

OFFERED SERVICES

School Transformation Network



EASI Route: Offered Services

Introduction

The Colorado Transformation Network will accelerate student achievement for select schools through targeted support, resources, and flexibility. The Network is a highly collaborative and accountable endeavor between local schools, their Local Education Agency (LEA), and the Colorado Department of Education. Schools in the Network will benefit from enhanced diagnostic reviews and planning support; personalized, professional learning opportunities with a cohort of peer schools; and additional resources through supplemental grant funding. CDE's Theory of Action is that by supporting both LEAs and schools together, we will see lasting, sustained improvement in the lowest-performing schools.¹

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The Network uses the [Four Domains of Rapid School Improvement](#) to support schools in developing a rigorous improvement plan around four research-based conditions to improve school performance and student achievement:

- **Leadership:** Customize and target leadership development to meet the improvement needs at all levels of the educational system.
- **Talent Management:** Employ systems and strategies to recruit, develop, evaluate, and retain excellent teachers and staff.
- **Instructional Transformation:** Design and implement a rigorous, aligned, and engaging academic program that is responsive to student learning needs, is driven by data, and is flexible to meet the needs of all students.
- **Culture and Climate Shift:** Build an equitable school culture focused on student learning and parent and community engagement.

All participating Network schools will receive access to specialized professional development, on-site performance management sessions, and regular Network events.

Each Network school will be assigned a Transformation Support Manager from CDE, who will serve as a resource and partner to the LEA and school. All participating Network schools will be required to engage a "district partner" to serve as a key support and advocate for the school at the LEA level. The district partner must be a senior-level LEA staff member who will attend all Network professional development opportunities and events with the school team. The district partner should remain assigned to the school for the duration of the Transformation Network participation and will be responsible for ensuring the conditions for success are established at the school and supported by the LEA.

¹ In July of 2022, the Transformation Network completed a quantitative and qualitative evaluation with the Center for Assessment, Design, Research and Evaluation (CADRE) at the CU Boulder School of Education. More information can be found here: Diaz-Bilello, E., York, A., and Mork, K. (2021). [Learnings from a Multi-site Case Study of Former Turnaround Schools](#). Boulder, CO: The Center for Assessment, Design, Research and Evaluation (CADRE), University of Colorado Boulder.



Eligible Applicants and Prioritization

Eligibility. LEAs with schools identified for Comprehensive Support (CS), Targeted Support (TS) and/or schools with State Performance Framework Ratings of Priority Improvement, Turnaround, or On Watch are eligible to apply.

The Network is a good fit for schools with systemic challenges and the following characteristics:

- Strong LEA support and buy-in, and
- School leadership demonstrates a mindset of learning and growth

This grant opportunity is not a good fit for schools currently participating in the Connect for Success grant or schools that are currently going through a principal transition and have not selected a permanent school leader before the grant application deadline.

Prioritization. In the event that not all EASI proposals can be funded, proposals that meet grant expectations will be funded in the order of the EASI school-level prioritization list. Schools with the highest number of prioritization points will be funded first.

Available Funds

Schools are eligible for three years of funding between \$20,000 and \$80,000 per school per year, as follows: \$20,000 per school for year 1 (2023-24), \$80,000 per school for year 2 (2024-25), \$80,000 per school for year 3 (2025-26).

A budget and plan will be jointly developed with CDE. Subsequent year funding is dependent upon demonstrated fidelity to processes, meeting reporting requirements, and availability of funds. If an eligible school is not awarded funds through EASI, they may still be eligible to participate in the Network without funding.

Allowable Use of Funds

Funding from this opportunity may be used for:

- Costs related to Network events: convenings, professional development, and site visits to bright spot schools
- Costs related to staff planning and collaboration
- Evidence based strategies and practices that align with the findings of the CDE diagnostic review and support major improvement strategies.

Funds from this opportunity must be used to **supplement and not supplant** any federal, state, and local funds currently being used to provide activities. Each year, funds should be obligated by June 30 and schools are able to request reimbursement on federal funds through September 30. A district/school may carry funds forward within the grant duration years. However, this amount should be reasonable and based on the school's grant and/or improvement plan and approval must be obtained. Note: At the end of participation in the grant period, any non-requested federal funds will be rescinded by CDE and any unspent state funds should be returned to CDE.

Important Program Dates

January	Award notifications
March-May	CDE conducts half-day diagnostic review of school



May-June	School, LEA, and CDE collaborate to conduct initial planning, goal setting, budget development; optional professional development sessions
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Below is an example of our professional learning scope and sequence for the 2023-2024 school year:

<i>AUGUST</i>			
Date/Time/Location	Topic	Facilitator	Audience
August 2-3 <ul style="list-style-type: none"> ● August 2: 12-3 ● August 3: 9-3 	Transformation Network Fall Kick-off	Keynote: Emily Hanford Steve Chiger Lauren Simon	District Partners, school leaders, Strategic Planning cohort members* <i>*Friends and alumni of the Transformation Network are welcome!</i>
August 9 <ul style="list-style-type: none"> ● 10-11:30 ● Virtual <p><i>Note: This session will be recorded and available on our website.</i></p>	UIP Webinar In this workshop-style session, Network school and district leaders will explore tools for efficient UIP planning and review specific requirements that pertain to unique school contexts and federal and state identifications. They will also have time to work on their school UIP with support.	Laura Simon	School leaders

<i>SEPTEMBER</i>			
Date/Time/Location	Topic	Facilitator	Audience
September 14 <ul style="list-style-type: none"> ● 8-2:00 ● Virtual 	The Together Leader Are you drowning in to-do's and looking for help with prioritization? Do you want to regain control and feel like you are proactively moving through your days rather than just reacting all day long? This session will help you create a clear system that allows you to move through your daily routine and prioritize your to-do list and manage the overwhelm.	Maia Heyck-Merlin The Together Leader	This course is designed for people who have a high level of autonomy over how they spend their workday, i.e: district, school and team leaders.* <i>*Friends and alumni of the Transformation Network are welcome!</i>
September 21 <ul style="list-style-type: none"> ● 9-11 am ● Virtual 	RELAY: Addressing Gaps While Maintaining the Bar	RELAY	Principals, AP's, instructional coaches
September 28 <ul style="list-style-type: none"> ● 8:30-3:30 ● MindSpark Learning 	Observation and Feedback	Zach Rahn	Staff who provide feedback and have not attended RELAY <i>*Friends and alumni of the Transformation Network are welcome!</i>

<i>OCTOBER</i>			
Date/Time/Location	Topic	Facilitator	Audience
October 5 <ul style="list-style-type: none"> ● 9-11 	RELAY: Facilitating Meaningful Class Discussions	RELAY	Principals, AP's, instructional coaches



<ul style="list-style-type: none"> • Virtual 			
October 24 <ul style="list-style-type: none"> • 8:30-3:30 • MindSpark Learning 	Weekly Data Meetings 1.0 <i>*Friends and alumni of the Transformation Network are welcome!</i>	Lauren Kampfe	Staff who facilitate weekly data meetings

DECEMBER

Date/Time/Location	Topic	Facilitator	Audience
December 7 <ul style="list-style-type: none"> • 8:30-11:30 • MindSpark Learning 	Strategic Planning for Second Semester Reflect on semester one goals and plan for a successful launch of semester two.	Stephanie Knox	Principals, APs, Building/ Instructional leadership members

JANUARY

Date/Time/Location	Topic	Facilitator	Audience
January 18 <ul style="list-style-type: none"> • 8:30-11:30 • MindSpark Learning 	Making Advisory Meaningful This session will focus on designing a meaningful advisory class that supports student belonging and your school-wide goals.	Stephanie Knox	Principals, APs, Building/ Instructional leadership team members

FEBRUARY

Date/Time/Location	Topic	Facilitator	Audience
February 6 <ul style="list-style-type: none"> • 8:30-11:30 • MindSpark Learning 	Weekly Data Meetings 2.0 Using standards and student work to identify the misconception and plan for the reteach. Participants will be asked to bring a problem of practice to get ideas and feedback from peers.	Lauren Kampfe	Staff who facilitate weekly data meetings and are looking to refine their current practices using standards to identify student misconceptions and plan for the reteach. <i>*Friends and alumni of the Transformation Network are welcome!</i>

Evaluation and Reporting

All participating Network schools are required to engage in Network performance management routines, protocols, and documentation. Participating LEAs and schools must utilize an online Performance Management (PM) tool (see Attachment G of the EASI) which will require entering, managing, and sharing schools' Unified Improvement Plan (UIP) action steps and interim data.



Because the online PM tool is not housed in a secure platform, no personally identifiable information of students or educators will be entered or shared. Only aggregate data will be entered or shared. In entering or sharing aggregate data, LEAs and schools will use an n-size which preserves the privacy of student level data. CDE will work with each participating school and LEA to ensure that any data entered and shared does not contain PII or violate n-size privacy concerns. Participating LEAs are responsible for ensuring that the data entered or shared by LEA personnel complies with the respective LEA's data privacy and security policies.

Each school will be asked to frequently track key school improvement indicators and will be asked to submit major improvement strategies, implementation benchmarks and quarter 1 action steps for the 2024-2025 school year by June 30, 2024.

Action planning work completed in the school's PM Tool may be attached to the school's online UIP and utilized in place of the action planning portion of the UIP.

Key school improvement data to be collected in the PM tool includes:

- School improvement plan implementation;
- Student daily attendance rates;
- Student chronic absenteeism rates;
- Student suspension data; and
- Student achievement and growth on local, interim assessments.

Transformation Network schools will also be asked to participate in Network-wide surveys to provide feedback to CDE about the Network services.

Program Assurances

Role of the District Partner (participating principal's supervisor):

- Attend and participate in all Network convenings and professional development events.
- Attend and actively participate in quarterly performance management sessions with principal and CDE staff at the school and start to lead PM sessions by mid-year of Year 2. District partner will play an active role in facilitating regular school site visits. The district partner may be asked to maintain a district partner site visit log. If you cannot attend the PM Session, ask to reschedule with CDE Transformation Support Manager.
- Utilize the PM Tool for regular conversations with school leaders to track progress and next steps.
- Provide actionable feedback regularly to principal based on classroom observations, review of student work, observation of weekly data teams, etc.
- Ensure school has systems for observation and feedback, weekly data teams, and short cycle assessments.
- Commit to establish, protect, and support necessary and identified conditions such that the principal is able to make dramatic improvements at the school.
- Take ownership and hold oneself accountable for the results at the school.
- Approve the school's Network budget and ensure alignment with Major Improvement Strategies.

Role of the Principal:

- Attend and participate in all Network convenings and professional development events.
- Attend and participate in monthly (year 1) or quarterly visits (years 2 and 3) with district partner and CDE staff at the school.
- Visit with the district partner at the school every week and document the visit in an online tracker tool.



- Engage in performance management process throughout the year - providing and entering data into the tracker tool as relevant data becomes available.
- Ensure every teacher receives observations and actionable feedback.
- Ensure data teams meet weekly and review student work.
- Establish systems for short-cycle assessments and planning.
- Share aggregate progress monitoring and leading indicator data, which may include: student attendance rates, student behavior data, local interim assessment data, teacher attendance data, TLCC survey results, teacher evaluation data, principal evaluation data, budget analyses, use-of-time audits, or other relevant indicators.
- Commit to establish, protect, and support necessary and identified conditions in order to make dramatic improvements at the school.
- Ensure that the school's Network budget is used for high leverage initiatives and aligned to Evidence Based Interventions.
- Take ownership and hold oneself accountable for the results at the school.

Role of the CDE Transformation Support Manager:

- Support and coach school and district partners during professional development and on-site support.
- Attend and facilitate monthly/quarterly performance management sessions with district partner and principal at the school.
- Gradually release responsibility of PM sessions to district partner and principal.
- Advocate within CDE and the LEA to establish, protect, and support necessary and identified conditions in order to see dramatic improvements at the school.
- Initiate honest conversations about the school's performance and potential impact with regards to the state accountability system.
- Identify and negotiate additional resources and supports for identified conditions.
- Be champions of your work in schools and your district.
- Ensure Network funds are spent in alignment with high leverage improvement strategies.

Successful participation in the Transformation Network will result in:

- Dramatic increases in student achievement as measured by ambitious and specific goals.
- Meeting and improving on identified school goals through implementation of prioritized strategies as measured by local culture and academic data indicators.
- Active engagement by all parties to find productive, collaborative, and innovative solutions to challenges.
- Demonstration of commitment, by school and LEA, to urgent and dramatic improvements to result in increased student learning.
- Successful school efforts will be recognized and advocated for if the school remains on the state Accountability Clock.

ADDITIONAL INFORMATION AND RESOURCES

[Colorado Department of Education's EASI Website](#)

[EASI: School Transformation Network](#)

[CDE: School Transformation Network](#)