



Part I: Cover Page – Organization Information

Organization Information	
Organization Name:	Public Consulting Group, Inc. <input type="checkbox"/> New or <input checked="" 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 checked="" type="checkbox"/> Turnaround Leader Development Provider <input 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:

PCG is prepared to design and deliver the Turnaround Leadership project to all regions in Colorado. Our capabilities for blended learning include virtual and face-to-face professional development. Additionally, PCG will use its comprehensive LMS to provide interactive online courses allowing for flexibility to meet the needs of participants in all geographical areas.

District name	City	County name
X ANY SCHOOL DISTRICT or BOCES	X ALL	X ALL

RFI Required Elements for Continuation Submissions

I. Cover Page (see page 11)

II. Narrative Responses

Please read the narrative instructions below carefully. Submit answers to all narrative questions for each category for which you are submitting:

Turnaround Leader Development Provider Category Submissions:

a) Provide an update on your organization's work and progress since the original RFI submission in 2018.

PCG has continued developing its offerings to support struggling schools. Throughout the 2018-2019 school year, PCG focused on supporting new special education teachers through *PCG's Playbook*. The *Playbook* provides new and alternative certification candidates with professional learning, coaching, and data analysis support as they begin working with students with disabilities. Moreover, *Playbook* also has a version to support district Special Education Directors as they work to close the achievement gap within their district. Both new offerings, along with *Principal's Playbook* and School and District Improvement Services outlined in our previous proposal, will be available to Colorado schools and can be customized to meet the unique needs of districts throughout the state. PCG is a national leader in providing Special Education technology. By adding more support through *Playbook*, we believe we will have the impact needed to support and provide more assistance to special educators within districts.

b) Describe any new work you have done or are doing in Colorado schools and districts since the original RFI submission in 2018.

On August 20, 2019, PCG completed a six-month project with Colorado Springs District 11 which focused on an analysis of the district's recently adopted strategic plan compared to their implementation and use of Mill Levy monies secured in 2000 and 2017. PCG completed the audit by doing an artifact review, facilitating over twenty-five focus groups and interviews, and by conducting surveys with D11 staff, parents, and the community at large. Additional survey data was gathered from other surrounding districts who had also secured Mill Levy funding. The culmination of all this data gathering and review resulted in key recommendations being made for leadership, which focused on school improvements in the areas of social emotional learning, communication, and program implementation. There has been an additional ongoing partnership with Pueblo City Schools focused on building capacity amongst school leaders in the area of Culturally and Linguistically Diverse Education. Like D11, the work began with an audit of current practices and is now focused on targeted professional development and leadership coaching, which is intended to equip school leaders with the strategies they need to establish more culturally and linguistically diverse schools.

III. 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.

PCG has the capacity to support multiple school districts within the state. There is a PCG office in Denver and staff are available to serve districts throughout the state.

IV. Evidence of Track Record of Improved Student and School Outcomes

- a. [Provide a summary of your organization’s experience in developing successful, effective leadership in low-performing schools and school districts. Describe key structures or systems used to provide feedback and monitor progress.](#)

PCG has been supporting leaders in low-performing districts for more than a decade. Initially, our leadership support was based on **PCG’s Turnaround Leadership Model** designed in partnership with Dr. Daniel Duke from the University of VA’s Turnaround Program. PCG supported leaders in turnaround districts in rural Florida as well as new charter school leaders state-wide. Moreover, PCG provided professional development and coaching to urban districts in Michigan. Through the development of our model, PCG recognized the need to expand our model of supporting leaders through the use of a digital platform. That platform, *PCG’s Playbook*, was designed to support principals, both new and struggling, through a series of professional learning, called plays, and coaching. *Playbook* has grown and is now supporting leaders and teachers in Broward County Public Schools, Crowley, TX., Clover Park, WA., and the Indiana Department of Education.

PCG’s Client Work

PCG has extensive knowledge of K–12 education and experience in providing high-quality leadership, professional development, and program evaluation services. Since 2010, PCG has been actively engaged in providing professional development and coaching that focuses on the skills and best practices needed to redesign and improve schools. Examples of projects focused on improving leader and teacher best practices include:

- **Broward County Public Schools, Broward County, FL, (January 2018 – present)**

PCG currently partners with Broward County Public Schools to provide second year principals and struggling principals with *Playbook*. As part of the project, PCG supports Broward’s Principal Coaches in selecting and assigning plays that address needs discovered during on-site coaching. During coaching sessions, Broward’s principal coaches discuss data from the Needs Assessment with their principals and determine areas to improve on, letting principals drive the process rather than telling them what to do, while providing supports through play assignment. Broward has expanded the project to include a second cohort of leaders after determining the significant growth made by principals using *Playbook*.

- **Florida Department of Education, Florida Rural Turnaround Project (January 2012–June 2013):** PCG partnered with the Florida Department of Education (FLDOE) to develop a model for building leadership capacity to support school and district improvement. From 2012–2013, we implemented a turnaround leadership framework to improve student achievement and aspirations in ten low-performing school districts and their identified priority schools, including Flagler County Schools. The school district engaged in the Florida Rural Turnaround Leadership Project and attributed participation in the project to district and school improvement.

School Board Chair Conklin said:

This extra, targeted effort has paid off tremendously. The district was just honored by the College Board and named to its 2015 Gaston Caperton Opportunity Honor Roll, a list

of 130 districts across the U.S. that were recognized for creating opportunities for traditionally underrepresented students.

To support implementation of the framework, we developed and delivered a set of 24 professional development modules on topics related to turnaround leadership, strategic planning, and governance and policy. Additionally, we provided one-on-one coaching sessions with district and turnaround focus schools to guide the implementation of school improvement plans

- **Florida Department of Education, Supporting Charter School Transition to the Florida Standards (November 2012–August 2016):** PCG provided educators from Florida’s 675 charter schools with the training and resources they needed to transition to full implementation of the Florida Standards in K–12 mathematics, English language arts, and content literacy. For this initiative, PCG developed 28 professional development courses and conducted more than 400 in-person professional development workshops for teacher leaders, administrators, leadership teams, and board members across the state. To maximize the impact of the face-to-face trainings, PCG created 44 digital learning modules focused on leadership, ELA, mathematics, English language learners; to date, a total of 7,000 online courses have been completed by Florida educators. We also created a *Principal’s Playbook*, which provides tools, resources, and networking opportunities that support leaders as they address pressing issues within their schools. In addition to developing and implementing these resources, PCG provided technical implementation assistance and coaching to more than 3,500 educators throughout the state, in districts including Miami-Dade County Public School District, Broward County Public Schools, and Duval County Public Schools. An outside research study, *Chartering New Leadership: A Study of Professional Learning and Established Best Practices of Principals in Charter Schools in Urban Districts* (see the last page for article information and link) was conducted and published highlighting PCG’s success in partnership with the FL DOE.
- **Saginaw Intermediate School District, Michigan, Priority School Coaching (December 2015–Present):** PCG is drawing on its school improvement framework to provide coaching to priority school principals and assistant principals who are new to their roles in the district. Coaching is focused on developing the capacity of principals and assistant principals to implement a strategic and focused framework for school improvement. Support includes professional development, facilitation of professional learning communities, and both onsite and virtual coaching. Virtual coaching and support is provided through PCG’s *Principal’s Playbook*, a digital platform that ensures coaching is continuous and ongoing.
- **Connecticut State Department of Education, Systems of Professional Learning: Meeting the Challenge (January 2015-December 2016): Meeting the Challenge Professional Learning Series:** PCG conducted a professional development series for educators working with students with disabilities and English learners. The goal of this professional development was to enable local educators to implement CCS-aligned curriculum, instructional practices, and assessments to meet the needs of a wide variety of learners. School teams, each with five cross-disciplinary members including ELL, SWD, General Ed, School and District Leaders, attended a series of five sessions together. Modules included:
 - *Academic Optimism and Universal Design for Learning*
 - *English Learners: Accessing the Connecticut Core Standards in English Language Arts*
 - *English Learners: Accessing the Connecticut Core Standards in Mathematics*
 - *Students with Disabilities: Adapting the Curriculum in UDL Style*

- *Students with Disabilities: Designing Curriculum with Intention and Rigor*
- *Implementation and Sustainability*
- **Denver Public Schools (DPS), Denver, Colorado, McGloan Elementary Turnaround Project (2011-2015)** Isabelle Cordova (C&C Consultants, LLC) a partner of PCG developed a plan to assist McGloan Elementary embark in a turnaround school reform model. This project consisted of collaborating with the leadership team in evaluating and analyzing McGloan’s transition model, as well as developing a five-year action plan. Implementation of the new turnaround school reform model strengthened the school’s ability to meet the academic needs of their low performing ELL population. Some of the components of the reform included, implementing best practices for the targeted student population, Spanish literacy development in targeted K-5 classrooms, professional development for all staff on the theory to practice of English language development, weekly planning and coaching sessions with K-5 staff, and targeted monthly strategic planning with the leadership team. Other Colorado experiences include supporting implementation of dual language programs at Ana Maria Sandoval Elementary, Denver; Valdez Elementary, Denver; Bryant Webster K-8 Dual Immersion Program, Denver; and the Dual Language Academy in Grand Junction. As a result of the collaborative leadership team’s work, the schools moved from red to green rating or maintained green rating on the school performance framework.

Monitor Progress:

Monitoring the implementation of a plan is critical for its success as it assures that what is happening in the schools aligns with the plan and the results achieved connect to established goals. Moreover, monitoring progress allows for catching problems along the way. It allows the school and district to fine tune not only their strategies, but their planning process as well. Monitoring progress provides the essential link between the written plan and the day-to-day implementation.

PCG will use multiple tools to progress monitor and assess the project’s outcomes. Initially, PCG will implement Guskey’s five levels of professional development (referenced below) to determine the extent to which the professional development has a positive impact on changes in practice.

In addition, PCG will use a number of tools to evaluate the effectiveness of CDE’s Turnaround School Leaders Program and *Playbook’s* implementation. To assess project impact, PCG will collect evidence of demonstrated understanding and aligned actions corresponding to the turnaround leadership program model. Each module will be associated with measurable outcomes. In addition, PCG will monitor and report on progress using available data including student achievement, climate/survey data, and instructional data. Evidence of impact of the project on developing turnaround leaders will be determined through four key metrics:

1. ***Pre- and post-self-assessment.*** Participants in the project will complete an initial- and post- self-assessment with *Playbook* as applicable to their role to evaluate project impact.
2. ***Completion of module and Play related tasks.*** Participants will be expected to apply module and *Playbook* content in their specific settings. Leadership coaches, who will be assigned to each participant, will be able to track this progress through onsite meetings and using their *Playbook* Coach Log.
3. ***Final project showcase.*** At the end of the first year, leaders will have an opportunity to share progress made throughout the school year. This can be done either through the *Principal’s Playbook* or face to face. It is anticipated that the final project showcase will demonstrate how

leadership skills have been acquired and implemented by participants within the program as well as next steps to continue their professional growth.

- b. Self-assess the evidence base for the interventions your organization provides using the following Evidence-Based Intervention (EBI) tiers [Tiers 1–4]. Which EBI tier best describes your work, and why?

PCG's work highlighting coaching and professional development was studied and published in the *Charter School Resource Journal*, Central Michigan University, College of Education and Human Services, in the Spring of 2017. This study affirmed that PCG's implementation and subsequent results met ESSA's Evidence-Based Intervention Tier 4, Promising Practices. The study is summarized below:

Research Study 1: *Chartering New Leadership: A Study of Professional Learning and Established Best Practices of Principals in Charter Schools in Urban Districts*. In collaboration with Florida Department of Education (FLDOE), Public Consulting Group (PCG) provided educators from the state's 600+ charter schools with the training, resources, and coaching needed to transition to full implementation of the FL Standards in mathematics, English language arts, and content literacy in grades K–12. The project was designed to develop teachers' and leaders' capacity to transition successfully to a standards-based curriculum and effectively use a data system in their schools and districts through blended learning and coaching.

A quantitative evaluation was conducted to assess the success of this project. The analysis of one year of growth on nine state measures of student achievement showed some positive results for the high participation schools:

- Nearly half of the schools studied (47%) gained more than 15 points in **mathematics** for the lowest performing students between 2013 and 2014.
- Nearly half (47%) of high participation schools increased the percent satisfactory or above in **reading**.
- The average points earned for all schools exceeded the state average by 13 points; nearly half of high participation schools exceeded the state average by 15 or more points.

Research from this project, which meets ESSA's Promising Practices Guidelines, entitled *Chartering New Leadership: A Study of Professional Learning and Established Best Practices of Principals in Charter Schools in Urban Districts* authored by Matthew Ohlson, Ph.D. University of North Florida & Christine Donis-Keller, Ph.D, was published in the Spring 2017 by Charter School Resource Journal, Central Michigan University, College of Education and Human Services. The research can be found at this site: <https://www.cmich.edu/colleges/ehs/program/edlead/Documents/NEW%20TCSRJ,%20Vol.%2011,%20No.%201.pdf>