



Form F: District Manager Rubric

Essential Components	RFI Questions	Level A (fully meets/exceeds)
Intro to Services	F0. Provide a 2-3 sentence summary introduction to your district management services	Not scored - informational only
Description of overall approach to Management (selects partial, full, or both)	<p>F1. What is your organization's approach to supporting districts as a manager ("Lead Partner")? Include a description of sequencing or activities central to service provision and your approach to staffing in a manager role.</p> <p>F2. If your organization supports districts with general improvement capacity building, how does your approach to management differ?</p> <p>F3. Is your organization available to serve as a partial manager, full manager, or both? Provide a rationale.</p> <p>F4. What is your organization's approach to identifying and working with other third-party providers to provide specific services to support overall district improvement efforts?</p>	<p>F1.a. Theory of action is grounded in evidence and is specifically addresses the provider's approach to assuming authority and building capacity in Four domains-aligned systems and structures and focuses on sustainability within the district</p> <p>F1.b. The scope and sequence of work includes a timeline and description of activities and how those activities are linked to expected outcomes</p> <p>F2.a. Describes how provider's approach to manager role is different from general capacity building for school improvement</p> <p>F3.a. Clearly identifies whether the provider specializes in partial management, full management, or both and provides a rationale</p> <p>F4.a. Describes coherent approach to identifying and effectively integrating other providers into overall services to support implementation of district pathways plan or state board order including prioritization, sequencing, communication, and decision-making</p> <p>If applicable</p> <ul style="list-style-type: none"> - Sample scope of work or management contact aligns with provider's approach and theory of action



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Governance	<p>F5. How will your organization work with the local board in your role as a district manager?</p> <p>F6. How do you support local boards and superintendents in building governance capacity (if applicable)?</p> <p>F7. How will your contract with the district address dispute resolution? How will you handle a conflict between your organization and a district leader, should one arise?</p>	<p>F5.a. Provider describes an approach to working with the local board that includes consistent communication with the board on progress toward specific deliverables and milestones of the management contract</p> <p>F6.a. Provider describes how its services build capacity of board and superintendent to work together effectively following a policy governance model and utilizing best practices in establishing, monitoring, and resourcing turnaround efforts</p> <p>F7.a. Provider has a codified conflict resolution approach that clearly describes a process that includes informal attempts at resolution and a clear escalation protocol to escalate unresolved concerns to the local board</p> <p>If applicable</p> <p>F7.b. Sample scope of work or management contact includes clear conflict resolution process</p>
Operations and Finance	<p>If applicable:</p> <p>F8. How are your management services designed to build capacity in districts to improve operational excellence in areas such as financial health, facilities, enrollment planning, etc.</p> <p>F9. Which specific authorities typically associated with the Superintendent or COO/CFO is your organization willing to assume in your role as a manager?</p>	<p>Capacity</p> <p>F8.a. Provider describes how its services build district capacity for operational and financial health, if applicable (e.g. student-based budgeting, facilities planning, planning for changes in enrollment and financial impact)</p> <p>Authority</p> <p>F9.a. Provider describes specific authorities and responsibilities typically associated to the Superintendent, CFO, and/or business department that the provider is willing to assume</p> <ul style="list-style-type: none"> - Specifically, provider addresses what role, if any, it would play in developing and monitoring district budgets and approving contracts and expenditures - Provider addresses any other aspects of district operations (e.g. facilities, transportation, enrollment, etc) that it would anticipate playing a role in managing



<p>Four Domains specific support: District Turnaround leadership development</p>	<p>F10. How does your organization anticipate working with the superintendent to make decisions and recommendations regarding the areas in the agreed-upon scope of work?</p> <p>F11. How are your management services designed to build turnaround leadership competencies in district leaders, especially the superintendent and cabinet members?</p> <p>F12. Which specific authorities typically associated with the Superintendent or other cabinet-level positions is your organization willing to assume in your role as a manager?</p> <p>F13. What is your organization's process for transferring authorities and responsibilities you initially assumed back to the superintendent and/or other district leaders?</p>	<p>Capacity Building</p> <p>F10.a. and F11.a. Provider's supports are designed to develop district turnaround leadership competencies and skills through a combination of consulting and coaching</p> <p>F10.a. and F11.a. Provider articulates supports aimed at fostering effective data-driven decision-making at the district-level</p> <p>If applicable</p> <ul style="list-style-type: none"> - Sample scope of work or management contact is annotated to demonstrate further evidence of the quality criteria above <p>Authority</p> <p>F12.a. Provider describes specific authorities and responsibilities typically associated to the Superintendent that the organization is willing to assume</p> <p>F12.b. Provider describes how it will work with the superintendent in decision-making in areas where the superintendent has authority and where the manager is in an advisory role.</p> <p>F13.a. Provider has a clear process and identified milestones and readiness criteria for returning authority and responsibilities back to the Superintendent and/or cabinet members over the course of the contract as district capacity increases</p>
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<p>Four Domains specific support: Talent Development</p>	<p>F14. How are your management services designed to build district capacity to recruit, develop, and retain talent in order to develop a diverse workforce?</p> <p><i>If applicable:</i></p> <p>F15. How does your organization support districts in organizational realignment?</p> <p>F16. Which specific authorities and/or responsibilities typically associated with the HR Department is your organization willing to assume in your role as a manager?</p> <p>F17. What role, if any, would your organization anticipate having with the local teacher's association or other collective bargaining units?</p>	<p>Capacity Building</p> <p>F14.a. The provider supports the district to build capacity to design and implement district-level systems for developing, recruiting, and retaining talent</p> <p>F14.b. The provider supports the district to build capacity to design and implement district-level systems for developing talent including induction, career progression, and aligned professional development</p> <p>F14.c. The provider supports the district to build capacity to develop a diverse workforce and promote equitable staffing across schools, especially schools with equity gaps</p> <p>If applicable</p> <p>F15.a. The provider supports the district in strategic staffing and/or organizational realignment or reorganization</p> <ul style="list-style-type: none"> - Sample scope of work or management contact is annotated to demonstrate further evidence of the quality criteria above <p>Authority</p> <p>F16.a. Provider describes specific authorities and responsibilities typically associated with the HR Department that the partner is willing to assume.</p> <ul style="list-style-type: none"> - Specifically, the provider describes any authority it would be willing to assume over hiring, compensation, evaluation, and firing decisions. <p>F17a. Provider describes what role, if any, it would be assuming with the local union(s).</p>
<p>Four Domains specific support: Instructional Transformation</p>	<p>F18. How are your management services designed to build district capacity to implement aligned, standards-based curriculum and assessments and a consistent vision for excellence in instruction?</p> <p>F19. Which specific authorities and/or responsibilities typically</p>	<p>Capacity Building</p> <p>F18.a. Provider's training and consulting services support the district in curriculum alignment and implementation of standards-based curriculum across one or more schools</p> <p>F18.b. The provider's training and consulting services support the district in developing and implementing effective</p>



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	<p>associated with the Curriculum and Instructional Department is your organization willing to assume in your role as a manager?</p>	<p>assessment and Data Driven Instructional systems and strategies across one or more schools</p> <p>F18.c. The provider's training and consulting services support the district in developing and implementing strategies to address equity gaps and the needs of underserved populations (English language learners, students with disabilities, students of color) across one or more schools</p> <p>If applicable</p> <ul style="list-style-type: none"> - Sample scope of work or management contact is annotated to demonstrate further evidence of the quality criteria above <p>Authority</p> <p>F19.a. Provider describes specific authorities and responsibilities typically associated with the Curriculum and Instructional Department that the management partner would be willing to assume</p> <ul style="list-style-type: none"> - Specifically, the provider describes any authority it would be willing to assume over decisions related to recommending curriculum and assessments for adoption and defining a district-wide approach to instructional expectations
<p>Four Domains specific support: Climate and Culture Shift</p>	<p>F20. What role, if any, would your organization anticipate having in stakeholder engagement and communication?</p> <p>F21. What role, if any, would your organization anticipate having in building district capacity to build a positive staff and student culture and provide aligned supports for staff and student wellness?</p> <p>F22. What authority, if any, would your organization be willing to assume with regards to communication, stakeholder</p>	<p>Capacity Building (if applicable)</p> <p>F20.a. The provider's training and consulting services support the district in developing and implementing family and community partnership strategies that engage diverse stakeholders</p> <p>F21.a. The provider's training and consulting services support the district in developing and implementing a system of SEL strategies to support student and staff well-being</p> <p>F21.b. The provider's training and consulting services support the district in developing and implementing strategies designed to address equity gaps in engagement and discipline and the needs of underserved populations (English language learners, students with disabilities, students of color)</p> <p>Authority (if applicable)</p>



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	engagement and/or culture building initiatives?	F22.a. The provider describes what role, if any, it would be assuming with regards to district's stakeholder engagement and culture building initiatives
Progress monitoring	<p>F23. What is your organization's approach to progress monitoring the implementation of the agreed upon scope of work for the management contract between the district and your organization?</p> <p>F24. What is your organization's approach to supporting the district in progress monitoring implementation of its State Board-approved Pathways Plan or its State Board order?</p> <p>F25. Please provide an example of progress monitoring tools or protocols your organization uses (if applicable).</p>	<p>F23.a. The provider's response describes a clear process, timeline, and meeting structure for monitoring implementation of agreed upon scope of work with the district superintendent, board, and other key stakeholders (e.g. data collection, analysis, and decision making regarding adjustments).</p> <p>F24.a. The provider's response includes evidence of a process for supporting district in identifying implementation benchmarks and/or monitoring implementation of district pathways plan or State Board order</p> <p>F25.a. Provider's progress monitoring tool(s) show identification of clear and measurable benchmarks (implementation and leading indicators), as well as schedule for regular monitoring and ability to adjust actions as needed</p>
Anticipated impact and/or track record of success	<p>F26. What is your organization's experience acting as a manager for districts in turnaround? Include the following:</p> <ul style="list-style-type: none"> - How you measure success - Specific examples of your organization's management support for other districts - Any data demonstrating the impact of your services 	<p>F26.a. The provider's response identifies specific outcomes that its work is intended to impact that are aligned to the four domains</p> <ul style="list-style-type: none"> - Specifically, these outcomes include school and systems-level data, as well as a plan for measurement <p>F26.b. The provider's response and/or references include specific examples of its management support for other districts</p> <p>F26.c.. The provider's response includes sample evaluation reports and/or data demonstrating past efficacy directly related to the services being described</p>
References	Please submit the name and contact information (phone and email) for the last three schools or districts with whom your	References are used as part of the body of evidence to assess capacity throughout the provider application



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	organization contracted. References will be contacted by CDE staff.	
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