

**Relay Graduate School of Education – Leadership Programs
CDE School Redesign Request for Information
Sept 2019**

Part I: Cover Page – Organization Information

Organization Information		
Organization Name:	Relay Graduate School of Education	x Continuation Submission
Primary Contact:	Warren Chancellor	
Email Address:	wchancellor@relay.edu	
Phone Number:	1-704-806-1981	
Mailing Address:	Relay Graduate School of Education 4130 Navajo St. Denver, CO 80211	
Organization Category		
X Turnaround Leader Development Provider		
Preferred Geographical Region(s) in Colorado to Work in		
X (YES) – Metro Denver	X (YES) – Front Range	X (YES) – Rural/Mountain/Western Slope

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

District Name	City	County Name
ANY SCHOOL DISTRICT or BOCES	ALL	ALL

II. Narrative Responses

- a. Provide an update on your organization’s work and progress since the original RFI submission in 2018.

-Since our original RFI submission in 2018, we have continued to grow and expand all four of our core programs designed to support the development of school leaders engaged in Turnaround efforts. Those programs and a brief update on recent developments are outlined below:

- **National Principal Academy Fellowship (NPAF):** In the 2018-19 school year, we ran two cohorts of school leaders (over 300 leaders in total) through the fellowship, which includes 2-week summer intensive, 4 2-3 day intersessions, 5 graded assignments, and multiple opportunities to receive differentiated feedback on their implementation of the Leadership Levers taught throughout the year. Content additions and expansions since 2018 include new sessions on building

inclusive school environments and additional time and space to support implementation of the levers at participants' school sites.

- **National Principal Supervisor Academy (NPSA):** Similarly, we continued to grow the number of Principal Supervisors served nation-wide in the 2018-19 school year, with approximately 50 supervisors completing the program. This year we piloted a Spring launch to the Academy focused on the importance of curriculum and planning, designed to allow Supervisors a longer on-ramp for planning for implementation back in their districts.
- **Instructional Leadership Professional Development (ILPD):** For our week-long ILPD program (concurrent with the first week of the NPAF summer intensive), we continue to see high demand and have worked to increase the number of “nested teams” (i.e. complete Instructional Leadership Teams from the same campus) participating in the program. Approximately 170 participants from across the country took part in our 2018 ILPD cohort. An additional 198 joined our 2019 cohort this past summer.
- **Regional Support:** Lastly, we have dramatically expanded the scope of our Regional Support programming based on strong demands from across the country. We have hired a number of full-time Regional Support coaches to support new partnerships in Washington, DC, Indianapolis, Atlanta, the Bay Area, Denver, Pueblo, Montezuma-Cortez and other regions across the country. The Regional Support program allows us to deploy highly-trained Relay coaches into schools and districts to provide direct coaching and on-the-ground support to leaders working to implement the leadership levers in their local context. We are especially excited to now have 3 full-time Associate Deans of Regional Support working in Colorado, which will allow us to expand the scope and depth of our partnerships throughout the state in the coming years.

- b. Describe any new work you have done or are doing in Colorado schools and districts since the original RFI submission in 2018.

-In addition to our ongoing work with schools and districts throughout Colorado that are not formally part of the School Redesign process, we have continued to expand and strengthen our work with schools and districts within CDE's School Redesign process. In the 2018-19 school year, this has included partnerships with school and district leaders in both Montezuma-Cortez School District and Pueblo City Schools. This support has included 1) hosting leaders as part of our year-long National Principal Academy Fellowship and National Principal Supervisor Academy, 2) welcoming participants to our week-long Instructional Leader Professional Development, and 3) engaging in targeted, on-the-ground support via our Regional Support program.

-During the 2018-19 school year, we hosted 36 participants from across Colorado who were able to take part in our NPAF, NPSA, and/or ILPD programs thanks to support from CDE and the School Redesign process. Additionally, we have 32 participants in our programs for the 2019-20 school year.

-The Regional Support in Colorado since our original submission in 2018 has included regular, virtual coaching sessions with school leaders in Pueblo (Central High School and Highland Park Elem School) and Cortez (Manaugh Elementary School), as well as a series of on-the-ground site visits to each focus approximately 4-5 times over the course of the school year. Site visits focused on targeted classroom observations, deep dives into student data and performance, and capacity-building efforts for Principals and their teams.

-We are excited to continue our deep support partnership with both Pueblo City Schools and Montezuma-Cortez School District during the 2019-20 school year and look forward to deepening our engagement in both of these regions, as well as launching new partnerships as the opportunities arise.

III. Capacity: Does your organization currently have the capacity to serve additional schools and districts in Colorado?

-Yes. Given our expanded cohort of participants for the NPAF, NPSA, and ILPD program, we are able to serve additional school and district leaders in these programs moving forward. Additionally, given the increased number of Relay Associate Deans of Regional Support working out of Colorado, we would be able to take on new or expanded Regional Support partnerships in Colorado should such a request be made.

IV. Evidence of Track Record of Improved Student and School Outcomes

a. Provide concrete evidence from your three most recent engagements with schools and districts (Colorado schools and districts are preferred). Include a description of the criteria and the data that you use to determine the impact of your work.

-Specifically focusing on Colorado-based engagements, a short summary of our partnerships in Montezuma-Cortez, Pueblo, and Denver Public Schools, along with relevant student outcomes, is provided below. For the purpose of this exercise, these descriptions are focused primarily on Regional Support engagements.

-Montezuma-Cortez School District: As part of the CDE School Redesign process, we partnered with Montezuma-Cortez to provide direct Regional Support to Manaugh Elementary. This support consisted of bi-weekly virtual coaching sessions with Principal Whitney Rapp (Stewart) and district official Carol Mehesy, as well as 4 1.5 day site visits to Manaugh Elementary School over the course of the year.

Student Outcomes: Manaugh Elementary saw the largest gains throughout the district between 2018 and 2019:

- The percentage of students “meeting or exceeding expectations” on CMAS rose by 6 points in both Math and Literacy.
- In addition the school saw their Median Growth Percentile increase 5 points in Literacy, to 55, and 10 points in Math, to 65.
- Lastly, the school saw the percent of students “not meeting expectations” drop by 12 points in ELA and 18 points in Math.

We're excited to build on these gains as we continue our partnership with Manaugh Elementary this year.

-Pueblo City Schools: As part of the CDE School Redesign process, we partnered with Pueblo City Schools in 2018-19 to provide Regional Support to Central High School and Highland Park Elementary. Support included regular virtual coaching with school leaders and a series of on-the-ground site visits. Evaluating results of this partnership is complicated, given the districts decision to move to a 4-day school week which led to broad declines in student achievement across much of the district.

Student Outcomes: Central High School - In a year when all the other High Schools in Pueblo City Schools experienced drops in student performance on the SAT, Central High School bucked the trend and saw an 11 point increase in average student performance on the Literacy portion of the SAT and a 4 point increase on the Math portion. The school also posted an 8 point increase in student performance on the Grade 9 PSAT.

Student Outcomes: Highland Park Elementary - The Elementary school saw drops similar to other schools across the district in the percentage of students "Meeting or Exceeding" expectations on CMAS. They did, however, see improvements in their Median Growth Percentile in both Math and Literacy.

-Denver Public Schools: In addition to partnering with DPS to send several hundred school and district leaders through the NPAF, NPSA, and ILPD programs over the last 5 years, Relay also launched a Regional Support partnership with the DPS middle school network in 2018-19. Key activities in this partnership have included direct coaching of Principals and Assistant Principals, as well as facilitation of trainings for Instructional Coaches and Central Office support staff throughout the year.

Student Outcomes: Of the 6 focus schools where Relay targeted support, 5 saw gains in their Math Median Percentile from 2018 to 2019. Two of the six focus schools (Bear Valley and Hamilton) posted double digit increases in their Math MGPs over the course of one year.

- b. Self-assess the evidence base for interventions your organization provides using the following Evidence-Based Intervention tiers. Which EBI tier best describes your work, and why?

-Relay Leadership programs are currently being reviewed by several external partners in order to further define the type of impact our programs are having in the schools and districts where we partner. Based on existing data, we believe our current level of evidence of impact rests primarily in the Tier 3 and Tier 4 level.

-Here are several examples of existing studies of our work and impact:

- A WestEd study completed in January of 2019 found evidence that participants in Relay's NPAF program reported high levels of perception that the training improved their ability to effectively lead their schools. School leaders reported increased confidence in their ability to be an instructional leader in their buildings, as well as the time and attention they were able to devote to

instructional coaching and data-driven instructions, practices that have a deep research-basis as practices supporting improved student outcomes.

- In addition, studies of student outcomes across all NPAF participants have clearly demonstrated that participants that are “high implementers” of the practices that form the basis of the NPAF content see higher student achievement and growth than self-identified “low implementers.” We are working to expand the scope of this data analysis to include comparisons with similar schools that are not participating in NPAF to form a basis of analysis and look forward to sharing those results once finalized.