

COMPARISON OF THE RAND CORPORATION STUDIES OF NEW LEADERS

This chart summarizes select information on the two major studies of New Leaders conducted by the RAND Corporation. For additional detail, please consult *Preparing Principals to Raise Student Achievement: Implementation and Effects of the New Leaders Program in Ten Districts*. The new study is currently undergoing peer review and will be published in December 2018.

Contact

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	2014 RAND Study	New RAND Study
Methodology	Quasi-experimental	Quasi-experimental
Sites included	Baltimore City Public Schools; Charlotte-Mecklenburg Schools in North Carolina; Chicago Public Schools; Memphis City Schools; Milwaukee Public Schools; Recovery School District in New Orleans; New York City public schools; the Oakland Unified School District in California; Prince George’s County Public Schools in Maryland; and Washington, D.C., public schools and public charter schools	Baltimore City Public Schools; Charlotte-Mecklenburg Schools in North Carolina; Chicago Public Schools; New York City public schools; the Oakland Unified School District in California; Prince George’s County Public Schools in Maryland; Shelby County Schools in Tennessee; and Washington, D.C., public schools and, separately, public charter schools
Leaders included	~400 (Cohorts 1 - 10)	~140 (Cohorts 12 - 14)
Students included	~160,000	~45,000
Programming reflected	Aspiring Principals	Aspiring Principals after the launch of Emerging Leaders and Principal Institute
Student achievement findings	Positive, statistically significant impact on student achievement in elementary/middle school math and ELA and in high school ELA (<i>Note: statistical significance was not found for high school math</i>)	Preliminary results show even larger positive, statistically significant impact on student achievement in elementary/middle math and ELA (<i>Note: due to the small sample size, high school results are not presented</i>)
Student attendance findings	Not included in study	Attendance rates are higher, by statistically significant margins, at New Leader schools
Principal retention findings	New Leader principals are more likely to stay in their school for 3+ years compared to other newly placed principals	Preliminary results show that New Leader principals are more likely to stay in their role compared to non-New Leaders
System-wide findings	District and charter partners reported that New Leaders helped strengthen the entire leadership continuum, from leadership standards to principal selection criteria, evaluation, management, support	District and charter partners reported that New Leaders better understood their needs and made strategic adjustments, provided more value for their money, and built their internal capacity to identify highly qualified leaders
Program findings	Not included in study	Principals with stronger Instructional and Adult/Team Leadership support higher math achievement
Other notes	Study meets the What Works Clearinghouse standards with reservations; study enables New Leaders to meet the Tier II evidence threshold defined in Section 8101(21)(A) of the Every Student Succeeds Act	The study is expected to meet WWC requirements, but it has not yet been reviewed