



**Conference on Educating Children in Poverty**  
**Austin, Texas**  
**Monday September 12, 2016**



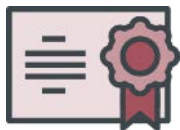
Too often, low-income students receive a second-rate education, leaving them unprepared for success in college and careers.



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



Instructional

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



Adult

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



Culture

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



Operational

**PERSONAL:** Reflect and improve practice



Personal

# We develop great education leaders at every level – from teacher leaders to superintendents.



LEADING INSTRUCTION

EMERGING LEADERS

ASPIRING PRINCIPALS

TRANSFORMING TEAMS

PRINCIPAL INSTITUTE

PRINCIPAL SUPERVISORS

**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

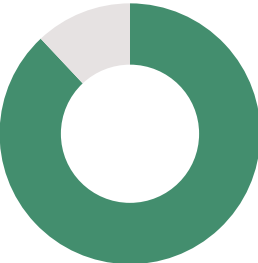
**ASPIRING PRINCIPALS:** Prepares **tomorrow's principals** to achieve breakthrough results with a yearlong residency and induction support

**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



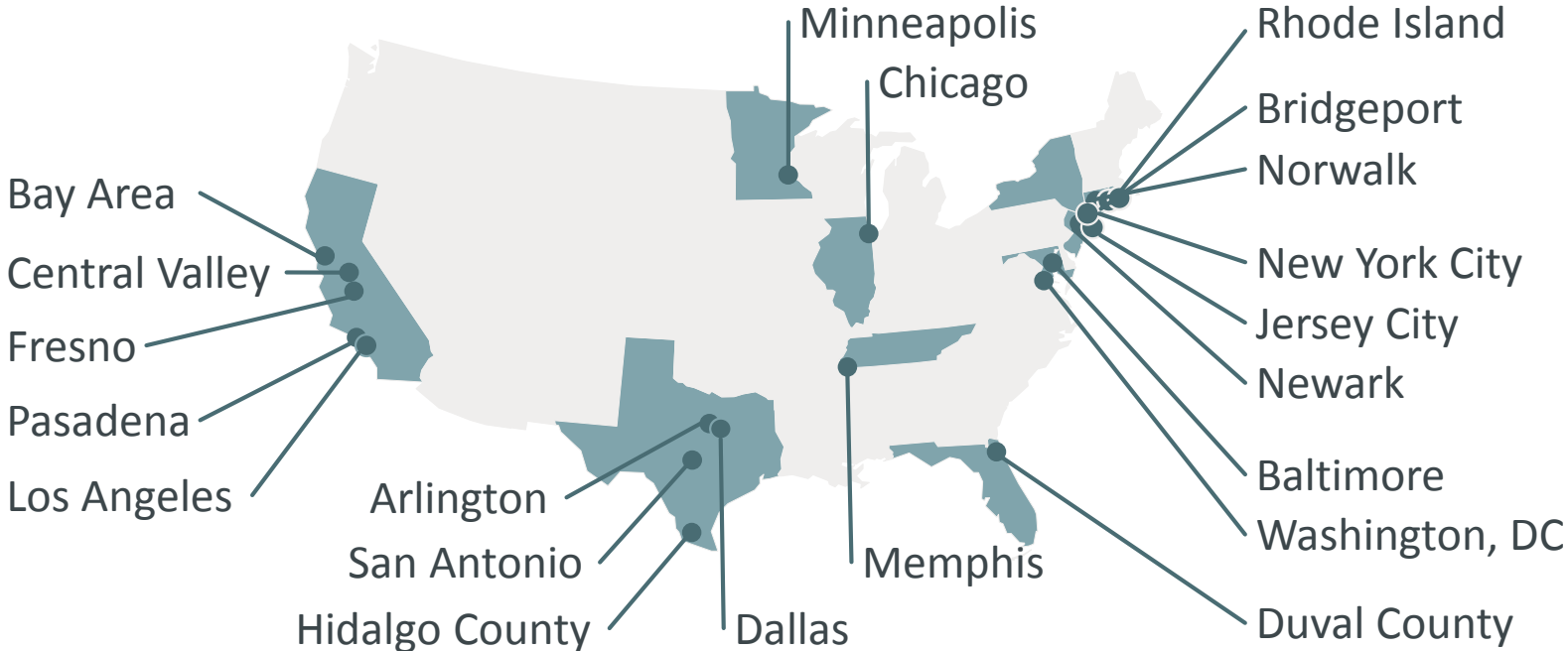
**64%**  
of New Leaders' alumni are  
people of color



**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.

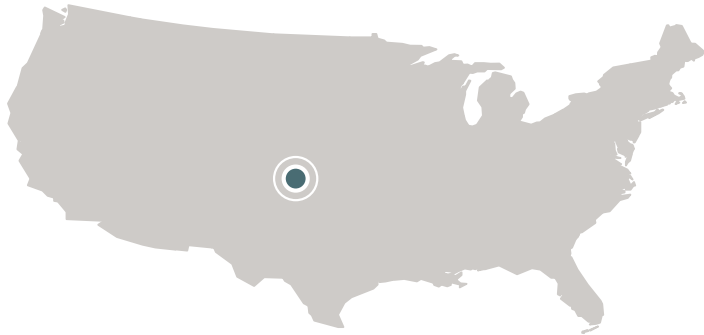




Our partnership with Arlington is powered by a perfect alignment between the district's priorities and New Leaders' expertise.

## 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.

## CONDITIONS FOR SUCCESS

## CHALLENGES

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A selection model that identifies candidates with leadership potential

Struggle to build robust pool; need to develop objective selection criteria

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A curriculum that helps participants master key leadership skills

Curriculum development to promote instructional leadership

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Job-embedded coaching so participants can apply what they learn

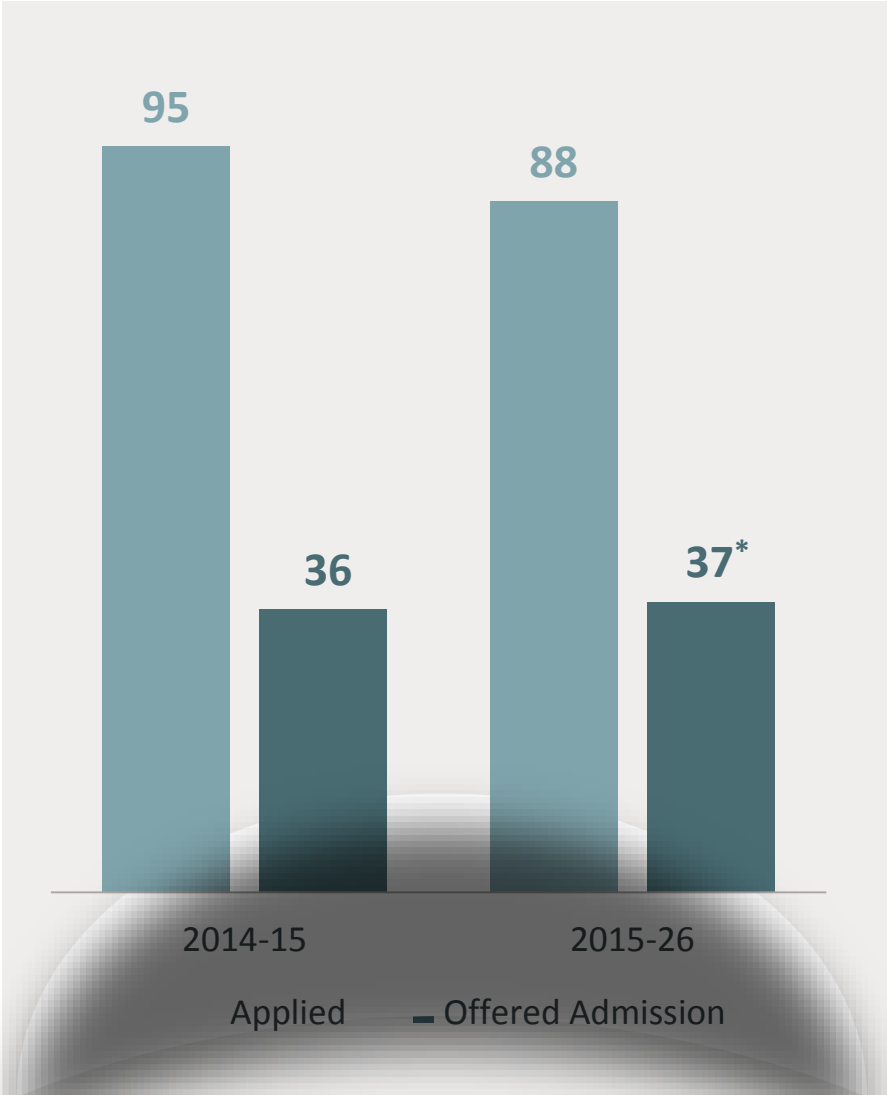
Lack of bandwidth and point person to implement program

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A robust system to measure program outcomes

Evaluation design to accurately measure outcomes, including impact on learning

# Emerging Leaders ignited a culture shift across the district, with leadership roles earned based on skills rather than seniority.



# 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



## SELENA OZUNA | PRINCIPAL | ARLINGTON, TX



As a new principal at Bud Remyse 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.”



## RAY BORDEN | PRINCIPAL | ARLINGTON, TX



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.”

		92%	94%
<b>First-time test takers passing state biology exam</b>	80%	92%	94%
	PRIOR YEAR	SMART GOAL	OUTCOME



## CONTACT US

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