

Colorado Department of Education School Redesign RFI Evaluation Rubric 2019-20:
Leadership Development, Management Partner - New Submission

Organization name: Ed Direction

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

Summary
Ed Direction has provided school improvement consulting services on a national level since 2007. In the area of leadership development, Ed Direction provides professional learning seminars, modeling, coaching site visits, implementation support and peer consultancy for school leaders. They use multiple technology tools to help them organize and to provide additional supports to participants. As a management partner, Ed Direction brings a diagnostic process to go from school need to strategic plans. They provide a large range of support frameworks, tools, and resources that can help schools make progress.

Question	Quality of Response? (Strong, Adequate, Developing)	CDE Description of Response
Leadership Development Rubric		
Provide a summary of your organization’s experience in developing successful, effective leadership in low-performing schools and school districts. Describe key structures or systems used to provide feedback and monitor progress.	Adequate	Ed Direction provides a holistic approach to leadership development and school improvement that includes strategies to develop the school and the individual leader(s).

<p>Provide a description of the services and learning components your organization provides. Specifically, please describe:</p> <ul style="list-style-type: none"> • The key components, timeline, and learning structures of your program that ensures participant growth in the turnaround context. • How your staff engage with participants throughout the program (e.g. how frequently, in person or virtually, in whole or small group). 	<p>Adequate</p>	<p>Ed Direction can engage with an individual leader, network of leaders, or a full leadership team. Ed Direction does propose to customize its leadership formula to the Colorado Principal Quality Standards. The organization combines a focus on personal characteristics and technical capacity of the leader with improvement science to drive academic growth for students. Their leadership work provides a combination of professional learning and collaborative coaching. It recommends a cohort model with frequent touchpoints throughout a school year (some on-site, some off-site, some virtual).</p>
<p>Provide a description of your ideal participant and his/her learning trajectory throughout the course of your program, including:</p> <ul style="list-style-type: none"> • What roles should your participants hold (e.g. district level, school leader, aspiring leader)? • How do you determine readiness and accept participants into your program? • What are the leadership qualities that your program is expected to develop? Include any documents or tools you use. 	<p>Strong</p>	<p>Ed Direction states that its “model is well suited for individual leaders in all school contexts--burgeoning and veteran--who are open to learning about the power of collective efficacy.” It also says that “Leaders should select Ed Direction when they are ready to have outside support to help them execute intentional, deliberative and hard work.” Ed Direction provided a crosswalk of its evidence-based leadership practices and the Colorado Principal Quality Standards.</p>
<p>Management Partner Rubric</p>		
<p>Identify which of the following roles your organization can serve (list all that apply):</p> <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 	<p>Adequate</p>	<p>Instructional transformation, talent development, culture shift, leadership training Not approved at this time: Full Management Partner</p>

<ul style="list-style-type: none"> ● Partial management: Leadership training ● Other 		
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?	Strong	Ed Direction's school transformation model is tailored to the school context through steps that include understanding the school's needs, selecting priorities that target root causes, supporting educators to implement new strategies and developing structures for ongoing adjustment of the plan. Ed Direction uses Rapid Improvement Cycles to differentiate its services to a specific school context.
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	Ed Direction emphasizes leadership involvement and the development of collaborative teams in setting its school partnerships up for success.
Describe your experience working with other third party providers to support coherent school and district improvement.	Strong	Ed Direction provided several detailed examples of collaboration with other third parties in school improvement work.
Describe your experience, if any, working with Alternative Education Campuses (AECs) or alternative high schools.	Adequate	Ed Direction has alternative high school experience.
Describe your experience, if any, working with online schools.	N/A	Ed Direction has not yet worked with a fully online school.
Common Rubric		

<p>Capacity: Does your organization currently have the capacity to serve additional schools and districts in Colorado? If yes, indicate how many new schools or districts your current capacity would allow for. If no, 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>Adequate</p>	<p>The organization believes it can serve an additional 5 districts and 20 schools immediately. Reviewers did not have concerns about the organizations capacity.</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. Formal research studies are preferred, if available. 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>Adequate</p>	<p>Overall, the organization presented key components for leader support and reviewers appreciated that they were connected to the Colorado Principal standards. Ed Direction also presented evidence from individual case studies in school ratings and performance in Utah and North Dakota.</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> <hr/>	<p>Strong</p>	<p>Ed Direction’s work appears to be based on a Tier II evidence base. Summaries of research are of general practices, not their specific programs, but extensive evidence is presented.</p>

<p>Tier 2 – Moderate Evidence</p> <p>Supported by one or more well-designed and well-implemented quasi-experimental studies.</p>		
<p>Tier 3 – Promising Evidence</p> <p>Supported by one or more well-designed and well implemented correlational studies (with statistical controls for selection bias).</p>		
<p>Tier 4 – Demonstrates a Rationale</p> <p>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.</p>		

<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): 4.5 Average “How likely are you to recommend this partner?” (scale 1-10): 9.13</p> <p>“Ed Direction was very capable of leading meaningful change at a school, but the schools have to choose to implement the changes. Sometimes there were barriers and resistance to the change.”</p>

Reviewers Comments about Best-Fit Schools and Districts

Seem to have a wide range of experiences supporting ESSA identified schools and are connected to a few SEAs for school improvement efforts. Schools and districts need to be able to engage on Ed Direction's philosophy, frameworks, and tools. There are parts of the application that make it hard to understand what they are actually proposing as their services as there is so much background and extra information. Useful tables that describe their services:

- Page 19: Leadership
- Page 24 and 26: Management