



Part I: Cover Page – Organization Information

Organization Information	
Organization Name:	Public Impact <input checked="" type="checkbox"/> New or <input type="checkbox"/> Continuation Submission
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Organization Category (select all that apply)	
<input type="checkbox"/> Charter Network, Charter Management Organization or Charter School <input type="checkbox"/> Turnaround Leader Development Provider <input checked="" type="checkbox"/> Management Partner <input type="checkbox"/> Stakeholder Engagement Specialist	
Preferred Geographical Region(s) in Colorado to Work In (select all that apply)	
<input checked="" type="checkbox"/> Metro Denver <input checked="" type="checkbox"/> Front Range (Colorado Springs, Ft. Collins) <input checked="" type="checkbox"/> Rural / Mountain / Western Slope	

Indicate the school district(s) or BOCES your organization is willing and able to engage with:

ANY SCHOOL DISTRICT or BOCES



Part 2: Narrative Responses

A. Identify which of the following roles your organization can serve (list all that apply):

Partial management: Talent development

B. Is your organization's primary interest and area of expertise in school-level management, district-level management, or both?

Both school-level and district-level management

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

Public Impact's mission is to dramatically improve education for all students, especially low-income students, students of color, and other students whose needs historically have not been well met. We keep our mission central when helping districts and schools meet their unique talent development needs.

Our approach to talent development centers on extending great teaching to all students. Decades of rigorous evidence show unequivocally that the single-most important school-based factor in student learning is the quality of the teacher in the classroom. As a result, all the assistance Public Impact provides is in the service of one goal: placing an excellent teacher in charge of every student's learning, in every classroom, every year. It is that consistent access to excellent teaching that enables students to catch up and leap ahead to reach rising standards. While our overall goal is consistent, the approach we take in any one district or school is not.

We offer a set of services that we can adapt to meet the specific needs of any school or district, based on an analysis of data and engagement with district staff, teachers, and other stakeholders to discern their most important needs and priorities. We provide some of these services on-site, but many can be provided virtually. We call this set of services "Opportunity Culture." The services we offer vary based on that process, but the core elements include:

- **Redesign of roles.** The typical school design, often called "one-teacher-one-classroom," places substantial constraints on schools' ability to reach all students with excellent teaching. Since the number of highly effective teachers is inevitably limited, only a fraction of classrooms – and too often a small fraction – will have excellent teachers. We help schools break the one-teacher-one-classroom model by creating new roles for highly effective teachers in which they "extend their reach" to more students, either directly or by leading a team of other teachers and staff.
- **Redesign of compensation and career pathways.** We work to make the new roles described above well-paid, within existing budgets. We work with districts to create a unique career pathway for these new roles, tailored to the district's financial circumstances, existing initiatives, and local competition. We also work with the district to implement a competency-based selection process with district-specific selection criteria.



- **School design team facilitation.** We work with school leadership to convene a design team made up of the school principal, other key administrators, several teachers, and other staff as needed. We then guide that design team through a process of goal-setting and decision-making that leads to a clear plan and implementation path for the needed changes. We help the team engage other staff and stakeholders and communicate actively through the design process to build awareness and buy-in.
- **Redesign of schedules.** Concurrent with changing roles, we help school design teams re-imagine the use of time, freeing hours per week for teacher collaboration, data-analysis, planning, and job embedded professional learning. Instead of asking teacher-leaders to play new roles within their pre-existing time constraints, we help schools free their time to lead their peers, while continuing to teach students; all within existing budgets.
- **Principal support.** Principals are a critical ingredient in fostering great teaching. We work with principals on a number of fronts, including developing a clear, evidence based turnaround plan; leading the “team of leaders” made possible when teacher-leaders take responsibility for teacher teams; and using our assessments to understand their own competencies and leadership challenges and, with coaching, to develop the capabilities they need to succeed as leaders of dramatic improvement.
- **Performance management.** We help schools seeking big improvements set up performance management routines and “dashboards” to help leaders keep changes on track by monitoring leading indicators of their ultimate goals and adjusting their approaches over time based on data.
- **Customized services.** Beyond those core services, we can further tailor offerings to meet schools’ needs. Examples including training teacher-leaders and other staff, designing roles at schools for aspiring teachers to serve as full-time residents, and more.

In addition to a customizable menu of options, we also bring a wealth of experience working with low-income districts and schools throughout the country. Over the last seven years of our Opportunity Culture initiative, we have partnered with more than 300 schools and 28 districts across nine states - rural, suburban, and urban. The vast majority of those schools have been Title I schools.

D. 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) to make your school successful?

Before partnering with any new district or school, we consider whether the prospective client’s mission aligns with our own theory of action. As mentioned, Public Impact’s approach to boosting student outcomes centers on extending great teaching to all students, our Opportunity Culture initiative. If high-need students have consistent access to excellent teachers, they will reach and exceed proficiency in academic subjects and thrive as “whole children,” and our nation can close its persistent academic achievement gaps. Our theory of action is that schools can achieve that seemingly impossible goal by redesigning roles, schedules, and budgets to make it happen.



During initial conversations, we share our theory of action and describe the decisions and commitments clients typically make. Once prospective clients agree to move forward, we work with them to create a scope of work tailored to their district context, financial constraints, and unique needs.

What follows is a *typical* year one scope of work for a district planning to engage several of its schools in this work with a focus on Opportunity Culture staffing redesign, which includes the creation of advanced teacher leader roles called “multi-classroom leaders”:

1) Project Launch and Information Sessions (Fall)

- a. Establishing regular check-in calls to run through the duration of the project.
- b. Kick-off meeting to orient essential leaders to Opportunity Culture design work.
- c. Information session(s) for principals and district leaders to convey the concepts of Opportunity Culture and outline the design process.
- d. Additional meetings, as needed, with other key stakeholders.

2) District Design Assistance (Fall)

Public Impact design support gives the district the benefit of experience gained by Public Impact in other sites, access to tools that have been developed for those sites, and expert facilitators to help leaders develop and refine models to meet unique local contexts.

- a. Three-four design sessions to help the district-level team develop selection criteria for new roles, determine pay supplements that will be sustainable within current budgets, recruit candidates, plan for competency-based selection of candidates, and establish accountability plans for the new teacher leader roles.
- b. Financial analysis to identify maximum pay supplements that could be sustained within existing funds should Opportunity Culture be taken to scale.
- c. Analysis of current pay in LEA and nearby communities, with recommendations on pay supplement levels that would be both sustainable and competitive.

3) School Design Assistance (Late Fall – Winter)

Three-four design sessions to help school-level teams evaluate greatest needs for instructional improvement, outline roles and school models to tackle those changes, establish a three-year plan to get to scaled plans funded sustainably within current budgets, rework schedules to ensure teachers and school leaders have protected time for co-planning and coaching, and outline transition needs.

4) Recruitment and Selection Support (March – May)

- a. Compilation of suggested recruitment strategies from other sites.
- b. Job openings posted on the Opportunity Culture website.
- c. A session to train district personnel on the Behavioral Event Interview technique, equipping them to select teacher leader candidates who display key competencies needed for success in these valuable, high potential roles.

5) Preparing for Implementation (March – August)

- a. Setting up processes for monitoring implementation, including Priority Dashboards for each school and the use of the School Excellence Portal.



- b. Conducting 3-4 day summer professional development sessions for principals, multi-classroom leaders, and others to help prepare for the school year.

As part of the scope of work, participating districts and schools also sign commitment forms and a memorandum of understanding with Public Impact. We've included a copy of district and school leader commitment forms in the appendix.

Perhaps the most important element of any partnership is regular communication. We schedule recurring check-ins with all clients to discuss progress, provide feedback, and ensure our work is meeting their needs.

Overall, Public Impact is very open to working with any and all districts and schools. Clients need only commit to the work, assemble a team to complete the work, and regularly communicate with their Public Impact team.

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

Public Impact has frequently collaborated with other third-party providers to help districts and schools implement Opportunity Culture and other teacher leadership efforts. This collaboration sometimes takes the form of Public Impact subcontracting with another organization. For example, Public Impact has frequently subcontracted with Education First to support schools and districts with Opportunity Culture design. Founded in 2006, Education First is a national, mission-driven strategy and policy organization with unique and deep expertise in education improvement. Public Impact and Education First have teamed up on multi-year Opportunity Culture projects in Syracuse, Chicago, and several Texas school districts.

Public Impact has also engaged in more direct partnerships with third-party providers. During the 2018-19 school year, Public Impact [partnered with the College Board and the North Carolina School of Science and Math \(NCSSM\)](#) to pilot remotely located teacher leadership in several of North Carolina's rural districts and schools. In other words, an excellent NCSSM teacher became an Opportunity Culture multi-classroom leader, then she virtually supported a team of teachers throughout the state as they as they implemented a new pre-AP calculus course. Within the partnership, NCSSM designed and delivered the pre-calculus course, while Public Impact and NCSSM both designed the remotely located role and the technology-enabled interaction with teachers and students.

Lastly, Public Impact has provided technical assistance to support several research studies. For example, Public Impact recently partnered with Mathematica, a nonpartisan policy research organization, to provide technical support to districts implementing teacher leadership as part of the Teacher and School Leader Incentive (TSL) Program. Public Impact will support districts as they select new teacher leaders, align schedules to new roles, and train new teacher leaders. Public Impact will



also provide implementation support once new teacher leaders are selected. Public Impact’s technical assistance will inform Mathematica’s eventual evaluation of the program for the U.S. Department of Education’s Institute of Education Sciences.

While each partnership is unique, all have been successful thanks to clear roles, clear responsibilities, and regular communications with both partners and clients.

F. Describe your experience, if any, working with Alternative Education Campuses (AECs) or alternative high schools.

To date, Public Impact has not worked directly with Alternative Education Campuses (AECs) nor alternative high schools; although, we are willing to work with all school types and levels.

G. Describe your experience, if any, working with online schools.

To date, Public Impact has not worked directly with online schools. However, we do have experience in providing school-level support via remote roles.



Part 3: Capacity

Does your organization currently have the capacity to serve additional schools and districts in Colorado? If yes, indicate how many new schools or districts your current capacity would allow for. If no, explain what additional capacity you would need to put in place, and any other constraints such as timelines or minimum participating schools or districts.

Yes, our organization has the capacity to serve schools and districts in Colorado. Public Impact is equipped and ready to serve any district and school within the state regardless of its geographical location.



Part 4: Evidence of Track Record of Improved Student and School Outcomes

Describe 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. Highlight the context and location of where this work has occurred.

According to a rigorous third-party evaluation of Opportunity Culture, and a Public Impact analysis of student results in North Carolina, teachers on multi-classroom leaders’ teams are producing sizeable academic gains.

The third-party [research](#) came from the American Institutes for Research and the Brookings Institution and was released through the CALDER Center in 2018. It showed that teachers who were on average at the 50th percentile in student learning gains, who then joined teams led by teacher-leaders known as multi-classroom leaders, or MCLs (who had prior high growth as teachers), produced learning gains equivalent to those of teachers from the 75th to 85th percentile in math, and, in six of the seven statistical models, from 66th to 72nd percentile in reading (see figure). Teams had a median of five teachers in addition to the MCL. Student growth began to increase schoolwide after MCLs were added in only part of a school.

The study covered about 15,000 students and 300 teachers in three Opportunity Culture districts – Charlotte-Mecklenburg Schools (NC), Cabarrus County Schools (NC), and Syracuse City School District (NY). Three-quarters of Opportunity Culture schools in these districts were eligible for Title I funds in 2015–16. Researchers controlled for factors including student background and prior performance. The study compared schools that had Opportunity Culture classrooms with schools that had none, as well as before-and-after results for schools that have implemented Opportunity Culture.

Additionally, a Public Impact analysis of North Carolina results showed that in 2017–18, while only 27 percent of non-Opportunity Culture schools in North Carolina exceeded student learning growth targets, nearly double that—53 percent—of Opportunity Culture schools exceeded growth. In Charlotte-Mecklenburg, Garinger High School posted the highest growth index of all high schools in the state, and fourth-highest overall. That analysis showed that Opportunity Culture schools in the state were also far less likely to fall short of growth targets—15 percent of schools versus 27 percent of non-Opportunity Culture schools.

For more data related to the Opportunity Culture initiative, visit our [Opportunity Culture Dashboard](#).



Self-assess the evidence base for the interventions your organization provides using the following Evidence-Based Intervention (EBI) tiers as outlined in ESSA. Which EBI tier best describes your work, and why?

Per the CALDER study, the Opportunity Culture initiative qualifies as a **Tier 2 (Moderate Evidence) intervention.**



Part 5: References

For management partners, turnaround leader development providers and stakeholder engagement specialists, submit the name and contact information for the last three schools or districts your organization contracted with.

- Baltimore City Public Schools:
 - Ashley Stewart, Executive Director of Talent and Organizational Development, astewart@bcps.k12.md.us
- Lexington City Schools (NC):
 - Dr. Anitra Wells, Superintendent, awells@lexcs.org
- Hertford County Public Schools (NC):
 - Dr. William Wright, Superintendent, wtwright@hertford.k12.nc.us

Part 6: Appendix



District Leader Commitment Form

This document must be signed by the superintendent and the individual appointed to lead the district's Opportunity Culture work. By checking the boxes below, superintendents and their designated Opportunity Culture design leads verify that they understand the requirements of this work and are committed to achieving the characteristics of strong Opportunity Culture design in their district.

- I understand that the purpose of this work is to increase student outcomes by reaching more students with excellent teachers and their teams.

- I understand that this means our district's design plan will:
 - Increase students' access to excellent teaching
 - Pay teachers more for extending their reach
 - Fund pay within regular budgets, without extra funds from grants or the state
 - Provide protected in-school time and clarity about how to use it for planning, collaboration, and development of teachers, teacher-leaders, and other staff
 - Match authority and formal accountability to each teacher's responsibilities.

- I understand that I will need to hire Opportunity Culture teaching positions.

- I understand the time requirements for engaging in this work, and am willing to commit my team and my team's time to:
 - Form a design team of 5-7 individuals with decision-making authority in the following areas: Accountability, Budget and Finance, Communications, Curriculum and Instruction, Human Resources, and Technology. If you are a collective bargaining district, your team should include a union representative.
 - Prepare for and participate in 4 half-day working sessions and complete interim activity and deliverables as needed to bring design plans to fruition
 - Participate in Behavioral Event Interview training and use this technique in a competency-based hiring process for Opportunity Culture positions
 - Collaborate with other districts creating an Opportunity Culture
 - Ensure that our school board, school staff, parents, and other community members and partners understand our Opportunity Culture work



- Provide principals at Opportunity Culture schools with coaching and support to ensure they use their new distributed leadership models effectively
 - Use evaluation tools specific to Opportunity Culture roles to evaluate faculty and staff in those roles
 - Ensure that the right staff are in the right positions to increase student outcomes
 - Collect and share data on Opportunity Culture schools’ implementation and overall design effectiveness and help schools make adjustments to improve their designs
- I understand the below characteristics of strong Opportunity Culture design, and am committed to designing:
- **Top teacher leader stipends of at least 20% average teacher pay.**
Teacher leaders in the most advanced Opportunity Culture roles receive stipends that are at least 20% of district average teacher pay, with strong designs offering stipends of 40% or more. These stipends are funded sustainably by reallocating existing funds (such as Title I, Title IIA, and current vacancies).
 - **Selection criteria for teacher leader roles that include high student growth or an equivalent measure.** Opportunity Culture roles are meant to extend the reach of teachers who achieve greater than expected growth with students. It is essential that districts consider candidates’ student growth data in hiring and select only teachers who exhibit a proven record of above-average student growth.
 - **A recruitment and selection process that launches by March 1, 2019 and makes offers to candidates by the end of April.** To ensure the best candidate pool, districts should adhere to an early hiring timeline.

Signed:

District Superintendent

Date

Opportunity Culture Design Lead

Date



School Leader Commitment Form

This document must be signed by the school’s principal. By checking the boxes below, school leaders verify that they understand the requirements for engaging in Opportunity Culture work, and will commit the time needed for the initiative’s deep planning, implementation, and support.

- I understand that the purpose of this work is to increase student outcomes by reaching more students with excellent teachers and their teams.

- I understand that this means our school’s design plan will:
 - Implement a successful strategy for increasing students’ access to excellent teaching
 - Pay teachers more for extending their reach
 - Fund pay within regular budgets, without extra funds from grants or the district
 - Provide protected in-school time and clarity about how to use it for planning, collaboration, and development of teachers, teacher-leaders, and other staff
 - Match authority and formal accountability to each teacher’s responsibilities.

- I understand that I will need to hire Opportunity Culture teaching positions.

- I understand the time requirements for engaging in this work, and I am willing to commit my time and my team’s time to:
 - Prepare for and participate in up to 4 full-day working sessions, plus individual coaching sessions, and complete interim deliverables necessary to bring design plans to fruition
 - Form a design team of 3-6 school staff members, including myself and at least 2 teachers who will attend all design sessions and coaching calls
 - Collaborate with other schools creating an Opportunity Culture
 - Engage our school community, including school staff and parents, in the planning process to ensure our school design is understood and well-received
 - Ensure that I or another school administrator is responsible for supporting and developing Opportunity Culture teacher leaders on an ongoing basis
 - Evaluate faculty and staff in Opportunity Culture positions using additional evaluation tools
 - Ensure that the right staff are in the right positions to increase student outcomes
 - Collect and share data on our school’s implementation and overall design effectiveness, and regularly use this data to make adjustments

Signed:

 School Principal

 Date