

Colorado Department of Education School Redesign RFI:
Management Partners and Non-Profit Networks

Organization name: University of Virginia Darden/Curry Partnership for Leaders in Education (PLE)

Summary
<p>The University of Virginia Darden/Curry Partnership for Leaders in Education (PLE) has a track record of success serving as a partner focused on building collective capacity at the district and school level to advance organizational coherence, strategy and execution to achieve lasting outcomes for students. Their key support actions focus on:</p> <ul style="list-style-type: none"> • Upfront district focus to enable school-level success: Help district leadership re-examine school system practices to establish successful conditions to support identified schools. • Leadership Development: Provide world-class leadership development and consultation to enhance change leadership of district and school leadership teams. • Intensive work with cohort of schools: Deliver differentiated, embedded thought partnership regularly; the work together serves as a “learning lab” for re-examining practices, producing lessons that inform broader change efforts, spread impact to other campuses and establish a culture of continuous improvement. <p>UVA’s PLE has a three-year core service model that drives the partnership, but UVA will work with districts to design custom services to meet their needs and supplement traditionally offered services. There is a strong base of evidence pointing to positive student outcomes in PLE partner schools. Districts in Colorado seeking a systemic approach to school improvement should consider the PLE as a compelling option for a management partnership.</p>

Question	Completed Sufficiently? (Yes, No, Partially)	Notes
How will you differentiate your services to meet the unique needs of schools and districts in Colorado, especially those with historically underserved students?	Yes	The PLE states that they “will work with the district from the outset of the partnership to understand their greatest needs of its schools with historically underserved students. Based on the findings, PLE and the district will co-create a vision to differentiate PLE support to meet their unique, system-level and school-level needs.”

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?	Yes	The application narrative describes key conditions that need to be in place for the three-year partnership to be successful, including the completion of a readiness assessment and development of strong, effective leadership. The PLE also notes that “partner districts must create enabling conditions that provide the support, flexibility, accountability and resources needed for urgent and sustainable change.”
Describe your experience working with other third party providers to support coherent school and district improvement.	Yes	The application provides specific examples of partnerships with other providers.
Evidence of Track Record of Improved Student and School Outcomes: 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.	Yes	<p>The PLE describes the evidence of improved student achievement in reading and math and improved school ratings for schools they have worked with. The application provides a link to a research study (https://www.journals.uchicago.edu/doi/abs/10.1086/686467) that evaluated the PLE and found positive effects on student achievement data.</p> <p>The PLE notes that their “approach is recognized in a 2016 RAND/Wallace Foundation publication as one of only two comprehensive approaches to leadership development in K12 schools that is ‘evidenced-based’ per guidelines of the Every Student Succeeds Act.”</p>

References	
Are there three references listed?	Yes
Comments about references	The provided references are appropriate and include clients from within Colorado and from another state. CDE strongly encourages interested schools and districts to reach out to the references on their own.