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

Organization name: ==**Learning Sciences International**==

Overall Recommendation: ==**Approved as a school redesign provider in the following areas: Management Partner, Instructional Transformation, Talent Development**==

Summary
Learning Sciences International (LSI) offers school level management and has proposed offering full or partial management services in instructional transformation and talent management. Full services would include general operations oversight; partial management would focus on conducting a needs assessment, follow up and support and intensive/ongoing coaching based on the assessment. In the area of instructional transformation, LSI has developed a model called "Schools for Rigor". These supports are offered on a 2-3 year timeline. An additional partial service LSI offers is a "Talent Development" service, which focuses on educator evaluation models at the teacher, school leader, and district levels based off of work with Dr. Robert J. Marzano.

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: Turnaround leadership ● Other	Adequate	Full management (school) Instructional transformation (school), talent development (district)

Is your organization's primary interest and area of expertise in school-level management, district-level management, or both?	Adequate	LSI's primary interest is school-level management. It is an External Operator in Florida. It also does district-level work in talent development.
How will you differentiate your services to meet the unique needs of schools and districts in Colorado, especially those with historically underserved students?	Adequate	LSI starts each school engagement with a School Comprehensive Needs Assessment. It then customizes its supports based on the needs identified.
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	A unique requirement that LSI asks is that, when providing full or partial support to schools, that the district refrain from imposing additional interventions. This prevents what LSI labels "initiative overload" and allows the school to focus on the work of the LSI partnership. It also requires open, honest and frequent communication, putting an emphasis on candor and mutual accountability.
Describe your experience working with other third party providers to support coherent school and district improvement.	Developing	LSI describes partnerships with academic institutions in the development of its services, but not with other third-parties in collaborating on school improvement. This may be due to the requirement described above that LSI be the primary intervention in a school at a given time.
Describe your experience, if any, working with Alternative Education Campuses (AECs) or alternative high schools.	N/A	No experience with AECs
Describe your experience, if any, working with online schools.	N/A	No 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	LSI appears to have a large footprint in Florida, so there may be some time needed to familiarize with Colorado and the local district context. However, they do provide case studies in other parts of the country (e.g., Des Moines). They have the capacity to support 5 schools with full management. They appear to be a

		large organization, so would have the capacity to support schools or districts in various contexts related to the LSI center.
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.	Strong-Adequate	LSI provided case studies where interventions improved learning or led to gains on the Florida rating system. LSI helped exit ⅔ of its schools from Turnaround, and the remaining school made significant gains. The organization provided evidence of closing achievement gaps for subgroups. Interventions that are described in case studies appear consistent with services proposed for Colorado. LSI also presented a case study of a whole district improvement effort with data indicating progress. One school showed a decline in math achievement. Clear impact data is not provided for Des Moines outside of the four schools described in depth. There may be a lack of connection between the gains seen and interventions provided.
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? **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.	Strong	LSI provided a very detailed explanation of Tier II evidence and research study conducted on their interventions. They also provided an analysis of research that shows a positive effect. Used "What Works Clearinghouse" design standards to assess effectiveness and used a certified WWC reviewer.

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	Average reference rating, on questions (scale 1-5): **4.7** Average "How likely are you to recommend this partner?" (scale 1-10): **9.5** "LSI has a research-based and consistent approach to increasing student achievement. A great deal of their approach has to do with rethinking the teacher and student roles in classrooms. Through the implementation of student academic teaming, the students in our schools are taking on new ownership of their learning and responsibility for their peers to learn as well. We have significantly increased the rigor and quality of standards-based instruction by having our teachers work with LSI."

Reviewers Comments about Best-Fit Schools and Districts
Organization indicates a close relationship with Marzano Teacher Evaluation. In Colorado, our familiarity with Marzano is more with competency based system design, so question if the strategies used by the school are a good fit for a wide range of educational approaches or a

better fit for individualized or competency based model. Schools or districts that need more intensive support would be a good fit. Would work well with a high performing school leader who needed to develop further effectiveness and solid structures in place. Worked with at least one large urban district outside of Florida.