



RELAY GSE NATIONAL PRINCIPALS ACADEMY

IN PARTNERSHIP WITH NEW SCHOOLS FOR NEW ORLEANS,
NEW SCHOOLS FOR BATON ROUGE, & LOCAL LEAS

U.S. DEPARTMENT OF EDUCATION
SCHOOL LEADERSHIP PROGRAM
PROJECT NARRATIVE

JULY 8, 2013

Relay GSE National Principals Academy – Project Narrative

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Invitational Priorities

The proposed program will train five cohorts of 10 sitting principals and their supervisors over a 5-year period (50 principals total) in an instructional leadership program, thereby meeting **Invitational Priority 1**, implementation of professional development for current principals to help them master essential school leadership skills and enable them to support instruction in their schools aligned to college-and career-ready standards. Each course is based on research that links educator and school-wide practices and student performance. By supporting practices and strategies for which there is at least moderate evidence of effectiveness, the proposed program meets **Invitational Priority 2**. See Appendix A for eligible studies and research incorporated into Academy courses.

Introduction

This application springs from a confluence of three events: the post-Hurricane Katrina transformation of the New Orleans school system through structural reforms; the scaling of these reforms to Baton Rouge; and the founding of a higher education institution whose innovative methods draw from the practices of the nation's highest-performing schools serving high-need students. Together, the partners aim to embed innovative professional development training for principals in the nation's most entrepreneurial educational region, with the aim of dramatically increasing student achievement and creating a national proof point for how student achievement can rise when exceptional principal training is coupled with progressive governance.

Together, Relay Graduate School of Education (Relay GSE), New Schools for New Orleans (NSNO), and New Schools for Baton Rouge (NSBR) propose to work with high-need LEAs in New Orleans and Baton Rouge to train 50 principals and their supervisors (principal managers) over a 5-year period through Relay GSE's National Principals Academy (the

Academy). Four LEAs that operate schools under the auspices of Louisiana’s Recovery School District (RSD)¹ and serve high-need students will participate: Crescent City Schools, Collegiate Academies, the Knowledge is Power Program (KIPP), and FirstLine Schools.²

The purpose of the Academy is to reimagine principal training by harnessing pragmatic instructional leadership practices from the nation’s highest performing schools, and then taking this best-in-class training model to scale in New Orleans, Baton Rouge, and eventually throughout the country. The Academy will ultimately train 200 principals a year—principals who will collectively reach over 100,000 students annually. Over the next decade, *one million students* will be served by Academy alumni.

The Academy will train existing principals in instructional and cultural leadership through a job-embedded, practice-based curriculum, reinforced by principal managers and local communities of practice. Each course offered through the Academy will be based on both high-quality research and the deep expertise of faculty members who have led some of the highest-performing charter schools in the nation, including those in the Uncommon Schools and KIPP networks. These networks were both finalists for the 2013 Broad Prize for Public Charter Schools, which was awarded to Uncommon Schools. In awarding the Prize, judges noted that Uncommon Schools closed the ethnic and income achievement gaps much more frequently than other organizations. Through Academy participation, principals and principal managers will gain access to leaders and practices that have been foundational in demonstrating that all children – regardless of race and class – can achieve at the highest levels.

¹ The Louisiana Recovery School District (RSD) is a statewide school district administered by the Louisiana Department of Education. Created by legislation passed in 2003, the RSD is designed to transform underperforming schools into successful schools.

² The partners will invite additional high-need LEAs and private schools that serve high-need students to participate upon announcement of the project award.

Background and Context

Relay GSE, NSNO, and NSBR strive to deliver on the promise of a high-quality education for all students. They strongly believe that effective principal training focuses on the knowledge and skills that are most important in driving student achievement gains. The organizations also believe that principal training is most effective when principals have autonomy to make decisions affecting finance, curriculum, facilities, and management. Providing instructional leadership training to principals that lead schools under the auspices of the RSD provides an opportunity for the Academy to maximize its impact on student achievement.

Lead Applicant: Relay Graduate School of Education

Relay GSE is an independent institution of higher education, accredited by the Middle States Commission on Higher Education, and founded in 2011³ by leaders of three of the nation's leading charter management organizations (CMOs): Uncommon Schools, KIPP, and Achievement First. Historically, the ability of these CMOs to scale and serve more students has been limited by a shallow pool of educator and principal talent. In creating Relay GSE, its founders aimed to build a stronger pipeline of teachers and leaders through practical, rigorous, and cohesive training – training that would improve upon the mixed results of traditional preparation programs (Greenberg, McKee, & Walsh, 2013; Levine, 2005).

Relay GSE designed its program based on the practices of teachers and leaders who work in the nation's highest-performing public schools—and then coupled this knowledge base with a training model that emphasizes continuous practice and reflection. Relay GSE currently serves approximately 900 teachers each year through master's degree and certification programs in New

³ Teacher U, the predecessor organization that led to the creation of Relay GSE, was launched in 2008, and developed in partnership with Hunter College. Though Relay GSE operates independently from Hunter College, Relay GSE's leaders benefitted from running the Teacher U program, and the Relay GSE faculty, leadership, and curricula are largely the same.

York, NY; Newark, NJ; and New Orleans, LA. The institution requires that all teachers demonstrate that they have led their K-12 students to at least one year's worth of learning gains in one year, on average, before they can earn a master's degree. To date, teachers in the program have led their students to an average of 1.3 years of reading growth by their second year in the Relay GSE program, an impressive accomplishment given that over 85% of the teachers enter the program as first year teachers. Of the teachers, 96% have led their students to achieve at least one year of growth in one year's time—a requirement for graduation—and 42% have led their students to achieve at least 1.5 years of growth in one year.

Relay GSE developed the Academy to address a critical shortcoming of principal development programs: principals frequently do not receive sufficient assistance in developing the skills they need to carry out their complex roles (Darling-Hammond, LaPointe, & Meyerson 2007). The Academy's design reflects the shift in principals' roles from building and personnel managers to instructional leaders who must play an integral role recruiting, developing, evaluating, and retaining teachers; creating a strong student and staff culture; and supporting improvements in student learning (DuBois, 2012). As with its teacher training program, Relay GSE developed the Academy by backward-mapping from the practices that have proven successful in high-performing schools and the growing research base on the effect of school leadership on student achievement (Leithwood, Louis, Anderson, & Wahlstrom, 2004). Over time, Relay GSE expects to further scale the Academy by partnering with districts, CMOs, and city-based non-profits across the country to deliver the same exceptional leadership training it plans to provide to New Orleans and Baton Rouge principals through this project.

Overview: New Orleans and NSNO

In 2005, the last full school year before Hurricane Katrina, only 35% of New Orleans public school students passed state assessments (Educate Now!, 2011). New Orleans ranked 67th out of 68 Louisiana districts in student achievement at a time when Louisiana ranked as one of the lowest performing states in the country (National Center for Education Statistics, 2005). That same year, auditors declared New Orleans Public Schools on the brink of bankruptcy, prompting the board to turn over district financial operations to an external consultant.

Since Hurricane Katrina, the school system in New Orleans has been re-invented through a relentless focus on educator autonomy, school accountability, and parental choice. In 2012-13, 84% of New Orleans students attended public charter schools. Passing rates on state tests have climbed from 35% in 2005 to 63% in 2013 (Educate Now!, 2011) and New Orleans is poised to become the first high-poverty city in the country to surpass its state average for student performance. However, in order for New Orleans students to be college- and career-ready and competitive on a national level, the city needs more high-quality leaders who can drive dramatic academic gains in their schools.⁴ Without such leaders, achievement will stagnate.

NSNO, a nonprofit organization whose mission is to deliver on the promise of excellent public schools for every child in New Orleans, has been a key actor in advancing the city's educational reforms over the last seven years. In addition to successfully implementing two federal awards—Investing in Innovation (i3) and Teacher Incentive Fund (TIF)—NSNO has invested in successful human capital organizations that support educators at all stages of

⁴ In 2012, NSNO conducted a survey of New Orleans educators, administrators, and supporters to identify future programming needs. Twenty-five percent of respondents indicated that they perceive finding, developing, and/or retaining high-quality leaders as the biggest threat to sustained success and continued student achievement growth in New Orleans.

development.⁵

Overview: Baton Rouge and NSBR

Like New Orleans, Baton Rouge suffers from high levels of poverty and low levels of student achievement. This is especially true in northern Baton Rouge, where 26 of 31 schools received a “D” or an “F” on the state report card during the 2011-12 school year (Louisiana Department of Education, 2012). Last year, local public and nonprofit organizations, including East Baton Rouge Parish School Board and the RSD, united with a renewed focus on improving educational options in this part of the city and created an “Achievement Zone” to implement strategies designed to transform failing schools into successful schools.

Modeled after NSNO and other non-profit organizations working to drive education reform in their cities, NSBR was founded in 2012 with the goal of providing 12,000 students with access to new, excellent schools by 2017. NSBR intends to create an environment in Baton Rouge that is similar to New Orleans⁷—one in which schools have autonomy and are held accountable for student outcomes.

Because the positive education reforms that took place in New Orleans are so closely linked with Hurricane Katrina, success in Baton Rouge will serve as a proof point that cities can drive radical increases in student outcomes without a precipitating event like a catastrophic natural disaster. Because of the nascence of the charter school movement in Baton Rouge, NSBR is currently focused on increasing understanding of the value of school autonomy, creating a reform ecosystem within which autonomous schools can thrive, and recruiting charter school

⁵ NSNO currently supports human capital providers that focus primarily on teacher recruitment (TNTP, Teach For America, teachNOLA); early- and mid-tenure teacher development (the Center for Transformative Teacher Training, Relay GSE, Match Teacher Coaching, and Leading Educators).

operators, including the highest-performing operators in New Orleans, to launch high-quality schools in the newly established Achievement Zone.⁶

Overview: Partner LEAs

As of the date of application submission, four LEAs operating 20 RSD-charter schools have committed to participating in the project: Crescent City Schools, Collegiate Academies, KIPP, and FirstLine Schools⁷. As CMOs operating as LEAs under the auspices of the RSD, these organizations have been charged with transforming chronically low-performing schools into successful schools. Relay GSE, NSNO, and NSBR have initially partnered with these LEAs because of their ability to scale and their high potential to provide excellent learning opportunities to students in New Orleans and Baton Rouge. Over the course of the grant, Relay GSE, NSNO, and NSBR will invite additional local high-need LEAs and private schools serving high-need students to nominate principals to participate in the Academy.⁸ Table 1 provides an overview of each high-need LEA that is part of the consortium as of July 8, 2013.

Table 1. Overview of Partner LEAs

High-Need LEA⁹	13-14 School Year # of Schools	Grades Served	Students Enrolled	% of N.O. Public School Pop. Served	% Eligible for Free or Reduced Lunch	% Minority Students
Collegiate Academies	3	9-12	580	1%	92%	99%
Crescent City Schools	3	K-8	905	2%	>95%	98%
FirstLine Schools	5	PK-8	2,563	6%	>95%	98%

⁶Because some of the CMOs that will participate in this project will operate schools in both New Orleans and Baton Rouge, the Academy provides an opportunity to scale effective school leadership practices across the state.

⁷ All partner LEAs identified to date are located in New Orleans. As of the date of application submission (July 8, 2013), authorizers are still in the process of reviewing charter applications for Baton Rouge.

⁸ School performance scores for all of the schools operated by these LEAs, and all other schools in the Orleans and East Baton Rouge parishes, are provided in Appendix D. NSNO and NSBR have already shared information about the program with private schools that serve high-need students and informed them that they will have the opportunity to nominate principals to participate.

⁹(Louisiana Believes, 2013)

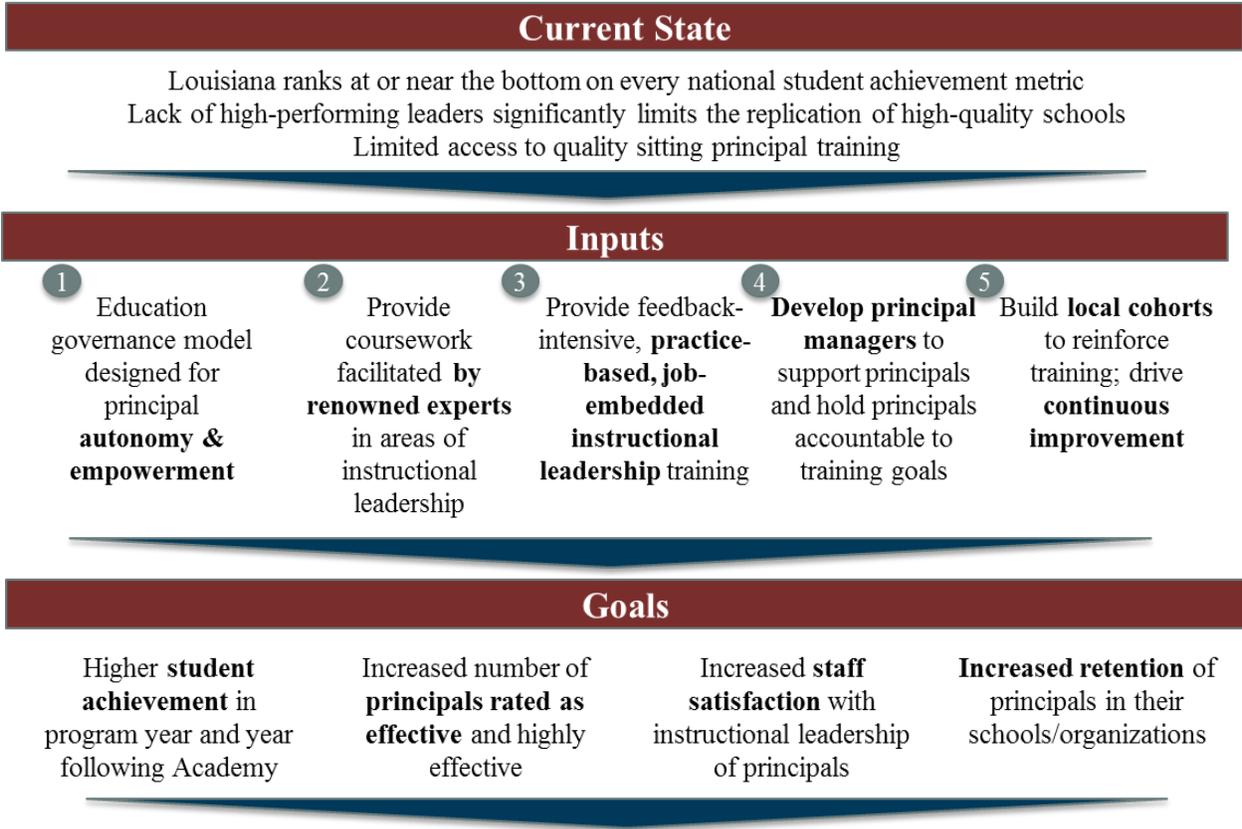
KIPP New Orleans	9	K-12	3,211	7%	>95%	98%
Total	20	PK-12	7,259	16%	-	-

(A) Project Design

(A1) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable

The track record and alignment of Relay GSE, NSNO, and NSBR position the Academy to achieve its ambitious goals. The logic model (see Figure 1) details the project’s specific and measurable goals, objectives, and outcomes, as well as the programmatic inputs that will drive the program’s performance.

Figure 1. Relay GSE/NSNO/ NSBR Leadership Program Logic Model¹⁰



¹⁰ (National Center for Education Statistics, 2011)

Objectives

Select 10 qualified principals annually to complete program	Execute 2 week summer training and 4 weekend sessions annually	Develop principal managers with 3 days of summer training and at least 1 in-year engagement annually	Host 5 cohort meetings annually to build on training sessions and problem solve	10 principals each year complete 360 hrs of fieldwork & assessments	Regularly measure indicators of success & outcomes for program refinement
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Outcomes

80% of participating principals will achieve an average of at least one year's growth in student achievement outcomes in program year and year following the program	Student achievement will outpace similar students in non-participant schools ; .02 effect size by 2 yrs after principal completes the program	Increased % of principals rated 3 or 4 on 4 point scale on LDOE approved principal evaluation in program year and year following program or increase in % rated 4 if all principals are rated 3 or 4 before program implementation	75% or more of respondents agree that principal's feedback improved instruction and avg. rating increased by at least 10%	At end of 5 year program, 75% of participants remain as leaders within their school or organization for at least 2 years after program conclusion
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Secondary Impacts

Increased student achievement in NOLA and Baton Rouge	Increased teacher effectiveness	Development of next generation of high-performing principals	Increased replication of high quality schools	Principal managers extend training impact to more school leaders
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Replication and Scale

Relay expands its program across the country	Relay influences the model of other leadership training programs	NOLA / BR model becomes proof point for educator autonomy and accountability
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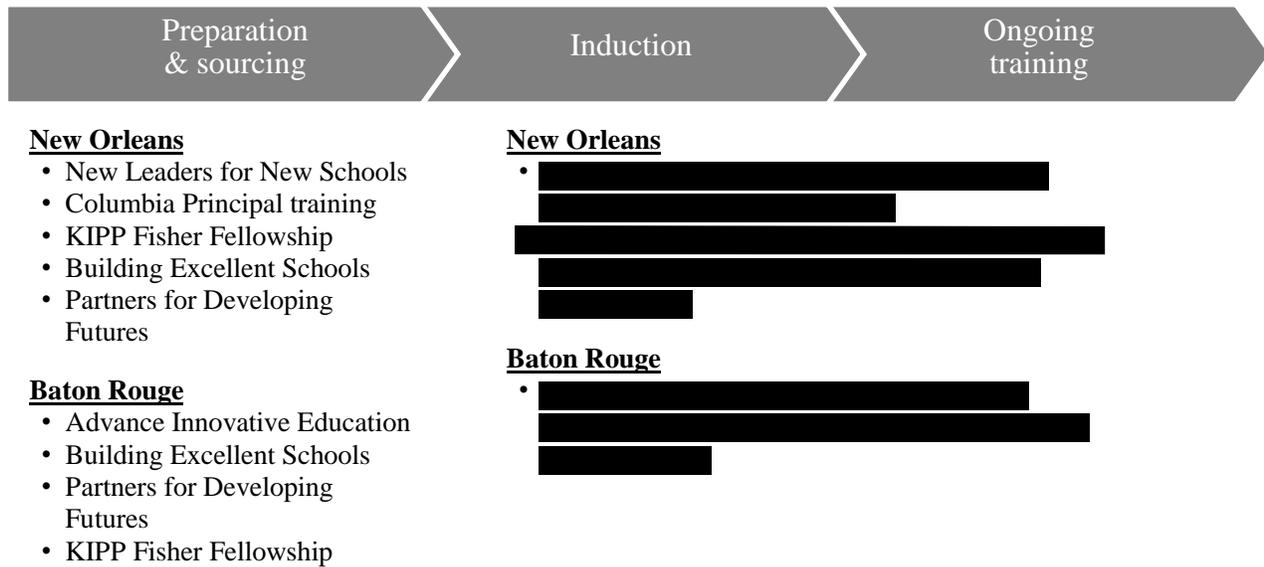
As the logic model illustrates, the partners have developed specific and measurable goals, objectives, and outcomes that detail how the Academy will serve educational leaders and students in New Orleans and Baton Rouge. Moreover, the model details how the Academy will lay the foundation for longer term impacts across the region and nation.

(A2) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs

The Academy will focus on developing the instructional leadership skills of sitting principals, a segment of the leadership continuum that has historically been underserved by high-performing school leadership programs. In New Orleans and Baton Rouge, numerous organizations recruit and develop aspiring principals; however, once these leaders become principals, access to high-quality professional development decreases significantly. This is important, in part, because highly effective principals have a higher likelihood of staying in the principal job (Coelli & Green, 2012). Without effective training, principals are less likely to have longevity in their schools, with significant impact: New Orleans will not be able to sustain its achievement gains, and Baton Rouge will be unable to replicate New Orleans' success. Moreover, as a nation, if our leadership strategies focus only on recruitment and pre-service development, we will forfeit the opportunity to raise student achievement by increasing the performance of tens of thousands of sitting principals.

As illustrated in Figure 2, most existing leadership programs in the region focus on principal recruitment or pre-service preparation and do not address the professional development needs of the target population: current principals in high-need schools. Many providers offer principal preparation programs, and because Louisiana does not require charter leaders to be certified, this is not a focus of the Academy.

Figure 2. Principal training programs in New Orleans and Baton Rouge



The project design includes five inputs that, taken together, will successfully address the professional development needs of sitting principals in New Orleans and Baton Rouge.

Input 1: Governance model designed for autonomy and empowerment

The RSD governance model was developed in 2002 and has become a national model of innovation in governance. Tennessee, Michigan, and Virginia have each adopted this model as a method for turning around persistently low-performing schools. The RSD, which has jurisdiction over the lowest-achieving schools in New Orleans and Baton Rouge, empowers educators to design and implement school programs with maximum flexibility and minimum regulatory interference. In exchange for this autonomy, schools must meet performance bars or face closure. The RSD measures school performance based on state standardized tests and other measures such as credit accumulation, completion of rigorous courses, and graduation rates.

The RSD governance model enables principals to shape their own school cultures, tailor how they exercise instructional leadership to meet the needs of their unique student populations, and make nuanced operational and personnel decisions. Under such a governance model,

Academy participants will be able to implement what they have learned with maximum fidelity, as they will not be subject to overly restrictive rules, regulations, or top-down directives. Lastly, the RSD is in full alignment with this project: when asked to identify one of the greatest needs in improving student achievement across the state, the Superintendent of the RSD indicated in his letter of support for this project (Appendix H), “Increasing the quality of instructional leadership in schools will be critical to our elimination of the achievement gap between students in New Orleans and Baton Rouge and those across the state and nation.”

Input 2: Practice-based courses led by renowned education leaders

The Academy curriculum and fieldwork is grounded in research and informed by the professors’ own experiences in school leadership. The three senior faculty members – Doug Lemov, Dave Levin, and Paul Bambrick-Santoyo – have an average of 13 years of experience leading some of the highest-performing urban schools in the country, including those in the KIPP and Uncommon Schools charter networks. Each of these leaders has also managed regional networks of schools, where his primary duty was coaching and developing principals. Their diverse experiences allow these faculty members to integrate their practical experience with research and theory, an integration which is often lacking in education leadership program (Levine, 2005). The lead faculty members are among the most accomplished educators in the field. Table 2 lists their experience, expertise, and accomplishments (see Appendix I for their complete resumes).

Table 2. Leadership experience, key areas of expertise, and accomplishments of lead faculty

Name	Experience	Expertise	Accomplishments
Paul Bambrick-Santoyo	<ul style="list-style-type: none"> Managing Director of North Star Academy Charter Schools (Network of Uncommon Schools), 2002-Present Faculty, New Leaders for New Schools 	<ul style="list-style-type: none"> Data-Driven Instruction 	<ul style="list-style-type: none"> Authored <i>Driven by Data: A Practical Guide to Improve Instruction</i>, highlights data-driven instructional model that led to the highest achieving or gaining schools in 14 different urban districts in the country Authored <i>Leverage Leadership</i>, which identifies the seven levers that drive student achievement and create exceptional schools and gives principals tools to implement Provided data-driven instruction training for University of Virginia School Turnaround Program; state test proficiency in principals' schools increased nine points more than the average growth of schools state-wide
Doug Lemov	<ul style="list-style-type: none"> Managing Director of Uncommon Schools, 2005-2012 Founder and Principal of Academy of the Pacific Rim 	<ul style="list-style-type: none"> Teacher Development Instructional Pedagogy 	<ul style="list-style-type: none"> Authored <i>Teach Like a Champion</i>, a study of high performing urban teachers and their methods Authored <i>Practice Perfect: 42 Rules for Getting Better at Getting Better</i>, a book that reviews how to create a culture of practice, model excellent practice and use feedback Delivers principal training sessions and seminars nationally and internationally
Dave Levin	<ul style="list-style-type: none"> Co-Founder of KIPP Superintendent of KIPP NYC, 1995-2012 Board of Directors of KIPP Foundation 	<ul style="list-style-type: none"> Adult and Student Culture 	<ul style="list-style-type: none"> Levin's work is the subject of <i>Work Hard, Be Nice: How Two Inspired Teachers Created America's Most Promising Schools</i> Levin's work around character featured in <i>How Children Succeed – Grit, Self-Control, and the Hidden Power of Character</i>, a book by Paul Tough

The aforementioned leaders will deliver a core curriculum that is based on proven practices that have eliminated the achievement gap between high-need students and their more affluent peers. The curriculum covers key components of school leadership through five courses: Instructional Leadership, Cultural Leadership, Strategic Leadership, and Strong Instruction (Pedagogy and Content) — the foundations for student growth and achievement in Figure 3.

Figure 3. Key components of the Academy curriculum



Course 1, Instructional Leadership: Exceptional principals succeed because of how they use their time, what they do, and how and when they do it. Given the variety and intensity of demands placed on principals in New Orleans and Baton Rouge, They often struggle to use their time efficiently. The Academy’s Instructional Leadership course will introduce principals to proven strategies for managing their time in a way that drives improvements in the quality of instruction and student performance. The course will focus on the four most important instructional drivers of student achievement: data-driven instruction, professional development, planning, and observation and feedback. Paul Bambrick-Santoyo will teach this 75-hour course and, in doing so, present principals with tactical approaches to develop and support teachers. These include observing each classroom 15-30 minutes per week as opposed to 1-3 hours per year, evaluating teachers informally after each observation, providing meaningful, practice-based coaching, leading teacher professional development on the basis of instructional trends throughout the school, and using school-wide data to drive instruction.

Course 2, Cultural Leadership: The best public schools in the nation are intentional when it comes to creating a strong school culture (Elbot & Fulton, 2008). A culture of excellence ensures that students are building the habits of mind and heart that enable learning and a love of learning. The Academy's Cultural Leadership course will focus on the ways in which a leader can build a staff and school-wide culture of high expectations, a precursor to improving teacher performance and K-12 student achievement. The course dedicates 37.5 hours to teaching principals how to create a vision for student and staff culture, actualize that culture by developing day-by-day and minute-by-minute plans, and how to assess, monitor, and adjust that culture. Principals will also learn how to lead the work of character growth in schools through dual-purpose lessons and activities that support character development and academic objectives.

Course 3, Strategic Leadership: The job of a principal is one of the most challenging and frequently interrupted jobs in education. While many principals are well aware of their responsibilities and the associated tasks, they often lack a clear plan for prioritizing these tasks and executing their responsibilities on a daily, weekly, and monthly basis (Hornig, Klasik, & Loe, 2009). To meet this need, the Strategic Leadership course is designed to teach principals the skills necessary to respond to the growing demands of their positions by implementing effective organizational processes. They will learn how to strategically distribute leadership responsibilities by identifying and developing a leadership team to deliver consistent and high-quality feedback to teachers on a regular basis. In addition to the 12.5 hours of direct instruction in cultural leadership, principals will develop strategic plans that are tailored to the needs of their school. Faculty members will guide principals in executing their plans throughout the year, and help them make adjustments as needed.

Strong Instruction: Great principals must deeply understand both pedagogy and content, especially literacy and math, in order to guide their teachers. These two instruction-focused courses (Strong Instruction: Content, and Strong Instruction: Pedagogy) will enable principals to help teachers build structured and engaging classrooms rooted in sound content knowledge.

Course 4, Strong Instruction: Content: As Louisiana schools transition to the Common Core State Standards, principals will need to ensure that their teachers deliver rigorous content aligned to the new standards. The Strong Instruction: Content course provides 37.5 hours of instruction and will offer principals clear strategies, systems, and lessons on how to deliver such content with an emphasis on designing classroom routines and systems to maximize instructional time, structuring effective lessons, and anticipating, identifying, and remediating common areas of challenge. Principals will also complete fieldwork, including observations of teachers and students across content areas.

Course 5, Strong Instruction: Pedagogy: Principals need to support teachers in creating structured learning environments and engaging classroom cultures. The Academy's Strong Instruction: Pedagogy course offers 37.5 hours of instruction through which principals will learn how to help teachers build strong classroom cultures based on high expectations for behavior and strong systems and routines. The course will focus on a variety of techniques that will enable principals to improve teachers' proficiency by asking more rigorous questions, pushing student thinking, managing class time effectively, and preparing and implementing high-quality lessons that requires students to do the majority of the cognitive work. Principals will lead two in-school professional development sessions focused on high academic expectations and high behavioral expectations as part of the fieldwork associated with this course. They will also observe and provide feedback to teachers on the implementation of these techniques in their classrooms.

Input 3: A feedback-intensive, practice-based, job-embedded instructional leadership program

Many district leaders and policymakers are critical of preparation programs that are not aligned with standards of practice and offer insufficient clinical experiences (Hale & Moorman, 2003). Fundamental to the Academy is the philosophy that principal development should be job-embedded, practice-based, and part of a comprehensive strategy for principals' improvement in specific developmental areas. The program's scope and sequence is designed to provide support to participants throughout the school year, beginning with an intensive two-week summer session during which participants will develop an actionable strategic plan that they will adapt with Relay GSE faculty as the school year progresses. To reinforce the learnings from the two-week session, the Academy requires principals to complete at least 360 hours of fieldwork throughout the school year. Principals will also attend four in-person weekend intersessions at Relay GSE to cover additional content and leverage the experience of their peers. Throughout the program, Relay GSE will provide tactical tools and opportunities for principals to receive feedback to improve their practice.

Tools: Relay GSE supports participants in implementing the leadership activities and techniques discussed in class sessions by creating easy-to-use tools, including observation trackers, rubrics, and templates (tool samples are in Appendix J). These tools allow participants to save time and quickly implement their learnings in their school environments.

Feedback: Participating principals will receive feedback through numerous channels, including: simulated school days, fieldwork, program assessments, and targeted observations by supervisors. The summer intensive program will conclude with two simulated school days designed for principals to practice the levers of leadership about which they have learned, and identify their focal areas for development. During the simulated school days, principals will

conduct school culture reviews, execute teacher observations, conduct data-driven instruction conversations, review and provide feedback on lesson plans, and facilitate a professional development session. Principals will receive feedback from peers, faculty, and their manager throughout the first simulated school day, incorporate this feedback into the second simulated school day, and reflect on their own performance in a debrief with Relay GSE faculty.

Additionally, as detailed in Table 3 below, each component of the training will include fieldwork assignments and assessments that will be graded by Relay GSE faculty. Principal managers will provide principals with feedback through structured assessments and reviews of deliverables (see Input 4 below). Relay GSE faculty will also conduct an in-person observation at least once during the course of the school year to see, first-hand, how participants are progressing as effective instructional leaders. Professors will focus observations on individual principals’ needs as identified by assessments and principal managers. After each observation, professors will conduct a one-on-one debrief in which the professor will share data collected during the observation and discuss the participant’s strengths and areas of growth.

Course Summary: Table 3 below summarizes the descriptions, fieldwork, and assessments associated with each course offered through the Academy.

Table 3. Course descriptions, fieldwork, and assessments

Course 1	Instructional Leadership	
Applicability to Principals in NO and BR	<ul style="list-style-type: none"> • Many principals in New Orleans and Baton Rouge have minimal prior experience leading adults and driving changes in teaching based on school-level data • Many CMOs do not have adequate capacity or skill to provide high-impact coaching to principals or teachers to enhance learning and create the conditions for achieving and overcoming obstacles to data-driven success • Data from NSNO’s school reviews revealed that of the 10 rubric items on which schools’ performance was lowest, 8 were associated with instructional leadership 	
	Instructor(s)	Hours
	• Paul Bambrick-Santoyo	• 75
		Supporting Research
		Carlson, Borman & Robinson, 2010

	<ul style="list-style-type: none"> Jesse Rector 		Marsh, McCombs, & Martorell, 2010 Teemant, Wink & Tyra, 2011 Institute of Education Sciences, 2009
Module	Fieldwork		Work Products for Assessment
Data driven instruction	<ul style="list-style-type: none"> Help review and create full data/assessment cycle Lead data analysis meetings with teachers and coaches on an ongoing basis Lead PD around data-driven instruction Analyze assessments to determine alignment to standards and rigor 		<ul style="list-style-type: none"> Data-driven implementation plan School wide data analysis Video of individual teacher data analysis PD lesson plan for data-driven instruction
Leading professional development	<ul style="list-style-type: none"> Analyze school assessment data to identify area of greatest need for PD Successfully deliver 3+ PD cycle including planning, delivery and follow up 		<ul style="list-style-type: none"> PD lesson plan Video of whole school PD (using culture priorities, reading, and math practice to integrate with other components)
Leading Planning	<ul style="list-style-type: none"> Review and provide feedback on lesson planning for teachers on an ongoing basis 		<ul style="list-style-type: none"> Annotated lesson plan feedback Video of lesson plan review
Leading Observation and Feedback	<ul style="list-style-type: none"> Observe and give feedback to 3+ teachers on a weekly or bi-weekly basis 		<ul style="list-style-type: none"> Observation tracker Video of observation and feedback meeting

Course 2	Cultural Leadership		
Applicability to Principals in NO and BR	<ul style="list-style-type: none"> New Orleans' highest achieving schools have cultures defined by high expectations for student behaviors, rituals and routines that are directly aligned to the school's mission and values, and systematic behavior management systems Few principals are able to effectively create such cultures where they did not exist before Students in participating principals' schools will, more often than not, enter school performing well behind grade level. It will be critical that the principals know how to create and sustain strong school cultures to move these students to college-level performance in a short period of time 		
	Instructor(s)	Hours	Supporting Research
	<ul style="list-style-type: none"> Dave Levin Julie Jackson 	<ul style="list-style-type: none"> 37.5 	Bryk & Schneider, 2002 Bubb & Earley, 2009
Module	Fieldwork		Work Products for Assessment

Building a school-wide culture of high expectations	<ul style="list-style-type: none"> • Lead 3 school-wide culture events • Complete a culture walkthrough and develop a prioritized action plan, lead work on identified school culture priority, complete a post school culture walkthrough • Design minute-by-minute plans for the key areas of school-wide culture (arrival/breakfast, transitions, dismissal, community meeting, discipline referrals) • Deliver PD to train teachers to implement minute-by-minute plans 	<ul style="list-style-type: none"> • Detailed plans for key area of school-wide culture • PD Lesson plan for teacher training on culture • Pre and post culture walk through
Building a staff culture of high expectations	<ul style="list-style-type: none"> • Lead teachers in all elements of staff culture • Conduct semi-annual survey of teachers and use feedback to improve culture • Lead at least two staff meetings 	<ul style="list-style-type: none"> • Mid-year and end of year staff survey
Leading Student Character Growth	<ul style="list-style-type: none"> • Create and lead implementation of a character plan for school-wide focus 	<ul style="list-style-type: none"> • Character walkthrough pre- and post-assessment

Course 3	Strategic Leadership	
Applicability to Principals in NO and BR	<ul style="list-style-type: none"> • Few New Orleans and Baton Rouge principals have developed fully aligned strategies for their schools—strategies that include clearly identified priorities, supporting activities, and accountability and monitoring systems • As principals launch new schools in Baton Rouge, they are likely to benefit from extra support developing and refining their schools mission, values, and associated strategy 	
	Instructor(s)	Hours
	<ul style="list-style-type: none"> • Serena Savarirayan 	<ul style="list-style-type: none"> • 12.5
	Supporting Research	
	Turnbull, Haslam, et al., 2011 Mendels, 2012	
Module	Fieldwork	Work Products for Assessment
Putting It All Together	<ul style="list-style-type: none"> • Manage and revise calendar created during summer intensive to keep priority on instructional and cultural levers 	<ul style="list-style-type: none"> • Annual strategic plan • Monthly map creation and ongoing management

Course 4	Strong Instruction, Content	
Applicability to Principals in NO and BR	<ul style="list-style-type: none"> • Most New Orleans and Baton Rouge principals have experience as classroom teachers and middle-level leaders, but few have prior experience leading teachers and entire schools through significant shifts in instructional priorities • Through the transition to the Common Core State Standards, principals will need to be well-versed in the implications of the change for their teachers and students 	

	<ul style="list-style-type: none"> Few New Orleans and Baton Rouge principals know how to develop a strategic instructional vision and create systems to ensure that the vision is consistently implemented in all classrooms 	
Instructor(s)	Hours	Supporting Research
<ul style="list-style-type: none"> Doug Lemov Erica Woolway 	<ul style="list-style-type: none"> 37.5 	Johnson, 2008 Killion, 2012
Module	Fieldwork	Work Products for Assessment
Reading and the Common Core (Elementary/Secondary)	<ul style="list-style-type: none"> Incorporated into Observation and Feedback fieldwork 	<ul style="list-style-type: none"> Analysis of videos: <ul style="list-style-type: none"> Teacher implementation video Observation and feedback video Analysis of content integrated into data analysis meeting and PD sessions
Math and the Common Core (Elementary/Secondary)	<ul style="list-style-type: none"> Incorporated into Observation and Feedback fieldwork 	<ul style="list-style-type: none"> Analysis of videos: <ul style="list-style-type: none"> Teacher implementation video Observation and feedback video Analysis of content integrated into data analysis meeting and PD sessions

Course 5	Strong Instruction, Pedagogy	
Applicability to Principals in NO and BR	<ul style="list-style-type: none"> Public school teachers in New Orleans have, on average, fewer years of experience than those across the state and nation: in 2010-11, 11 percent of New Orleans teachers were in their first year of teaching, twice the Louisiana average of 5 percent and six times the national average of 2 percent (The Cowen Institute, 2012) Baton Rouge is still developing its talent pipeline. Teachers have limited experience working in charter school environments and will benefit from having principals who are strong instructional leaders 	
Instructor(s)	Hours	Supporting Research
<ul style="list-style-type: none"> Doug Lemov Erica Woolway 	<ul style="list-style-type: none"> 37.5 	Burn, Childs, & McNicholl, 2007 Rohaam, Taconis, & Jochems, 2009
Module	Fieldwork	Work Products for Assessment
High academic expectations	<ul style="list-style-type: none"> Lead planning, delivery and follow up for one PD session on a prioritized technique 	<ul style="list-style-type: none"> Analysis of videos: <ul style="list-style-type: none"> Teacher implementation video Observation and feedback video
High behavioral expectations	<ul style="list-style-type: none"> Lead planning, delivery and follow up for a PD session on a prioritized technique 	<ul style="list-style-type: none"> Analysis of videos: <ul style="list-style-type: none"> Teacher implementation video Observation and feedback video

Alumni Support: Program alumni will be able to continue to consult with the Relay GSE

Dean of School Leadership Programs during his office hours. The Dean of School Leadership Programs and other Relay GSE faculty will also conduct targeted observations of participants

and alumni and will work with NSNO and NSBR to define the ongoing support appropriate for each Academy graduate.

Input 4: Principal manager development to support principals and hold them accountable to training goals

Unlike many other leadership training programs, Relay GSE recognizes the importance of aligning the training principals receive with the support and coaching provided by their supervisors. The Academy does not simply intend to train leaders; rather, its overarching goal is to inspire sustainable change in schools and networks. Principal managers must be equipped with the knowledge and skills needed to deliver ongoing support and accountability, and have an aligned perspective on what principals should be doing so that the program results in lasting behavior changes. Consequently, a fundamental component of the Academy, and one that makes it unique among other school leadership development programs, is that it includes training principal managers (e.g. assistant superintendents, chief academic officers) to prioritize their time toward those actions that improve instructional quality in schools.

All managers of principals in the program will participate in three days of the summer intensive program and, more importantly, will commit to providing ongoing support to participants as they develop and refine their instructional leadership skills. During the three days of summer training, principal managers will participate in coursework focused on observation and feedback, receive a specialized training day on coaching principals to implement the practices learned in the Academy, and observe the principals in action through a simulated school day, which not only allows for principal managers to see principals implement new skills, but also allows managers to see exemplary feedback modeled for them by Relay GSE faculty. The simulated school day creates a common dialogue and experience for principals and principal managers to learn from and take with them back to their school communities.

After the summer session, principal managers will receive tools, such as an observation rubric and guidelines for how to assess culture that will help them implement their learnings. Principal managers will also meet with the Relay GSE Dean of School Leadership Programs before each of the four weekend intersessions, either in person or by phone. This recurring meeting will be used to discuss the key areas for growth from the participant's assessments and will provide a forum for the Dean and principal manager to agree on appropriate supports to help the principal achieve his or her goals. Principal managers will also be invited to attend each of the intersessions. Relay GSE will monitor the performance of principals whose managers attend more intersessions, relative to those managers who attend fewer sessions and will use findings from this comparison to adapt the parameters of the involvement required by principal managers.

At the conclusion of the program, Relay GSE expects that principal managers will understand (1) how to use their limited time to support principals, and (2) how to assess the principal's progress, by using a dashboard of key metrics to track progress on instructional and cultural improvements.

Input 5: Local cohorts to reinforce training and drive continuous improvement.

The partners recognize that a selective process for choosing candidates for training is an essential part of creating more capable principals (Wallace, 2012). They also believe that augmentation of the Academy's training with local cohorts will provide a venue for feedback, collaboration, and accountability. Cohorts will be strengthened by local partner selection of participants, facilitated working sessions throughout the year, and peer accountability.

Rigorous Participant Selection: NSNO and NSBR, in consultation with Relay GSE, will facilitate the selection of ten sitting principals to participate in the Academy each year. NSNO and NSBR will select principals who meet the Academy's rigorous criteria in three key areas:

belief and personal responsibility, openness to feedback, and work ethic and relentless drive (see Appendix F). NSNO and NSBR will use a thorough process to identify and select high-potential principals. This process may include a written application, an in-person interview, a statement of commitment from the principal manager, and a reference check.

Cohort Development: The partners view the development of a local peer group in New Orleans and Baton Rouge as a powerful tool for ensuring that participating principals have the information, feedback, and support they need to implement what they learn through the Academy. NSBR and NSNO’s idea to facilitate and support peer groups in each city stems from the concept of instructional rounds, a practice adapted to education from the field of medicine and designed to help schools, districts, and state systems support high-quality teaching and learning for all students (City, 2009). NSNO and NSBR have designed cohort activities with the aim of increasing principals’ openness to feedback and belief in personal responsibility for their schools’ success. The balance of participants between New Orleans and Baton Rouge will depend on demand and participant qualifications, but is expected to include an even balance of principals from both geographies over time (see Table 4). NSNO and NSBR expect to facilitate one state-wide cohort for the first two years of the project, and two separate cohorts in years 3 through 5—one for the New Orleans principals and one for the Baton Rouge principals—so that they can tailor programming to address the unique needs of principals in each city. NSNO and NSBR will facilitate a 2.5 hour long local cohort gathering between each Academy session (Appendix G).

Table 4. Estimated distribution of principal cohort between cities

Year	1	2	3	4	5
New Orleans participants	8	7	5	5	5
Baton Rouge participants	2	3	5	5	5

Cohort development activities will support principals in successfully completing their Academy coursework and implementing their strategic leadership plans effectively. Cohort activities may include: coursework feedback, cohort analysis of shared problems of practice, and introductions to individuals who might be helpful to principals as they pursue their individual and school goals. Additionally, NSNO and NSBR will solicit feedback from the CEOs of each participating CMO to gauge interest in additional principal support, such as: tri-annual check-ins on school progress, thought partnership on school improvement planning, and third-party feedback to principals on drafts of assignments.

NSNO and NSBR will consult with Relay GSE faculty to offer activities that enhance and reinforce the skills and competencies taught through Academy coursework. NSNO and NSBR will guide cohorts through progressive stages in pursuit of the overall goal of increased student achievement. Over time, Academy alumni may engage with newer cohorts to provide support and build community. While the organizations will determine the most appropriate activities for each cohort based on geographic distribution, development needs, and school performance, Table 5 indicates the goals and activities for each cohort development stage.¹¹

Table 5. NSNO and NSBR stages of cohort development

Overall Goal	Provide principals with the information, feedback, and support they need to implement what they learn through the Academy and increase student achievement in their respective schools.				
Stage	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Stage Description	Understanding each other/each other's story/strengths and areas of growth	Building investment in a common goal of increasing student achievement	Building buy-in that the principal development program is a means to achieving that common goal	Building the mindset around holding oneself accountable for school-level learning and implementation of action plans	Building the mindset and skills around holding the group members accountable for the group's success
Associated Cohort	Increase collaboration and	Achieve an average of 90%	Achieve at least 90% retention	Complete full implementation	Cohort meets outcomes

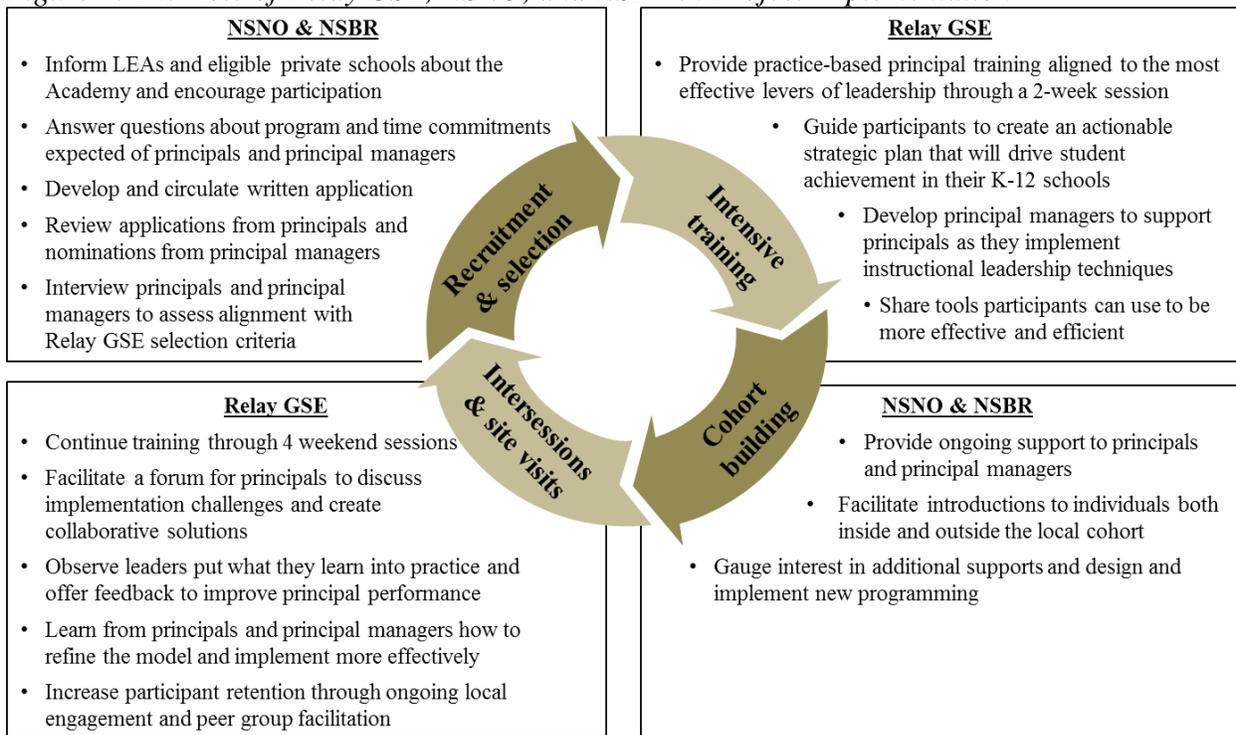
¹¹ The development stages shown here provide a framework for the potential value cohorts can serve.

Goal	information sharing between principals across schools, CMOs	participation in cohort gatherings	rate across the LA cohort (through final Intersession)	of action plans and achievement of leadership-specific goals	
Sample Activity	Facilitate cohort building activities designed to increase cohort connectivity and individual openness to feedback	Engage participants in establishing their own goals for the Louisiana cohort	Invite participants to share successes; facilitate group feedback on school-specific PD and challenges	Encourage participants to self-reflect and identify a development area on which they would like feedback	Facilitate “cohort rounds” in which principals receive feedback from cohort peers on a skill or activity they are working on

Role of partners in Academy implementation

Each of the three partners serves multiple purposes in project implementation and in ensuring that the Academy’s components are of maximum relevance and impact for the participating principals from each city (see Figure 4). Additionally, the organizations of participating principals will contribute to the cost of the program, paying \$5,000 per participant. This financial contribution will help to ensure organizational buy-in and support for the principals’ engagement with the Academy.

Figure 4. The Role of Relay GSE, NSNO, and NSBR in Project Implementation



(A3) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and supports rigorous academic standards for students

NSNO and NSBR, in partnership with the RSD, are executing comprehensive, system-level plans to significantly increase student achievement in New Orleans and Baton Rouge. Programmatic activities include developing support across all segments of the human capital continuum and helping schools transition to the Common Core State Standards.

Supporting rigorous academic standards

Common Core State Standards will require teachers, leaders, and students to change their practice in significant ways. In preparation for a smooth transition, NSNO is prioritizing the provision of planning and assessment resources for 23 CMOs operating 57 charter schools across New Orleans. NSNO has selected seven participating CMOs to serve as Lead Partners throughout this transition by creating and sharing Common Core-aligned resources that other

schools and CMOs can adopt. Three of the CMOs partnering with Relay GSE, NSNO, and NSBR on this project were selected to serve as Lead Partners. The Achievement Network, through a partnership with NSNO, will offer K-8 schools interim assessments to gauge students' readiness for the Common Core. NSNO is also providing schools with sample Common-Core-aligned assessment items, lesson plans, resource-sharing opportunities, and professional development delivered by national curricular and instructional experts to aid schools during the transitional period. As New Orleans CMOs expand their operations to Baton Rouge, they will bring Common Core knowledge, resources, and experience with them.

Developing human capital

NSNO is attempting to build the nation's first decentralized, entrepreneurial, and high-performing human capital ecosystem by making a variety of human capital supports available on an "opt-in" basis at a low cost to schools. Teachers are at the heart of the human capital ecosystem, so in its first few years of operation, NSNO focused on building capacity at the teacher level. Thirty-eight percent of respondents to NSNO's 2012 annual survey of New Orleans educators, administrators, and supporters indicated that they perceive human capital to have been the most important driver of New Orleans' success to date.

In the spring of 2012, NSNO helped Relay GSE launch a Masters of Arts in Teaching program in New Orleans by supporting recruitment of participants and faculty members and collaborating to set annual goals for the preparation program. NSNO and Relay GSE participate in monthly check-in meetings during which they discuss progress toward goals and collectively troubleshoot obstacles as they arise. NSNO will continue to support Relay GSE's recruitment and will also host quarterly meetings during which Relay GSE can share lessons learned and best practices with other organizations working to recruit and develop educator talent across the city.

NSNO has made significant investments in and forged partnerships with a wide range of organizations that complement the work of Relay GSE along multiple stages of human capital development. Some of these investments are described in Table 6, below. In addition, nine school operators in New Orleans, in partnership with NSNO, have aligned teachers' pay with meaningful evaluations, highly effective professional development, and teacher career advancement through the federal Teacher Incentive Fund (TIF) program.

Table 6. Key Components of NSNO Human Capital Strategy

Stage	Organization / Program	Service Provided
<i>Teacher Recruitment</i>	Teach For America	▪ Recruit high-achieving recent college graduates to fill teacher vacancies in high-need schools and subjects
	teachNOLA (TNTP)	▪ Recruit and train accomplished professionals and outstanding recent college graduates to become teachers in high-need schools
<i>Organizational Support Recruitment</i>	Education Pioneers	▪ Recruit and place leadership and management talent to education positions outside of the classroom
<i>Teacher Development</i>	CMO Teacher Residencies	▪ Local charter management organizations provide intensive and classroom-embedded training to first year teachers
	Center for Transformative Teacher Training	▪ Provide real-time teacher coaching instruction focused on classroom management to early tenure teachers
	MATCH Teacher Coaching	▪ Provide intensive, high-dosage feedback to early-mid tenure teachers to rapidly accelerate their ability to drive achievement gains
	Achievement Network	▪ Train teachers in data-driven instruction
<i>Mid-Level Leader Development</i>	Leading Educators	▪ Develop the leadership and instructional capacity of teacher-leaders such as grade level and department chairs

Baton Rouge is making a similar commitment to human capital development by dedicating significant resources to attracting and expanding high-quality human capital organizations as part of a comprehensive effort to develop excellent teachers, leaders, and board

members to work in and support schools located in the Achievement Zone. In its first year, NSBR's human capital strategy has focused on building more robust teacher and principal pipelines for Baton Rouge schools. Over the course of the next three years, Teach For America South Louisiana will double the number of incoming teachers to 130 per year. Building Excellent Schools, a non-profit that recruits and develops individuals to design and lead new charter schools, has recruited its first local cohort of three principals, with the first schools opening in 2014. Importing new talent, however, will not be sufficient to create and sustain transformational change. As the city prepares for the first wave of new charter schools to open, NSBR will also make investments in developing existing talent to serve within the high-performing charters that seek to replicate their successes in Baton Rouge. Relay GSE will also offer the Master of Arts in Teaching program as charter schools expand to the city.

NSNO and NSBR view the Academy as a way to strengthen the human capital ecosystem and accelerate the development of high-quality educators in both cities. By creating the nation's first decentralized systems of teacher and leader development, New Orleans and Baton Rouge will serve as national proof points for how to provide high-impact human capital supports across schools to increase the quality of instruction—and in turn, the level of student achievement.

(A4) The extent to which the design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities or strategies

The long-term vision of the partners is to spark transformative change in principal development that can be replicated broadly across the country. In pursuit of this vision, Relay GSE will produce and disseminate information about the outcomes of the Academy.

Using measures including student learning gains, teacher feedback, participant grades, participant effectiveness and participant satisfaction, Relay GSE will identify which components

of the program are most effective and which need to be adapted in future years. Relay GSE will evaluate factors such as which courses lead to increases in student achievement and how cohorts impact the principals' ability to implement learnings. These data will be collected through a variety of sources including student achievement data, surveys, and interviews, as detailed in the evaluation plan.

Relay GSE will disseminate its findings through the development of a leadership development "how-to guide", which will detail program successes, lessons learned, and implementation guidelines. Relay GSE will publish the guide on its website, share the guide with other leadership development programs, and commit to presenting the guide at a minimum of three national conferences. Faculty may also incorporate findings into future publications.

As an accredited independent institution of higher education, Relay GSE is well-positioned to scale the principal development program. If successful, Relay GSE will expand the Academy to serve 200 principals annually, which will enable the organization reach over 100,000 students each year. At scale, the Academy will be amongst the nation's largest providers of educational leadership master's degrees.

(B) Quality of project evaluation

The project's evaluation design will provide quantitative and qualitative evidence that demonstrates the effect of the Academy on teaching and learning. An external evaluator will collect data relevant to both outcome and process effectiveness measures that the partners will use to support program development. The project evaluation will have two components: the first will be summative, and will assess whether the program has had the desired effect of increasing student achievement, principal performance, staff satisfaction, and principal retention; the second

will be formative and will enable the project implementation team to assess program quality both within a given year and year-to-year and make data-driven refinements as necessary.

The project evaluation will be led by an independent third party evaluator that the partners will select through a Request for Proposals (RFP) process after the grant is awarded. Relay GSE will seek an education-focused evaluator who has deep experience with the research collection and analysis methods outlined in this evaluation design. Relay GSE’s Director of Research will manage the process of selecting and liaising with the external evaluator. Data collection and evaluation will occur at three levels—principal/school, teacher, and student—to promote understanding of the Academy’s effect on teaching and learning in a nested, detailed way that incorporates multiple school stakeholders’ perspectives.

(B1) Use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data

The evaluator’s summative evaluation will assess whether the program has had the desired effect of increasing student achievement, principal performance, staff satisfaction, and principal retention. The five summative performance measures on which the evaluator will collect data are outlined in the tables below:

Table 7. Outcome 1

Outcome 1	80% of participating principals will achieve an average of at least one year’s growth in student achievement outcomes in the program year and year following the Academy
Level of analysis	Student level
Evaluation instrument	School performance data available through the Louisiana Department of Education
Data collected	State testing data for year 0, year 1 and year 2 for each cohort of students whose principals participate in the program
Analysis method	Assess individual student performance growth between the program year and the following year
Output of evaluation	Percentage of students meeting or exceeding the equivalent of one grade level’s worth of growth

Frequency of analysis	Annually through end of grant (as data are available)
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Outcome 1 will describe whether participating principals were able to meet these school-wide academic goals. The next analysis will measure the extent to which their students' learning gains exceed those of students whose principals are not participating in the Academy.

Table 8. Outcome 2

Outcome 2	Student achievement in participants' schools will outpace that of similar students in non-participant schools by an additional three weeks of learning relative to pre-Academy performance, defined here as effect size growth of 0.02 vs. pre-Academy effect size, within two years of program completion, the equivalent of an additional three weeks of student learning
Level of analysis	Student level
Evaluation instrument	Student performance data at participating and comparison schools, available through the Louisiana Department of Education
Data collected	Demographic data to match students to "virtual twin", pre-program (year 0) student achievement data, post-program (years 1, 2, 3) student achievement data for each principal cohort
Analysis method	Quasi-experimental virtual twin analysis in which students are statistically matched to a comparable peer using a Virtual Control Record (VCR) for each student on the basis of student-level demographic and pre-program academic data; academic performance of students within schools led by participating principals will be compared to that of "twin" students at non-participating schools to describe the effect of participating schools on student achievement
Output of evaluation	Percentage of students meeting or exceeding academic proficiency standards in each year of the evaluation; estimated difference in growth trend between matched students before treatment (pre-Academy) and after treatment (during and post-Academy)
Frequency of analysis	Annually through grant year 7, outcome measured formally beginning in year 3

A virtual twin analysis will enable the evaluator to assess differences in student performance between the students in schools of participating principals with similar students in schools with non-participating principals over time. This analysis will measure comparative effectiveness.

Table 9. Outcome 3

Outcome 3	Increased % of principals rated 3 or 4 on 4 point effectiveness scale on principal evaluation in program year and year following the program, or increase in % rated 4 if all principals are rated 3 or 4 before program implementation
Level of	Principal level

analysis	
Evaluation instrument	Louisiana Department of Education (LDOE) approved principal evaluation
Data collected	Effectiveness level of principal based on a 4 point scale
Analysis method	Calculate % of participating principals rated 3 or 4 in year 0, year 1, and year 2
Output of evaluation	Overall % of principals rated 3 or 4 in years 1 and 2, and increase from pre-program
Frequency of analysis	Annually

Table 10. Outcome 4

Outcome 4	75% or more of respondents agree that principal's feedback improved instruction and at least 10% increase in percentage of respondents who agree with statement after their principal participates in the program
Level of analysis	Teacher level
Evaluation instrument	Relay GSE teacher survey, informed by research from Carver, 2003.
Data collected	Likert scale (1-6) indicator in response to question: "[Leader]'s feedback and the action steps identified in my observation debrief help me improve my instruction."
Analysis method	Calculate % of participants indicating 5 or 6 (agree/strongly agree) with statement before principal's participation in program and after participation in program
Output of evaluation	Overall % of respondents agreeing/strongly agreeing and growth from beginning of year to end of year
Frequency of analysis	Annually, data collected at beginning of year and end of year

Table 11. Outcome 5

Outcome 5	75% of participants remain as leaders within their school or organization for at least 2 years after their participation in the Academy
Level of analysis	Principal level
Evaluation instrument	LEA partner human resources records
Data collected	% of participants remaining as leaders in their school or organization for at least 2 years after program completion
Analysis method	2 years after the program has been completed, calculate % of participants serving as principal of the same school for which they were principal when they participated in the program or principal of another school or in a leadership role within their organization
Output of evaluation	% of participants retained

Frequency of analysis	Annually through year 7 beginning in year 3 of grant
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The external evaluator may choose to include additional data in the analysis of program impact depending on the availability of additional data. For example, the evaluator may analyze responses to other questions on teacher surveys such as questions that focus on data-driven instruction, observation and feedback, and school culture. If available, the evaluator may also analyze changes in teachers’ value-add scores as an indicator of improved principal effectiveness. Relay GSE, NSNO, and NSBR will work closely with the selected evaluator to determine the specific components of their summative evaluation plan.

(B2) Examining the effectiveness of project implementation strategies

The formative evaluation will focus on collecting data that will enable the partners to assess the quality of program implementation and identify both positive and negative outcomes during, rather than after, program implementation. The evaluator will collect data throughout the grant period to assess both the nature and quality of implementation methods and understand the full, appropriate context in evaluating the summative effectiveness of the program (Patton, 2008). In doing so, the external evaluator will become a collaborator with Relay GSE and the other partners, collecting and analyzing information about “how things are going” and assisting the partners in collecting and analyzing data about their respective components of the program. The qualitative and quantitative data that the evaluator and partners will collect to assess the quality of program implementation include:

- 1) **Interviews of instructors, participants, teachers in participants’ schools, and participant supervisors:** Including qualitative data from interviews will provide a more thorough understanding of the impact of the Academy. The evaluator will create interview guides and

focus group scripts to use when collecting qualitative information about the effect of the Academy on the daily work of various stakeholders including participating principals, their supervisors, and teachers. The evaluator will use this information to inform an assessment of the quality of overall program implementation and which courses, program components, and skills have the greatest impact on the leadership capabilities of participating principals.

- 2) **Participant grades and success in program:** Assessing the link between principal performance on specific courses and principal and student success will provide critical insight about the relative role and contributing value of the Academy's programmatic elements in building principal effectiveness.
- 3) **Participant satisfaction surveys:** Developing an understanding of the participant's engagement with, and satisfaction with, the program will allow the evaluator to identify the links between these participant satisfaction and performance outcomes (e.g. student performance, principal and staff retention).
- 4) **Participation and attendance data:** Analyzing data regarding principal attendance at Relay GSE sessions, local cohort meetings, and assignment completion, will describe how the nature and depth of principals' engagement with the Academy shapes their cumulative success and outcomes. For example, if certain participants limited their participation in the program, their student achievement and other measures may skew the analysis. Including this data in the analysis will allow for a more valid assessment of Academy effectiveness.

(B3) Performance feedback and periodic assessment of progress toward achieving intended outcomes

The evaluator will assess changes in the program implementation data over the course of the grant period to determine which strategies and components of the program have the greatest impact on a) participants' growth as instructional leaders, b) teacher effectiveness, and c) student

achievement. The partners will adjust program components based on data from formative evaluations.

The evaluator will develop mid-year and end-of-year reports that summarize the results of participant surveys and interviews with principals, principal supervisors, and teachers and quantitative data on student outcomes, program participation, participant grades, principal effectiveness, participant and teacher surveys and principal retention. The reports will be available to the general public and will assess the overall impact of the program on teaching and learning as measured by the program's five measureable outcomes. As most of the data for the collection of the formal outcomes is measured annually, the mid-year reports will be primarily qualitative in nature and indicative of progress towards the annual objectives, serving a formative purpose. Annual reports will serve both a summative purpose for reporting to the U.S. Department of Education and formative one in allowing Relay GSE, NSNO and NSBR to make data-driven modifications to program design and implementation in a way that maximizes the Academy's positive impact on student achievement.

(C) Significance

(C1) The potential contribution of the proposed project to increased knowledge or understanding of educational problems, issues, or effective strategies

Effective principals can have a significant effect on student achievement (Leithwood, et al., 2004). However, there is limited evidence on how specific principal preparation and professional development programs, or components of these programs, impact the development of effective principals. This project's evaluation plan will contribute to the body of high-quality evidence that describes the association between specific leadership practices and student outcomes. The Academy will increase understanding of effective strategies for educator

development by examining (a) the correlation between Academy course mastery and student achievement gains; and (b) the impact of combining a national instructional leadership development program with local cohort activities.

Correlation between course mastery and student achievement gains

The evaluation of this project will yield data that demonstrates the relationship between instructional and cultural leadership strategies and student achievement. Relay GSE will determine the correlation between principals' grades in specific Academy courses and their schools' student achievement scores, and will also consider factors such as participation, attendance, and completion of specific coursework. The research findings will inform the Academy's future programming and be published in Relay GSE's leadership development "how-to guide" that will be available to the general public.

Effectiveness of combining national, principal manager, and local development activities

Relay GSE views principal manager training and local cohort development as particularly innovative components of its program and is eager to document and disseminate what it learns about the effectiveness of these approaches. The Academy's evaluator will use survey data, focus groups, and interviews to understand how principal manager training and cohort building activities develop specific skills and competencies related to student success. These data will inform a case study, to be published by Relay GSE, articulating the cohort model's impact on specific skills taught through the program, and on overall principal effectiveness.

(C2) The likelihood that the proposed project will result in system change or improvement

The partners expect the Academy to drive system-wide changes across schools in New Orleans, Baton Rouge, and the surrounding region. As detailed in Figure 1, the program aims to achieve five major system-wide changes:

- 1) Increased student achievement as a result of increased teacher effectiveness;
- 2) Increased teacher effectiveness as a result of higher-capacity principals who can provide feedback to teachers on critical components of their practice;
- 3) Development of the next generation of high-performing principals, with current principals modeling effective leadership and providing aspirational proof points for current teachers and administrative staff;
- 4) Increased replication of high-quality charter schools as the principal talent pipeline expands and no longer limits growth of high quality school operators in the region; and
- 5) Principal managers extend the impact of the training to other principals in their organizations through the implementation of a common framework for identifying and cultivating excellence in instructional leadership.

Furthermore, through selective and deliberate recruitment and selection processes, the partners will identify and cultivate schools and principals who are committed to continuous improvement for both students and staff. Through local cohort activities, NSNO and NSBR will strengthen and expand their relationships with these schools and better understand cross-cutting challenges in educator development and retention. The principals who participate in the cohort activities will benefit from the relationships they forge with their colleagues and their schools long after the conclusion of the program.

By training and cultivating collaborative relationships with the managers of participating principals who are often senior decision makers in each LEA, the partners will extend the reach of the program far beyond the ten principals who participate each year and increase the likelihood that the project will result in system-wide improvements. Principal managers can apply the principal development techniques they learn through the Academy to other principals,

assistant principals, and middle-level leaders in their organizations. Furthermore, as partners in this project, NSNO and NSBR will have access to the findings of the evaluations and can help to creatively scale the tenets of the Academy throughout their cities.

(C3) The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement

Magnitude of Results to be Attained

The Academy will train 50 principals, reaching over 35 percent of the principals of high-need schools in New Orleans and 20 percent of the principals of high-need schools in Baton Rouge in just five years (see Appendix D for the list of high-need schools in New Orleans and Baton Rouge). The Academy will develop principals who guide schools to achieve dramatic academic gains, contributing to NSNO and NSBR’s joint goal of providing all students with access to an excellent education. Relay GSE has proven successful in launching educator development programs that lead to dramatic increases in student achievement. The content of each course offered through the Academy has been shown to drive increases in student achievement in environments that are similar to those that exist in New Orleans and Baton Rouge schools. It is for these reasons, among others, that Relay GSE expects the Academy to drive effect sizes that translate to three additional weeks of learning. Cumulatively, over the course of a student’s K-12 education, the magnitude of this impact would be nearly a year’s worth of additional learning.

Importance of Results to be Attained

The proposed program is critical to the future success of New Orleans and Baton Rouge – and provides an opportunity to create a national, scalable approach to effective principal development. The dual national and local structure of the program lends itself to broad replication and scale. The project presents an opportunity for New Orleans and Baton Rouge to

prove that, when combined with educator autonomy and accountability, high-quality instructional leadership training for principals can lead to improved student outcomes. Relay GSE will demonstrate the value of close collaboration with local non-profits and high-need LEAs in increasing the impact of educator professional development programs.

New Orleans and Baton Rouge: New Orleans is on the verge of proving that high-poverty urban districts can provide all children with an outstanding education, as long as educators are empowered to lead and are held accountable for their performance. The New Orleans opportunity is thus of major significance to the nation – if New Orleans succeeds, urban centers across the country will have data available that indicate what is needed to replicate the reforms and change the life outcomes of millions of at-risk children. However, for New Orleans to become a national proof point, school leadership performance must increase. In 2012-13, NSNO conducted 30 reviews of 21 schools in New Orleans. Of the ten rubric items on which schools' performance was lowest, eight items were associated with instruction and instructional leadership, and one was associated with strategic leadership. Improvement in these areas is critical to continued academic growth in New Orleans.

The Baton Rouge reform effort has broad local and national significance as well. The tragic circumstances under which New Orleans initiated its reforms raise doubts about the transference of its model to other geographies. Baton Rouge will be a critical test-case as to whether New Orleans-style reforms can be implemented without a hurricane – but with the same focus on progressive governance, educator empowerment, and the development of human capital. Like NSNO, NSBR views the Academy as pivotal to its efforts to improve schools in Baton Rouge. As NSBR invests in operators to launch schools, strong leadership will be paramount to school success.

Relay GSE: If successful, Relay GSE has the opportunity to become a national proof point for how innovative graduate schools of education can improve teacher and leader performance. Numerous reports have detailed the mixed results achieved by education schools across the country – with studies demonstrating that attaining a Master’s degree in education has no effect on educator performance (Clotfelter, Ladd, & Vigdor, 2007). As with medical schools (reformed in the 1920s) and business schools (reformed in the 1950s) before them, schools of education must improve their effectiveness in order for the United States to compete with the world’s best education systems. As a new graduate school of education, Relay GSE’s practice-based model is at the forefront of the movement to reinvent schools of education. Relay GSE thus has the opportunity to serve as a national model that can initiate sector-wide change – as well as scale its own impact through national expansion.

(D) Management Plan

(D1) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget

Relay GSE, NSNO, and NSBR recognize the indisputable role that strong school leadership plays in school success and the “ripple effect” that it has on teacher effectiveness and ultimately student outcomes. To that end, the partners will employ a management approach that focuses on achieving the intended outcomes through shared accountability, performance monitoring, and planned course correction to ensure that all grant objectives are met in a timely and cost-effective manner.

Clear responsibilities for all project stakeholders

To support the project work and ensure that goals are successfully met, the partners have defined clear roles and responsibilities for each partner and project stakeholder, and have set

clear expectations for how much time individual team members will allocate to the project (see Table 12 for responsibilities and time allocations, and Appendix I for qualifications). Relay GSE will monitor and manage the quality of the Academy, aided by the evaluation process and monitoring of regular participant feedback. NSNO and NSBR will manage the selection for the program and the cohort activities. They will communicate feedback from principals and principal managers to Relay GSE during quarterly planning meetings (Figure 4).

Project leadership: The partners will form a project leadership team with a staff member from each organization to oversee and coordinate the proposed project. Relay GSE’s Dean of School Leadership Programs, Jesse Rector, will oversee the design and execution of the Academy and monitor its effectiveness in conjunction with the Director of Research, Dr. Billie Gastic; and Relay GSE’s Grants Manager, Robby Rutkoff, and Relay GSE’s Account Manager, Thuy Quan, will together oversee the finances and report to the program officer. NSNO’s Chief Schools Officer and NSBR’s Director of Schools Strategy will oversee and design the selection process and the cohort rounds. Table 12 details the allocation and responsibilities of each staff member and resumes in Appendix I detail their credentials. These staff members will also be responsible for facilitating open and honest feedback conversations amongst the three organizations.

Table 12. Responsibilities of key personnel

Name, Title	Key responsibilities	% of time ¹²
<i>Relay GSE</i>		
Norman Atkins, President	Design and manage the vision for the Academy	2.5%
Jesse Rector, Dean of Leadership Programs	Lead the design of the Academy, including curriculum, assessments, and field work	10%
Alia Smith, Director of	Oversee the operations of the Academy (with support from Relay	8%

¹² Time allocation indicated is for Year 1. Many roles are consistent through the life of the grant, however due to the shift in cohort balance between New Orleans and Baton Rouge, time allocations will shift accordingly and are reflected in the budget provided.

Name, Title	Key responsibilities	% of time¹²
Operations	GSE Operations team)	
Lindsay Kruse, School Leadership Lead Planner	Manage logistics of the program in year 1 and design the future plan to scale the program and share learnings	10%
Thuy Quan, Accounting Manager	Manage the finances associated with the grant	2.5%
Dr. Billie Gastic, Principal Investigator and Director of Research	Manage the internal and external evaluations of the efficacy of all grant activities	2.5%
Robert Rutkoff, Grants Manager	Provide project management support for the grant to ensure partners meet the operational objectives	2.5%
<i>NSNO</i>		
Neerav Kingsland, Chief Executive Officer	Lead the strategy; communicate the need for and effectiveness of NSNO/NSBR/Relay-style principal development	2.5%
Margaret Runyan-Shefa, Chief Schools Officer	Coach principal managers and principals, design the cohort program, and oversee the selection process	7.5%
Dr. Thomas Shepley, Managing Director of School Reviews	Design and implement the selection process and cohort programming, and facilitate cohort rounds	7.5%
Amanda Kruger Hill, Director of School Reviews	Implement the selection process and cohort programming, and facilitate cohort rounds	7.5%
<i>NSBR</i>		
Chris Meyer, Chief Executive Officer	Lead the strategy; communicate the need for and effectiveness of NSNO/NSBR/Relay-style principal development	2.5%
Catherine Pozniak, Chief Operating Officer	Coach principal managers and principals and support the selection process and cohort programming	4%
Bryant Jones, Director of Schools Strategy	Oversee the cohort program and the selection process and facilitate cohort rounds	6%

Instructional leadership: In addition to the project leadership team, a carefully assembled team of Relay GSE faculty members will lead both the coursework and the fieldwork components of the Academy and serve as leadership coaches to the principals. Faculty members have an average of 10 years of leadership experience in high-need, high-performing schools. Each faculty member will teach a course in his or her area of expertise (see Table 13).

Table 13. Faculty members' areas of focus

Name	Expertise	Courses taught	Years of Admin. Experience
Paul Bambrick-Santoyo	<ul style="list-style-type: none"> • Executing data driven instruction • Observation & Feedback 	<ul style="list-style-type: none"> • Instructional Leadership • Strategic Leadership 	11

Julie Jackson	<ul style="list-style-type: none"> • Influencing and motivating teachers and staff 	<ul style="list-style-type: none"> • Cultural Leadership 	13
Doug Lemov	<ul style="list-style-type: none"> • Techniques of high-performing teachers 	<ul style="list-style-type: none"> • Strong Instruction: Pedagogy • Strong Instruction: Content 	10
Dave Levin	<ul style="list-style-type: none"> • Developing a high performing school culture 	<ul style="list-style-type: none"> • Cultural Leadership 	18
Jesse Rector	<ul style="list-style-type: none"> • Observation & Feedback 	<ul style="list-style-type: none"> • Instructional Leadership • Strategic Leadership 	6
Serena Savarirayan	<ul style="list-style-type: none"> • Executing data driven instruction 	<ul style="list-style-type: none"> • Strategic Leadership 	5
James Verrilli	<ul style="list-style-type: none"> • Observation & Feedback 	<ul style="list-style-type: none"> • Instructional Leadership • Strategic Leadership 	14
Erica Woolway	<ul style="list-style-type: none"> • Techniques of high-performing teachers 	<ul style="list-style-type: none"> • Strong Instruction: Pedagogy • Strong Instruction: Content 	6

Consultants: The partners will invest in two consultants to ensure successful implementation.

Systems building: The partners recognize that managing a federal grant, particularly one with multiple partners, can be a complex endeavor. To ensure proficiency in budgeting, reporting, and dissemination of the grant awards, Relay GSE will hire a reputable external consultant with experience managing the finances associated with federal grants involving multiple grantees to support system-building activities for grant administration. This consultant will work closely with the finance teams of the partner organizations, and will transition grant administration to Relay GSE’s Grants Manager and Accounting Manager after one year.

Program evaluation: The partners will select a highly capable evaluator to conduct an independent evaluation of the program. They will use an RFP process to identify an evaluator that has significant experience in conducting rigorous research in the education sector. Relay GSE’s Principal Investigator and Director of Research will shape the RFP and work with the evaluator on an ongoing basis.

Timeline and Milestones

The program design ensures that project leadership, faculty members, and external providers work toward a common set of goals. The program milestones for Year 1 are described in table 14; milestones for Years 2 through 5 will mirror these.

Table 14. Management plan for year 1 cohort

Activities	Primary responsibility	Timeline	Milestones
Input 1: Governance model designed for principal autonomy and empowerment			
Preserve current accountability system for all participating LEAs and support the closure of schools that fail to meet performance expectations	NSNO/NSBR	Ongoing	Board of Elementary and Secondary Education renews charters for schools that meet performance expectations, awards new charters to high-performing CMOs
Ensure charter contracts continue to empower principals to make their own curriculum, budget, and hiring decisions	NSNO/NSBR	Fall and Spring, annually	Partner with Louisiana Department of Education and the Recovery School District to ensure that principal / school autonomy remains in charter contracts through renewal
Input 2: Practice-based courses led by renowned education leaders			
Staff and faculty members design/ refine curriculum based on expertise	Relay GSE	May-July 2014	Curriculum adapted and designed
Execute summer intensive training program	Relay GSE	July 2014	10 Principals complete leadership program
Execute weekend intersessions	Relay GSE	One Friday-Sunday in October 2014, January 2015, March 2015, and June 2015	
Gather feedback on principal training program and evaluate effectiveness	Relay GSE	October 2014, January 2015, March 2015, and June 2015 and ongoing through conversations	Principal training program adapted based on evaluation and participant feedback
Input 3: A feedback-intensive, practice-based, job-embedded instructional leadership program			
Create and refine tools such as observation “cheat sheets” and observation rubrics to participants	Relay GSE	May-July 2014	Materials developed
Provide tools to participants	Relay GSE	July 2014, October 2014, January 2015, March 2015, and June 2015	Principals implement learnings, including strategic plan, and complete 360 hours of fieldwork and assessments that mirror their day-to-day
Observe principals in their	Relay GSE	Scheduled individually	

Activities	Primary responsibility	Timeline	Milestones
schools		by participants and Dean of School Leadership Programs	work, monitored by Relay GSE
Input 4: Principal manager development to support principals and hold principals accountable to training goals			
Train principal managers	Relay GSE	Three days in July 2014 (overlap with principal training)	Principal managers trained and prepared to support principals to implement practices learned
Support principal managers	NSNO/NSBR	October 2014, January 2015, March 2015, and June 2015	
Input 5: Local cohorts to reinforce training and drive continuous improvement			
Recruit LEAs to nominate principals for the Academy training	NSNO/NSBR	April 2014	Cohort of 10 sitting principals selected and ready to attend leadership training
Recruit, interview, and select principals to participate in the Academy	NSNO/NSBR	May 2014	
Support and manage performance of local cohort	NSNO/NSBR	June 2014, September 2014, November 2014, February 2015, May 2015	5 meetings for cohort and cohort rounds planned and completed
Support development and implementation of instructional and cultural leadership competencies	Relay GSE	Ongoing as needed	
Collect feedback from local participants and share with Relay GSE, as relevant	NSNO/NSBR	October 2014, January 2015, March 2015, and June 2015	Principals provide regular feedback

Annually, in each budget period of the project, the six objectives of the project will be fulfilled during the same time period, as indicated in Table 15.

Table 15. Objectives to be met by month

Objective	Time period
Select 10 qualified principals annually to complete program	March
Execute 2 week summer training and 4 weekend sessions annually	July (summer training); October, January, March, June (weekends)
Develop principal managers with 3 days of summer training and at least 1 in-year engagement annually	July (summer training); Annual visit by end of June
Host 5 cohort meetings annually to build on training sessions	June, September, November, February, May
10 principals each year complete 360 hours of fieldwork and assessments	Completed by June
Regularly measure indicators of success and outcomes for program refinement	Bi-annual formal report schedule to be confirmed with evaluator

(D2) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project

Just as the partners believe in holding principals accountable for demonstrating proficiency in instructional leadership, they also believe in holding themselves accountable for programmatic excellence. To ensure continuous improvement throughout the grant period and thereafter, project leadership will engage in an ongoing cycle of program evaluation and adaptation, making adjustments as needed based on data and stakeholder feedback. Project leadership will gather both quantitative and qualitative feedback and adjust the program design to maximize results:

- *Evaluator reports:* Project leadership will use mid-year and end-of-year evaluator reports to ensure that each component of implementation is leading to the desired outcomes. They will discuss how to address any concerns raised based on these reports.
- *Relay GSE program review:* Relay GSE plans to review the following summative data annually and to make program modifications accordingly:
 - Student achievement data from participants' schools for the year before the program and for two years following the program year;
 - Participant retention in the program (% who complete full program);
 - Participant success in the program (% who demonstrate proficiency in program);
 - Participant and partner organization satisfaction in the program (via course feedback and partner feedback and focus groups); and
 - Principal success based on state-approved evaluation and teacher feedback
- *Relay GSE/NSNO/NSBR quarterly planning meetings:* The three partners will have regular communications and meetings to discuss opportunities to improve the overall program. They

will do so through quarterly planning sessions, during which the program leads from each organization—Jesse Rector from Relay GSE, Margaret Runyan-Shefa from NSNO, and Catherine Pozniak from NSBR—will ensure the Academy addresses current and emerging leadership challenges in New Orleans and Baton Rouge, facilitate open lines of communication between the senior leaders of each organization, and promote each organization’s understanding of program and principal performance data. The meeting format will be similar to the format already in place for NSNO and Relay GSE’s collaboration on the Master of Arts in Teaching Program in New Orleans. The partners will document and proactively address the action items from each meeting.

- *NSNO/NSBR and LEA quarterly planning meetings:* NSNO and NSBR will meet quarterly with participating LEAs to build an informed understanding of whether the program is serving the participants’ needs. In particular, they will use these meetings to identify emerging and anticipated leadership challenges, reflect on the rigor and relevance of the selection process and criteria, and sustain local interest in the Academy.
- *NSNO and NSBR attendance at sessions:* NSNO and NSBR will send staff members to each session to provide principal support and to gain a deeper understanding of the Academy.

Summary

Relay GSE, NSNO, NSBR, and four high-need LEAs are eager to partner to address the cities’ urgent need for high-quality, job-embedded, practice-based instructional and cultural leadership training for current principals. Each organization brings a deep and experienced bench of talent, strong partnerships with one another and with some of the nation’s highest performing charter schools, and an impressive track record of driving positive change. Together, they form a strong alliance committed to delivering a comprehensive professional development program to

current principals as evidenced by accelerated student outcomes. The proposed project provides a national proof point for the possible performance gains that students can achieve when exceptional principal training is coupled with progressive governance and autonomy.