

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

Organization name: **Public Impact**

Overall Recommendation: **Approved as a school redesign provider in the following areas: Talent Development**

Summary
Public Impact's work is focused on talent development through 1) redesign of roles, compensation and career pathways and schedules, 2) principal support, 3) performance management and 4) team facilitation. Their proposed services are for sitting leaders and support schools and district level management. It provides some on-site services and some virtual support. Public Impact is primarily focused on supporting low income students, students of color and students whose needs have historically not been met.

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"><li>● Full management: Whole system (school or district)</li><li>● Partial management: Instructional transformation</li><li>● Partial management: Talent development</li><li>● Partial management: Culture shift</li><li>● Partial management: Leadership training</li><li>● Other</li></ul>	Adequate	Talent development

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	Public Impact describes the set of services it is proposing as "Opportunity Culture." Its work focuses on redesigning how resources such as human capital and time are organized and allocated to "extend great teaching to all students." It has partnered with 300 schools over 7 years in this work. The vast majority of them have been Title I schools.
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	Public Impact's primary consideration is whether the partner's mission aligns with Public Impact's theory of action, which is that "schools can achieve that seemingly impossible goal [high needs students reach and exceed proficiency and thrive as "whole children"] by redesigning roles, schedules, and budgets to make it happen." Creating new roles and developing pay supplements are part of its typical work, including a financial analysis about how to fund these efforts within the district. Public Impact provided a typical year one scope of work for district and school planning. The organization did include the commitment forms it asks the district and the school leader to sign before engaging in the work.
Describe your experience working with other third party providers to support coherent school and district improvement.	Adequate	Public Impact provided several examples of collaboration with other third parties on school improvement efforts at the state and local level.
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 with online schools
<b>Capacity:</b> Does your organization currently have the	Adequate	Reviewers did not have any concerns about capacity.

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.				
<p><b>Evidence of Track Record of Improved Student and School Outcomes:</b> 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. <b>Note:</b> 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>	Adequate	Public Impact presented evidence of improved student growth and achievement in Opportunity Culture schools and districts, particularly in North Carolina and New York.		
<p><b>Evidence-Based Intervention:</b> 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="0" data-bbox="192 1176 798 1336"> <tr> <td data-bbox="192 1176 340 1336"><b>Tier 1 – Strong Evidence</b></td> <td data-bbox="340 1176 798 1336">Supported by one or more well-designed and well-implemented randomized control experimental studies.</td> </tr> </table>	<b>Tier 1 – Strong Evidence</b>	Supported by one or more well-designed and well-implemented randomized control experimental studies.	Adequate	Public Impact references a third party evaluation of student results in North Carolina from AIR and the Brookings Institute and released through the CALDER Center in 2018. The study showed evidence of positive teacher impact on student outcomes. Public Impact demonstrates a Tier 2 evidence base.
<b>Tier 1 – Strong Evidence</b>	Supported by one or more well-designed and well-implemented randomized control experimental studies.			

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

<b>References</b>	
Are there three references listed?	Yes
Comments about references	Average reference rating, on questions (scale 1-5): <b>3.9</b> Average “How likely are you to recommend this partner?” (scale 1-10): <b>8.5</b>  “Hands-on, attentive...Provider overcommunicates which is welcome.”

<b>Reviewers Comments about Best-Fit Schools and Districts</b>
Public Impact is primarily focused on supporting low income students, students of color and students whose needs have historically not been met. This partner would be good for a school or district that wants to be innovative in talent development.

