A management partnership provides even more flexibility to design custom services to meet a district's needs and complement our core executive education and embedded consultation services. Supplementing participation in our core program with differentiated district-level consultations to overcome their unique hurdles, will ensure their system change efforts are informed by how schools experience and collaborate with the district. **Together we can create a tailored vision and services plan to meet partner needs.**

The figure below represents the typical UVA-STP timeline graphically and our standard delivery model is described below in more depth. Throughout each executive education program we tailor workshops for applying content with points of focus based on district needs. In larger districts or with those mid-size districts interested in pursuing greater cabinet-level engagement, we often add additional tailored executive education or on-site support in addition to the core services. As management partners, we bring experience designing custom sessions and more intensive support for district leaders at executive education sessions and in-district tailored consultation that move the needle toward creating sustainable, whole system changes in leadership development and cultural shifts, empowering leaders at all levels to move this change forward.





## PLANNING YEAR: RETHINKING SYSTEM TO SET THE STAGE: 2017-18

---

During the planning year, our team partners with district leadership to assess current capacity and practice and to rethink how to design the system to enable turnaround. We believe transformative change is most effective when led from the district level and allows both top-down and bottom-up innovation. The UVA-STP focuses on building systemic capacity across four “system levers”: leadership, instructional infrastructure, support and accountability, and talent management.

### ***1. Readiness Assessment and Follow-Up Consultation.***

Timeline: Readiness Assessment: Summer or Fall 2017

Participants: System Leadership, Principal Focus Group & Teacher Focus Group

- UVA-STP meets with key district leaders to assess the district’s current ability to engage in a sustainable turnaround initiative.
- UVA-STP recommends preliminary steps the district (or alternative form of LEA or CMO) can take to address gaps in readiness and enhance its capacity.
- District leaders and UVA-STP representatives co-determine what commitments will be necessary for successful turnaround. If a mutual agreement to move forward is established, an implementation plan is developed detailing commitments and support.

### ***2. Planning Year Tailored Consultation and Planning Visit***

Timeline: Throughout 2017-18

Includes support in a targeted area (or two with at least five schools)

Our team identifies a high-leverage support to provide embedded support in the winter or spring to help close a major gap across at least one of the four levers and enhance readiness. We also stay in touch with district leadership to support their progress on implementation plan.

UVA-STP staff visits district leaders in May to gauge progress on the district initiatives outlined in the Implementation Plan and offer support for the turnaround launch.

### ***3. District Turnaround Leadership Boot Camp in Charlottesville***

Timeline: March 14-17, 2018

Participants: One system leader per participating school

This executive education program at the University of Virginia Darden School of Business brings together leaders from across the country preparing to launch bold turnaround initiatives. District Boot Camp:

- Inspires district leadership to embolden their turnaround plan, strengthen the impact of their assessment and curriculum strategy and rethink the support and accountability schools currently receive.
- Equips leaders with knowledge to face some of the most challenging, yet rewarding work of their careers.

- Helps leaders develop a strategy to redefine their relationship with schools and identify school-by-school needs, ensuring that each school's root-cause needs inform the turnaround plan.

#### **4. Behavioral Event Interviewing and Capacity Training**

Timeline: 2<sup>nd</sup> Semester 2017-18

Participants: A small district team participates in a 1-day training and works alongside the PLE to interview up to two final candidates for each participating school. PLE can also interview final candidates for shepherd, should district have interest.

UVA-STP representatives support the district in implementing a rigorous competency-based selection process, the behavioral event interview (BEI), to identify school leaders uniquely qualified to lead effective school turnaround. The BEI, used alongside the candidates' track record of performance, informs both the placement and critical development needs of current and prospective leaders. Given the necessity of competent leadership in a turnaround setting, a principal candidate must meet a threshold score to be eligible to participate in the UVA-STP.

The BEI experience is adapted to meet the needs of system leaders and can include support with selecting the leader who will oversee the cluster of turnaround schools (the shepherd).

## **IMPLEMENTATION YEAR SERVICES: 2018-19 AND 2019-20**

---

### **1. Turnaround Leadership Executive Education**

Timeline: Summer 2018 (full week) and Summer 2019 (three days)

Participants: System leadership team and turnaround principals

Over two consecutive summers, residential executive development programs for the principals and district turnaround team are held at the Darden School. These immersive experiences focus on igniting change in organizations and leadership practice. The size of the system leadership team varies with the number of schools involved (three invited for three schools, four invited for four or five schools, five invited for six or seven schools as baseline in this pricing).

Year 1 – Over 6 days, leadership teams work together to understand root cause needs, launch organization change efforts, learn how to drive decisions with data, establish focused execution plans and create a learning organization that continuously adapts. It also serves to create honest conversations and build trusting relationships between the district turnaround leadership team and principals in order to co-create and sustain change in the targeted schools.

Year 2 – Over 3 days, district leadership teams and principals focus on further leveraging strengths to build on success, addressing gaps in implementation, innovating to promote change and reinvigorating change efforts to overcome resistance.

### **2. Year 1 and Year 2 Mid-Year Winter Retreats**

Timeline: January-February 2019 and January-February 2020

Participants: In addition to system turnaround leadership team and principals, each school sends three school leadership team members.

Two-to-three day executive education retreats will be held in January or February of each year. Change is not formulaic and requires engaged leadership across each district and school solving their most critical challenges. As sustainable school turnaround requires strong teacher leadership and engagement, there is a healthy exchange of ideas and promising practices.

Focus: strengthening teamwork, deepening data cycle & teacher ownership of data, empowering change agents and making strategic mid-course corrections.

### ***3. Regular development opportunities for district shepherd***

Timeline: Shepherd Day Summer 2018

Shepherd Summit

Regular shepherd contact with PLE point

Support with 90-day planning feedback

In return for creating an environment where turnaround schools can thrive (support), district leadership should establish concrete achievement goals and a robust performance monitoring system to hold school leaders accountable for achieving strong gains (accountability). The district appoints a high-level district official (the “district shepherd”) charged with overseeing the turnaround initiative, supervising turnaround principals and creating the conditions necessary for change and ensuring that the systems and implementation follow suit. To support this work, PLE each year:

- Assigns a district point to provide regular consultation with district shepherd & their team.
- Provides sessions prior to the first summer program and winter programs tailored to shepherds. In large districts, the shepherd brings at least one more to this event.
- Invite shepherds and often a partner to a day-long Shepherd Summit to help develop strategies needed for turnaround success. Topics include promoting principal effectiveness, offering feedback & coaching, facilitating differentiated support to teachers and establishing effective school visit practices.

### ***4. District and School Site Visits***

Timeline: First three semesters of turnaround initiative, starting Fall 2018

Participants: System and school leadership teams

With people and structures in place, we help system and school leaders execute a shared vision of success. We continuously expose leaders to data-driven and system redesign approaches to ignite a mind-shift in what is possible. All four semesters, each partner system and its schools develop context-based 90 Day Plans to create a road-map for success. To help leaders stay on course, our team makes embedded visits and provides customized support throughout both years. As implementation deepens, the cluster of turnaround schools becomes a learning lab for

what's possible as successful approaches are identified that can transform system-wide practice and inform further system redesign.

The UVA-STP team owes it to our partners to hold them to commitments and brainstorm how to improve execution. We seek to set a high bar to allow leaders to emerge while quieting naysayers. A team will visit each school after each summer session and the first winter session to help each school assess progress on their turnaround plans and determine next steps. We then collaborate with school system leadership to share observations and discuss opportunities to reinvigorate or adapt efforts.

### **5. Tailored Follow-Up Support**

Timeline & Participants: New support each year driven by needs identified in site visit;

Following site visits, we determine with district leadership how our team or consultants can best support the effort. Following all executive education programs, each partner system and school develops context-based 90 Day Plans. To help leaders stay urgently on course, the UVA-STP team regularly connects with system leaders to provide feedback on action plans and brainstorm how to strengthen the initiative and overcome hurdles. At least once per year (more often in large districts), the UVA-STP will provide customized, hands-on support tailored to the district's needs. Additionally, based on identified needs, our team will connect leaders to a nation-wide network of successful turnaround practitioners.

### **6. In-state Retreats**

Timeline: Spring 2019 and Spring 2020

Participants: System and school leadership teams

All partners receive a final retreat in spring 2020 focused on sustainability to help leaders determine lessons and identify forward-looking practices that will drive continuous transformation. If at least four schools are involved, a local, one-day strategic retreat will be held with the school system leaders, turnaround principals and key teacher leaders in spring 2019 as well. The first year retreat will focus on providing applicable content to school leadership teams to advance change and on capturing and applying lessons learned from year one. Where geographically possible, multiple districts will join together for a retreat to drive cross-district learning.