



OUR RESULTS

PRELIMINARY RESULTS FROM RAND'S EVALUATION OF NEW LEADERS i3 GRANT

The RAND Corporation engaged in a multi-year review of our national programs in nine districts across six states with approximately 140 schools serving over 45,000 students.

RAND found New Leaders has a positive, statistically significant impact on student achievement in math and literacy.

RAND found that New Leader principals are retained in their roles at higher rates and support stronger higher student attendance than their peers.

The study indicates that New Leaders' diverse leaders — 64 percent are people of color — are making consequential improvements to the education of our nation's neediest students.

Once finalized, we expect the study will meet What Works Clearinghouse standards, affirming that it was thoughtfully designed with meaningful findings regarding improved student outcomes.

New Leaders works with district, state, and charter partners to identify their most pressing leadership needs and deliver targeted programming that measurably improves adult performance and student achievement.

Since 2001, we have trained nearly 3,900 outstanding leaders who reach 440,000 students

Percent identifying as person of color



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IMPLICATIONS FOR THE FIELD

Research-based, residency-focused programs create strong leaders.

RAND studied New Leaders' Aspiring Principal program — a year-long Residency in a high-need school with authentic assignments and on-site feedback from experienced mentors.

Principal preparation programs should focus on building essential skills that lead to better outcomes on the job.

Leaders who demonstrate strong Instructional, Adult and Team Leadership are likely to have higher achievement, particularly in math.

Instructional and Adult/Team Leadership

students are more likely to have higher math achievement

Leaders who demonstrate strong Cultural and Operational Leadership are more likely to stay in their position and in the district, which improves retention.

Cultural and Operational Leadership

leaders are more likely to stay in their position and in the district

Strong partnerships should foster conditions that support school leader effectiveness across school systems.

RAND surveyed partners and found that our high-quality program built their internal capacity to implement and sustain research-based practices. For example, New Leaders principals served as change agents in the district, sharing their best practices with other schools.

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