

Colorado Department of Education School Redesign RFI Evaluation Rubric 2019-20:  
Management Partner & Stakeholder Engagement Specialist - New Submission

**Organization name:** **Team Tipton**  
**Overall Recommendation:** **Approved as a school redesign provider in the following areas: Talent Development, Culture Shift, Leadership Training, Stakeholder Engagement**

<b>Summary</b>
<p>Team Tipton is a Colorado-based organization that supports both schools and districts in the areas of talent development, turnaround leadership, and culture change. The organization focuses on leadership development training and also provides other organizational support, such as strategic planning and community engagement, all of which can be onsite. Team Tipton is able to support approximately a dozen schools, a half dozen districts or a mix thereof at any one time. The organization has provided stakeholder engagement support in Colorado school districts, most recently in Adams 14.</p>

Question	Quality of Response? (Strong, Adequate, Developing)	CDE Description of Response
<b>Management Partner Rubric</b>		
<p>Identify which of the following roles your organization can serve (list all that apply):</p> <ul style="list-style-type: none"> <li>● Full management: Whole system (school or district)</li> <li>● Partial management: Instructional transformation</li> <li>● Partial management: Talent development</li> <li>● Partial management: Culture shift</li> <li>● Partial management: Leadership training</li> <li>● Other</li> </ul>	Adequate	Partial management: Talent development, culture shift, leadership training

Is your organization's primary interest and area of expertise in school-level management, district-level management, or both?	Adequate	Both
How will you differentiate your services to meet the unique needs of schools and districts in Colorado, especially those with historically underserved students?	Adequate	Team Tipton adjusts its services to the school and district context. It "works with schools and districts to design strategies and implement unique solutions that accelerate the growth and achievement of all students.... While we start with proven frameworks that drive strategic growth and positive culture shifts, ultimately the strategies, activities and deliverables we provide are customized to the unique context of each organization's aspirational and strategic objectives." Team Tipton does have extensive experience working with Colorado schools and districts, mostly in the metro region.
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?	Adequate	Team Tipton focuses on wide stakeholder engagement and input into improvement solution design. It believes that change is more successful when done "through" people rather than "to" them. The organization also asks partners to remain responsive to changing conditions and emphasizes candor.
Describe your experience working with other third party providers to support coherent school and district improvement.	Adequate	Throughout the application Team Tipton highlights its merger with CSL Colorado (Catapult), and the examples related to third-party collaboration are largely accredited to CSL Colorado. CSL collaborated with several partners on Colorado's Advisory List, including Relay, DU and Generation Schools Network.
Describe your experience, if any, working with Alternative Education Campuses (AECs) or alternative high schools.	N/A	No answer given
Describe your experience, if any, working with online schools.	N/A	No answer given
<b>Stakeholder Engagement Rubric</b>		

Describe your organization’s experience working with schools and districts to increase and improve stakeholder engagement.	Strong	Team Tipton has background facilitating stakeholder engagement related to the design, development and launch of new schools, as well as related to district turnaround. Specifically, Team Tipton facilitated community processes related to the end of the accountability clock process in Adams 14.
What engagement models or strategies do you use in your work with schools and districts?	Adequate	Team Tipton uses an advisory group model to facilitate “inclusive and collaborative processes,” leveraging the “expertise of the collective community.” One of its guiding principles for stakeholder engagement is to focus on “what’s right” instead of “who’s right.”
What specific services and support could you provide to Colorado schools and districts?	Adequate	<p>Team Tipton can offer the following services related to Stakeholder Engagement:</p> <ul style="list-style-type: none"> <li>• Strategic Planning, Assessment and Implementation Support</li> <li>• School Culture Assessments</li> <li>• Leadership Development Coaching and Training</li> <li>• Executive Coaching</li> <li>• Instructional Leadership Team Training and Coaching</li> <li>• Technical Workshops (Performance Management &amp; Coaching, Time Management, Distributive Leadership, Advanced Communication)</li> <li>• Facilitation of Leadership Retreats and Community Meetings</li> <li>• Stakeholder Interviews and Focus Groups</li> <li>• Online Surveys and Data Collection</li> <li>• Onsite Observation Support for Internal Stakeholders</li> <li>• Management Trainings and Workshops</li> <li>• Communications Planning, Artifact Development, and ongoing External and Internal Communications Support</li> </ul>
Specifically address your experience working with historically underserved populations and communities. If possible, provide a specific example of when your organization helped increase and improve engagement for minority, socioeconomically disadvantaged or non-English speaking stakeholders.	Adequate	Team Tipton detailed its bilingual community engagement process and strategy development effort for Adams 14.

Common Rubric		
<p><b>Capacity:</b> 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.</p>	Adequate	While it is difficult to ascertain the provider’s ability to meet all of the objectives described, reviewers did not have fundamental concerns about capacity. The provider states that it can work with up to 12 additional schools and/or 6 additional districts at this time.
<p><b>Evidence of Track Record of Improved Student and School Outcomes:</b> 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. Formal research studies are preferred, if available. <b>Note:</b> To receive a “strong” rating, this response must include evidence tied directly to the program or service for which the organization is applying. To receive this rating, the response must also go beyond perception or process data to include concrete outcomes, such as improved teacher retention rates or improved student achievement data on state assessments or valid, normed interim assessments.</p>	Adequate-Developing	The effectiveness data presented appears to be related to the leadership development work done by CSL Colorado. It does not appear related to either the Management or Stakeholder Engagement services Team Tipton is proposing here. That said, there is some evidence presented that the leadership development program did contribute to an improvement of academic outcomes in some schools.
<p><b>Evidence-Based Intervention:</b> Self-assess the evidence base for the interventions your organization provides using the following Evidence-Based Intervention (EBI) tiers. Which EBI tier best describes your work, and why?</p> <hr/> <p><b>Tier 1 – Strong Evidence</b>      <b>Supported by one or more well-designed and well-implemented randomized control experimental studies.</b></p>	Developing	Reviewers appreciate that Team Tipton emphasizes the importance of whole-child and school culture measures. However, there was no evidence provided of a third-party evaluation of programmatic effectiveness. Also, there were no cited evaluation/empirical studies that have met Tier 2/3 evidence standards.

<b>Tier 2 – Moderate Evidence</b>	Supported by one or more well-designed and well-implemented quasi-experimental studies.		
<b>Tier 3 – Promising Evidence</b>	Supported by one or more well-designed and well implemented correlational studies (with statistical controls for selection bias).		
<b>Tier 4 – Demonstrates a Rationale</b>	Practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by an SEA, LEA, or outside research organization to determine their effectiveness.		

<b>References</b>	
Are there three references listed?	Yes
Comments about references	<p>Average reference rating, on questions (scale 1-5): <b>4.5</b>  Average “How likely are you to recommend this partner?” (scale 1-10): <b>9.5</b></p> <p>“The amount of expertise and knowledge that they have brought is really amazing, they would definitely serve as a huge asset to any school they work with. I most appreciate the focus on root causes and not just on symptoms.”</p>

<b>Reviewers Comments about Best-Fit Schools and Districts</b>
Team Tipton has worked extensively with urban/metro area districts. The organization supports work in a variety of areas, including school climate and whole-child services. In particular, Team Tipton has experience assisting with stakeholder engagement processes.

