

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

Organization name:

CEI

Overall Recommendation:

Approved as a school redesign provider in the following areas: Instructional Transformation, Talent Development, Culture Shift, Leadership Training

Summary
CEI does work in accountability, high school redesign, competency based and personalized learning, and “The Lab at CEI”. CEI listed the ability to support instructional transformation, talent development, culture shift, and leadership training.

Question	Quality of Response? (Strong, Adequate, Developing)	CDE Description of Response
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 	Adequate	Instructional transformation, talent development, culture shift, leadership training

<ul style="list-style-type: none"> • Other 		
Is your organization’s primary interest and area of expertise in school-level management, district-level management, or both?	Adequate	Both. In 2018-19, CEI partnered with 49 Colorado districts.
How will you differentiate your services to meet the unique needs of schools and districts in Colorado, especially those with historically underserved students?	Developing	Although CEI says that it will differentiate its services to meet the unique needs of schools and districts in Colorado, it is unclear exactly how it proposes to do this. The response provided is more of a series of policy or perception statements about education in Colorado generally, rather than a specific description about CEI services and how they will be differentiated. CEI does express that its staff has “extensive experience managing districts, schools and classrooms across the state and country that serve diverse student populations.”
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	CEI has experience creating a variety of agreements with districts that focus on role clarity and shared vision and expectations for partnership work. CEI also seeks to build empathy with partners and uses a variety of assessment tools to assess readiness and to “meet partners where they are.”
Describe your experience working with other third party providers to support coherent school and district improvement.	Strong	CEI describes numerous partnerships and collaborations with national organizations. As a well-known convener in the state, CEI seems to have a keen understanding of how to build and leverage complex, multi-partner initiatives.
Describe your experience, if any, working with Alternative Education Campuses (AECs) or alternative high schools.	Adequate	CEI has experience working with AECs through the High School Redesign and Competency Based/Personalized Learning Networks.
Describe your experience, if any, working with online schools.	Adequate	CEI has experience working with online schools through its Social Emotional Redesign Network.
Capacity: Does your organization currently have the capacity to serve additional schools and districts in	Adequate	CEI worked with 49 school districts in Colorado during the 2018-2019 school year. On page 8, CEI says that they have “the

<p>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.</p>		<p>immediate capacity to support 3-5 additional schools or 2-3 districts, and could expand our capacity through hiring as needed.”</p>
<p>Evidence of Track Record of Improved Student and School Outcomes: 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. 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>Developing- Adequate</p>	<p>Reviewers noted that CEI’s presented evidence indicates a strong track record of improving access to AP courses for Latino and black students. Other perception and self-report data about CEI projects is presented. However, reviewers also noted a lack of data to support the effectiveness of the school improvement specific services that they propose to offer through this RFI.</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> <hr/> <p>Tier 1 – Strong Evidence Supported by one or more well-designed and well-implemented randomized control experimental studies.</p>	<p>Developing</p>	<p>CEI uses practices that are evidence-based, however, there is no ESSA-compliant evidence that it presented for its own services. CEI self assesses at at Tier 4.</p>

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 – Demonstrates a Rationale	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.		

References	
Are there three references listed?	Yes
Comments about references	<p>Average reference rating, on questions (scale 1-5): 4.8 Average “How likely are you to recommend this partner?” (scale 1-10): 10</p> <p>“The Colorado Education Initiative already has a reputation of excellence and trust in Colorado, thereby paving the way for them to successfully support organizations that might otherwise be resistant to the changes they will need to experience. This will be a plus for them as they set out to do this work.”</p>

Reviewers Comments about Best-Fit Schools and Districts

Reviewers remain unclear about exactly what services CEI proposes that are targeted toward school improvement in a turnaround context.