

Colorado Department of Education School Redesign RFI Evaluation Rubric 2019-20:
Management Partners - New Submission

Organization name: Education Resource Strategies
Overall Recommendation: Approved as a school redesign provider in the following areas: Leadership Training, Other - Resource Allocation

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| Summary |
| Education Resource Strategies (ERS) provides services in a relatively narrow focus around supporting people, time and money in schools and districts. ERS has worked with districts across the country to create what it calls “strategic school systems” that use resources most effectively and efficiently to drive stronger student outcomes. |

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

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| Is your organization's primary interest and area of expertise in school-level management, district-level management, or both? | Adequate | Response to the direct question is not totally clear, but ERS references working at both the school and district level. |
| How will you differentiate your services to meet the unique needs of schools and districts in Colorado, especially those with historically underserved students? | Adequate | ERS starts with an analysis of existing strategy, resource allocation and enabling conditions in schools or districts, and then tailors work to find efficiencies and improvements through strategic decision making. |
| 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 | ERS seeks a committed investment from the district leadership team to deeply engage with it on the work. In a school context, ERS looks for the school to have clearly articulate its theory of action for effective teaching and learning so that it can target its work toward this vision. |
| Describe your experience working with other third party providers to support coherent school and district improvement. | Strong | ERS gives several detailed examples of engagements involving multiple partners, including Empower Schools and TNTP. |
| Describe your experience, if any, working with Alternative Education Campuses (AECs) or alternative high schools. | Adequate | Limited experience working with AECs. |
| Describe your experience, if any, working with online schools. | N/A | No formal experience working with online schools. |
| Capacity: Does your organization currently have the capacity to serve additional schools and districts in Colorado? If yes, please indicate how many new schools or districts your current capacity would allow for. If no, please explain what additional capacity you would need to put in place, and any other constraints such as timelines or minimum participating schools or districts. | Adequate | The qualifications of ERS staff include management consulting as well as district leadership backgrounds. ERS believes it could take on an additional two districts at this time. |
| Evidence of Track Record of Improved Student and School Outcomes: Describe your organization's track | Adequate | They provided numerous examples of how their support has saved resources and maximized effectiveness of time. Districts report |

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| <p>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. Note: 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> | | <p>liking them, and they provided evidence of improved school outcomes. However, there was no evidence of improved student outcomes as a result of the work, and much of the evidence was self-reported.</p> | | | | | | | | |
| <p>Evidence-Based Intervention: 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> <table border="1" data-bbox="191 852 856 1412"> <tr> <td data-bbox="191 852 367 982">Tier 1 – Strong Evidence</td> <td data-bbox="367 852 856 982">Supported by one or more well-designed and well-implemented randomized control experimental studies.</td> </tr> <tr> <td data-bbox="191 982 367 1112">Tier 2 – Moderate Evidence</td> <td data-bbox="367 982 856 1112">Supported by one or more well-designed and well-implemented quasi-experimental studies.</td> </tr> <tr> <td data-bbox="191 1112 367 1274">Tier 3 – Promising Evidence</td> <td data-bbox="367 1112 856 1274">Supported by one or more well-designed and well implemented correlational studies (with statistical controls for selection bias).</td> </tr> <tr> <td data-bbox="191 1274 367 1412">Tier 4 – Demonstrat</td> <td data-bbox="367 1274 856 1412">Practices that have a well-defined logic model or theory of action, are supported by research, and have some effort</td> </tr> </table> | Tier 1 – Strong Evidence | Supported by one or more well-designed and well-implemented randomized control experimental studies. | Tier 2 – Moderate Evidence | Supported by one or more well-designed and well-implemented quasi-experimental studies. | Tier 3 – Promising Evidence | Supported by one or more well-designed and well implemented correlational studies (with statistical controls for selection bias). | Tier 4 – Demonstrat | Practices that have a well-defined logic model or theory of action, are supported by research, and have some effort | <p>Developing</p> | <p>ERS’s evidence base is not aligned to the ESSA Tiers at this time. They do have a data-driven culture that has led them to develop six interrelated resource strategies, however these are not evidence based in the purest sense.</p> |
| Tier 1 – Strong Evidence | Supported by one or more well-designed and well-implemented randomized control experimental studies. | | | | | | | | | |
| Tier 2 – Moderate Evidence | Supported by one or more well-designed and well-implemented quasi-experimental studies. | | | | | | | | | |
| Tier 3 – Promising Evidence | Supported by one or more well-designed and well implemented correlational studies (with statistical controls for selection bias). | | | | | | | | | |
| Tier 4 – Demonstrat | Practices that have a well-defined logic model or theory of action, are supported by research, and have some effort | | | | | | | | | |

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| <p>es a Rationale underway by an SEA, LEA, or outside research organization to determine their effectiveness.</p> | | |
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| <p>References</p> | |
| <p>Are there three references listed?</p> | <p>Yes</p> |
| <p>Comments about references</p> | <p>Average reference rating, on questions (scale 1-5): 4.6 Average “How likely are you to recommend this partner?” (scale 1-10): 9.5</p> <p>“We have been very pleased with the services provided by ERS. They are driven by a research-based framework for system redesign, and understand that one size never fits all.”</p> |

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| <p>Reviewers Comments about Best-Fit Schools and Districts</p> | |
| <p>ERS would be a great fit for districts that need an analysis of schedules, resources and talent. They would be a good fit for a district that wants to do some innovative work within their talent systems. They would need an additional partner or partners to tackle the broader work of comprehensive school improvement.</p> | |