

Louisiana Department of Education—School Redesign

1. Partner Background

Organization Name

New Leaders

Summarize organization’s mission and its connection to Louisiana’s plan for struggling schools

New Leaders prepares education leaders to deliver breakthrough results in America’s highest-need schools and advocate for the conditions that will enable great leaders—and their students—to thrive. We develop dedicated, skilled education leaders at every level—from teacher leaders to superintendents—equipping them to strengthen teaching and accelerate learning. Our programs cultivate instructional, adult, personal, organizational, and cultural leadership skills in a natural progression that ensures participants’ success in real time and as they grow.

Since 2000, we have developed nearly 2,400 leaders who have impacted 450,000 students. We have an unmatched record of developing dedicated, highly effective leaders for the students who need them most.

- 74% of New Leaders remain as principals for 3+ years, while less than 50% do nationally
- 78% of Emerging Leaders raise achievement across the classrooms they supervise
- 64% of New Leaders alumni are people of color, compared with 20% of principals and teachers nationally

In Memphis, iZone schools—defined as those in the bottom 5% of schools with the mandate to move into the top 25% in the state of Tennessee—are fastest gaining turnarounds in state; *half of these schools are New Leader-led.*

New Leaders’ programs are built on the research of our Transformational Leadership Framework™ (TLF™, formerly the Urban Excellence Framework), a tool outlining leadership practices in the highest-gaining, high-poverty schools, similar to those we might partner with in Louisiana.¹ By translating this research into professional development, New Leaders has already succeeded in a variety of the most challenging environments because we train leaders to be incredibly adaptive—to *lead, not just manage.*

New Leaders is positioned to contribute to the LDOE’s School Redesign efforts by strategically partnering with schools and districts to diagnose challenges and implement proven New Leaders programs that will layer aligned programmatic support in the schools and districts most in need of turnaround: 1) comprehensive school redesign providers who provide holistic support on all aspects of school design/re-design or school operators who are equipped to run schools; and 2) targeted expertise in necessary elements of school improvement such as talent development, data processes, or student and school culture. In this proposal, we will outline our credentials to meet these needs and demonstrate prior success against similar outcomes.

2. Evidence of Track Record of Student and School Outcomes

In any format, illustrate your organization’s track record in dramatically improving schools or systems of schools and/or radically increasing outcomes for targeted subgroups of students.

New Leaders envisions a day when there is excellence and equity in the American education system: when our schools prepare all children, particularly students of color and those who live in poverty, for success in college, careers, and citizenship. To achieve this ambitious and vitally important mission, we prepare transformational leaders and advance the policies and practices that allow great leaders to succeed. We ground our approach in a simple set of beliefs: every classroom must be led by an effective teacher, and every school must be led by a great leader, who is surrounded by a high-performing leadership team and supported by a strong and capable supervisor.

¹ The TLF is the result of site visits and case studies in more than 100 schools, an extensive review of the available research on the practices of effective schools and leadership, and was compiled through a federal Teacher Incentive Fund grant. Artifacts from 773 schools studied through EPIC helped to create the foundation for our Urban Excellence Framework, and later the TLF.

Since 2000, New Leaders has selected, developed, and supported leaders to transform underperforming schools and improve student outcomes in our nation’s highest-need communities. An independent evaluation has shown that our approach works: a RAND Corporation study of our leaders over 10 years found a statistically significant effect on academic achievement for students in New Leader schools. *Students at New Leader schools outperform peers by a statistically significant margin, specifically because there is a New Leader at the helm.* We are the only nationwide principal training program with causal proof of impact. One example of New Leaders’ recent impact in Louisiana is that of New Leader Danesha Dorsey. Under Principal Dorsey’s leadership, John Clancy/Joseph Maggiore Elementary School was named a 2016 National Blue Ribbon School by the U.S. Department of Education.

In addition to the effectiveness of New Leaders Principals, we have observed the powerful, additive effect on school performance from clustering additional New Leaders’ trainees with our Aspiring Principals alumni in one school. When strong leaders are placed in schools across levels of leadership and responsibility, schools have increased academic capacity and student proficiency.² Our data show that in seven New York City schools with an Aspiring Principal alumni and additional New Leader participants, ELA gains were double and math gains were quadruple the one-year gains made by comparable schools in the district without multiple New Leaders. Specifically, the combined ELA and math gains for these seven schools were 14.4 points, compared to non-New Leaders schools’ gains of 4.7 points. In Louisiana, New Leaders will expand upon that initial success in New York City. This approach is supported by models of distributive leadership that rely on designated staff members with specific content knowledge and skills to lead adults and improve colleagues’ instructional practice.³

3. Organization’s Model

We prepare leaders across the country to deliver breakthrough results for students and schools. Our programs cultivate instructional, adult, personal, organizational, and cultural leadership skills in a natural progression that ensures participants’ success in their current roles and as they grow in their careers. We work hand-in-hand with our partners—and would take the same approach with potential partners in Louisiana—delivering leadership solutions that build on their strengths and address their priorities.

Our **signature programs** emphasize real-world practice and on-the-job coaching to prepare leaders to elevate teaching and learning.

- **Leading Instruction** equips current and aspiring leaders with instructional leadership expertise aligned to rising standards, using job embedded training that prepares them to elevate achievement.
- **Emerging Leaders** provides on-the-job training that prepares teacher leaders and assistant principals to boost achievement across the classrooms they supervise—starting during the training year.
- **Aspiring Principals** prepares principals to deliver breakthrough results, equipping them to help teachers grow and students excel through intensive study, a yearlong residency, and support as new principals.

Our **flexible offerings** can be customized with learning pathways and delivery models that address our partners’ unique priorities.

- **Principal Institute** embeds New Leaders’ proven training and curriculum into local professional development structures, providing targeted, job-connected support to current principals and assistant principals.
- **Transforming Teams** provides a structured framework for effective collaboration, building purposeful instructional teams as participants enact ambitious improvement plans and lead efforts to raise achievement at their schools.
- **Principal Supervisors** prepares system leaders to cultivate effective school leadership and instructional excellence across an entire network of schools.

How will you differentiate your services to meet the unique needs of schools and districts in Louisiana? As part of engagement with each district or school partner, *New Leaders prioritizes the differentiation of services to meet the unique needs of each district, school, and participant.* Drawing on the six aforementioned programs, we work with each prospective partner to diagnose, plan, and design program interventions with state, district, and school

² Heck, R. H., & Hallinger, P. (2009). Assessing the Contribution of Distributed Leadership to School Improvement and Growth in Math Achievement. *American Educational Research Journal*, 46(1), 659-689.

³ Firestone, W. A., & Martinez, M. C. (2007). Districts, teacher leaders, and distributed leadership: Changing instructional practice. *Leadership and Policy in Schools*, 6(1), 3-35.

leadership to ensure alignment of New Leaders program objectives against local priorities. Our leadership development programs support participants along a trajectory of growth in school leadership, meeting them where they are and taking them to the next level. In each program, we begin by diagnosing participants and schools using New Leaders signature School Diagnostic tool. The School Diagnostic is an assessment tool that helps to understand participants' instructional leadership capacity, identify current content knowledge, and determine skill-based proficiency while fostering a sense of trust and setting clear expectations for program participants. This diagnosis is designed to reveal strengths and inconsistencies and to drive an effective goal-setting and strategic planning process, which ultimately leads to school improvement. This approach to our shared work ensures that there is clarity about a district or school's strengths, opportunities for growth, and alignment on outcomes supported by implementation of New Leaders programs.

What are the attributes of your ideal partner school or district? *While there is not a clear set of ideal school or district partner criteria, there are baseline conditions for success in any partnership. We work with partners whose vision for schools and districts align with our organization's core beliefs⁴ and we ask that every partner invest in our shared work by allocating financial and talent resources at the system level by (e.g., district school board allocates funds on a fee-for-service basis, partner designates a senior point of contact to manage New Leaders). We have evolved from our start working in large, urban school districts to working in 23 urban and rural areas—with districts, independent charter schools, and charter management organizations—across the country⁵ serving high-poverty student populations ranging from less than 20,000 to more than 1 million. Overwhelmingly, New Leaders work with America's highest-need students: 78 percent of students served are low-income; 87 percent are children of color. Because there are millions of children served by underperforming schools outside of urban centers, we have evolved to reach those students. For example, we are developing a partnership with the Texas Education Agency to implement our programs in four hubs across the state that will be geographically accessible to all schools and districts, not just those in large districts that are able to employ New Leaders.*

Describe your experience working with other third party providers to support coherent school and district improvement. *New Leaders works with partner organizations to ensure that our programs comprehensively support coherent school and district improvement. In our efforts to align all of our programs to more rigorous standards, we are part of the Charles and Lynn Schusterman Family Foundation's Professional Learning Collaborative initiative which supports like-minded organizations such as TNTP, Leading Educators, and Student Achievement Partners to increase the number of teachers delivering Common Core State Standards-aligned instruction on a daily basis. We meet quarterly to review best practices, discuss ongoing progress, and identify ongoing opportunities where we can collaborate—particularly in schools serving low-income communities. We have also coordinated with ANet to align training language, content, and tools to provide coherent school improvement for those in our programs who rely on ANet data systems in Baltimore, New Orleans, and other cities.*

What support from the state, district or school partners would enhance your success in Louisiana? *We engage in regular reporting to share updates on program implementation and outcomes. Alongside structured reports, we request that the partners engage in regular check-ins to: 1) connect on progress; 2) provide feedback and context on evolving district priorities; 3) engage in dialogue around successes and opportunities to improve; 4) collaborate and align on support and development of participants; and 5) quickly address any concerns collaboratively.*

⁴ New Leaders core beliefs are that: 1) every student can achieve at high levels; 2) all adults must take personal responsibility for student learning and achievement; 3) great schools are led by great leaders; 4) with access to outstanding public education, all students can unlock their fullest potential in the classroom and in life; and 5) delivering high-quality public education to all students is critical to a just society.

⁵ In 2016-17, New Leaders program sites include: Bay Area, CA; Fresno, CA; Los Angeles, CA; Pasadena, CA; San Francisco Bay Area, CA; Stockton, CA; Bridgeport, CT; Norwalk, CT; Washington, DC; Chicago, IL; Jacksonville, FL; Baltimore, MD; Minneapolis, MN; Jersey City, NJ; Newark, NJ; New York, NY; Cleveland, OH; Multiple Cities, RI; Memphis, TN; Arlington, TX; Dallas, TX; Pharr-San Juan-Alamo, TX; San Antonio, TX.