



Part I: Cover Page – Organization Information

Organization Information		
Organization Name:	R S Tipton, PBC	<input checked="" type="checkbox"/> New or <input type="checkbox"/> Continuation Submission
Primary Contact:	Bob Tipton	
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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 checked="" 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 type="checkbox"/> Rural / Mountain / Western Slope		

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

District name	City	County name
ANY SCHOOL DISTRICT or BOCES	ALL	ALL
Academy 20 School District	Colorado Springs	El Paso
Adams 12 Five Star Schools School District	Thornton	Adams
Adams County 14 School District	Commerce City	Adams
Adams-Arapahoe 28j School District	Aurora	Arapahoe
Agate 300 School District	Agate	Elbert
Aguilar Reorganized 6 School District	Aguilar	Las Animas
Akron R-1 School District	Akron	Washington
Alamosa Re-11j School District	Alamosa	Alamosa
Archuleta County 50 Jt School District	Pagosa Springs	Archuleta
Arickaree R-2 School District	Anton	Washington
Arriba-Flagler C-20 School District	Flagler	Kit Carson
Aspen 1 School District	Aspen	Pitkin
Ault-Highland Re-9 School District	Eaton	Weld
Bayfield 10 Jt-R School District	Bayfield	La Plata
Bennett 29j School District	Bennett	Adams
Bethune R-5 School District	Bethune	Kit Carson
Big Sandy 100j School District	Simla	El Paso
Boulder Valley Re 2 School District	Boulder	Boulder
Branson Reorganized 82 School District	Branson	Las Animas
Briggsdale Re-10 School District	Briggsdale	Weld
Brush Re-2(J) School District	Brush	Morgan



Buena Vista R-31 School District	Buena Vista	Chaffee
Buffalo Re-4j School District	Merino	Logan
Burlington Re-6j School District	Burlington	Kit Carson
Byers 32j School District	Byers	Arapahoe
Calhan Rj-1 School District	Calhan	El Paso
Campo Re-6 School District	Campo	Baca
Canon City Re-1 School District	Cañon City	Fremont
Centennial Board of Cooperative Educational Services	Greeley	Weld
Centennial R-1 School District	San Luis	Costilla
Center 26 Jt School District	Center	Saguache
Charter School Institute School District	Denver	Denver
Cheraw 31 School District	La Junta	Otero
Cherry Creek 5 School District	Greenwood Village	Arapahoe
Cheyenne County Re-5 School District	Cheyenne Wells	Cheyenne
Cheyenne Mountain 12 School District	Colorado Springs	El Paso
Clear Creek Re-1 School District	Idaho Springs	Clear Creek
Colorado Digital BOCES	Colorado Springs	El Paso
Colorado School For The Deaf And Blind School District	Colorado Springs	El Paso
Colorado Springs 11 School District	Colorado Springs	El Paso
Cotopaxi Re-3 School District	Cotopaxi	Fremont
Creede School District School District	Creede	Mineral
Cripple Creek-Victor Re-1 School District	Cripple Creek	Teller
Crowley County Re-1-J School District	Ordway	Crowley
Custer County School District C-1 School District	Westcliffe	Custer
De Beque 49jt School District	De Beque	Mesa
Deer Trail 26j School District	Deer Trail	Arapahoe
Del Norte C-7 School District	Del Norte	Rio Grande
Delta County 50(J) School District	Delta	Delta
Denver County 1 School District	Denver	Denver
Dolores County Re No.2 School District	Dove Creek	Dolores
Dolores Re-4a School District	Dolores	Montezuma
Douglas County Re 1 School District	Castle Rock	Douglas
Durango 9-R School District	Durango	La Plata
Eads Re-1 School District	Eads	Kiowa
Eagle County Re 50 School District	Eagle	Eagle
East Grand 2 School District	Granby	Grand
East Otero R-1 School District	La Junta	Otero
Eaton Re-2 School District	Eaton	Weld
Edison 54 Jt School District	Yoder	El Paso
Elbert 200 School District	Elbert	Elbert
Elizabeth C-1 School District	Elizabeth	Elbert
Ellicott 22 School District	Calhan	El Paso



Englewood 1 School District	Englewood	Arapahoe
Estes Park R-3 School District	Estes Park	Larimer
Falcon 49 School District	Peyton	El Paso
Fort Morgan Re-3 School District	Fort Morgan	Morgan
Fountain 8 School District	Fountain	El Paso
Fowler R-4j School District	Fowler	Otero
Fremont Re-2 School District	Florence	Fremont
Frenchman Re-3 School District	Fleming	Logan
Garfield 16 School District	Parachute	Garfield
Garfield Re-2 School District	Rifle	Garfield
Genoa-Hugo C113 School District	Limon	Lincoln
Gilpin County Re-1 School District	Black Hawk	Gilpin
Granada Re-1 School District	Granada	Prowers
Greeley 6 School District	Greeley	Weld
Gunnison Watershed Re1j School District	Gunnison	Gunnison
Hanover 28 School District	Colorado Springs	El Paso
Harrison 2 School District	Colorado Springs	El Paso
Haxtun Re-2j School District	Haxtun	Phillips
Hayden Re-1 School District	Hayden	Routt
Hi-Plains R-23 School District	Seibert	Kit Carson
Hinsdale County Re 1 School District	Lake City	Hinsdale
Hoehne Reorganized 3 School District	Trinidad	Las Animas
Holly Re-3 School District	Holly	Prowers
Holyoke Re-1j School District	Holyoke	Phillips
Huerfano Re-1 School District	Walsenburg	Huerfano
Idalia Rj-3 School District	Idalia	Yuma
Ignacio 11 Jt School District	Ignacio	La Plata
Jefferson County R-1 School District	Golden	Jefferson
Johnstown-Milliken Re-5j School District	Milliken	Weld
Julesburg Re-1 School District	Julesburg	Sedgwick
Karval Re-23 School District	Karval	Lincoln
Kim Reorganized 88 School District	Kim	Las Animas
Kiowa C-2 School District	Kiowa	Elbert
Kit Carson R-1 School District	Kit Carson	Cheyenne
La Veta Re-2 School District	La Veta	Huerfano
Lake County R-1 School District	Leadville	Lake
Lamar Re-2 School District	Lamar	Prowers
Las Animas Re-1 School District	Las Animas	Bent
Lewis-Palmer 38 School District	Monument	El Paso
Liberty J-4 School District	Joes	Yuma
Limon Re-4j School District	Limon	Lincoln
Littleton 6 School District	Littleton	Arapahoe



Lone Star 101 School District	Otis	Washington
Mancos Re-6 School District	Mancos	Montezuma
Manitou Springs 14 School District	Manitou Springs	El Paso
Manzanola 3j School District	Manzanola	Otero
Mapleton Public Schools, Adams County School District 1	Denver	Adams
Mc Clave Re-2 School District	McClave	Bent
Meeker Re1 School District	Meeker	Rio Blanco
Mesa County Valley 51 School District	Grand Junction	Mesa
Miami Yoder 60 Jt School District	Rush	El Paso
Moffat 2 School District	Moffat	Saguache
Moffat County Re:No 1 School District	Craig	Moffat
Monte Vista C-8 School District	Monte Vista	Rio Grande
Montezuma-Cortez Re-1 School District	Cortez	Montezuma
Montrose County Re-1j School District	Montrose	Montrose
Mountain Valley Re 1 School District	Saguache	Saguache
North Conejos Re-1j School District	La Jara	Conejos
North Park R-1 School District	Walden	Jackson
Norwood R-2j School District	Norwood	San Miguel
Otis R-3 School District	Otis	Washington
Ouray R-1 School District	Ouray	Ouray
Park County Re-2 School District	Fairplay	Park
Pawnee Re-12 School District	Grover	Weld
Peyton 23 Jt School District	Peyton	El Paso
Plainview Re-2 School District	Sheridan Lake	Kiowa
Plateau Re-5 School District	Peetz	Logan
Plateau Valley 50 School District	Collbran	Mesa
Platte Canyon 1 School District	Bailey	Park
Platte Valley Re-7 School District	Kersey	Weld
Poudre R-1 School District	Fort Collins	Larimer
Prairie Re-11 School District	Raymer	Weld
Primero Reorganized 2 School District	Weston	Las Animas
Pritchett Re-3 School District	Springfield	Baca
Pueblo City 60 School District	Pueblo	Pueblo
Pueblo County 70 School District	Pueblo	Pueblo
Rangely Re-4 School District	Rangely	Rio Blanco
Revere School District School District	Ovid	Sedgwick
Ridgway R-2 School District	Ridgway	Ouray
Roaring Fork School District No. Re-1	Glenwood Springs	Garfield
Rocky Ford R-2 School District	Rocky Ford	Otero
Salida R-32 School District	Salida	Chaffee
San Juan Board of Cooperative Educational Services	Durango	La Plata
Sanford 6j School District	Sanford	Conejos



Sangre De Cristo Re-22j School District	Mosca	Alamosa
Sargent Re-33j School District	Monte Vista	Rio Grande
School District 27j School District	Brighton	Adams
Sheridan 2 School District	Sheridan	Arapahoe
Sierra Grande R-30 School District	Blanca	Costilla
Silverton 1 School District	Silverton	San Juan
South Conejos Re-10 School District	Antonito	Conejos
South Routt Re 3 School District	Oak Creek	Routt
Springfield Re-4 School District	Springfield	Baca
St Vrain Valley Re 1j School District	Longmont	Boulder
Steamboat Springs Re-2 School District	Steamboat Springs	Routt
Strasburg 31j School District	Strasburg	Adams
Stratton R-4 School District	Stratton	Kit Carson
Summit Re-1 School District	Frisco	Summit
Swink 33 School District	Swink	Otero
Telluride R-1 School District	Telluride	San Miguel
Thompson R2-J School District	Loveland	Larimer
Trinidad 1 School District	Trinidad	Las Animas
Valley Re-1 School District	Sterling	Logan
Vilas Re-5 School District	Vilas	Baca
Walsh Re-1 School District	Walsh	Baca
Weld County Re-1 School District	La Salle	Weld
Weld County School District Re-3j School District	Keenesburg	Weld
Weld County School District Re-8 School District	Fort Lupton	Weld
Weldon Valley Re-20(J) School District	Weldona	Morgan
West End Re-2 School District	Nucla	Montrose
West Grand 1-Jt School District	Kremmling	Grand
Westminster 50 School District	Westminster	Adams
Widefield 3 School District	Colorado Springs	El Paso
Wiggins Re-50(J) School District	Wiggins	Morgan
Wiley Re-13 Jt School District	Wiley	Prowers
Windsor Re-4 School District	Windsor	Weld
Woodland Park Re-2 School District	Woodland Park	Teller
Woodlin R-104 School District	Woodrow	Washington
Wray Rd-2 School District	Wray	Yuma
Yuma 1 School District	Yuma	Yuma
Centennial BOCES	Greeley	
East Central BOCES	Limon	
Mountain BOCES	Leadville	
Mount Evans BOCES	Bailey	
Northeast Colorado BOCES	Haxtun	
Northwest Colorado BOCES	Steamboat Springs	



Pikes Peak BOCES
Rio Blanco BOCES
San Juan BOCES
San Luis Valley BOCES
Santa Fe Trail BOCES
South Central BOCES
Southeastern BOCES
Uncompahgre BOCES
Ute Pass BOCES

Colorado Springs
Rangely
Dolores
Alamosa
La Junta
Pueblo West
Lamar
Ridgway
Woodland Park

Team Tipton is a Management Partner

Management Partner Roles Team Tipton Performs

- Partial Management: Talent Development
- Partial Management: Culture Shift
- Partial Management: Turnaround Leadership

Area of Expertise (School-level vs District-level)

Team Tipton supports both schools and districts in the areas of talent development, turnaround leadership, and culture shift.

Our talent development and turnaround leadership program sparks school and district transformation through the development of visionary, entrepreneurial leaders who are committed to creating the conditions where all children thrive. We believe in the talent of our educators and we are committed to providing an outstanding professional learning program that strengthens the leader's impact with immediate results and exponential growth over time.

Foundation funding through CSL Colorado (Catapult) supported the development of content modules, resources and tools that are now being used by over 130 graduates leading schools and education organizations in Colorado and across the country. Team Tipton now includes the founders and faculty of CSL Colorado who are eager to sustain and build on the success to date with greater capacity to serve the needs of schools and districts across the state.

In order for the initial success of turnaround work to take root and influence the larger system, we work with schools, districts and other external partners to build capacity and shift culture across the system. When executive and district leaders are involved and aligned around what they want the cultural shift's "future state" to be and support the professional growth of school leaders to that end, transformation happens. We see increased ownership, accountability and accelerated results.

Our team's expertise spans all aspects of systems change and we operate as a learning organization committed to continuous improvement. We collaborate with local and national experts who serve as faculty and provide consultation and advisement in the on-going assessment and evaluation of our program. Additionally, we regularly seek feedback from our partners as part of the on-going assessment process.

We know too, that there is a hunger for professional collaboration and a desire to be involved in the collective work of transforming education. As a result, we host networking events and offer technical workshops on topics relevant to program participants, alumni, and instructional leadership teams. In addition, our team and program alumni are engaged in collaborative work with like-minded educators across the country.

Differentiated Services that Meet Unique School Needs and Underserved Students

Team Tipton has led the design of new schools, built successful turnaround teams, and developed exceptional school and district leaders in high-needs communities.

Team Tipton works with schools and districts to design strategies and implement unique solutions that accelerate the growth and achievement of all students. Our work builds capacity within the organization and ensures that efficient and responsive systems are in place to support continued learning and growth that is sustained over time and through subsequent leadership changes.

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.

We bring teams together to identify the sources of systemic issues and realign efforts. Our tools and processes, deep subject matter expertise, and incessant pursuit to integrate innovative approaches help leaders rediscover their strengths and coalesce them into a powerful, memorable, and actionable vision of success. Whether we are providing leadership seminars, executive coaching services, technical workshops, team development training, instructional consulting, or conducting site visit learning walks or webinars, our fundamental premise is that effective tools and processes unleash creativity and align actions to maximize the talent within the organization.

Key Conditions for a Successful Partnership

A successful partnership requires a foundation built upon high participation levels from internal and external stakeholder groups. We believe the best way to sustainably implement any initiative – no matter its size - is when those who will “live with the outcomes” are active participants in creating the outcomes. Change is far more successful when done “through” people rather than “to” people.

We also understand that we are part of a larger system – and to be successful it is important to maintain coherence across that system. Understanding additional resources and support systems that are in place will help streamline processes and avoid duplicating efforts. Our tools are adaptive, meaning we are able to customize language and process in a way that accelerates action. Stakeholders will feel an immediate sense of forward progression, rather than sensations of being stuck in place, overwhelm, or “going back to the drawing board.”

It is important to establish trust and for both partners to remain responsive to changing conditions and newly identified needs. Responsiveness and candor are additional key elements that we believe are critical to success.

By maintaining coherence across the system and authentically engaging stakeholders throughout the change initiative, we create an environment of trust, responsiveness and candor that unifies a school or district and its stakeholders, enabling individuals to see their efforts contribute to a larger success. They find meaning in their work. They engage. They innovate. They achieve.

Experience Working with Third Party Providers, Alternative Education Campuses (AECs), Alternative High Schools, and Online Schools

CSL Colorado (Catapult), now part of Team Tipton, was one of the first approved providers for Colorado School Turnaround Leadership. Examples of our experience include:

- Collaborating with Relay Graduate School of Education, University of Virginia and the University of Denver to discuss programming and better understand the unique roles we could play in full district turnaround efforts.
- Working with the University of Denver Morgridge College of Education to build coherence between our programs. Through this effort, many graduates of the Ritchie program have enrolled and completed our program.
- Generations Network CEO, Wendy Loloff-Cooper, is a Catapult (CSL) graduate. We have continued informal collaboration and thought partnership in the work of supporting turnaround schools and districts.

The following schools received support from our team in strategic design, leadership development, executive coaching, and school culture and instructional analysis. Four of them (William Smith High School, DC-21, New Legacy High School, and RiseUp Community School) have had a leadership change where the succeeding leader was a graduate of our program.

School	Type of Support	Launch Year	Baseline Graduation Rate	Current Graduation Rate	Outcomes
William Smith High School	Innovation status & new model implemented Leadership Development & Coaching	2008	22%	92%	National Breakthrough School Award EL Schools Mentor School Distinction Over 200 visitors per year Leadership succession
DC-21	Innovation Status Renewal	2010	12%	52%	Leadership succession
New Legacy High School	New School Design & Launch	2012	New school, no data	30%	Leadership succession
Rise Up Community School	New School Design & Launch Leadership Development & Coaching	2014	New school, no data	19.5%	Leadership succession
Denver Online School	Leadership Development & Coaching	2017	70%	N/A	2-year timeline for results
Florence Crittendon High School	Leadership Development & Coaching	2017	55%	N/A	2-year timeline for results
Montbello Career & Technical High School	Leadership Development & Coaching	2017	72%	N/A	2-year timeline for results
Colorado Division of Youth Services	Leadership Development & Coaching Professional development for staff Instructional assessment	2016	N/A	N/A	

Team Tipton is a Stakeholder Engagement Specialist

Experience Working with Schools and Districts to Improve Stakeholder Engagement

Team Tipton has supported the design, development and launch of several new schools in the metro region. Our stakeholder engagement process involves the creation of advisory groups consisting of educators, parents, business owners, community groups and, at the secondary level, students. Individuals from many of these groups often continue to serve on governing or charter boards.

Through the Colorado School Turnaround Leadership program, we have worked with schools in Aurora, Greeley, Denver, Colorado Springs, and the Charter School Institute, helping leaders plan and facilitate community engagement meetings to broaden participation and perspectives, and align on a preferred “future state.” The communication and feedback loop training we provide increases stakeholder engagement throughout the design and implementation phases of a turnaround effort.

An example that highlights the complexities and depth of engagement we can provide comes from Adams County School District 14, where we facilitated productive communication and alignment between community stakeholders from disparate interest groups, students, parents, immigrant and religious groups, the teacher’s union, classified employees, district leadership, District Accountability Committee, City Council, the Colorado Department of Education, and external education groups during a time of significant upheaval and uncertainty for the school district.

Engagement Models or Strategies Used in Our Work with Schools and Districts

Team Tipton has been working in Colorado with schools and districts to improve internal and external stakeholder engagement through a simple, yet powerful principle - change is far more successful when those who will “live with the outcomes” are active participants in creating the outcomes.

It’s not so much that people resist change. People resist “being changed” without their involvement. Again, change is far more successful when *done through* people rather than *to* people. When change is approached in this manner, the vast majority of typical change management becomes unnecessary. Team Tipton goes beyond status quo approaches to facilitate an inclusive and collaborative process, defining highly-aspirational and achievable goals, recommendations, and metrics so schools and districts can successfully design their desired futures.

Our approach builds on the expertise of the collective community (both internal and external stakeholders) – bringing forth, promoting, and resourcing what the community determines are the best ideas so people are able to focus on *what’s right*, rather than *who’s right*. To cultivate authentic and full stakeholder ownership, we believe it’s important to garner input from a variety of stakeholders on key principals and questions at all stages of the change initiative.

Specific Services and Support Team Tipton Provides Colorado Schools and Districts

Stakeholders support change initiatives that they have a hand in creating. Team Tipton provides customized stakeholder engagement services during all phases of a project, from assessment, to planning and design, and finally implementation of change initiatives.

We craft engagement strategies and activities that are most likely to achieve positive results. Examples of specific services and support we offer internal and external stakeholders are:

- Strategic Planning, Assessment and Implementation Support
- School Culture Assessments
- Leadership Development Coaching and Training
- Executive Coaching
- Instructional Leadership Team Training and Coaching
- Technical Workshops (Performance Management & Coaching, Time Management, Distributive Leadership, Advanced Communication)
- Facilitation of Leadership Retreats and Community Meetings
- Stakeholder Interviews and Focus Groups
- Online Surveys and Data Collection
- Onsite Observation Support for Internal Stakeholders
- Management Trainings and Workshops
- Communications Planning, Artifact Development, and ongoing External and Internal Communications Support

Experience Working with Underserved and Disadvantaged Communities, Minorities, and/or Non English-Speaking Stakeholders

Beginning in the summer of 2018, and ongoing, Team Tipton has led a bilingual community engagement process and strategy development effort for the Colorado Adams County School District 14 (~7500 students). Our unique approach has facilitated productive communication and alignment between community stakeholders from disparate interest groups, students, parents, immigrant and religious groups, the teacher's union, classified employees, district leadership, District Accountability Committee, City Council, the Colorado Department of Education, and external education groups during a time of significant upheaval and uncertainty for the school district.

During the initial phase of the engagement, Team Tipton conducted 58 interviews and focus groups, observed several district meetings, and facilitated a retreat for the district leadership team and Board of Education. Our findings were presented in oral and written form, in both English and Spanish, to the District Board and leadership team, the District Accountability Committee and to the community at large, in several forums. As reported on local Denver TV news stations, The Denver Post, and in Chalkbeat, the increased transparency and collaborative public engagement culminated in an aligned and cooperative community-wide process facilitated by Team Tipton to select an external management organization for the district to address long-term student academic performance issues. While significant challenges remain for the District, through this

facilitated process, the community worked together and made their EMO selection unanimously. Team Tipton continues to work with District leaders to develop strategic direction and priorities as they navigate the uncertainty the Colorado State Board of Education mandates have created.

Team Tipton's Capacity

Team Tipton has the capacity to support additional schools and districts in Colorado. While the exact number of schools and/or districts we can serve at any one time depends on each client's situation and needs (scope of project, schedule intensity, geographic disbursement, etc.) we estimate we are able to support approximately a dozen schools, a half dozen districts or a mix thereof at any one time.

Team Tipton’s Track Record of Improved Student and School Outcomes:

Our Track Record of Improving Schools and Districts, Radically Increasing Outcomes of Targeted Groups of Students

We have over ten years of experience in developing successful, effective leaders who have closed achievement gaps, transformed failing schools and created new schools in neighborhoods where not enough quality schools existed to meet the needs of the community. Our program (*See Appendix, Exhibit A, Program Overview, and Exhibit B, Example Program Schedule*) provides advanced level leadership training to educators serving in low-income communities using an innovative approach to school leadership that combines the best practices of education with business training, team development, and critical communications skills from the arts.

Our team includes professionals who have successfully turned around schools and who have the organizational experience that is directly connected to the challenges faced by a turnaround school. Albert Einstein noted, “We can’t solve today’s problems by using the same kind of thinking when we created them.” Therefore, we teach our leaders to think differently, develop new habits, engage in generative conversations, develop talent, and foster engagement within the community. Leaders learn to analyze the conditions that led to their “current state,” envision and align around a preferred “future state” and then re-design systems and structures to get fundamentally different results.

Leadership Development Track Record:

Since 2008, approximately 130 educators have completed our leadership program (95% completion rate). More than 90% continue to serve in education roles, improving leadership stability in the schools and districts where they serve. Leaders also build capacity and create succession plans which ensure that there is minimal disruption to the school during a leadership transition.

The program assess leaders on performance measures aligned with state and national standards using a tool that aligns with district performance evaluations (*See Appendix, Exhibit C, Leadership Assessment*). 100% of leaders demonstrate increased mastery on at least three of five indicators as measured by supervisor and teacher feedback, observation and coaching logs.

Key Shifts in Leadership Behaviors	
From	To
A focus on solving current problems	A focus on creating long-term, positive results
Goal that use comparative terms or vague language	Goals that create a clear and shared picture of success
Acting on theories of why something has occurred	Observing without bias or theory to understand the root causes of a current situation
Assuming a shared understanding - "aura of consensus"	Using tools and strategies to build shared mental models
Reacting to the immediate situation	Analyzing patterns and trends over time
Doing too much	Prioritizing actions based on clear strategy
Delegating and directing	Developing and empowering others

Staying "on the ground and busy"	Moving from ground level to the "balcony" to maintain a view of the whole system
Trying to help staff fix problems	Listening to understand and asking questions to help staff think through situations
Communicating through verbal or written language	Communicating through visuals and stories
Observing to find evidence for pre-determined root cause	Observing to understand the underlying design that is creating the current state
Intuition	Conscious competence

We assess the learning institutes and coaching through surveys and written feedback. Leaders consistently agree or strongly agree that:

- Institutes are highly relevant, immediately useful and build critical leadership skills;
- Faculty are highly credible and provide rigorous, engaging content;
- Coaches are highly qualified and understand the role and challenges of a school leader.

Impact on Student Growth and Achievement:

The majority of our graduates serve in schools with higher percentages of low-income families and higher numbers of language learners, special education students.

Within two years of program completion, graduates who are serving as principals demonstrate higher growth and achievement when compared to school with similar demographics. Results are measured using state and district assessment data and school performance frameworks.

These results occur in all levels K-12 and across all sub-groups. In addition, graduates have higher teacher and parent satisfaction rates, higher teacher retention, increased student and teacher attendance and decreased discipline referrals and suspensions. At the secondary level (regular district/charter) graduation rates have shown significant increases, drop-out rates have declined below 1% and ACT/SAT scores have improved by an average of 2–5 points.

Organizational Effectiveness and Sustainability:

Our Design the Future Process helps leaders create strategy, prioritize the most important objectives and develop action steps with accountabilities. The process results in more effective actions of leadership and the instructional staff and maximizes resources in support of key initiatives.

Our school quality assessment rubric measures leading indicators of success in school turnaround including: equity, school culture, instructional practices, leadership, operations and family engagement. *(See Appendix, Exhibit D, School Quality Assessment)* Results from pre and post assessments demonstrate that the improved planning and implementation skills of the leader and the leadership team result in growth on the identified priorities in the strategic turnaround plan.

Self-Assessment Using Evidenced-Based Intervention (EBI) Tiers

Team Tipton's interventions fall within EBI Tiers 2 to 3.

We utilize a systems-level assessment to determine a baseline and set goals in critical areas of school performance: whole-child focus, school culture, classroom learning conditions, standards for student work, assessment practices and the professional practice of teachers.

With the baseline determined, we support leaders to evaluate and prioritize the academic, social and emotional needs of their students. The strategic plan and next actions are determined by identifying and analyzing needs through multiple perspectives that include parents, guardians, community resources and field experts. We teach leaders to build the capacity of their teams to more effectively utilize data to drive questions and formative assessments that inform instructional planning. Leaders expand their use of diagnostic tools to identify a student's strengths and develop effective intervention and acceleration plans to address significant gaps in learning and achievement.

While both charter schools and districts have goals that encompass the whole child, almost all are still focused on a narrower set of metrics limited to standardized tests and data sets. Our research and development in the areas of school quality have helped our leaders set and measure goals that are critical to the success of each individual child.

In order to ensure that optimal conditions for learning exist for all students, we help leaders define and measure factors that are more difficult, but not impossible, to assess. To date, the results have been very positive. For example, leaders report that they are able to target critical levers of change in professional practice that correlate to increases in student performance and create a shift across the whole school. Using an expanded set of tools allows leaders to move from gut-level, intuitive knowledge to documented data sets that support clear action, accountability and sustained improvement at a systems level.

References

The following references were selected based on their timeliness and relevance to the Colorado Department of Education's school redesign categorical framework and domains. For each reference that follows Team Tipton provided some level of management partner support, or stakeholder engagement support as either the primary activity, or as an ancillary activity helping achieve the overarching objective of the engagement.

Categories: Stakeholder Engagement, Partial Management: Culture Shift

Adams County School District 14, Commerce City, Colorado

- Darci Mohr (Acting Superintendent), dmohr@adams14.org, 303.853.3236
- Shelagh Burke (Executive Director of Federal Programs/Interventions/Technology), saburke@adams14.org, 303.853.3258

Categories: Partial Management: Turnaround Leadership, Talent Development

GALS Inc. – Girls Athletic Leadership Schools, The BOYS School Denver

- Carol Bowar (Executive Director), carol.bowar@galsdenver.org

Montessori del Mundo

- Wendy Renee (Executive Director), wendy@montessoridelmundo.org
- Karen Farquharson (Principal), karen@montessoridelmundo.org

Rise Up Community School

- Karen Ikegami (Principal), kikegami@riseupcommunityschool.org

Denver Public Schools, Denver, Colorado

- Susana Cordova (Superintendent), Susana.cordova@dpsk12.org
- Christine Fleming (Principal), Christine.fleming@dpsk12.org

Greeley Public Schools, Greeley, Colorado

- Wes Tuttle (Assistant Superintendent for Elementary and K-8 Leadership), wtuttle@greelyschools.org
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Appendix

Exhibit A: Team Tipton Program Provider Information

This program was developed by CSL Colorado (Catapult - who is now working as part of Team Tipton) and was approved by CDE in the first year of funding for Colorado Turnaround Leadership. Funding from CDE was awarded to Aurora Public Schools, Denver Public Schools, Greely Public Schools and the Charter School Institute.

<p>Program Overview</p>	<p>Team Tipton provides advanced training to proven school leaders who are driven to achieve sustainable transformative change in their schools. The program blends best practices in education, business and the arts to turn competent managers into transformative leaders. Leaders will:</p> <ul style="list-style-type: none"> • Become proficient in systems thinking, change leadership, advanced communication and team development. Working with expert faculty and coaches, leaders learn to articulate a compelling case for change, analyze the current state of the school and design a blueprint for the turnaround strategy. • Develop dynamic action plans that build alignment among all stakeholders, distribute leadership and accelerate student achievement results. • Increase competencies in organizational management with a dual focus on raising academic achievement while creating a culture that nurtures the whole child. • Become competent in driving for results, assessing and managing team and community dynamics, and coaching teachers for high performance. • Personalized Executive Coaching: Apply learning into immediately improved practices. Leaders face a barrage of challenges and choices each day. Coaching helps the leader maintain focus on the most important priorities and increases the leaders’ confidence to act in the midst of complexity and challenge. Coaching provides accountability and supports the leader in practicing new skills and internalizing new habits.
<p>Program Location</p>	<ul style="list-style-type: none"> • Summer Institutes and quarterly cohort meetings will be held in metro Denver. • Regional/local meetings available for those outside of the metro area. • Distance learning via web conferencing w/blended learning support. • Coaching is provided in person and by phone.
<p>Program Timeframe and Scope</p>	<p>In addition to the leadership development training, we provide training and support to turnaround leaders in: 1) comprehensive organizational analysis, 2) strategic planning, 3) specialized consulting in community alignment, 4) and developing leadership teams and site visits to the school to provide to assess and provide feedback on the implementation of the turnaround plan.</p> <p>Year 1: Foundations for Change Leadership + Executive Coaching Year 2: Building Capacity for Sustained Results + Executive Coaching</p>

Exhibit B: Example Program Schedule, Outcomes, and Deliverables

Event	Outcomes
Executive Coaching, Mentoring	<ul style="list-style-type: none"> • Identify leadership strengths and set professional learning goals. • Internalize new habits of thinking and action. • Work with a thought partner to think through professional challenges and decisions.
Design the Future	<ul style="list-style-type: none"> • Align on a picture of the preferred future; • Drive out insights related to root causes (why does the situation exist in the first place?); • Connect-the-dots related to implications (what happens if nothing is done to address the challenges?); • Discover the best right answers related to next steps (concrete, comprehensive actions designed to close the gap between where you are and where you want to be)
Executive Coaching Launch Meetings	<ul style="list-style-type: none"> • Identify personal leadership strengths and goals. • Develop and implement a professional learning plan for advanced systems leadership skills.
Creating Cultures of Innovation Developing Effective Group Dynamics and Maximizing Team Performance	<ul style="list-style-type: none"> • Create an environment that supports and rewards risk-taking. • Learn about your thinking attributes and how to gain more brain power. • Understand how your behavioral attributes affect others' perceptions of your thinking. • Know your strengths and how to improve. • Experience creative and productive teams.
System Leadership in Action: Organizational Analysis	<ul style="list-style-type: none"> • Analyze systems from multiple elevations (e.g., Balcony view, dancefloor) • Identify patterns and trends. • Identify systemic elements that support or create barriers to the preferred future..
The Art and Science of Communication: Developing Your Voice and Personal Leadership Brand	<ul style="list-style-type: none"> • Project a credible and confident presence. • Create open and consistent channels of communication. • Instill confidence in others and inspire commitment to your vision. • Spark curiosity and garner interest. • Handle situations calmly without becoming emotional.
System Leadership in Action: Assessing Progress and Impact	<ul style="list-style-type: none"> • Utilize observation tools to analyze and evaluate progress toward strategic objectives. • Accurately evaluate the current state and identify possible next actions for refinement or corrections. • Identify the current baseline and performance improvement goals.

<p>System Leadership in Action: Determining Strategic Objectives</p>	<ul style="list-style-type: none"> Analyze organizational data sets to determine current strengths and gaps related to vision and goals. Identify highest priorities for improvement in the coming year. Identify key levers for change. Complete a talent assessment analysis and professional learning plan.
<p>System Leadership in Action: Leading Strategic Teams</p>	<ul style="list-style-type: none"> Distill stakeholder wisdom and insights about your school's strengths and challenges. Cast a vision for the next phase of work with specific, actionable and strategic objectives. Engage your team in collaborative leadership and innovation-focused skills. Create action plans.

Exhibit C: Leadership Assessment

Team Tipton Leadership Competencies

Assessment Levels

1	Approximating, support needed to reach proficiency
2	Approaching proficiency, minimal support or feedback will close the gap
3	The target has been met in one context
4	The target is independently met across multiple contexts

Competency: Vision and Strategy

Drives a schoolwide compelling vision of equity through strategic-planning, change leadership and innovative school-improvement practices.

Objectives	Score	Evidence of Impact - Observations & Data
<ul style="list-style-type: none"> Designs and implements effective actions across the school that result in high growth and achievement for all sub-groups. Designs and implements innovative solutions when using best practices, implemented with fidelity, fail to get expected results. Ensures that all aspects of the school are aligned with core values and implemented with fidelity. Develops and maintains a culture of candor where diverse ideas and perspectives are honored and valued. Sustains a caring and productive culture for learning that honors the individual strengths, talents and cultural backgrounds of students. 		

Competency: Operational and Organizational

Achieves school goals by creating a coherent systems-level strategy that maximizes resources and ensures effective and distributed management of school systems and operations.

Objectives	Score	Evidence of Impact
<ul style="list-style-type: none"> • Creates a strategy-led culture that results in coherence across all grade levels, departments toward the achievement of shared goals. • Maintains staff focus on critical priorities and keeps non-essential initiatives from diffusing energy and interfering with focus. • Provides clear outcomes and accountabilities that enable leadership teams to accomplish key objectives toward school goals. • Creates a responsive and flexible culture that encourages and gains value from appropriate risk-taking and innovation. 		

Competency: Community & Equity

Leads a positive, inclusive school community that meaningfully engages students, families and community members in the development of the Whole Child.

Objectives	Score	Evidence of Impact
<ul style="list-style-type: none"> • Creates and maintains systemic structures that eliminate inequities and build on the strengths of each student and family's diversity and culture. • Sustains a welcoming and inclusive school community that engages families in the support of students' intellectual, social and emotional development. • Collaboratively creates the conditions and environment to empower community and families to share responsibility and ownership of school goals and student learning. 		

Competency: Personal & Values

Inspires others through values-driven, reflective and resilient leadership. Develops the leadership capacity of others.

Objectives	Score	Evidence of Impact
<ul style="list-style-type: none"> • Demonstrates leadership strength and wisdom utilizing emotional intelligence, self-management, relationship building and continuous self-improvement. • Communicates in a compelling and adaptive manner that builds trust and confidence among all stakeholders. • Inspires a collective commitment and accountability to living the school values. • Effectively teaches and coaches others to develop effective collaboration and leadership skills. 		

Exhibit D: School Quality Assessment

Leaders assess the system, set goals and monitor system-level changes

The tool will be personalized based on each leader's school needs and context.

		In place	Area for Growth	Strategic Goal
Culture of Equity Growth and Learning				
	School and classroom routines foster student ownership and independence.			
	Teachers use strengths-based language when providing feedback and assessing progress.			
	Learning spaces are designed to promote collaboration, critical thinking and creativity.			
	Adults model the values and behaviors they are developing in students.			
Instructional Core				
	Classrooms foster curiosity and critical thinking.			
	The learning environment is inclusive and supports the academic, social and emotional needs of students.			
	The culture of learning is asset-based and supports student ownership and independence.			
Professional Practice of Teachers				
	Collaboration is productive and fosters creative thinking.			
	Teachers are empowered decision makers who share responsibility for all students in the school.			
	Teachers engage in continuous learning and contribute to the collective knowledge of the team.			
	Teachers engage in reflection, self-assessment and goal-setting.			
Leadership and School Improvement				
	Leadership models core values and effective practices.			
	Leadership engages in ongoing professional learning to improve leadership practices.			
	Clear decision making protocols are in place that allow for strategic and responsive action.			
School Structures				
	There is adequate time for teaching, planning and collaborative learning.			
	Protocols, routines and planning tools are used to ensure effective meetings.			
	Budget planning reflects a focus on the strategic goals of the school.			