

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

Organization name: **Accelerate Institute**

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

Summary
Accelerate Institute provides leadership development and professional development support to sitting principals, assistant principals and other leadership team members. The framework used for leadership content is Accelerate Institute’s “Transformational Leadership Building Blocks.” Support is provided through a 4-day in person intensive boot camp and online learning models with limited individual, virtual coaching.

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	Accelerate has been providing leadership support to principals and other school leaders for 25 years.
Provide a description of the services and learning components your organization provides. Specifically, please describe: <ul style="list-style-type: none"> • The key components, timeline, and learning structures of your program that ensures participant growth in the turnaround context. 	Adequate-Developing	The application is confusing in terms of which programs are being described or recommended for Colorado schools and districts, and what their individual content and timelines are. Reviewers noted that it is unclear as to what different levels of support are provided. The qualifications of the professional development providers is also unclear. Finally, we are concerned about the lack of any on-site, job-embedded supports.

<ul style="list-style-type: none"> How your staff engage with participants throughout the program (e.g. how frequently, in person or virtually, in whole or small group). 		
<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. 	Developing	While the application does describe the leadership qualities that programs are expected to develop through the Transformational Leadership Building Blocks, the other requirements for this section are addressed either not at all or in a manner that is confusing. It appears that Accelerate has programs for school leaders in various roles. Readiness does not appear to be addressed in the response.
<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>	Adequate	Accelerate can take on 30-40 new schools each year and is willing to work with any school or district in Colorado.
<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</p>	Adequate-Developing	The organization works with a unique target audience of assistant principals, deans, and other leadership team members instead of just principals. This could be useful to Colorado schools and districts if delivered effectively. Unfortunately, only a high level description of effectiveness is provided, and effectiveness appears to be only measured by self-report data after the boot camp portion of the program.

<p>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>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="199 592 856 1247"> <tr> <td data-bbox="199 592 367 714">Tier 1 – Strong Evidence</td> <td data-bbox="367 592 856 714">Supported by one or more well-designed and well-implemented randomized control experimental studies.</td> </tr> <tr> <td data-bbox="199 714 367 844">Tier 2 – Moderate Evidence</td> <td data-bbox="367 714 856 844">Supported by one or more well-designed and well-implemented quasi-experimental studies.</td> </tr> <tr> <td data-bbox="199 844 367 1006">Tier 3 – Promising Evidence</td> <td data-bbox="367 844 856 1006">Supported by one or more well-designed and well implemented correlational studies (with statistical controls for selection bias).</td> </tr> <tr> <td data-bbox="199 1006 367 1247">Tier 4 – Demonstrates a Rationale</td> <td data-bbox="367 1006 856 1247">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.</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).	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.	<p>Adequate-Developing</p>	<p>The organization identifies its evidence base as Tier 2, however, the evidence cited was collected for a different organization. Although Accelerate’s practices may overlap with the research-based practices of the other organization, the research is not specific to Accelerate’s approach.</p>
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References

Are there three references listed?	Yes
Comments about references	<p>Average reference rating, on questions (scale 1-5): 4.87 Average "How likely are you to recommend this partner?" (scale 1-10): 10</p> <p>"My overall experience as a program participant for the Accelerate Institute was transformational. I garnered a plethora of transferable skills. I left the institute wanting more. I appreciated the structure and flow of programming. Content presenters were incredibly knowledgeable and well poised."</p>

Reviewers Comments about Best-Fit Schools and Districts
Urban schools would be best served with high needs students. Schools that want to target APs and other school leaders.