High academic achievement for every student ***is*** possible.

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WHAT WE KNOW

There is a pressing need for great leadership within our nation's urban public schools.

Consider the following statistics:

- Five-year-olds from low-income communities have one-fourth the vocabulary of their mid-income peers.
- By the end of fourth grade, African American, Latino, and low-income students of all races are two years behind their wealthier, predominantly white peers in reading and math. By eighth grade, they have slipped three years behind, and by twelfth grade, four years behind.
- Nearly 50% of all public school students of color do not graduate from high school.
- In one poll, 69% of students who dropped out of high school did so because they were not motivated or inspired to learn.

New Leaders for New Schools

New Leaders for New Schools National Vision & Mission

Vision

One day every student will graduate from high school ready for success in college, careers, and citizenship – in at least 10 US cities by 2020.

Mission

To ensure high academic achievement for every student by attracting and preparing outstanding leaders and supporting the performance of the urban schools they lead at scale.

New Leaders for New Schools

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WHAT WE DO

New Leaders for New Schools selects and trains passionate and results-focused individuals, who are either current or former educators, to become urban public schools principals.

We are also a movement to transform urban schools nationally by providing continued support to New Leaders' schools. We offer our comprehensive program in nine sites:

New Leaders for New Schools

WHO WE ARE

A Diverse, Dedicated Community of Educators United by Our Mission, Core Beliefs, Vision, and Goals

SOME OF OUR CORE BELIEFS

- Every student can achieve the highest levels of academic excellence. At New Leaders for New Schools, we mean every student in every circumstance.
- Adults are responsible for ensuring that all students excel academically. We, as adults, can and must do more to unlock the potential of each and every student.
- Delivering high-quality public education to all students is critical to a just society that affords every student the full range of opportunities in life.

Diversity Across New Leaders	
Number of New Leaders through 2007	**427**
Race/Ethnicity	
African American	**50%**
White	**32%**
Latino	**8%**
Asian/Pacific Islander	**4%**
Other	**6%**
Gender	
Female	**67%**
Male	**33%**
Age at Entry	
Range	**24-57 years**
Average	**35 years**

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WHO WE SERVE

Reaching the Nation's Highest Need Students

2007–2008 Comparisons Demographics in New Leaders Schools and Non-New Leaders Schools*		
	New Leaders' Schools	**Other District Schools**
Enrollment	**387**	**596**
Percent Charter	**21%**	**7%**
Percent Free or Reduced Lunch	**76%**	**72%**
Percent English Language Learners	**12%**	**11%**
Percent Special Education	**10%**	**12%**
Percent African American or Hispanic	**92%**	**82%**
Percent African American	**68%**	**51%**
Percent Hispanic	**24%**	**31%**

* Averages are weighted using full district samples across all districts with principals in 2007-2008 (Baltimore, Oakland, Chicago, Memphis, New York, and Washington, DC). New Leaders schools include all schools that are led by a New Leader principal as of March 30, 2008, and that have comparable data for analyses.

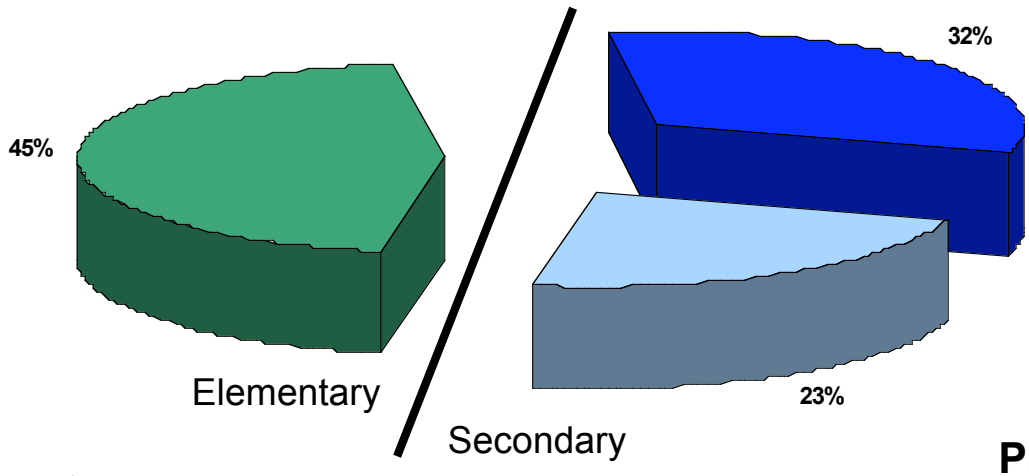
New Leaders for New Schools

WHERE WE SERVE

Reaching Students In All Educational Sectors

Proportions of Grade Levels Served by New Leaders

Estimated from grades in New Leaders schools

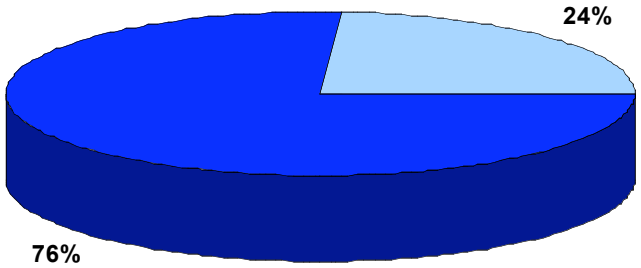


- Elementary - 45%
- Middle - 32%
- High School - 23%

*

Proportions of New Leaders Serving District and Charter Schools

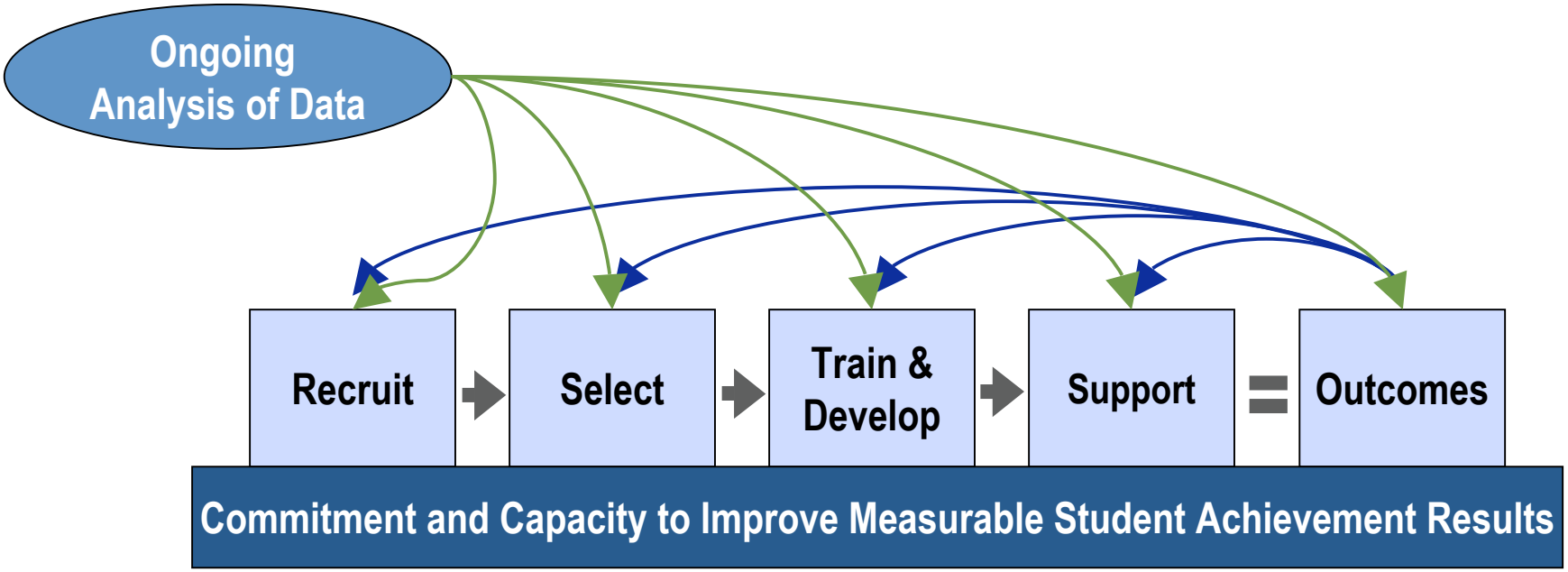
- District - 76%
- Charter - 24%



New Leaders for New Schools

WHAT WE DO

A Comprehensive Program Model
Focused on Measurable Student Achievement Goals
Using Data to Continuously Improve



New Leaders for New Schools

WHAT WE DO

Our comprehensive program can be broken down into four segments:

Recruitment & Selection

Foundational Program

Residency Year

Ongoing School Performance Support and Community

Recruitment & Selection

To find diverse and talented leaders, New Leaders has pioneered a rigorous, executive-style recruitment process based on best practices from the education and business worlds.

The Recruitment & Selection criteria include:

- Instructional expertise in a K–12 classroom
- Unyielding belief and sense of urgency that all students achieve academically at high levels
- Exceptional leadership and management skills

After an intensive four-phase process, approximately 7% of candidates (or 430 out of 6,700 through the 2007 recruiting season) are admitted.

New Leaders for New Schools

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WHAT WE DO

Our comprehensive program can be broken down into four segments:

Recruitment & Selection

Foundational Program

Residency Year

Ongoing School Performance Support and Community

Foundational Program

The Foundational Program, the training component of our program, provides foundational knowledge about school leadership to all of our incoming New Leaders residents while building a lasting network of leaders.

The Foundational Program includes:

- Rigorous five-week Summer Foundations Institute taught by outstanding educators and national education and business leaders
- Four, one-week long Foundations Seminars throughout Residency year
- Year-long Residency with active mentoring by a mentor principal and ongoing peer support

New Leaders for New Schools

WHAT WE DO

Our comprehensive program can be broken down into four segments:

Recruitment & Selection

Foundational Program

Residency Year

Ongoing School Performance Support and Community

Residency Year

The Residency Year is a year-long, full-time, paid residency in an urban public school working alongside a mentor principal.

Residency includes:

- Active mentoring from a mentor principal and outstanding veteran principals on our staff
- Participation as a full member of school leadership teams
- National curriculum and community
- Weekly local curriculum and community
- Intensive projects to develop leadership skills and drive student achievement
- Job search support

New Leaders for New Schools

WHAT WE DO

Our comprehensive program can be broken down into four segments:

Recruitment & Selection

Foundational Program

Residency Year

Ongoing School Performance Support and Community

School Performance Support &Community

Our School Performance Support & Community activities provide direct assistance to New Leaders-led schools in implementing key practices that drive dramatic gains in student achievement.

School Performance Support & Community priorities include:

• **Coaching for Schools led by First-Year New Leaders Principals**, including:

- Assistance in diagnosing the school and initial strategic planning
- Support in implementation of school practices that drive initial rapid gains in student achievement
- Ongoing development of principal skills to support this implementation

• Specific support provided around **implementing the Urban Excellence Framework (UEF),** including:

- Knowledge / skills of principals diagnosed against UEF
- UEF Stage 1 practices implemented during the first year to lay the groundwork for dramatic improvements in Years 2 and 3
- Support uses UEF principal actions as "standards," which will be used as benchmarks for what principals need to know and be able to do in their critical first year.

• Ongoing **school diagnostic and action planning** support

• Intensive **development of school leadership team** members (on topics of data-driven instruction, school culture change, and effective hiring and people management)

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New Leaders for New Schools

WHAT WE DO

Our comprehensive program can be broken down into four segments:

Recruitment & Selection

Foundational Program

Residency Year

Ongoing School Performance Support and Community

School Performance Support & Community *(continued)*

Ongoing School Performance Support & Community efforts for New Leaders principals include:

- Effective tools and intensive process support around **data-driven instructional improvement:**
  - Intensive coaching of principals and leadership teams around using student data to improve results
  - Interim Assessment bank of aligned items for use by schools
  - New On Track Data Tool for monitoring student progress toward high school graduation
- Access to case studies that detail our **deep analysis of the effective practices** at high gaining schools (Effective Practice Incentive Community)
- Participation in local professional development workshops
- Shared learnings and support from other New Leaders, including through the New Leaders Practice Center, an online community where New Leaders across cohorts share best practices

New Leaders for New Schools

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Goal I

School Performance at Scale

By 2014, the vast majority (80%) of schools led by New Leaders principals for at least 5 years will have 90-100% of students achieve proficiency in core academic subjects and be on track to graduate from high school ready for college, careers, and citizenship.

New Leaders for New Schools

Goal I: Outperformance results

Confirmation of our theory of change that strong principals will improve urban schools

- Preliminary RAND findings based on 2006 student-level longitudinal data suggest that students in elementary and middle schools led by New Leaders principals for at least 3 years outperform school systems by a statistically significant margin, gaining the equivalent of 2.5 percentile points in ELA and 3.5 percentile points in math.
- In some of our cities, RAND found even larger gains. For example, in Washington, D.C., students in schools led by a New Leader for at least 2 years scored 9 percentile points higher in math and 8.3 percentile points higher in reading compared to similar students in the district. In the Bay Area, students in schools led by New Leaders for at least 2 years scored 6.1 percentile points higher in math and 9.1 points higher in reading.
- RAND also found that 2/3 of elementary schools led by New Leaders with 2+ years' experience outperformed comparable district schools.
- Publicly available school-level proficiency scores for the 2006-2007 school year continue to confirm this trend. New Leaders who had led their schools at least 3 years have out-gained their districts by an average of 4 percentage points a year across ELA and math.

New Leaders for New Schools

Goal I: Transformative results

New Leaders has been able to reach incremental success at scale, but transformed schools are still in "pockets." Our goal is to reach transformation at scale.

Overall Transformative Measures

Public data show that a portion—roughly 20%—of New Leaders' principals have achieved and maintained a pattern of breakthrough achievement gains of 20+ points a year that would close the achievement gap and change the face of urban education if brought to scale.

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New Leaders for New Schools

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Goal I: Transformative results (continued)

New Leaders has been able to reach incremental success at scale, but transformed schools are still in "pockets." Our goal is to reach transformation at scale.

Transformed Schools Led by New Leaders Principals

- Across the New Leaders community, **five schools** have been recognized as **the highest achieving or improved schools in their cities and states**:
  - In three of the six regions where we have had New Leaders principals leading schools, the **most improved school** in the past year was led by a New Leader.
  - In two states, Illinois and California, the **single most improved schools in the states** were led by New Leaders principals.
  - Two New Leaders-led schools have been selected for the 2006–2007 Department of US Education **Title I Distinguished School Award**, which identifies schools serving historically underperforming students that have demonstrated significant, sustained improvement.

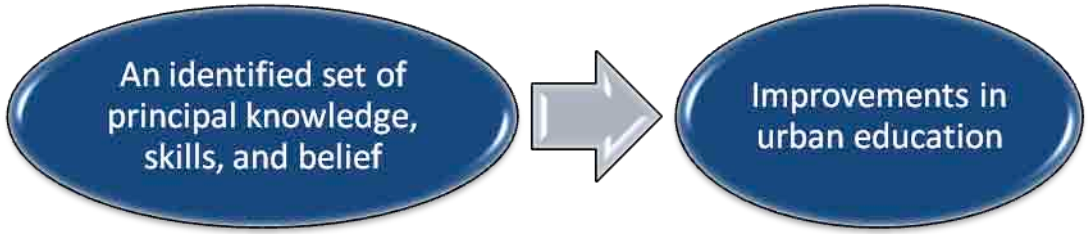
- These high-gaining schools are both 1) a reminder that we have much work left to do to reach our goal of school performance at scale and 2) a great source from which to learn how to accomplish what still needs to be done to reach the kind of transformative gains across all schools that we want and need.

New Leaders for New Schools

Goal I: The Question

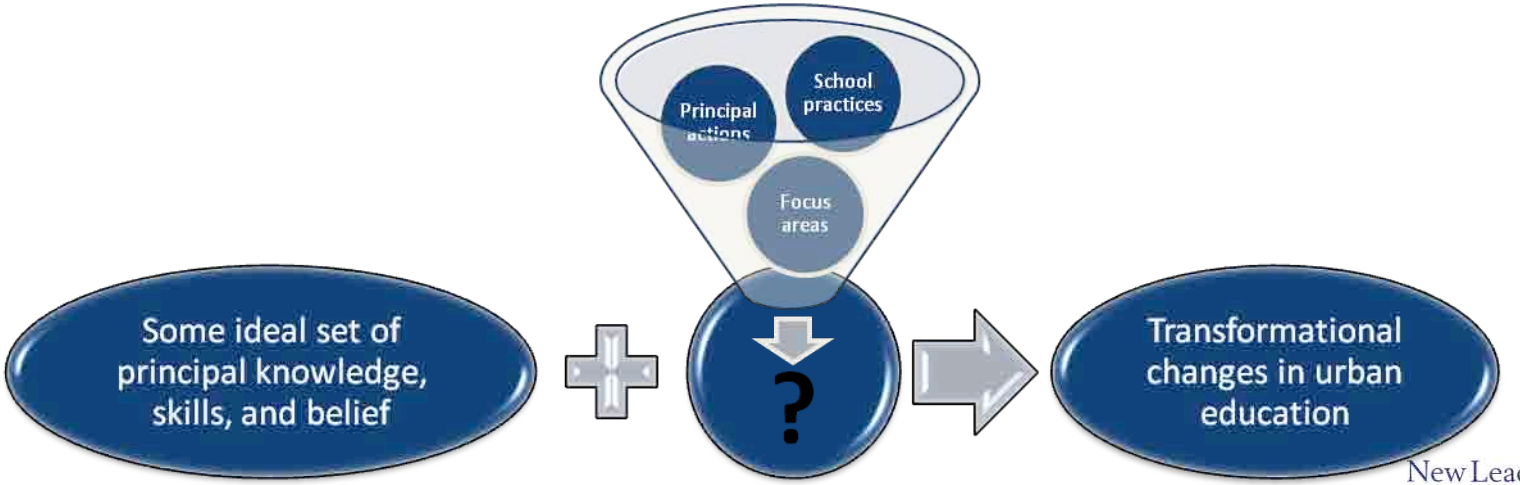
What we seem to have learned:

- A great set of principal knowledge, skills, and beliefs can drive incremental change



What we don't yet know:

- What principal actions and school practices—coupled with the right knowledge, skills, and beliefs, and the right school and district contextual factors—are necessary to drive the kinds of transformative changes at scale we want and need?



New Leaders for New Schools

Goal I: UEF

Urban Excellence Framework (UEF): *New Leaders Capturing Learning and Taking Success to Scale*

*Our **preliminary** efforts to inform how we reach our 2014 goals for 90-100% of students achieving college readiness*

Key Learnings about Making Dramatic Gains

- Captured insights from New Leaders schools making dramatic gains
- Studied research on highest performing urban schools
- Visited and compared New Leaders schools making dramatic gains with those making incremental gains

Urban Excellence Framework

- Specific school practices that lead to dramatic gains
- Principal actions that successfully implement these practices
- Practices and actions organized by stage of school development with clear differences in successful practices at each stage
- Shared understanding of these practices across our community

Organizes and Focuses Our Work

- Aligns our work to what we know works in schools
- Drives decisions about how we spend our time and resources
- Guides the creation of tools to support this work
- Guides diagnosis and action planning for schools

New Leaders for New Schools

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Goal II

Mission-driven, High-Quality Principals at Scale to Support City-Wide Success for All Students

By 2014, over 50% of schools in most of our current partner cities—and over 50% of principal vacancies—will be filled by high-quality New Leaders principals selected and trained by New Leaders with the knowledge, skills, beliefs, and frameworks needed to ensure 90-100% student success rates at their schools. At our current scale and with our planned growth, this will lead by 2014 to New Leaders training 20-25% of the new principals in the U.S. needed for urban, low-income schools.

New Leaders for New Schools

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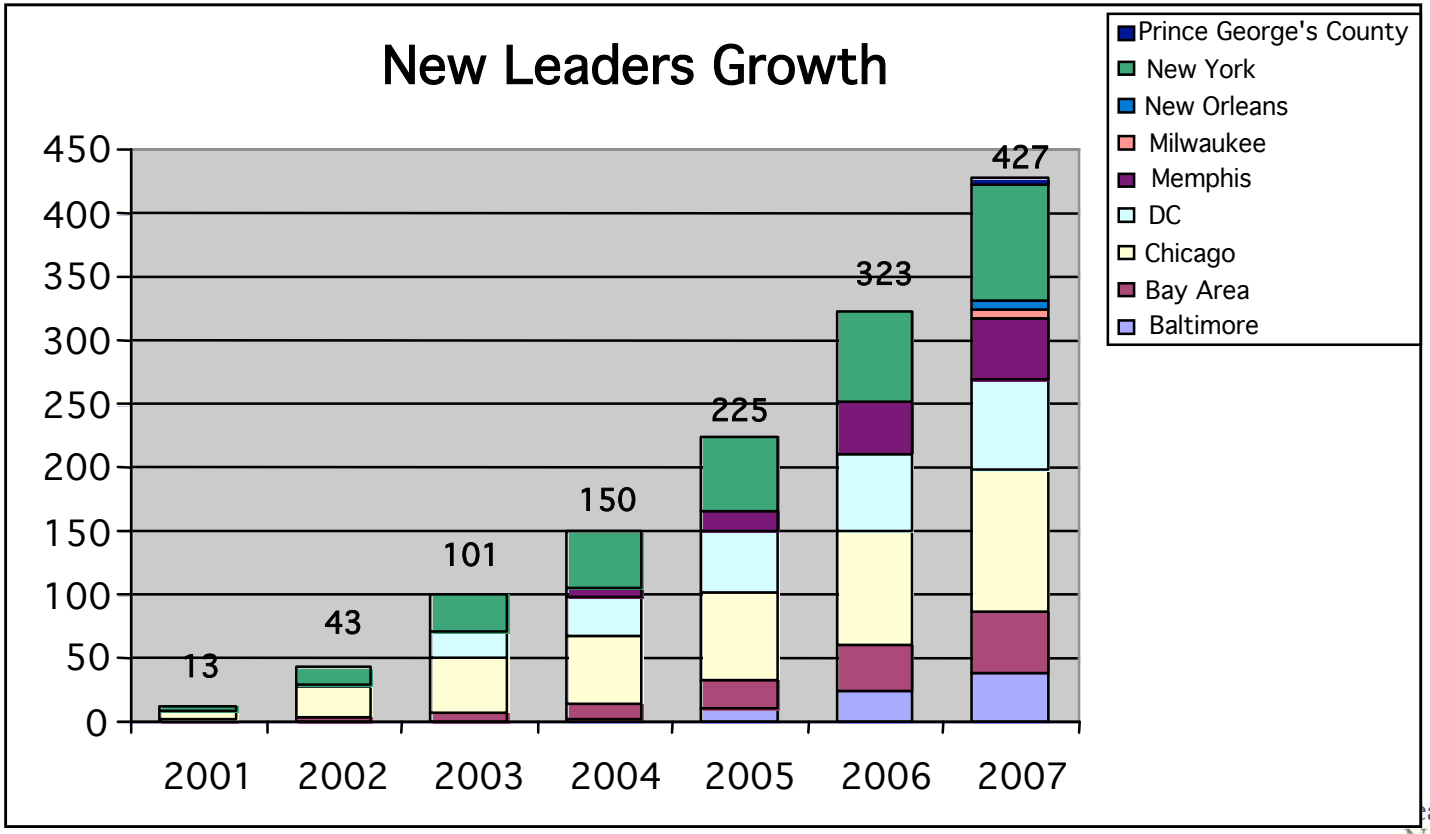
Goal II: Scale

In 2001, we began our efforts to drive student achievement in New York and Chicago, supporting 13 aspiring principals.

Today, there are **427 New Leaders** across the United States, driving change for **over 200,000 students** annually.



Leaders for New Schools

Goal II: Scale

Concentration of principals and other New Leaders in district schools

Proportion of New Leaders in District Schools, 2007–2008					
		New Leaders Principals		New Leaders, All Roles**	
	# District Schools *	#	Percent	#	Percent
Baltimore	206	20	**10%**	35	**17%**
Bay Area	140	18	**13%**	29	**21%**
Chicago	707	53	**7%**	71	**10%**
Memphis	196	21	**11%**	39	**20%**
New York	1578	43	**3%**	59	**4%**
Washington DC	226	31	**14%**	36	**16%**
National, less NYC	1475	143	**10%**	210	**17%**
National overall	3053	186	**6%**	269	**17%**

*We are still exploring the best determination for counting the number of district schools. Our current approach is to include all schools that appear in district files, unless those schools are clearly alternatives (such as incarceration programs). In addition, where we can find the numbers, we add charter system schools to the district number. Thus, our concentration numbers here are likely underestimated.

** In some cases, New Leaders in Resident or Assistant Principal roles serve in schools that also have a New Leaders principal. This number removes duplicate New Leaders in a site before calculating the percent.

Goal II: Scale

Percentage of principals, per city, who are members of the New Leaders community

Estimated Projected Proportions of New Leaders Serving as District/CMO Principals		
	Fall 2008	**Fall 2014***
Baltimore	17%	56%
Bay Area**	26%	68%
Chicago	13%	32%
Memphis	18%	47%
Milwaukee	2%	42%
New Orleans	6%	60%
New York	5%	14%
PG County	2%	28%
Washington, DC	18%	60%

*New Leaders is currently negotiating targets for annual placement rates with each of our partners. These numbers reflect preliminary values based on historic trajectories of principal placement patterns across our entire community and may end up varying as appropriate across different districts and charters.
**Projections include data from some schools outside of OUSD and the Aspire CMO network.

New Leaders for New Schools

Goal II: High Quality People and Program

Quality Indications of the New Leaders Program

- Among New Leaders principals responding to surveys in spring 2007:
  - Overall, 95% of principals feel the New Leaders program is high quality
  - 96% of principals report their experience with New Leaders has been positive
  - 93% of New Leaders principals report they feel they are part of a growing national community of like-minded school leaders
- Among New Leaders Cohort 6 Residents:
  - 88% of Residents report their experience with New Leaders has been positive
  - 87% of Residents report they feel they are on track to become effective urban school principals
  - 99% of Residents report they feel they are part of a growing national community of like-minded school leaders
  - 87% of Residents report they feel prepared to lead an urban K–12 public school
- RAND found the New Leaders program is aligned to current research on leadership.
- Principal preparation research indicates that job-embedded training, standards-based curriculum, and high-quality mentoring and coaching are key factors for success. All of these features are part of the New Leaders Program.

New Leaders for New Schools

Goal III

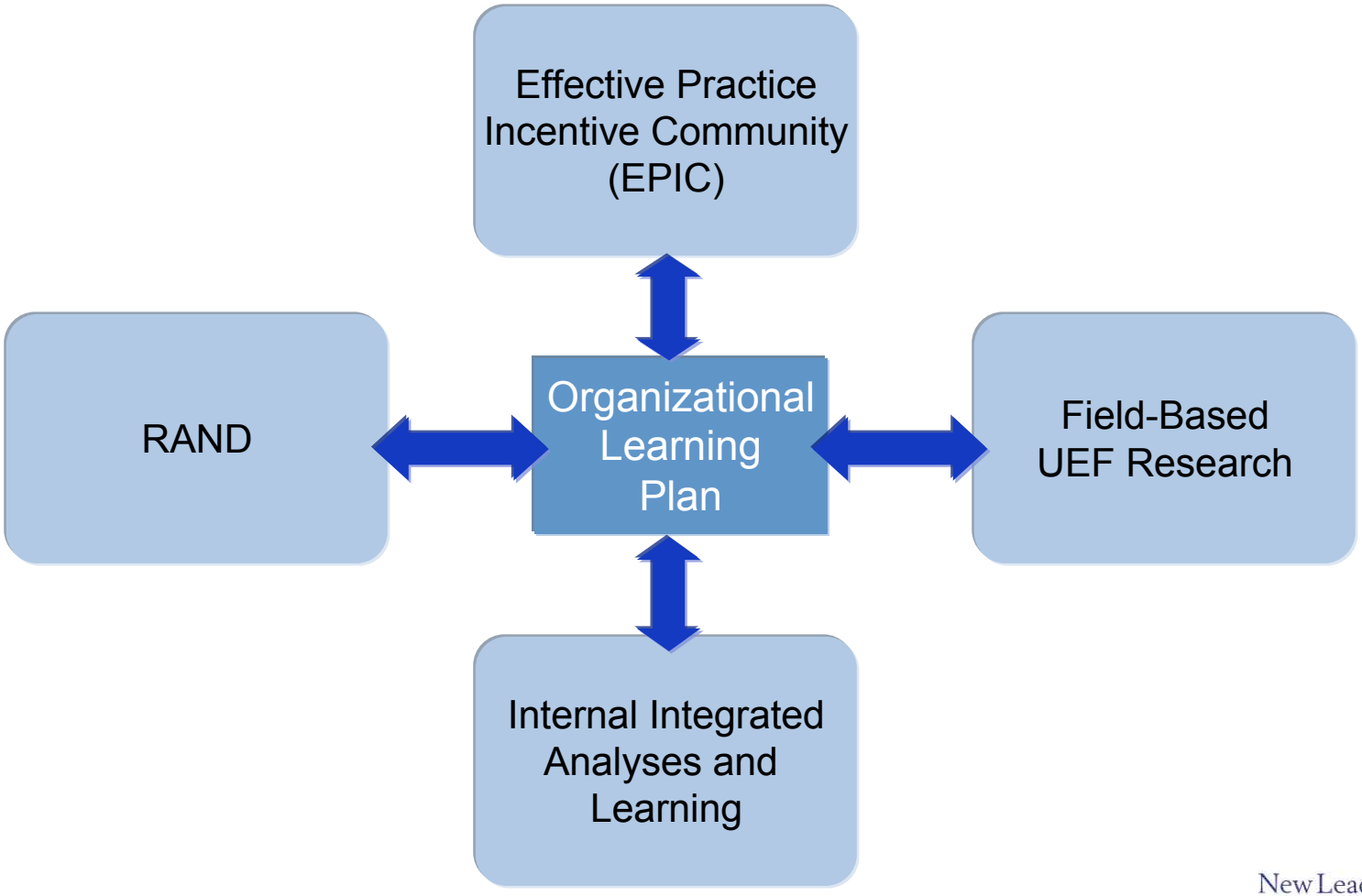
World-class, Scalable, Sustainable Organization and Innovative "Action Tank"

By 2014, New Leaders will be a world-class, scalable, sustainable, data-driven organization that has created an essential knowledge base that is actively used by education policy and decision-makers to drive educational excellence at scale. This innovative "action tank" will blend the power of a think tank with the results of and lessons learned from highly successful schools and principals at increasing scale.

New Leaders for New Schools

Goal III: Action Tank

New Leaders bridges practice and research to create actionable knowledge for ourselves and the larger education policy community.



New Leaders for New Schools

Goal III: RAND

Five-year, mixed methodology:

- External evaluation using student-level data, deep nested case studies, district context assessments, and matched pair surveys
- Matched New Leaders and non-New Leaders-led schools for surveys on key leading indicators of change
  - Collective Efficacy
  - Relational Trust
  - Effective Leadership
- Selection for deep case study based on achievement patterns
  - Logs of principal actions and principal shadowing
  - Interviews and observations in schools and districts
  - Contextual analyses of the New Leaders program within district contexts
- Annual reports for New Leaders to use in formative assessment and program change

New Leaders for New Schools

Goal III: Field-Based UEF Research

What are the differences between schools making incremental versus dramatic gains in the actions principals take and the practices they develop in their schools?

- A newly developing strand of work that will use a "Good to Great" methodology—selecting schools making incremental and dramatic gains and learning in and from those schools what makes the difference
- Aligned with the UEF, this work will explore how the facets of our initial research into dramatically improving schools have played out across a range of contexts
- This work strand will both "test" the constructs in the UEF and learn where the UEF can be strengthened
- The work will have as a major lens the role of leadership's actions in the transformational process and how those transformed processes resulted in changed practices in the school

New Leaders for New Schools

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Goal III: EPIC

Identifying schools on a great trajectory, learning from their practices, and using that learning to drive more transformation

- A value-added identification, using student-level data, of schools making the most dramatic gains in DC, Memphis, Prince Georges County, Denver, and over 100 charter schools that incentivizes schools' sharing of effective practices
- School visits to assess the effective practices using the UEF as the organizing principle:
  - Note that "practices" in the UEF is much deeper and more nuanced than the "practice" of using a particular literacy program or approach
  - Identifying practices involves assessing the initial diagnosis of the need for particular changes, the strategic planning to make the change happen, the steps taken to align to the plan—e.g., resource reallocation, professional development, community engagement
- Creation of multimedia cases and profiles about the practices and, more deeply, how the school got to those practices
- Sharing these cases across schools in these districts and the New Leaders community

New Leaders for New Schools

Goal III: Internal Analysis and Learning

Ongoing Analysis and Feedback Loops to Drive Organizational Learning

The Work

- New Leaders leads the field in our effort and commitment to track the impact of our selection and training on student achievement outcomes.
- The Data and Accountability team gathers and analyzes data on program areas, especially recruitment, selection, training, and outcomes.
- The team leads the efforts to link our research elements of the organizational learning plan.

New Leaders for New Schools

New Leaders as a State Reform Intervention

1. Rethinking the Principalship

- Understanding the principalship as a key lever for reform
- Defining successful leadership
- Designing and implementing school performance support

2. Building Pipeline Development

- Creating new pipelines to the principalship
- Designing training that prepares future leaders while simultaneously impacting student achievement in a school

New Leaders for New Schools

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New Leaders as a State Reform Intervention

Partners in Reform

- While New Leaders does not currently partner with entire states, we are open to serving multiple cities within a state:
  - Currently partnering with Baltimore City Public School System and Prince George's County Public Schools in Maryland
- Highly effective partnerships have strong relationships between program and the State Department of Education:
  - Several states, including Maryland and Louisiana, have approved New Leaders as an alternative certification program provider for administrators
- In most states, the majority of New Leaders improvement schools are in large urban centers, driving turnaround in large clusters of schools

New Leaders for New Schools

New Site Selection Process

Our new site selection process involves the following 3 stages :

Partnership Memo

Proposal

New Leaders' Review

Selection Criteria

All potential new sites are chosen based on the following Selection Criteria in order to ensure mission fit with New Leaders:

1. Overall Reform Plan: Quality and long-term viability of a plan for how school leadership improvement strategies will be aligned with a coherent education reform plan.

2. Private & Public Sector Coalition: Degree of current and historic commitment from top private and public sector leaders to systemically improve school leadership. And, evidence of reforms aimed at helping every child reach high academic standards.

3. Recruitment & Admissions: Commitment and ability of district leadership (including the Superintendent and school board members) and State leadership (including the Superintendent and board members) and other key public and private sector partners to annually support New Leaders for New Schools' highly rigorous recruitment and admissions processes for an outstanding class of aspiring principals.

4. Residency Year: Commitment and ability of district to support a paid full-year Residency that prepares Residents to boost academic achievement for every child in their school.

5. Placement As Principals & Decision-Making Flexibility: Commitment and ability of district to help place Residents immediately after the Residency year as principals in schools with site-based decision-making (including over budgets & hiring) in order to fully leverage the district and key partners' investment in these outstanding school leaders.

6. Financial Commitments: Ability to make a financially sustainable partnership with New Leaders for New Schools.

7. Evaluation: Commitment to adopt clear goals and measurable indicators of progress for a long-term partnership with New Leaders for New Schools.

New Leaders for New Schools

New Site Selection Process

Our new site selection process involves the following 3 stages :

Partnership Memo

Proposal

New Leaders' Review

Partnership Memo

- Cities submit a 3-page Partnership Memo conveying their interest in submitting a proposal for the Site Selection Process
- Memo outlines:
  - Potential public/private coalition partners
  - Initial thoughts on how proposal will address Selection Criteria and how proposal will be implemented
  - Any questions about the program
- Signed off by top school district executive and (ideally) top executive from business or foundation supporting partnership

New Leaders evaluates all Memos, and selected cities are invited to submit a full proposal

New Leaders for New Schools

New Site Selection Process

Our new site selection process involves the following 3 stages :

Partnership Memo

Proposal

New Leaders' Review

Proposal

- After submitting a Partnership Memo, New Leaders invites selected cities to submit a full proposal
- Proposals should:
  - Address, in depth, each of the 7 selection criteria
  - Identify coalition of public/private supporters
  - Identify potential funding sources
  - Highlight mission fit with New Leaders

New Leaders for New Schools

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New Site Selection Process

Our new site selection process involves the following 3 stages :

Partnership Memo

Proposal

New Leaders' Review

New Leaders' Review

- New Leaders selects Finalist Candidates and provides them with feedback on proposals
  - Negotiations initiated re: Memorandum of Understanding for Partnership
- New Leaders conducts site visits to Finalist Candidate Cities/Regions to meet with key champions across sectors (e.g., district, state, foundation, corporate)
- Following visits, New Leaders provides feedback and guidance for presentations to the New Leaders for New Schools Review Committee
- Finalist Candidates present their candidacies to Site Selection Review Committee (consisting of New Leaders' Board of Directors and other national education, philanthropic, and corporate leaders) and answer committee questions
- Board of Directors selects site for expansion

New Leaders for New Schools

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Case Study: New Orleans

- Launched in February 2007 with a broad coalition of supporters in New Orleans and at the state level, including the State of Louisiana, the state-run Recovery School District (RSD), Orleans Parish School Board (OPSB), New Schools for New Orleans, charter management organizations, and leaders from the public and private sector
- Goal of recruiting, selecting, training, and supporting 40 New Leaders over the next 3 years to lead district- and charter-managed schools in New Orleans
- Completing training for first cohort of six residents
- Louisiana Department of Education approved New Leaders as an administrative certification program provider for participants meeting program and state requirements
- Creation of Leading Educators, a new leadership pipeline development program that trains “middle leaders”
- Partner with the state-run Recovery School District, which oversees all “academically unacceptable” schools taken over the by the state, to redefine the urban school principalship and school support

New Leaders for New Schools

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