

## SCHOOL TURNAROUND AND LEADERSHIP DEVELOPMENT ACT

### FREQUENTLY ASKED QUESTIONS

This document provides answers to questions from the field with regards to Senate Bill 234, the School Turnaround and Leadership Development Act. The document is organized by listing the specific requirement enacted by the Bill followed by questions from the field. Answers are provided by USBE staff.

<b>USBE</b> Becky Donaldson (USBE Federal Programs Coordinator) Max Lang Robert Palmer Zac Christensen (USBE Purchasing and Contracts Director)
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<b>Cohort 2 LEAs</b> Dixie Montessori Academy Guadalupe School JFK Junior High Paradigm High School Utah Virtual Academy	<b>Turnaround Expert Agencies</b> Catapult Learning Community Training and Assistance Darden School Foundation Education Direction Innovations Educational Consulting School Works The Rensselaerville Institute Utah Education Policy Center WestEd
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- **Changes in the law (S.B. 235 vs. S.B. 234)**
  - Changes
    - Identification - "Low performing school" means a school that is for two consecutive school years in the lowest performing 3% (R277-920-2)
    - Needs assessment and root cause analysis is conducted by an independent, third-party agency (53E-5-301)
    - Funding for School Turnaround is allocated to the LEA to contract with turnaround experts through the request for proposal process to
      - Develop the school turnaround plan
      - Implement the plan

- **Establishing a School Turnaround Committee (53E-5-303)**

District Schools	Charter Schools
<ul style="list-style-type: none"> <li>• The local school board member who represents the voting district where your school is located</li> <li>• The school principal</li> <li>• Three parents of students enrolled in the school appointed by the chair of the school community council (SCC)</li> <li>• One teacher at the school appointed by the principal</li> <li>• One teacher at the school appointed by the superintendent</li> <li>• One district administrator</li> </ul>	<ul style="list-style-type: none"> <li>• A member of the charter school governing board, appointed by the chair of the charter school governing board</li> <li>• The school principal</li> <li>• Three parents of students enrolled in your school, appointed by the chair of the charter school governing board</li> <li>• Two teachers at the school appointed by the principal</li> </ul>

Question: Can we include additional people to the Turnaround Committee?

- *Your School Turnaround Committee must have at a minimum the roles as defined in 53E-5-303 as listed above, but additional participants can be included if the LEA feels that it will be necessary or beneficial.*

Question: If I had established a Turnaround Committee during interim period between Cohort 1 and Cohort 2, can I use the same committee, or do I need to form a new one?

- *If your school has previously created a School Turnaround Committee (i.e., during the interim period between Cohort 1 and Cohort 2 identification), it is not required to create a new one if your committee has fulfilled the minimum roles pursuant to the Bill. We ask that you include the names and roles of the School Turnaround Committee at the submission of your selected turnaround expert's proposal to the USBE on or before May 25<sup>th</sup>.*

- **Role of School Turnaround Committee (53E-5-303):**

- partner with your local board/governing board to solicit proposals from turnaround experts
- partner with your local board/governing board to select a proposal
- submit the proposal to the USBE for review and approval
- contract with the selected turnaround expert
- partner with the turnaround expert to develop and implement a turnaround plan and submit the plan to the USBE for review and approval

- **Soliciting proposals from USBE-approved turnaround experts**

- Utah Procurement Code (63G-6a, Part 7) requires that your school turnaround committee solicit proposals from all 9 USBE approved turnaround expert agencies.
- The RFP must include the results from the school's needs assessment and root cause analysis (53E-5-303).
- Technical criteria—you must list how you will be evaluating the proposals and plans submitted by the Independent School Turnaround Experts.

- **Evaluating proposals and submitting the selected proposal to the USBE for review and approval**

**Proposal Requirement:** The proposals submitted shall include (53E-5-303):

- (a) *strategy* to address the root causes of the low performing school's low performance identified through the needs assessment
- (b) scope of work to facilitate *implementation of the strategy* that includes at least the activities described in Subsection (4)(b).
  - (4)(b) develop and implement, in partnership with the school turnaround committee, a school turnaround plan that meets the criteria described in Subsection (5);
    - (ii) monitor the effectiveness of a school turnaround plan through reliable means of evaluation, including on-site visits, observations, surveys, analysis of student achievement data, and interviews;
    - (iii) provide ongoing implementation support and project management for a school turnaround plan;
    - (iv) provide high-quality professional development personalized for school staff that is designed to build:
      - (A) the leadership capacity of the school principal;
      - (B) the instructional capacity of school staff;
      - (C) educators' capacity with data-driven strategies by providing actionable, embedded data practices; and
    - (v) leverage support from community partners to coordinate an efficient delivery of supports to students inside and outside the classroom

\* submit selected turnaround expert proposal to USBE: May 25, 2018

**Plan Requirement:** (5) A school turnaround committee shall partner with the turnaround expert selected under Subsection (1) to develop and implement a school turnaround plan that:

- (a) address the root causes of the low performing school's low performance identified through the needs assessment;
- (b) include recommendations regarding changes to the low performing school's personnel, culture, curriculum, assessments, instructional practices, governance, leadership, finances, policies, or other areas that may be necessary to implement the school turnaround plan;
- (c) include measurable student achievement goals and objectives and benchmarks by which to measure progress;
- (d) include a professional development plan that identifies a strategy to address problems of instructional practice;
- (e) include a detailed budget specifying how the school turnaround plan will be funded;
- (f) include a plan to assess and monitor progress;
- (g) include a plan to communicate and report data on progress to stakeholders; and
- (h) include a timeline for implementation.

Question: Does the turnaround expert have to submit in their RFP a proposed plan?

- *If the LEA's RFP requests that you respond to the plan requirements as defined in the Bill (53E-5-303) then it would be expected that you provide your agency's proposed methods or proposed actions in addressing the plan requirements. It is important to note that if your agency's proposal is selected by the LEA, you must still partner with the School Turnaround Committee to create the detailed school turnaround plan that will be implemented.*

Question: Is there an RFP template that we can use?

- *Please find the SECONDARY RFP on our web page at: <https://www.schools.utah.gov/sas/federalprograms/state>*

Question: Could funds under this Bill be used for the development of systems (i.e., district or governing board support for that particular school, stakeholders)?

- *The Bill mandates that the school turnaround plan be based on the results of the root causes from the school needs assessment. If the turnaround expert, in partnership with the School Turnaround Committee, determines that systems development with regards to district or governing board support for the school is a critical part of the plan and directly addresses the root cause, then it can be included and implemented.*

Question: Is there any flexibility in the proposal submission date of May 25<sup>th</sup>?

- *We feel that it is the intent of the Bill to create the most effective partnerships so that students in our schools will achieve. We also understand that scheduling with local boards and governing boards can take time. We are willing to work with LEAs through the proposal submission process to ensure that the most effective partnerships are made.*

Question: To whom do you submit the proposal?

- *The selected proposal can be emailed to Max Lang at the USBE on or before May 25<sup>th</sup>: [max.lang@schools.utah.gov](mailto:max.lang@schools.utah.gov) Please include your evaluation criteria with the submitted proposal.*

Question: What needs to be submitted to USBE with regards to the proposal?

- *The Bill (53E-5-303) requires that a copy of the actual proposal that turnaround experts were required to respond to and the selected turnaround expert's responses be submitted to USBE for review and approval.*

Question: After turnaround expert agencies have submitted proposals to LEAs, would it be acceptable for LEAs to schedule meetings with some of them?

- *Purchasing and Contracts strongly cautions that any communication must be made available to all turnaround expert agencies equally. It is inappropriate and may be a violation of the procurement code if side-bar conversations with only one or a selected few turnaround expert agencies are done, especially if information is shared that is not provided to all.*

*If LEAs would like to do interview/ presentations as a stage in the evaluation process, they are allowed. However, if they have already released their RFP, they would need to amend the RFP with the information of the additional stage. This would require, at a minimum, a description of the stage, how the turnaround expert agencies will be evaluated at this stage, and what thresholds are required to move on to the next stage. A few caveats about the interviews/ presentations. First, anyone who met the threshold to get to that stage must be interviewed/ allowed to present. Second, the interview/ presentation must only be on their written proposal; they cannot go beyond what they have submitted. Lastly, any clarifications or changes at the interview/ presentation would become an addendum to their proposal.*

*Now, if LEAs have already opened cost and evaluated, they CANNOT add an interview/ presentations stage.*

Question: What is the timeline of the procurement window? When does it close?

- *With regards to the close of the procurement window, it depends on what is being referred to with regards to the procurement window. If we are talking about the entire procurement process, that would be completed when a contract is signed with the awarded turnaround expert agency. If we are referring to sharing questions and the answers, that can be any time during the period for submitting a proposal is still open. However, Purchasing and Contracts strongly cautions that any communication must be made available to all turnaround expert agencies equally. It is inappropriate and may be a violation of the procurement code if side-bar conversations with only one or a selected few turnaround expert agencies are done, especially if information is shared that is not provided to all.*

Question: Would it be acceptable for LEAs to contact other LEAs to discuss and share RFPs as examples and templates from which to work?

- *Since these documents are by nature public, there is no issue. One concern would be that they are copied verbatim and not customized to the needs of each school. Overall, it's a great idea to support each other and help where we can.*

Question: If there was incorrect information in the RFP solicitation to turnaround experts (e.g., the allocation amounts), may the LEA request that the turnaround experts re-submit all or parts of the RFP?

- *Should there need to be clarifications in the RFP solicitation, it is allowable to request clarification from the turnaround experts who may have proposed scopes of work, payment milestones, etc., based on incorrect information in the RFP. Should this be the case and you need an extension on the proposal submission to the USBE, please let us know and we will work with you so that the best partnership can be created for the achievement of our students.*

- **LEA contract with turnaround expert to develop and implement the school turnaround plan (53E-5-303)**
  - (a) shall be based on an explicit stipulation of desired outcomes and consequences for not meeting goals, including cancellation of the contract;
  - (b) shall include a scope of work that requires the turnaround expert to at a minimum:
    - (i) develop and implement, in partnership with the school turnaround committee, a school turnaround plan that meets the criteria described in Subsection (5);
    - (ii) monitor the effectiveness of a school turnaround plan through reliable means of evaluation, including on-site visits, observations, surveys, analysis of student achievement data, and interviews;
    - (iii) provide ongoing implementation support and project management for a school turnaround plan;
    - (iv) provide high-quality professional development personalized for school staff that is designed to build:
      - (A) the leadership capacity of the school principal;
      - (B) the instructional capacity of school staff;
      - (C) educators' capacity with data-driven strategies by providing actionable, embedded data practices; and
    - (v) leverage support from community partners to coordinate an efficient delivery of supports to students inside and outside the classroom;
  - (c) may include a scope of work that requires the turnaround expert to:
  - (d) shall include travel costs and payment milestones; and
  - (e) may include pay for performance provisions.

\*Submit Turnaround Plan to USBE: July 1, 2018

Question: Aside from the requirements in the Bill, can the LEA add additional requirements in the contract that are determined to be beneficial to the school?

- *The criteria within the contract must have been included within the original scope of work as provided in the turnaround expert's selected proposal.*

Question: Some of the RFPs ask the turnaround expert to list payment milestones. Is this negotiated with the LEA?

- *One of the changes in the Bill is that the funding is allocated directly to the LEA who in turn conducts the RFP process and contract. As such, if the LEA requests proposed payment milestones in the RFP, they should be addressed. If clarification regarding that RFP item, it should be clarified with the LEA. Ultimately, payment milestones will be negotiated through the contract with the LEA directly.*

- **Timeline**

- Submit selected turnaround expert proposal to USBE: May 25, 2018
- Submit Turnaround Plan to USBE: July 1, 2018
- Begin Implementation of the Turnaround Plan: August 2018

- **Funding**

School Turnaround funding criteria per Board Rule R277-920-5:

The State Superintendent of Public Instruction shall distribute at least \$240,000 per low performing school to each local education board of a low performing school.

(3) Subject to availability of funds, in addition to the amount distributed under Subsection (2), the Superintendent shall distribute an amount equal to \$30,000 for each of the following criteria that a school meets:

- (a) the school is located in a county with a county seat that is over 100 miles away from Salt Lake City;
- (b) the school is located within San Juan County; or
- (c) the school:
  - (i)(A) has over 75 full time equivalent educators; and  
(B) includes grade 12; or
  - (ii)(A) has over 37 full time equivalent educators; and  
(B) does not include grade 12.

The funding will be available in the Utah Consolidated Application (UCA).

Question: Is this one-time funding for all 3 years?

- *This funding for Cohort 2 schools is a **one-time** allocation. The funding includes this school year (2017-2018) for needs assessment, root-cause analysis and plan development and covers the next 2 schools years for implementation.*

Question: Is there a piece in the law that provides for additional funds beyond the \$240,000?

- *R277-920-6. Teacher Recruitment and Retention explains criteria and procedures in which a local education board may seek and receive matching funds from the state to implement strategies for teacher recruitment and retention (R277-920 attached).*

Question: Have all 5 schools sent their RFPs? What will be the process to ensure that RFPs are sent?

- *Max sent an email (5/18/18) to each of the 5 turnaround schools to request a response regarding their progress is soliciting proposals from each of the 9 turnaround expert agencies. We will continue to follow up with schools until due diligence is served regarding this requirement.*