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A. PROJECT DESIGN

(1) Goals, Objectives and Outcomes

New Leaders, in partnership with Baltimore City Public Schools (City Schools), Prince George’s County Public Schools (PGCPS), and Baltimore County Public Schools (BCPS) is requesting \$1,000,000 over the next three years from the U.S. Department of Education’s School Leadership Program (SLP) to support our innovative Leadership Development Program. This unique, multi-tiered program will train high-quality principals and other school leaders for high-need, low-income schools across these three districts. Since 2005, New Leaders has grown to a community of over 110 principals, assistant principals and other school leaders in Maryland, with a student impact of over 45,000. Through the SLP grant, we will exponentially grow our community—including the development of approximately 60 more principals—and impact at least 20,000 more children in the City Schools, PGCPS and BCPS.

The work we are doing is critical, as the United States is in the midst of an education crisis. Nearly 15 million children live in poverty.¹ Upon entering fourth grade, children from low-income families are already two to three grades behind their higher-income peers.² That gap widens significantly as students progress to high school, where only half of students in low-income communities will graduate by age 18.³ Those who do graduate perform on average at an eighth-grade level and struggle to move forward in higher education.⁴ Raising the academic achievement of all students is both a moral and an economic imperative – vital to ensuring today’s children are prepared to tackle the challenges of tomorrow and compete for the jobs of the future.

¹ National Center for Children in Poverty, 2012.

² National Center for Education Statistics, National Assessment of Educational Progress, 2009.

³ National Center for Education Statistics, High School Transcript Study Results, 2005

⁴ National Center for Education Statistics, High School Transcript Study Results, 2005

Research shows that principals are a key driver of student achievement. A meta-analysis of 35 years of school leadership research found that principals' actions account for 25 percent of a school's total impact on student achievement, while classroom factors explain one-third.⁵ This impact, which may seem disproportionately high for a single person, can largely be attributed to the actions that principals take to hire and dismiss, evaluate, and support the ongoing professional development of teachers in their schools. In a national survey of 40,000 teachers, 91 percent described effective school leadership as having a very important impact on student achievement. Moreover, 97 percent rated supportive school leaders as very important to retaining good teachers, more than any other factor and in confirmation of a wide body of prior research.⁶ Because of the important roles they play in cultivating and retaining effective teachers, as well as in building school culture and strategically aligning resources, principals have been described by researchers as the primary drivers of school improvement. Researchers have repeatedly noted that there are virtually no cases of school turnarounds occurring without effective leadership.⁷

In order to transform low-performing schools in low-income urban areas, our country must increase the number of high-performing principals with strong instructional and adult leadership skills that enable them to recruit, select, train and support high-quality teachers. This is the only way to bring effective teaching to scale, change the culture of struggling schools to one of academic excellence and to drive student achievement in not just one but all classrooms. U.S. Secretary of Education Arne Duncan has said, "I've visited hundreds of schools, and I have yet to find a high-performing school that didn't have a visionary principal at its helm."⁸ Indeed, throughout our nation's history, one principle has remained constant: great leaders drive

⁵ Marzano et al. (2005); Leithwood et al. (2004).

⁶ Scholastic Inc. (2011); Allensworth et al. (2009); Clotfelter et al. (2008); Grissom (2008).

⁷ Bryk et al. (2010); Duke (2004); Leithwood (2004); Berends et al. (2001).

⁸ Remarks of U.S. Secretary of Education Arne Duncan to the National Association of Secondary School Principals National Conference (February 28, 2013)

innovation and revolutionary change. And no institution—whether a business, nonprofit organization or government entity—can succeed without strong leadership in place.

A school is no different. Yet, districts in low-income communities lack a strong leadership pipeline, making it difficult to attract and retain effective principals. Some of the most successful charter schools and networks report that leadership is their greatest barrier to replication and growth.⁹

Cultivating exceptional school leaders and creating a leadership development pathway is critical in the City Schools, PGCPs, and BCPS. Over the past four years, 80 percent of the City Schools have seen a new principal at least once and, in some cases, two or three times. At the beginning of the 2011-2012 school year alone, the district saw 45 principal vacancies (out of 204 schools). This lack of consistent leadership has led to unstable learning environments across BCPS, and has left Baltimore City's students behind their peers elsewhere in Maryland. Compared to statewide averages, 6-8 graders in Baltimore are 20 points behind in reading, and 25 points behind in math. In 2012, the graduation rate in Baltimore City was 66 percent, compared to the statewide average of 84 percent.

PGCPs has a historically high principal turnover rate, with an average of 25-30 principal vacancies each year. This lack of leadership is reflected in a widening achievement gap that finds PGCPs students falling increasingly behind students in the rest of the state. Results from the 2012 Maryland School Assessment revealed that the percentage of basic-level students in Prince George's County was more than double the percentage found in neighboring Montgomery County.

Although BCPS as a whole was relatively on pace with state averages in 2012, individual results from the district's low-income schools reveal a significant achievement gap. In 2012, 56

⁹ Chadwick and Kowal (2011)

percent (15 out of 27) of middle schools in BCPS performed behind both state and district averages by five or more points (and, in many cases, ten or more points). Each of these schools has a majority population of low-income students (based on Free and Reduced Meals eligibility), as well as an abnormally high principal turnover rate. The district has requested New Leaders' partnership in developing a leadership pipeline to specifically target high-need, low-performing schools such as these.

New Leaders is uniquely positioned to fill the gap in the school leadership pipeline, as it is devoted to supporting the training and professional development of high caliber principals to lead public schools with a high concentration of low-income and minority students. Throughout our programs, candidates are exposed to the most cutting-edge, best-in-class research and findings on school leadership, and have access to the nation's foremost scholars, school administrators and leaders who have written on the subject. Our program staff—all veteran principals with decades of experience leading high-performing Maryland public schools—work closely with candidates to put the theory into practice in the local context.

The mission of New Leaders is to ensure high academic achievement for all children, especially students in poverty and students of color, by developing transformational school leaders and advancing the policies and practices that allow great leaders to succeed. In order to achieve this mission, we work to create successful schools and students by training future school leaders and collaborating with partner school systems to foster the conditions that enable principals to drive great results for students.

New Leaders has over a decade of experience recruiting, selecting, training and supporting effective principals who, based on independent evaluations, have been found to drive student achievement gains at significantly higher levels than non-New Leader Principals and

increase graduation rates.¹⁰ Leveraging our extensive field experience and robust research in and evaluation of school leadership, New Leaders builds the capacity of school districts, charter management organizations and states through our District and State Services team. Through this work, New Leaders enhances local and state-wide policies and practices that enable school systems to prepare, select, evaluate and develop effective principals. No other principal preparation program matches New Leaders' geographic breadth or national scale, nor do any have the expertise and resources to drive both effective local practices and broader policies around leadership development.

In August 2012, New Leaders Maryland received recertification as Maryland Approved Program through the Maryland State Department of Education (MSDE) for the next seven years. As such, New Leaders Maryland is authorized to grant the Administrator and Supervisor credential to all candidates who successfully complete our training program. We are the only non-college or university-based program in the entire state of Maryland to receive recognition from MSDE in this way. This accreditation is sound validation of our curriculum and expertise as well as our alignment with the Maryland Instructional Leadership Framework and the Standards for Advanced Programs in Educational Leadership (ELCC National Standards).

Leadership Development Program Goals

The goal of the Leadership Development Program is to increase student achievement by increasing the number of effective principals and school leaders in high-need, low-income schools. The program will utilize a rigorous recruitment, selection, training and support model in order to identify and develop the strongest individuals for principalships. With SLP funding over three years, New Leaders will partner with three districts (City Schools,

¹⁰ Internal program analysis based on publicly available data for 2010.

PGCPS and BCPS) to build a leadership pipeline of at least 120 potential school leaders, and prepare at least 60 individuals for principalships and other school leadership positions in high-need, high-poverty schools.

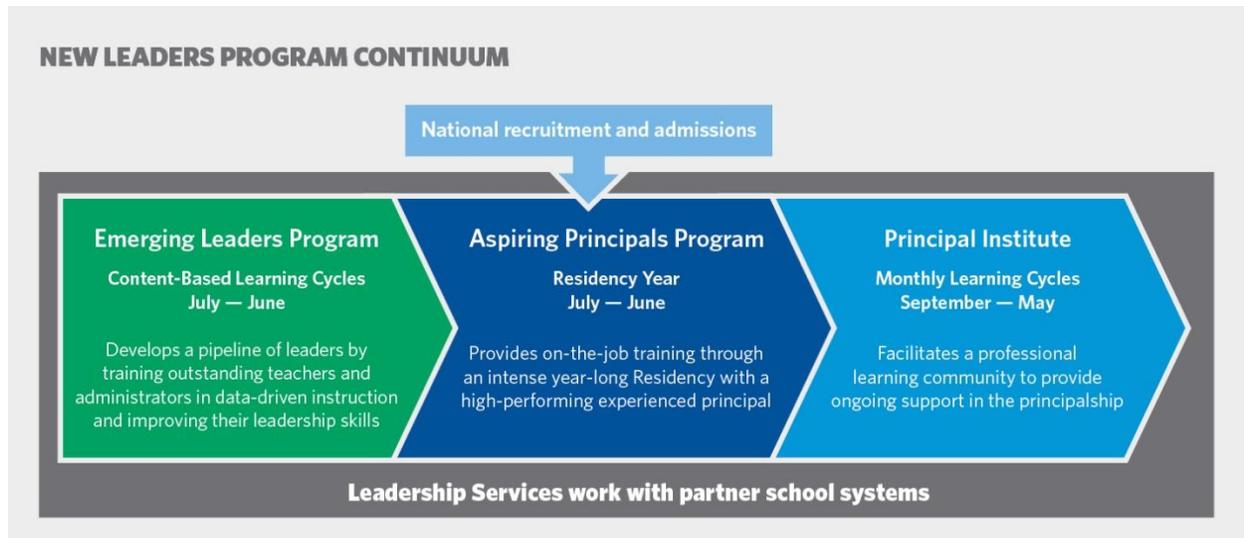
In addition, New Leaders will develop and disseminate knowledge from the grant activities to facilitate program expansion, replication and scale-up in other locations throughout the country. New Leaders will prioritize opportunities to strengthen our nation's collective thinking around principal training programs and principal evaluations.

New Leaders will engage in three key strategies to successfully execute the Leadership Development Program and achieve our target outcomes (see Key Program Benchmarks Table, page 6). Those strategies include: (1) Build a Pipeline of Future Principals; (2) Train Aspiring Principals and Help them Identify Placements; and (3) Support Early Tenure Principals.

Strategy 1: Build a Pipeline of Promising Future Principals for Partner School Systems

A crucial part of New Leaders' program model is the recruitment and selection of individuals who exhibit a set of characteristics and competencies found in highly successful school leaders.

[New Leaders Program Continuum](#)



New Leaders uses two approaches: (1) a national recruitment and selection process to identify talent from across the country and (2) a pipeline-building strategy to identify talent within the school systems we serve. New Leaders aggressively recruits current and former educators who possess instructional expertise in a K-12 classroom, exceptional leadership and strategic management skills, and an unyielding belief in and urgent desire to ensure that all students achieve at high levels. In addition to their classroom experience, New Leaders Principals have diverse expertise, in business, military, non-profits and more.

The cornerstone of the talent pipeline-development strategy is our Emerging Leaders Program (ELP). This program allows New Leaders to identify talented teachers, instructional coaches and assistant principals who have the desire and intent to become a principal in two to three years. We then have an opportunity to strengthen their adult leadership skills and better prepare them for future leadership roles. Participants in ELP develop the skill for using data to drive instruction which ultimately improves teacher effectiveness at identifying and meeting students’ academic needs and thereby increases student achievement. These are foundational elements of the adult leadership required to transform underperforming schools in low-income

communities.¹¹ With their principals' permission, ELP participants are responsible for leading two to three teachers to improve student achievement. This practice introduces participants to the sort of experiences that principals face on a regular basis—experiences that they will have to master to be effective in our Residency. Based on their ability to set goals for driving student achievement gains and leading their teacher teams to meet them, and their growth in adult leadership skills, we invite select participants to continue their journey to principalship by joining New Leaders' Aspiring Principals Program (APP). **During this grant, New Leaders will train at least 120 teacher leaders through ELP, and anticipates that approximately 50-75 percent will be invited to join and matriculate into APP.** The others return to their classrooms and use their new leadership skills to drive student achievement gains in their classrooms and support the vision of their principal in transforming their school.

Strategy 2: Train Aspiring Principals and Help Them Secure Placements

APP selects and trains promising future leaders through our best-in-class, year-long principal Residency. Similar to a medical school model, APP consists of four components: (1) induction; (2) academic coursework; (3) a year-long apprenticeship under the supervision of a mentor principal who has driven results in student achievement across their school; and (4) assessments of growth in leadership skills.

In total, those enrolled in APP complete over 400 hours of coursework and 1,000 hours of training in the Residency. Following the year-long Residency, New Leader Principals¹² make a five-year commitment to the district or charter network in which they are ultimately placed. New Leaders collaborates with its district and charter partners to assist New Leader Principals with their school placements.

¹¹ New Leaders, Urban Excellence Framework

¹² New Leaders refers to individuals who complete the Aspiring Principal Program as New Leader Principals.

APP Recruitment & Selection Process: New Leaders engages in a rigorous, executive-style recruitment process based on best practices from the education and business worlds. Using research-based selection criteria, New Leaders assesses candidates in the following areas: (1) believes that all students will achieve college success, (2) demonstrates a relentless drive to achieve results, (3) demonstrates strong adult leadership, (4) focuses on student achievement results, (5) works to personally improve self, (6) demonstrates strong project management skills and (7) demonstrates interpersonal leadership. These criteria are used as an evaluation rubric during the admissions process, which includes: an extensive online application; a virtual assessment; and an intense Finalist Selection Day comprised of a full day of interviews, case-based scenarios and group observations testing finalists' responses to sample leadership challenges in an urban school. **Over the next three years, we anticipate that we will nationally recruit up to 20 individuals to join New Leaders Maryland.**

Strategy 3: Support Early Tenure Principals to Drive Student Achievement Gains

According to a 2012 report on first-year principals in urban schools, over 20 percent of new principals leave within two years of placement and those placed in schools that failed to meet adequate yearly progress targets were more likely to leave. In addition, approximately half of those schools that lost a principal after one year continue to see performance declines in the subsequent year.¹³ Given this, New Leaders provides structured professional development and communities of learning to provide additional support for all first-year New Leader Principals (and all second-year high school principals given the increased complexity of their roles), through the Principal Institute (PI). The focus of PI is to help new principals develop entry plans which will guide their immediate actions once they assume a school leadership role. Through

¹³ RAND, First Year Principals in Urban Schools (2012)

entry planning new principals are able to prioritize critical factors for school improvement and set a culture of high expectations in their schools. When surveyed, 89 percent of PI participants stated that the entry planning process helped them prepare for a successful start to the school year, and 92 percent stated that the tools and resources provided by New Leaders were focused on the areas where they needed the most support.¹⁴ In addition, PI participants also develop a stakeholder engagement plan and receive guidance on setting up key operational systems (to manage tasks such as budgeting, hiring, scheduling and vendor management).

Table: Key Program Benchmarks

		Total	Early 2013-14	Early 2014-15	Early 2015-16
Emerging Leaders Program	Build a pipeline of promising future principals for partner school systems				
	# who start program	150	40	50	60
	# graduates invited to join APP	83	18	30	35
Aspiring Principals Program	Train aspiring principals and help them secure placements				
	# who start program	83	18	30	35
	# program completers	75	16	27	32
	# endorsed for principalship	67	14	24	29
	# of expected placement as principals (within two years)	59	12	21	26

(2) Addressing Audience Need

Although they are three separate, unique school districts, the City Schools, PGCPs and BCPS all share a critical problem: the glaring achievement gap disproportionately impacting low-income students. By and large, these students are in schools that have a high rate of turnover in the principal’s office and in the teaching ranks.

Need in Baltimore City

¹⁴ Internal program analysis.

The City Schools, like many urban districts, serves a high-need student population and faces urgent challenges with student achievement. Of its 84,748 students (as of 2012-13), 85 percent are African-American; 83 percent are from low-income families—based on Free and Reduced Meals (FARMs) eligibility—compared to the Maryland average of 42 percent.

The need for improvement is clear. City Schools leads the state in dropout rates and chronic absenteeism, and falls far behind the average graduation rate. According to the 2012 Maryland School Assessment, less than six out of ten eighth graders are proficient in reading, and less than four out of ten are proficient in math—a deficiency of nearly 30 percent, compared to state averages. Compounding this, the City Schools have been plagued by a high principal turnover rate, which has recently reached unprecedented levels. Over the past two years alone, the district has seen more than 85 principal vacancies.

School leadership development continues to be a key strategy in reversing outcomes for children in Baltimore City's struggling schools. New Leaders is a critical partner in this effort. In 2005, City Schools and New Leaders launched a partnership to recruit, train, and support high-quality school leaders for the district. This partnership is helping to meet the district's human capital need: we have now trained 74 principals, assistant principals and other school leaders in the City Schools. This community impacts 35,000 students. Currently, our principals lead over 20 percent of the district. Over the next three years, our goal is to reach 25 percent of the City Schools.

The progress seen in schools led by our graduates is promising. For example, 100 percent of Baltimore City schools led by a New Leader Principal for five or more years have made double-digit achievement gains. Furthermore, the rate of students moving from proficient to advanced in New Leader-led schools is outpacing non-New Leader-led schools in the district by

a ratio of 15 to 1.

Need in Prince George's County

Despite Prince George's County's reputation as one of the most affluent predominantly African-American communities in the nation, the majority of students in PGCPS are low-income. With 123,741 students enrolled (as of 2012-13), PGCPS is the second-largest district in the state. Over the past several years, the student population in PGCPS has become more diverse, with increasing enrollment of Hispanic, Nepali and francophone African students. At the same time, the amount of economically disadvantaged students has also increased—as of 2012, 58 percent of students were receiving FARMs, compared to 33 percent and 29 percent in neighboring Montgomery County Public Schools (MCPS) and Anne Arundel County Public Schools (AACPS), respectively.

This economic disparity exists in tandem with a marked student achievement gap. PGCPS has over twice as many basic-level students as MCPS and AACPS, and trails the graduation rate in MCPS and AACPS by nearly 15 percent. Meanwhile, proficiency levels for PGCPS' eighth graders trail state averages by over 10 percent in reading and nearly 20 percent in math.

PGCPS has historically faced a high annual principal turnover rate—an average of 25-30 principal vacancies per year—which has significantly affected low-income students. Recognizing this leadership gap, PGCPS urged New Leaders to expand its program to Prince George's County in 2007. Since then, we have recruited, trained and supported 38 principals and school leaders for PGCPS, with a student impact of over 15,000. 100 percent of our graduates have received placements in the district upon completing our program, with 95 percent receiving principalships within two years of completing the program. Currently, our New Leader

Principals lead 10 percent of schools in PGCPs, and have an overall retention rate of 96 percent.

New Leaders has focused its efforts on the highest-need schools in PGCPs. During the 2012-13 school year, 73 percent of students in New Leader-led schools qualified for FARMs (compared to the district average of 58 percent). Year over year, our principals are transforming these historically struggling schools into some of the highest-gaining schools in the County. Over the next few years, we believe we can expand to impact at least 15 percent of the district. We look forward to changing outcomes for thousands of more students as we continue to grow our PGCPs New Leaders community.

Need in Baltimore County

While Baltimore County’s median household income surpasses the national average and overall test scores put BCPS on par with the rest of the state, there is a significant achievement gap between the lowest-income schools and the rest of the district. For example, out of the 27 middle schools in BCPS, 15 are performing significantly below the state and/or district averages. The percentage of students receiving FARMs at these schools surpasses the state and district averages by a significant margin.

2012 Maryland School Assessment Performance Sampling of Baltimore County Middle Schools vs. State and District Averages				
School Name		Math % Proficient	Reading % Proficient	% of Students Receiving FARMs
1	Deep Creek Middle	53	72	75
2	Deer Park Middle Magnet	71	80	59
3	Dundalk Middle	66	75	77
4	General John Stricker Middle	69	75	67
5	Golden Ring Middle	49	70	72
6	Holabird Middle	63	68	72
7	Loch Raven Tech. Academy	68	80	63
8	Lansdowne Middle	55	63	82
9	Middle River Middle	63	76	67
10	Old Court Middle	54	72	70

11	Pikesville Middle	68	77	50
12	Windsor Mill Middle	52	72	68
13	Woodlawn Middle	52	72	74
14	Southwest Academy	68	80	71
15	Stemmers Run Middle	64	80	61
Maryland Average		76	82	42
BCPS Average		74	82	48

Source: mdreportcard.org

BCPS has developed a tiered model of differentiated support that allows the superintendent and central office to intervene in high-need schools not meeting standards. These low-performing, high-poverty “Tier III” schools tend to have a history of high principal turnover in common. Recently, the district requested New Leaders’ partnership in developing a leadership pipeline specifically for the Tier III schools, many of which are located on the county line between Baltimore County and Baltimore City. Our shared goal is to launch ELP in BCPS during the 2014-15 school year, with an initial group of 10-15 high quality teachers, instructional leaders and assistant principals. The most promising individuals from this ELP group will be matriculated into APP, which will launch during the 2015-16 school year.

BCPS is one of the state’s fastest-growing districts. In 2012, student enrollment increased to 105,153 students, making the district Maryland’s third-largest. Over the next ten years, BCPS projects that enrollment will grow by at least 7,000 students. Overcrowding is becoming a central complication, as it could likely compound the achievement gap facing its low-income students even further. New Leaders will be able to help BCPS combat this by growing the district’s talent bench from the inside and implementing a sustainable leadership strategy for its chronically failing schools.

(3) A Comprehensive Effort to Improve Teaching and Learning

Invitational Priority 1: Building Leadership Capacity

At New Leaders, we envision a day when there is education excellence and equity in America, when our country's schools ensure that every student is prepared for success in college, careers and citizenship. At our core, we believe that principals, first and foremost, are instructional leaders responsible for improving teaching and learning. Over a decade of research supports principals' critical role in shaping the quality of teaching and learning at the school level. On average, a principal accounts for 25 percent of a school's total impact on student achievement.¹⁵ A 2012 study found that principals have a stronger effect on all students in a school than teachers do because teachers affect only their students. While ineffective principals drag down the performance of their schools, effective principals enable effective teaching, at scale, across the whole school.¹⁶

The first years of the principalship are critical. If we can help our sitting principals succeed early in their careers, they can make a difference for students right away. Research shows that successful and supported principals are more likely to stay in their schools, thus ensuring school stability and driving continuous growth in student learning year over year.

We emphasize the development of a strong professional community among educators, because it is a key ingredient in both improving schools and retaining talented educators. Based on research and experience, we know that "network" models of support will best help new leaders to succeed.

For these reasons, we created PI—a one- to two-year program geared specifically for the first years of the principalship. The program enables New Leader Principals to continue to

¹⁵ Leithwood, K., Louis, K.S., Anderson, S., & Wahlstrom, K. (2004). *How Leadership Influences Student Learning*. New York, NY: Wallace Foundation; Marzano, R.J., Waters, T., & McNulty, B. (2005). *School leadership that works: From Research to Results*. Alexandria, VA: Association for Supervision and Curriculum Development.

¹⁶ *Playmakers: How Great Principals Build and Lead Great Teams of Teachers*.

develop together— building on each other’s skill sets to drive achievement gains in their schools and sustain them throughout their career.

Baltimore City New Leader Principal Felipe Jackson was a PI participant during the 2011-12 school year. After graduating from APP, Felipe received a principalship at Gilmor Elementary, located in one of the city’s poorest and most dangerous neighborhoods. At the time, Gilmor was the lowest-performing elementary school in the district. With continued support from New Leaders through PI, Felipe instituted new structures and a culture of data-driven decision-making at the school. By the end of the school year, students at Gilmor gained nearly 40 combined points on the Maryland School Assessment, including the second-highest gain in math in the entire state.

With one-on-one coaching, professional learning communities and targeted training, tools and resources, PI equips New Leader Principals like Felipe to handle the challenges they face every day.

Three-Pronged Approach to Building Leadership Capacity

The Leadership Development Program is designed to grow key leadership skills in practices of all participants across the entire ELP-APP-PI continuum. New Leaders has identified three intersecting categories of actions that great principals take to improve great teaching: Developing Teachers, Managing Talent, and Creating a Great Place to Work. We leverage the UEF to develop and train principals in each of these key areas, so that they can have maximum impact on increasing effective teaching and thus raising student achievement.

Developing Teachers: In our study, highly-effective principals set high expectations



for student learning then equipped their teachers with the beliefs, knowledge and skills to meet them. Great principals ensured that teachers received the ongoing feedback, the professional development and the collaborative environment necessary to continuously improve their practice.

Through PI, we provide guidance on entry planning, which allows our newest principals to assess the current status of their school, identify its greatest needs, and identify staff who match those needs. Our training also focuses on 15 key leadership actions that include how to set goals, evaluate teachers, and have difficult conversations (when teacher performance is not up to par).

15 Leadership Actions

<p>BE highly visible and INSPIRATIONAL, communicating the vision and mission of the school relentlessly.</p> <p>1</p>	<p>BUILD trusting RELATIONSHIPS with adults and students.</p> <p>2</p>	<p>IDENTIFY SUCCESSFUL PRACTICE and CELEBRATE it, building towards additional action.</p> <p>3</p>	<p>SEEK, ACCEPT AND ACT ON informal and formal FEEDBACK regularly.</p> <p>4</p>	<p>INITIATE DIFFICULT CONVERSATIONS in order to change adult actions and attitudes about student achievement.</p> <p>5</p>
<p>SET GOALS — backwards-map an action plan; track progress to goals with data; make adjustments to action plan as needed.</p> <p>6</p>	<p>LEAD outcome-oriented MEETINGS with clear protocols.</p> <p>7</p>	<p>USE TIME STRATEGICALLY, delegating where appropriate and prioritizing time and attention to what matters most for student learning.</p> <p>8</p>	<p>SET, monitor and enforce CLEAR EXPECTATIONS.</p> <p>9</p>	<p>Observe adult practice, exactly diagnose challenges, provide effective feedback and MONITOR ADULT PRACTICE to ensure improvement.</p> <p>10</p>
<p>Design, develop and DELIVER HIGH-QUALITY PROFESSIONAL DEVELOPMENT that focuses on change in adult practice.</p> <p>11</p>	<p>SEEK OUT schools, leaders and teachers with DESIRED RESULTS; observe their practice and import relevant actions.</p> <p>12</p>	<p>Identify, recruit and hire talented adults and DEVELOP LEADERSHIP in effective faculty and staff.</p> <p>13</p>	<p>CONSIDER how words, actions, and decisions will be understood by all STAKEHOLDERS.</p> <p>14</p>	<p>INSTILL CONFIDENCE in those above you while advocating for the needs of your students and your school.</p> <p>15</p>

Creating a Great Place to Work: Highly-effective principals foster a workplace where teachers want to stay and grow. They show their teachers that they are valued, and foster community among colleagues. They delegate leadership and responsibility, and in doing so, give

teachers ownership over school decisions and initiatives. And they instill a uniform code of conduct across a school, so that teachers could focus on instruction, rather than behavioral problems.

A key component of APP is teaching participants how to develop a positive culture of learning and achievement throughout their schools. This is further developed in PI, where several sessions are devoted to instilling this culture within the contexts of our New Leader Principals' specific schools. Building off of the training around school culture delivered during APP, PI pushes participants further to accomplish the following:

- Institute processes for implementing and sustaining a positive vision and mission;
- Determine strategies for ensuring staff and student actions are aligned to the vision/mission;
- Provide feedback to colleagues about improving school culture;
- Develop accountability measures for upholding the school vision/mission;
- Address a challenging situation related to school culture;
- Make concrete plans for their work to establish and support a positive vision and mission-aligned school;
- Develop an actionable work-plan and accountability plan.
- Invest in and engage students, parents, teachers, coaches and other adult leaders in the success of each and every student.

Other sessions throughout the year focus on creating a culture of data-driven instruction, initiating difficult conversations with other adults to reach improved outcomes for students, and using tools and data to assess school culture and student efficacy.

Preparing for More Rigorous Academic Standards

In an effort to support rigorous academic standards in all New Leader led schools, New Leaders has spent the last year working to develop and integrate guidance around new academic standards (such as Common Core) into our program. We recognize that in training highly-effective principals, we have a unique opportunity to promote the successful implementation and management of both state and national standards within the school unit. Principals serve as the key instructional leaders within their schools. They set curriculum assigned to both state and college-readiness standards, and ensure consistent and quality classroom practices, routines and instructional strategies which will enable students to learn and achieve. New Leaders principals are also trained to adopt a management style that centers on data-driven instruction and are critical in ensuring that teachers understand how to use student level-data in both planning and teaching content to students. Due to the significant role principals play, New Leaders is working to create a set of unique Resident learning experiences that allow participants to better assess the readiness of their school, ensure that great teachers know and understand the required rigorous academic standards for their state, and how to develop curriculum and assessments that ensure students learn and achieve on standards based assessments.

Invitational Priority 2: Supporting Strategies with Moderate Evidence of Effectiveness

The Leadership Development Program is supported by moderate evidence from an independent, quasi-experimental evaluation by the RAND Corporation—a 2010 Working Paper is included in the narrative attachments. The RAND study employs a value-added model in an interrupted time series design (with control group). Its primary conclusion to-date has been that students in K-8 schools led by New Leader Principals for three or more years outperformed their peers in comparison schools by statistically significant margins. For principals with three or more years of experience, effect sizes ranged from approximately .04-.06 across math and

reading, which are on par with or higher than the effects measured with similar interventions, especially given relatively small sample sizes. The study is characterized by both high internal validity and moderately high external generalizability.

The student-level data included in the study is collected directly from school districts by RAND. New Leaders has had no influence over the analyses presented in the study, nor was it afforded editorial control over its publication. Therefore, the evaluator is fully independent and is neither the program designer nor implementer. Data collection for the current study by RAND concludes this year (2011-12), and the final public report will be completed by 2014. In addition, New Leaders was awarded an Investing in Innovations (i3) Validation grant in which RAND has agreed to begin a new evaluation in the 2012-13 school year to conclude in 2016-17. This new study would evaluate the National impact of the i3 grant and the ongoing impact of the Leadership Development Program.

(4) Replication of Program Activities

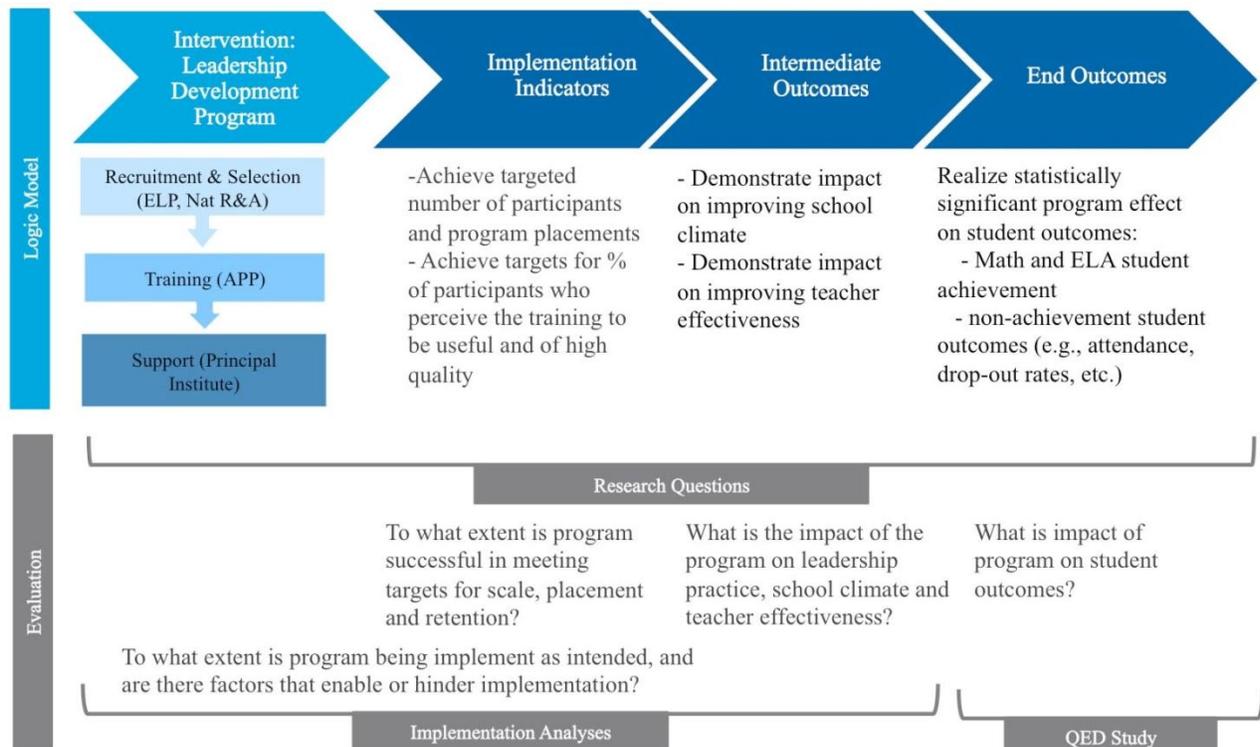
New Leaders houses a robust internal research and evaluation team that publishes and disseminates papers, leads presentations and facilitates discourse at various educational conferences, such as the American Educational Research Association (AERA). Throughout the SLP grant, New Leaders will continue to publish public reports detailing the Leadership Development Program and the conditions and strategies that enabled implementation. New Leaders will also seek to identify opportunities to share tools and resources that benefit the broader education community, such as research reports and white papers on principal manager research and district context research, recommendations for states on certification policies and practices, tools for districts for use in principal hiring and selection and recommendations for

school districts around building a leadership pipeline. This information can be used in efforts to replicate program strategies in new schools and communities.

B. QUALITY OF THE PROJECT EVALUATION

Nationally, New Leaders employs a two-pronged approach to evaluating the impact of the Leadership Development Program. The approach includes:

- 1) A, quasi-experimental design (QED) study to validate the impact of the New Leaders intervention on student achievement and non-achievement student outcomes, conducted by an independent external evaluator.
- 2) Program implementation analyses to provide performance feedback that will support organizational learning and provide further evidence for replication and knowledge generation.



The above figure illustrates the logic model for the intervention, outlining the program model, implementation indicators, intermediate outcomes and end outcomes (targets outlined in A(1)). It describes key research questions and how the evaluation plan relates to each area.

Research Questions

The evaluation will address four research questions:

- 1) What is the impact of the intervention on student outcomes, including achievement and non-achievement (e.g., attendance, drop-out rates, etc.) student outcomes?
- 2) What is the impact of the intervention on intermediate outcomes, such as leadership practices, school climate and teacher effectiveness?
- 3) To what extent is the intervention successful in meeting targets for scale, placement and retention (as noted in section A1)?
- 4) To what extent is the intervention being implemented as intended? Related questions

include: What elements are being implemented? Are there factors that enable or hinder implementation? What is the program cost? What are participants’ perceptions of quality?

The RAND Corporation is currently conducting an independent evaluation, which includes implementation analyses and rigorous quasi-experimental impact analyses. The New Leaders internal research and evaluation team will also conduct implementation and impact analyses to provide just-in-time data that can drive program improvement decision-making on a monthly and quarterly basis. The team will coordinate with RAND to avoid unnecessary duplication of efforts, while maintaining RAND’s independence.

Table: Research Questions, Data, Analyses and Publication Plan

	Data and Analyses	Publication Plan
1) What is impact of program on student outcomes, including achievement and non-achievement student outcomes		
RAND	Student-level achievement data (annual and historic scores from state assessments)	Final, peer-reviewed, published report in year five
	Student-level non-achievement data (e.g., school placement information; demographic data; suspensions, attendance, high school outcomes such as dropout, graduation, and grade progression rates)	Annual, restricted draft reports (formative and summative) to New Leaders in years three-four of evaluation.
	Principal tenure data (for control and comparison group identification)	
New Leaders	Publicly available school-level student achievement and non-achievement data	Annual internal reports
2) What is the impact of the intervention on intermediate outcomes, such as effective leadership practice, school climate and teacher effectiveness?		
RAND	School climate data (e.g., district surveys)	RAND final, peer-reviewed, published report in year five of evaluation
	Teacher effectiveness data (e.g., teacher evaluation scores used by districts)	RAND annual, restricted draft reports (formative and summative) to New Leaders in years three, four of evaluation
	District interviews	
New Leaders	Leadership practice data (e.g., assessment scores of NL principals)	New Leaders internal annual reports
3) To what extent is the intervention successful in meeting targets for scale, placement and retention?		
RAND	Participant selection data	RAND final, peer-reviewed published report in year five of evaluation
	Participant placement data	
	Endorsement data	
	Principal retention data	
	Career trajectory data	
New Leaders	Participant selection data	New Leaders internal just-in-time quarterly and annual reports
	Participant placement data	
	Endorsement data	
	Principal retention data	
	Career trajectory data	
4) To what extent is the intervention being implemented as intended? Related questions include: What elements are		

being implemented? Are there factors that enable or hinder implementation? What is the program cost? What are program participants' perceptions of quality?		
RAND	RAND interviews of partner district leaders	RAND final, peer-reviewed, published report in year five of evaluation
	RAND interviews of New Leaders staff	
	Participant admissions scores	
	Participant assessment scores (admissions, mid-year, final)	
	Resident surveys (multiple times during the year)	
	Mentor principal surveys (annual)	
	Session evaluation surveys	
	Staff surveys	
Program cost, revenue and expenditure data		
New Leaders	Participant admissions scores	New Leaders final, publicly published report New Leaders internal just-in-time quarterly and annual reports
	Participant assessment scores (admissions, mid-year, final)	
	Participant surveys (multiple times during the year)	
	Mentor principal surveys (annual)	
	Session evaluation surveys	
	Staff surveys	
	Program cost, revenue and expenditure data	

(1) Objective Performance Measures

Addressing SLP Performance Measures 1, 2, & 3

The New Leaders evaluation plan includes tracking key data on certification and principal endorsement, principal placement and principal retention. All Aspiring Principal graduates sign a contract to remain in their school for a period of 5 years. This long-term commitment helps ensure sustainability within the school system necessary to demonstrate positive change and student achievement gains. The RAND Corporation’s independent evaluation of New Leaders has historically found that students who attend a school run by a New Leader principal make larger gains on state end-of-year assessments than those in non-New Leader led schools. Knowing this, New Leaders provides specific coaching, entry counseling and early tenure support to new principals and encourage sense of commitment and dedication to their schools and community.

During this grant, New Leaders Maryland will train at least 60 APP Residents. Predictors indicate that approximately 45 individuals will receive their principal certification and be endorsed for principalships (i.e., be prepared to meet the rigorous demands of leading a low-

income school and driving student achievement). Of the 45 individuals endorsed, we expect at least 35 to be hired as principals, and the rest receive assistant principal assignments and other school leadership roles, based on principal openings available at the time of program completion.

Addressing SLP Performance Measures 4 & 5

With the support of SLP funding, New Leaders will continue to track the immediate and short term impacts of our leaders within high-need LEA partner organizations. This includes tracking student achievement data on New Leader led schools and working to a goal that at least 50 percent of New Leaders (2+ years) will be on track to closing the achievement gap between their students and all students in their respective states within 5 years of taking the helm at their schools.

Grant Period Targets

New Leaders has established the following targets, which we seek to meet during the grant period:

- **ELP**
 - Select at least 150 participants to join ELP
 - Advance 50-75 percent of ELP participants to APP each year
 - At least 85 percent of ELP participants report that the program increased their knowledge and skills in leading adults to drive student achievement gains
- **APP**
 - Matriculate at least 83 Residents into APP
 - At least 90 percent of Residents successfully complete APP and receive endorsement for the principalship and their Administrator and Supervisor I and II certification

- At least 90 percent of Residents report that overall, APP was a high-quality learning experience and prepared them to lead high-need schools
- 100 percent of Residents who successfully completed APP receive placements in the district for the school year immediately following the Residency, with at least 80 percent receiving principalships
- At least 59 graduates receive principalships within two years of successfully completing APP
- **PI**
 - Support at least 50 new principals through PI
 - Have at least 80 percent overall attendance of PI sessions
 - At least 90 percent of PI participants report that the program improved their ability to drive student achievement gains

(2) Effectiveness of Project Implementation Strategies

New Leaders is dedicated to studying and learning from the implementation of the Leadership Development Program. Most importantly, the program evaluation will provide critical and timely information regarding what is working or not working that the organization will use to drive programmatic improvement. In addition, the program evaluation will track whether the program is on track to meeting its goals in order to meet accountability reporting requirements for funders and clients.

The program evaluation is designed to meet the needs of multiple audiences, including:

- Foundational coursework leaders who will need feedback on session delivery to inform planning for subsequent sessions.
- Aspiring Principals national program staff and redesign committee members who will

need feedback on program design, content and support to inform improvements.

- Senior staff members who will need to know whether the program is on track to meeting its goals to inform mid-course corrections.
- Funders and clients who need to know whether the program is meeting its goals and to inform future funding decisions.
- All organizational staff to build a common understanding of the program and need for programmatic changes.

The Research and Evaluation (R&E) team will collaborate with national and city staff to implement the program evaluation. The following sections describe the evaluation research questions, data sources, analyses, reporting, and responsibilities.

Research Questions

The program evaluation is designed to answer the following research questions:

- **Foundational Coursework**
 - **Program inputs:** Were the Foundational courses implemented with high quality and with explicit scope and sequence? What factors hindered or helped implementation?
 - **Process outputs:** To what extent did Residents feel the coursework was of high quality and clear in scope and sequence? To what extent was the coursework relevant to their work in the Residency Sites and support success on the Resident Assessment? To what extent did Residents feel the foundations equipped them with knowledge directly aligned to the Leadership Trajectory and with useful skills for observing teachers, using data, and navigating school culture?
- **Mentor Principal & Residency Sites**

- **Program inputs:** Were Residents placed in high quality Residency sites with high quality Mentor Principals? Did residents have opportunities to practice their work at their Residency Sites?
- **Process outputs:** To what extent did Residents feel supported and empowered by their Mentor Principals? Did residents feel supported practicing their growth area leadership skills at their sites?
- **Resident Coaches & Assessments**
 - **Program inputs:** To what extent did Coaches engage in action planning and clear feedback with the Residents, especially feedback against the Leadership Trajectory? To what extent did Coaches use the UEF to diagnose, plan, and track the Residents? Did Coaches use inquiry-based learning extensively?
 - **Process outputs:** To what extent did Residents feel supported and pushed to grow? How well did they understand expectations and their growth areas? Did Residents have support regarding time- and task-management? Did Residents feel supported to navigate the political context in their schools?
 - **Overall Impact Outputs:** Was there an increase in participants' leadership capacity? Were participants prepared to become effective principals? Program metrics that will be reported to E-team and some funders include:
 - **Principalship:** Percent of participants at mid-year assessments who were on-track to becoming principals; percent of participants at year-end who were endorsed for principalship; percent of participants who became principals.
 - **Knowledge & Skills:** Percent of participants who reported an increase in their knowledge and skills to drive achievement gains.

- **Ownership:** Percent of participants who took ownership of their learning and course application.
- **Leadership Skills:** Percent of participants' Mentor Principals and Coaches who reported improvement in participants' leadership skills to drive achievement games.
- **Data Sources**

The following data will be systematically collected to inform the program evaluation:

- **Artifacts/Participant Data:** End-of-summer, mid-year, and year-end assessment scores; entry self-assessment (completed before Summer Foundation), coaching community's Plus/Deltas and other feedback (from ASG); and the Placement log.
- **Surveys:** Participant end-of-summer foundation, mid-year, and year-end surveys; Any surveys that developed and administered by LLDT (e.g., Clicker data; virtual learning session evaluations, etc.) and Mentor Principal surveys.
- **Structured Meetings/Conversations:** Step back meetings between Coaches and national staff; and check-in meetings and step-back meetings between national staff and R&E.
- **Analysis and Reporting**

The program evaluation is designed to inform both short-term and long-term learning and programmatic improvement.

- **National survey and data reports:** R&E will produce national reports with aggregated data after Summer Foundations, after the mid-year, and at year-end. Reports will be posted to the internal database and be accessible to anyone in the organization.

- **Program Process Check-In meetings and reports:** National program staff will hold process check-in meetings to review implementation to date, including elements that facilitated or hindered the program, and identify lessons learned. R&E will facilitate these meetings and write a summary of the themes and action items identified in the meeting.
- **Program Review Committee meetings:** A cross functional team will meet to identify lessons learned and actions to improve the program for next year.
- **Annual program evaluation report:** R&E will write an annual program evaluation report summarizing the findings for each research question. Reports will be posted to the internal wiki and be accessible to anyone in the organization.

(3) Performance Feedback and Progress to Intended Outcomes

The evaluation includes a program implementation component to provide both i) rapid, high-quality implementation data and performance feedback for continuous improvement; and ii) information on key elements of the intervention for replication in other settings.

Nationally, New Leaders pursues its own evaluation and program improvement efforts, in order to provide high-quality, just-in-time implementation data and performance feedback. To examine research question 1, New Leaders collects school- and subgroup-level evidence about student achievement progress a full year before RAND's student-level achievement results are available.

For research question 2, New Leaders will assess the leadership practice of first- and second-year principals participating in the Principal Institute. Assessors will use the New Leaders principal evaluation rubric and principal evaluation process as described in documents publically available on the New Leaders website. The Principal Evaluation Handbook is included

in attachment K for your reference. Assessors will visit each New Leader principal four times per year and review artifacts to rate principals on the leadership rubric. School visits will include a mix of direct principal observation (leading faculty meetings, meeting with parents, coaching teachers, etc.) and indirect observations (observing classrooms, teacher team meetings, talking to staff and students).¹⁷ Although New Leaders designed the rubric to be used by principal supervisors through its consulting work with several districts and states implementing new principal evaluation systems, the rubric is aligned with New Leaders Urban Excellence Framework (UEF), which is based on research and is the basis for the standards and curriculum taught in the Leadership Development Program. In assessing principals against the rubric, the assessors will be assessing the extent to which principals are implementing the leadership practices taught by New Leaders.

New Leaders will train assessors with previously developed training modules aligned with the Principal Evaluation Rubric and process. The training will occur over the course of two to three days. Additional training will be provided if needed to achieve desired inter-rater reliability (weighted kappa greater than or equal to 0.80). New Leaders will conduct validity checks on the data, such as evaluating the distribution of scores across raters and the relationship between scores and other assessments of the New Leaders during their Residency and admissions process.

For research question 3 on whether the program meets targets for scale, placement and retention, the New Leaders Research and Evaluation team will work with each of its city teams to accurately track program participants. Strategies include data sharing with partner districts, surveying program participants, and direct follow-up with program participants.

For research question 4 on whether the program is being implemented as intended, the

¹⁷ See page 17 of the New Leaders Evaluation Handbook for more detail regarding the evaluation process.

New Leaders Research and Evaluation team identifies and tracks metrics for program implementation for each aspect of the program, including course content and delivery, coaching and feedback, Residency site experience, assessment, and participant participation. Data sources include participant mid-year and end-of-year surveys, Residency site assessments, and other program data. The team will also gather qualitative data from program staff and participants regarding what is or is not working to inform program improvements. Lessons learned will be documented and shared to facilitate program replication.

C. SIGNIFICANCE

(1) Qualifications and Expertise of Key Personnel

New Leaders' National Team

The leadership team at New Leaders is made up of individuals with diverse backgrounds experiences, including, business, finance, public policy, law and education. In total, they have over 70 years of experience in the education sector. (Full resumes are available in the narrative attachments).

Jean Desravines, Chief Executive Officer of New Leaders, has 20 years of education experience. As CEO, he has led New Leaders to new levels of effectiveness and sustainability. As New Leaders' Chief Officer for Cities and Policy for five years, Jean oversaw New Leaders' expansion to five new cities, successfully managing a \$17M annual budget and 100 staff. Jean spent five years at the New York City Department of Education as Executive Director for Parent and Community Engagement and Senior Counselor to Chancellor Joel Klein.

Benjamin Fenton, Chief Strategy Officer and Co-Founder, provides oversight to New Leaders' evaluation and program improvement efforts, and as a widely recognized expert in principal evaluation and supervision, leads the organization's knowledge dissemination work.

Jackie Gran, Chief Policy and Partnerships Officer, leads New Leaders' efforts to create a supportive policy environment for school leaders and high-performing school leadership preparation programs nationwide. From 2005 to 2008, she oversaw new site expansion for New Leaders.

Jennifer Henry, Chief Program & Cities Officer, oversees New Leaders' Leadership Development Program, including city-level program execution. She joined New Leaders in 2006 as the National Director of School Support — designing and launching the early-tenure principal support model that has evolved into the Principal Institute.

Dianne Morse Houghton, Chief Operating Officer, oversees all organizational planning and operations across New Leaders' program sites. She also led the design and execution of EPIC, a \$70M program to reward effective educators.

Stephanie Morimoto, Chief External Relations Officer, is responsible for securing resources to reach New Leaders' goals and increasing awareness of New Leaders' impact. Before joining New Leaders, Stephanie was Vice President, Regional Development at Teach For America, where she grew funding from \$30 million to \$114 million and built the infrastructure to support rapid growth.

Gina Ikemoto, PhD, Executive Director of Research and Policy Development leads New Leaders' internal research and evaluation and liaises with our external evaluation partners. She is an expert in mixed methods research — focusing specifically on qualitative studies of school leadership — and worked on several large-scale experimental and QED studies.

New Leaders' Maryland Team

Andre Cowling, Executive Director, serves as the strategic leader and executive manager of New Leaders' Maryland Team. Andre is responsible for the design, planning,

funding, staffing, and implementation of New Leaders' local strategy in Maryland, and for the successful execution of our programs. As a former New Leader Principal himself, Andre previously led and turned around two high-need public schools in Chicago before assuming the Executive Director role.

RoseAnn Armes, Managing Director of Programs, oversees all of our work in the ELP, APP and PI in Baltimore City, working with our program staff to ensure that our programs remain high quality and reach local goals that result in high levels of academic achievement for all students in New Leader-led schools. RoseAnn is a veteran educator with over fifteen years of experience as a public school principal in Maryland.

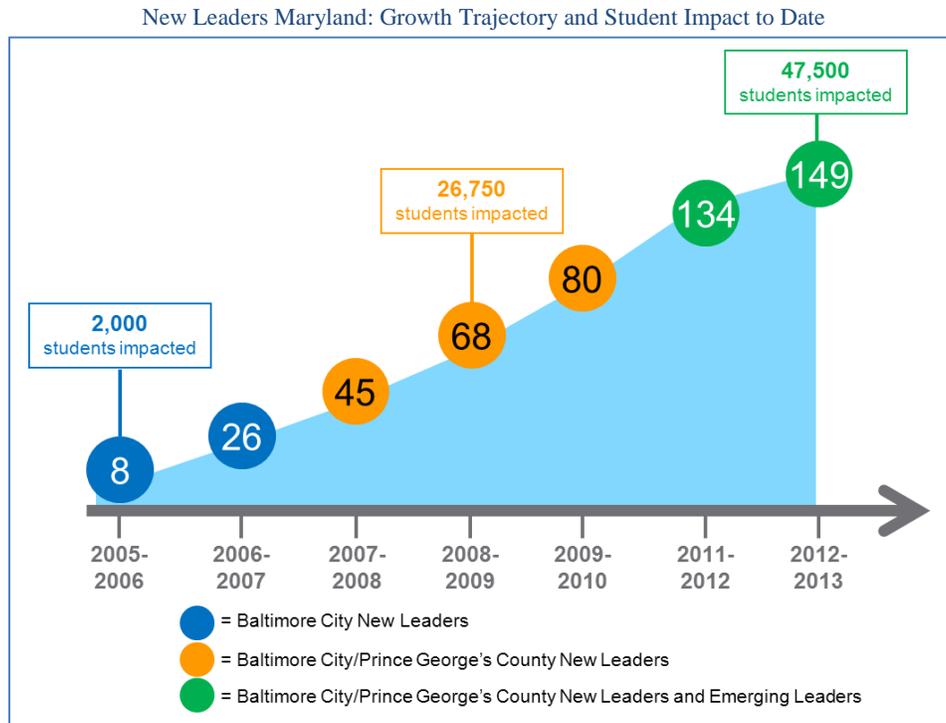
Dr. Linda Jackson Jones, Managing Director of Programs, oversees all of our work in the ELP, APP and PI in Prince George's County, working with our program staff to ensure that our programs remain high quality and reach local goals that result in high levels of academic achievement for all students in New Leader-led schools. As a Prince George's County native and a veteran public school principal, Linda also serves as a key liaison between New Leaders and PGCPs, and a major thought partner in our local strategy.

(2) System Changes and Improvements

Research shows that new principals are becoming less likely to stay in their schools after one or two years, and that there is a direct correlation between high principal turnover rate and poor school performance. New Leaders seeks to close the achievement gap for all students through not only preparing our candidates to lead a high-need school, but also through providing them with continued support during the crucial early years on the job.

Since New Leaders' launch in Baltimore City in 2005 and in Prince George's County in 2007, we have grown to a community of over 110 principals and school leaders. New Leader

Principals now lead over 20% of schools in Baltimore City and 10% of schools in Prince George’s County.



This growth has been possible for several reasons. First, our recruitment process is rigorous, with an average national selection rate of less than ten percent. This has yielded high-quality, passionate candidates who demonstrate a solid commitment to our program. As such, 92 percent of our Maryland Residents to date have been endorsed for principalships upon completing APP.

Second, we work closely with all of our APP graduates when they apply for leadership positions in their districts, providing continued coaching and feedback to ensure a successful placement. **Since 2005, 100 percent of our graduates have received placements in their districts for the school year immediately following the Residency. 80 percent have become principals within one year of completing APP, and 94 percent have become principals within two years.**

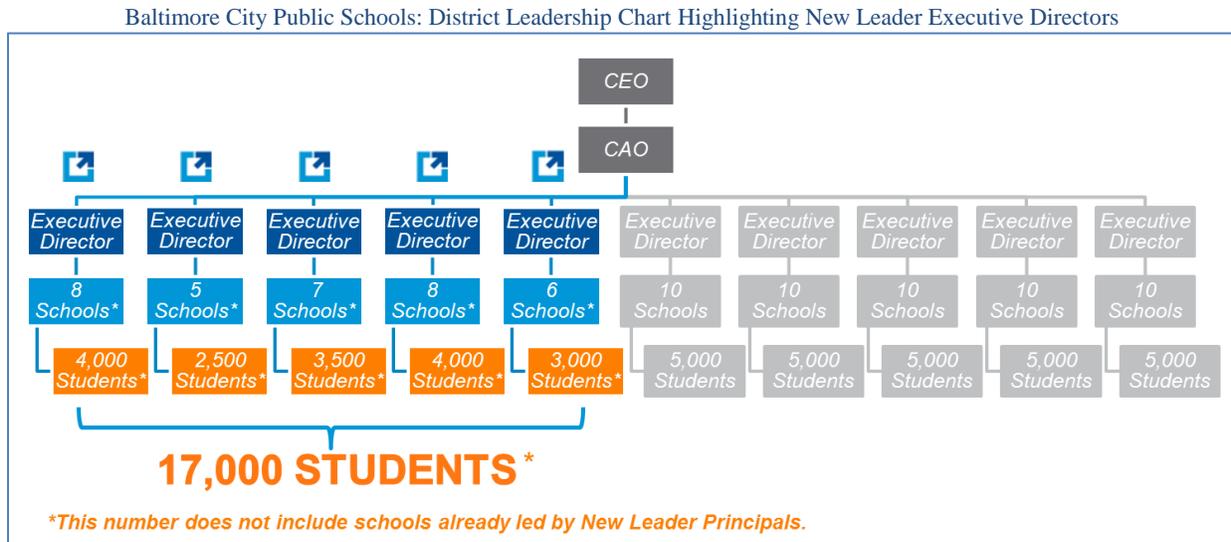
Third, selecting candidates with a strong passion for school leadership and preparing them to drive student success under all circumstances has yielded a high retention rate of our New Leaders Principals, with 93 percent remaining in the principalship between the 2011-12 and 2012-13 school years. **Additionally, 100 percent of New Leader Principals have fulfilled their contractual obligation to commit at least five years to working in their districts.**

Fourth, during 2011-12 school year, we greatly enhanced our recruitment, training and support model by launching ELP and PI. Through ELP, we have been able to impact our districts even further through developing about 40 additional teachers, instructional coaches and assistant principals per school year. In the process, ELP has become a reliable selection pool for APP, yielding some of the most prepared, highest quality potential Residents we have ever seen. **Between the 2012 and 2013, the percent of APP Residents selected through ELP versus our national process grew from 73 to 84 percent.**

Meanwhile, PI is a formalized avenue to provide targeted, continued support to our sitting New Leader Principals during their first one to two years on the job. This ensures that our New Leader Principals do not have to go it alone during the critical early years, and sets them up for success from day one through an intensive Entry Planning process. In 2011-12, 100 percent of PI participants responded that the program was well designed and delivered, and that the topics covered were relevant to the goal of improving their schools.

Our exponential growth and the career longevity of our New Leaders have positioned us to attain system-wide change. Recently, we have seen the promotion of some of our senior New Leader Principals into district-level management roles. Five out of the ten Executive Directors in the City Schools central office are New Leader alums. Executive Directors manage and support

principals within specific networks of schools (on average, ten schools per network). This has exponentially increased the number of students reached by our New Leaders in Baltimore City.



Our goal is to achieve change at scale in our districts, so that all students are given a chance to succeed. While we are extremely proud of the level of penetration we have achieved in just eight years, our work will not be complete until there is a principal ensuring quality education for all students in every school.

(3) Magnitude of Results and Outcomes Likely to be Attained

We are committed to measurable outcomes for students served by New Leader Principals. Data has shown that New Leader Principals excel at turning around our most struggling schools, which is one of the most difficult things to do in public education today. Every year, New Leaders lead schools to some of the highest gains in our districts.

To determine our impact on student achievement locally, we measure our success according to the Maryland School Assessment (MSA) and High School Assessment (HSA) results. We also analyze graduation rates, attendance and other indicators of school success. Below is a summary of results, as of the end of the 2011-12 school year.

- Five out of the top ten schools in Baltimore City are led by New Leader Principals. 77 percent of students in the five New Leader-led schools were eligible for FARMs, compared to 64 percent in the other top five schools.
- Since 2011, the number of students in Baltimore City scoring advanced on the Maryland School Assessment has increased by over 30% in New Leader-led schools, compared to less than 2% in non-New Leader-led schools.
- 85 percent of Baltimore City schools with first-year New Leader Principals made positive combined gains in 2011-12.
- The rate of chronic absenteeism in New Leader-led high schools in Baltimore City is less than half of the district high school average.
- The dropout rate in New Leader-led high schools in Baltimore City is also less than half of the district high school average.
- 100% of New Leader Principals at the helm for five or more years have made double-digit combined gains at their schools since beginning their tenures.
- New Leader-led K-8 schools in PGCPSS saw one in three students score advanced on the MSA in math, twice as many students as compared to the district average.
- Glenn Dale Elementary, led by first-year New Leader Principal Jacqueline Marshall-Hall, had the highest score increase in Prince George's County in 2011-12, gaining over 22 points in math and nine points in reading.
- When New Leader Principal Nakia Nicholson entered Fairmont Heights High at the beginning of the 2009-10 school year, it was one of the lowest-ranked high schools in Prince George's County. Within two years, the school became one of the county's

highest gaining schools. During the 2011-12 school year alone, Fairmont Heights gained 16 combined points on the HSA.

By developing more transformational principals, we become closer to achieving system-wide change. Over the next three years, we plan to recruit, train and help place nearly 60 more New Leader Principals through the Leadership Development Program. SLP funding will make it possible for us to exponentially increase our presence in Maryland through growing our presence in the City Schools and PGCPs, and expanding our work to include BCPS. This will be a critical step towards achieving the kind of progress discussed in the examples above at scale.

D. QUALITY OF THE MANAGEMENT PLAN

(1) Timelines, Milestones and Responsibilities

Objective	Owner	Responsibilities	Milestone	Timeline
Emerging Leaders Program	Recruitment Goal	<ul style="list-style-type: none"> Develop recruitment pipeline of high-quality Evaluate all applicants against research and competency-based selection criteria Ensure quality-assurance for all recruitment and selection processes 	Recruitment/Selection progress to goals meetings	Bi-weekly; April - September
			Select all members of following year's cohort	Annually; September
			Finalize matriculant roster	Annually; October
	Training Goal	<ul style="list-style-type: none"> Ensure continued successful execution of blended learning and peer network training model Enhance quality assurance and technology integration efforts to ensure long-term sustainability Maintain high, research- and competency-based bar for assessments and certification 	Virtual and in-person training sessions	Monthly; October – May
			School-based practice and peer feedback sessions	Monthly; October – May
			1:1 participant/facilitator development sessions	Three times per year; fall, winter, spring
			Collect evidence and conduct standards-based assessment of each participant's readiness for the principalship	Ongoing; finalized by May

Objective	Owner	Responsibilities	Milestone	Timeline	
Aspiring	Recruitment Goal	Chief Program Officer,	<ul style="list-style-type: none"> Develop national recruitment pipeline of high-quality candidates 	Recruitment/Selection progress to goals meetings	Bi-weekly; August – February

		Regional Directors, city Executive Directors, national program staff, local Program Directors	<ul style="list-style-type: none"> Evaluate all applicants against research and competency-based selection criteria Ensure quality-assurance for all recruitment and selection processes 	Select all members of following year's cohort	Annually; February
				Finalize matriculant roster	Annually; May
Training Goal		Chief Program Officer, Regional Directors, city Executive Directors, national program staff, local Program Directors	<ul style="list-style-type: none"> Ensure continued successful execution of academic coursework and Residency model Enhance quality assurance and technology integration efforts to ensure long-term sustainability Maintain high, research- and competency-based bar for assessments and certification 	National academic coursework intensive	2 weeks in July; 1 week each in October and April
				Academic coursework and Residency coaching	Weekly; August – June
				School-based Residency with Mentor Principal	Full-time; August – June
				Resident growth assessments	Bi-annually; December and May
				Certification and placement support	Annually; May – June

Objective	Owner	Responsibilities	Milestone	Timeline
Early Tenure Support	Support Goal	<ul style="list-style-type: none"> Ensure all early-tenure New Leaders principals receive entry planning support and participate in professional learning communities with content aligned to research and individual needs Enhance quality assurance and technology integration efforts to ensure long-term sustainability 	Principal entry planning and support	Annually; June – September
			School diagnostic assessment and action planning	Bi-annually; September and May
			PLC meetings for early-tenure principals	Monthly; August – May

Objective	Owner	Responsibilities	Milestone	Timeline	
Evaluation	Complete robust internal evaluation	Executive Director of Research and Policy Development	<ul style="list-style-type: none"> Gather, analyze and report on robust data about program implementation, quality, improvement and impact Lead staff in continuous data-driven improvement 	Year 1 Program Reports	Fall 2014

(2) Feedback and Continuous Improvement

Recruitment and Selection: The team leverages a robust internal data system (Salesforce) to track city-by-city progress to recruitment and selection goals, including recruits’ progress through the recruitment pipeline toward selection. The system provides reports that are

customizable depending on management position. For example: a local program director can generate a report to determine which ELP recruits are missing an official letter of reference and follow up prior to moving her or him to the next stage in process, while a member of the national program team can view reports that show aggregate data on recruits' admissions scores. Staff meet by-weekly (April-September for ELP and August-Feb for APP) to discuss progress to goals and work to select the upcoming year's cohort.

Training: Throughout their training, leaders are assessed on their mastery of key leadership skills as demonstrated by completion of assignments and school-based projects, the results of which are managed via data dashboards and reports. New Leaders' research team supports program staff with data analyses to inform short- and long-loop learning — enabling course-corrections throughout the school year, more individualized support and long-term planning to ensure continuous improvement.

Support: The local and national program teams also utilize a centralized data system to manage the ongoing support New Leader Principals receive on the job. Once again, the system provides tools to track and analyze data related to operations and program delivery (e.g., session attendance records and survey data) as well as to the progress of individual principals (e.g., scores on school diagnostic data and student achievement data).

Evaluation and Dissemination of Findings: New Leaders is well-known for its robust internal research and evaluation processes and its commitment to using learnings to continuously improve programming. The Executive Director of Research and Policy Development will continue to oversee these internal processes and dissemination of learning through publications and conferences. The ED of Research and Policy Development will also meet with external evaluators bi-weekly to discuss progress and ensure the evaluation and associated publications

are completed on time and within budget.

New Leaders' research indicates that breakthrough schools are led by principals who have carved out a radically new role for themselves, including responsibility for school-wide practices to drive both student achievement and teacher effectiveness. The Leadership Development Program model is designed to develop transformational school leaders who create consistent, quality learning experiences in classrooms across the school, manage human capital to drive teacher effectiveness, and build a culture of high aspirations and academic achievement. New Leaders, the City Schools, PGCPS and BCPS are partnering to bring about system change through sharing key learning and knowledge on leadership development, and through the redefinition of principal standards based on student achievement, teacher effectiveness, and leadership actions. Funding in the amount of \$1,000,000 through SLP will position us attain a critical mass of principals and school leaders and impact tens of thousands of more low-income students in high-need schools.