Colorado Department of Education School Redesign RFI Evaluation Rubric 2019-20:
Turnaround Leadership Providers – New Submission

Organization name: **New Leaders**

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

Summary
New Leaders proposes to offer leadership development for sitting principals and principal supervisors in low-performing schools. They use a cohort model that delivers research-based leadership curriculum and skills development over a one-year timeline. New Leaders staff deliver the program on site in the district and the training is job-embedded. Multi-district cohorts are also welcome. New Leaders emphasizes high-quality, standards based instruction and views the school leader as the key driver of school improvement. New Leaders also brings a strong equity lens to the work.

Question	Quality of Response? (Strong, Adequate, Developing)	CDE Description of Response
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	New Leaders brings a two-decade long history of developing leaders for low-performing schools and systems. It puts instructional excellence and equity at the center of its practices to develop principals and principal supervisors. Most of its work has been in urban contexts, but it does have some experience in rural settings.
Provide a description of the services and learning components your organization provides. Specifically, please describe: ● The key components, timeline, and learning structures of your program that ensures participant growth in the turnaround context.	Adequate	New Leaders offers two, year-long leadership development programs: one for principal supervisors and one for principals. Both are designed for sitting leaders, and use a cohort professional learning model combined with individual, job-embedded coaching.

● How your staff engage with participants throughout the program (e.g. how frequently, in person or virtually, in whole or small group).		
Provide a description of your ideal participant and his/her learning trajectory throughout the course of your program, including: ● 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.	Adequate	Sitting principals and principal supervisors are the ideal participants for New Leaders programs. New Leaders works with the district to design a program-specific entry and selection process. The organization provides specific leadership qualities it is proposing to develop in each type of participant. These focus on instruction, use of data, curriculum selection, school culture, and improving teacher practice.
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.	Adequate	Reviewers had a possible concern about the minimum size of cohort that a district or multi-district partnership would need to put together. Submission mentions a cohort size of 30, but this may be a maximum size and not the required minimum size. Reviewers also had a possible concern about needing multi-district partnerships to be adjacent geographically (45-60 miles apart, max). This might limit options for rural districts. It is also unclear how multiple districts would apply together. An example of a multi-district partnership would provide clarity.
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	Adequate	Effectiveness indicators are tied to student achievement (math and literacy) in schools with New Leaders principals. The self-report participant satisfaction data in Appendix A seems highly selective and really relies on one district (Pinellas, FL).

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.		
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?	Strong-Adequate	New Leaders presents a strong Tier 2 evidence base thanks to a 2019 RAND study of its programs. RAND also conducted a study in 2016. According to New Leaders, "In 2016 RAND cited New Leaders as the principal preparation program with the strongest evidence of positive impact in a report naming school improvement interventions that meet evidence requirements under ESSA." Reviewers only concern was that the RAND Study evaluates New Leaders' Aspiring Principals program, yet their RFI submission proposes two other programs: Principal Supervisors and Principal Institute (for sitting as opposed to aspiring leaders)--so there may be an evidence mismatch.

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 – 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): **10** "The [district] and New Leaders collaborative is in its 3rd year. Feedback from participants is extremely positive and leadership training content is heavily anchored in practices of equity and high quality, data-driven instruction. The organization is very responsive to the district's unique context. I strongly recommend New Leaders."

Reviewers Comments about Best-Fit Schools and Districts
The 2019 RAND study includes an appendix describing characteristics of and conditions in the districts highlighted in the report, where RAND found statistically significant impacts of the New Leaders program. All of the districts in the study are large (most are over 100,000 students) and most are urban. Districts interested in a proven organization with a long track record would be a good fit. Districts interested in a multi-site, clustered, comprehensive leadership partnership would also be a good fit.