

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

Organization name: **International Institute for Restorative Practices**

Overall Recommendation: **Approved as a school redesign provider in the following areas: Culture Shift**

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| Summary |
| <p>IIRP provides a three-year program to implement a restorative practices program called SaferSanerSchools. The program’s primary goal is to teach school leaders how to build positive school climate and culture using restorative practices. IIRP has a full spectrum of leadership training and implementation to support coaching, implementation monitoring, and education resources and materials for both district and building staff. This program involves 100% of the staff in the school.</p> |

| Question | Quality of Response? (Strong, Adequate, Developing) | CDE Description of Response |
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| <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 ● Partial management: Leadership training ● Other | Adequate | Culture shift |

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| 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? | Adequate | IIRP includes a planning phase to discuss "the existing dynamics within the academic environment and the community as a whole." It then develops a customized training and coaching program. The IIRP coaching model is aligned with the Multi-Tiered Systems of Support (MTSS) framework. IIRP provides targeted training for staff who have roles working within Tier 2 and Tier 3 of MTSS in the school. |
| 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 | IIRP emphasizes "school readiness and willingness to embrace restorative practices and institute change management strategies to ensure success" as its most critical factors for any partnership. The organization also looks for leadership teams who are "willing to accept ownership of shared contribution and will establish and embed norms and agreements that include fair and restorative practices into the academic system." |
| Describe your experience working with other third party providers to support coherent school and district improvement. | Adequate | IIRP describes several examples of collaborating with third-parties to align best practices and deliver support to districts. |
| Describe your experience, if any, working with Alternative Education Campuses (AECs) or alternative high schools. | Strong | IIRP has extensive experience working in alternative settings. Its work grew out of programs that worked with delinquent and at-risk youth. |
| Describe your experience, if any, working with online schools. | Adequate | IIRP has experience working with schools using online learning. |
| 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 | Adequate | Reviewers do not have concerns about capacity. IIRP has worked with many schools and districts and is looking to expand. |

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| <p>to put in place, and any other constraints such as timelines or minimum participating schools or districts.</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>Strong</p> | <p>The RAND report on IIRP shows that they had a positive effect on school climate and culture by using restorative practices. The same RAND report also mentions that there was no positive effect on academic outcomes. To be fair, the report was based on only one school district, and academic outcomes weren’t necessarily the result that IIRP aims for.</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="201 1019 856 1326"> <tr> <td data-bbox="201 1019 373 1190"> <p>Tier 1 – Strong Evidence</p> </td> <td data-bbox="373 1019 856 1190"> <p>Supported by one or more well-designed and well-implemented randomized control experimental studies.</p> </td> </tr> <tr> <td data-bbox="201 1190 373 1326"> <p>Tier 2 – Moderate Evidence</p> </td> <td data-bbox="373 1190 856 1326"> <p>Supported by one or more well-designed and well-implemented quasi-experimental studies.</p> </td> </tr> </table> | <p>Tier 1 – Strong Evidence</p> | <p>Supported by one or more well-designed and well-implemented randomized control experimental studies.</p> | <p>Tier 2 – Moderate Evidence</p> | <p>Supported by one or more well-designed and well-implemented quasi-experimental studies.</p> | <p>Strong</p> | <p>IIRP demonstrates a strong, Tier 1 evidence base due to the randomized controlled study performed by RAND in 2018.</p> |
| <p>Tier 1 – Strong Evidence</p> | <p>Supported by one or more well-designed and well-implemented randomized control experimental studies.</p> | | | | | |
| <p>Tier 2 – Moderate Evidence</p> | <p>Supported by one or more well-designed and well-implemented quasi-experimental studies.</p> | | | | | |

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| <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> | |

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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): 3.6 Average “How likely are you to recommend this partner?” (scale 1-10): 7</p> <p>“We used IIRP for training and coaching services. Overall they were good, but we needed far more coaching than we had contracted with them for (~5 days/year) in order for meaningful change to occur.”</p> |

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| <p>Reviewers Comments about Best-Fit Schools and Districts</p> | |
| <p>A school or district that is looking to build culture and improve student behavior would be a great fit. There might be a concern implementing these programs in some schools due to possible difficulties in widespread buy in. It would be important for the conditions to be right on the leadership team and among the staff with regard to mindset and openness to a restorative approach.</p> | |