

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

Organization name: Proactive Leaders

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

Summary
<p>Proactive Leaders is a turnaround leadership support program that provides on-site support and coaching. It serves as a thought partner to districts and schools to align systems within turnaround leader development that result in improved learning outcomes for scholars and a focus on structures for sustainability. The organization’s services include professional learning sessions, coaching, and job-embedded training. Proactive Leaders’ target audience is both teachers and administrators. The organization has a strong connection to the University of Virginia School Turnaround program.</p>

Question	Quality of Response? (Strong, Adequate, Developing)	CDE Description of Response
<p>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.</p>	Adequate	<p>Proactive Leaders describes its experience this way: “Our approach for developing turnaround leadership has been the result of working directly with key district and school staff in districts across the country, along with State Education agencies that seek an aligned and comprehensive process that will inform practice for turnaround when other efforts have failed.” It uses on-site tailored support and coaching to deliver its services, which it also describes as being a “thought partner.” Proactive Leaders has worked in Colorado.</p>

<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>Proactive Leaders provides a turnaround leadership support and accountability program that blends content workshops, webinars, job-embedded training, and virtual and/or on-site coaching for a cohort of turnaround leaders. The work focuses on building 7 leadership competencies. Please see the provider's response for a description of the whole group sessions it offers as well as its approach to job-embedded training and coaching.</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>Adequate</p>	<p>Proactive Leaders appears to prefer a district-level approach that involves the executive team in addition to the individual school leadership team. It conducts a district needs and readiness assessment at the beginning of the process.</p>
<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>Developing</p>	<p>Submission was unclear whether the organization currently has the capacity or is willing to hire people to meet the capacity. In this section, Proactive Leaders specifically mention being available as a thought partner.</p>
<p>Evidence of Track Record of Improved Student and School Outcomes: Describe your organization's track</p>	<p>Developing</p>	<p>Proactive Leaders included several diverse groups with whom they currently work, and they have supported</p>

<p>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>leaders in over 40 districts. However, though this section includes a long list of current clients, it does not mention anything about effectiveness.</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="199 868 848 1339"> <tr> <td data-bbox="199 868 367 1031">Tier 1 – Strong Evidence</td> <td data-bbox="367 868 848 1031">Supported by one or more well-designed and well-implemented randomized control experimental studies.</td> </tr> <tr> <td data-bbox="199 1031 367 1177">Tier 2 – Moderate Evidence</td> <td data-bbox="367 1031 848 1177">Supported by one or more well-designed and well-implemented quasi-experimental studies.</td> </tr> <tr> <td data-bbox="199 1177 367 1339">Tier 3 – Promising Evidence</td> <td data-bbox="367 1177 848 1339">Supported by one or more well-designed and well implemented correlational studies (with statistical controls for selection bias).</td> </tr> </table>	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).	<p>Developing-Adequate</p>	<p>Proactive Leaders’ work is grounded in research from the University of Virginia Partnership for Leaders in Education model. The organization states that it has a Tier 4 evidence base; however, this section only includes a list of services provided, rather than data tied to outcomes.</p>
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).							

<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): 4.8 Average “How likely are you to recommend this partner?” (scale 1-10): 9.6</p> <p>“Proactive Thought Leaders is comprised of individuals with unique skills, knowledge and abilities which serves our district very well. They were extremely effective in the provision of services due to their cultural sensitivity and ability to find the right strategy for individual sites which even translated to individual student strategies. The interaction with PTL helped me tremendously as a district leader and I continue to utilize their services as we still travel on our sustainability/turnaround journey.”</p>

<p>Reviewers Comments about Best-Fit Schools and Districts</p>	
<p>Based on the application, it is unclear where this provider would be the best fit other than a school or district focused on teacher and principal leadership development.</p>	