Colorado Department of Education School Redesign RFI Evaluation Rubric 2019-20: Continuation Submission

Organization name: ==Generation Schools Network==

Organization type:
- Charter
- ==Turnaround Leadership==
- Management Partner

Does the organization want to add new service type(s)? If so, please list (note: new types require their own rubric): ==Yes; Management Partner (rubric included)==

Summary of 2019 Updates
Program Updates: In 2018, Generation Schools Network (GSN) updated its mission statement, which is "to co-create healthy school ecosystems by partnering with educators, students, families and communities to elevate the education experience." GSN has continued to offer its signature leadership program, the Turnaround Leadership Program (TLP). In 2019-20, it will launch its fourth TLP cohort, which will serve three Colorado districts (Hayden, DPS and Trinidad). **Evidence Updates**: GSN presented participant survey data indicating that TLP participants have seen improvement in areas of their school including culture, professional development, and instructional practice. GSN also references schools it has worked in improving their accountability status.

Has the organization fulfilled the expectations to remain on the Advisory List?　•　==Yes==　•　No

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

Organization name: ==Generation Schools Network==

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

Summary
Generation Schools Network (GSN) is a national, Denver-based non-profit that was founded with the help of an Echoing Green Prize. GSN's mission statement is: to co-create healthy school ecosystems by partnering with educators, students, families and communities to elevate the education experience. GSN works to support systemic innovation in K-12 schools and districts who seek evidence-based, innovative strategies to improve their school ecosystem's ability to meet the needs of the whole student.

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): ● 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	Full Management Partner Instructional transformation, talent development, culture shift, leadership training Reviewers believe that GSN is better positioned to offer school improvement support in the Four Domains (partner-led) than to become a full management partner for a school (partner-run).

Is your organization's primary interest and area of expertise in school-level management, district-level management, or both?	Adequate	Both
How will you differentiate your services to meet the unique needs of schools and districts in Colorado, especially those with historically underserved students?	Developing	GSN describes several broad strategies, including: listen; customize programming; and pair the right staff. GSN's experience serving historically underserved students is not addressed.
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	GSN references using the Pathways Planning grant to create conditions for a favorable partnership. For contracts, GSN emphasizes the following points: having the right leadership; allowing enough time for the turnaround process; the ability to build staff instructional capacity; and adequate financial resources.
Describe your experience working with other third party providers to support coherent school and district improvement.	Adequate	GSN references collaborating with other entities in its network and leadership programs, however does not reference working with a third party in a school turnaround context.
Describe your experience, if any, working with Alternative Education Campuses (AECs) or alternative high schools.	Adequate	GSN has worked with AECs.
Describe your experience, if any, working with online schools.	Adequate	GSN has worked 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	GSN has the capacity to serve additional schools and districts in Colorado.
Evidence of Track Record of Improved Student and School Outcomes: Describe your organization's track record in dramatically improving schools or districts and	Adequate	GSN sites School Performance Framework improvements for several of the schools and districts it has served in Colorado.

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.		
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?	Developing	GSN cites a Tier 1 evidence base, however only references alignment with the Four Domains for Rapid School Improvement. No randomized control experimental studies are referenced.

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 – Demonstra	Practices that have a well-defined logic model or theory of action, are

tes a Rationale	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?	N/A
Comments about references	Continuation submission

Reviewers Comments about Best-Fit Schools and Districts