

# **New Leaders for New Schools**

*Take responsibility for the success of every student*

New Leaders for New Schools ensures high academic achievement for every student by attracting and preparing outstanding leaders and supporting the performance of the urban public schools lead at scale.

## ***PRINCIPAL EFFECTIVENESS:***

### **A New Principalship to Drive Student Achievement, Teacher Effectiveness, and School Turnarounds with key insights from the Urban Excellence Framework™**

**A New Vision.** In increasing numbers of individual schools across the country, a new kind of principalship is taking hold and producing well-documented breakthrough results for children. A new report from New Leaders for New Schools uses findings from these schools and principals to inform a new definition of principal effectiveness. The report also includes recommendations for school leadership policies geared to dramatically increase the number of successful principals, especially for low-performing schools.

**Key Data.** A new analysis by the RAND Corporation finds that among the lowest-achieving schools in a large urban system, there is a 15 percentile point average gap in student achievement between the lowest and highest gaining schools – this percentile is comparable to the achievement differences between effective and ineffective teachers and it is two and a half times the impact of small class sizes. Prior research has shown that nearly 60 percent of a school's impact on student achievement stems from principal and teacher quality. These findings validate New Leaders for New Schools' belief in the vital importance of whole-school change, led by a well-trained principal with a supportive local policy context.

**Principal Effectiveness.** New Leaders for New Schools advocates for an evidence-based, three-pronged approach to defining principal effectiveness: 1) gains in student achievement, 2) increasing teacher effectiveness, and 3) taking effective leadership actions to reach these outcomes.

**The Urban Excellence Framework™.** For the past two years, New Leaders for New Schools has learned a great deal about effective leadership actions for low-performing schools. The UEF™ is an evidence-based framework rooted in data from over 60 site visits comparing incremental and breakthrough-gaining urban public schools in 10 cities across the country. It details a principal's highest priority work in the following five categories: learning and teaching; creating an effective, aligned staff; school culture; operations and systems; and personal leadership. All of the principal's work in these five categories impacts student achievement, and the first two in particular drive school-wide teacher effectiveness.

**Policy Recommendations.** New Leaders for New Schools recommends that the federal government, states, local school systems, and philanthropic funders adopt the three-pronged definition of principal effectiveness described above and align their standards for selecting and evaluating principals to that definition. We further advocate for investment in efforts to learn about the most rapidly improving schools, using that knowledge to inform policy and to support practitioners. New Leaders also recommends that principals be given the necessary decision-making authority to act as school-level human capital managers, especially in low-achieving schools. These recommendations can help build a comprehensive approach to improving principal effectiveness and driving school transformation at scale.

**Download the report, case studies, and policy recommendations at [www.nlins.org](http://www.nlins.org)**