Too often, low-income students receive a second-rate education, leaving them unprepared for success in college and careers.

Low-income fourth graders are typically two-to-three grade levels behind.

Only half of low-income students graduate from high school.

Only 1 in 10 students who grow up in poverty earn a college degree by age 25.

“Our children are dying. They don’t have a name, they don’t have a face. They are becoming just a statistic—‘children of color.’”

ISAMAR VARGAS
NEW LEADER PRINCIPAL | CHICAGO, IL
All students deserve schools with a culture of achievement, where great teaching happens in every classroom, every day.

GREAT SCHOOL LEADERS MAKE THAT HAPPEN

14 months of additional learning is achieved by students in schools with highly effective principals.

25% of school impact on student learning is attributable to school leadership.

96% of teachers say school leadership is critical in deciding whether they remain at a school.
Our programs equip leaders with all the skills they need to build thriving schools where students excel.

**LEADERSHIP STANDARDS**

**INSTRUCTIONAL**: Align curriculum, assessments, and instruction to rigorous academic standards

**ADULT**: Deliver trusted feedback and coach colleagues to excellence

**CULTURE**: Foster high expectations and shared accountability

**OPERATIONAL**: Align resources to support instructional priorities

**PERSONAL**: Reflect and improve practice
We develop great education leaders at every level – from teacher leaders to superintendents.

**LEADING INSTRUCTION:** Equips current and aspiring leaders with instructional leadership expertise aligned to high academic standards

**EMERGING LEADERS:** Teacher leaders and assistant principals master key leadership skills while supervising a teacher team

**ASPIRING PRINCIPALS:** Prepares tomorrow’s principals to achieve breakthrough results with a yearlong residency and induction support

**TRANSFORMING TEAMS:** Provides a structured framework for collaboration as instructional teams work together to advance student achievement

**PRINCIPAL INSTITUTE:** Bolsters leadership skills of current principals and assistant principals using our proven curriculum and training model

**PRINCIPAL SUPERVISORS:** Prepares principal supervisors to cultivate instructional excellence across a school system
We have built a movement of diverse leaders, preparing them with the skills to transform schools and students’ lives.

88% of the students we serve are children of color

64% of New Leaders’ alumni are people of color

56% of New Leaders’ staff are people of color
Since 2000, we have trained nearly 2,500 school leaders who now reach 450,000 students every year.
Our partnership with Arlington is powered by a perfect alignment between the district’s priorities and New Leaders’ expertise.

OUR IMPACT IN ARLINGTON, TEXAS

ARLINGTON, TEXAS

YEAR LAUNCHED: 2014
LEADERS TRAINED: 60
STUDENTS REACHED: 3,800 per year

PROGRAM:
• Emerging Leaders
In 2012, the Arlington Independent School District launched a strategic plan to ensure all schools prepared students for college and careers.

- 70% of Arlington students are low-income.
- 69% of Arlington students are black or Hispanic.
- 26% of Arlington students are English-language learners.

To achieve this ambitious vision, the district needed a pipeline of great leaders with the skills to address the diverse needs’ of Arlington students.
Arlington officials planned to operate a district-run Aspiring Principals Academy, but they quickly encountered bandwidth challenges.

<table>
<thead>
<tr>
<th>CONDITIONS FOR SUCCESS</th>
<th>CHALLENGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>A selection model that identifies candidates with leadership</td>
<td>Struggle to build robust pool; need to develop objective selection criteria</td>
</tr>
<tr>
<td>potential</td>
<td></td>
</tr>
<tr>
<td>A curriculum that helps participants master key leadership</td>
<td>Curriculum development to promote instructional leadership</td>
</tr>
<tr>
<td>skills</td>
<td></td>
</tr>
<tr>
<td>Job-embedded coaching so participants can apply what they</td>
<td>Lack of bandwidth and point person to implement program</td>
</tr>
<tr>
<td>learn</td>
<td></td>
</tr>
<tr>
<td>A robust system to measure program outcomes</td>
<td>Evaluation design to accurately measure outcomes, including impact on learning</td>
</tr>
</tbody>
</table>
Emerging Leaders ignited a culture shift across the district, with leadership roles earned based on skills rather than seniority.

- 91% of participants successfully completed the program.
- 53% of completers were promoted directly into principal or AP roles.

<table>
<thead>
<tr>
<th>Year</th>
<th>Applied</th>
<th>Offered Admission</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>36</td>
<td>95</td>
</tr>
<tr>
<td>2015-26</td>
<td>88</td>
<td>37*</td>
</tr>
</tbody>
</table>
Emerging Leaders participants led impressive learning gains in their schools, even while still completing training.

100% of participants working with math teams led gains across those classrooms, with 75 percent achieving double-digit gains.

72% of Emerging Leaders led proficiency gains across the classrooms they influenced.

69% of Emerging Leaders oversaw student gains of at least five percentage points against their SMART goals.
As a new principal at Bud Remynse Elementary, Selena Ozuna wanted her students – half of whom are English learners – to make meaningful gains in all subjects.

With her coach, Ozuna fostered a culture of high expectations and taught teachers to analyze data and target instruction to better meet student needs.

Ozuna credits Emerging Leaders with equipping her to build the trust to lead teachers and students to success.

"Emerging Leaders gave me tools to raise the bar and taught me to foster strong relationships, so I could have difficult conversations without teachers putting up a wall."

Third-grade math proficiency at start and end of training:
- Start: 32%
- End: 65%
With two years as an assistant principal, Ray Borden thought he had a head start in Emerging Leaders, but by December, achievement had plateaued.

Borden’s coach helped him see he was relying on charisma rather than strategy, guiding Borden to remedy distrust by using program tools to structure difficult conversations.

By year’s end, 94% of first-time test takers passed the state biology exam, and district officials tapped Borden to become a principal.

"I realized that I was too focused on me driving the bus. If we were really going to move achievement, the team would need to do that, together."