



Part I: Cover Page – Organization Information

Organization Information		
Organization Name:	NYC Leadership Academy	<input type="checkbox"/> New or <input checked="" type="checkbox"/> Continuation Submission
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Organization Category (select all that apply)		
<input type="checkbox"/> Charter Network, Charter Management Organization or Charter School <input checked="" type="checkbox"/> Turnaround Leader Development Provider <input checked="" type="checkbox"/> Management Partner <input type="checkbox"/> Stakeholder Engagement Specialist		
Preferred Geographical Region(s) in Colorado to Work In (select all that apply)		
<input checked="" type="checkbox"/> Metro Denver <input checked="" type="checkbox"/> Front Range (Colorado Springs, Ft. Collins) <input checked="" type="checkbox"/> Rural / Mountain / Western Slope		

Indicate the school district(s) or BOCES your organization is willing and able to engage with: ALL

District name	City	County name
ANY SCHOOL DISTRICT or BOCES	ALL	ALL
Academy 20 School District	Colorado Springs	El Paso
Adams 12 Five Star Schools School District	Thornton	Adams
Adams County 14 School District	Commerce City	Adams
Adams-Arapahoe 28j School District	Aurora	Arapahoe
Agate 300 School District	Agate	Elbert
Aguilar Reorganized 6 School District	Aguilar	Las Animas
Akron R-1 School District	Akron	Washington
Alamosa Re-11j School District	Alamosa	Alamosa
Archuleta County 50 Jt School District	Pagosa Springs	Archuleta
Arickaree R-2 School District	Anton	Washington
Arriba-Flagler C-20 School District	Flagler	Kit Carson
Aspen 1 School District	Aspen	Pitkin
Ault-Highland Re-9 School District	Eaton	Weld
Bayfield 10 Jt-R School District	Bayfield	La Plata
Bennett 29j School District	Bennett	Adams
Bethune R-5 School District	Bethune	Kit Carson
Big Sandy 100j School District	Simla	El Paso
Boulder Valley Re 2 School District	Boulder	Boulder
Branson Reorganized 82 School District	Branson	Las Animas
Briggsdale Re-10 School District	Briggsdale	Weld
Brush Re-2(J) School District	Brush	Morgan

NYC Leadership Academy – Application for Continuation Colorado Department of Education – School Redesign 2019-20

Updates on NYCLA Work

Since NYCLA’s acceptance by the CDE as a School Redesign partner in 2018, NYCLA has continued to expand its work with LEAs, SEAs, and charter schools around the nation. On average, the schools and districts we worked with over the past year represent systems with greater-than-average needs; on average, our partner districts serve 14% English Language Learners (versus 9% across all U.S. public school districts), 64% student eligibility for Free and Reduced Price Lunch (versus 48%), and a four-year graduation rate of 75% (versus 85%).

A significant focus of our work in the past year has been helping systems build the capacity of school and district leaders to advance equity for students; our work has included both foundational work with education leaders to understand and recognize bias, as well as deeper, sustained professional learning designed to help leaders make the shift from thinking and talking about equity to taking actions to actively address and dismantle inequities in schools. To further advance and support this work, in May 2019 NYCLA published our [*Equity at Work*](#) strategic planning guide, which supports school system leaders in developing and implementing strategic action plans for closing persistent achievement and opportunity gaps. The guide helps leaders and their teams prioritize the highest leverage opportunities for short– and long-term improvement. It includes stories from the field and a compendium of research-based effective school system leader practices for advancing equity in schools.

NYCLA has also continued to support numerous school and district leaders through our coaching work, and in October 2018 we published a research paper, [*Still in the Game: How Coaching Keeps Leaders in Schools Making Progress*](#), which shares evidence of our findings that ongoing leadership coaching bolsters principal retention.

During 2018-19 NYCLA also partnered with many districts that are working to implement more intentional talent development practices in order to create pipelines of educators ready to lead schools effectively, with an emphasis on developing school cultures and instructional practices that support equitable educational outcomes for all students.

Examples of NYCLA’s work in the past year include:

- Joining with the Wisconsin Department of Public Instruction and the five largest districts across Wisconsin to design and launch the Wisconsin Urban Leadership Institute (WULI), a rigorous, year-long, equity-focused leadership development program for cohorts of school leaders. WULI Fellows are involved in action research, through which they develop a problem of practice and monitor the success and struggles of their plan throughout the program.
- Commencing multi-year engagements with Aiken Public Schools (SC) and West Palm Beach (FL) to launch brand-new district-based principal preparation initiatives.

- Partnering with three urban districts in New York (Yonkers, Rochester, and Buffalo) to implement strong aspiring principal preparation programs, as part of the New York State Department of Education’s Model P-20 Partnerships for Principal Preparation initiative.
- Supporting LEARN Charter Network (Chicago, IL) in the development of professional learning curricula that network leaders will use to build the capacity of aspiring and early-career school leaders.
- Working with the NYC Department of Education to help meet their goal of providing anti-bias training to all system staff; we are providing a series of these trainings for central office leaders.
- Expanding our [Foundations of Principal Supervision](#) program to include a fifth cohort of district leaders from across the United States, bringing the total number who have participated in this program to 90 district leaders from more than 30 school districts across 17 states.

NYCLA’s equity-related offerings are outlined in this recently produced [catalog](#).

Recent NYCLA Work in Colorado

Denver Public Schools (DPS) understands that the disparities between the achievement of white students and that of students of color, English Language Learners and students with disabilities has its roots in the lack of equitable opportunities for all students to succeed. DPS is focused on closing this opportunity gap and has included it as one of five goals in its strategic plan, the Denver Plan 2020.

One DPS strategy to close the opportunity gap is to grow the capacity of its leaders to lead for equity, a strategy that the district is advancing by partnering with NYCLA. After participating in NYCLA’s *Coaching for Equitable Practice* workshop last year, DPS recently engaged NYCLA to build the capacity of DPS leaders to coach others to lead for equity. Through this partnership, over an 18-month time period approximately 40 DPS leaders will engage in professional learning, coaching modeling, and coaching observation activities. A subset of that group, a team of approximately 10 leaders, will ultimately become responsible for expanding and sustaining the *Coaching for Equitable Practice* skills and competencies in DPS leaders over the long-term. This team will work with NYCLA to customize the *Coaching for Equitable Practice* curriculum for DPS and participate in *Leading Professional Learning That Sticks*, NYCLA’s workshop on facilitating adult learning programs. NYCLA is coordinating and aligning all of these activities with other DPS initiatives, including the district’s work on disproportionality with Dr. Eddie Fergus of Temple University.

NYCLA Capacity To Work in Colorado

NYCLA currently has the capacity to work with Colorado schools and districts, and we can work in any region of Colorado; the main factor for consideration is that our turnaround leadership development program is based on a cohort model, so districts are unlikely to find it cost

effective (or optimal from a learning design standpoint) for us to only work with one or two schools. Ideally we would work with at least 5-10 schools or aspiring leaders in a cohort, with participants able to come together in person for summer and school year training sessions.

Currently we could take on intensive, ongoing turnaround leadership development support or aspiring leaders development for up to 3-5 districts in Colorado. Less intensive support, such as delivery of leadership coach training or a leadership for equity training, could be provided to a wider range of districts or on a regional basis.

Evidence of NYCLA's Track Record of Improved Student and School Outcomes

A. Evidence from Three Recent Engagements

In the past year, NYCLA has partnered with educators from more than 28 states, including state-, district-, and school-level partnerships.

NYCLA has partnered with Nevada as a service provider to its rural and urban communities continued; in the partnership's first year, NYCLA co-designed and facilitated the **Nevada Department of Education's** (NDE) School Leadership Network, a statewide initiative involving regional and state convenings for principals and other leaders. This year, NYCLA is moving more heavily into capacity-building stages with the NDE to ensure sustainable, effective practices (facilitation, content selection) and measurement (surveys, impact indicators). After the first year of partnership, 98% of participants strongly agreed that the partnership provided opportunities to discuss issues of equity with colleagues. As a result of the programming, 86% of participants were more likely to lead discussions about equity with staff, and 88% frequently used data to help them make decisions. The program also strengthened the relationship between participants and key state department of education staff members to a statistically significant degree. Specifically, reported an improvement in their likelihood of reaching out to state level staff for support in school improvement or instruction after the participation in the program.

In a partnership that began last year, NYCLA is supporting **Wisconsin's five largest school districts** in leadership development with a specific emphasis on equity. NYCLA is providing curriculum design and training support, as well as leadership coach training and capacity development. In addition to session feedback surveys and culminating, end of year surveys, Wisconsin participants completed the Equity Leadership Instrument (ELI), a 30-item behavior inventory developed by NYCLA in alignment with our research-based Equity Leadership Dispositions. At the beginning of the year, ELI respondents indicated substantial opportunities for growth, such as 97% valuing diversity within their school communities, but only 48% encouraging open dialogues about race. By the program year's end, 91% of participants reported that they are now confident they will be able to impact racial equity in their school, with 96% specifically pointing to program participation for their increased ability to do so. A large majority found that the program coaching was effective (91%) and that the coach helped

them work through their problem of practice (96%). Networking and relationship building also strengthened in this partnership, with 100% of participants finding useful the practice of networking with other school administrators within the program structure.

NYCLA has also been working with **Des Moines Public Schools** to provide training and support for equity coaches and school leaders to advance the district's Equity Plan in schools. In this engagement, NYCLA works directly with a small number of equity coaches who are working with individual pilot schools and developing leaders in those pilot schools. NYCLA coaches worked with the district equity coaches to devise concrete, school-based goals to guide their customized work over the year. Data was collected regarding progress to the goals, and 360° type data was also collected from the school staff who worked with the district equity coaches. Of the school staff who received coaching once a month or more from the district equity coaches, 100% reported that the coaching built their capacity in the equity leadership dispositions (reflect, model, act, confront, and create; 75% reported to a great extent, 25% to a moderate extent). School staff members reported concrete shifts in their practice that stemmed from their engagement with the district equity coaches, such as creating more social and emotional learning opportunities with equity in a math classroom, and creating more representation of all students in classroom materials. The equity coaches who directly worked with NYCLA made substantial progress towards their school wide goals. Their work was featured in a March 2019 Ed Week article, [These Students Are Doing PD With Their Teachers. Their Feedback Is Candid](#). District equity coach, Nicole Ellis, implemented changes in her school such that all teachers applied at least one to two new instructional practices that integrated student voice and administrators completed a full cycle of implementation walkthroughs for monitoring improvements in classroom instruction. She also led an examination of punitive behavior systems and created processes for 40 male students of color to provide ongoing feedback to teachers regarding instruction. By the end, substantial progress was made towards deepening student engagement and increasing student voice, and the school experienced a 20% drop in absenteeism and lower the suspension rate among students of color.

B. Alignment with Evidence-Based Intervention Tiers

NYCLA's Turnaround Leaders Program program meets ESSA criteria as an intervention that mirrors the components of a program with Tier II-level evidence of positive impact on student achievement. NYCLA's program includes the same components as the University of Virginia's School Turnaround Specialist Program; independent research on this intervention (Player and Katz, 2016) found that on average, participating schools experienced statistically significant improvements in student achievement after completing the program.

The evidence base for our other services/offerings meets Tier IV standards. Everything we offer is research-based, and we are continually updating our practices to incorporate new findings about school leadership, leading for equity in schools, and adult learning. In addition, we have clearly articulated logic models that undergird our work, and all of our individual consulting engagements start with the adaptation of that logic model to the local context/situation and

the development, with our partner organization and/or with their external evaluators, of a plan for assessing effectiveness. In addition, we are commencing work with outside partners to evaluate the effectiveness of our practices around developing leadership dispositions that we have identified, through research, as critical to advancing equity in schools and school systems, which is woven into all of our leadership development work.