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APPENDIX

Preparing Principals to Raise Student Achievement

Implementation and Effects of the New Leaders Program in Ten Districts

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Preface

New Leaders is dedicated to promoting student achievement by developing outstanding school leaders to serve in urban schools. RAND Corporation researchers conducted a formative and summative external evaluation of the New Leaders program, its theory of action, and its implementation from 2006 through 2013.

This document presents technical appendixes to supplement our main evaluation report (Gates et al., 2014). The intended audience for these appendixes is individuals who seek additional information on the methods used in our analysis or additional district-specific detail. The intended audience includes other researchers and officials in school districts.

This research has been conducted in RAND Education, a unit of the RAND Corporation, under a contract with New Leaders.

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Abbreviations

CEO	chief executive officer
CLC	Chicago Leadership Collaborative
CMO	charter-management organization
DC CAS	District of Columbia Comprehensive Assessment System
DCPS	District of Columbia Public Schools
ESL	English as a second language
HSA	High School Assessment
LEAP	Louisiana Educational Assessment Program
LEP	limited English proficiency
NYCLA	NYC Leadership Academy
PCSB	District of Columbia Public Charter School Board
PSAE	Prairie State Assessment Examination
SY	school year
TEI	Teacher Effectiveness Initiative
WKCE	Wisconsin Knowledge and Concepts Examination

Appendix A: Student-Achievement Analysis

Data

The analysis in this report includes students in ten current or former New Leaders partner districts—Baltimore City Public Schools, Charlotte–Mecklenburg County, Chicago Public Schools, Memphis City Schools, Milwaukee Public Schools, Recovery School District in Louisiana, New York City Department of Education, the Oakland Unified School District in California, Prince George's County in Maryland, and Washington, D.C. (District of Columbia Public Schools [DCPS], with some principals also placed in schools governed by the District of Columbia Public Charter School Board [PCSB]). We also collected data from Aspire Public Schools and two other New Leaders–led charter schools in Oakland.

Achievement Tests for Kindergarten Through Grade 8

As described in Chapter Five of the main report, this study used student test-score data from each district's accountability system through 2012 to measure student outcomes. The exception was New York City, which used its own tests for grades 3, 5, 6, and 7 because the state conducted testing only in grades 4 and 8 prior to 2006. The first year of data varies across districts because of varying start dates, but, for each city, the analysis used at least two years of data from before the first New Leaders principal was placed. Table A.1 summarizes the tests used for each district in the analysis.

One important complication for the analysis of the program in California is that the New Leaders principals were placed throughout the San Francisco Bay area and the Central Valley, and they were not located in a single partner district. Data systems for Oakland, the Aspire charter-management organization (CMO) schools, and the two Oakland charter schools were not linkable, so we could not track students who moved between Aspire, regular Oakland, and Oakland charter schools. Therefore, some of the transitions into and out of a school (and most of the transitions into and out of the charter schools), which we used in part to identify the longitudinal value-added models described in the "Statistical Methods" section of this appendix, could not be observed. Nonetheless, we concluded that it was better to include these schools in the analysis than to exclude them because placements in charter schools are an important part of the New Leaders program in California.

Table A.1.
Tests and School Years Used in Lower Grades

District	Test	First Year of Data
Baltimore City and Prince George's County	Maryland School Assessment (grades 3–8; mathematics, reading, and science; statewide 2004–present, pilot districts in 2003)	Baltimore: 2004; Prince George's County: 2008
Charlotte–Mecklenburg	North Carolina End-of-Grade Tests (grades 3–8; 2006–present for mathematics, 2008–present for reading comprehension)	2009
Chicago Public Schools	Iowa Tests of Basic Skills (2000–2005); Illinois Standard Achievement Test (2006–2012)	2002
Memphis City Schools	Tennessee Comprehensive Assessment Program (2003–2012)	2003
Milwaukee Public Schools	WKCE (grades 3, 5, 6, and 7 for reading and mathematics, grades 4 and 8 for science, language arts, and social studies. Has been in its current form since fall 2005 but existed since fall 2002 with a different scoring rubric) Administered during fall, not spring.	2006
Recovery School District (New Orleans)	LEAP (grades 4 and 8; 1999–present for mathematics and reading, 2000–present for social studies and science) Notes: 1. "The high-stakes testing policy for grade 4 [and] 8 students was suspended for the 2005–2006 school year due to hurricanes but was reinstated beginning with the 2006–2007 school year." 2. From 1999 to 2003, students needed to score *approaching basic* in order to progress to grade 4 (1999–2005 to progress to grade 9), but, starting in spring 2004 (spring 2006 for grade 8), students need to score *basic* in both mathematics and reading and *approaching basic* in social studies and science. Students have the opportunity to retest after summer remediation.	2006
New York City Department of Education	City assessment (grades 3, 5, 6, and 7 for 2000–2006); state assessment (grades 4 and 8 for 2000–2006; all grades 2007–2012)	2002
Oakland Unified School District and Aspire	California Standards Test (2002–2012)	2002
DCPS	Stanford Achievement Test–9 (Stanford 9; 2004–2005); DC CAS (2006–2012)	2004

SOURCES: Maryland State Department of Education, undated; Public Schools of North Carolina, undated; Illinois State Board of Education, undated; Tennessee Department of Education, undated; Wisconsin Department of Public Instruction, undated; Louisiana Department of Education, 2008; New York State Education Department, undated; California Department of Education, 2014; DCPS, undated; District of Columbia, undated.
NOTE: WKCE = Wisconsin Knowledge and Concepts Examination. LEAP = Louisiana Educational Assessment Program. DC CAS = District of Columbia Comprehensive Assessment System.

High School Tests

We analyzed high school achievement test scores in the districts in which at least five New Leaders principals had been placed as of the 2011–2012 school year (SY 2011–2012). These districts were Baltimore, Chicago, Memphis, New York City, and Washington, D.C. Unlike grades 3–8, in which common assessments were given to all students in each grade, testing in high school was generally less uniform. Thus, for the analysis, we chose an assessment that all

students were required to take (although not always in the same grade). The details of these tests are summarized in this section.

Baltimore

For the duration of our study, Baltimore administered the High School Assessment (HSA). For recent cohorts (grade 9 in 2004 or later), this test was required for high school graduation. We examined the mathematics and English scores, which are most commonly taken in grades 9 and 10, respectively.

Chicago

In Chicago, the primary high school assessment was the grade 11 Prairie State Assessment Examination (PSAE). We used PSAE (grade 11) scores for the analysis.

Memphis

During most of our study period, Memphis administered Gateway tests, which were required for high school graduation for students entering high school prior to SY 2009–2010. Beginning in SY 2009–2010, Gateway tests were replaced with end-of-course tests incorporated into required high school classes, with the grade on the exam contributing to the course grade (20 percent of course grade in SY 2009–2010 and 25 percent in SY 2010–2011). We examined the mathematics (algebra I) and reading (English II) Gateway and end-of-course exams in our analysis. Mathematics exams are typically taken in grade 9, although some more-advanced students complete this exam in grade 8 and others take the exam in later high school grades. Reading tests are almost universally taken in grade 10.

New York City

For the duration of the study, New York City administered course-based exams known as Regents Examinations. Students were required to pass a set of these tests to graduate, but we focused on the mathematics and English exams that all students must take to graduate. Although students do not take these tests in the same grade, most take the mathematics test in grade 10 and the English test in grade 10. A student can retake a test if he or she does not meet the graduation standard. We analyzed each student's *most recent* score (typically, the highest score). (In earlier versions of the analysis, we also examined results using the first score each student received and found similar results.)

One important change in the Regents testing system was a move away from the old "mathematics A" exam to subject-specific exams, such as algebra. Beginning with the 2008–2009 data, some students took the old test while some took the new algebra test as their first mathematics Regents exams. To account for this change in the testing, we standardized scores within exam (e.g., standardized all of the algebra scores separately from the mathematics A scores) and then treated the scores as comparable. However, it is important to recognize that, because students who take one test or the other might be very different, this approach may not

succeed in yielding fully comparable scores. The results for reading are based on the same test throughout the study period.

Washington, D.C.

From 2006 through 2012, Washington, D.C., administered the DC CAS test to tenth graders. In SY 2004–2005, the Stanford 9 was administered to tenth graders.

As can be gleaned from the preceding description of the high school tests, some factors make the analysis of the tests difficult. First, the tests are not administered in each grade in most districts, and there is sometimes a gap of several years between the high school test and the most recent lower-grade test. This makes it difficult to conduct for high schools the type of longitudinal analyses used for the lower-grade schools. As we explain in Chapter Five of the main report, our approach was to estimate cross-sectional models that still take advantage of the longitudinal data by including controls for achievement prior to entering high school (specifically, grade 8).

Second, some districts allowed students to choose when to take the high school exams. Students who took the test earlier might not have been as well prepared as students who waited another year or two. On the other hand, the strongest students might have elected to take the test earlier. Directly controlling for the grade in which the student took the test provided a means to account for such differences.

Finally, we observed test scores only for students who remain in school. This was a very important issue because improving graduation rates is an important goal for urban high school principals. If a program principal induces some students who might have dropped out to remain in school, and these students have lower-than-average achievement, then the program's effect on test scores may be confounded. In earlier versions of the analysis, we explored the sensitivity of the results to different statistical corrections for missing data due to dropout and to estimation procedures (quantile regression) that may be less sensitive to dropout rates and found little indication of large biases resulting from differential dropout rates.

Principal Tenure and Other School Leader Data

Because the New Leaders principals generally have less experience than principals in comparison-group schools, it is important to include adequate controls for principals' tenure. As detailed in Appendix C, we engaged in efforts to audit and improve the quality of the principal-tenure data used in our analyses. In subsequent years, we requested lists of newly hired principals by school going back several years. With this information, we were able to piece together which schools had new principals (and in which years), which schools had principals with one year of tenure, and so on.

In addition to including controls for the tenure of principals in comparison schools, we include a control variable for whether a school had another school leader (such as an assistant principal) who experienced the New Leaders selection and training program. This variable is

based on information provided by New Leaders about which schools had nonprincipal New Leaders and which did not.

Counts of Schools in the Analysis

Table A.2 reports the number of program schools by district that are included in the student-achievement analysis. These counts are done by the years of tenure a principal has at a school.[1] Schools were included in a district's count only if they contributed to the student-achievement program-effect estimates.[2] These counts include schools that were no longer led by New Leaders principals as of SY 2011–2012. Note that schools that contribute to the two-year row also contribute to the rows for the one-year row and similarly for other years, so that the total number of schools that had a New Leader and that contribute to the achievement analysis are given by the one-year row.

[1] Years of tenure are based on the maximum number of years a New Leader was at a particular school. Generally, this is the program year as of 2010. For schools that a New Leader left before 2010, it refers to the years of tenure in

[2] Because the Regents high school exams are not administered in a uniform grade, the New York high school count refers to the number of program schools with any student-achievement data by 2010. These counts include schools for which we could not produce separate school-level estimates because of small sample sizes.

Table A.2.
Counts of Lower-Grade Schools in the Analysis

Principal Tenure	Baltimore	Charlotte	Chicago	Memphis	Milwaukee	New Orleans	New York	Oakland	Prince George's County	Washington, D.C.	Total
One year	52	5	84	42	25	13	58	32	18	58	387
Two years	37	2	65	38	10	5	51	30	12	48	298
Three plus years	22	0	48	27	6	4	37	25	6	34	209

NOTE: Counts for Oakland include charter schools in Oakland for which we have student-level data but exclude other charter schools. Because of small sample size, schools with three or more years of tenure in Washington, D.C., and Memphis are pooled.

Table A.3.
Counts of High Schools in the Analysis

	Baltimore				New York			
Principal Tenure	Mathematics	Reading	Chicago Mathematics and Reading	Memphis Mathematics and Reading	Mathematics	Reading	Washington, D.C., Mathematics and Reading	Total Mathematics Only
One year	17	15	22	6	33	30	11	89
Two years	14	12	18	5	31	28	9	77
Three plus years	9	8	19	3	28	25	6	65

NOTE: Counts for Oakland include charter schools in Oakland for which we have student-level data but exclude other charter schools. Because of small sample size, schools with three or more years of tenure in Washington, D.C., and Memphis are pooled. High school counts for Milwaukee, Oakland, Prince George's County, and New Orleans are not shown because those districts are not included in the upper-grade estimates because of a lack of (or small number of) treated high schools.

Statistical Methods

Defining Treatment Status

We used two methods to characterize whether a student has been treated. The first method was simply to categorize students by whether they attended schools led by New Leaders. This approach reflects the New Leaders theory of action that emphasizes the improvements principals placed in challenging schools will generate if they are well selected and have received solid training. According to this definition, a student is treated when he or she is in a school led by a New Leader and not treated when he or she is in a non–New Leaders–led school. We further refined how to characterize treated students according to this definition based on how long the New Leader had been with the school. To be clear on terminology, we referred to a school where a New Leader had been for *t* years as a "year *t* program school" and the principal at the school as a "year *t* program principal." The estimated effect of attending a year *t* program school relative to attending a school led by a non–New Leader was referred to as the "year *t* estimate." We referred to this way of describing treatment status as the *principal-tenure approach*.

An alternative approach considered a student to be treated if he or she attended a New Leaders school at some point in the past irrespective of whether he or she was still in a New Leaders school. We further refined the characterization of treatment by the number of years a student had spent in a New Leaders school by a certain year. For example, if a student was with a New Leaders principal in elementary school in 2006 and 2007 but then in a non–New Leaders school after that, that student would have one year of exposure associated with the 2006 score and then two years of exposure in 2007 through 2010. We refer to this way of describing treatment status as the *student-exposure approach* because treatment was defined in terms of the cumulative exposure a student had received.

The student-exposure approach makes sense if the impact of being in a New Leaders school was persistent. In the preceding example, even though a student was no longer in a New Leaders school in 2008–2009 and 2009–2010, that student still had received the New Leaders treatment, and, if the treatment effects are persistent, she should be considered treated with two years of exposure for the 2007–2010 period. This approach clearly makes less sense if the impact of being in a New Leaders school decays quickly. The student-exposure measures also did not necessarily reflect differences in principal tenure because they did not differentiate between whether a year of New Leaders exposure was exposure to a high- or low-tenure New Leaders principal (note that this is by design, so it is not necessarily a drawback of the approach).

In light of these considerations, the estimates of the student exposure–based treatment measures might differ from the measures based on school exposure. Again, it helps to consider an example to see why they might be different. Suppose a New Leaders principal is in a school starting in 2008 and is with that school through 2010. All students in this school in 2010 will count toward the estimate for year 3+ New Leaders because, by that point, the New Leaders

principal will have three years of tenure at her school. In contrast, only students in the school for the entire period of 2008 through 2010 will count toward the estimate of three or more years of exposure to a New Leaders principal.[3] More generally, because students do not necessarily attend a New Leaders school throughout a principal's entire period of tenure, those with three or more years of exposure will tend to have attended schools where the principal has accumulated more than three years of tenure with the school by the end of the data period.

We believe that both approaches have merit, so we have reported results from both approaches. One concern with the student-exposure models for high schools was that students often took the tests in grade 9 or 10. Hence, most students would not have had a chance to accumulate more than one or two years of exposure to a New Leader. For this reason, we suggest placing greater emphasis on the results in which treatment was defined in terms of tenure for the analysis of high school outcomes.

Models for Analysis for Kindergarten Through Grade 8

For the lower-grade analysis, we estimated models of the form:

$$Y_{ist} = \theta D_{st} + \beta X_{ist} + \psi C_{st} + \alpha_i + \lambda_t + \eta_s + \varepsilon_{ist},$$

where
Y_{ist} denoted student achievement for student *i* in year *t* in school *s*,
X_{ist} was a vector of observed student-level covariates that potentially vary over time (e.g., participation in an English-language-learner program),
C_{st} was a vector of observed time-varying school-level covariates (such as principals' experience),
α_i was a student fixed effect,
λ_t was a year effect,
η_s was a school fixed effect, and
ε_{ist} was a random error term.
The key variables for this study were contained in the vector, D_{st}, which contained indicator variables denoting the program status of school *s* in year *t*. This vector had variables denoting treatment status using either the principal-tenure definition or the student-exposure definition.

The inclusion of the student and school fixed effects was crucial to the way we aimed to reduce the possibility of biased estimates due to unobserved differences between students in New Leaders and non–New Leaders schools. The student fixed effects controlled for all sources of time-invariant heterogeneity between students (e.g., family background). The estimated program impact can be understood as reflecting the differential changes in outcomes, conditional on the included time-varying factors, of students whose program status changed (either because they

[3] An exception would be if students were in New Leaders schools prior to 2007.

transfer to New Leaders schools or because their schools become New Leaders schools) compared with the achievement growth of students who remained in non–New Leaders schools throughout the study period.

For the model to be identified, within-student variation in treatment status had to exist. Fixed-effect models exploited variation in a student's program status. There were three primary sources of such variation. The first was when a student moved into or out of a New Leaders school. Such moves were most common during the transition from elementary to middle school or from middle school to high school, but they also occurred at other times. A second source of variation occurred when a New Leader entered or left a school. When a New Leader entered a school, it became a program school, and, when he or she left, it ceased to be a program school (note that a New Leaders principal exiting from a school caused only transitions out of treatment status in the principal-tenure definition). The third source of variation arose even when a student or principal did not switch schools and instead occurred because principals acquired tenure over time or a student acquired more years of exposure to a New Leaders principal. For instance, there could be within-student variation in treatment status if both the student and principal remained in the same school and the principal got another year of tenure with the school and became a year 2 principal.

In addition to controlling for student fixed effects, we estimated models that control for school fixed effects. Doing so was advantageous if there were unobservable differences between New Leaders schools and non–New Leaders schools that were associated with student achievement. For instance, New Leaders principals might be placed in schools where parental involvement was higher than at otherwise comparable schools, which would have made it appear that the program effects were larger than they really were. Or principals might have been placed in schools in which the students faced larger disadvantages than what would have been expected given basic demographic controls available on school district administrative data. In other words, without school fixed effects, the influence of any time-invariant unobserved school characteristic confounds the estimates of the program effect.

In models that control for school fixed effects, the performance of students at the school when a New Leader was present was compared with the performance of students at the *same school* when the New Leader was not the principal. Thus, this approach required observing test scores of students at the same school when a New Leader was present, as well as when a New Leader was not present, because within-school variation in treatment status was needed to identify the model. However, even in schools that always had New Leaders principals (as would be the case with a start-up school that had a New Leader from its inception), there could still be within-school variation in treatment status for students in these schools because the number of years of tenure the New Leader was with this school (or the number of years of exposure a student has) varied within a school over time.

In addition to accounting for fixed student- and school-level factors, the models we estimated included controls for time-varying student characteristics (such as age) and school characteristics

(such as charter-school status). The list of covariates included in the models for each district can be found in Table A.4.

Finally, because the treatment occurred at the school-year level, it was likely that the residuals for students in the same school in the same year would be correlated. Without adjusting for this correlation, the usual least-squares standard errors would be incorrect (generally understated). Therefore, throughout the report, we used standard errors adjusted for clustering at the school-year level.

Table A.4.
Covariates Included in Models

System	Covariate
Baltimore	Grade effects; school-year effects; school-level effects; age; school averages of free or reduced-price lunch, ESL, special education, white, Hispanic, African American, mobile; number of students; principal tenure; tenure missing; free or reduced-price lunch; ESL; special education; indicator of "other" New Leaders
Charlotte	ESL; special education; gifted; magnet student; mobile; old for grade; grade effects; school-year effects; school-level effects; school magnet status; school start-up status; total students; school-level averages of African American, Hispanic, Asian, male, free or reduced-price lunch, LEP, ESL, mobile, special education, magnet student, old for grade; principal's race (African American, Hispanic, Asian), gender, advanced-degree status, tenure; indicator for "other" New Leaders
Chicago	Free or reduced-price lunch; ESL; special education; old for grade; grade effects; school-year effects; school-level effects; school averages of free or reduced-price lunch, ESL, special education, white, Hispanic, African American, Asian, old for grade, male, mobile, low income; number of students; regular school; charter; magnet; start-up by year of start-up (2002–2012); principal tenure; indicator of "other" New Leaders
Memphis	Grade effects; school-year effects; school-level effects; school averages of free or reduced-price lunch, ESL, special education, mobile, male, white, Hispanic, African American, Asian, old for grade; number of students; regular school; charter; start-up by year (2004–2012); principal tenure; indicator of "other" New Leaders
New Orleans	Grade effects; school-year effects; ESL; special education, free or reduced-price lunch, school-level effects; age; school averages of free or reduced-price lunch, ESL, special education, white, Hispanic, African American, mobile; number of students; principal tenure; tenure missing; free or reduced-price lunch; ESL; special education; indicator of "other" New Leaders
New York	Grade effects; school-year effects; age; school averages of free lunch, reduced-price lunch, ESL, special education, white, Hispanic, African American, old for grade, mobile; ESL, special education; free lunch; reduced-price lunch; ever free lunch; ever reduced-price lunch; number of students; empowerment school; grade range indicators; charter; start-up in 2002–2004; start-up in 2005–2008; start-up in 2009; start-up in 2010; start-up in 2011; start-up in 2012; single year of principal-tenure indicator variables for tenure = 1,6; tenure missing; indicator for "other" New Leaders
Oakland	Grade effects; school-year effects; school-level effects; age; school averages of free or reduced-price lunch, ESL, special education, white, Hispanic, African American, old for grade, mobile; number of students; small school; charter; grade range indicators; start-up in 2003–2005; start-up in 2006–2008; start-up in 2009; start-up in 2010; start-up in 2011; start-up in 2012; single year of principal-tenure indicator variables for tenure = 1,6; tenure missing; free or reduced-price lunch; ESL; special education
Prince George's County	Grade effects; school-year effects; ESL; special education, free or reduced-price lunch, school-level effects; age; school averages of free or reduced-price lunch, ESL, special education, white, Hispanic, African American, mobile; number of students; principal tenure; tenure missing; free or reduced-price lunch; ESL; special education; indicator of "other" New Leaders
Washington, D.C.	Free or reduced-price lunch; ESL; special education; grade effects; school-year effects; school-level effects; school averages of free or reduced-price lunch, ESL, special education, white, Hispanic, African American, Asian, old for grade; number of students; regular school; charter; start-up by year (2005–2012); principal tenure; multiple-principal indicator (2009 and 2010 only); indicator of "other" New Leaders

NOTE: ESL = English as a second language. LEP = limited English proficiency. *Mobile* refers to a change of school for reasons other than grade advancement.

Cross-Sectional Models for High School Analysis

To analyze test scores at the high school level, we used cross-sectional models rather than the longitudinal models described above because testing at the high school level did not occur in

multiple grades in all years (except in Chicago, where diagnostic tests were given in grades 9 and 10, prior to the main high school test, PSAE).

The cross-sectional models we estimated were of the form

$$Y_{is} = \theta D_s + \beta X_{is} + \psi C_s + \alpha_i + \eta_s + \varepsilon_{is},$$

where the variables are defined as they were above but dropping the *t* subscript to denote that individuals were observed only once.[4] For the program-effect estimates to be unbiased, the factors for which we could not control (ε_{is}) had to be uncorrelated with program status, conditional on the school- and student-level factors that we do include in the model. Generally, this sort of assumption is considered suspect. Fortunately, the longitudinal student-level data allowed us to control for achievement in earlier grades (specifically grade 8). Thus, the thought experiment one should have in mind when considering the cross-sectional models is of a comparison of two students with similar demographic characteristics and middle school achievement levels who attended program and nonprogram schools. However, we recognized that there still could have been omitted factors that could have biased our estimates.

One important consideration for evaluating the high school results was that students often took the tests in grade 9 or 10. Hence, most students did not have had a chance to accumulate more than one or two years of exposure to a New Leader. Hence, for the high school analyses, we suggest placing greater emphasis on the results for which treatment is defined in terms of tenure.

National Estimates

The national estimates reported in Chapter Five of the main report were based on aggregated city-level results. To generate national estimates, we took a weighted average of the city-specific estimates. The weights were defined to be the share of program schools contributing to a particular effect. Thus, these estimates reflected the average impact for a representative New Leaders principal from the nationwide population of New Leaders. For example, if there were 100 schools contributing to the year 3+ effect (i.e., there were 100 schools where the New Leader had been in place for at least three years and these schools had usable student-achievement data), and 24 of these were in city X, then the estimate for city X would receive a weight of 0.24 in the calculation of the national average. For the principal tenure–based definitions of treatment, we used the number of New Leaders contributing to a particular estimate in a city as the weight. For the student-exposure specification, we used the number of students contributing to a particular city's estimate to form the weight. The variance of the pooled estimate was calculated by taking weighted-sum city-specific variances (i.e., the square

[4] These models control for the same variables as those listed for Table A.4 for the analysis at the K–8 level. In addition, they include dummies for school year, gender, and race.

of the estimated standard error), where the weight was the square of the weight used to form the point estimate.

Full Results for the Analysis for Kindergarten Through Grade 8

Pooled Estimates

For the models without school fixed effects, the estimates for year 1 and year 2 principals (or for students with one or two years of exposure to New Leaders) were small and statistically insignificant, except for a small negative effect for year 1 reading (see Table A.5). However, we found statistically significant gains in mathematics and reading for students who spent three or more years with New Leaders. These results were similar to those found in an unpublished RAND analysis of data through 2010–2011. When we controlled for school fixed effects, the estimates for the models with treatment based on New Leaders' tenure were virtually identical to those without school fixed effects. The student-exposure models were slightly larger when controlling for school fixed effects, and the negative and statistically significant estimate for reading and one year of exposure became essentially zero.

Table A.5.
Pooled Effect-Size Estimates, Lower Grades

	Student Fixed Effects		Student and School Fixed Effects	
Exposure	**Mathematics**	**Reading**	**Mathematics**	**Reading**
Impact of attending school led by a New Leader with				
1 year of tenure, effect size	0.003	–0.011**	0.004	0.001
Standard error	(0.007)	(0.005)	(0.007)	(0.005)
Effect on percentile ranking	0.1	–0.4	0.2	0.0
2 years of tenure, effect size	0.001	–0.002	–0.003	0.006
Standard error	(0.008)	(0.006)	(0.008)	(0.006)
Effect on percentile ranking	0.1	–0.1	–0.1	0.2
3 years of tenure, effect size	–0.001	–0.001	–0.007	0.003
Standard error	(0.008)	(0.006)	(0.009)	(0.007)
Effect on percentile ranking	–0.0	–0.0	–0.3	0.1
Impact of attending New Leaders school for				
1 year, effect size	–0.012**	–0.017***	–0.002	–0.004
Standard error	(0.005)	(0.004)	(0.005)	(0.004)
Effect on percentile ranking	–0.5	–0.7	–0.1	–0.2
2 years, effect size	0.008	–0.010**	0.014**	0.001
Standard error	(0.007)	(0.005)	(0.007)	(0.005)
Effect on percentile ranking	0.3	–0.4	0.6	0.1
3+ years, effect size	0.027***	0.008	0.032***	0.017**
Standard error	(0.010)	(0.007)	(0.010)	(0.007)
Effect on percentile ranking	1.1	0.3	1.3	0.7

NOTE: ** = statistical significance at the 5-percent level. *** = statistical significance at the 1-percent level.

Baltimore

Table A.6 shows estimates for Baltimore. All estimates were positive and were frequently statistically significant. Moreover, the estimates were not very sensitive to the inclusion of school fixed effects, although the estimates generally (but not always) got slightly larger with these included. In the principal-tenure specification, the year 3+ principals were associated with higher mathematics scores of about 3 to 4 percentile ranking points, and 2 to 3 percentile ranking points in reading. Having three or more years of exposure was associated with statistically significant gains in reading of 3 to 4 percentile ranking points. Interestingly, the estimates for one or two years of exposure were statistically significant for mathematics and reading in both specifications.

Table A.6.
Student-Achievement Effect Sizes for Baltimore

	Student Fixed Effects		Student and School Fixed Effects	
Status	**Mathematics**	**Reading**	**Mathematics**	**Reading**
Program status based on New Leader's tenure with school				
New Leaders' impact in 1st year, all schools, effect size	0.070***	0.035*	0.077***	0.055***
Standard error	(0.023)	(0.019)	(0.022)	(0.018)
Effect on percentile ranking	2.8	1.4	3.1	2.2
New Leaders' impact in 2nd year, all schools, effect size	0.055*	0.037	0.046	0.057**
Standard error	(0.031)	(0.024)	(0.031)	(0.024)
Effect on percentile ranking	2.2	1.5	1.9	2.3
New Leaders' impact in 3rd+ year, all schools, effect size	0.103***	0.060***	0.069**	0.080***
Standard error	(0.030)	(0.021)	(0.033)	(0.024)
Effect on percentile ranking	4.1	2.4	2.7	3.2
Program status based on student exposure to New Leaders				
1 year in a New Leaders school, effect size	0.042**	0.029**	0.048***	0.049***
Standard error	(0.018)	(0.013)	(0.018)	(0.014)
Effect on percentile ranking	1.7	1.1	1.9	1.9
2 years in a New Leaders school, effect size	0.078***	0.053***	0.082***	0.076***
Standard error	(0.024)	(0.017)	(0.024)	(0.018)
Effect on percentile ranking	3.1	2.1	3.3	3.0
3+ years in a New Leaders school	0.041	0.069***	0.064*	0.106***
Standard error	(0.034)	(0.022)	(0.034)	(0.025)
Effect on percentile ranking	1.6	2.8	2.5	4.2

NOTE: *** = statistical significance at the 1-percent level. ** = statistical significance at the 5-percent level.
* = statistical significance at the 10-percent level.

Charlotte

The results in Table A.7 indicate that year 1 New Leaders were associated with negative gains, but these disappeared (in fact, reversed sign) in the models with school fixed effects. Year 2 principals were associated with sizable achievement gains in mathematics and reading, although it is important to remember that these estimates were based on only two schools. Similarly, exposure of two years to a program principal was associated with large gains.

Table A.7.
Student-Achievement Effect Sizes for Charlotte

	Student Fixed Effects		Student and School Fixed Effects	
Status	**Mathematics**	**Reading**	**Mathematics**	**Reading**
Program status based on New Leader's tenure with school				
Impact in 1st year, all schools, effect size	–0.070**	–0.032**	0.038	0.004
Standard error	(0.031)	(0.013)	(0.035)	(0.014)
Effect on percentile ranking	–2.8	–1.3	1.5	0.1
Impact in 2nd year, all schools, effect size	0.244**	0.121***	0.315***	0.171***
Standard error	(0.116)	(0.046)	(0.110)	(0.053)
Effect on percentile ranking	9.6	4.8	12.3	6.8
Program status based on student exposure to New Leaders				
1 year in a New Leaders school, effect size	–0.054	–0.016	0.052	0.021
Standard error	(0.034)	(0.017)	(0.034)	(0.016)
Effect on percentile ranking	–2.2	–0.6	2.1	0.8
2 years in a New Leaders school, effect size	0.215*	0.128***	0.297**	0.164***
Standard error	(0.128)	(0.048)	(0.121)	(0.052)
Effect on percentile ranking	8.5	5.1	11.7	6.5

NOTE: *** = statistical significance at the 1-percent level. ** = statistical significance at the 5-percent level.
* = statistical significance at the 10-percent level.

Chicago

For lower schools in Chicago, presence of a New Leader was generally not associated with a statistically significant change in mathematics or reading test scores, a finding that was largely consistent across different measures of exposure (student versus school), as well as across the models that did and did not have school fixed effects (Table A.8). There were some negative and statistically significant estimates for year 1 and year 2 schools (or for having one or two years of exposure to a New Leaders principal), but these were quite small. There was, however, a positive estimate of having three or more years of exposure to a New Leader on mathematics that was statistically significant at the 10-percent level in the specification that controlled for school fixed effects.

Table A.8.
Student-Achievement Effect Sizes for Chicago

	Student Fixed Effects		Student and School Fixed Effects	
Status	**Mathematics**	**Reading**	**Mathematics**	**Reading**
Program status based on New Leader's tenure with school				
New Leaders' impact in 1st year, all schools, effect size	–0.022*	–0.020**	–0.017	–0.006
Standard error	(0.012)	(0.009)	(0.012)	(0.009)
Effect on percentile ranking	–0.9	–0.8	–0.7	–0.2
New Leaders' impact in 2nd year, all schools, effect size	–0.022*	–0.012	–0.016	0.006
Standard error	(0.012)	(0.009)	(0.013)	(0.010)
Effect on percentile ranking	–0.9	–0.5	–0.6	0.2
New Leaders' impact in 3rd+ year, all schools, effect size	–0.009	–0.004	–0.000	0.014
Standard error	(0.011)	(0.008)	(0.014)	(0.011)
Effect on percentile ranking	–0.4	–0.2	–0.0	0.5
Program status based on student exposure to New Leaders				
1 year in a New Leaders school, effect size	–0.017*	–0.020***	–0.003	–0.003
Standard error	(0.009)	(0.007)	(0.010)	(0.007)
Effect on percentile ranking	–0.7	–0.8	–0.1	–0.1
2 years in a New Leaders school, effect size	–0.006	–0.020**	0.007	–0.002
Standard error	(0.011)	(0.009)	(0.013)	(0.009)
Effect on percentile ranking	–0.2	–0.8	0.3	–0.1
3+ years in a New Leaders school, effect size	0.021	–0.003	0.030*	0.011
Standard error	(0.016)	(0.012)	(0.017)	(0.013)
Effect on percentile ranking	0.8	–0.1	1.2	0.4

NOTE: *** = statistical significance at the 1-percent level. ** = statistical significance at the 5-percent level.
* = statistical significance at the 10-percent level.

Memphis

Table A.9 shows estimated effects for Memphis elementary and middle school students. For the most part, the estimates were fairly small and not statistically significant. There was some evidence that year 1 principals were associated with better mathematics scores by about 1.5 to 2 percentile ranking points. We also found that, in the school fixed-effect model, the year 3+ program principals, or having three or more years of exposure to a New Leaders principal, was associated with gains of about 1 to 1.5 percentile ranking points in reading. Overall, the different approaches to measuring program exposure were fairly consistent in suggesting that achievement gains in Memphis under New Leaders, to the extent that they occurred, were modest.

Table A.9.
Student-Achievement Effect Sizes for Memphis

Status	Student Fixed Effects		Student and School Fixed Effects	
	Mathematics	Reading	Mathematics	Reading
Program status based on New Leader's tenure with school				
New Leaders' impact in 1st year, all schools, effect size	0.037**	0.000	0.028*	0.009
Standard error	(0.019)	(0.011)	(0.015)	(0.011)
Effect on percentile ranking	1.5	0.0	1.1	0.4
New Leaders' impact in 2nd year, all schools, effect size	0.031	0.013	0.018	0.023*
Standard error	(0.023)	(0.015)	(0.021)	(0.013)
Effect on percentile ranking	1.2	0.5	0.7	0.9
New Leaders' impact in 3rd+ year, all schools, effect size	0.010	0.026*	–0.013	0.030**
Standard error	(0.025)	(0.015)	(0.021)	(0.013)
Effect on percentile ranking	0.4	1.1	–0.5	1.2
Program status based on student exposure to New Leaders				
1 year in a New Leaders school, effect size	–0.004	–0.010	–0.008	–0.000
Standard error	(0.013)	(0.008)	(0.011)	(0.008)
Effect on percentile ranking	–0.2	–0.4	–0.3	–0.0
2 years in a New Leaders school, effect size	0.010	0.006	0.008	0.020**
Standard error	(0.020)	(0.012)	(0.016)	(0.010)
Effect on percentile ranking	0.4	0.3	0.3	0.8
3+ years in a New Leaders school, effect size	0.000	0.016	0.013	0.038***
Standard error	(0.024)	(0.015)	(0.023)	(0.014)
Effect on percentile ranking	0.0	0.6	0.5	1.5

NOTE: *** = statistical significance at the 1-percent level. ** = statistical significance at the 5-percent level.
* = statistical significance at the 10-percent level.

Milwaukee

Table A.10 shows results for Milwaukee. A unique feature of the Wisconsin testing system was that the accountability tests were given in the fall. Because students had attended only a few months of the school year by the time the test was taken, only a subset of students had scores that counted for accountability purposes. These are students who were in the school the prior year, or, for students in transition grades (the first year of middle or high school), these are students who were in a Milwaukee school the prior year.

We follow the procedures the state uses for determining whether a student counts for a school's accountability and include only these students in the analysis.

The results in Table A.10 indicate that attending a New Leaders–led school is generally not associated with differences in achievement (one statistically significant negative estimate for year 3+ principals in mathematics). In the student-exposure models, the estimates are negative in all but one case, and these are statistically significant for three or more years of exposure (3 to 4 percentile ranking points for mathematics and reading). The inclusion of school fixed effects does little to the estimates.

Table A.10.
Student-Achievement Effect Sizes for Milwaukee

	Student Fixed Effects		Student and School Fixed Effects	
Status	**Mathematics**	**Reading**	**Mathematics**	**Reading**
Program status based on New Leader's tenure with school				
New Leaders' impact in 1st year, all schools, effect size	–0.003	–0.018	0.021	0.006
Standard error	(0.027)	(0.020)	(0.027)	(0.016)
Effect on percentile ranking	–0.1	–0.7	0.8	0.3
New Leaders' impact in 2nd year, all schools, effect size	–0.046	–0.037	–0.041	–0.039
Standard error	(0.028)	(0.024)	(0.036)	(0.030)
Effect on percentile ranking	–1.8	–1.5	–1.6	–1.6
New Leaders' impact in 3rd+ year, all schools, effect size	–0.079***	–0.021	–0.064	–0.018
Standard error	(0.029)	(0.030)	(0.041)	(0.042)
Effect on percentile ranking	–3.1	–0.8	–2.5	–0.7
Program status based on student exposure to New Leaders				
1 year in a New Leaders school, effect size	–0.019	–0.036**	0.007	–0.012
Standard error	(0.025)	(0.017)	(0.026)	(0.015)
Effect on percentile ranking	–0.8	–1.5	0.3	–0.5
2 years in a New Leaders school, effect size	–0.063**	–0.052**	–0.051*	–0.048**
Standard error	(0.026)	(0.021)	(0.029)	(0.024)
Effect on percentile ranking	–2.5	–2.1	–2.0	–1.9
3+ years in a New Leaders school, effect size	–0.095***	–0.077**	–0.082**	–0.077*
Standard error	(0.032)	(0.036)	(0.037)	(0.043)
Effect on percentile ranking	–3.8	–3.1	–3.3	–3.1

NOTE: *** = statistical significance at the 1-percent level. ** = statistical significance at the 5-percent level.
* = statistical significance at the 10-percent level.

Recovery School District

For the analysis of New Leaders effects in New Orleans schools, the estimates were mainly negative, as shown in Table A.11. For mathematics, the estimates were not statistically significant in the models with no school fixed effects but were sometimes significant and fairly large when these were included. For reading, the estimates from the model that defined treatment in terms of attending a New Leaders–led school were mixed and mainly statistically insignificant (except for year 1 principals in the school-fixed-effect specification). For the student-exposure models, the estimates were negative and generally statistically significant.

Table A.11.
Student-Achievement Effect Sizes for New Orleans

Status	Student Fixed Effects		Student and School Fixed Effects	
	Mathematics	Reading	Mathematics	Reading
Program status based on New Leader's tenure with school				
New Leaders' impact in 1st year, all schools, effect size	–0.011	–0.003	–0.002	0.005
Standard error	(0.045)	(0.031)	(0.047)	(0.032)
Effect on percentile ranking	–0.4	–0.1	–0.1	0.2
New Leaders' impact in 2nd year, all schools, effect size	–0.069*	–0.043	–0.068*	–0.042
Standard error	(0.038)	(0.037)	(0.041)	(0.038)
Effect on percentile ranking	–2.8	–1.7	–2.7	–1.7
New Leaders' impact in 3rd year, all schools, effect size	–0.112**	–0.106***	–0.130***	–0.125***
Standard error	(0.052)	(0.041)	(0.050)	(0.047)
Effect on percentile ranking	–4.5	–4.2	–5.2	–5.0
Program status based on student exposure to New Leaders				
1 year in a New Leaders school, effect size	–0.045	–0.026	–0.032	–0.018
Standard error	(0.035)	(0.027)	(0.036)	(0.028)
Effect on percentile ranking	–1.8	–1.0	–1.3	–0.7
2 years in a New Leaders school, effect size	–0.101***	–0.087**	–0.105***	–0.092**
Standard error	(0.037)	(0.039)	(0.037)	(0.039)
Effect on percentile ranking	–4.0	–3.5	–4.2	–3.7
3 or more years in a New Leaders school, effect size	–0.074	–0.130***	–0.098*	–0.150***
Standard error	(0.055)	(0.048)	(0.053)	(0.049)
Effect on percentile ranking	–2.9	–5.2	–3.9	–6.0

NOTE: *** = statistical significance at the 1-percent level. ** = statistical significance at the 5-percent level.
* = statistical significance at the 10-percent level.

New York

Table A.12 shows results for New York elementary and middle schools. In the models without school fixed effects, the estimates were all negative and were often statistically significant. This was true for both mathematics and reading and whether treatment was defined as attending a school led by a New Leader or as years of total exposure to a New Leader. In the school fixed-effect specification, the estimates were again mainly negative, but they were smaller and less likely to be statistically significant. For mathematics, both the year 3+ estimate and the

estimate for three or more years of exposure to a New Leader were close to zero and statistically insignificant.

Table A.12.
Student-Achievement Effect Sizes for New York

	Student Fixed Effects		Student and School Fixed Effects	
Status	**Mathematics**	**Reading**	**Mathematics**	**Reading**
Program status based on New Leader's tenure with school				
New Leaders' impact in 1st year, all schools, effect size	–0.038***	–0.036**	–0.030*	–0.014
Standard error	(0.014)	(0.014)	(0.016)	(0.015)
Effect on percentile ranking	–1.5	–1.4	–1.2	–0.6
New Leaders' impact in 2nd year, all schools, effect size	–0.055***	–0.054***	–0.039*	–0.027*
Standard error	(0.019)	(0.013)	(0.023)	(0.015)
Effect on percentile ranking	–2.2	–2.1	–1.5	–1.1
New Leaders' impact in 3rd+ year, all schools, effect size	–0.053***	–0.072***	–0.014	–0.045***
Standard error	(0.019)	(0.010)	(0.023)	(0.014)
Effect on percentile ranking	–2.1	–2.9	–0.6	–1.8
Program status based on student exposure to New Leaders				
1 year in a New Leaders school, effect size	–0.046***	–0.045***	–0.009	–0.014
Standard error	(0.011)	(0.009)	(0.013)	(0.011)
Effect on percentile ranking	–1.8	–1.8	–0.4	–0.6
2 years in a New Leaders school, effect size	–0.035**	–0.058***	0.007	–0.023*
Standard error	(0.016)	(0.010)	(0.016)	(0.012)
Effect on percentile ranking	–1.4	–2.3	0.3	–0.9
3+ years in a New Leaders school, effect size	–0.037	–0.066***	0.003	–0.029*
Standard error	(0.028)	(0.014)	(0.025)	(0.015)
Effect on percentile ranking	–1.5	–2.6	0.1	–1.1

NOTE: *** = statistical significance at the 1-percent level. ** = statistical significance at the 5-percent level.
* = statistical significance at the 10-percent level.

Oakland

Table A.13 shows estimated effects for Oakland elementary and middle school students. The estimates for principals with three or more years of tenure were positive and statistically significant for mathematics and reading and were very similar in magnitude in the specification with and without school fixed effects. The estimates implied gains of 4 to 5 percentile points in mathematics and 3 to 4 percentile points in reading. The estimates were also positive for year 2

principals, but the estimates from the model that did not include controls for school fixed effects were smaller and only marginally statistically significant for reading. The estimates for year 1 principals were not statistically significant.

The second panel shows the results of models in which program status was defined in terms of the years a student spent in a school led by a New Leaders principal. The results were again positive and were statistically significant for one or two years of exposure. Exposure of three or more years was associated with gains of about 6 to 8 percentage points (depending on specification and subject). The estimates for one year of exposure were positive but fairly small and statistically insignificant in the school fixed-effect specification.

Table A.13.
Student-Achievement Effect Sizes for Oakland

	Student Fixed Effects		Student and School Fixed Effects	
Status	**Mathematics**	**Reading**	**Mathematics**	**Reading**
Program status based on New Leader's tenure with school				
New Leaders' impact in 1st year, all schools, effect size	–0.003	0.004	–0.041*	–0.025
Standard error	(0.025)	(0.019)	(0.023)	(0.016)
Effect on percentile ranking	–0.1	0.2	–1.6	–1.0
New Leaders' impact in 2nd year, all schools, effect size	0.020	0.053***	–0.025	0.004
Standard error	(0.024)	(0.018)	(0.023)	(0.018)
Effect on percentile ranking	0.8	2.1	–1.0	0.1
New Leaders' impact in 3rd+ year, all schools, effect size	0.055*	0.064***	0.035	0.027
Standard error	(0.028)	(0.018)	(0.028)	(0.019)
Effect on percentile ranking	2.2	2.5	1.4	1.1
Program status based on student exposure to New Leaders				
1 year in a New Leaders school, effect size	0.002	0.009	–0.019	–0.018*
Standard error	(0.016)	(0.011)	(0.014)	(0.010)
Effect on percentile ranking	0.1	0.4	–0.7	–0.7
2 years in a New Leaders school, effect size	0.055***	0.051***	0.027	0.013
Standard error	(0.019)	(0.013)	(0.018)	(0.012)
Effect on percentile ranking	2.2	2.0	1.1	0.5
3+ years in a New Leaders school, effect size	0.120***	0.122***	0.090***	0.076***
Standard error	(0.024)	(0.017)	(0.024)	(0.017)
Effect on percentile ranking	4.8	4.9	3.6	3.0

NOTE: *** = statistical significance at the 1-percent level. * = statistical significance at the 10-percent level.

Prince George's County

In Table A.14, we report estimates for year 1, 2, and 3+ principals. The results in the top panel suggest that New Leaders of all tenure levels were associated with negative achievement gains, which were sometimes statistically significant. These estimates, however, declined in magnitude in the models that controlled for school fixed effects. The same basic patterns could be seen in the student-exposure models, although the negative estimates were larger. For instance, having three or more years of exposure was associated with losses of 6 to 8 percentile points in mathematics and 3 to 4 percentile points in reading.

Table A.14.
Student-Achievement Effect Sizes for Prince George's County

	Student Fixed Effects		Student and School Fixed Effects	
Status	**Mathematics**	**Reading**	**Mathematics**	**Reading**
Program status based on New Leader's tenure with school				
New Leaders' impact in 1st year, all schools, effect size	–0.048*	–0.057***	–0.019	–0.022
Standard error	(0.027)	(0.017)	(0.023)	(0.017)
Effect on percentile ranking	–1.9	–2.3	–0.8	–0.9
New Leaders' impact in 2nd year, all schools, effect size	–0.132***	–0.067***	–0.060**	–0.013
Standard error	(0.033)	(0.017)	(0.030)	(0.021)
Effect on percentile ranking	–5.3	–2.7	–2.4	–0.5
New Leaders' impact in 3rd+ year, all schools, effect size	–0.167***	–0.094***	–0.092*	–0.039
Standard error	(0.049)	(0.032)	(0.050)	(0.035)
Effect on percentile ranking	–6.6	–3.7	–3.6	–1.6
Program status based on student exposure to New Leaders				
1 year in a New Leaders school, effect size	–0.059**	–0.056***	–0.031*	–0.025*
Standard error	(0.024)	(0.014)	(0.018)	(0.014)
Effect on percentile ranking	–2.4	–2.2	–1.3	–1.0
2 years in a New Leaders school, effect size	–0.097***	–0.072***	–0.066**	–0.042**
Standard error	(0.033)	(0.019)	(0.029)	(0.020)
Effect on percentile ranking	–3.9	–2.9	–2.6	–1.7
3 or more years in a New Leaders school, effect size	–0.200***	–0.100***	–0.157***	–0.066**
Standard error	(0.042)	(0.030)	(0.043)	(0.033)
Effect on percentile ranking	–7.9	–4.0	–6.2	–2.6

NOTE: *** = statistical significance at the 1-percent level. ** = statistical significance at the 5-percent level.
* = statistical significance at the 10-percent level.

Washington, D.C.

Table A.15 shows estimated effects for Washington, D.C., elementary and middle school students. The estimates in the first panel indicate that attending a school led by a New Leader was generally not associated with achievement gains, with only one estimate (year 2 mathematics, in the model with no school fixed effects) being statistically significant. Turning to the estimates based on years of student exposure, we found positive and statistically significant gains in mathematics associated with having three or more years of exposure (2 percentile ranking points in the model with school fixed effects; 4 percentile ranking points in the model with only student fixed effects). The other estimates were not statistically significant, with the exception of mathematics for two years of exposure in the model with no school fixed effects.

Table A.15.
Student-Achievement Effect Sizes for Washington, D.C.

	Student Fixed Effects		Student and School Fixed Effects	
Status	**Mathematics**	**Reading**	**Mathematics**	**Reading**
Program status based on New Leader's tenure with school				
New Leaders' impact in 1st year, all schools, effect size	0.027	–0.014	0.009	–0.012
Standard error	(0.024)	(0.018)	(0.020)	(0.016)
Effect on percentile ranking	1.1	–0.6	0.3	–0.5
New Leaders' impact in 2nd year, all schools, effect size	0.058**	0.012	0.029	0.004
Standard error	(0.023)	(0.020)	(0.022)	(0.020)
Effect on percentile ranking	2.3	0.5	1.1	0.2
New Leaders' impact in 3rd+ year, all schools, effect size	0.006	0.005	–0.043	–0.022
Standard error	(0.024)	(0.023)	(0.028)	(0.026)
Effect on percentile ranking	0.2	0.2	–1.7	–0.9
Program status based on student exposure to New Leaders				
1 year in a New Leaders school, effect size	0.021	–0.008	–0.006	–0.020
Standard error	(0.016)	(0.014)	(0.015)	(0.014)
Effect on percentile ranking	0.8	–0.3	–0.2	–0.8
2 years in a New Leaders school, effect size	0.058***	0.004	0.022	–0.018
Standard error	(0.021)	(0.018)	(0.018)	(0.018)
Effect on percentile ranking	2.3	0.2	0.9	–0.7
3+ years in a New Leaders school, effect size	0.101***	0.019	0.060**	–0.011
Standard error	(0.031)	(0.028)	(0.029)	(0.028)
Effect on percentile ranking	4.0	0.7	2.4	–0.4

NOTE: ** = statistical significance at the 5-percent level. *** = statistical significance at the 1-percent level.

Full Results for High School Analysis

Pooled Estimates

Table A.16 shows the pooled results for high schools. When treatment was defined in terms of years of tenure of the New Leader, we did not find significant gains associated with the program. For reading, the year 1 estimate in the model with no school fixed effects was statistically significant at the 10-percent level (about 2 percentile ranking points). For year 3+ principals, the estimates in the model with no school fixed effects were positive but small and statistically insignificant. However, when we controlled for school fixed effects, the estimate for reading was positive and statistically significant. When using years spent in a New Leaders school as the program status measure, we found no negative effects, and the three-or-more-years-of-exposure estimates for mathematics and reading were statistically significant (2 to 3 percentile ranking points). However, these estimates were smaller and not statistically significant for mathematics or reading when controlling for school fixed effects. Again, because many of the districts test in grade 9 or 10, the results for three or more years of exposure (or even two years of exposure) needed to be interpreted cautiously.

Table A.16.
Pooled Effect-Size Estimates, High Schools

Status	Without School Fixed Effects		With School Fixed Effects	
	Mathematics	Reading	Mathematics	Reading
Program status based on New Leader's tenure with school				
New Leaders' impact in 1st Year, all schools, effect size	0.019	–0.043*	0.039	0.023
Standard error	(0.023)	(0.025)	(0.025)	(0.021)
Effect on percentile ranking	0.8	–1.7	1.6	0.9
New Leaders' impact in 2nd year, all schools, effect size	–0.014	–0.014	–0.005	0.023
Standard error	(0.024)	(0.025)	(0.025)	(0.022)
Effect on percentile ranking	–0.6	–0.6	–0.2	0.9
New Leaders' impact in 3rd+ year, all schools, effect size	0.017	0.022	–0.012	0.075***
Standard error	(0.022)	(0.019)	(0.027)	(0.024)
Effect on percentile ranking	0.7	0.9	–0.5	3.0
Program status based on student exposure to New Leaders				
1 year in a New Leaders school, effect size	–0.006	–0.010	0.005	0.011
Standard error	(0.017)	(0.018)	(0.017)	(0.013)
Effect on percentile ranking	–0.2	–0.4	0.2	0.4
2 years in a New Leaders school, effect size	0.023	0.018	0.005	0.034**
Standard error	(0.024)	(0.018)	(0.019)	(0.016)
Effect on percentile ranking	0.9	0.7	0.2	1.3
3+ years in a New Leaders school, effect size	0.064**	0.043**	–0.012	0.026
Standard error	(0.030)	(0.022)	(0.027)	(0.022)
Effect on percentile ranking	2.6	1.7	–0.5	1.0

NOTE: *** = statistical significance at the 1-percent level. ** = statistical significance at the 5-percent level.
* = statistical significance at the 10-percent level.

Baltimore

Table A.17 shows results for Baltimore high schools. For mathematics, the estimates for year 1 and year 2 were negative but very small and statistically insignificant. However, the estimates for year 3+ were positive and statistically significant in the school-fixed-effect specification. In the student-exposure models, the estimate for mathematics for one year of exposure was positive but not statistically significant. The estimates for two and three years of exposure were negative. However, very few students fell into this category because the mathematics test was taken primarily in grade 9. For reading, year 3+ principals were associated with statistically significant gains, and the estimates were larger in the school-fixed-effect

specification. In the student-exposure specification, however, the estimates were smaller and mainly statistically insignificant.

Table A.17.
Program Effects on Baltimore High School Tests

Status	Without School Fixed Effects		With School Fixed Effects	
	Mathematics	Reading	Mathematics	Reading
Program status based on New Leader's tenure with school				
New Leaders' impact in 1st year, all schools, effect size	–0.010	–0.003	–0.026	0.046*
Standard error	(0.048)	(0.032)	(0.045)	(0.026)
Effect on percentile ranking	–0.4	–0.1	–1.0	1.8
New Leaders' impact in 2nd year, all schools, effect size	–0.028	–0.015	–0.043	0.029
Standard error	(0.057)	(0.045)	(0.054)	(0.041)
Effect on percentile ranking	–1.1	–0.6	–1.7	1.1
New Leaders' impact in 3rd+ year, all schools, effect size	0.086	0.062**	0.127**	0.113***
Standard error	(0.054)	(0.031)	(0.056)	(0.037)
Effect on percentile ranking	3.4	2.5	5.0	4.5
Program status based on student exposure to New Leaders				
1 year in a New Leaders school, effect size	0.011	–0.023	0.002	0.021
Standard error	(0.032)	(0.024)	(0.038)	(0.022)
Effect on percentile ranking	0.4	–0.9	0.1	0.8
2 years in a New Leaders school, effect size	–0.205*	0.019	–0.254**	0.061*
Standard error	(0.107)	(0.033)	(0.106)	(0.035)
Effect on percentile ranking	–8.1	0.7	–10.0	2.4
3+ years in a New Leaders school, effect size	–0.390***	–0.077	–0.254	–0.133
Standard error	(0.059)	(0.223)	(0.252)	(0.254)
Effect on percentile ranking	–15.2	–3.1	–10.0	–5.3

NOTE: *** = statistical significance at the 1-percent level. ** = statistical significance at the 5-percent level.
* = statistical significance at the 10-percent level.

Chicago

Analysis of performance on PSAE, administered to eleventh graders in Chicago, indicated that students under New Leaders with three or more years of experience achieved statistically significant improvements of 3 to 4 percentile ranking points in the models without school fixed effects (Table A.18). We also saw similar results for three or more years of exposure to a New Leader. However, when we controlled for school fixed effects, these positive estimates fell

substantially and were statistically insignificant. Across both types of models, we found no statistically significant estimates for year 1 or year 2 program principals or of having one or two years of exposure to a New Leader.

Table A.18.
Program Effects on Chicago High School Tests

	Without School Fixed Effects		With School Fixed Effects	
Status	**Mathematics**	**Reading**	**Mathematics**	**Reading**
Program status based on New Leader's tenure with school				
New Leaders' impact in 1st year, all schools, effect size	0.004	0.016	0.016	0.013
Standard error	(0.044)	(0.040)	(0.027)	(0.031)
Effect on percentile ranking	0.2	0.6	0.6	0.5
New Leaders' impact in 2nd year, all schools, effect size	0.002	0.015	0.009	0.008
Standard error	(0.050)	(0.032)	(0.025)	(0.027)
Effect on percentile ranking	0.1	0.6	0.3	0.3
New Leaders' impact in 3rd+ year, all schools, effect size	0.095**	0.068**	0.009	0.040
Standard error	(0.043)	(0.034)	(0.027)	(0.026)
Effect on percentile ranking	3.8	2.7	0.4	1.6
Program status based on student exposure to New Leaders				
1 year in a New Leaders school, effect size	–0.006	–0.004	0.019	0.006
Standard error	(0.034)	(0.030)	(0.019)	(0.021)
Effect on percentile ranking	–0.2	–0.2	0.8	0.2
2 years in a New Leaders school, effect size	0.030	0.025	0.008	–0.003
Standard error	(0.041)	(0.030)	(0.022)	(0.022)
Effect on percentile ranking	1.2	1.0	0.3	–0.1
3+ years in a New Leaders school, effect size	0.113***	0.072***	0.011	0.024
Standard error	(0.036)	(0.027)	(0.025)	(0.025)
Effect on percentile ranking	4.5	2.9	0.5	1.0

NOTE: *** = statistical significance at the 1-percent level. ** = statistical significance at the 5-percent level.

Memphis

High school achievement impacts for Memphis were based on scores on the Gateway mathematics and reading tests prior to 2011 and the end-of-course algebra 1 and English 2 tests in 2011 and 2012. For these analyses, the sample was limited to students who took these tests in the normal grade sequence—grade 9 for mathematics and grade 10 for reading.

There was some evidence that relative mathematics achievement declined as New Leaders gained experience in Memphis. However, only three schools contributed to the year 3+ estimate, so one should not infer too much from this pattern (see Table A.19). For reading, the estimates were not statistically significant in the specification with no school fixed effects, but the estimates were positive and statistically significant when we controlled for school fixed effects. In contrast, controlling for school fixed effects did little to the estimates for mathematics. Reading achievement scores for students under New Leaders were not statistically distinguishable from scores of students without New Leaders. We found similar patterns for the student-exposure models. Again, because the tests were taken in grade 10 and most students had only two years of exposure to a New Leaders principal, the estimates for three or more years of exposure should be interpreted cautiously.

Table A.19.
Program Effects on Memphis High School Tests

Status	Without School Fixed Effects		With School Fixed Effects	
	Mathematics	**Reading**	**Mathematics**	**Reading**
Program status based on New Leader's tenure with school				
New Leaders' impact in 1st Year, all schools, effect size	0.070	0.035	0.117	0.101*
Standard error	(0.086)	(0.075)	(0.107)	(0.053)
Effect on percentile ranking	2.8	1.4	4.6	4.0
New Leaders' impact in 2nd year, all schools, effect size	–0.007	0.036	0.029	0.135***
Standard error	(0.088)	(0.037)	(0.090)	(0.042)
Effect on percentile ranking	–0.3	1.4	1.2	5.4
New Leaders' impact in 3rd+ year, all schools, effect size	–0.307***	–0.059	–0.287***	0.082
Standard error	(0.093)	(0.042)	(0.098)	(0.057)
Effect on percentile ranking	–12.1	–2.4	–11.3	3.3
Program status based on student exposure to New Leaders				
1 year in a New Leaders school, effect size	–0.059	0.010	0.006	0.072**
Standard error	(0.063)	(0.041)	(0.071)	(0.032)
Effect on percentile ranking	–2.4	0.4	0.2	2.9
2 years in a New Leaders school, effect size	–0.246	–0.004	–0.162	0.112***
Standard error	(0.185)	(0.037)	(0.214)	(0.039)
Effect on percentile ranking	–9.7	–0.2	–6.4	4.5
3+ years in a New Leaders school, effect size	0.000***	0.003	0.000***	0.126
Standard error	(0.000)	(0.132)	(0.000)	(0.130)
Effect on percentile ranking	0.0	0.1	0.0	5.0

NOTE: *** = statistical significance at the 1-percent level. ** = statistical significance at the 5-percent level.
* = statistical significance at the 10-percent level.

New York

We found no evidence of statistically significant improvements in mathematics or reading Regents scores (see Table A.20).[5] In the models in which treatment was defined in terms of attending a New Leaders–led school, we found that the year 1 and year 2 estimates for mathematics were statistically insignificant and similar in the models with and without school fixed effects. The estimate for year 3+ principals in mathematics was negative and marginally statistically significant (i.e., statistically significant only at the 10-percent level). For reading, we found large negative estimates in year 1 in the specification with no school fixed effects, but,

[5] These results use the student's most recent Regents score available in the data.

once we controlled for the school fixed effects, the estimate was essentially zero. We also found a marginally statistically significant positive estimate for year 3+ principals in reading when we controlled for school fixed effects. In the student-exposure specification, we again found that one year of exposure to a New Leader was associated with negative gains in reading, although these were not statistically significant when we controlled for school fixed effects. Mathematics achievement was significantly lower for students with two years of exposure to a New Leader.

Table A.20.
Program Effects on New York Regents Exams

	Without School Fixed Effects		With School Fixed Effects	
Status	**Mathematics**	**Reading**	**Mathematics**	**Reading**
Program status based on New Leader's tenure with school				
New Leaders' impact in 1st year, all schools, effect size	–0.002	–0.154***	0.049	0.002
Standard error	(0.042)	(0.057)	(0.054)	(0.050)
Effect on percentile ranking	–0.1	–6.1	2.0	0.1
New Leaders' impact in 2nd year, all schools, effect size	–0.059	–0.055	–0.043	0.002
Standard error	(0.039)	(0.054)	(0.049)	(0.046)
Effect on percentile ranking	–2.3	–2.2	–1.7	0.1
New Leaders' impact in 3rd+ year, all schools, effect size	–0.067*	–0.034	–0.094*	0.086*
Standard error	(0.036)	(0.037)	(0.054)	(0.052)
Effect on percentile ranking	–2.7	–1.3	–3.7	3.4
Program status based on student exposure to New Leaders				
1 year in a New Leaders school, effect size	–0.024	–0.109***	–0.028	–0.050
Standard error	(0.028)	(0.041)	(0.046)	(0.031)
Effect on percentile ranking	–0.9	–4.4	–1.1	–2.0
2 years in a New Leaders school, effect size	–0.097***	–0.039	–0.115**	0.020
Standard error	(0.029)	(0.031)	(0.047)	(0.039)
Effect on percentile ranking	–3.9	–1.6	–4.6	0.8
3+ years in a New Leaders school, effect size	–0.013	–0.016	–0.015	0.054
Standard error	(0.044)	(0.042)	(0.071)	(0.051)
Effect on percentile ranking	–0.5	–0.7	–0.6	2.1

NOTE: *** = statistical significance at the 1-percent level. ** = statistical significance at the 5-percent level.
* = statistical significance at the 10-percent level.

Washington, D.C.

High school achievement in Washington, D.C., was measured by the DC CAS administered to tenth graders. Table A.21 reports estimates of the effect that New Leaders has on high school

achievement outcomes in Washington, D.C. In the models that defined treatment based on New Leaders experience, we observed positive and statistically significant effects of having a New Leader on mathematics achievement. The largest estimates were for year 3+ principals, for which the estimates suggested gains of about 9 percentile points. These estimates were quite similar for the models with and without school fixed effects. For reading, the estimates for year 3+ principals were also positive and statistically significant but smaller (about 3 to 4 percentile points). The estimates for year 1 and 2 principals were not statistically significant, although they were positive. In the student-exposure models, we saw positive and statistically significant estimates for having two years of exposure on mathematics achievement of about 7 to 7.5 percentile ranking points. The estimates for having three or more years of exposure were negative. However, because the test was taken by tenth graders, most students had only at most two years of exposure to a New Leaders principal, so these estimates should be interpreted very cautiously.

Table A.21.
Program Effects on Washington, D.C., High School Tests

Status	Without School Fixed Effects		With School Fixed Effects	
	Mathematics	**Reading**	**Mathematics**	**Reading**
Program status based on New Leader's tenure with school				
New Leaders' impact in 1st year, all schools, effect size	0.129**	0.045	0.112**	0.025
Standard error	(0.063)	(0.052)	(0.052)	(0.041)
Effect on percentile ranking	5.1	1.8	4.5	1.0
New Leaders' impact in 2nd year, all schools, effect size	0.123**	0.028	0.141**	0.047
Standard error	(0.062)	(0.056)	(0.058)	(0.057)
Effect on percentile ranking	4.9	1.1	5.6	1.9
New Leaders' impact in 3rd+ year, all schools, effect size	0.220***	0.091**	0.235***	0.082**
Standard error	(0.054)	(0.041)	(0.046)	(0.041)
Effect on percentile ranking	8.7	3.6	9.3	3.3
Program status based on student exposure to New Leaders				
1 year in a New Leaders school, effect size	0.037	0.013	0.024	0.009
Standard error	(0.040)	(0.030)	(0.032)	(0.025)
Effect on percentile ranking	1.5	0.5	1.0	0.4
2 years in a New Leaders school, effect size	0.189***	0.073	0.180***	0.061
Standard error	(0.053)	(0.047)	(0.044)	(0.038)
Effect on percentile ranking	7.5	2.9	7.1	2.4
3+ years in a New Leaders school, effect size	–0.068	–0.079	–0.124	–0.133**
Standard error	(0.098)	(0.060)	(0.080)	(0.059)
Effect on percentile ranking	–2.7	–3.1	–4.9	–5.3

NOTE: *** = statistical significance at the 1-percent level. ** = statistical significance at the 5-percent level.

Appendix B. Analysis of Principal Survey Data

In the spring of 2011, we surveyed all New Leaders principals and a match comparison group of non–New Leaders principals in the New Leaders partner districts: Baltimore, Charlotte, Chicago, Memphis, New Orleans, New York, Oakland, Prince George's County, and Washington, D.C. Milwaukee did not approve our plan to survey non–New Leaders principals, and, by the time the survey was conducted, New Leaders had stopped recruiting new residents for Milwaukee. We did not survey non–New Leaders principals in nonpartner districts or in Newark, where some New Leaders principals have been placed.

Principal Survey Development and Administration

The 2011 principal survey instrument was based on the survey instrument fielded by RAND in 2008. The 2008 survey instrument gathered information from all principals on how they spent their time, how they felt about how they spent their time (whether it was adequate or excessive), school and district conditions that might influence school leaders, sources of support, and future career plans. In addition, New Leaders principals were asked to respond to questions about the New Leaders program and support provided by New Leaders.

In developing the original survey instrument in 2008, we reviewed materials provided by New Leaders that describe the organization's framework for understanding leadership competencies. We also conducted an extensive literature review on associations between aspects of school leadership and student learning and created a crosswalk between the New Leaders principal competencies and the literature. This analysis revealed that the New Leaders competency framework was well aligned with the research literature on school leadership and its link to student achievement. This literature review informed our selection of constructs to be used in the principal surveys.[6]

These constructs then informed the selection and development of specific survey items. To the extent possible, we drew questions from prior principal surveys, including those found in the literature, used in other RAND projects, and administered in previous years by New Leaders. To

[6] The literature review we conducted in developing the 2008 survey drew on work published through 2007. This literature review provided support for principal competencies related to New Leaders for New Schools Personal Leadership Competencies (Modeling the Way, Inspiring a Shared Vision, Challenging the Process, Enabling Others to Act, Encouraging the Heart), and Technical Leadership Competencies (Management and Local Context). In addition, the literature review flagged some personal characteristics and school and district context issues that are associated with achievement. These include the principal's social skills, teacher capacity, degree of teacher buy-in to the activities of the principal and district accountability, and support systems (Knapp et al., 2003; Leithwood and Riehl, 2003; Leithwood et al., 2004; Waters, McNulty, and Marzano, 2003; Council of Chief State School Officers, 1996; Task Force on the Principalship, 2000; Hallinger and Heck, 1996; Bryk and Schneider, 2002; Portin et al., 2003; Zaccaro, 1996; Marks and Printy, 2003; O'Donnell and White, 2005).

measure some constructs, we adopted existing items verbatim; in other cases, we made modifications to fit our specific needs (either changed the wording slightly or included only some items from an established scale because of a concern for overall survey length). In addition, we developed new survey items to measure constructs that are specifically related to topics of interest to New Leaders. We worked in collaboration with New Leaders to revise the first survey for the 2011 survey administration. Key revisions included wording changes for clarity and length and incorporating issues that emerged since the previous survey was administered.

We piloted the 2011 survey with three current principals. The primary purpose of the pilot testing was to ensure the items were clearly written and interpreted as intended and that the survey could be completed within the targeted time frame of 30 minutes. Minor editorial changes were made in response to pilot testing.

Principal Selection for Survey Participation

The survey was administered to all New Leaders principals (N = 353) in SY 2010–2011 and to a roughly equal number of principals of comparable schools (schools that were not led by New Leaders principals) in the New Leaders partner districts (N = 322). For Washington, D.C., we surveyed principals in DCPS and in charter schools governed by PCSB.[7]

We selected a set of match comparison-group principals on the basis of school-level variables pertaining to the schools they led, including average student characteristics, preprogram test scores, grade range, and school type (i.e., charter or regular). Principals were also matched on the basis of school-level tenure. Prior to survey administration, we obtained lists of new principal placements for SY 2010–2011 from each district and for charter schools in each of the New Leaders sites. We used this information to ensure that newly placed New Leaders principals would be matched with other principals who were new to their schools and to ensure that we would not erroneously match more-experienced New Leaders to schools that had experienced principal turnover in the past year.

Finally, we matched principals on whether their schools were part of special programs particular to their districts. For example, schools in New York were matched on whether they were part of the Empowerment Schools program; in Oakland, they were matched on whether they were part of the district's small-school program.

Matching Procedure

The first step in the selection of comparison principals was to stratify schools into bins based on several key variables that are likely to be associated with how the school functions and the degree of autonomy a principal has. In all districts, schools were sorted by grade range

[7] Washington, D.C., findings presented in this appendix include both DCPS and PCSB principals. As we describe later, we faced some restrictions in survey administration that affected only DCPS principals.

(elementary, middle, high school, elementary and middle, middle and high school, elementary and high school). Schools were also stratified on the basis of charter-school or start-up–school status in the districts where there were some start-up or charter schools. Whenever possible, we tried to conduct exact matches on these variables.

After stratifying schools, we then matched schools using a nearest-neighbor statistical procedure. First, we standardized all variables so they had a mean of 0 and a standard deviation of 1, so different measures would be on the same scale. Then, to find a match for the *i*th program school, we computed a measure of the statistical distance between this school and all nonprogram schools in the bin. The distance between New Leaders school *i* and comparison school *j*, d_{ij}, was defined by

$$d_{ij} = \sum_{c} \left| X_{ic} - X_{jc} \right|,$$

where X_{ic} and X_{jc} are the standardized values of covariate *c*. In other words, the distance is simply the sum of the absolute deviations between the standardized covariate values of the program and comparison schools. The best match was the one that minimized the distance.

In some cases, a single non–New Leaders school was the best match for more than one New Leaders program school. When this occurred, we used this comparison school as the match for one of these program schools and found the next-best matches for the remaining program schools. As described in the next subsection, this was not always possible.

Challenges

We encountered some challenges when carrying out this matching procedure. Mainly, they stemmed from the fact that New Leaders were placed in atypical schools, making it difficult to find suitable matches.

The databases we used to identify matches did not contain any data for brand-new start-up schools (i.e., schools that opened in 2010–2011). For these schools, we were not able to select comparison schools, although the program schools themselves were part of the survey collection effort.

In a handful of cases, there were no suitable matches in a particular bin. In this situation, we searched for a school with similar student demographics and the same grade range but not necessarily with matching charter or start-up status. Matches were then done by visual inspection rather than by the statistical matching routine described above.

Finally, when we began conducting the surveys, some schools refused to participate. When the refusals came from comparison schools, we selected a backup comparison school using the matching procedure (or visual-inspection method) described above.

Spring 2011 Survey Implementation

After we finalized revising the survey instruments and obtained necessary district approvals, the principal surveys were launched in mid-March and early April across the ten New Leaders

partner cities. We aimed for timing that would avoid student-testing periods and other conflicts within each district. It was not always possible to completely avoid student-testing periods, but the survey administration window was long enough to allow principals to complete the survey before or after their districts' testing periods. DCPS requested that we delay the fielding of the principal survey until after the first week of June to avoid conflicts with a district-sponsored principal survey that was fielded through May. The survey remained open into July 2011 in most districts. Charlotte and Memphis required a more specific time frame for the survey administration, and surveys closed earlier in these two districts.

We notified all sampled principals about the upcoming surveys approximately one week prior to the launch date through an advance notification letter. These letters described the nature and purpose of the surveys, incentives for survey completion, and information regarding confidentiality.

To encourage survey participation, we sent a personalized email and called each principal who had not yet responded a few weeks after the surveys were launched. In addition to the more-personalized email and phone follow-up, the survey system administered by New Leaders sent automated email reminders on a weekly basis. New Leaders also did some direct follow-up with the New Leaders community.

District Approvals

Most of the districts included in the survey had already approved the New Leaders evaluation research, including the 2011 surveys of New Leaders program and comparison schools. However, in most districts, additional follow-up was required to obtain approval for the survey timeline. Obtaining district approvals was a cooperative process. In addition to obtaining the overall study approvals, New Leaders played an important role in paving the way for the survey implementation. The organization's memoranda of understanding with the districts and their high-level connections facilitated the process in districts where an extra push was required.

The approval process varied greatly from district to district. In some of the smaller districts, a simple description of the survey plan and intended survey time frame were sufficient for approval. The larger districts had more-formal approval procedures and required more-detailed and extensive input for approval. Survey instruments were included in the application package in all districts. In most cases, the districts did not dictate the survey schedule and simply asked us to avoid state testing periods to the extent possible, but a few districts gave more-specific instructions regarding the desired launch and end dates of the surveys.

Milwaukee Public Schools did not allow us to survey non–New Leaders principals, and Washington, D.C., allowed survey administration of DCPS principals only after the first week of June.

Monetary Incentives

We informed districts of our intention to provide monetary incentives to the principals prior to the survey launch. This information was included in the original research application submitted in the fall of 2010, as well as in the follow-up correspondence regarding the survey time frame in early 2011. Our plan was to pay principals $50. After the surveys were launched in Washington, D.C., in early June, we were informed that the city ethics policies do not allow outside organizations, such as RAND, to make direct payments to city employees.[8] We had to inform the survey recipients in DCPS that incentives would not be guaranteed, and we were asked to continue to send the survey invitations without the incentive information. This, together with the late fielding period, directly and negatively affected the response rates in Washington, D.C., especially with the comparison school group.

Given our experience in 2008, we decided that the benefits of offering a lottery incentive would not be worth the time and effort required to obtain additional approvals because it could delay the survey launch. Recent literature was inconclusive regarding the effectiveness of lotteries as a means of improving survey response (Göritz, 2006; Göritz and Wolff, 2007; Marcus et al., 2007). Some districts preferred gift-card payments over cash payments and school-level payments over individual payments. Many districts had limits on the level of payment that could be provided, and lottery payments could conflict with these limits. Table B.1 summarizes district payment policies.

[8] It appears that this ethics policy had long been overlooked, but ethics scandals in Washington, D.C., in February 2011 (having nothing to do with DCPS) directed the district's attention to these rules. Indeed, DCPS did approve our incentive payment plans for the previous survey wave and for the case-study work. This policy did not apply to principals of charter schools in the city.

Table B.1.
District Payment Policies

City or District	Incentive Restriction
Baltimore	Encourage and endorse all incentives.
Charlotte	Modest individual incentives are allowed.
Chicago	Maximum $50. Survey to be completed outside of school hours. If completed during school hours, higher payments are possible, but they should go to the school.
Memphis	Modest individual payments are fine.
Milwaukee	Modest individual incentives are allowed.
New Orleans	No formal approval process exists.
New York	School-level gift cards are strongly preferred over cash payments. Honorarium should benefit the school.
Oakland	Modest individual incentives are fine. Larger school-level incentives acceptable. Oakland has a strong preference for gift cards.
Prince George's County	Modest individual incentives are allowed.
DCPS	Washington, D.C., employees cannot accept direct payments from outside organizations, such as RAND. Modest school-level payments through the Washington, D.C., Office of Family and Public Engagement are allowed.
PCSB	Schools can approve or decline any incentive activities.

Principals' Survey Responses and Weighting for Analysis

The final intended or contacted sample includes 675 principals divided into 330 New Leaders in partner districts, 322 match principals in partner districts, and 23 New Leaders serving as principals in nonpartner districts. Survey response rates are provided in Table B.2 for districts with match principals and in Table B.3 for districts with no match principals. We focus on the responses rates for districts with match principals because these were the responses used in most of the tabulations provided in the report. Overall, 48 percent of the principals responded to the survey. Fifty-seven percent of New Leaders and 38.8 percent of non–New Leaders responded to the survey. Response rates for Washington, D.C., match principals were extremely low, in part because of the challenges with the incentive payments for DCPS principals and the Washington, D.C., requirement that we delay fielding the survey sent to DCPS principals until June, as described earlier.

Table B.2.
Principals' Survey Response Rates for Districts with Match Principals

	Overall		New Leaders Schools		Match Schools	
Respondent	**%**	**Responses**	**%**	**Responses**	**%**	**Responses**
Whole sample	48.0	313	57.0	188	38.8	125
By district						
Baltimore	46.8	37	47.5	19	46.2	18
Charlotte	83.3	5	100.0	3	66.7	2
Chicago	47.6	70	62.2	46	32.9	24
Memphis	72.4	55	73.7	28	71.1	27
New Orleans	42.9	9	38.5	5	50.0	4
New York City	37.7	52	47.8	33	27.5	19
Bay Area	50.7	35	62.9	22	38.2	13
Prince George's County	57.1	16	71.4	10	42.9	6
Washington, D.C. (all)	38.6	34	50.0	22	27.3	12
DCPS	30.4	17	50.0	14	10.7	3
PCSB	53.1	17	50.0	8	56.3	9

NOTE: Response-rate calculations for principals are based only on those principals who were contacted and did not decline. Principals who started but did not complete the survey are included as nonresponders. Schools at which multiple principals were contacted to fill out the survey are counted for each unique principal.

Table B.3.
Principals' Survey Response Rates for Districts with No Match Principals

Respondent	**Rate (%)**	**Responses**
Whole sample	56.5	13
By district		
Milwaukee	58.3	7
Newark	75.0	3
Other	42.9	3

NOTE: Response-rate calculations for principals are based only on those principals who were contacted and did not decline. Principals who started but did not complete the survey are included as nonresponders. Schools at which multiple principals were contacted to fill out the survey are counted for each unique principal.

Nonresponse Bias

One concern when relying on voluntary participation in surveys is that the respondents might be systematically different from the nonrespondents. For example, if the New Leaders principals who did not respond in Baltimore came from the poorest schools, where there were more demands on their time, or if they were more or less experienced on average than those who responded, then the overall conclusions that were drawn about the program would be biased because of the systematic exclusion of a certain type of principal (or school).

To explore the implications of nonresponse, we compared the characteristics of respondent and nonrespondent principals and their schools. Table B.4 presents comparisons of school demographic and test-score variables (from 2010) for New Leaders respondents and nonrespondents for all of the districts grouped together. For each variable, the means were computed for both New Leaders respondent and nonrespondent schools. The last column in Table B.4 presents the p-value for the statistical test (t-test) for difference of means. P-values less than or equal to 0.05 are considered to be statistically significant.

The noteworthy result was that there were no significant differences between New Leaders respondents and nonrespondents, at least based on these observable characteristics.[9] For such variables as student test scores and the number of students in the school, the differences between the two groups of New Leaders principals were negligible.

However, one concern with the whole-sample approach was that it might not capture significant differences within individual districts. In Memphis, New Orleans, and Oakland, there were some statistically significant differences between respondents and nonrespondents in terms of the student racial distribution. Only in Oakland do the differences appear meaningful, with principals leading schools with higher percentages of black students and lower percentages of white students less likely to respond.

[9] Nonresponse analyses are based only on observable characteristics, which is an obvious limitation because differences in participation rates may be attributable to nonobservable factors, such as the individual's commitment to participate in surveys.

Table B.4.
Background Variable Comparison of Means Between New Leaders Respondents and Nonrespondents

Background Variable	New Leaders Respondents	New Leaders Nonrespondents	P-Value
Principal's tenure 2010 (years)	2.6	2.7	0.68
Principal's tenure 2011 (years)	2.6	2.7	0.46
School's percentage of students who are white	5.6	4.7	0.48
School's percentage of students who are black	60.5	66.9	0.11
School's percentage of students who are Hispanic	25.0	23.2	0.59
School's percentage of students who are Asian	2.7	1.7	0.15
Total number of students	491.7	448.2	0.25
School's percentage of students learning ESL	11.8	8.6	0.15
School's average attendance	90.9	90.2	0.46
School's percentage of mathematics scores above district's 50th percentile	45.3	45.8	0.85
School's percentage of reading scores above district's 50th percentile	44.5	45.0	0.82

NOTE: All variables are measured in percentages from 0 to 100, with the exceptions of principals' tenure and the number of students in the school. P-values refer to two-tailed tests of significance between means, with values below 0.05 considered to indicate a statistically significant difference between the two groups. Only principals in comparison districts are included in this table. Schools in which multiple principals were contacted to fill out the survey are counted for each unique principal.

Nonresponse Weighting

To address the potential for nonresponse bias, we weighted the responses of survey participants based on the predicted probability of participation, which had the effect of adjusting the results to account for differences between responding principals and nonrespondents. The predicted probability of participating was estimated using measurable characteristics of the principal and school using the methods detailed in this section. The weighting technique could not account for unmeasured factors that could have affected participation (such as differences in principals' motivation that were not associated with the measured characteristics).

Weighting Approach Used in Districts with Match Principals

In order to correct for nonresponse bias in the districts where we surveyed match principals (Baltimore, Charlotte, Chicago, Memphis, New Orleans, New York, Oakland, Prince George's County, and Washington, D.C.), we took the following approach. First, we ran a logistic regression for principals participating in New Leaders with "responded to the survey" as the outcome variable and several school-level auxiliary variables as predictors. The following variables were taken from publicly available SY 2009–2010 district files: black, white, Hispanic,

number of students in the school, achievement category.[10] We also included school level (elementary, middle, high), principal experience in 2011 from district files, and district dummy variables. We then predicted the probability of response for these New Leaders principals and calculated a nonresponse weight equal to 1 divided by the predicted probability of response. The parameter estimates for these logit models are presented in Table B.5. One caveat is that we had a 100-percent response rate from New Leaders principals in Charlotte, so we assigned principals in that district a weight of 1. We took the same approach to calculate weights for principals from match districts. We then created one weight variable equivalent to the weight created from the New Leaders logistic regression for New Leaders principals and equivalent to the weight created from the match logit for match principals.

There was a group of 15 schools with no values for percentage black, percentage white, percentage Hispanic, or number of students in the school. These were new schools that did not have publicly available district data for SY 2009–2010. For these principals, we created an indicator for missing auxiliary variables and set the values of percentage black, percentage white, percentage Hispanic, and number of students in the school equal to 0. This allowed us to create a weight for these schools even though they were missing information for a block of variables.

Table B.5.
Logistic Regression Estimates of Survey Participation with Comparisons of Predicted and Actual Proportions for New Leaders Principals in Districts with Match Principals

		Proportions			
Variable	New Leaders Logit	Intended New Leaders	Weighted Respondent New Leaders	Match Logit	Weighted Respondent Match
School test scores: p = 0.93					
0–33 percentile (excluded)		17.88	17.48		19.45
33–56 percentile	–0.0460	31.52	32.74	0.593**	29.90
	(0.331)			(0.263)	
56–100 percentile	–0.724**	15.45	15.18	0.349	16.94
	(0.285)			(0.439)	
Tests missing	0.410	35.15	34.60	0.310	33.72
	(0.292)			(0.484)	

[10] Achievement metrics are calculated by deriving the mean percentage of students in a school who scored above the 50th percentile of the scaled test scores (for both reading and mathematics) by grade, school year, and district in reading and in mathematics and then averaging these school-level percentages. We then create dummy variables to indicate whether the school has 0 to 33 percent of students above the top half, 33 to 56 percent of students above the top half, 56 to 100 percent of students above the top half, or missing data.

Variable	New Leaders Logit	Proportions		Match Logit	Weighted Respondent Match
		Intended New Leaders	Weighted Respondent New Leaders		
School type: p = 0.83					
Elementary (excluded)		35.45	34.37		37.92
Middle	–0.340	38.18	38.35	0.172	35.85
	(0.367)			(0.345)	
High	–0.171	26.36	27.28	0.250	26.24
	(0.430)			(0.414)	
Tenure: p = 0.09					
1 year or less (excluded)		19.09	19.11		24.24
1–3 years	0.199	29.70	29.53	–0.157	18.19
	(0.290)			(0.340)	
3+ years	–0.163	35.45	36.00	–0.229	45.53
	(0.365)			(0.290)	
Tenure missing	0.0832	15.76	15.36	–0.223	12.04
	(0.531)			(0.444)	
District: p = 1.00					
Baltimore (excluded)		12.12	12.30		12.28
Charlotte	—	0.91	0.91	0.808*	0.94
	—			(0.453)	
Chicago	0.467**	22.42	22.40	–0.579***	22.20
	(0.185)			(0.218)	
Memphis	1.173***	11.52	11.48	1.142***	11.86
	(0.0889)			(0.0666)	
New Orleans	–0.718***	3.94	3.81	0.312	2.49
	(0.271)			(0.406)	
New York	–0.510	20.91	21.04	–0.868***	21.15
	(0.320)			(0.299)	
Oakland	0.00742	10.61	10.27	–0.293	10.84
	(0.469)			(0.206)	
Prince George's County	0.255	4.24	4.07	–0.0347	4.35
	(0.386)			(0.469)	
Washington, D.C.	0.0640	13.33	13.71	–0.762***	13.89
	(0.199)			(0.131)	
Missing auxiliary variables: p = 0.68	–1.073	2.73	2.79	1.342*	1.99
	(0.828)			(0.789)	

Variable	New Leaders Logit	Proportions		Match Logit	Weighted Respondent Match
		Intended New Leaders	Weighted Respondent New Leaders		
Sample size	327	330	188	322	125
Pseudo R^2	0.06	—	—	0.07	—

NOTE: Logit-model robust standard errors are in parentheses. *** = p < 0.01. ** = p < 0.05. * = p < 0.1. Logistic estimations also include continuous variables measuring percentage of students who are black, percentage of students who are white, percentage of students who are Hispanic, and total school enrollment. P-values in the weighted-respondent match column refer to tests of significance between New Leaders and match weighted proportions in each category, with values below 0.05 considered to indicate a statistically significant difference between the two groups.

Weighting the Responses of All New Leaders Principals for New Leaders–Specific Questions

There were several districts—Milwaukee, Newark, and a variety of others—with New Leaders principals where we did not survey a match set of principals. For this set of analyses, we did not consider principals from the "other" districts. However, for those questions concerning New Leaders principals only, we wanted to include responses from Milwaukee and Newark. To correct for nonresponse bias for these analyses, we ran a logit for all New Leaders principals who were surveyed (except in the "other" districts) with "responded to survey" and the same variables described above as predictors: black, white, Hispanic, number of students in the school, achievement category (0 to 33 percentile, 33 to 56 percentile, 56 to 100 percentile), school level (elementary, middle, high), principal experience in 2011 from district files, and district dummy variables. We then predicted the probability of response for these New Leaders principals and calculated a nonresponse weight equal to 1 divided by the predicted probability of response. The parameter estimates for these logit models are presented in Table B.6. Again, because we had a 100-percent response rate from New Leaders principals in Charlotte, we assigned principals in that district a weight of 1.

Table B.6.
Logistic Regression Estimates of Survey Participation with Comparisons of Predicted and Actual Proportions, for All New Leaders Districts

Variable	New Leaders Logit	Proportions	
		Intended New Leaders	Weighted Respondent New Leaders
School test scores			
0–33 percentile (excluded)		17.63	17.31
33–56 percentile	–0.115	31.21	32.34
	(0.336)		
56–100 percentile	–0.696**	15.9	15.51
	(0.295)		

Variable	New Leaders Logit	Proportions	
		Intended New Leaders	Weighted Respondent New Leaders
Tests missing	0.229	35.26	34.85
	(0.333)		
School type			
Elementary (excluded)		36.42	35.46
Middle	–0.226	37.86	38.14
	(0.350)		
High	–0.0811	25.72	26.41
	(0.401)		
Tenure			
1 year or less (excluded)		19.65	19.59
1–3 years	0.214	28.9	28.6
	(0.271)		
3+ years	–0.178	33.82	34.26
	(0.339)		
Tenure missing	–0.0297	17.63	17.55
	(0.469)		
District			
Baltimore (excluded)		11.56	11.69
Charlotte	—	0.87	0.87
	—		
Chicago	0.446***	21.39	21.34
	(0.170)		
Memphis	1.201***	11.0	11.0
	(0.0834)		
Milwaukee	0.232	3.47	3.71
	(0.320)		
New Orleans	–0.643**	3.76	3.63
	(0.251)		
New York	–0.425	19.94	20
	(0.304)		
Oakland	0.112	10.12	9.83
	(0.432)		
Prince George's County	0.432	4.05	3.9
	(0.393)		
Washington, D.C.	0.0849	12.72	12.93
	(0.176)		

Variable	New Leaders Logit	Proportions	
		Intended New Leaders	Weighted Respondent New Leaders
Newark	0.819	1.16	1.2
	(0.533)		
Missing auxiliary variables	–1.056	2.6	2.67
	(0.828)		
Sample size	343	346	198
Pseudo R^2	0.05	—	—

NOTE: Logit-model robust standard errors are in parentheses. *** = p < 0.01. ** = p < 0.05. * = p < 0.1. Logistic estimations also include continuous variables measuring percentage of students who are black, percentage of students who are white, percentage of students who are Hispanic, and total school enrollment.

Methods for Survey Analysis

To facilitate analysis and interpretation of survey findings, we identified sets of survey items that could be clustered together into scales by performing a series of exploratory factor analyses. The scales were generated through averaging item-level responses across the clustered survey items for each respondent. We describe each scale in more detail in this section. The survey items that were included in each scale and the estimates of internal consistency reliability (coefficient Alpha) are provided in Table B.7. A coefficient Alpha of 0.70 or greater was generally considered an acceptable level of internal consistency, with lower values indicating a potential lack of adequate reliability. Some of the scales shown in Table B.7 had coefficient Alpha values of less than 0.70, meaning that high levels of measurement error in the scales might have influenced the findings reported. However, this error would result in overly conservative estimates of relationships.

Time and Emphasis

The survey presented principals with a series of actions that they or other members of their leadership teams might take over the course of the school year and asked them to rate the actions by the emphasis they placed on the activity and their opinions about the appropriateness of the emphasis placed on the activity. Respondents were offered three response options for each item. For emphasis, the options were 1 (we place very little emphasis on this), 2 (we devote some time and effort, but this area does not dominate our work), and 3 (we devote much time and effort to this area). For opinions about the emphasis, the options were 1 (not sufficient for my school), 2 (appropriate and sufficient for my school; there is no need for additional time and effort to be spent on this task), and 3 (excessive; given the needs of this school, we should devote our attention elsewhere). In addition to examining responses to the individual items, we created a single scale indicating the number of actions on which principals reported not spending sufficient effort over the course of the year. This scale serves as a measure of principals' perceptions that

factors beyond their control may be preventing them from engaging in the activities they think they should be carrying out.

Time Allocation in a Typical Workweek

In addition to asking about the level of emphasis placed on various activities throughout the school year, principals were asked to report on the time spent during a typical week on various activities (options included "not done weekly," "1–4 hours," "5–10 hours," "11–15 hours," and "more than 15 hours"). In contrast to the items discussed in the previous paragraph, this series of questions was intended to provide estimates of actual time allocated to specific activities (subject to the accuracy of principals' responses). This question also differed from the previous one in that it specifically referred to the principals' own time allocations, whereas the other question asked about emphasis placed by the entire leadership team and therefore captured activities that the principals had delegated to others. The exploratory factor analysis suggested two scales: time spent on instructional leadership and time spent on other leadership and management activities.

Teacher Capacity

The survey included 16 questions related to principals' perceptions of teachers' capacity, behaviors, and attitudes. Principals were asked to report how many teachers in their schools shared a particular attribute or took particular actions, with five options ranging from "none" to "nearly all" teachers. Examples include "have a good grasp of the subject matter they teach," "are eager to try new ideas," and "really believe every child can learn and be college ready." The exploratory factor analysis suggested that all of these items could be included on a single factor that measures teacher capacity.

School Working Conditions

The survey included questions related to school-level working conditions other than teacher capacity. Topics included the level of disciplinary issues in the school, the degree of parent support, access to resources, and whether day-to-day issues consume a lot of a principal's time.

For each condition, the principals were asked the degree to which they agreed or disagreed (using a four-point scale) that the condition existed in their schools. The exploratory factor analysis suggested two scales: conditions related to human capital and conditions related to the broader school environment.

District and Charter-Management Organization Working Conditions

In addition to working conditions at the school level, the survey included questions related to district-level working conditions. For each condition, the principals were asked the degree to which they agreed or disagreed (using a four-point scale) that the condition existed in their

districts. The exploratory factor analysis suggested three scales: satisfaction with supervisor, satisfaction with central office staff, and satisfaction with the district's strategies and actions.

Level of Authority and Hindrance Due to Level of Authority

Principals were given a set of 17 school-level decisions and asked first to report how much authority they perceived they had on the decision and second to report on their perceptions of the extent to which the level of authority hindered their ability to be an effective leader. Each part of the question used a four-point scale: 1 (no authority or not a hindrance), 2 (some authority or a minor hindrance), 3 (a lot of authority or a moderate hindrance), 4 (complete authority or a major hindrance). The exploratory factor analysis suggested three scales for both the level of authority and the associated hindrances: authority over instruction and curriculum, authority over school staffing, and authority over budget and spending.

Professional Development Received

Survey respondents were asked the extent to which they agreed or disagreed (using a four-point scale) to 12 statements about professional development they had received from all sources throughout the current school year.[11] The exploratory factor analysis suggested that all of these items could be included on a single factor that measures professional development.

[11] For this question, New Leaders principals were asked to think of the professional development they received from all sources except from New Leaders. In a separate series of questions, New Leaders principals were asked to discuss professional development received from New Leaders.

Table B.7.
Survey Scales, Corresponding Items, and Internal Consistency Reliability Estimates

Scale	Item
Teacher capacity (Alpha = 0.96)	Teachers have a good grasp of the subject matter they teach. Teachers have the skills needed to produce meaningful student learning. Teachers have the skills to effectively help others improve their practice. Teachers are able to use data to inform instruction. Teachers are able to balance supporting students' social and emotional needs with promoting academic achievement. Teachers are able to promote learning among all students, even those who are difficult to teach. Teachers engage in regular, productive conversations with their colleagues about how to improve their skills. Teachers have high expectations for students. Teachers feel responsible to help each other do their best. Teachers share my beliefs and values about what the central mission of the school should be. Teachers are eager to try new ideas. Teachers are willing to spend extra time to make the school better. Teachers take responsibility for improving the school. Teachers really believe that every child can learn and be college ready. Teachers have a sense of urgency regarding the need to improve student achievement in this school. Teachers support the work that I do as principal.
School working conditions: human capital (Alpha = 0.70)	Teachers have access to high-quality professional development. Other school leaders (such as assistant principals, deans, and coaches) have the instructional and administrative knowledge and skills to effectively carry out their roles and responsibilities. I am unable to delegate tasks to other leaders so that I can focus my time and effort on high-priority areas.[a] My knowledge and skills are a good match to the particular needs of my school. Other leaders in the school (e.g., assistant principals or coaches) support my work.
School working conditions: school environment (Alpha = 0.66)	Standards for student behavior are clear and consistently upheld by all teachers and administrators. Student misbehavior in this school does not interfere with the teaching process. There is excessive student absenteeism or tardiness.[a] The school lacks basic systems for discipline, communication, and managing the school day.[a] Parents are not sufficiently involved in supporting their children's learning.[a] The pressure to raise standardized test scores prevents me from focusing on priorities that I view as more important.[a] Day-to-day issues in my school require so much of my time and attention that there is very little time left for long-term planning.[a]
Level of authority over instruction and curriculum and whether it hinders leadership (Alpha = 0.79)	Setting performance achievement goals for students Selecting curriculum and intervention Selecting textbooks, software, and other instructional materials Determining the scheduling and content of professional development programs for teachers

Scale	Item
Level of authority and whether it hinders school staffing (Alpha = 0.85)	Determining how to evaluate teachers Hiring new full-time teachers Hiring new full-time school administrators (e.g., assistant principals) Removing and disciplining teachers Removing and disciplining school administrators (e.g., assistant principals) Directing the work of school-based coaches Reassigned staff (within certification guidelines) to different positions Deciding (within budget limitations) the number and type of leadership positions in the school Appointing and removing individuals from leadership positions
Level of authority and whether it hinders budget and spending (Alpha = 0.61)	Setting and enforcing student disciplinary policy Deciding how the school budget will be spent Determining how operational needs (such as transportation and facilities) will be met Determining the daily schedule
District and CMO working conditions: satisfaction with supervisor (Alpha = 0.95)	My supervisor has the knowledge, beliefs, and skills to effectively manage and support me. My supervisor supports my professional growth. My supervisor monitors and holds me accountable. My supervisor shares my views of effective school leadership. My supervisor is responsive to my needs.
District and CMO working conditions: satisfaction with central office staff (Alpha = 0.83)	Other central office staff are responsive to my needs. Central office staff has a support orientation rather than a compliance orientation toward schools. The district or CMO provides timely access to the information and resources I need to make timely hiring decisions. The district or CMO has clear processes in place for removing low-performing teachers that can take less than a year. Central office staff believe that all students can learn.
District and CMO working conditions: satisfaction with strategies and actions (Alpha = 0.93)	The district or CMO has a clear focus on improving student achievement. The district or CMO has a strategic plan for improving student achievement. The district or CMO has communicated a clear vision for high-quality teaching and learning. The district or CMO has high-quality and well-resourced strategies for improving low-performing schools. The district or CMO equitably distributes resources across schools. The district or CMO provides access to high-quality professional development opportunities for teachers. The district or CMO is willing to fight political battles to address barriers to reform. The district or CMO provides clear and timely communication regarding district policies and initiatives. The district's or CMO's system for evaluating principals focuses on the most important aspects of my work. The district or CMO provides my school with interim assessment results that are timely and aligned to the state test. The district or CMO provides efficient student information and attendance systems. The district or CMO provides me with value-added information. Requirements put forth by my district or CMO align with my own priorities for my work.

Scale	Item
Time allocation: instructional leadership (Alpha = 0.81)	Developing or leading professional development for staff Providing feedback to teachers about their instruction Working with teachers and other staff to review and make use of student-achievement data Observing classroom instruction Meeting with school leadership teams Attending to my own professional development as a school leader
Time allocation: other leadership and management activities (Alpha = 0.70)	Addressing student discipline issues Monitoring students in hallways, playgrounds, and the cafeteria Interacting with parents and parent groups Carrying out administrative duties (e.g., budget, personnel management, paperwork) Addressing legal issues Interacting with district or CMO staff (e.g., meetings, communications, trainings) Building school community, including planning and attending school events
Professional development received (Alpha = 0.94)	Professional development addressed my specific needs. Professional development has been provided by individuals who are knowledgeable about school leadership. Professional development has been provided by individuals who are knowledgeable about the type of school I serve. Professional development used data from a diagnostic process to help guide our work. Professional development engaged me in action-planning processes to set goals for my work. Professional development followed through on the coaching actions identified in my action plan. Professional development pushed me to reach conclusions on my own but provided direct guidance when needed. Professional development improved my understanding and skills. Professional development led me to make improvements in my work. Professional development addressed the pressing issues in my school. Professional development reflected current best practices in school leadership (i.e., has been up to date). Professional development improved my effectiveness.

[a] The survey item was coded in reverse before inclusion in the factor scale.

Analysis of Principals' Survey Responses

Descriptive Summaries

In this section, we provide descriptive summaries of principals' responses to each set of survey questions. We present overall means for the New Leaders and match samples overall and by district, as well as statistical-significance tests of the differences between these two groups' responses. Responses for Charlotte and New Orleans are included in the overall means; however, because of small sample sizes, we do not provide district-level means for these districts. We use a type I error rate of 0.05 in our discussions of statistical significance. In the tables, significant differences between New Leaders and match principals are denoted by a superscript *a* next to match averages; significant differences between New Leaders principals in one district and the average of all other New Leaders principals are denoted by a superscript *b*; and significant

differences between match principals in one district and the average of all other match principals denoted by a superscript *c*. It is important to acknowledge that the results presented in this section involved a large number of statistical significance tests, and we did not adjust the results for multiple comparisons because of the exploratory nature of these analyses. Therefore, readers should interpret significant results with caution because it is likely that at least some of the significance of the results presented here are due to chance. All results are weighted for nonresponse.

Survey Scales

Table B.8 lists the mean scale scores.

Table B.8.
Mean Scale Scores: Overall, Baltimore, Chicago, and Memphis

	Overall		Baltimore		Chicago		Memphis	
Scale	**New Leaders**	**Match**	**New Leaders**	**Match**	**New Leaders**	**Match**	**New Leaders**	**Match**
Time allocation: instructional leadership	2.21	2.23	2.00[b]	2.51[a]	2.19	2.10	2.62[b]	2.56[c]
Time allocation: other leadership and management activities	2.39	2.51	2.52	2.88[a, c]	2.39	2.49	2.51	2.65
Professional development received	2.77	2.92[a]	2.75	2.92	2.80	2.98	2.75	2.84
Teacher capacity	3.48	3.75[a]	3.47	3.42[c]	3.57	3.61	3.44	3.50
School working conditions: school environment	2.76	2.80	2.67	2.70	2.73	2.81	2.84	2.68
School working conditions: human capital	3.13	3.24	3.03	3.10	3.36[b]	3.38	3.22	3.26
District or CMO working conditions: satisfaction with central office staff	2.56	2.74[a]	2.61	3.00[a, c]	2.47	2.70	3.02[b]	2.85
District or CMO working conditions: satisfaction with strategies and actions	2.48	2.64	2.41	2.84[a]	2.50	2.57	2.65	2.54
District or CMO working conditions: satisfaction with supervisor	2.89	3.11[a]	2.58	3.01	3.00	3.47[a, c]	3.52[b]	3.12[a]
Level of authority: budget and spending	2.73	2.79	2.64	2.90	2.76	2.86	2.71	2.65
Level of authority: instruction and curriculum	2.88	2.80	2.74	2.92	2.99	3.04	2.25[b]	1.91[c]
Level of authority: school staffing	2.64	2.75	2.49	2.67	2.93[b]	3.05[c]	2.31[b]	2.35[c]
Hindrance due to level of authority: budget and spending	1.79	1.79	2.00	1.82	1.78	1.86	1.77	1.78
Hindrance due to level of authority: instruction and curriculum	1.66	1.65	1.71	1.56	1.67	1.61	2.21[b]	2.29[c]
Hindrance due to level of authority: school staffing	1.94	1.75[a]	2.10	1.80	1.83	1.65	2.06	1.94

NOTE: The choices for teacher capacity were 1 (none), 2 (a few), 3 (about half), 4 (most), and 5 (nearly all). The choices for school conditions, professional development received, and district or CMO conditions were 1 (strongly disagree), 2 (disagree), 3 (agree), and 4 (strongly agree). The choices for level of authority were 1 (no authority), 2 (some authority), 3 (a lot of authority), and 4 (complete authority). The choices for hindrance due to level of authority were 1 (not a hindrance), 2 (minor hindrance), 3 (moderate hindrance), and 4 (major hindrance). All data are weighted for nonresponse. Responses for Charlotte and New Orleans are included in the overall means, when comparing New Leaders in one district and all other New Leaders, and when comparing match principals in one district and all other match principals. However, because of small sample sizes, we do not provide district-level means for these districts.

[a] Significant differences between New Leaders and match principals ($p \leq 0.05$).

[b] Significant differences between New Leaders principals in one district and the average of all other New Leaders principals.

[c] Significant differences between match principals in one district and the average of all other match principals.

Table B.9.
Mean Scale Scores: New York, Oakland, Prince George's County, and Washington, D.C.

	New York		Oakland		Prince George's County		Washington, D.C.	
Scale	**New Leaders**	**Match**	**New Leaders**	**Match**	**New Leaders**	**Match**	**New Leaders**	**Match**
Time allocation: instructional leadership	2.04[b]	2.21	2.02[b]	2.07	2.29	2.20	2.37	2.10
Time allocation: other leadership and management activities	2.32	2.35	2.14[b]	2.62[a]	2.15[b]	2.49	2.47	2.27[c]
Professional development received	2.87	3.00	2.67	2.84	2.60	2.82	2.72	2.88
Teacher capacity	3.43	3.96[c]	3.73	3.94	3.03[b]	3.86[a]	3.38	4.00[a]
School working conditions: school environment	2.72	2.72	3.02[b]	2.85	2.89	3.02	2.67	2.99
School working conditions: human capital	3.07	3.20	3.06	2.97	3.06	3.34	2.97	3.37[a]
District or CMO working conditions: satisfaction with central office staff	2.25[b]	2.38[c]	2.58	2.82	2.80	3.03	2.59	2.69
District or CMO working conditions: satisfaction with strategies and actions	2.12[b]	2.31[c]	2.52	2.80	2.61	2.68	2.74[b]	2.81
District or CMO working conditions: satisfaction with supervisor	2.56[b]	2.69[c]	2.76	2.97	3.30[b]	3.51	3.00	3.20
Level of authority: budget and spending	2.74	2.67	2.81	2.64	2.84	2.89	2.84	2.81
Level of authority: instruction and curriculum	3.39[b]	3.08	2.91	2.77	2.48[b]	2.05[c]	2.78	2.77
Level of authority: school staffing	2.76	2.77	2.53	2.43	1.82[b]	2.26	2.88[b]	2.89
Hindrance due to level of authority: budget and spending	1.90	1.93	1.66	1.65	1.91	1.66	1.58	1.70
Hindrance due to level of authority: instruction and curriculum	1.37[b]	1.37[c]	1.48	1.80	1.96	1.96	1.57	1.54
Hindrance due to level of authority: school staffing	1.98	1.85	2.10	1.66	2.63[b]	2.12	1.46[b]	1.54

NOTE: The choices for teacher capacity were 1 (none), 2 (a few), 3 (about half), 4 (most), and 5 (nearly all). The choices for school conditions, professional development received, and district or CMO conditions were 1 (strongly disagree), 2 (disagree), 3 (agree), and 4 (strongly agree). The choices for level of authority were 1 (no authority), 2 (some authority), 3 (a lot of authority), and 4 (complete authority). The choices for hindrance due to level of authority were 1 (not a hindrance), 2 (minor hindrance), 3 (moderate hindrance), and 4 (major hindrance). All data are weighted for nonresponse. Responses for Charlotte and New Orleans are included in the overall means, when comparing New Leaders in one district and all other New Leaders, and when comparing match principals in one district and all other match principals. However, because of small sample sizes, we do not provide district-level means for these districts.

[a] Significant differences between New Leaders and match principals ($p \leq 0.05$).

[b] Significant differences between New Leaders principals in one district and the average of all other New Leaders principals.

[c] Significant differences between match principals in one district and the average of all other match principals.

Individual Survey Items

Tables B.10 through B.35 summarize the results of the individual survey items.

Table B.10.
In a Typical Week, How Much Time Do You Spend in Each Activity? Overall, Baltimore, Chicago, and Memphis

	Overall		Baltimore		Chicago		Memphis	
Item	**New Leaders**	**Match**	**New Leaders**	**Match**	**New Leaders**	**Match**	**New Leaders**	**Match**
Developing or leading professional development for staff	2.06	2.11	1.66[b]	2.25[a]	2.15	1.75[a, c]	2.42[b]	2.43
Providing feedback to teachers about their instruction	2.41	2.39	2.21	2.51	2.37	2.21	2.76[b]	2.76
Working with teachers and other staff to review and make use of student-achievement data	2.28	2.28	2.14	2.65	2.19	2.08	2.90[b]	2.85[c]
Observing classroom instruction	2.81	2.75	2.45[b]	3.26[a, c]	2.76	2.60	3.38[b]	3.08
Meeting with school leadership teams	2.11	2.12	1.92	2.47[a]	2.19	2.12	2.35	2.25
Addressing student discipline issues	2.62	2.65	2.71	3.17[c]	2.68	2.48	2.60	3.00
Monitoring students in hallways, playgrounds, cafeteria, etc.	2.65	2.65	2.59	3.22[c]	2.53	2.59	2.90	3.15[c]
Interacting with parents and parent groups	2.34	2.48	2.38	2.90[c]	2.44	2.28	2.61	2.77
Carrying out administrative duties (e.g., budget, personnel management, paperwork)	3.30	3.80[a]	3.47	4.28[a, c]	3.37	3.82	3.42	3.81
Addressing legal issues	1.56	1.53	1.76	1.66	1.58	1.82[c]	1.67	1.35
Interacting with district or CMO staff (e.g., meetings, communications, trainings)	2.03	2.01	2.20	2.00	1.83[b]	1.90	2.13	2.04
Building school community, including planning and attending school events	2.22	2.42	2.44	2.93[c]	2.27	2.46	2.30	2.35
Attending to your own professional development as a school leader	1.58	1.75	1.59	1.95	1.52	1.81	1.94	2.03

NOTE: All numbers are based on a scale between 1 (not done weekly) and 5 (more than 15 hours). All data are weighted for nonresponse. Responses for Charlotte and New Orleans are included in the overall means, when comparing New Leaders in one district and all other New Leaders, and when comparing match principals in one district and all other match principals. However, because of small sample sizes, we do not provide district-level means for these districts.
[a] Significant differences between New Leaders and match principals ($p \leq 0.05$).
[b] Significant differences between New Leaders principals in one district and the average of all other New Leaders principals.
[c] Significant differences between match principals in one district and the average of all other match principals.

Table B.11.

In a Typical Week, How Much Time Do You Spend in Each Activity? New York, Oakland, Prince George's County, and Washington, D.C.

	New York		Oakland		Prince George's County		Washington, D.C.	
Item	**New Leaders**	**Match**	**New Leaders**	**Match**	**New Leaders**	**Match**	**New Leaders**	**Match**
Developing or leading professional development for staff	2.00	2.23	1.94	2.19	2.19	1.97	2.04	2.08
Providing feedback to teachers about their instruction	2.23	2.44	2.39	2.20	2.80	2.45	2.51	2.34
Working with teachers and other staff to review and make use of student-achievement data	2.09	2.02	1.89[b]	2.15	2.69	1.97	2.41	2.41
Observing classroom instruction	2.43[b]	2.60	2.58	2.47	2.89	3.11	3.27[b]	2.57[a]
Meeting with school leadership teams	2.03	2.12	1.81[b]	1.81[c]	1.90	1.96	2.32	1.87
Addressing student discipline issues	2.59	2.60	2.27[b]	2.89	2.34	2.34	2.62	2.03[c]
Monitoring students in hallways, playgrounds, cafeteria, etc.	2.54	2.41	2.45	2.32[c]	2.32[b]	2.84	2.92	2.31
Interacting with parents and parent groups	2.00[b]	2.38	2.09[b]	2.46	2.28	2.47	2.58	2.38
Carrying out administrative duties (e.g., budget, personnel management, paperwork)	3.44	3.54	2.73[b]	3.88[a]	3.14	4.30[a]	3.15	3.41
Addressing legal issues	1.64	1.40	1.18[b]	1.44	1.21[b]	1.49	1.55	1.40
Interacting with district or CMO staff (e.g., meetings, communications, trainings)	1.97	1.86	2.17	2.51[c]	1.60[b]	2.15	2.11	1.95
Building school community, including planning and attending school events	2.04	2.13	2.09	2.80	2.10	1.86	2.38	2.23
Attending to your own professional development as a school leader	1.47	1.83	1.52	1.59	1.29	1.63	1.67	1.34[c]

NOTE: All numbers are based on a scale between 1 (not done weekly) and 5 (more than 15 hours). All data are weighted for nonresponse. Responses for Charlotte and New Orleans are included in the overall means, when comparing New Leaders in one district and all other New Leaders, and when comparing match principals in one district and all other match principals. However, because of small sample sizes, we do not provide district-level means for these districts.

[a] Significant differences between New Leaders and match principals ($p \leq 0.05$).

[b] Significant differences between New Leaders principals in one district and the average of all other New Leaders principals.

[c] Significant differences between match principals in one district and the average of all other match principals.

Table B.12.

Overall, the Professional Development I Have Received This School Year Has . . .: Overall, Baltimore, Chicago, and Memphis

	Overall		Baltimore		Chicago		Memphis	
Item	New Leaders	Match	New Leaders	Match	New Leaders	Match	New Leaders	Match
Addressed my specific needs	2.88	2.96	2.97	3.12	2.91	2.98	2.87	2.81
Been provided by individuals who are knowledgeable about school leadership	3.02	3.15	3.07	3.15	3.02	3.38[a, c]	3.01	2.92
Been provided by individuals who are knowledgeable about the type of school I serve	2.74	2.85	2.71	2.91	2.75	2.83	2.78	2.53[c]
Used data from a diagnostic process to help guide our work	2.58	2.96[a]	2.50	2.91	2.68	3.08	2.69	3.04
Engaged me in action-planning processes to set goals for my work	2.67	2.96[a]	2.75	3.06	2.74	3.09	2.50	2.71
Followed through on the coaching actions identified in my action plan	2.40	2.64[a]	2.18	2.50	2.43	2.94[a, c]	2.36	2.61
Pushed me to reach conclusions on my own but provided direct guidance when needed	2.68	2.81	2.64	2.73	2.61	2.72	2.70	2.88
Improved my understanding and skills	2.90	3.08[a]	3.12[b]	3.11	2.88	2.99	2.87	3.13
Led me to make improvements in my work	2.95	3.05	3.10	2.94	2.93	3.00	2.80	3.03
Addressed the pressing issues in my school	2.66	2.65	2.38	2.64	2.71	2.82	2.68	2.47
Reflected current best practices in school leadership (i.e., has been up to date)	2.90	3.03	2.78	3.03	2.99	3.01	2.91	3.00
Improved my effectiveness	2.85	2.98	2.76	3.04	2.93	2.93	2.84	2.97

NOTE: All numbers are based on a scale between 1 (strongly disagree) and 5 (strongly agree). All data are weighted for nonresponse. For this question, New Leaders principals were asked to think of the professional development they received from all sources except from New Leaders. In a separate series of questions, New Leaders principals were asked to discuss professional development received from New Leaders. Responses for Charlotte and New Orleans are included in the overall means, when comparing New Leaders in one district and all other New Leaders, and when comparing match principals in one district and all other match principals. However, because of small sample sizes, we do not provide district-level means for these districts.

[a] Significant differences between New Leaders and match principals ($p \leq 0.05$).

[b] Significant differences between New Leaders principals in one district and the average of all other New Leaders principals.

[c] Significant differences between match principals in one district and the average of all other match principals.

Table B.13.
Overall, the Professional Development I Have Received This School Year Has . . .: New York, Oakland, Prince George's County, and Washington, D.C.

	New York		Oakland		Prince George's County		Washington, D.C.	
Item	**New Leaders**	**Match**	**New Leaders**	**Match**	**New Leaders**	**Match**	**New Leaders**	**Match**
Addressed my specific needs	3.06	3.10	2.77	2.75	2.79	2.98	2.62	2.82
Been provided by individuals who are knowledgeable about school leadership	3.05	3.08	2.99	3.19	3.08	3.35	2.87	3.06
Been provided by individuals who are knowledgeable about the type of school I serve	2.78	3.04	2.64	3.00	2.57	2.87	2.69	2.69
Used data from a diagnostic process to help guide our work	2.44	2.99[a]	2.52	2.93	2.48	2.68	2.65	2.87
Engaged me in action-planning processes to set goals for my work	2.69	3.01	2.61	2.95	2.31	2.53	2.70	2.90
Followed through on the coaching actions identified in my action plan	2.55	2.56	2.32	2.59	2.28	2.52	2.40	2.59
Pushed me to reach conclusions on my own but provided direct guidance when needed	2.89[b]	3.04	2.54	2.80	2.40	2.36	2.63	2.78
Improved my understanding and skills	3.00	3.28	2.80	3.02	2.80	2.85	2.78	2.93
Led me to make improvements in my work	3.10	3.22	2.80	2.86	2.71	3.00	2.97	3.14
Addressed the pressing issues in my school	2.75	2.70	2.62	2.39	2.47	2.68	2.75	2.61
Reflected current best practices in school leadership (i.e., has been up to date)	3.05	2.92	2.76	2.96	2.70	3.04	2.79	3.18
Improved my effectiveness	2.99	3.11	2.81	2.67	2.58	3.02	2.79	2.92

NOTE: All numbers are based on a scale between 1 (strongly disagree) and 5 (strongly agree). All data are weighted for nonresponse. For this question, New Leaders principals were asked to think of the professional development they received from all sources except from New Leaders. In a separate series of questions, New Leaders principals were asked to discuss professional development received from New Leaders. Responses for Charlotte and New Orleans are included in the overall means, when comparing New Leaders in one district and all other New Leaders, and when comparing match principals in one district and all other match principals. However, because of small sample sizes, we do not provide district-level means for these districts.
[a] Significant differences between New Leaders and match principals ($p \leq 0.05$).
[b] Significant differences between New Leaders principals in one district and the average of all other New Leaders principals.
[c] Significant differences between match principals in one district and the average of all other match principals.

Table B.14.
How Many Teachers in This School . . .: Overall, Baltimore, Chicago, and Memphis

	Overall		Baltimore		Chicago		Memphis	
Item	**New Leaders**	**Match**	**New Leaders**	**Match**	**New Leaders**	**Match**	**New Leaders**	**Match**
Have a good grasp of the subject matter they teach	3.90	4.18[a]	3.99	4.16	4.06	3.92	3.67	4.04
Have the skills needed to produce meaningful student learning	3.62	3.96[a]	3.85	3.70	3.73	3.89	3.46	3.85
Have the skills to effectively help others improve their practice	3.01	3.39[a]	3.33	3.21	3.08	3.35	3.07	3.22
Are able to use data to inform instruction	3.45	3.77[a]	3.47	3.49	3.36	3.48	3.54	3.59
Are able to balance supporting students' social and emotional needs with promoting academic achievement	3.22	3.45[a]	3.16	3.11	3.35	3.15	3.39	3.19
Are able to promote learning among all students, even those who are difficult to teach	3.15	3.47[a]	3.32	3.44	3.25	3.32	3.20	3.18
Engage in regular, productive conversations with their colleagues about how to improve their skills	3.47	3.70	3.47	3.16[c]	3.61	3.53	3.36	3.14[c]
Have high expectations for students	3.69	4.03[a]	3.67	3.70	3.80	3.77	3.85	3.80
Feel responsible to help each other do their best	3.43	3.63	3.40	2.98[c]	3.48	3.42	3.46	3.32
Share your beliefs and values about what the central mission of the school should be	3.68	3.9[a]	3.59	3.66	3.75	3.76	3.67	3.93
Are eager to try new ideas	3.46	3.55	3.39	3.21	3.66	3.40	3.25	3.43
Are willing to spend extra time to make the school better	3.53	3.82[a]	3.36	3.43	3.65	3.69	3.14[b]	3.27[c]
Take responsibility for improving the school	3.45	3.75[a]	3.33	3.27[c]	3.50	3.75	3.31	3.44
Really believe that every child can learn and be college ready	3.47	3.74[a]	3.26	3.43[c]	3.53	3.69	3.30	3.42
Have a sense of urgency regarding the need to improve student achievement in this school	3.43	3.81[a]	3.39	3.21[c]	3.46	3.81	3.48	3.44
Support the work that I do as principal	3.68	3.94[a]	3.61	3.60	3.81	3.92	3.86	3.90
Have 0–5 years of teaching experience	3.20	3.31	3.11	3.03	3.38	3.44	2.59[b]	3.10

Item	Overall		Baltimore		Chicago		Memphis	
	New Leaders	Match	New Leaders	Match	New Leaders	Match	New Leaders	Match
Have more than 10 years of teaching experience	2.64	3[a]	2.72	3.30	2.70	3.24	3.34[b]	3.68[c]

NOTE: All numbers are based on a scale between 1 (none) and 5 (nearly all). All data are weighted for nonresponse. Responses for Charlotte and New Orleans are included in the overall means, when comparing New Leaders in one district and all other New Leaders, and when comparing match principals in one district and all other match principals. However, because of small sample sizes, we do not provide district-level means for these districts.
[a] Significant differences between New Leaders and match principals ($p \leq 0.05$).
[b] Significant differences between New Leaders principals in one district and the average of all other New Leaders principals.
[c] Significant differences between match principals in one district and the average of all other match principals.

Table B.15.
How Many Teachers in This School . . .: New York, Oakland, Prince George's County, and Washington, D.C.

Item	New York		Oakland		Prince George's County		Washington, D.C.	
	New Leaders	Match	New Leaders	Match	New Leaders	Match	New Leaders	Match
Have a good grasp of the subject matter they teach	4.06	4.35	4.15	4.43	3.27[b]	4.17[a]	3.56	4.28[a]
Have the skills needed to produce meaningful student learning	3.61	3.86	4.10[b]	4.36[c]	3.53	4.17[a]	3.21[b]	4.2[a]
Have the skills to effectively help others improve their practice	2.91	3.50	2.94	3.38	2.88	3.84[a]	2.77	3.39
Are able to use data to inform instruction	3.44	3.96[a]	3.73	4.33[c]	2.88[b]	4.33[a]	3.27	3.81
Are able to balance supporting students' social and emotional needs with promoting academic achievement	3.06	3.68[a]	3.51	3.57	2.86	4.17[a, c]	3.05	3.82[a, c]
Are able to promote learning among all students, even those who are difficult to teach	2.98	3.40	3.40	3.81	2.99	3.86[a]	2.92	3.74[a]
Engage in regular, productive conversations with their colleagues about how to improve their skills	3.53	4.05	3.75	3.92	2.89[b]	3.97[a]	3.28	4.19[a, c]
Have high expectations for students	3.48	4.05[a]	3.92	4.58[a, c]	3.29	4.38[a]	3.67	4.39[a]
Feel responsible to help each other do their best	3.41	3.92	3.68	3.74	3.00	3.84[a]	3.29	4.17[a, c]
Share your beliefs and values about what the central mission of the school should be	3.55	4.07	3.99[b]	3.65	3.08[b]	4[a]	3.76	4.19
Are eager to try new ideas	3.37	3.94[a, c]	3.64	3.30	2.97	3.33	3.54	3.79

Item	New York		Oakland		Prince George's County		Washington, D.C.	
	New Leaders	Match	New Leaders	Match	New Leaders	Match	New Leaders	Match
Are willing to spend extra time to make the school better	3.64	4.26[a, c]	3.82	4.12	2.86[b]	3.50	3.68	3.93
Take responsibility for improving the school	3.54	4.03	3.78	3.97	2.86[b]	3.17[c]	3.40	4.00
Really believe that every child can learn and be college ready	3.48	3.84	3.86[b]	4.24[c]	2.78[b]	3.67[a]	3.57	3.84
Have a sense of urgency regarding the need to improve student achievement in this school	3.39	3.99[a]	3.63	4.21	2.99[b]	3.69	3.41	4.16[a]
Support the work that I do as principal	3.48	4.41[a, c]	3.84	3.50	3.49	3.69	3.66	4.13
Have 0–5 years of teaching experience	3.40	3.53	3.28	3.81	2.73	2.79	3.10	3.12
Have more than 10 years of teaching experience	2.15[b]	2.18[c]	2.58	2.65	3.14	2.96	2.62	3.21

NOTE: All numbers are based on a scale between 1 (none) and 5 (nearly all). All data are weighted for nonresponse. Responses for Charlotte and New Orleans are included in the overall means, when comparing New Leaders in one district and all other New Leaders, and when comparing match principals in one district and all other match principals. However, because of small sample sizes, we do not provide district-level means for these districts.
[a] Significant differences between New Leaders and match principals ($p \leq 0.05$).
[b] Significant differences between New Leaders principals in one district and the average of all other New Leaders principals.
[c] Significant differences between match principals in one district and the average of all other match principals.

Table B.16.
To What Extent Do You Agree or Disagree with the Following Statements About Your School? Overall, Baltimore, Chicago, and Memphis

Item	Overall		Baltimore		Chicago		Memphis	
	New Leaders	Match	New Leaders	Match	New Leaders	Match	New Leaders	Match
Standards for student behavior are clear and consistently upheld by all teachers and administrators.	2.86	2.99	2.65	2.72[c]	2.81	3.02	3.23[b]	3.03
Student misbehavior in this school does not interfere with the teaching process.	2.63	2.56	2.17[b]	2.19[c]	2.59	2.64	2.90[b]	2.49[a]
There is excessive student absenteeism or tardiness.	2.40	2.31	2.52	2.25	2.45	2.19	2.39	2.36
The school lacks basic systems for discipline, communication, and managing the school day.	1.63	1.37[a]	1.71	1.56	1.48	1.39	1.53	1.29

Item	Overall		Baltimore		Chicago		Memphis	
	New Leaders	Match	New Leaders	Match	New Leaders	Match	New Leaders	Match
Parents are not sufficiently involved in supporting their children's learning.	2.55	2.48	2.55	2.63	2.66	2.72	2.53	2.78
The pressure to raise standardized test scores prevents me from focusing on priorities that I view as more important.	2.14	2.26	1.84[b]	2.17	2.18	2.12	2.56[b]	2.57
Teachers have access to high-quality professional development.	3.06	3.19	3.04	2.98	3.22	3.27	3.04	3.36
The curriculum is aligned to state or district standards and assessments.	3.09	3.27[a]	3.08	3.50[a]	3.12	3.35	2.92	2.89[c]
Day-to-day issues in my school require so much of my time and attention that there is very little time left for long-term planning.	2.48	2.56	2.47	2.44	2.50	2.60	2.24	2.73[a]
Other school leaders (such as assistant principals, deans, and coaches) have the instructional and administrative knowledge and skills to effectively carry out their roles and responsibilities.	3.01	3.21[a]	2.66	3.04	3.32[b]	3.43	3.22[b]	3.17
I am unable to delegate tasks to other leaders so that I can focus my time and effort on high-priority areas.	2.13	1.99	2.07	1.93	1.88[b]	1.96	2.02	2.30[c]
My knowledge and skills are a good match to the particular needs of my school.	3.37	3.36	3.35	3.02	3.56[b]	3.51	3.45	3.52
Other leaders in the school (e.g., assistant principals or coaches) support my work.	3.35	3.42	3.18	3.38	3.61[b]	3.63	3.41	3.55
The school has access to sufficient resources to meet the needs of my school's students.	2.73	2.59	2.61	2.66	2.93	2.69	3.01	3.05[c]

NOTE: All numbers are based on a scale between 1 (strongly disagree) and 4 (strongly agree). All data are weighted for nonresponse. Responses for Charlotte and New Orleans are included in the overall means, when comparing New Leaders in one district and all other New Leaders, and when comparing match principals in one district and all other match principals. However, because of small sample sizes, we do not provide district-level means for these districts.

[a] Significant differences between New Leaders and match principals ($p \leq 0.05$).

[b] Significant differences between New Leaders principals in one district and the average of all other New Leaders principals.

[c] Significant differences between match principals in one district and the average of all other match principals.

Table B.17.
To What Extent Do You Agree or Disagree with the Following Statements About Your School? New York, Oakland, Prince George's County, and Washington, D.C.

	New York		Oakland		Prince George's County		Washington, D.C.	
Item	**New Leaders**	**Match**	**New Leaders**	**Match**	**New Leaders**	**Match**	**New Leaders**	**Match**
Standards for student behavior are clear and consistently upheld by all teachers and administrators.	2.88	3.04	2.99	2.83	3.07	3.35	2.68	3.04
Student misbehavior in this school does not interfere with the teaching process.	2.62	2.66	3.08[b]	2.63[a]	3.06	2.98	2.42	2.53
There is excessive student absenteeism or tardiness.	2.20	2.69	2.34	2.49	2.46	1.80	2.56	1.92[a]
The school lacks basic systems for discipline, communication, and managing the school day.	1.67	1.37[a]	1.64	1.30	1.30	1.38	1.80	a[c]
Parents are not sufficiently involved in supporting their children's learning.	2.70	2.56	1.83[b]	2.02[c]	2.61	2.15	2.59	2.04
The pressure to raise standardized test scores prevents me from focusing on priorities that I view as more important.	2.26	2.41	1.72[b]	2.14[a]	2.12	2.49	2.09	2.13
Teachers have access to high-quality professional development.	3.02	3.10	3.08	2.95	3.28	3.14	3.04	3.36
The curriculum is aligned to state or district standards and assessments.	3.13	3.13	3.38[b]	3.41	3.40[b]	3.33	2.78	3.18
Day-to-day issues in my school require so much of my time and attention that there is very little time left for long-term planning.	2.65	2.61	2.41	2.55	2.42	2.32	2.34	2.34
Other school leaders (such as assistant principals, deans, and coaches) have the instructional and administrative knowledge and skills to effectively carry out their roles and responsibilities.	3.00	3.24	2.80	2.73	2.48[b]	3.36[a]	2.84	3.33[a]
I am unable to delegate tasks to other leaders so that I can focus my time and effort on high-priority areas.	2.25	1.91	2.20	2.08	2.23	1.98	2.40	1.7[a]
My knowledge and skills are a good match to the particular needs of my school.	3.24	3.29	3.46	3.06	3.48	3.67	3.10[b]	3.44
Other leaders in the school (e.g., assistant principals or coaches) support my work.	3.31	3.27	3.15	3.19	3.28	3.52	3.28	3.41

Item	New York		Oakland		Prince George's County		Washington, D.C.	
	New Leaders	Match	New Leaders	Match	New Leaders	Match	New Leaders	Match
The school has access to sufficient resources to meet the needs of my school's students.	2.59	2.22	2.64	2.31	2.58	3.17[a, c]	2.69	2.50

NOTE: All numbers are based on a scale between 1 (strongly disagree) and 4 (strongly agree). All data are weighted for nonresponse. Responses for Charlotte and New Orleans are included in the overall means, when comparing New Leaders in one district and all other New Leaders, and when comparing match principals in one district and all other match principals. However, because of small sample sizes, we do not provide district-level means for these districts.
[a] Significant differences between New Leaders and match principals ($p \leq 0.05$).
[b] Significant differences between New Leaders principals in one district and the average of all other New Leaders principals.
[c] Significant differences between match principals in one district and the average of all other match principals.

Table B.18.
To What Extent Do You Agree or Disagree with the Following Statements About Your District or Charter-Management Organization? Overall, Baltimore, Chicago, and Memphis

Item	Overall		Baltimore		Chicago		Memphis	
	New Leaders	Match	New Leaders	Match	New Leaders	Match	New Leaders	Match
The district or CMO has a clear focus on improving student achievement.	2.87	3.09[a]	3.13	3.39[c]	2.70	2.72[c]	3.23[b]	3.07
The district or CMO has a strategic plan for improving student achievement.	2.64	2.81	2.94	3.22[c]	2.46	2.57	3.20[b]	2.97
The district or CMO has communicated a clear vision for high-quality teaching and learning.	2.70	2.99[a]	2.98	3.27[c]	2.53	2.90	3.26[b]	2.97
The district or CMO has high-quality and well-resourced strategies for improving low-performing schools.	2.27	2.59[a]	2.21	3.01[a, c]	2.31	2.50	3.00[b]	2.60
The district or CMO equitably distributes resources across schools.	2.28	2.43	2.60	2.98[c]	b[c]	2.07	2.66[b]	2.44
The district or CMO provides access to high-quality professional development opportunities for teachers.	2.35	2.74[a]	2.22	2.76[a]	2.40	2.92[a]	2.78[b]	2.85
The district or CMO is willing to fight political battles to address barriers to reform.	2.60	2.61	2.68	3.03[c]	2.46	2.35	2.89	2.69

Item	Overall		Baltimore		Chicago		Memphis	
	New Leaders	Match	New Leaders	Match	New Leaders	Match	New Leaders	Match
The district or CMO provides clear and timely communication regarding district policies and initiatives.	2.38	2.64[a]	2.29	2.73	2.20	2.55	2.71[b]	2.80
The district or CMO's system for evaluating principals focuses on the most important aspects of my work.	2.30	2.37	2.18	2.59	2.21	2.52	2.79[b]	2.24[a]
The district or CMO provides my school with interim assessment results that are timely and aligned to the state test.	2.78	2.79	2.93	2.78	2.68	3.15[c]	3.17[b]	2.93
The district or CMO provides efficient student information and attendance systems.	2.92	2.88	2.78	3.10	2.90	3.02	3.16	3.11
The district or CMO provides me with value-added information.	2.64	2.83	2.36	2.95[a]	2.77	3.02	3.43[b]	3.25[c]
Requirements put forth by my district or CMO align with my own priorities for my work.	2.56	2.75	2.68	3.29[a, c]	2.42	2.89	2.97[b]	2.68
My supervisor has the knowledge, beliefs, and skills to effectively manage and support me.	2.83	3.07[a]	2.54	3.1[a]	2.87	3.46[a, c]	3.47[b]	3.04[a]
My supervisor supports my professional growth.	2.88	3.12[a]	2.50	2.97	3.06	3.61[a, c]	3.59[b]	3.2[a]
My supervisor monitors and holds me accountable.	2.91	3.21[a]	2.54	2.97	3.11	3.52[a, c]	3.63[b]	3.41
My supervisor shares my views of effective school leadership.	2.92	3.11	2.53[b]	3.03	3.02	3.33	3.48[b]	3.04[a]
My supervisor is responsive to my needs.	2.91	3.07	2.81	2.97	2.90	3.49[a, c]	3.44[b]	2.91[a]
Other central office staff are responsive to my needs.	2.71	2.84	2.51	2.98[a]	2.67	2.86	2.91	2.66
Central office staff has a support orientation rather than a compliance orientation toward schools.	2.32	2.53	2.11	2.8[a]	2.29	2.43	2.48	2.34
The district or CMO provides timely access to the information and resources I need to make timely hiring decisions.	2.36	2.56	2.23	2.70	2.43	2.56	2.51	2.51
The district or CMO has clear processes in place for removing low-performing teachers that can take less than a year.	2.18	2.26	2.42	2.38	2.29	2.17	2.27	2.04
Central office staff believe that all students can learn.	2.81	3.08[a]	2.78	3.34[a]	2.77	2.87	3.14[b]	3.11

NOTE: All numbers are based on a scale between 1 (strongly disagree) and 4 (strongly agree). All data are weighted for nonresponse. Responses for Charlotte and New Orleans are included in the overall means, when comparing New Leaders in one district and all other New Leaders, and when comparing match principals in one district and all other match principals. However, because of small sample sizes, we do not provide district-level means for these districts.

[a] Significant differences between New Leaders and match principals ($p \leq 0.05$).

[b] Significant differences between New Leaders principals in one district and the average of all other New Leaders principals.

[c] Significant differences between match principals in one district and the average of all other match principals.

Table B.19.

To What Extent Do You Agree or Disagree with the Following Statements About Your District or Charter-Management Organization? New York, Oakland, Prince George's County, and Washington, D.C.

	New York		Oakland		Prince George's County		Washington, D.C.	
Item	New Leaders	Match	New Leaders	Match	New Leaders	Match	New Leaders	Match
The district or CMO has a clear focus on improving student achievement.	2.46[b]	2.85	2.94	3.28	3.19[b]	3.35	2.99	3.35
The district or CMO has a strategic plan for improving student achievement.	2.11[b]	2.40[c]	2.83	2.90	2.89	3.17	2.70	2.91
The district or CMO has communicated a clear vision for high-quality teaching and learning.	2.24[b]	2.63[c]	2.55	3.04	2.89	3.49	2.93	3.05
The district or CMO has high-quality and well-resourced strategies for improving low-performing schools.	1.98[b]	2.19[c]	2.21	2.63	2.69[b]	3.01	1.98	2.53
The district or CMO equitably distributes resources across schools.	2.22	2.30	2.22	2.69	2.09	2.31	2.28	2.40
The district or CMO provides access to high-quality professional development opportunities for teachers.	2.16	2.42	2.26	2.31[c]	2.49	3.00	2.35	3.07[a]
The district or CMO is willing to fight political battles to address barriers to reform.	2.31	2.36	2.60	2.87	2.55	3.04	2.70	2.52
The district or CMO provides clear and timely communication regarding district policies and initiatives.	2.45	2.56	2.30	2.58	2.66	3.00	2.35	2.57
The district or CMO's system for evaluating principals focuses on the most important aspects of my work.	2.03	2.16	2.42	2.22	2.38	2.67	2.47	2.22
The district or CMO provides my school with interim assessment results that are timely and aligned to the state test.	2.20[b]	2.25[c]	3.06	3.32[c]	3.38[b]	3.14	2.69	2.29
The district or CMO provides efficient student information and attendance systems.	2.63[b]	2.32[c]	3.05	3.27[c]	3.48[b]	3.31[c]	2.91	2.53
The district or CMO provides me with value-added information.	2.19[b]	2.39[c]	2.41	2.76	2.99[b]	2.98	2.67	2.45
Requirements put forth by my district or CMO align with my own priorities for my work.	2.22[b]	2.12[c]	2.58	2.77	2.76	2.99	2.66	2.79
My supervisor has the knowledge, beliefs, and skills to effectively manage and support me.	2.56	2.68[c]	2.76	2.94	3.36[b]	3.51[c]	2.86	2.97

Item	New York		Oakland		Prince George's County		Washington, D.C.	
	New Leaders	Match	New Leaders	Match	New Leaders	Match	New Leaders	Match
My supervisor supports my professional growth.	2.51[b]	2.59[c]	2.55	2.94	3.39[b]	3.51	3.03	3.15
My supervisor monitors and holds me accountable.	2.53[b]	2.79[c]	2.58	3.10[a]	3.28[b]	3.51	3.02	3.26
My supervisor shares my views of effective school leadership.	2.69	2.73	2.89	2.97	3.18	3.68[c]	3.07	3.38
My supervisor is responsive to my needs.	2.52[b]	2.67[c]	3.01	2.90	3.28[b]	3.33	3.03	3.26
Other central office staff are responsive to my needs.	2.39[b]	2.52	2.89	3.08	2.98	3.18[c]	2.89	2.88
Central office staff has a support orientation rather than a compliance orientation toward schools.	1.87[b]	2.13	2.72[b]	2.86	2.97[b]	2.65	2.44	2.67
The district or CMO provides timely access to the information and resources I need to make timely hiring decisions.	2.06[b]	2.30	2.29	2.76	2.28	2.18	2.76[b]	2.70
The district or CMO has clear processes in place for removing low-performing teachers that can take less than a year.	1.80[b]	2.12	1.88	2.23	1.66	1.86	2.69[b]	2.52
Central office staff believe that all students can learn.	2.49[b]	2.63[c]	2.85	3.22	3.18	3.61[c]	2.93	3.31

NOTE: All numbers are based on a scale between 1 (strongly disagree) and 4 (strongly agree). All data are weighted for nonresponse. Responses for Charlotte and New Orleans are included in the overall means, when comparing New Leaders in one district and all other New Leaders, and when comparing match principals in one district and all other match principals. However, because of small sample sizes, we do not provide district-level means for these districts.
[a] Significant differences between New Leaders and match principals ($p \leq 0.05$).
[b] Significant differences between New Leaders principals in one district and the average of all other New Leaders principals.
[c] Significant differences between match principals in one district and the average of all other match principals.

Table B.20.
How Much Authority Do You Think You Have on Decisions Concerning the Following Activities at This School? Overall, Baltimore, Chicago, and Memphis

Item	Overall		Baltimore		Chicago		Memphis	
	New Leaders	Match	New Leaders	Match	New Leaders	Match	New Leaders	Match
Setting performance achievement goals for students	3.05	2.79[a]	2.90	2.97	2.99	3.06	2.82	2.13[a, c]
Selecting curriculum and intervention	2.80	2.70	2.79	2.75	2.97	2.85	1.90[b]	1.62[c]
Selecting textbooks, software, and other instructional materials	2.73	2.83	2.89	3.18[c]	3.05[b]	3.18[c]	1.65[b]	1.55[c]

Item	Overall		Baltimore		Chicago		Memphis	
	New Leaders	Match	New Leaders	Match	New Leaders	Match	New Leaders	Match
Determining the scheduling and content of professional development programs for teachers	2.92	2.83	2.36[b]	2.79	2.92	3.06	2.62	2.25[c]
Determining how to evaluate teachers	2.07	2.25	1.83	2.26	1.95	2.42	1.97	1.52[c]
Hiring new full-time teachers	2.83	2.96	2.49	2.39[c]	3.40[b]	3.52[c]	2.55	2.82
Hiring new full-time school administrators (e.g., assistant principals)	2.80	2.83	2.11[b]	2.68	3.45[b]	3.65[c]	2.36[b]	2.59
Removing and disciplining teachers	2.45	2.46	2.26	2.51	2.66	2.45	2.18	1.99[c]
Removing and disciplining school administrators (e.g., assistant principals)	2.47	2.50	2.32	2.51	2.90[b]	3.01[c]	2.21	2.02
Setting and enforcing student disciplinary policy	2.75	2.81	2.35[b]	2.57	2.73	2.87	2.59	2.44
Directing the work of school-based coaches	2.93	2.99	3.38[b]	3.02	2.77	3.10	2.50[b]	2.26[c]
Reassigning staff (within certification guidelines) to different positions	3.04	2.96	2.77	2.81	3.36[b]	2.91	2.97	3.09
Deciding (within budget limitations) the number and type of leadership positions in the school	2.59	2.79	2.90	3.03	2.74	3.03	1.70[b]	1.79[c]
Appointing and removing individuals from leadership positions	2.69	2.97[a]	2.43	2.83	3.19[b]	3.34[c]	2.29[b]	2.52
Deciding how the school budget will be spent	2.87	2.89	2.95	3.12	2.90	3.00	2.95	2.93
Determining how operational needs (such as transportation and facilities) will be met	2.10	2.32	2.11	2.51	2.21	2.50	2.09	1.97
Determining the daily schedule	3.20	3.14	3.17	3.45	3.15	3.04	3.19	3.31

NOTE: All numbers are based on a scale between 1 (no authority) and 5 (complete authority). All data are weighted for nonresponse. Responses for Charlotte and New Orleans are included in the overall means, when comparing New Leaders in one district and all other New Leaders, and when comparing match principals in one district and all other match principals. However, because of small sample sizes, we do not provide district-level means for these districts.

[a] Significant differences between New Leaders and match principals ($p \leq 0.05$).

[b] Significant differences between New Leaders principals in one district and the average of all other New Leaders principals.

[c] Significant differences between match principals in one district and the average of all other match principals.

Table B.21.

How Much Authority Do You Think You Have on Decisions Concerning the Following Activities at This School? New York, Oakland, Prince George's County, and Washington, D.C.

	New York		Oakland		Prince George's County		Washington, D.C.	
Item	**New Leaders**	**Match**	**New Leaders**	**Match**	**New Leaders**	**Match**	**New Leaders**	**Match**
Setting performance achievement goals for students	3.35[b]	2.72	3.12	2.62	3.01	2.69	3.08	2.84
Selecting curriculum and intervention	3.38[b]	3.18[c]	2.71	2.68	2.01[b]	1.51[c]	2.79	2.83
Selecting textbooks, software, and other instructional materials	3.43[b]	3.37[c]	2.46	2.33[c]	1.90[b]	1.85[c]	2.54	2.83
Determining the scheduling and content of professional development programs for teachers	3.42[b]	3.03	3.35[b]	3.04	3.01	2.14	2.61	2.66
Determining how to evaluate teachers	2.75[b]	2.47	1.98	2.00	1.39[b]	1.62[c]	1.70	2.52
Hiring new full-time teachers	2.63	2.57	2.66	2.85	1.71[b]	2.43	3.31[b]	3.22
Hiring new full-time school administrators (e.g., assistant principals)	2.95	2.76	2.63	1.84[a, c]	1.29[b]	1.62[c]	3.28[b]	3.01
Removing and disciplining teachers	2.35	2.34	2.36	2.41	1.82[b]	2.42	2.88[b]	2.85
Removing and disciplining school administrators (e.g., assistant principals)	2.45	2.32	2.30	1.95[c]	1.49[b]	2.22[a]	2.99[b]	2.63
Setting and enforcing student disciplinary policy	2.93	2.81	3.01	2.92	3.07	3.00	2.68	2.88
Directing the work of school-based coaches	3.31[b]	3.35	2.98	2.75	2.61	2.78	2.71	2.98
Reassigning staff (within certification guidelines) to different positions	2.87	3.11	2.70	2.95	3.18	2.62	3.20	2.86
Deciding (within budget limitations) the number and type of leadership positions in the school	3.03[b]	3.27[c]	2.57	2.45	1.29[b]	2.02	3.04[b]	2.60
Appointing and removing individuals from leadership positions	2.68	2.95	2.86	2.63	1.58[b]	2.64	2.87	3.18
Deciding how the school budget will be spent	2.95	2.78	2.80	2.58	2.91	3.17	2.88	2.75
Determining how operational needs (such as transportation and facilities) will be met	1.98	2.10	2.17	2.35	1.99	2.18	2.34	2.46

Item	New York		Oakland		Prince George's County		Washington, D.C.	
	New Leaders	Match	New Leaders	Match	New Leaders	Match	New Leaders	Match
Determining the daily schedule	3.12	2.98	3.25	2.72	3.41	3.19	3.47[b]	3.24

NOTE: All numbers are based on a scale between 1 (no authority) and 5 (complete authority). All data are weighted for nonresponse. Responses for Charlotte and New Orleans are included in the overall means, when comparing New Leaders in one district and all other New Leaders, and when comparing match principals in one district and all other match principals. However, because of small sample sizes, we do not provide district-level means for these districts.
[a] Significant differences between New Leaders and match principals ($p \leq 0.05$).
[b] Significant differences between New Leaders principals in one district and the average of all other New Leaders principals.
[c] Significant differences between match principals in one district and the average of all other match principals.

Table B.22.

To What Extent Does Your Level of Authority over This Decision Hinder Your Ability to Be an Effective Leader? Overall, Baltimore, Chicago, and Memphis

Item	Overall		Baltimore		Chicago		Memphis	
	New Leaders	Match	New Leaders	Match	New Leaders	Match	New Leaders	Match
Setting performance achievement goals for students	1.42	1.65	1.50	1.39	1.55	1.57	1.45	1.89
Selecting curriculum and intervention	1.72	1.65	1.64	1.78	1.79	1.78	2.47[b]	2.33[c]
Selecting textbooks, software, and other instructional materials	1.70	1.59	1.52	1.39	1.57	1.61	2.81[b]	2.50[c]
Determining the scheduling and content of professional development programs for teachers	1.79	1.56[a]	2.17	1.65	1.79	1.51	2.18	2.22[c]
Determining how to evaluate teachers	2.21	2.01	2.20	2.03	2.46	2.17	2.13	2.34
Hiring new full-time teachers	2.20	1.74[a]	2.58	1.98	1.61[b]	1.27[c]	2.60	1.76[a]
Hiring new full-time school administrators (e.g., assistant principals)	1.81	1.71	2.31[b]	1.88	1.43[b]	1.32[c]	2.12	1.91
Removing and disciplining teachers	2.44	2.33	2.37	2.27	2.60	2.51	2.72	2.38
Removing and disciplining school administrators (e.g., assistant principals)	1.92	1.85	2.23	1.75	1.90	1.59	1.65	1.65
Setting and enforcing student disciplinary policy	1.81	1.88	2.48[b]	1.99	1.95	2.04	1.78	1.97
Directing the work of school-based coaches	1.53	1.38	1.53	1.44	1.68	1.53	1.40	1.50
Reassigning staff (within certification guidelines) to different positions	1.54	1.47	1.79	1.58	1.42	1.49	1.54	1.62

Item	Overall		Baltimore		Chicago		Memphis	
	New Leaders	Match	New Leaders	Match	New Leaders	Match	New Leaders	Match
Deciding (within budget limitations) the number and type of leadership positions in the school	1.89	1.61[a]	1.91	1.55	1.73	1.50	2.08	2.49[c]
Appointing and removing individuals from leadership positions	1.72	1.55	1.94	1.55	1.66	1.48	1.73	1.67
Deciding how the school budget will be spent	1.92	1.83	1.93	1.91	1.81	1.89	1.85	1.73
Determining how operational needs (such as transportation and facilities) will be met	1.93	1.89	2.15	2.04	1.83	1.78	1.74	1.98
Determining the daily schedule	1.50	1.54	1.44	1.26	1.52	1.75	1.72	1.44

NOTE: All numbers are based on a scale between 1 (not a hindrance) and 5 (major hindrance). All data are weighted for nonresponse. Responses for Charlotte and New Orleans are included in the overall means, when comparing New Leaders in one district and all other New Leaders, and when comparing match principals in one district and all other match principals. However, because of small sample sizes, we do not provide district-level means for these districts.
[a] Significant differences between New Leaders and match principals ($p \leq 0.05$).
[b] Significant differences between New Leaders principals in one district and the average of all other New Leaders principals.
[c] Significant differences between match principals in one district and the average of all other match principals.

Table B.23.
To What Extent Does Your Level of Authority over This Decision Hinder Your Ability to Be an Effective Leader? New York, Oakland, Prince George's County, and Washington, D.C.

Item	New York		Oakland		Prince George's		Washington, D.C.	
	New Leaders	Match	New Leaders	Match	New Leaders	Match	New Leaders	Match
Setting performance achievement goals for students	1.34	1.72	1.37	1.79	1.60	1.83	1.34	1.73
Selecting curriculum and intervention	1.35[b]	1.32[c]	1.56	1.56	2.27[b]	2.18	1.42[b]	1.25[c]
Selecting textbooks, software, and other instructional materials	1.26[b]	1.08[c]	1.66	1.64	2.26[b]	1.99	1.51	1.54
Determining the scheduling and content of professional development programs for teachers	1.47[b]	1.33	1.34[b]	1.44	1.70	1.81	1.97	1.44
Determining how to evaluate teachers	2.22	2.02	2.40	1.67[a]	3.33[b]	2.21	1.49[b]	1.66
Hiring new full-time teachers	2.61[b]	2.41[c]	2.58	2.02	3.18[b]	1.99	1.26[b]	1.21[c]
Hiring new full-time school administrators (e.g., assistant principals)	1.75	1.64	2.02	2.07	2.91[b]	2.61[c]	1.16[b]	1.52

Item	New York		Oakland		Prince George's		Washington, D.C.	
	New Leaders	Match	New Leaders	Match	New Leaders	Match	New Leaders	Match
Removing and disciplining teachers	2.52	2.60	2.36	1.95	3.57[b]	2.75	1.73[b]	1.93
Removing and disciplining school administrators (e.g., assistant principals)	2.14	1.97	1.94	1.72	2.58	2.36	1.47[b]	2.20
Setting and enforcing student disciplinary policy	1.70	2.10	1.56	1.50	1.41	1.61	1.71	1.68
Directing the work of school-based coaches	1.15[b]	1.21	1.55	1.42	2.03	1.21[a]	1.71	1.28
Reassigning staff (within certification guidelines) to different positions	1.55	1.61	1.80	1.24[a]	1.51	1.58	1.41	1.19[c]
Deciding (within budget limitations) the number and type of leadership positions in the school	1.85	1.37	2.03	1.42	2.52	2.39	1.47[b]	1.52
Appointing and removing individuals from leadership positions	1.77	1.67	1.78	1.49	2.10	1.96	1.42	1.29
Deciding how the school budget will be spent	1.97	1.92	1.87	1.82	2.08	1.61	1.90	1.81
Determining how operational needs (such as transportation and facilities) will be met	2.32[b]	2.00	1.98	1.75	2.39	1.81	1.43[b]	1.91
Determining the daily schedule	1.60	1.70	1.23[b]	1.53	1.77	1.61	1.29	1.32

NOTE: All numbers are based on a scale between 1 (not a hindrance) and 5 (major hindrance). All data are weighted for nonresponse. Responses for Charlotte and New Orleans are included in the overall means, when comparing New Leaders in one district and all other New Leaders, and when comparing match principals in one district and all other match principals. However, because of small sample sizes, we do not provide district-level means for these districts.

[a] Significant differences between New Leaders and match principals ($p \leq 0.05$).

[b] Significant differences between New Leaders principals in one district and the average of all other New Leaders principals.

[c] Significant differences between match principals in one district and the average of all other match principals.

Table B.24.

How Much Emphasis Do You and Your Leadership Team Place on This Action over the Course of the Year? Overall and Baltimore

	Overall						Baltimore					
	Very Little		Some		A Lot		Very Little		Some		A Lot	
Activity	New Leaders	Match	New Leaders	Match	New Leaders	Match	New Leaders	Match	New Leaders	Match	New Leaders	Match
Implementing a common vision of student learning that is shared by all stakeholders	0.60	4.29	25.42	14.49[a]	73.98	81.22	0.00	0.00	41.04	23.42	58.96	76.58
Communicating with parents and involving them in supporting strategic goals of the school	9.11	2.51[a]	49.42	31.34[a]	41.47	66.15[a]	4.80	6.13	59.34	16.04[a]	35.87	77.83[a]
Developing the skills and necessary supports for a leadership team that focuses on improving instruction	8.39	3.36	32.13	32.76	59.48	63.87	15.94	0.00	45.51	18.18	38.55	81.82[a]
Communicating to students about high expectations for learning	0.00	0.73	20.45	15.87	79.55	83.40	0.00	0.00	25.23	11.55	74.77	88.45
Developing a strong focus among school staff around improving student outcomes	0.00	0.00	15.58	15.14	84.42	84.86	0.00	0.00	16.51	5.82	83.49	94.18
Establishing and implementing clear and consistent rules and policies for students	1.68	0.94	32.59	22.43	65.72	76.63	0.00	0.00	36.55	24.70	63.45	75.30
Establishing and implementing clear and consistent rules and professional expectations for staff	4.52	2.89	39.20	37.56	56.28	59.55	15.94	0.00	19.86	37.99	64.20	62.01
Observing instruction and providing feedback to teachers	1.83	0.00	38.11	31.58	60.06	68.42	0.00	0.00	56.85	30.40	43.15	69.60
Procuring additional resources to support the instructional program (e.g., fundraising or grant writing)	33.30	20.83[a]	42.39	49.06	24.32	30.11	34.07	7.04	54.18	62.01	11.74	30.95
Recruiting and hiring high-quality staff	7.69	6.70	42.30	26.06[a]	50.01	67.24[a]	9.30	8.99	64.21	41.44	26.49	49.57
Aligning curriculum and instruction with local and state standards and assessments	4.09	1.62	39.40	35.09	56.52	63.29	0.00	4.92	48.69	26.91	51.31	68.17

	Overall						Baltimore					
	Very Little		Some		A Lot		Very Little		Some		A Lot	
Activity	New Leaders	Match	New Leaders	Match	New Leaders	Match	New Leaders	Match	New Leaders	Match	New Leaders	Match
Reviewing student-achievement data from state, district, or diagnostic tests for use in decisionmaking	2.33	0[a]	24.01	18.91	73.66	81.09	5.92	0.00	29.88	12.84	64.20	87.16
Working with teachers and other staff to help them use achievement data from state, district, or diagnostic test for their decisionmaking	3.45	2.99	31.09	23.79	65.46	73.22	0.00	0.00	30.65	18.16	69.35	81.84
Arranging and facilitating professional development supports and experiences for teachers and staff	4.99	0.43[a]	36.37	32.63	58.64	66.94	10.02	0.00	39.00	25.82	50.98	74.18
Managing operational issues, such as scheduling, lunchroom procedures, and facilities	8.76	4.97	48.52	44.22	42.72	50.80	0.00	0.00	44.54	44.88	55.46	55.12
Ensuring additional support for students not succeeding academically	0.00	0.67	38.48	30.59	61.52	68.74	0.00	5.82	52.76	38.80	47.24	55.38
Ensuring additional support for students who need social, emotional, or behavioral interventions	4.83	2.58	42.21	34.53	52.97	62.89	5.92	0.00	51.83	44.11	42.25	55.89
Ensuring order and safety in the school building	4.50	2.07	22.87	19.53	72.63	78.39	0.00	0.00	25.42	18.16	74.58	81.84
Supporting our own leadership development	15.49	12.13	54.49	46.29	30.02	41.58	14.97	0.00	73.44	57.60	11.59	42.4[a]

NOTE: All numbers are frequencies of responses between 0 and 100. All data are weighted for nonresponse. Responses for Charlotte and New Orleans are included in the overall frequencies. However, because of small sample sizes, we do not provide district-level frequencies for these districts.

[a] Significant differences between New Leaders and match principals ($p \leq 0.05$).

Table B.25.
How Much Emphasis Do You and Your Leadership Team Place on This Action over the Course of the Year? Chicago

	Very Little		Some		A Lot	
Activity	**New Leaders**	**Match**	**New Leaders**	**Match**	**New Leaders**	**Match**
Implementing a common vision of student learning that is shared by all stakeholders	0.00	3.95	18.31	19.09	81.69	76.96
Communicating with parents and involving them in supporting strategic goals of the school	9.42	7.88	45.86	36.56	44.72	55.56
Developing the skills and necessary supports for a leadership team that focuses on improving instruction	4.33	0.00	26.22	33.72	69.46	66.28
Communicating to students about high expectations for learning	0.00	0.00	14.80	10.41	85.20	89.59
Developing a strong focus among school staff around improving student outcomes	0.00	0.00	16.04	25.75	83.96	74.25
Establishing and implementing clear and consistent rules and policies for students	0.00	0.00	18.98	11.73	81.02	88.27
Establishing and implementing clear and consistent rules and professional expectations for staff	4.59	0.00	31.34	39.59	64.07	60.41
Observing instruction and providing feedback to teachers	0.00	0.00	38.51	33.56	61.49	66.44
Procuring additional resources to support the instructional program (e.g., fundraising or grant writing)	31.11	15.03	48.67	54.44	20.22	30.52
Recruiting and hiring high-quality staff	2.10	0.00	37.24	29.20	60.66	70.80
Aligning curriculum and instruction with local and state standards and assessments	2.26	2.76	42.53	27.02	55.22	70.23
Reviewing student-achievement data from state, district, or diagnostic tests for use in decisionmaking	2.26	0.00	21.37	28.02	76.37	71.98
Working with teachers and other staff to help them use achievement data from state, district, or diagnostic test for their decisionmaking	2.31	0.00	30.44	36.93	67.24	63.07
Arranging and facilitating professional development supports and experiences for teachers and staff	1.89	0.00	34.77	31.81	63.35	68.19
Managing operational issues, such as scheduling, lunchroom procedures, and facilities	6.19	11.11	45.01	43.06	48.81	45.83
Ensuring additional support for students not succeeding academically	0.00	0.00	38.68	31.96	61.32	68.04
Ensuring additional support for students who need social, emotional, or behavioral interventions	3.36	3.93	37.37	36.40	59.28	59.67
Ensuring order and safety in the school building	2.50	0.00	15.03	18.71	82.47	81.29

Activity	Very Little		Some		A Lot	
	New Leaders	Match	New Leaders	Match	New Leaders	Match
Supporting our own leadership development	9.63	14.77	55.83	40.18	34.54	45.05

NOTE: All numbers are frequencies of responses between 0 and 100. All data are weighted for nonresponse. Responses for Charlotte and New Orleans are included in the overall frequencies. However, because of small sample sizes, we do not provide district-level frequencies for these districts.
[a] Significant differences between New Leaders and match principals ($p \leq 0.05$).

Table B.26.
How Much Emphasis Do You and Your Leadership Team Place on This Action over the Course of the Year? Memphis

Activity	Very Little		Some		A Lot	
	New Leaders	Match	New Leaders	Match	New Leaders	Match
Implementing a common vision of student learning that is shared by all stakeholders	0.00	0.00	13.27	11.30	86.73	88.70
Communicating with parents and involving them in supporting strategic goals of the school	0.00	0.00	35.47	21.81	64.53	78.19
Developing the skills and necessary supports for a leadership team that focuses on improving instruction	0.00	3.83	16.54	20.95	83.46	75.22
Communicating to students about high expectations for learning	0.00	0.00	3.39	11.48	96.61	88.52
Developing a strong focus among school staff around improving student outcomes	0.00	0.00	6.69	11.45	93.31	88.55
Establishing and implementing clear and consistent rules and policies for students	0.00	0.00	16.96	19.75	83.04	80.25
Establishing and implementing clear and consistent rules and professional expectations for staff	0.00	0.00	20.61	27.46	79.39	72.54
Observing instruction and providing feedback to teachers	0.00	0.00	14.04	43.85[a]	85.96	56.15[a]
Procuring additional resources to support the instructional program (e.g., fundraising or grant writing)	10.52	22.81	36.40	38.61	53.07	38.58
Recruiting and hiring high-quality staff	3.48	10.56	33.04	16.07	63.48	73.38
Aligning curriculum and instruction with local and state standards and assessments	3.55	3.56	19.69	30.79	76.75	65.65
Reviewing student-achievement data from state, district, or diagnostic tests for use in decisionmaking	0.00	0.00	0.00	3.61	100.00	96.39
Working with teachers and other staff to help them use achievement data from state, district, or diagnostic test for their decisionmaking	0.00	0.00	6.95	7.41	93.05	92.59
Arranging and facilitating professional development supports and experiences for teachers and staff	3.31	3.51	23.55	46.73	73.15	49.76

Activity	Very Little		Some		A Lot	
	New Leaders	Match	New Leaders	Match	New Leaders	Match
Managing operational issues, such as scheduling, lunchroom procedures, and facilities	3.61	3.51	38.74	27.13	57.65	69.36
Ensuring additional support for students not succeeding academically	0.00	0.00	3.65	14.28	96.35	85.72
Ensuring additional support for students who need social, emotional, or behavioral interventions	3.31	0.00	25.56	44.79	71.14	55.21
Ensuring order and safety in the school building	0.00	0.00	6.51	14.42	93.49	85.58
Supporting our own leadership development	3.31	7.23	45.48	29.39	51.22	63.38

NOTE: All numbers are frequencies of responses between 0 and 100. All data are weighted for nonresponse. Responses for Charlotte and New Orleans are included in the overall frequencies. However, because of small sample sizes, we do not provide district-level frequencies for these districts.
[a] Significant differences between New Leaders and match principals ($p \leq 0.05$).

Table B.27.

How Much Emphasis Do You and Your Leadership Team Place on This Action over the Course of the Year? New York and Oakland

Activity	New York						Oakland					
	Very Little		Some		A Lot		Very Little		Some		A Lot	
	New Leaders	Match	New Leaders	Match	New Leaders	Match	New Leaders	Match	New Leaders	Match	New Leaders	Match
Implementing a common vision of student learning that is shared by all stakeholders	2.92	0.00	27.19	21.42	69.89	78.58	0.00	17.09	31.00	8.20	69.00	74.72
Communicating with parents and involving them in supporting strategic goals of the school	10.61	0.00	54.31	35.25	35.07	64.75[a]	5.10	0.00	55.82	33.70	39.08	66.30
Developing the skills and necessary supports for a leadership team that focuses on improving instruction	16.33	6.12	31.47	43.57	52.20	50.31	5.02	10.74	58.23	37.28	36.75	51.98
Communicating to students about high expectations for learning	0.00	0.00	21.75	23.92	78.25	76.08	0.00	0.00	44.71	20.70	55.29	79.30
Developing a strong focus among school staff around improving student outcomes	0.00	0.00	18.46	18.25	81.54	81.75	0.00	0.00	23.53	14.49	76.47	85.51

	New York						Oakland					
	Very Little		Some		A Lot		Very Little		Some		A Lot	
Activity	New Leaders	Match	New Leaders	Match	New Leaders	Match	New Leaders	Match	New Leaders	Match	New Leaders	Match
Establishing and implementing clear and consistent rules and policies for students	3.05	0.00	44.99	33.75	51.96	66.25	10.11	9.01	54.10	23.48	35.79	67.51
Establishing and implementing clear and consistent rules and professional expectations for staff	0.00	0.00	47.01	50.29	52.99	49.71	15.15	15.65	68.63	37.03	16.21	47.31
Observing instruction and providing feedback to teachers	3.02	0.00	52.69	33.22	44.29	66.78	11.49	0.00	46.69	39.36	41.81	60.64
Procuring additional resources to support the instructional program (e.g., fundraising or grant writing)	40.23	35.35	38.38	40.50	21.39	24.15	58.85	26.40	23.34	59[a]	17.81	14.60
Recruiting and hiring high-quality staff	7.44	4.53	40.86	23.20	51.71	72.27	31.12	27.30	41.97	30.25	26.91	42.45
Aligning curriculum and instruction with local and state standards and assessments	5.62	0.00	38.27	63.69	56.11	36.31	11.79	0.00	55.57	41.04	32.64	58.96
Reviewing student-achievement data from state, district, or diagnostic tests for use in decisionmaking	3.01	0.00	36.00	36.92	60.99	63.08	4.59	0.00	24.98	23.05	70.42	76.95
Working with teachers and other staff to help them use achievement data from state, district, or diagnostic test for their decisionmaking	11.93	4.92	34.25	42.21	53.82	52.86	4.19	8.72	44.04	13.96[a]	51.77	77.31
Arranging and facilitating professional development supports and experiences for teachers and staff	7.34	0.00	37.06	47.15	55.59	52.85	0.00	0.00	43.55	26.13	56.45	73.87
Managing operational issues, such as scheduling, lunchroom procedures, and facilities	8.34	0.00	51.74	31.79	39.92	68.21	25.19	16.56	57.72	49.23	17.09	34.21
Ensuring additional support for students not succeeding academically	0.00	0.00	38.06	42.00	61.94	58.00	0.00	0.00	52.36	16.56[a]	47.64	83.44[a]

Activity	New York						Oakland					
	Very Little		Some		A Lot		Very Little		Some		A Lot	
	New Leaders	Match	New Leaders	Match	New Leaders	Match	New Leaders	Match	New Leaders	Match	New Leaders	Match
Ensuring additional support for students who need social, emotional, or behavioral interventions	12.16	0[a]	33.66	22.59	54.18	77.41	0.00	8.36	67.95	46.76	32.05	44.88
Ensuring order and safety in the school building	5.45	5.83	18.04	21.54	76.51	72.63	18.38	8.36	59.66	37.58	21.96	54.06
Supporting our own leadership development	22.40	19.05	41.07	45.83	36.53	35.11	40.72	0[a]	36.15	70.87[a]	23.13	29.13

NOTE: All numbers are frequencies of responses between 0 and 100. All data are weighted for nonresponse. Responses for Charlotte and New Orleans are included in the overall frequencies. However, because of small sample sizes, we do not provide district-level frequencies for these districts.
[a] Significant differences between New Leaders and match principals ($p \leq 0.05$).

Table B.28.
How Much Emphasis Do You and Your Leadership Team Place on This Action over the Course of the Year? Prince George's County and Washington, D.C.

Activity	Prince George's County						Washington, D.C.					
	Very Little		Some		A Lot		Very Little		Some		A Lot	
	New Leaders	Match	New Leaders	Match	New Leaders	Match	New Leaders	Match	New Leaders	Match	New Leaders	Match
Implementing a common vision of student learning that is shared by all stakeholders	0.00	33.96	10.93	16.86	89.07	49.18	0.00	0.00	39.20	0[a]	60.80	100[a]
Communicating with parents and involving them in supporting strategic goals of the school	10.93	0.00	46.04	32.94	43.03	67.06	22.91	0[a]	42.59	23.13	34.50	76.87[a]
Developing the skills and necessary supports for a leadership team that focuses on improving instruction	0.00	0.00	24.51	16.07	75.49	83.93	8.87	0.00	25.08	38.61	66.05	61.39
Communicating to students about high expectations for learning	0.00	16.07	21.64	16.86	78.36	67.06	0.00	0.00	23.44	16.52	76.56	83.48

	Prince George's County						Washington, D.C.					
	Very Little		Some		A Lot		Very Little		Some		A Lot	
Activity	New Leaders	Match	New Leaders	Match	New Leaders	Match	New Leaders	Match	New Leaders	Match	New Leaders	Match
Developing a strong focus among school staff around improving student outcomes	0.00	0.00	10.93	16.07	89.07	83.93	0.00	0.00	17.17	7.95	82.83	92.05
Establishing and implementing clear and consistent rules and policies for students	0.00	0.00	22.15	16.07	77.85	83.93	0.00	0.00	35.45	30.23	64.55	69.77
Establishing and implementing clear and consistent rules and professional expectations for staff	0.00	0.00	23.89	16.07	76.11	83.93	0.00	8.03	52.52	24.49	47.48	67.47
Observing instruction and providing feedback to teachers	0.00	0.00	23.89	16.86	76.11	83.14	0.00	0.00	26.70	17.87	73.30	82.13
Procuring additional resources to support the instructional program (e.g., fundraising or grant writing)	24.17	30.75	55.05	17.89	20.78	51.36	27.61	13.83	41.97	47.83	30.43	38.34
Recruiting and hiring high-quality staff	26.50	0.00	60.48	16.86	13.02	83.14[a]	0.00	0.00	34.08	24.30	65.92	75.70
Aligning curriculum and instruction with local and state standards and assessments	0.00	0.00	44.46	0[a]	55.54	100[a]	5.27	0.00	34.28	22.66	60.44	77.34
Reviewing student-achievement data from state, district, or diagnostic tests for use in decisionmaking	0.00	0.00	10.93	0.00	89.07	100.00	0.00	0.00	27.72	0[a]	72.28	100[a]
Working with teachers and other staff to help them use achievement data from state, district, or diagnostic test for their decisionmaking	0.00	0.00	23.89	16.86	76.11	83.14	0.00	7.15	41.74	0[a]	58.26	92.85[a]
Arranging and facilitating professional development supports and experiences for teachers and staff	0.00	0.00	23.89	34.75	76.11	65.25	10.67	0.00	36.09	8.52	53.23	91.48[a]
Managing operational issues, such as scheduling, lunchroom procedures, and facilities	32.01	0.00	56.63	48.73	11.36	51.27	8.88	0.00	40.87	74.06	50.25	25.94
Ensuring additional support for students not succeeding academically	0.00	0.00	44.46	32.94	55.54	67.06	0.00	0.00	42.15	21.44	57.85	78.56

Activity	Prince George's County						Washington, D.C.					
	Very Little		Some		A Lot		Very Little		Some		A Lot	
	New Leaders	Match	New Leaders	Match	New Leaders	Match	New Leaders	Match	New Leaders	Match	New Leaders	Match
Ensuring additional support for students who need social, emotional, or behavioral interventions	10.93	16.07	43.52	16.86	45.55	67.06	0.00	0.00	47.69	28.52	52.31	71.48
Ensuring order and safety in the school building	22.15	0.00	23.67	0.00	54.19	100[a]	0.00	0.00	25.98	14.84	74.02	85.16
Supporting our own leadership development	11.22	16.07	57.49	16.86	31.30	67.06	12.70	15.28	72.79	55.37	14.51	29.34

NOTE: All numbers are frequencies of responses between 0 and 100. All data are weighted for nonresponse. Responses for Charlotte and New Orleans are included in the overall frequencies. However, because of small sample sizes, we do not provide district-level frequencies for these districts.
[a] Significant differences between New Leaders and match principals ($p \leq 0.05$).

Table B.29.
How Do You Feel About the Amount of Emphasis You and Your Leadership Team Place on This Action? Overall and Baltimore

Activity	Overall						Baltimore					
	Not Enough		Appropriate Amount		Excessive		Not Enough		Appropriate Amount		Excessive	
	New Leaders	Match	New Leaders	Match	New Leaders	Match	New Leaders	Match	New Leaders	Match	New Leaders	Match
Implementing a common vision of student learning that is shared by all stakeholders	29.80	24.26	68.23	71.82	1.97	3.93	26.28	24.38	73.72	63.15	0.00	12.46
Communicating with parents and involving them in supporting strategic goals of the school	57.29	32.4[a]	41.66	60.59[a]	1.05	7.01[a]	60.04	16.95[a]	35.70	71.41[a]	4.25	11.64
Developing the skills and necessary supports for a leadership team that focuses on improving instruction	39.93	36.26	58.87	55.70	1.20	8.03[a]	37.34	23.64	62.66	70.45	0.00	5.92
Communicating to students about high expectations for learning	34.25	28.49	60.12	56.58	5.63	14.93[a]	23.12	23.62	72.26	41.45	4.63	34.93[a]

	Overall						Baltimore					
	Not Enough		Appropriate Amount		Excessive		Not Enough		Appropriate Amount		Excessive	
Activity	New Leaders	Match	New Leaders	Match	New Leaders	Match	New Leaders	Match	New Leaders	Match	New Leaders	Match
Developing a strong focus among school staff around improving student outcomes	36.18	31.46	59.47	58.93	4.35	9.62	24.97	18.64	75.03	55.05	0.00	26.3[a]
Establishing and implementing clear and consistent rules and policies for students	37.16	28.25	59.22	62.14	3.61	9.61	46.53	18.10	53.47	70.03	0.00	11.87
Establishing and implementing clear and consistent rules and professional expectations for staff	41.94	34.35	56.80	56.32	1.26	9.33[a]	40.94	24.48	59.06	63.12	0.00	12.39
Observing instruction and providing feedback to teachers	53.12	48.11	43.28	45.03	3.60	6.86	54.47	30.70	45.53	62.99	0.00	6.31
Procuring additional resources to support the instructional program (e.g., fundraising or grant writing)	60.72	61.18	36.20	38.12	3.08	0.70	36.42	45.57	53.06	54.43	10.52	0.00
Recruiting and hiring high-quality staff	36.90	32.31	60.96	61.15	2.14	6.54	59.27	41.08	40.73	45.59	0.00	13.33
Aligning curriculum and instruction with local and state standards and assessments	34.69	19.87[a]	60.08	65.58	5.22	14.55[a]	31.56	4.92[a]	64.09	82.24	4.35	12.84
Reviewing student-achievement data from state, district, or diagnostic tests for use in decisionmaking	26.79	17.07	63.70	69.00	9.52	13.93	28.82	12.92	66.52	69.15	4.66	17.93
Working with teachers and other staff to help them use achievement data from state, district, or diagnostic test for their decisionmaking	38.69	32.19	54.46	54.69	6.85	13.11	36.57	25.78	63.43	61.83	0.00	12.39
Arranging and facilitating professional development supports and experiences for teachers and staff	42.83	30.61[a]	53.64	61.57	3.52	7.82	33.91	19.24	66.09	62.26	0.00	18.49

Activity	Overall						Baltimore					
	Not Enough		Appropriate Amount		Excessive		Not Enough		Appropriate Amount		Excessive	
	New Leaders	Match	New Leaders	Match	New Leaders	Match	New Leaders	Match	New Leaders	Match	New Leaders	Match
Managing operational issues, such as scheduling, lunchroom procedures, and facilities	14.08	11.30	70.56	74.56	15.36	14.14	11.92	17.55	66.13	76.17	21.95	6.27
Ensuring additional support for students not succeeding academically	53.48	47.79	40.45	39.72	6.08	12.49	59.93	50.89	40.07	42.80	0.00	6.31
Ensuring additional support for students who need social, emotional, or behavioral interventions	52.81	50.27	37.72	37.27	9.47	12.46	65.98	37.25	34.02	50.63	0.00	12.12
Ensuring order and safety in the school building	17.38	12.13	72.78	72.60	9.85	15.27	33.87	17.24	61.50	57.88	4.63	24.88
Supporting our own leadership development	59.09	39.59[a]	39.37	56.18[a]	1.54	4.23	56.82	32.11	43.18	61.58	0.00	6.31

NOTE: All numbers are frequencies of responses between 0 and 100. All data are weighted for nonresponse. Responses for Charlotte and New Orleans are included in the overall frequencies. However, because of small sample sizes, we do not provide district-level frequencies for these districts.
[a] Significant differences between New Leaders and match principals ($p \leq 0.05$).

Table B.30.
How Do You Feel About the Amount of Emphasis You and Your Leadership Team Place on This Action? Chicago

Activity	Not Enough		Appropriate Amount		Excessive	
	New Leaders	Match	New Leaders	Match	New Leaders	Match
Implementing a common vision of student learning that is shared by all stakeholders	23.40	19.09	76.60	77.12	0.00	3.79
Communicating with parents and involving them in supporting strategic goals of the school	56.37	42.55	43.63	48.56	0.00	8.89
Developing the skills and necessary supports for a leadership team that focuses on improving instruction	34.85	38.66	62.91	51.63	2.24	9.71

Activity	Not Enough		Appropriate Amount		Excessive	
	New Leaders	Match	New Leaders	Match	New Leaders	Match
Communicating to students about high expectations for learning	36.15	19.35	59.90	65.92	3.96	14.73
Developing a strong focus among school staff around improving student outcomes	43.64	50.66	48.00	46.01	8.36	3.33
Establishing and implementing clear and consistent rules and policies for students	22.48	27.39	71.77	62.91	5.75	9.71
Establishing and implementing clear and consistent rules and professional expectations for staff	34.50	31.29	63.18	59.00	2.32	9.71
Observing instruction and providing feedback to teachers	55.04	68.00	40.91	21.79	4.05	10.21
Procuring additional resources to support the instructional program (e.g., fundraising or grant writing)	64.60	77.55	35.40	22.45	0.00	0.00
Recruiting and hiring high-quality staff	28.93	32.80	71.07	63.41	0.00	3.79
Aligning curriculum and instruction with local and state standards and assessments	30.91	27.86	64.93	57.33	4.16	14.81
Reviewing student-achievement data from state, district, or diagnostic tests for use in decisionmaking	23.96	45.20	66.00	48.13	10.04	6.67
Working with teachers and other staff to help them use achievement data from state, district, or diagnostic test for their decisionmaking	30.44	51.94	61.44	35.48[a]	8.12	12.59
Arranging and facilitating professional development supports and experiences for teachers and staff	41.43	34.24	56.37	61.97	2.20	3.79
Managing operational issues, such as scheduling, lunchroom procedures, and facilities	11.79	29.35	67.51	61.67	20.70	8.98
Ensuring additional support for students not succeeding academically	50.77	59.22	41.98	28.20	7.25	12.59
Ensuring additional support for students who need social, emotional, or behavioral interventions	50.51	57.03	42.83	29.36	6.66	13.62
Ensuring order and safety in the school building	8.08	16.15	75.94	68.19	15.98	15.65
Supporting our own leadership development	55.52	39.72	44.48	50.57	0.00	9.71

NOTE: All numbers are frequencies of responses between 0 and 100. All data are weighted for nonresponse. Responses for Charlotte and New Orleans are included in the overall frequencies. However, because of small sample sizes, we do not provide district-level frequencies for these districts.
[a] Significant differences between New Leaders and match principals ($p \leq 0.05$).

Table B.31.
How Do You Feel About the Amount of Emphasis You and Your Leadership Team Place on This Action? Memphis

	Not Enough		Appropriate Amount		Excessive	
Activity	**New Leaders**	**Match**	**New Leaders**	**Match**	**New Leaders**	**Match**
Implementing a common vision of student learning that is shared by all stakeholders	7.84	26.28	92.16	73.72	0.00	0.00
Communicating with parents and involving them in supporting strategic goals of the school	52.43	29.28	47.57	66.81	0.00	3.92
Developing the skills and necessary supports for a leadership team that focuses on improving instruction	24.71	28.82	75.29	61.56	0.00	9.62
Communicating to students about high expectations for learning	8.52	26.56	87.41	63.70	4.07	9.74
Developing a strong focus among school staff around improving student outcomes	20.83	34.93	70.76	60.98	8.40	4.09
Establishing and implementing clear and consistent rules and policies for students	17.14	12.80	75.27	78.35	7.59	8.85
Establishing and implementing clear and consistent rules and professional expectations for staff	23.44	16.78	76.56	70.12	0.00	13.10
Observing instruction and providing feedback to teachers	34.00	49.30	61.72	45.88	4.28	4.82
Procuring additional resources to support the instructional program (e.g., fundraising or grant writing)	61.29	50.48	38.71	49.52	0.00	0.00
Recruiting and hiring high-quality staff	26.70	29.23	73.30	66.85	0.00	3.92
Aligning curriculum and instruction with local and state standards and assessments	26.66	29.84	69.43	53.14	3.91	17.02
Reviewing student-achievement data from state, district, or diagnostic tests for use in decisionmaking	13.96	13.85	60.41	73.19	25.63	12.96
Working with teachers and other staff to help them use achievement data from state, district, or diagnostic test for their decisionmaking	29.32	31.08	62.45	60.41	8.22	8.51
Arranging and facilitating professional development supports and experiences for teachers and staff	34.25	34.69	61.85	65.31	3.91	0.00
Managing operational issues, such as scheduling, lunchroom procedures, and facilities	9.88	4.79	77.47	82.62	12.65	12.60
Ensuring additional support for students not succeeding academically	24.91	34.79	58.37	56.70	16.72	8.51
Ensuring additional support for students who need social, emotional, or behavioral interventions	38.30	46.13	57.18	45.68	4.52	8.19
Ensuring order and safety in the school building	3.97	0.00	83.57	91.50	12.47	8.50

Activity	Not Enough		Appropriate Amount		Excessive	
	New Leaders	Match	New Leaders	Match	New Leaders	Match
Supporting our own leadership development	38.48	28.65	57.62	67.42	3.91	3.92

NOTE: All numbers are frequencies of responses between 0 and 100. All data are weighted for nonresponse. Responses for Charlotte and New Orleans are included in the overall frequencies. However, because of small sample sizes, we do not provide district-level frequencies for these districts.
[a] Significant differences between New Leaders and match principals ($p \leq 0.05$).

Table B.32.
How Do You Feel About the Amount of Emphasis You and Your Leadership Team Place on This Action? New York and Oakland

Activity	New York						Oakland					
	Not Enough		Appropriate Amount		Excessive		Not Enough		Appropriate Amount		Excessive	
	New Leaders	Match	New Leaders	Match	New Leaders	Match	New Leaders	Match	New Leaders	Match	New Leaders	Match
Implementing a common vision of student learning that is shared by all stakeholders	43.02	40.04	50.25	59.96	6.73	0.00	20.52	25.65	73.96	68.47	5.52	5.88
Communicating with parents and involving them in supporting strategic goals of the school	45.28	30.54	52.10	69.46	2.62	0.00	63.56	40.64	36.44	59.36	0.00	0.00
Developing the skills and necessary supports for a leadership team that focuses on improving instruction	52.83	40.82	43.89	59.18	3.28	0.00	47.54	42.63	52.46	50.18	0.00	7.19
Communicating to students about high expectations for learning	50.18	47.28	38.06	44.88	11.76	7.84	44.45	25.23	55.55	74.77	0.00	0.00
Developing a strong focus among school staff around improving student outcomes	53.57	48.88	43.19	43.27	3.24	7.84	24.79	22.69	75.21	71.44	0.00	5.88
Establishing and implementing clear and consistent rules and policies for students	39.75	41.27	53.32	58.73	6.93	0.00	30.74	37.84	69.26	62.16	0.00	0.00
Establishing and implementing clear	62.82	41.27	33.87	58.73	3.31	0.00	35.44	52.34	64.56	40.47	0.00	7.19

	New York						Oakland					
	Not Enough		Appropriate Amount		Excessive		Not Enough		Appropriate Amount		Excessive	
Activity	New Leaders	Match	New Leaders	Match	New Leaders	Match	New Leaders	Match	New Leaders	Match	New Leaders	Match
and consistent rules and professional expectations for staff												
Observing instruction and providing feedback to teachers	65.49	49.53	34.51	50.47	0.00	0.00	62.98	49.09	31.50	44.69	5.52	6.22
Procuring additional resources to support the instructional program (e.g., fundraising or grant writing)	69.37	67.23	27.57	32.77	3.06	0.00	72.33	69.18	23.44	24.94	4.23	5.88
Recruiting and hiring high-quality staff	51.66	30.77	45.29	69.23	3.06	0.00	24.10	33.07	75.90	54.84	0.00	12.09
Aligning curriculum and instruction with local and state standards and assessments	39.15	25.82	57.71	67.36	3.14	6.83	49.66	5.77[a]	44.82	82.14[a]	5.52	12.09
Reviewing student-achievement data from state, district, or diagnostic tests for use in decisionmaking	39.10	13.13[a]	54.62	86.87[a]	6.28	0.00	21.16	5.77	73.32	82.14	5.52	12.09
Working with teachers and other staff to help them use achievement data from state, district, or diagnostic test for their decisionmaking	48.70	27.49	42.02	72.51[a]	9.28	0.00	37.02	33.43	57.46	53.17	5.52	13.41
Arranging and facilitating professional development supports and experiences for teachers and staff	55.77	40.91	34.89	51.24	9.34	7.84	17.85	26.23	76.63	67.55	5.52	6.22
Managing operational issues, such as scheduling, lunchroom procedures, and facilities	16.16	0[a]	69.17	74.13	14.67	25.87	25.97	8.02	60.61	76.11	13.41	15.88
Ensuring additional support for students not succeeding academically	62.07	60.36	27.87	30.61	10.06	9.03	40.17	18.04	59.83	62.67	0.00	19.29
Ensuring additional support for students who need social, emotional, or behavioral interventions	57.94	61.86	18.39	38.14	23.66	0[a]	38.53	58.02	55.94	28.91	5.52	13.07
Ensuring order and safety in the school building	26.64	8.67	63.41	84.64	9.95	6.70	20.00	16.93	80.00	70.00	0.00	13.07

	New York						Oakland					
	Not Enough		Appropriate Amount		Excessive		Not Enough		Appropriate Amount		Excessive	
Activity	New Leaders	Match	New Leaders	Match	New Leaders	Match	New Leaders	Match	New Leaders	Match	New Leaders	Match
Supporting our own leadership development	64.70	57.20	32.15	42.80	3.14	0.00	67.12	65.52	32.88	34.48	0.00	0.00

NOTE: All numbers are frequencies of responses between 0 and 100. All data are weighted for nonresponse. Responses for Charlotte and New Orleans are included in the overall frequencies. However, because of small sample sizes, we do not provide district-level frequencies for these districts.
[a] Significant differences between New Leaders and match principals ($p \leq 0.05$).

Table B.33.

How Do You Feel About the Amount of Emphasis You and Your Leadership Team Place on This Action? Prince George's County and Washington, D.C.

	Prince George's County						Washington, D.C.					
	Not Enough		Appropriate Amount		Excessive		Not Enough		Appropriate Amount		Excessive	
Activity	New Leaders	Match	New Leaders	Match	New Leaders	Match	New Leaders	Match	New Leaders	Match	New Leaders	Match
Implementing a common vision of student learning that is shared by all stakeholders	33.45	16.07	66.55	67.40	0.00	16.53	50.04	9.1[a]	49.96	90.9[a]	0.00	0.00
Communicating with parents and involving them in supporting strategic goals of the school	57.12	16.86	42.88	51.93	0.00	31.20	77.39	23.13[a]	22.61	66.26[a]	0.00	10.61
Developing the skills and necessary supports for a leadership team that focuses on improving instruction	37.90	0.00	62.10	68.80	0.00	31.20	41.12	48.68	58.88	40.71	0.00	10.61
Communicating to students about high expectations for learning	44.16	16.07	44.11	52.72	11.73	31.20	32.83	30.69	67.17	48.79	0.00	20.52
Developing a strong focus among school staff around improving student outcomes	33.45	0.00	66.55	68.80	0.00	31.20	36.92	7.15[a]	63.08	82.24	0.00	10.61

	Prince George's County						Washington, D.C.					
	Not Enough		Appropriate Amount		Excessive		Not Enough		Appropriate Amount		Excessive	
Activity	New Leaders	Match	New Leaders	Match	New Leaders	Match	New Leaders	Match	New Leaders	Match	New Leaders	Match
Establishing and implementing clear and consistent rules and policies for students	22.29	0.00	77.71	68.80	0.00	31.20	71.32	33.5[a]	28.68	47.94	0.00	18.56
Establishing and implementing clear and consistent rules and professional expectations for staff	35.25	0.00	64.75	68.80	0.00	31.20	54.63	48.95	45.37	39.62	0.00	11.43
Observing instruction and providing feedback to teachers	46.41	0[a]	53.59	85.32	0.00	14.68	44.11	48.57	55.89	39.70	0.00	11.73
Procuring additional resources to support the instructional program (e.g., fundraising or grant writing)	45.18	32.56	54.82	67.44	0.00	0.00	61.14	46.85	33.36	53.15	5.50	0.00
Recruiting and hiring high-quality staff	51.49	34.84	48.51	17.89	0.00	47.28[a]	23.34	23.23	71.86	76.77	4.81	0.00
Aligning curriculum and instruction with local and state standards and assessments	35.25	0.00	64.75	52.72	0.00	47.28[a]	38.75	20.95	52.25	61.63	8.99	17.42
Reviewing student-achievement data from state, district, or diagnostic tests for use in decisionmaking	10.93	0.00	89.07	52.72	0.00	47.28[a]	34.98	0[a]	56.46	66.50	8.57	33.50
Working with teachers and other staff to help them use achievement data from state, district, or diagnostic test for their decisionmaking	35.05	0.00	64.95	52.72	0.00	47.28[a]	51.87	19.97	43.40	54.66	4.73	25.37
Arranging and facilitating professional development supports and experiences for teachers and staff	46.41	17.89	53.59	50.91	0.00	31.20	58.43	22.46	41.57	70.25	0.00	7.30
Managing operational issues, such as scheduling, lunchroom procedures, and facilities	10.93	0.00	89.07	83.93	0.00	16.07	9.99	0.00	75.99	91.48	14.02	8.52
Ensuring additional support for students not succeeding academically	66.98	17.89	33.02	50.91	0.00	31.20	68.70	50.52	27.81	38.86	3.49	10.61

	Prince George's County						Washington, D.C.					
	Not Enough		Appropriate Amount		Excessive		Not Enough		Appropriate Amount		Excessive	
Activity	New Leaders	Match	New Leaders	Match	New Leaders	Match	New Leaders	Match	New Leaders	Match	New Leaders	Match
Ensuring additional support for students who need social, emotional, or behavioral interventions	43.32	34.75	56.68	34.05	0.00	31.20	65.77	35.61	20.71	47.10	13.52	17.30
Ensuring order and safety in the school building	10.93	0.00	77.34	69.25	11.73	30.75	14.39	12.82	79.90	68.62	5.71	18.56
Supporting our own leadership development	57.12	0[a]	42.88	85.32	0.00	14.68	73.65	24.84[a]	22.85	75.16[a]	3.49	0.00

NOTE: All numbers are frequencies of responses between 0 and 100. All data are weighted for nonresponse. Responses for Charlotte and New Orleans are included in the overall frequencies. However, because of small sample sizes, we do not provide district-level frequencies for these districts.
[a] Significant differences between New Leaders and match principals ($p \leq 0.05$).

Table B.34.
Characteristics of New Leaders and Non–New Leaders Principals, by District: Overall, Baltimore, Chicago, and Memphis

	Overall		Baltimore		Chicago		Memphis	
Item	**New Leaders**	**Match**	**New Leaders**	**Match**	**New Leaders**	**Match**	**New Leaders**	**Match**
Female (%)	66.2	72.1	62.9	82.7	62.5	60.3	67.2	58.7
Less than 40 years old (%)	58.0	28.9[a]	55.0	16.7[a]	43.5[b]	32.1	46.7	32.9
40 to 49 years old (%)	35.1	37.5	31.7	49.4	49.7[b]	42.3	46.2	30.3
50 years or older (%)	6.9	33.5[a]	13.3	33.9	6.8	25.6	7.2	36.8[a]
Education specialist or doctorate (%)	18.3	37.9[a]	23.3	37.0	16.6	26.5	42.2[b]	33.3
Other degree (%)	81.7	62.2[a]	76.7	63.0	83.4	73.5	57.8[b]	66.7
Experience as principal (years)	3.1	5.5[a]	2.3[b]	5.0	2.9	5.9	3.1	5.2[a]
Experience as assistant principal (years)	1.8	3.6[a]	1.8	4.3[a]	2.0	4.2[a]	2.2	4.2[a]
Experience as teacher (years)	7.3	10.3[a]	6.6	9.5	8.1	10.7	7.0	10.0
Served in a district leadership role in current district (%)	8.8	18.8[a]	4.2	19.0	20.7[b]	17.4	6.8	22.8
Served in a district leadership role in another district (%)	4.8	10.4	0.0[c]	0.0[a]	5.6	3.2	0.0[b]	0.0[c]
Professional experience outside of education (%)	52.3	49.3	68.9	71.1[c]	57.4	44.0	42.5	42.2

NOTE: All data are weighted for nonresponse. Responses for Charlotte and New Orleans are included in the overall means, when comparing New Leaders in one district and all other New Leaders, and when comparing match principals in one district and all other match principals. However, because of small sample sizes, we do not provide district-level means for these districts.
[a] Significant differences between New Leaders and match principals ($p \leq 0.05$).
[b] Significant differences between New Leaders principals in one district and the average of all other New Leaders principals.
[c] Significant differences between match principals in one district and the average of all other match principals.

Table B.35.
Characteristics of New Leaders and Non–New Leaders Principals, by District: New York, Oakland, Prince George's County, and Washington, D.C.

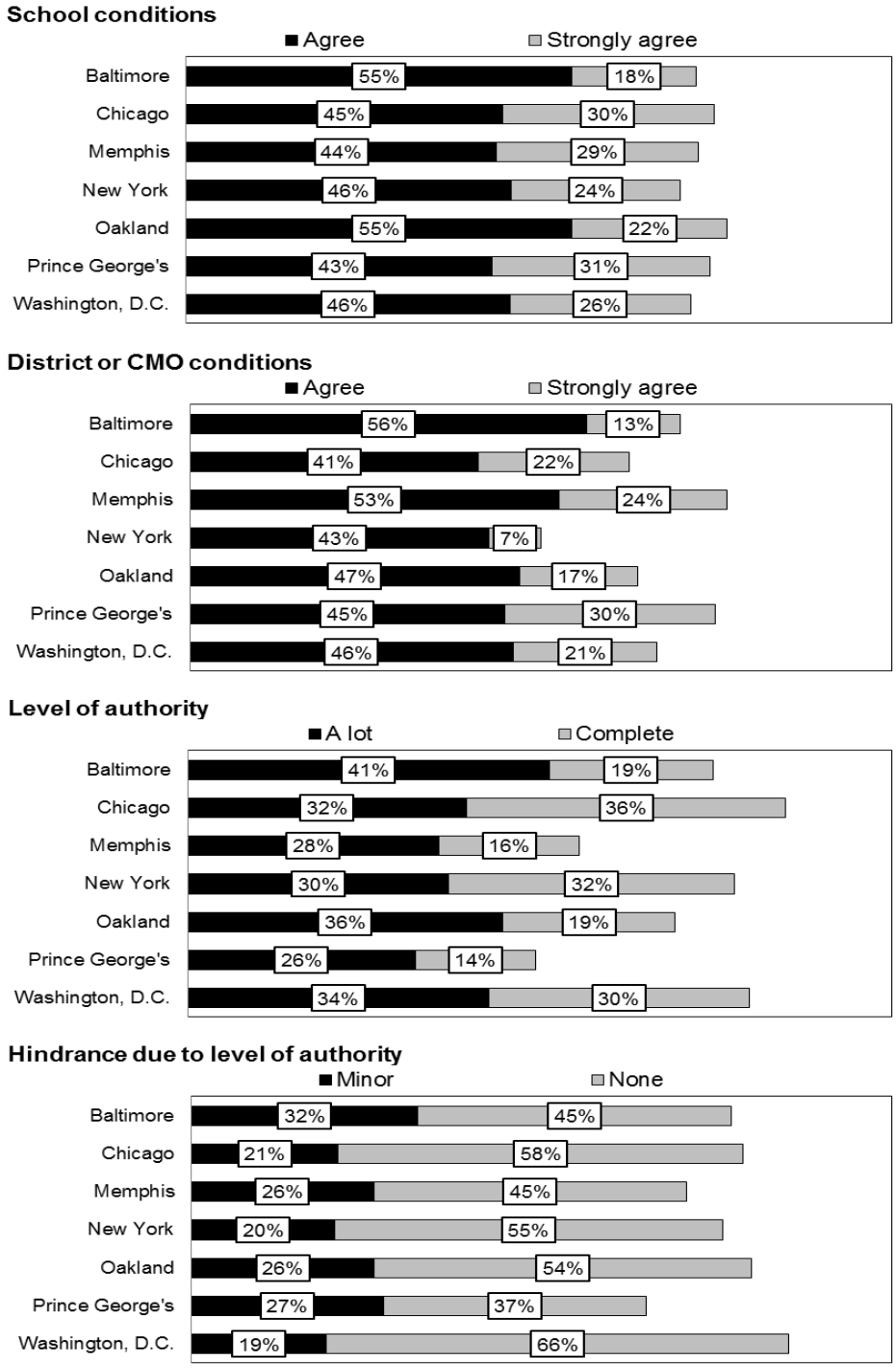
	New York		Oakland		Prince George's County		Washington, D.C.	
Item	**New Leaders**	**Match**	**New Leaders**	**Match**	**New Leaders**	**Match**	**New Leaders**	**Match**
Female (%)	52.4	74.2	66.5	77.4	100.0[b]	58.5	75.1	93.8[c]
Less than 40 years old (%)	57.8	27.0[a]	55.6	37.7	70.1	20.1	83.1[b]	24.54[a]
40 to 49 years old (%)	39.4	35.3	35.6	31.8	10.2[b]	79.9[a, c]	12.3[b]	22.1
50 years or older (%)	2.8	37.7[a]	8.8	30.4	19.7	0.0[a]	4.7	53.3[a]
Education specialist or doctorate (%)	23.6	38.5	0.0[b]	51.3[a]	8.9	58.5	3.9[b]	50.7[a]
Other degree (%)	76.4	61.6	100.0[b]	48.7[a]	91.1	41.5	96.1[b]	49.4[a]
Experience as principal (years)	3.8	5.1	3.5	3.7	2.1[b]	2.7[c]	3.6	7.9
Experience as assistant principal (years)	1.7	3.7	1.3[b]	2.4	1.2	3.8[a]	1.7	3.1
Experience as teacher (years)	6.4	10.6[a]	7.8	12.2	7.9	9.1	7.2	9.3
Served in a district leadership role in current district (%)	2.8[b]	16.9	8.7	14.1	0.0[b]	0.0[c]	10.7	26.0
Served in a district leadership role in another district (%)	8.4	18.5	3.3	18.0	19.2	0.0[c]	4.4	19.1
Professional experience outside of education (%)	63.3	52.0	43.6	49.0	40.5	20.5	23.4[b]	41.0

NOTE: All data are weighted for nonresponse. Responses for Charlotte and New Orleans are included in the overall means, when comparing New Leaders in one district and all other New Leaders, and when comparing match principals in one district and all other match principals. However, because of small sample sizes, we do not provide district-level means for these districts.
[a] Significant differences between New Leaders and match principals ($p \leq 0.05$).
[b] Significant differences between New Leaders principals in one district and the average of all other New Leaders principals.
[c] Significant differences between match principals in one district and the average of all other match principals.

Favorable Conditions

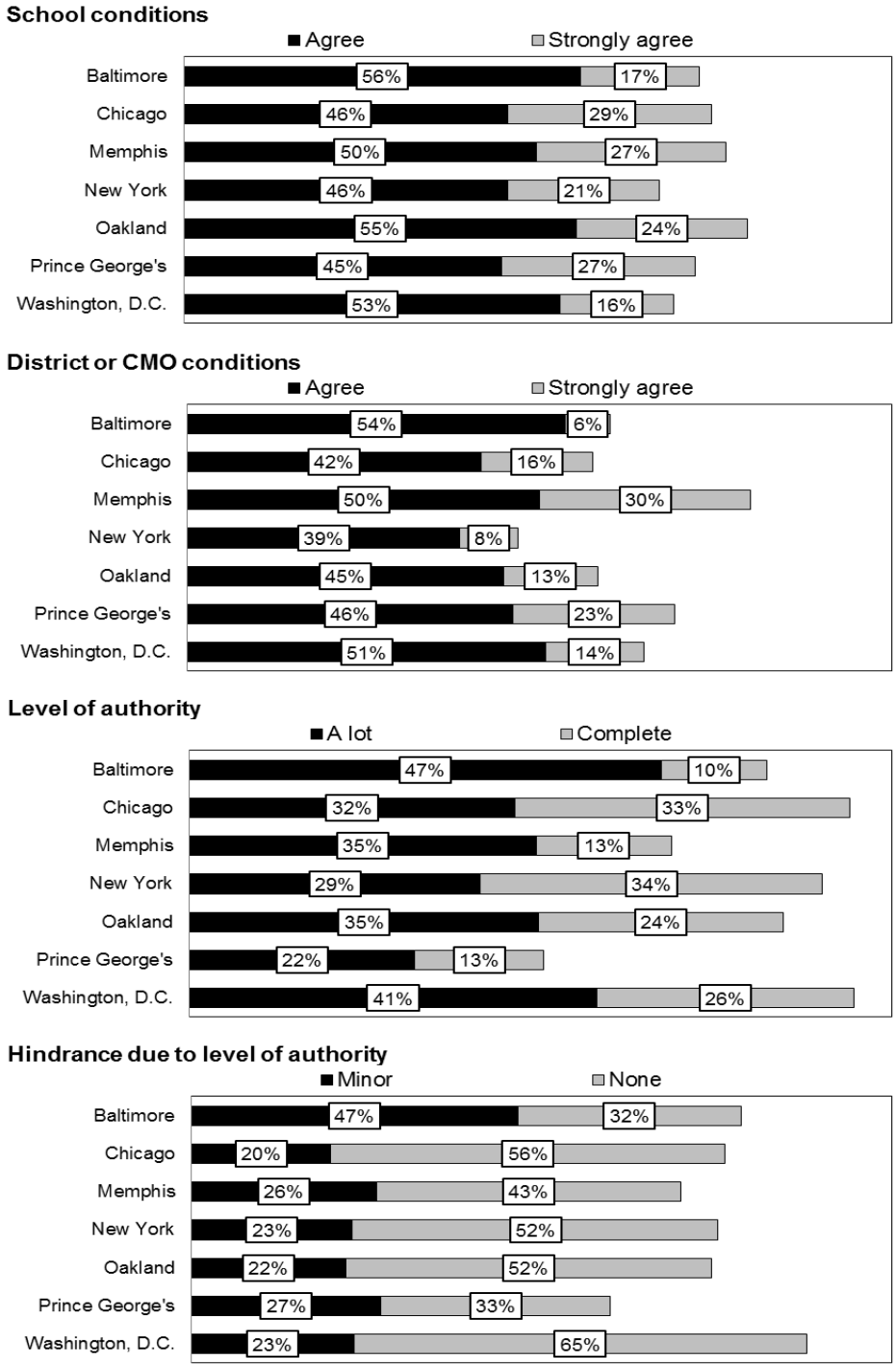
We examined the percentage of principals who reported that school conditions, district conditions, and the level of authority provided to them were favorable. Figures B.1 through B.3 provide the results for all surveyed principals, New Leaders principals only, and match principals only.

Figure B.1.
Principals' Perceptions of District and School Conditions: Average Percentage of Principals with Favorable Responses



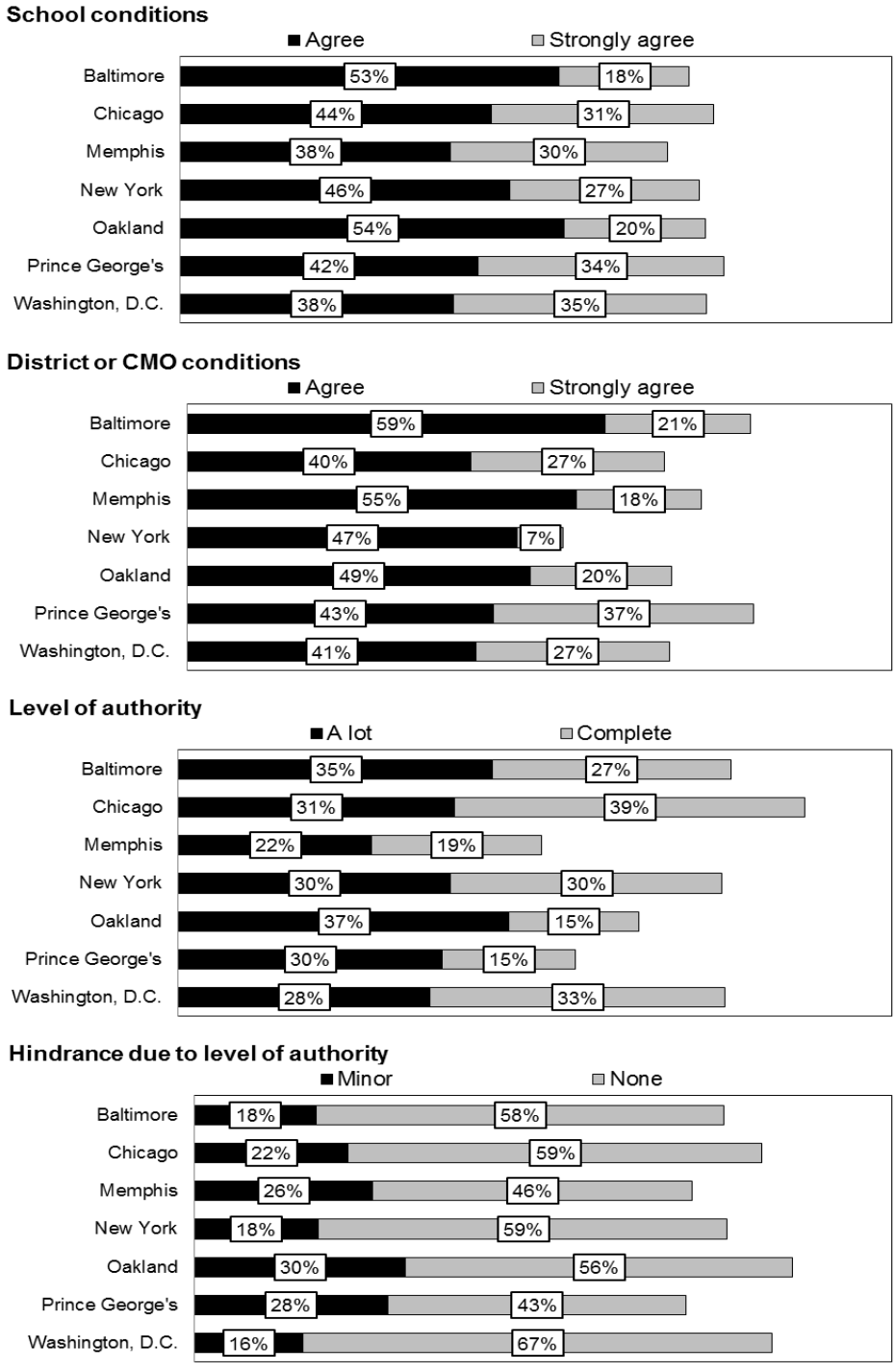
NOTE: For this figure, five survey items in the "School conditions" section were reverse-coded so that "agree" and "strongly agree" aligned with favorable responses on those items. All data are weighted for nonresponse.

Figure B.2.
New Leaders Principals' Perceptions of District and School Conditions: Average Percentage of Principals with Favorable Responses



NOTE: For this figure, five survey items in the "School conditions" section were reverse-coded so that "agree" and "strongly agree" aligned with favorable responses on those items. All data are weighted for nonresponse.

Figure B.3.
Match Principals' Perceptions of District and School Conditions: Average Percentage of Principals with Favorable Responses



NOTE: For this figure, five survey items in the "School conditions" section were reverse-coded so that "agree" and "strongly agree" aligned with favorable responses on those items. All data are weighted for nonresponse.

Regression Analyses

The results of the regression models predicting the survey scale scores are presented in Tables B.36 and B.37, and the results of the regression models predicting reading and mathematics gain scores for SY 2010–2011 are presented in Tables B.38 through B.41.

Table B.36.
Regression Models Predicting Survey Scales

		School Working Conditions		Level of Authority			Time Allocation	
Variable	**Teacher Capacity**	**Human Capital**	**School Environment**	**Instruction and Curriculum**	**School Staffing**	**Budget and Spending**	**Instructional Leadership**	**Other Leadership and Management Activities**
New Leaders principal	–0.24***	–0.10	–0.01	0.03	–0.15*	–0.06	0.01	–0.09
	(0.09)	(0.07)	(0.06)	(0.08)	(0.08)	(0.09)	(0.08)	(0.07)
Principals' experience >1 year	0.32***	0.14**	0.09	0.04	0.03	–0.08	–0.11	–0.05
	(0.11)	(0.07)	(0.07)	(0.10)	(0.10)	(0.10)	(0.09)	(0.08)
2010 gain score: mathematics	0.04	0.15	0.08	0.20	0.05	0.76*	–0.18	–0.02
	(0.33)	(0.25)	(0.29)	(0.41)	(0.44)	(0.45)	(0.30)	(0.33)
2010 gain score: reading	1.03***	0.22	0.26	0.09	0.50	–0.49	–0.57	–0.49
	(0.34)	(0.26)	(0.31)	(0.39)	(0.39)	(0.35)	(0.36)	(0.31)
New Leaders principal × 2010 gain score: mathematics	0.15	–0.38	–0.11	–0.15	–0.28	–0.75	0.05	–0.41
	(0.51)	(0.35)	(0.38)	(0.49)	(0.51)	(0.52)	(0.37)	(0.41)
New Leaders principal × 2010 gain score: reading	–0.03	0.51	0.44	0.73	0.33	0.88**	0.47	–0.10
	(0.59)	(0.40)	(0.41)	(0.51)	(0.50)	(0.44)	(0.44)	(0.45)
School level: middle	0.033	0.09	–0.01	0.03	0.18	0.06	–0.03	0.01
	(0.12)	(0.07)	(0.08)	(0.10)	(0.11)	(0.11)	(0.09)	(0.10)
School level: high	–0.04	–0.06	–0.04	0.10	0.26*	0.05	0.16	–0.01
	(0.15)	(0.09)	(0.10)	(0.14)	(0.14)	(0.14)	(0.12)	(0.12)
District: Baltimore	–0.05	–0.29***	–0.07	–0.18	–0.31**	–0.08	0.09	0.22**
	(0.16)	(0.10)	(0.10)	(0.13)	(0.14)	(0.13)	(0.12)	(0.11)
District: Charlotte	–0.95**	–0.60**	–0.45	–0.29**	–1.03**	–0.25*	0.29	–0.00
	(0.40)	(0.28)	(0.33)	(0.13)	(0.40)	(0.13)	(0.24)	(0.21)

Variable	Teacher Capacity	School Working Conditions: Human Capital	School Working Conditions: School Environment	Level of Authority: Instruction and Curriculum	Level of Authority: School Staffing	Level of Authority: Budget and Spending	Time Allocation: Instructional Leadership	Time Allocation: Other Leadership and Management Activities
District: Memphis	–0.14	–0.13	–0.03	–0.95***	–0.56***	–0.12	0.48***	0.16
	(0.16)	(0.09)	(0.10)	(0.14)	(0.14)	(0.12)	(0.14)	(0.12)
District: New Orleans	0.19	–0.28*	–0.07	–0.02	–0.12	–0.07	0.27	0.17
	(0.25)	(0.17)	(0.17)	(0.28)	(0.25)	(0.25)	(0.19)	(0.15)
District: New York	0.03	–0.13	–0.07	0.20	–0.39***	–0.06	0.12	–0.16
	(0.19)	(0.15)	(0.13)	(0.15)	(0.14)	(0.16)	(0.15)	(0.13)
District: Oakland	0.05	–0.44***	0.12	–0.27	–0.59***	–0.14	–0.13	0.07
	(0.18)	(0.15)	(0.12)	(0.21)	(0.17)	(0.17)	(0.16)	(0.17)
District: Prince George's County	–0.14	–0.12	0.17	–0.76***	–0.82***	0.04	0.14	–0.08
	(0.20)	(0.15)	(0.15)	(0.22)	(0.20)	(0.21)	(0.19)	(0.16)
District: Washington, D.C.	0.10	–0.15	0.04	–0.28*	–0.05	0.00	0.14	–0.00
	(0.17)	(0.10)	(0.11)	(0.15)	(0.16)	(0.17)	(0.12)	(0.13)
Constant	3.48***	3.29***	2.74***	2.95***	2.86***	2.85***	2.18***	2.51***
	(0.17)	(0.11)	(0.12)	(0.16)	(0.16)	(0.16)	(0.15)	(0.13)
Observations	249	249	249	236	233	232	249	249
R^2	0.18	0.16	0.09	0.27	0.25	0.06	0.13	0.13

NOTE: *** = p < 0.01. ** = p < 0.05. * = p < 0.1. Standard errors are in parentheses. All data weighted for nonresponse. Omitted variables are school level: elementary and district: Chicago. Outcome variables are factor scales of the survey items.

Table B.37.
Regression Models Predicting Survey Scales

	Hindrance Due to Level of Authority			District or CMO Working Conditions			
Variable	**Instruction and Curriculum**	**School Staffing**	**Budget and Spending**	**Satisfaction with Supervisor**	**Satisfaction with Central Office Staff**	**Satisfaction with Strategies and Actions**	**Professional Development**
New Leaders principal	–0.05	0.19**	–0.06	–0.23**	–0.06	–0.09	–0.16**
	(0.11)	(0.09)	(0.10)	(0.10)	(0.09)	(0.08)	(0.07)
Principals' experience >1 year	0.10	–0.07	–0.01	–0.18*	–0.19*	–0.13	–0.15*
	(0.13)	(0.11)	(0.12)	(0.11)	(0.10)	(0.10)	(0.08)
2010 gain score: mathematics	–0.47	0.07	–0.38	0.14	0.37	0.23	–0.15
	(0.38)	(0.35)	(0.44)	(0.28)	(0.28)	(0.29)	(0.25)
2010 gain score: reading	–0.04	–0.4	–0.14	–0.10	–0.33	–0.27	0.09
	(0.50)	(0.45)	(0.61)	(0.32)	(0.31)	(0.32)	(0.24)
New Leaders principal × 2010 gain score: mathematics	0.40	0.08	0.28	0.12	–0.97**	–0.39	–0.22
	(0.50)	(0.45)	(0.51)	(0.43)	(0.40)	(0.39)	(0.31)
New Leaders principal × 2010 gain score: reading	–0.32	–0.04	0.05	0.02	0.94**	0.56	0.46
	(0.55)	(0.55)	(0.64)	(0.46)	(0.44)	(0.41)	(0.35)
School level: middle	–0.08	0.11	0.15	0.03	–0.12	–0.08	–0.04
	(0.13)	(0.11)	(0.12)	(0.12)	(0.11)	(0.10)	(0.09)
School level: high	–0.24	0.22	0.2	–0.22	–0.02	–0.08	0.10
	(0.17)	(0.15)	(0.16)	(0.17)	(0.16)	(0.15)	(0.12)
District: Baltimore	0.05	0.24	0.19	–0.54***	–0.00	0.14	–0.07
	(0.16)	(0.15)	(0.16)	(0.17)	(0.15)	(0.12)	(0.12)
District: Charlotte	–0.52**	1.24***	0.23	0.00	–0.17	–0.23	–0.12
	(0.25)	(0.38)	(0.16)	(0.17)	(0.15)	(0.27)	(0.14)
District: Memphis	0.60***	0.36**	0.08	0.04	0.02	0.29**	–0.07
	(0.18)	(0.14)	(0.14)	(0.14)	(0.14)	(0.12)	(0.12)

	Hindrance Due to Level of Authority			District or CMO Working Conditions			
Variable	**Instruction and Curriculum**	**School Staffing**	**Budget and Spending**	**Satisfaction with Supervisor**	**Satisfaction with Central Office Staff**	**Satisfaction with Strategies and Actions**	**Professional Development**
District: New Orleans	–0.03	–0.12	–0.33*	–0.66**	0.50**	0.39*	0.08
	(0.26)	(0.21)	(0.19)	(0.26)	(0.25)	(0.22)	(0.13)
District: New York	0.02	0.54***	0.39	–0.45*	–0.38*	–0.20	0.21*
	(0.22)	(0.17)	(0.24)	(0.27)	(0.21)	(0.22)	(0.11)
District: Oakland	0.26	0.71***	0.13	–0.54**	–0.30**	–0.13	–0.41**
	(0.27)	(0.18)	(0.14)	(0.21)	(0.15)	(0.14)	(0.18)
District: Prince George's County	0.33	0.77***	0.17	0.10	–0.00	0.24	–0.19
	(0.25)	(0.22)	(0.26)	(0.20)	(0.20)	(0.21)	(0.21)
District: Washington, D.C.	–0.04	–0.11	–0.01	–0.14	0.20	0.01	–0.10
	(0.17)	(0.14)	(0.17)	(0.15)	(0.17)	(0.17)	(0.14)
Constant	1.66***	1.54***	1.67***	3.54***	2.80***	2.82***	3.09***
	(0.20)	(0.17)	(0.17)	(0.17)	(0.17)	(0.16)	(0.14)
Observations	234	232	231	245	245	245	248
R^2	0.12	0.21	0.07	0.16	0.13	0.10	0.11

NOTE: *** = p < 0.01. ** = p < 0.05. * = p < 0.1. Standard errors are in parentheses. All data are weighted for nonresponse. Omitted variables are school level: elementary and district: Chicago. Outcome variables are factor scales of the survey items.

Table B.38.
Regression Models Predicting Reading Achievement

		School Working Conditions		Level of Authority			Time Allocation	
Variable	**Teacher Capacity**	**Human Capital**	**School Environment**	**Instruction and Curriculum**	**School Staffing**	**Budget and Spending**	**Instructional Leadership**	**Other Leadership and Management Activities**
Factor	0.04*	0.05	0.11***	0.04	0.00	–0.01	0.02	0.00
	(0.02)	(0.05)	(0.04)	(0.04)	(0.03)	(0.04)	(0.03)	(0.04)
New Leaders principal	0.10	0.39***	0.15	0.00	0.05	–0.04	0.06	–0.09
	(0.09)	(0.13)	(0.11)	(0.07)	(0.08)	(0.13)	(0.07)	(0.10)
Factor × New Leaders principal	–0.02	–0.12***	–0.05	–0.00	–0.02	0.02	–0.02	0.04
	(0.03)	(0.04)	(0.04)	(0.03)	(0.03)	(0.04)	(0.03)	(0.04)
Principals' experience >1 year	0.02	–0.16	0.15	0.10	–0.12	–0.10	–0.04	0.07
	(0.09)	(0.16)	(0.12)	(0.10)	(0.09)	(0.13)	(0.08)	(0.10)
Factor × principals' experience >1 year	–0.01	0.05	–0.06	–0.04	0.04	0.03	0.02	–0.03
	(0.03)	(0.05)	(0.04)	(0.04)	(0.03)	(0.05)	(0.03)	(0.04)
School level: middle	–0.02	–0.03	–0.02	–0.02	–0.03	–0.03	–0.02	–0.02
	(0.02)	(0.02)	(0.02)	(0.02)	(0.02)	(0.02)	(0.03)	(0.02)
School level: high	–0.05*	–0.07**	–0.05*	–0.05	–0.05	–0.04	–0.06*	–0.05*
	(0.03)	(0.03)	(0.03)	(0.03)	(0.03)	(0.03)	(0.03)	(0.03)
District: Baltimore	0.04	0.04	0.04	0.03	0.04	0.03	0.03	0.04
	(0.03)	(0.03)	(0.03)	(0.03)	(0.03)	(0.03)	(0.03)	(0.03)
District: Charlotte	–0.01	–0.02	–0.01	–0.06	–0.02	–0.06	–0.03	–0.03
	(0.06)	(0.05)	(0.05)	(0.09)	(0.07)	(0.09)	(0.07)	(0.07)
District: Memphis	0.045*	0.04	0.05*	0.07**	0.08***	0.06***	0.04	0.04
	(0.02)	(0.03)	(0.02)	(0.03)	(0.02)	(0.02)	(0.03)	(0.03)
District: New Orleans	0.05	0.06	0.06	0.07	0.04	0.05	0.06	0.07
	(0.05)	(0.04)	(0.04)	(0.06)	(0.06)	(0.06)	(0.05)	(0.05)

Variable	Teacher Capacity	School Working Conditions: Human Capital	School Working Conditions: School Environment	Level of Authority: Instruction and Curriculum	Level of Authority: School Staffing	Level of Authority: Budget and Spending	Time Allocation: Instructional Leadership	Time Allocation: Other Leadership and Management Activities
District: New York	0.02	0.02	0.03	0.02	0.03	0.02	0.02	0.02
	(0.06)	(0.06)	(0.06)	(0.06)	(0.06)	(0.06)	(0.06)	(0.06)
District: Oakland	0.09**	0.10***	0.09***	0.10***	0.14***	0.13***	0.10***	0.10***
	(0.04)	(0.03)	(0.03)	(0.04)	(0.03)	(0.03)	(0.03)	(0.03)
District: Prince George's County	0.00	–0.01	–0.00	0.02	0.03	0.01	0.01	0.01
	(0.03)	(0.03)	(0.03)	(0.04)	(0.04)	(0.03)	(0.03)	(0.03)
District: Washington, D.C.	0.07**	0.06*	0.07**	0.08**	0.08***	0.08**	0.07**	0.07**
	(0.03)	(0.03)	(0.03)	(0.03)	(0.03)	(0.03)	(0.03)	(0.03)
Constant	–0.17*	–0.16	–0.33***	–0.13	–0.03	0.02	–0.05	–0.03
	(0.09)	(0.17)	(0.12)	(0.10)	(0.10)	(0.13)	(0.08)	(0.11)
Observations	249	249	249	236	233	232	249	249
R^2	0.09	0.12	0.10	0.09	0.12	0.11	0.08	0.08

NOTE: *** = p < 0.01. ** = p < 0.05. * = p < 0.1. Standard errors are in parentheses. All data are weighted for nonresponse. Omitted variables are school level: elementary and district: Chicago. Outcome variable is reading gains score for the 2010–2011 school year.

Table B.39.
Regression Models Predicting Reading Achievement

Variable	Hindrance Due to Level of Authority: Instruction and Curriculum	Hindrance Due to Level of Authority: School Staffing	Hindrance Due to Level of Authority: Budget and Spending	District or CMO Working Conditions: Satisfaction with Supervisor	District or CMO Working Conditions: Satisfaction with Central Office Staff	District or CMO Working Conditions: Satisfaction with Strategies and Actions	Professional Development
Factor	–0.04	–0.00	0.02	–0.02	–0.02	0.01	0.06*
	(0.03)	(0.03)	(0.03)	(0.04)	(0.04)	(0.04)	(0.03)

	Hindrance Due to Level of Authority			District or CMO Working Conditions			
Variable	**Instruction and Curriculum**	**School Staffing**	**Budget and Spending**	**Satisfaction with Supervisor**	**Satisfaction with Central Office Staff**	**Satisfaction with Strategies and Actions**	**Professional Development**
New Leaders principal	–0.03	–0.07	0.03	–0.05	0.11	0.00	0.09
	(0.05)	(0.06)	(0.06)	(0.10)	(0.09)	(0.10)	(0.09)
Factor × New Leaders principal	0.02	0.03	–0.02	0.02	–0.04	0.00	–0.03
	(0.03)	(0.03)	(0.04)	(0.03)	(0.03)	(0.03)	(0.03)
Principals' experience >1 year	–0.05	0.01	0.02	–0.03	–0.11	0.05	0.08
	(0.06)	(0.06)	(0.06)	(0.14)	(0.12)	(0.13)	(0.11)
Factor × principals' experience >1 year	0.03	–0.01	–0.02	0.01	0.04	–0.02	–0.03
	(0.03)	(0.03)	(0.03)	(0.04)	(0.04)	(0.04)	(0.04)
School level: middle	–0.02	–0.03	–0.02	–0.02	–0.02	–0.02	–0.02
	(0.02)	(0.02)	(0.02)	(0.03)	(0.03)	(0.03)	(0.03)
School level: high	–0.04	–0.04	–0.04	–0.05*	–0.05*	–0.05	–0.05*
	(0.03)	(0.03)	(0.03)	(0.03)	(0.03)	(0.03)	(0.03)
District: Baltimore	0.03	0.03	0.03	0.04	0.04	0.04	0.04
	(0.03)	(0.03)	(0.03)	(0.03)	(0.03)	(0.03)	(0.03)
District: Charlotte	–0.07	–0.06	–0.06	–0.03	–0.03	–0.03	–0.03
	(0.09)	(0.08)	(0.09)	(0.07)	(0.07)	(0.08)	(0.07)
District: Memphis	0.07***	0.06**	0.06**	0.05*	0.05**	0.05*	0.05*
	(0.02)	(0.03)	(0.02)	(0.03)	(0.03)	(0.03)	(0.02)
District: New Orleans	0.07	0.06	0.07	0.06	0.05	0.08	0.07
	(0.05)	(0.06)	(0.06)	(0.05)	(0.06)	(0.06)	(0.05)
District: New York	0.02	0.02	0.02	0.02	0.03	0.02	0.02
	(0.06)	(0.06)	(0.06)	(0.06)	(0.06)	(0.06)	(0.06)
District: Oakland	0.10***	0.12***	0.13***	0.10**	0.09***	0.10***	0.11***
	(0.03)	(0.03)	(0.03)	(0.04)	(0.03)	(0.04)	(0.03)

	Hindrance Due to Level of Authority			District or CMO Working Conditions			
Variable	Instruction and Curriculum	School Staffing	Budget and Spending	Satisfaction with Supervisor	Satisfaction with Central Office Staff	Satisfaction with Strategies and Actions	Professional Development
District: Prince George's County	0.01	0.00	0.01	0.01	0.00	0.01	0.01
	(0.03)	(0.04)	(0.03)	(0.03)	(0.03)	(0.03)	(0.03)
District: Washington, D.C.	0.08**	0.09***	0.08**	0.08**	0.08**	0.08**	0.08**
	(0.03)	(0.03)	(0.03)	(0.04)	(0.03)	(0.03)	(0.03)
Constant	0.04	–0.01	–0.04	0.05	0.03	–0.04	–0.19*
	(0.06)	(0.06)	(0.06)	(0.14)	(0.11)	(0.13)	(0.10)
Observations	234	232	231	245	245	245	248
R^2	0.09	0.10	0.10	0.08	0.09	0.08	0.08

NOTE: *** = p < 0.01. ** = p < 0.05. * = p < 0.1. Standard errors are in parentheses. All data are weighted for nonresponse. Omitted variables are school level: elementary and district: Chicago. Outcome variable is reading gains score for the 2010–2011 school year.

Table B.40.
Regression Models Predicting Mathematics Achievement

		School Working Conditions		Level of Authority			Time Allocation	
Variable	Teacher Capacity	Human Capital	School Environment	Instruction and Curriculum	School Staffing	Budget and Spending	Instructional Leadership	Other Leadership and Management Activities
Factor	0.06	0.02	0.16**	–0.02	–0.08	–0.10	0.10**	0.07
	(0.04)	(0.09)	(0.07)	(0.07)	(0.06)	(0.06)	(0.05)	(0.07)
New Leaders principal	0.14	0.11	0.05	–0.20	–0.06	–0.23*	0.14	–0.01
	(0.14)	(0.21)	(0.16)	(0.12)	(0.12)	(0.12)	(0.10)	(0.13)
Factor × New Leaders principal	–0.03	–0.03	–0.01	0.07	0.01	0.07*	–0.06	0.00
	(0.04)	(0.06)	(0.06)	(0.04)	(0.04)	(0.04)	(0.04)	(0.05)

		School Working Conditions		Level of Authority			Time Allocation	
Variable	**Teacher Capacity**	**Human Capital**	**School Environment**	**Instruction and Curriculum**	**School Staffing**	**Budget and Spending**	**Instructional Leadership**	**Other Leadership and Management Activities**
Principals' experience >1 year	0.05	–0.14	0.28	0.06	–0.09	–0.19	0.22**	0.31*
	(0.15)	(0.27)	(0.20)	(0.18)	(0.18)	(0.20)	(0.11)	(0.16)
Factor × principals' experience >1 year	–0.01	0.05	–0.10	–0.01	0.05	0.08	–0.09*	–0.11*
	(0.04)	(0.08)	(0.07)	(0.06)	(0.06)	(0.07)	(0.04)	(0.06)
School level: middle	0.00	–0.00	0.01	0.00	–0.00	–0.00	0.01	0.00
	(0.03)	(0.03)	(0.03)	(0.03)	(0.03)	(0.03)	(0.03)	(0.03)
School level: high	0.09*	0.09*	0.10**	0.07	0.08	0.08*	0.10**	0.09*
	(0.05)	(0.05)	(0.05)	(0.05)	(0.05)	(0.05)	(0.05)	(0.05)
District: Baltimore	0.13***	0.13***	0.12***	0.10**	0.08*	0.10**	0.11**	0.11**
	(0.04)	(0.05)	(0.05)	(0.05)	(0.04)	(0.05)	(0.05)	(0.04)
District: Charlotte	0.12	0.11	0.10	–0.12	–0.16*	–0.12	0.07	0.07
	(0.16)	(0.16)	(0.15)	(0.08)	(0.09)	(0.09)	(0.17)	(0.18)
District: Memphis	0.10**	0.11**	0.10**	0.11**	0.09**	0.11***	0.09**	0.09**
	(0.04)	(0.04)	(0.04)	(0.04)	(0.04)	(0.04)	(0.04)	(0.04)
District: New Orleans	0.04	0.07	0.06	0.07	0.06	0.06	0.06	0.07
	(0.09)	(0.08)	(0.08)	(0.10)	(0.09)	(0.09)	(0.09)	(0.10)
District: New York	0.07	0.08*	0.08*	0.06	0.05	0.06	0.07	0.06
	(0.05)	(0.04)	(0.05)	(0.05)	(0.05)	(0.05)	(0.04)	(0.04)
District: Oakland	0.10**	0.13***	0.11**	0.11**	0.12**	0.15***	0.12**	0.11**
	(0.05)	(0.05)	(0.05)	(0.05)	(0.05)	(0.05)	(0.05)	(0.05)
District: Prince George's County	0.14*	0.14*	0.13*	0.14*	0.11	0.15**	0.14**	0.14**
	(0.07)	(0.07)	(0.07)	(0.07)	(0.07)	(0.07)	(0.06)	(0.07)
District: Washington, D.C.	0.05	0.06	0.06	0.06	0.05	0.06	0.07*	0.06
	(0.04)	(0.04)	(0.04)	(0.04)	(0.04)	(0.04)	(0.04)	(0.04)

		School Working Conditions		Level of Authority			Time Allocation	
Variable	**Teacher Capacity**	**Human Capital**	**School Environment**	**Instruction and Curriculum**	**School Staffing**	**Budget and Spending**	**Instructional Leadership**	**Other Leadership and Management Activities**
Constant	–0.30*	–0.15	–0.50***	–0.02	0.15	0.21	–0.32***	–0.26
	(0.17)	(0.30)	(0.18)	(0.20)	(0.20)	(0.20)	(0.11)	(0.18)
Observations	246	246	246	233	230	229	246	246
R^2	0.09	0.08	0.11	0.09	0.10	0.10	0.09	0.09

NOTE: *** = p < 0.01. ** = p < 0.05. * = p < 0.1. Standard errors are in parentheses. All data are weighted for nonresponse. Omitted variables are school level: elementary and district: Chicago. Outcome variable is mathematics gains score for the 2010–2011 school year.

Table B.41.
Regression Models Predicting Mathematics Achievement

	Hindrance Due to Level of Authority			District or CMO Working Conditions			
Variable	**Instruction and Curriculum**	**School Staffing**	**Budget and Spending**	**Satisfaction with Supervisor**	**Satisfaction with Central Office Staff**	**Satisfaction with Strategies and Actions**	**Professional Development**
Factor	–0.06	0.05	–0.05	–0.01	0.03	0.11***	0.07
	(0.04)	(0.06)	(0.06)	(0.05)	(0.04)	(0.04)	(0.04)
New Leaders principal	–0.01	–0.03	–0.03	0.01	0.00	–0.01	0.00
	(0.06)	(0.08)	(0.08)	(0.11)	(0.10)	(0.10)	(0.13)
Factor × New Leaders principal	–0.00	0.00	0.01	–0.01	–0.00	0.01	–0.00
	(0.035)	(0.04)	(0.04)	(0.03)	(0.04)	(0.04)	(0.04)
Principals' experience >1 year	0.02	0.10	0.01	0.08	0.12	0.40***	0.25*
	(0.078)	(0.11)	(0.10)	(0.16)	(0.12)	(0.12)	(0.15)

	Hindrance Due to Level of Authority			District or CMO Working Conditions			
Variable	**Instruction and Curriculum**	**School Staffing**	**Budget and Spending**	**Satisfaction with Supervisor**	**Satisfaction with Central Office Staff**	**Satisfaction with Strategies and Actions**	**Professional Development**
Factor × principals' experience >1 year	0.02	–0.03	0.02	–0.02	–0.03	–0.13***	–0.08
	(0.04)	(0.05)	(0.05)	(0.05)	(0.04)	(0.04)	(0.05)
School level: middle	–0.00	–0.01	–0.00	0.01	0.01	0.01	0.00
	(0.03)	(0.03)	(0.03)	(0.03)	(0.03)	(0.03)	(0.03)
School level: high	0.07	0.06	0.07	0.08*	0.09*	0.10**	0.08*
	(0.05)	(0.05)	(0.05)	(0.05)	(0.05)	(0.05)	(0.05)
District: Baltimore	0.10**	0.09*	0.10**	0.10**	0.12***	0.12***	0.12***
	(0.05)	(0.05)	(0.05)	(0.05)	(0.05)	(0.04)	(0.04)
District: Charlotte	–0.14*	–0.16*	–0.12	0.08	0.08	0.08	0.08
	(0.08)	(0.09)	(0.08)	(0.18)	(0.18)	(0.18)	(0.18)
District: Memphis	0.13***	0.10**	0.10**	0.10**	0.10**	0.10**	0.10**
	(0.04)	(0.04)	(0.04)	(0.04)	(0.04)	(0.04)	(0.04)
District: New Orleans	0.03	0.05	0.03	0.05	0.07	0.08	0.07
	(0.09)	(0.09)	(0.10)	(0.09)	(0.10)	(0.10)	(0.09)
District: New York	0.06	0.06	0.07	0.06	0.07	0.06	0.08*
	(0.05)	(0.05)	(0.05)	(0.04)	(0.05)	(0.05)	(0.05)
District: Oakland	0.11**	0.11**	0.13***	0.09*	0.11**	0.11**	0.12**
	(0.05)	(0.05)	(0.05)	(0.05)	(0.05)	(0.05)	(0.05)
District: Prince George's County	0.15**	0.11	0.15**	0.15**	0.15**	0.14**	0.15**
	(0.07)	(0.07)	(0.07)	(0.07)	(0.07)	(0.07)	(0.07)
District: Washington, D.C.	0.06	0.06	0.05	0.05	0.06	0.05	0.06
	(0.04)	(0.04)	(0.04)	(0.04)	(0.04)	(0.04)	(0.04)

	Hindrance Due to Level of Authority			District or CMO Working Conditions			
Variable	**Instruction and Curriculum**	**School Staffing**	**Budget and Spending**	**Satisfaction with Supervisor**	**Satisfaction with Central Office Staff**	**Satisfaction with Strategies and Actions**	**Professional Development**
Constant	0.01	–0.15	0.01	–0.02	–0.16	–0.38***	–0.29**
	(0.09)	(0.12)	(0.11)	(0.16)	(0.13)	(0.12)	(0.14)
Observations	231	229	228	242	242	242	245
R^2	0.10	0.10	0.10	0.08	0.07	0.09	0.08

NOTE: *** = p < 0.01. ** = p < 0.05. * = p < 0.1. Standard errors are in parentheses. All data are weighted for nonresponse. Omitted variables are school level: elementary and district: Chicago. Outcome variable is mathematics gains score for the 2010–2011 school year.

New Leaders Principals' Perspectives of the New Leaders Program

We provide descriptive summaries of principals' responses to the set of survey questions asked of New Leaders principals regarding their perceptions of the New Leaders program. Table B.42 provides the breakdown by principals' experience level, and Table B.43 provides the breakdown by district.

Table B.42.
New Leaders Principals' Perceptions of the New Leaders Program, by Principals' Experience Level

Question	Overall	2 Years or Less	2–5 Years	6+ Years
My involvement in the New Leaders community has helped improve my school's performance (scale: 1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree)	3.1	3.3*	3.1	2.9
My involvement in the New Leaders community has helped improve my personal leadership abilities (scale: 1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree)	3.2	3.5*	3.1*	3.0
I feel connected to the New Leaders community (scale: 1 = not at all, 2 = very limited extent, 3 = moderate extent, 4 = major extent)	2.7	2.9	2.7	2.5*
I feel committed to supporting other New Leaders principals (scale: 1 = not at all, 2 = very limited extent, 3 = moderate extent, 4 = major extent)	3.2	3.5*	3.2	2.9*
I feel valued by my colleagues in the New Leaders community (scale: 1 = not at all, 2 = very limited extent, 3 = moderate extent, 4 = major extent)	3.0	3.2*	3.0	2.9
I feel valued by New Leaders organization (scale: 1 = not at all, 2 = very limited extent, 3 = moderate extent, 4 = major extent)	2.7	2.8	2.7	2.5
I feel committed to the goals of New Leaders (scale: 1 = not at all, 2 = very limited extent, 3 = moderate extent, 4 = major extent)	3.6	3.7	3.6	3.6
Please rate your overall level of engagement in the New Leaders community (scale: 1 = not at all engaged, 2 = very limited engagement, 3 = moderate engagement, 4 = active engagement)	2.6	2.8	2.6	2.5
Overall, the New Leaders program has been high quality (scale: 1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree)	3.3	3.4	3.3	3.3
I feel I received effective support in my first or second year as a principal that helped me increase student achievement in my school (scale: 1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree)	3.1	3.0	3.0	3.2

NOTE: * = significant differences between New Leaders principals in one experience group and the average of all other New Leaders principals ($p \leq 0.05$). All data are weighted for nonresponse.

Table B.43.
New Leaders Principals' Perceptions of the New Leaders Program, by District

Question	Baltimore	Chicago	Memphis	Milwaukee	New York	Oakland	Prince George's	Washington, D.C.
My involvement in the New Leaders community has helped improve my school's performance (scale: 1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree)	2.9	3.3[b]	3.4[b]	3.2	3.1	2.9	3.6[b]	3.0
My involvement in the New Leaders community has helped improve my personal leadership abilities (scale: 1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree)	2.8[b]	3.4[b]	3.4[b]	3.3	3.2	2.8[b]	3.7[b]	3.2
I feel connected to the New Leaders community (scale: 1 = not at all, 2 = very limited extent, 3 = moderate extent, 4 = major extent)	2.3[b]	2.9	3.1[b]	2.6	2.7	2.6	3.5[b]	2.5
I feel committed to supporting other New Leaders principals (scale: 1 = not at all, 2 = very limited extent, 3 = moderate extent, 4 = major extent)	3.1	3.5[b]	3.7[b]	3.2	3.1	2.7[b]	3.8[b]	3.0
I feel valued by my colleagues in the New Leaders community (scale: 1 = not at all, 2 = very limited extent, 3 = moderate extent, 4 = major extent)	2.9	3.0	3.4[b]	3.0	2.9	2.7	3.5[b]	2.9
I feel valued by New Leaders organization (scale: 1 = not at all, 2 = very limited extent, 3 = moderate extent, 4 = major extent)	2.7	2.9	3.2[b]	2.1	2.3[b]	2.6	3.2	2.3[b]
I feel committed to the goals of New Leaders (scale: 1 = not at all, 2 = very limited extent, 3 = moderate extent, 4 = major extent)	3.4	3.7	3.8[b]	3.3	3.6	3.3	3.9[b]	3.5
Please rate your overall level of engagement in the New Leaders community (scale: 1 = not at all engaged, 2 = very limited engagement, 3 = moderate engagement, 4 = active engagement)	2.3[b]	2.6	3.2[b]	2.8	2.6	2.5	3.5[b]	2.4
Overall, the New Leaders program has been high quality (scale: 1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree)	3.3	3.6[b]	3.6[b]	3.3	3.1	2.9*	3.8[b]	3.0[b]

Question	Baltimore	Chicago	Memphis	Milwaukee	New York	Oakland	Prince George's	Washington, D.C.
I feel I received effective support in my first or second year as a principal that helped me increase student achievement in my school (scale: 1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree)	3.0	3.4[b]	3.5[b]	2.9	3.0	2.8	3.7[b]	2.5[b]

NOTE: All data are weighted for nonresponse.
[b] significant differences between New Leaders principals in one district and the average of all other New Leaders principals ($p \leq 0.05$).

Appendix C: Principal Attrition

Background

Principals' experience has two important dimensions: years of experience as a principal and years of experience as a principal in a particular school. It is widely acknowledged that it may take time for a newly placed principal to make critical changes in a school and for those changes to have an effect on student outcomes. This implies that how long a principal has been in his or her school could be related to growth in student outcomes. The empirical literature on this topic is somewhat mixed. Studies on this topic use different measures of principals' experience, and many are published in working-paper form. Overall, the emerging research suggests that each type of experience matters independently (Clark, Martorell, and Rockoff, 2009; Béteille, Kalogrides, and Loeb, 2011; Miller, 2013; Dhuey and Smith, 2010, 2014). However, because the two types of experience are strongly correlated, it is difficult to disentangle the relative importance of either.[12]

Our analysis focuses on a school-level measure of tenure defined by the number of years a principal has served as a principal in his or her current school. Under our definition, a principal can be considered "new" even if she or he has prior experience at another school in the district or in another district. Ideally, we would have controlled for both types of experience, but we were unable to obtain data on total years of principals' experience for all partner districts.

The different school-level attrition patterns between New Leaders principals and non–New Leaders principals are important because districts care about the quality of leadership in all schools, every year. To the extent that districts reviewed principals' performance and replaced those who did not perform up to some standard, we would expect the average quality of principals who stayed for three or more years to be higher than the quality of principals who did not. If a larger fraction of the New Leaders principals remained in their schools for three or more years, that could indicate that the average quality of those new principals was higher. Lower early-career turnover is important for districts because it means that fewer schools experienced leadership transition and there were fewer first-year principals leading schools.

One limitation of examining school-level attrition is that it combines information on novice (first-time) principals with veteran principals who have changed schools. In districts where principals change schools frequently, the interpretation of the findings would be different. Another limitation of examining school-level attrition is that a principal would count as a loss if he or she moves to another principalship or to another position in the district. Our interviews with district officials suggested that several of the partner districts hired New Leaders principals

[12] Dhuey and Smith (2014) find that schools with new first-time principals have somewhat higher teacher turnover, declines in adequate yearly progress targets met, and declines in attendance.

to serve in principal supervisory roles after several years in the principalship. According to New Leaders, at least 27 New Leaders principals had become principal supervisors as of SY 2013–2014. These individuals would be counted as losses, although they are still contributing to the district's school leadership efforts. Further analysis of retention using richer data could shed light on these important issues.

With these limitations in mind, in this appendix, we explored the question of whether school-level attrition differed for newly placed New Leaders principals and newly placed non–New Leaders principals. Were attrition rates different for New Leaders and non–New Leaders? To address this question, we performed a descriptive analysis of school-level principal retention by district.

Data and Method

Throughout our evaluation of the New Leaders program, partner districts provided us with administrative data on principals. In all cases, these data included a unique principal identifier associated with a school identifier and information on tenure. By tracking principal assignment information over time, we were able to observe when a school got a new principal. New Leaders provided us with information on the school assignments of New Leaders principals, which allowed us to identify New Leaders principals in district administrative data.

Using these data, we were able to identify the total number of New Leaders principals currently serving in partner districts at any point in time (see Table C.1). We were also able to calculate the number of New Leaders principals who were new to their schools in a given year (see Table C.2).

Table C.1.
Total Number of New Leaders Principals, by District and School Year

District	2001–2002	2002–2003	2003–2004	2004–2005	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
Baltimore						8	20	28	37	39	35
Charlotte										3	5
Chicago		3	6	15	23	35	52	58	63	75	63
Memphis					6	12	19	24	32	38	39
Milwaukee								4	10	9	20
New Orleans								5	11	5	7
New York			2	4	17	30	36	40	52	57	50
Oakland			1	3	5	13	16	21	25	25	23
Prince George's County								4	10	14	18
Washington, D.C.				4	18	30	36	37	40	40	38

NOTE: Calculations are based on principal assignment data provided by partner districts and New Leaders. *Year* refers to the fall of the school year.

Table C.2.
Number of Newly Placed New Leaders Principals, by District and School Year

District	2001–2002	2002–2003	2003–2004	2004–2005	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
Baltimore						8	14	12	13	13	10
Charlotte										3	3
Chicago		3	4	11	10	14	19	18	20	22	12
Memphis					6	7	11	7	10	11	4
Milwaukee								4	9	1	12
New Orleans								5	7	1	5
New York			2	4	15	14	10	11	18	11	4
Oakland			1	1	4	8	4	8	7	6	1
Prince George's County								4	7	5	5
Washington, D.C.				4	14	13	10	18	15	12	6

NOTE: Calculations are based on principal assignment data provided by partner districts and New Leaders. *Year* refers to the fall of the school year.

In 2009, after observing a lack of correspondence between principals' self-reports of tenure and administrative tenure data, we undertook an audit of the district tenure data received from all partner districts. The goal of the audit was to identify the reasons for the discrepancies and develop a strategy for adjusting the raw data files to create a better measure of school-level principal tenure for each school and for each year.

Unexpectedly, we identified extensive problems with the principal-tenure data provided by school districts. We worked with them to resolve these problems.[13] The problems included errors with the data that were sent to us by the district in one or more years, miscommunication regarding what the principal-tenure data field is capturing, and time lags in updating new principals assigned to a school or in removing old principals from the data file. In cases of errors in data sent to us by the district, we were able to obtain updated data from the district that addressed these problems.[14] Through this data audit process, we clarified precisely what the tenure variable captured in all districts and created variables to reflect school-level tenure.

Time lags in updating the data file to reflect new principals or to remove old principals from the data set were pervasive, posing challenges for our efforts to identify year 1 schools in our achievement analysis. In the case of lags in updating new principals assigned to a school, we adjusted historical data whenever we had evidence of a transition. Starting in the fall of 2009, we asked each district for a list of schools with new principals. These lists could be used to identify cases in which the principal-tenure data field in the administrative data had not been adjusted to reflect the assignment of a new principal.

Some districts had missing tenure for some principals, whereas others had tenure for all principals. Because tenure was the key variable of interest, only principals for whom tenure was known were used in our analysis. We also excluded any principal who started before the New Leaders program started in the district because the aim was to compare New Leaders principals and non–New Leaders principals who started the same year.

We then defined exits for years that we could observe by looking at the same school in the next year. If there was a new principal in the school the following year, the old principal was classified as leaving. If the principal returned for another year in the same school, the principal was not so classified. To get an exit rate for that year, we then divided the number of principals who left their schools by the total number of principals who started the same year. Summing up these exit rates for all previous years produced a cumulative exit rate, or an attrition rate. The attrition rate can be thought of as the inverse of a retention rate. It is important to note that retention is defined at the school level. Principals who change schools or move into other district positions would be counted as having left their schools.

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[13] A key exception among partner districts was New York, where the data appeared to be consistent and valid.

[14] It is worth mentioning that many districts cautioned us about the uncertainty surrounding the tenure data, especially going back years, noting that the data are pulled from legacy systems and cannot be validated.

In each district, attrition rates for the later years of school-level tenure were always based on fewer cases than the earlier years because there were fewer cohorts of new principals that were placed long enough ago to have potentially reached that many years of school-level tenure. The exit rate for principals in Chicago, for example, who had been in their schools for ten years was based only on the first cohort of New Leaders and their non–New Leaders counterparts who started the same year. The exit rate for principals who had been in their schools for nine years is based on the first and second cohorts; the exit rate for those who had been in their schools for eight years was based on the first, second, and third cohorts; and so on. The exit rate for Chicago principals who had been in their schools one year was based on combined data from all ten years. The highest year for any district was always based only on data from the first cohort of New Leaders placements.

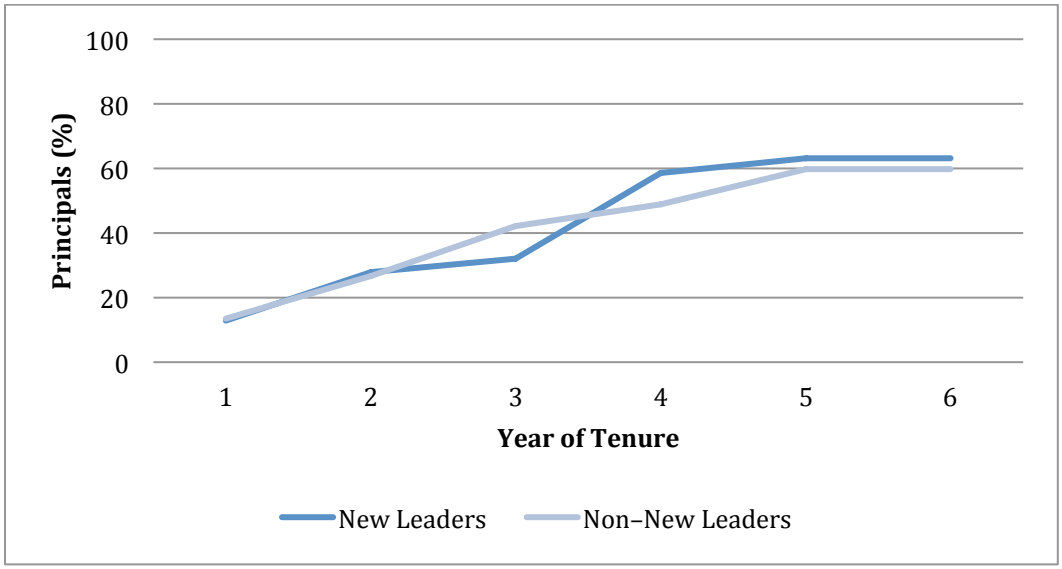
We report our findings by district and for the pooled sample. Figures C.1 through C.11 report cumulative attrition or the percentage of all newly placed principals who had left by the end of their first, second, or third years and so on. We excluded from our calculations any newly placed principals who did not stay through their first academic years. The prevalence of such short-term placements varied dramatically by districts and (with one exception) consisted entirely of non–New Leaders principals. We suspect that many (but not all) of these placements were interim placements. In excluding them, we assumed that the districts did not intend for any of them to be permanent. Excluding them had the effect of reducing (improving) the rate of attrition of newly placed non–New Leaders principals below the rate calculated when all new principals are included.

Results by District

Baltimore

The first New Leaders principals were placed in Baltimore in SY 2006–2007. In Baltimore, there did not seem to be a systematic difference between New Leaders and non–New Leaders principals in terms of attrition at the school level. As depicted in Figure C.1, 13 percent of both New Leaders principals and non–New Leaders principals who completed one year as principals did not return for a second year. After six years, 63 percent of New Leaders principals had left, compared with 60 percent of non–New Leaders principals. For New Leaders, the third-year to fourth-year transition is one in which there was a large percentage of principals leaving their schools. This could be because principals are changing to new schools or other district positions at that point.

Figure C.1.
Percentage of Baltimore Principals Who Left, by Years of Tenure



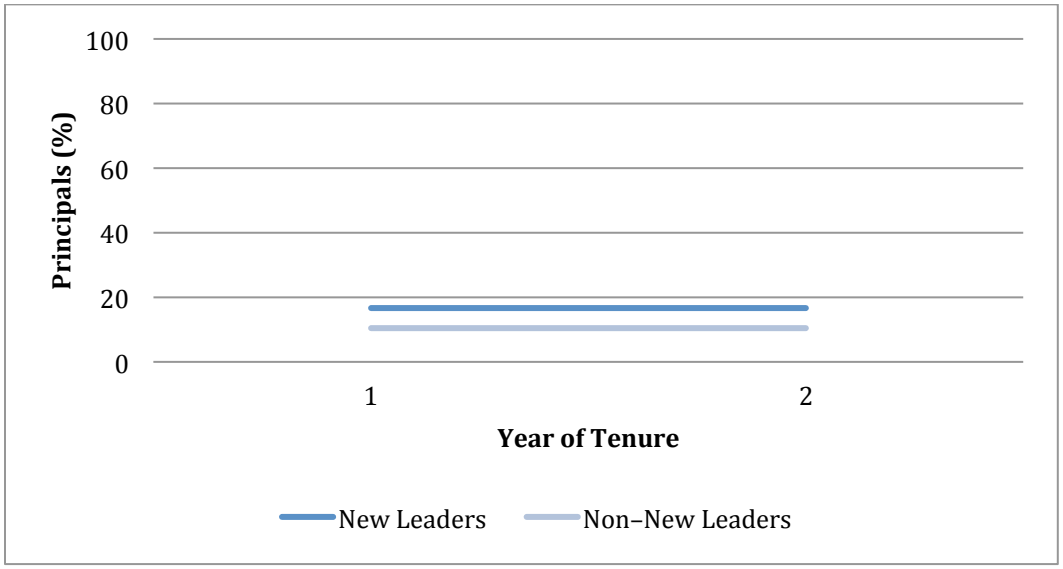
SOURCE: Our analysis of principal-tenure data.

NOTE: Six non–New Leaders principals were excluded because they did not complete their first academic year. This represents 2.6 percent of the 229 first-year non–New Leaders principals in our analysis.

Charlotte–Mecklenburg

The New Leaders program had been active in Charlotte–Mecklenburg only since 2009, and the first New Leaders were placed into principalships in SY 2010–2011. As shown in Figure C.2, New Leaders principals left at a slightly higher rate than non–New Leaders principals did (17 percent versus 10 percent) after their first years.

Figure C.2.
Percentage of Charlotte Principals Who Left, by Years of Tenure

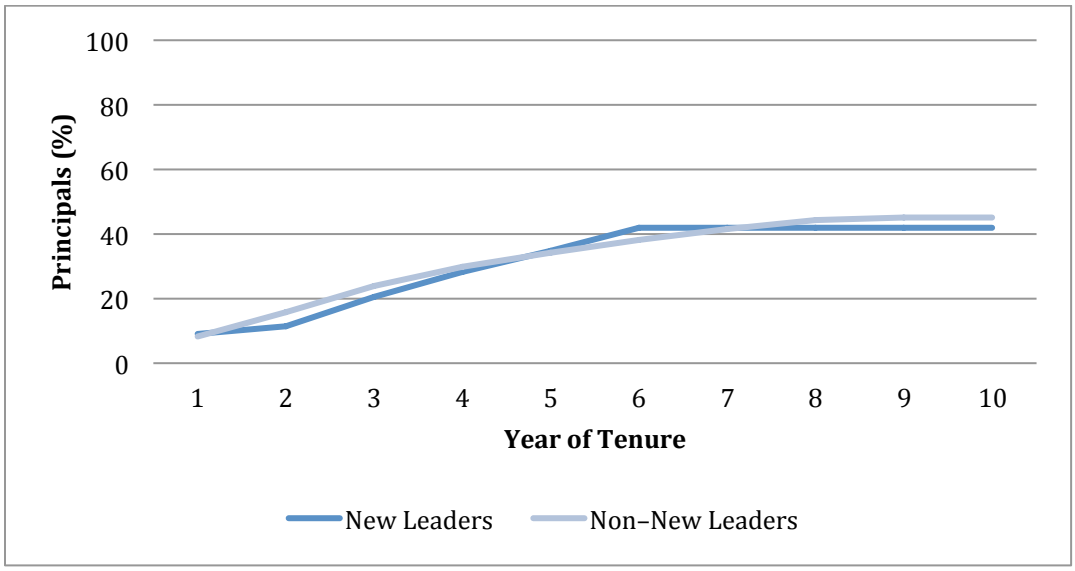


SOURCE: Our analysis of principal-tenure data.

Chicago

The first New Leaders principals were placed in Chicago in SY 2002–2003. In Chicago, there was not a large difference in principal attrition between New Leaders and non–New Leaders principals. Of those principals who completed first academic years, 9 percent of New Leaders principals and 8 percent of non–New Leaders principals did not return for second years. After ten years, 42 percent of New Leaders principals had left, compared with 45 percent of non–New Leaders principals, as shown in Figure C.3.

Figure C.3.
Percentage of Chicago Principals Who Left, by Years of Tenure



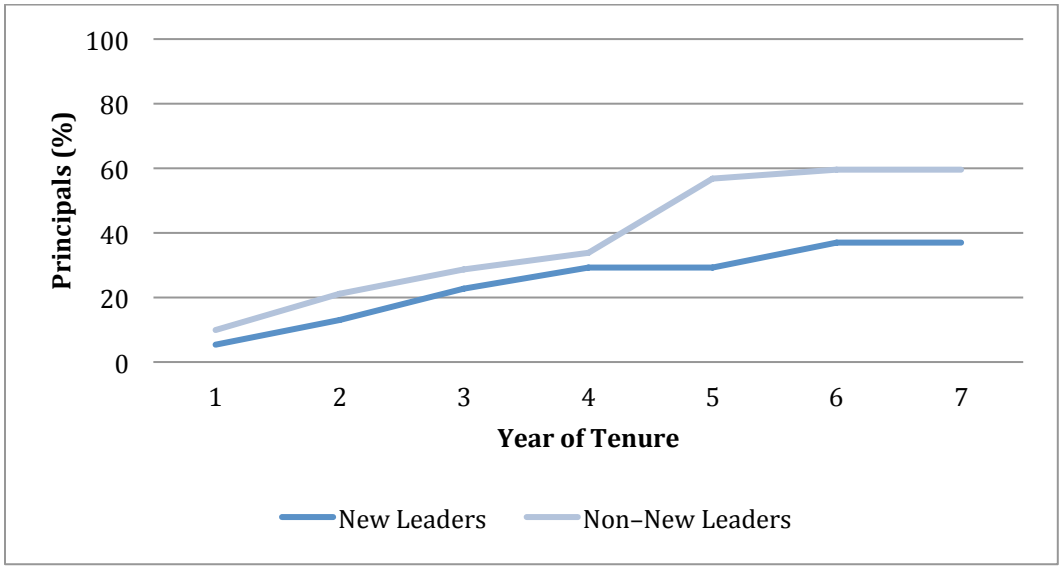
SOURCE: Our analysis of principal-tenure data.

NOTE: Forty-three non–New Leaders principals were excluded because they did not complete their first academic years. This represents 5.1 percent of the 838 first-year non–New Leaders principals in our analysis.

Memphis

The first New Leaders principals were placed in Memphis in SY 2005–2006. Similarly to Washington, D.C., in Memphis, New Leaders principals had lower attrition rates—and thus better retention rates—than the non–New Leaders principals had. The lower attrition rate of New Leaders principals was for every year of tenure in Memphis. After seven years, only 37 percent of New Leaders principals had left, compared with 60 percent of non–New Leaders principals.

Figure C.4.
Percentage of Memphis Principals Who Left, by Years of Tenure



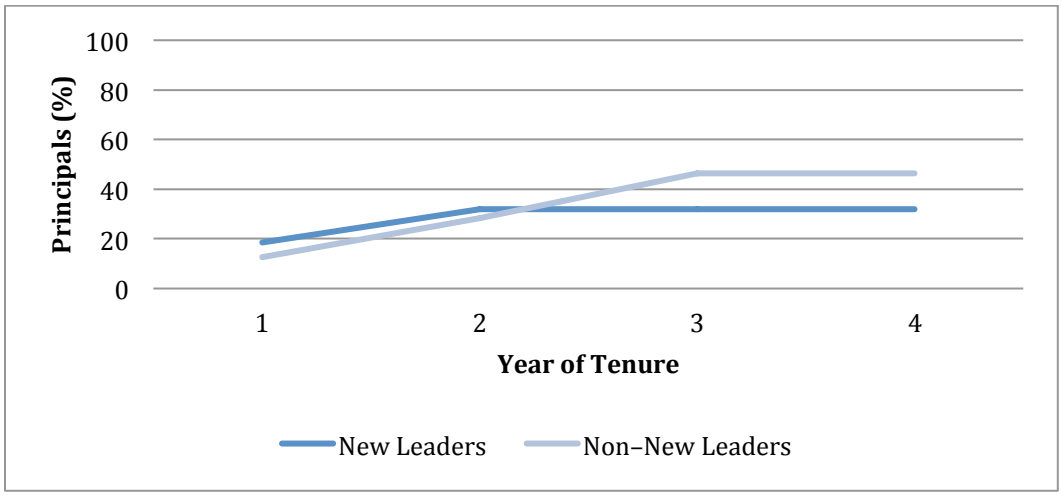
SOURCE: Our analysis of principal-tenure data.

NOTE: Four non–New Leaders principals were excluded because they did not complete their first academic years. This represents 1.5 percent of the 267 first-year non–New Leaders principals in our analysis.

Milwaukee

The first New Leaders principals were placed in Milwaukee in SY 2008–2009. Although the partnership officially ended in 2011, the district continued to place New Leaders as new principals in SY 2011–2012 (see Table C.2). Attrition among New Leaders principals in their first two years was slightly higher than among non–New Leaders principals in Milwaukee, but, by the third year, attrition was lower among New Leaders in their third and fourth years: 32 percent versus 46 percent.

Figure C.5.
Percentage of Milwaukee Principals Who Left, by Years of Tenure

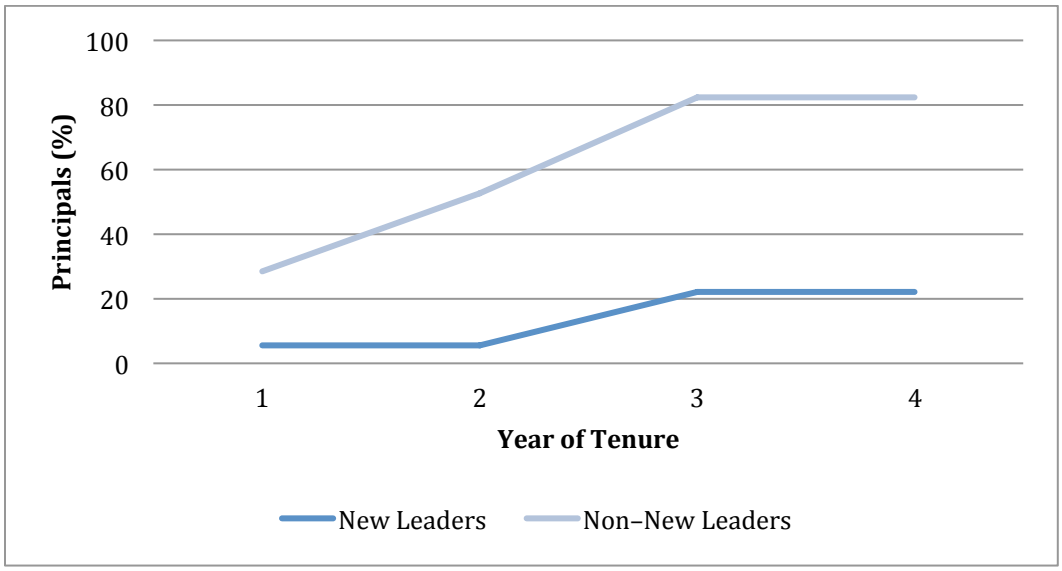


SOURCE: Our analysis of principal-tenure data.

Recovery School District of Louisiana (New Orleans)

The first New Leaders principals were placed in New Orleans in SY 2008–2009. In New Orleans, there was a very strong relationship between participation in the New Leaders program and principal attrition, shown in Figure C.6. New Leaders had much lower attrition rates at all years of tenure since the program started. This trend started early: Only 6 percent of New Leaders principals left after their first years, compared with 28 percent of non–New Leaders principals. After four years, only 22 percent of New Leaders principals had left, compared with 82 percent of non–New Leaders principals, a difference of 60 percentage points.

Figure C.6.
Percentage of New Orleans Principals Who Left, by Years of Tenure

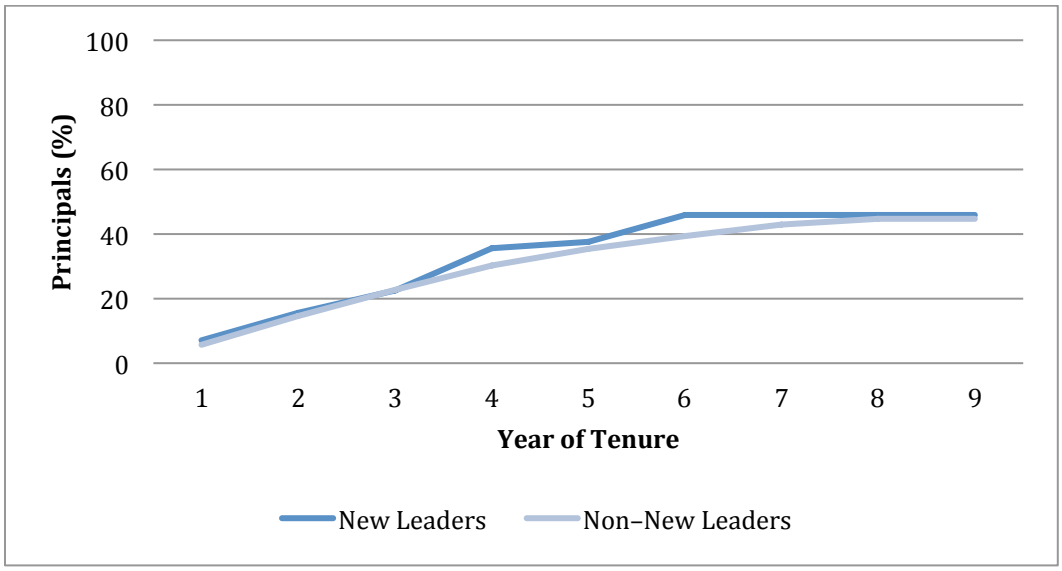


SOURCE: Our analysis of principal-tenure data.

New York

The first New Leaders principals were placed in New York in SY 2003–2004. In New York, the attrition rates for New Leaders principals were almost identical to the attrition rates for non–New Leaders principals for the first three years, as shown in Figure C.7. There was slightly higher attrition among New Leaders principals between the third and fourth years and between the fifth and sixth years. After nine years, the rates were very similar: Forty-six percent of New Leaders principals had left, compared with 45 percent of non–New Leaders principals.

Figure C.7.
Percentage of New York Principals Who Left, by Years of Tenure



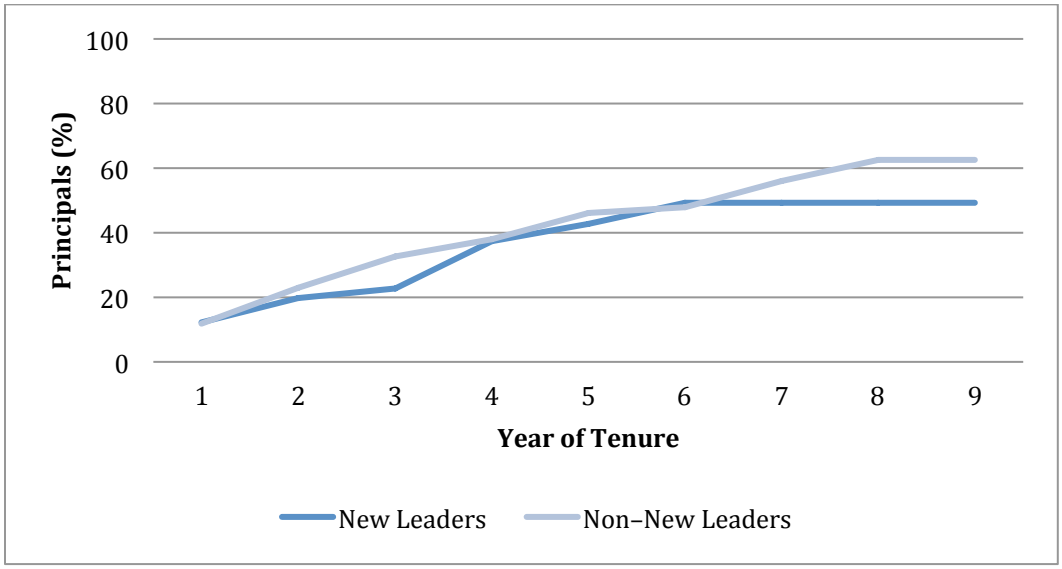
SOURCE: Our analysis of principal-tenure data.

NOTE: One hundred non–New Leaders principals were excluded because they did not complete their first academic years. This represents 5.1 percent of the 1,942 first-year non–New Leaders principals in our analysis.

Oakland Unified School District

The first New Leaders principals were placed in Oakland in SY 2003–2004. New Leaders principals exited at a lower rate than non–New Leaders principals did in Oakland. These lower rates can be seen in Figure C.8, starting in the second year. After nine years, 49 percent of New Leaders had left, compared with 63 percent of non–New Leaders.

Figure C.8.
Percentage of Oakland Principals Who Left, by Years of Tenure



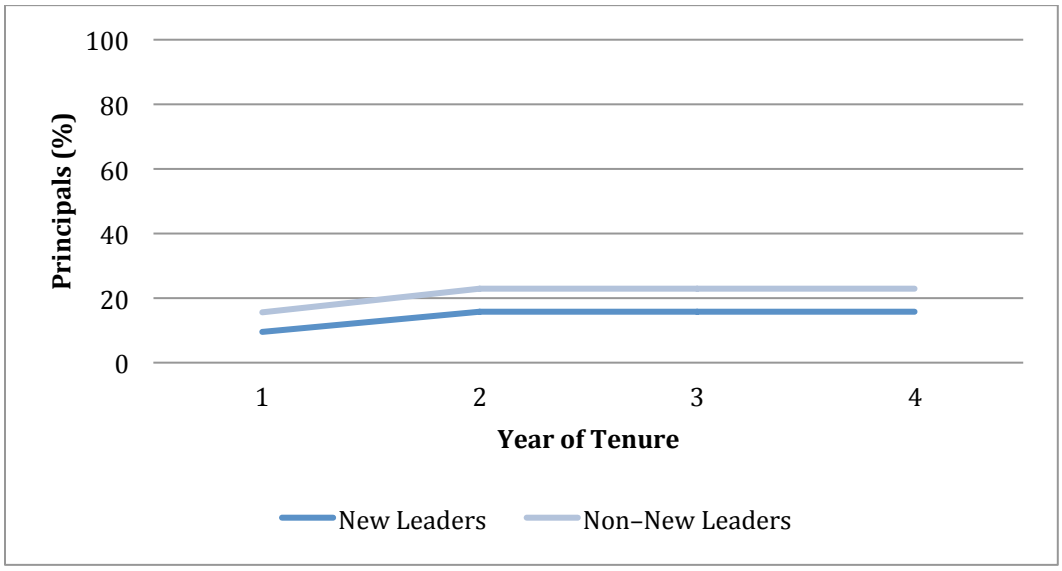
SOURCE: Our analysis of principal-tenure data.

NOTE: Fifty-three non–New Leaders principals were excluded because they did not complete their first academic years. This represents 20.6 percent of the 257 first-year non–New Leaders principals in our analysis. One New Leaders principal was excluded because that principal did not complete the first academic year. This represents 2.4 percent of the 42 first-year New Leaders principals in our analysis.

Prince George's County

The first New Leaders principals were placed in Prince George's County in SY 2008–2009. Principal attrition in Prince George's County was quite different from that in other districts. Roughly 20 percent of newly placed principals (all non–New Leaders) did not remain in their school through the end of their first years. Excluding those short-term placements, principal attrition was lower than observed in some other districts. The attrition rates of New Leaders were consistently lower than the attrition rates of non–New Leaders: Sixteen percent of New Leaders principals left after their fourth years, compared with 23 percent of non–New Leaders. Also, all the principals who left Prince George's County did so after their second years or earlier, as depicted in Figure C.9.

Figure C.9.
Percentage of Prince George's County Principals Who Left, by Years of Tenure



SOURCE: Our analysis of principal-tenure data.

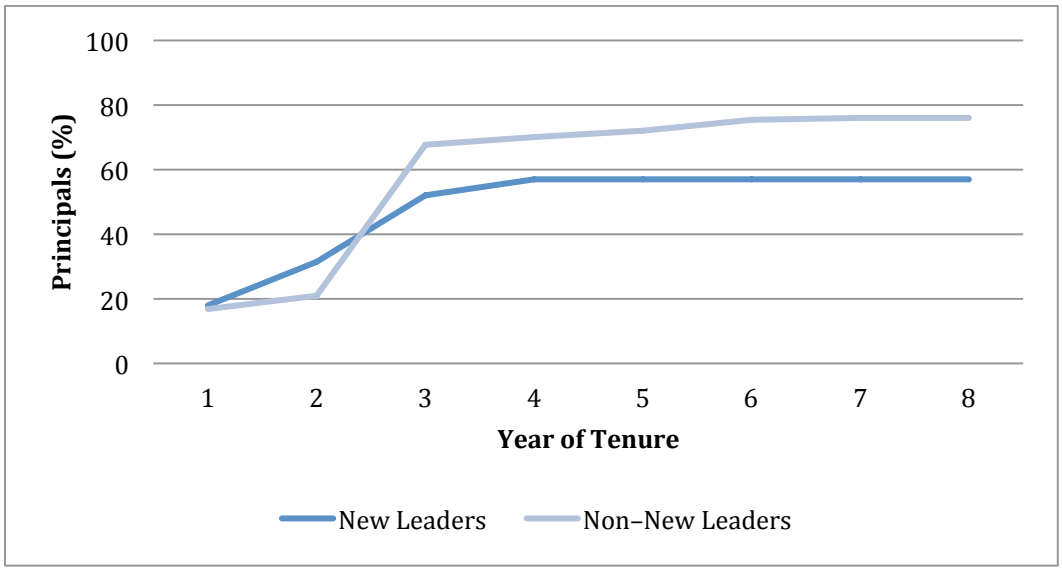
NOTE: Twenty-four non–New Leaders principals were excluded because they did not complete their first academic years. This represents 23.8 percent of the 101 first-year non–New Leaders principals in our analysis.

Washington, D.C.

The first New Leaders principals were placed in Washington, D.C., in SY 2004–2005. New Leaders principals had lower attrition rates than non–New Leaders principals in Washington, D.C., with the exception of principals in their first two years. For both groups, a large percentage of principals left after their second years and did not return for third years, depicted in Figure C.10. After principals stayed for three years, the rate of attrition plateaus for both New Leaders and non–New Leaders. Sixty-eight percent of non–New Leaders had left after their third years, and, after eight years, this number had increased only to 76 percent. Likewise, 52 percent

of New Leaders had left after their third years, and, after eight years, this number had increased only to 57 percent.

Figure C.10.
Percentage of Washington, D.C., Principals Who Left, by Years of Tenure

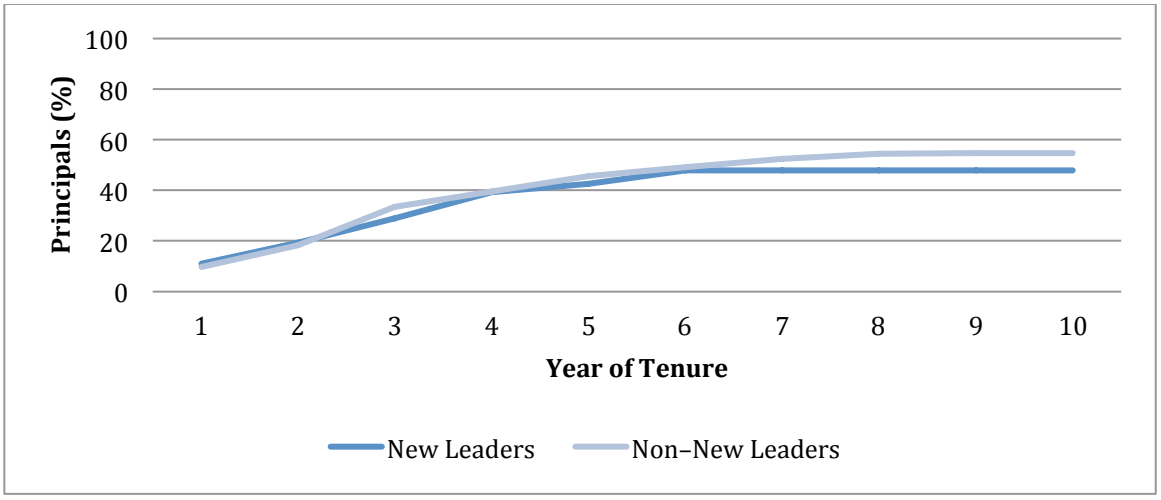


SOURCE: Our analysis of principal-tenure data.

Pooled Data

Because the difference in attrition between New Leaders and non–New Leaders varied so much across districts, it was important to examine the overall data. Figure C.11 displays the pooled data from all districts presented above and shows that New Leaders had very slightly higher attrition rates than non–New Leaders in the first two years (11 percent versus 10 percent after year 1 and 19 percent versus 18 percent after year 2), with slightly lower attrition rates than non–New Leaders thereafter. After eight years, the rates plateaued for both groups, with the rate for New Leaders lower than that of non–New Leaders: Forty-eight percent of New Leaders left after eight years, compared with 55 percent of non–New Leaders.

Figure C.11.
Percentage of Principals Who Left, by Years of Tenure



SOURCE: Our analysis of principal-tenure data.

NOTE: Two hundred thirty non–New Leaders principals were excluded because they did not complete their first academic years. This represents 5.0 percent of the 4,563 first-year non–New Leaders principals in our analysis. One New Leaders principal was excluded because that principal did not complete the first academic year. This represents 0.2 percent of the 554 first-year New Leaders principals in our analysis.

Appendix D: Regional Partnerships

In this appendix, we present information on the New Leaders regional partnerships. The summaries rely on publicly available information from literature and document review and from interviews we conducted with district partner representatives.

Between 2009 and 2013, we interviewed district and CMO leaders annually. With one exception (in 2013, we were unable to complete an interview with a representative from Chicago), we interviewed at least one district representative of each ongoing partner in each year. The key purposes of the interviews were to provide detailed information on the district or CMO context to inform our student-achievement analyses, track how the context was changing over time, and provide formative feedback to New Leaders regarding how its partners viewed the relationship.

Each year, we asked each interviewee what the district's goals were for the partnership, how well those goals were being achieved, and what recommendations he or she had for improving the partnership. We also asked about the strengths and weaknesses of the New Leaders principals—overall and relative to other principals in the district. We used the district interviews to gather information about specific aspects of the principal pipeline context. For example, in 2011, we conducted more-extensive interviews to gather information about principal evaluation, principal supervisors, and principal selection and placement, professional development, and autonomy. In 2010, we asked questions about principal selection and support.

In 2013, district leaders were presented with 11 statements about New Leaders and the relationship with their districts and were asked to rate their response to each statements using a five-point scale (where 1 meant they strongly disagreed, 2 that they somewhat disagreed, 3 that they neither agreed nor disagreed, 4 that they somewhat agreed, and 5 that they strongly agreed with the statement). For each question, agreement reflected positively on the relationship whereas disagreement reflected negatively. Table D.1 lists the distribution of district leaders' responses and provides an average score across districts for each statement. Across questions, the overall average concerning perceptions of New Leaders as an organization ranged from a score of 3.0 (one district), a neutral opinion of the partnership, to a score of 4.2 (two districts), a favorable opinion of the partnership. Across districts, leaders were neutral on average (average score 3.1) on the statement that New Leaders had influenced how their districts or CMOs support the professional development of school leaders (including teacher leaders, aspiring leaders, and sitting leaders). However, responses to this statement varied greatly across districts. The interviewee who reported strongly agreeing with this statement mentioned that New Leaders was "very targeted [and] very process-oriented in terms of 'you need to have these key experiences and development opportunities,' [and it has] helped us a lot in that regard." Of concern is the finding that three district leaders somewhat disagreed with the statement "the quality and

preparedness of New Leaders has improved with the most recent cohort," and two others were neutral on the statement.

On average, district leaders were also neutral with regard to whether New Leaders had influenced how their districts define effective leadership (e.g., leadership standards). Across the districts, leaders tended to agree most strongly that the New Leaders partnership had benefited their districts (average score 4.6) and that New Leaders was responsive to issues or concerns raised by their districts (average score 4.6). District leaders also tended to agree that New Leaders understood the needs of their districts (average score 4.2) and that New Leaders was a resource for information about the effective management of principals (average score 3.9).

Table D.1.
Distribution of District Scores on Statements About New Leaders, 2013 District Leader Interviews

Statement	Average	Count of District Leaders					
		Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree[a]	Strongly Agree	Total
The partnership with New Leaders has benefited our district or CMO.	4.6	0	0	0	4	5	9
The quality and preparedness of New Leaders has improved with the most recent cohort.	3.3	0	3	2	1	2	8
New Leaders understands the needs of our district or CMO.	4.2	0	1	0	4	4	9
New Leaders is responsive to issues or concerns raised by our district or CMO.	4.6	0	0	0	3	5	8
New Leaders has influenced how our district or CMO defines effective leadership (e.g., leadership standards).	3.3	0	2	3	2	1	8
New Leaders has influenced how our district or CMO selects new principals.	3.4	0	1	3	2	1	7
New Leaders has influenced how our district or CMO conducts performance evaluations of sitting principals.	2.6	0	4	3	1	0	8
New Leaders has influenced how our district or CMO supervises principals.	2.4	1	2	4	0	0	7
New Leaders has influenced how our district or CMO supports the professional development of school leaders (including teacher leaders, aspiring leaders, and sitting leaders).	3.1	0	3	2	2	1	8
New Leaders is a resource for information about the effective management of principals.	3.9	0	0	1	7	0	8
New Leaders provides the district with good value for the money.	3.8	0	2	0	5	2	9

NOTE: Responses were scored using the following five-point scale: 1 = strongly disagree, 2 = somewhat disagree, 3 = neither agree nor disagree, 4 = somewhat agree, 5 = strongly agree. Total responses may not add up to nine because some statements were not applicable in every district.
[a] One district leader gave a 4.5 rating for this statement. We count it as a 4 (somewhat agree) in the table but include it as a 4.5 when calculating the average score across the districts.

In 2012, we presented district leaders with statements about New Leaders and the relationships with their districts and asked them to provide ratings. To the extent that the same statements were presented in 2012 and 2013, Table D.2 provides a comparison of the average score across districts for each statement. Overall, average ratings increased for each item from year 6 to year 7.

Table D.2.
Comparison of Average District Scores on Statements About New Leaders

	Average		
Statement	**Year 6**	**Year 7**	**Difference in Averages**
The partnership with New Leaders has benefited our district or CMO.	4.3	4.6	0.3
New Leaders understands the needs of our district or CMO.	4.1	4.2	0.1
New Leaders is responsive to issues or concerns raised by our district or CMO.[a]	3.9	4.6	0.8
New Leaders is a resource for information about the effective management of principals.	3.3	3.9	0.6
New Leaders provides the district with good value for the money.[b]	3.1	3.8	0.7

NOTE: Responses were scored using the following five-point scale: 1 = strongly disagree, 2 = somewhat disagree, 3 = neither agree nor disagree, 4 = somewhat agree, 5 = strongly agree. Only districts where someone was interviewed in both years are included in this table.
[a] In year 6, this question read, "New Leaders is willing to modify [its] programs to better meet the needs of our district or CMO."
[b] In year 6, this question read, "New Leaders is a cost-effective program."

Partnership Profiles

As discussed in Chapter Four of the main report, the conditions in the local district and the nature and duration of the New Leaders partnership influence the residency experience, the number of individuals placed as principals in schools, the schools in which they are placed, and the working conditions they experience when they become principals. In the following sections, we provide brief profiles of the regional partnerships. To establish context for the development of the New Leaders partnership in each district or region, we provide an overview of district context during the partnership, summarizing factors that influenced the environment in which principals worked. For each region, we discuss turnover in the most senior district leadership position (e.g., superintendent, chancellor, chief executive officer [CEO]); turnover at the top level often leads to changes in a district's focus and policy agenda and can create instability in the district as a whole. We discuss key financial details, such as budget reductions leading to fewer principal vacancies, or, on the opposite end, external funding to support district reform efforts relevant to principals. We discuss the school-choice environment and the availability of charter schools. These non–residency-based school-choice options can put more pressure on all principals to raise student achievement to keep enrollments up. We also discuss teacher union

and contract issues that affect how principals can manage their staff. Following the overview of the district context, we describe each district's motivation for partnering with New Leaders, the ways in which each partnership evolved over the course of the study, and the district leader's views on the partnership. This information demonstrates the extensive variation among district and regional contexts and provides valuable background for understanding the individual and overall findings in this report.

Baltimore, Maryland: Baltimore City Public Schools

Overview of District Context During the New Leaders Partnership

The first cohort of New Leaders residents began their training in Baltimore in 2005 during a time of instability both in terms of district leadership and in terms of district finances. In SY 2004–2005, after suffering financially since the turn of the century, the school district had accrued a deficit in the range of $54 million to $64 million, which resulted in mass layoffs of teachers and staff. Two years later, however, Baltimore City Public Schools was able to repay the loan it borrowed from the City of Baltimore to offset its deficit. In addition, the district was no longer a "district in need of improvement" and adopted a theory of action that placed principals and schools at the center of its financial and educational reform. Leadership instability ceased in November 2007 when Andrés Alonso, the district's sixth superintendent since 2000, assumed the position. Alonso would go on to serve until 2013.

During the partnership period, Baltimore City Public Schools introduced several reforms that provided incentives for increasing academic achievement. The district introduced school choice for middle and high schools, and the number of charter schools in the district increased from eight in SY 2002–2003 to 31 in SY 2012–2013. In 2010, the district established a new teacher contract, which provided rewards to teachers who either improved achievement or received positive evaluations.

Motivation to Partner with New Leaders

When New Leaders came to Baltimore, the district had a great need for new principals. About 50 percent of the Baltimore principals were close to retirement age. The goal of the New Leaders partnership was to fill a gap in the loss of dozens of retiring school principals.

Evolution of the New Leaders Partnership

New Leaders helped the district identify leadership talent within the district and outside of it. Early in the partnership, district leadership expressed interest in providing New Leaders–style coaching to all Baltimore principals. However, the district was evolving, and so was the partnership. New Leaders worked with the district to develop evaluation tools for principals and to build the principal pipeline. The Emerging Leaders Program was well aligned with the

district's vision. New Leaders' ability to recruit outside talent became increasingly important as the district became more engaged in managing and monitoring its own talent pool and internal pipeline. Baltimore looked to New Leaders, as a national organization, to find outside talent to which the district did not have access. The district was also working with New Leaders and other partners to develop a human capital dashboard, to track people as they moved through the leadership trajectory.

District's View of the New Leaders Partnership

According to the district leaders we interviewed for the study, New Leaders was familiar with the local context and able to organize the work to match district needs. The changes in New Leaders program offerings were in line with the district needs, but, unlike some other partner districts, Baltimore still had a need for assistance in identifying outside talent. In particular, the district still needed more-qualified secondary-level principals. According to one of the district leaders interviewed for the study, "[New Leaders'] ability to make the gems sparkle is great, but now that we are getting better at that ourselves, we need to make sure [it] can bring more gems to us."

Charlotte, North Carolina: Charlotte–Mecklenburg Schools

Overview of District Context During the New Leaders Partnership

At the time of this writing, Heath Morrison, who began his tenure as superintendent for Charlotte–Mecklenburg schools in July 2012, was the district's third superintendent since the establishment of the partnership with Charlotte in 2009. The district had also experienced budget cuts each year after the partnership began, until the 2012–2013 budget that increased funding. In 2011, Charlotte was one of six districts that received a grant from the Wallace Foundation to support the development of its principal pipeline.

Public school choice is limited in Charlotte. School assignment is primarily residency-based, and the number of charter schools increased slightly from seven in SY 2002–2003 to 12 in SY 2012–2013. The charter landscape may change in the next several school years following a state-level decision in 2011 to lift a cap on the number of charter schools in the state and an increase in the number of allowable charter-school enrollments. Mecklenburg County has recently had a large number of charter applications (19 in 2014, the largest number in any county in the state), indicating an expansion of charter opportunities in the area.

North Carolina has been on the forefront of state-level efforts to hold schools accountable for student-achievement outcomes. The state fully implemented a new teacher evaluation system in SY 2011–2012 that is based largely on student growth measures, and the results of these evaluations are a key component in teacher tenure decisions. North Carolina's principal

evaluation system was fully implemented in SY 2011–2012. The principal evaluations also incorporate student growth measures.

Motivation to Partner with New Leaders

Charlotte has a strong track record and commitment to policies and practices that support its highest-need schools (Palmer and Konrath, 2008). The partnership with New Leaders was intended to help the district better serve students in high-need schools. In 2009, when the partnership began, a growing percentage of Charlotte principals were also approaching retirement age, and more than ten new school openings were planned in the near future. North Carolina's state school board approved a new alternative principal licensure policy, making the New Leaders partnership a viable tool for filling the district's need for new principals. The alternative licensure policy has helped the district with its need for principal-ready candidates and has helped improve the overall pool of principals.

Evolution of the New Leaders Partnership

Although Charlotte was one of the newer partnerships, the district worked closely with New Leaders to influence the selection of Aspiring Principals Program participants and to adjust expectations regarding the placement of New Leaders. New Leaders traditionally prioritized placements in principal positions, but Charlotte district representatives believed that the district needed strong assistant principals as well and asked New Leaders to help fill those positions too. Charlotte considered New Leaders' Emerging Leaders Program the best professional development for future leaders in their district.

District's View of the New Leaders Partnership

Charlotte district leaders considered New Leaders a strong partner with strong influence. They expressed the view that New Leaders had met the goals set for the partnership very well. They appreciated New Leaders' willingness to continuously work on improving the partnership. According to district representatives, New Leaders principals have been successful in advancing achievement in their schools.

Chicago, Illinois: Chicago Public Schools

Overview of District Context During the New Leaders Partnership

At the time of this report, Barbara Byrd-Bennett, who began her tenure as the CEO for Chicago Public Schools in April 2012, was the fifth superintendent to serve the district since the Chicago partnership began in 2001. In addition to instability at the top level of leadership, a significant budget crisis in 2013 left the district facing a $1 billion deficit and leading the district

to make several cuts in the central office in addition to closing 54 schools and shutting down 61 buildings by merging schools. These closures affected 30,000 students and 1,000 teachers.

During the period of the partnership, school assignment was primarily residency-based in Chicago Public Schools. However, a student could apply to attend a different school if space existed. Additionally, the number of charter schools significantly increased from 14 in SY 2002–2003 to 96 in SY 2012–2013.

The district implemented a new teacher evaluation system in SY 2012–2013 that is based on student growth measures. This, in part, led to a district-wide teachers' strike at the beginning of SY 2012–2013 that lasted for eight days.

In Chicago, Local School Councils have the authority to hire principals to four-year contracts, although the district is responsible for setting the standards and requirements for principals' positions. To ensure that candidates considered at the local level meet those standards, the district has a hiring-pool process. Only candidates who are approved for the hiring pool are eligible to apply for available vacancies. In the past decade, the district's role in principal hiring and evaluation has increased. In 2012, the district developed a strategic partnership focused on improving the quality of the principalship district-wide called the Chicago Leadership Collaborative (CLC). The CLC includes New Leaders and three other preservice provider partners—University of Illinois at Chicago, Loyola University Chicago, and Teach for America (Maxwell, 2013)—that are considered to be preferred preservice providers.

Motivation to Partner with New Leaders

The partnership with New Leaders was considered an important element in the district's strategy to boost student achievement for students across the city and to help address the severe shortage of qualified school leaders to replace principals expected to retire in the coming years.

Evolution of the New Leaders Partnership

The partnership in Chicago had a strong foundation, and most Chicago New Leaders became successful principals—even though district leaders felt that some candidates in the early cohorts lacked political savvy despite otherwise high qualifications. There were some significant challenges early in the partnership, which New Leaders was able to work out with the district. Through the CLC, New Leaders helped the district to develop new evaluation standards for the hiring pool and is preparing aspiring principals. As a part of the CLC, the goal for New Leaders was to train 25 to 40 potential principal candidates in its Aspiring Principals Program and 50 to 70 teacher leaders in its Emerging Leaders Program every year through 2015. This expansion, if it proceeds as planned, will effectively double the program's reach in Chicago.

District's View of the New Leaders Partnership

District leaders reported that they value the partnership with New Leaders. It has required the district to clarify expectations for school principals. District leaders commented that they

appreciated New Leaders' willingness to constantly retool itself and adjust to district needs. Chicago has long expressed interest in district-wide impact rather than creating isolated pockets of excellence in terms of programs and supports for school leaders. As part of the CLC, New Leaders and other organizations now train a large cadre of principals to serve in the district's high-need schools. New Leaders is one of the preferred partners and key providers of the CLC.

Memphis, Tennessee: Memphis City Schools

Overview of District Context During the New Leaders Partnership

At the time of this report, Memphis City Schools had been run by an interim superintendent since 2013, when the fourth superintendent to serve the district since the first cohort of New Leaders entered in 2004 resigned. The district received $92 million from the Bill and Melinda Gates Foundation in SY 2009–2010 to fund the Teacher Effectiveness Initiative (TEI) proposal, which focuses on teacher hiring, teacher evaluation, and teacher retention (Tillery, 2012; Dries, undated). TEI includes a new teacher-evaluation tool. In SY 2011–2012, 20 percent (1,200) of teachers received scores low enough to be recommended for termination or professional development opportunities in order to improve performance, and between 130 and 150 Memphis City Schools teachers were, in fact, recommended for termination because of their scores (Roberts, 2012).

School choice was limited in Memphis during the period of the partnership because school assignment was primarily residency-based. However, the number of charter schools in the district increased from zero in SY 2002–2003 to 33 in SY 2012–2013.

SY 2013–2014 marked the beginning of the unified Shelby County Schools. The merger of Memphis City Schools and Shelby County Schools was the largest school-district consolidation in U.S. history, with huge logistical challenges (Dillon, 2011). The consolidation had potential implications for the New Leaders partnership going forward.

Motivation to Partner with New Leaders

When Memphis became a New Leaders partner district, more than 50 percent of the Memphis principals were expected to be eligible for retirement within the next five years. With this high level of principal turnover approaching, the district leaders believed that New Leaders could have an immediate effect on the school district. They viewed their interests as perfectly aligned, and the district leaders looked to New Leaders to bring national resources and expertise to Memphis.

Evolution of the New Leaders Partnership

In support of being selected to become a New Leaders partner district, Memphis signed an agreement to give high-performing principals autonomy in leading their schools. In addition, the

University of Memphis and New Leaders signed an agreement allowing them to certify principals because state law requires a university partnership for certification. By 2010, about 20 percent of district schools had New Leaders–trained principals or assistant principals, a percentage that included 38 principals and 11 assistant principals (Roberts, 2010).

District's View of the New Leaders Partnership

Overall, district leaders reported that New Leaders met the goals of deepening the pool of school leaders, building capacity within the district, and identifying and training potential leaders. District leaders commented that New Leaders trained and developed potential leaders well, but they expressed the desire for better collaboration in developing competencies for secondary-school principal candidates and ensuring that selection criteria for candidates were aligned with district criteria. They stated that New Leaders principals were moving students forward and were as capable as leaders who had gone through other principal-preparation programs. Personal leadership styles vary, but, according to student achievement, the New Leaders are doing well, and no weaknesses stand out in comparison to other principals. District leaders described New Leaders principals as being in tune with instructional leadership and competent with analyzing and using data.

Milwaukee, Wisconsin: Milwaukee Public Schools

Overview of District Context During the New Leaders Partnership

Compared with some of the other districts, Milwaukee has had more stability in the superintendency since 2006, when the partnership began. The Milwaukee superintendent at the time of this report, Gregory Thornton, was appointed in 2010 and took over from William Andrekopoulos, who had been the superintendent for Milwaukee since 2002. The year following the appointment of a new superintendent, the Milwaukee Board of School Directors voted to restructure resources at the central office, which resulted in more than 20 reassignments of administrative positions, including principals and assistant principals (Richards, 2011). Milwaukee Public Schools have experienced declining enrollment during the study period. Seven Milwaukee Public Schools closed at the end of SY 2011–2012 (Erves, 2012). The declining enrollment combined with stagnant revenues and increasing costs has led to teacher layoffs: 482 before the beginning of SY 2010–2011 and 354 before SY 2011–2012 began (Milwaukee Public Schools, 2012).

In 1990, Milwaukee became the first community in the United States to adopt a school-voucher program. The program enables students to receive public funding to study at parochial and other private schools free of cost. Milwaukee had 17 charter schools in SY 2002–2003, and this number increased moderately to 29 in SY 2012–2013. These policies place pressures on all principals to raise student achievement and entice students and parents to attend their schools.

Motivation to Partner with New Leaders

Milwaukee district leaders reported that their goal for the partnership was to "increase their bench strength" and to get highly qualified principal candidates. In addition, they hoped that New Leaders could help increase student achievement in the district.

Evolution of the New Leaders Partnership

New Leaders partnered closely with Milwaukee from 2006 to 2011 to prepare and support school leaders for the district. However, New Leaders met with a lot of resistance in the district. Relations were not good with many existing principals and, especially, assistant principals, who saw the effort as blocking their chances of becoming principals (Borsuk, 2010). As of March 2011, New Leaders transitioned out of offering the Aspiring Principals Program in Milwaukee to take on a different role as district "thought partner." It continues to share with Milwaukee ongoing learning from the New Leaders' program and its other district and charter-system partners across the country but will no longer be recruiting and training aspiring principals for the district.

District's View of the New Leaders Partnership

According to a district representative, New Leaders professional development was very good, and New Leaders increased the district's focus on student achievement and offered new approaches to improving student learning. New Leaders also helped improve principals' ability to use data to diagnose instruction and provide meaningful feedback to teachers. In retrospect, the district leaders suggested that the partnership suffered from a certain level of misalignment between the New Leaders approach and the realities that existed in Milwaukee. District leaders commented that New Leaders' techniques and approach did not necessarily fit the situation in Milwaukee schools or the district. However, according to one district representative, there "was never a question about the quality of the New Leaders program."

New Orleans, Louisiana: Recovery School District

Overview of District Context During the New Leaders Partnership

New Leaders partnered with the New Orleans Recovery School District in 2007. This district was created in 2003 to take over failing schools across the state of Louisiana. After Hurricane Katrina in 2005, the state government passed a law that allowed New Orleans to take over schools performing below average in the city, which was the vast majority of the schools in the city. The district has experienced substantial leadership instability, with four different superintendents since 2005.

Throughout the duration of the New Leaders partnership, New Orleans public schools experienced the substantial challenge of high attrition in their education workforce. As of 2010,

30 percent of teachers and principals were Teach for America members or New Leaders. The district was taking steps to improve the pipeline of teachers and leaders into the district, but these programs were in their early stages as of the time of this report (Brinson et al., 2011).

Students can apply to the majority of schools through a centralized application, OneApp, which uses a lottery to assign seats. Some schools, however, accept students directly through their own enrollment processes.

When the district was created in SY 2003–2004, there were three charter schools; this number had increased substantially to 73 by SY 2012–2013. These policies place pressures on all principals to raise student achievement and entice students and parents to attend their schools.

Motivation to Partner with New Leaders

After Hurricane Katrina, district leaders completely overhauled the New Orleans school system, but they faced a shortage of qualified principals and charter-school leaders. They chose to partner with New Leaders to get help filling the school leadership vacancies in New Orleans.

Evolution of the New Leaders Partnership

From the beginning, New Leaders focused on identifying high-quality principal candidates for New Orleans. New Leaders also aided the district in other capacities, such as serving on the steering committee to develop the district's new teacher evaluation system, which went into effect in SY 2010–2011. As in many other cities, in New Orleans, there are now more options for principal training, but district leaders reported that the partnership with New Leaders shaped how the district identifies leadership talent and its principal pipeline.

District's View of the New Leaders Partnership

District leaders reported that New Leaders helped them to achieve their goal of increased student achievement. District leaders mentioned instructional leadership, data-driven instruction, and adaptive leadership as strengths of the program. However, according to district leaders, the cultural leadership is not yet where they would want it to be. The partnership increased their awareness of the school leadership talent that exists within schools and in their principal pipeline. District leaders commented that New Leaders "raised the bar" for the district's schools. They also reported that New Leaders helped them understand what the primary goals and responsibilities of the principal should be and the importance of a healthy school culture. According to district leaders, "Urban excellence framework influenced us a lot—although it was a few years ago. A significant part of what we do came from that." They consider New Leaders "very responsive, a great partner."

New York City, New York: New York City Department of Education

Overview of District Context During the New Leaders Partnership

New Leaders first partnered with New York City in 2001. A year later, the New York City school system was placed under mayoral control and was significantly reorganized and reformed. After that, the district enjoyed a long period of leadership stability from 2002 to 2010. Between 2010 and 2014, there were three additional chancellors, and the chancellor as of the time of this report, Carmen Fariña, assumed the role in 2014.

New York has had small increases in its funding for New Leaders over the partnership period. New York is one of six districts that received a grant from the Wallace Foundation in 2011 to support the development of its principal pipeline (Turnbull et al., 2013). For the duration of the New Leaders partnership, school choice in New York varied by school level. For grades K through 5, enrollment was determined primarily by residence; students entering grades 6 through 8 had choices based on their residence; and students entering grades 9 through 12 could choose to attend any high school in the district. This centralized choice system for the district's high school students was part of the city's "small schools initiative," which began in 2002 and resulted in the shutdown of many large comprehensive high schools and the opening of hundreds of smaller high schools. In addition, New York had 18 charter schools in SY 2002–2003, and this number grew substantially to 159 by SY 2012–2013.

Motivation to Partner with New Leaders

When New York partnered with New Leaders, the city's schools had a strong need for high-quality school leaders and were struggling to recruit people from outside the city—in part because of the high cost of living in the area. The district also faced challenges in ensuring that principal candidates meet the state certification requirements. New York's district leaders sought assistance with cultivating their internal capacity and training their internal principal candidates. They began their partnership with New Leaders in 2001 to help fill principal vacancies.

Evolution of the New Leaders Partnership

New Leaders was only one of several principal-training programs serving New York, putting the organization in the position of a vendor more than a partner. Notably, since 2003, the NYC Leadership Academy (NYCLA) has offered an Aspiring Principals Program that includes the same core features as the New Leaders program. According to the NYCLA website, one in six New York City principals is a graduate of this program (NYCLA, undated). Early in the partnership, the district expressed concerns about the quality of New Leaders candidates because some New Leaders principals were asked to open new schools and results were not as hoped. However, the relationship evolved; gradually, New Leaders came to be more than a vendor that helps the district recruit principals. For example, the New Leaders Emerging Leaders Program

aligned its curriculum with key U.S. Department of Education initiatives and priorities. When the study ended, New York was also beginning conversations with New Leaders about possible ways to deepen and expand the partnership. For example, it wanted to ensure that New Leaders principals continue to have access to professional development provided by the district. The district is also committed to supporting the matching process by continuing the practice of getting to know New Leaders principals before placing or recommending them.

District's View of the New Leaders Partnership

New York district leaders reported that New Leaders has helped the district fill its principal vacancies and has prepared principals to improve student achievement. They also reported being pleased with New Leaders and the ELP, and they commented that they appreciated New Leaders' openness to accommodating the district's accountability measures and changing needs and policies. District leaders described New Leaders as a trusted partner that shared the district's goals to serve students in New York schools and to improve school leadership. According to one leader, New Leaders is "a strong partner, and I look forward to working with [it] and supporting us in our agenda, hoping that we can continue to influence each others' work."

Bay Area, California: Oakland Unified School District, Aspire Public Schools, and Other Charter-Management Organizations

Overview of District Context During the New Leaders Partnership

Schools in the Oakland area experienced a good deal of turmoil in the 1990s and early 2000s. Over a six-year period, from 1997 to 2003, the district accumulated a $35 million deficit and was taken over by the state in 2003. It was in 2001, during this fiscal crisis, that the first cohort of New Leaders entered Oakland. Between 2003 and 2009, Oakland had four different acting superintendents, three of whom were state administrators. In 2009, the state returned control to the district, and Oakland has had two superintendents since then. The district experienced declining budgets since SY 2008–2009 and, in SY 2010–2011, eliminated 505 teacher- and district-level staff positions.

There is a substantial amount of school choice in Oakland; for the duration of this study, students had choice about which school to attend in the district. Oakland also experienced a growth in the number of charter schools in the district from just nine in SY 2002–2003 to 40 in SY 2012–2013. These policies place pressures on all principals to raise student achievement and entice students and parents to attend their schools.

Motivation to Partner with New Leaders

Oakland partnered with New Leaders at the beginning of a wave of principal retirements in 2003. Some 40 percent of school leaders were expected to retire in the next decade, with a large number of principals expected to leave their positions prior to retirement eligibility.

Evolution of the New Leaders Partnership

The relationship with New Leaders went through different phases in Oakland after its inception in 2003. Some unanticipated challenges arose. For example, funding subsidies for fully paid positions available in the beginning of the partnership declined. The talent development office that used to be responsible for New Leaders partnership was eliminated in 2011; as a result, the district did not have a clear district-wide leadership development strategy or vision for the New Leaders partnership for a few years. Oakland leaders we interviewed for the study recognized that New Leaders would have been willing and able to do more for the district had working conditions been more favorable. The shift to the ELP has helped support local leaders and made the district less reliant on external talent and national recruitment. This development is aligned with Oakland's goals as a district and is likely to strengthen the relationship with New Leaders.

District's View of the New Leaders Partnership

According to district leaders, "New Leaders produced strong principals who generated significant student-achievement gains in the district." When our study ended, Oakland was working on its own strategy for leadership development. According to district representatives we interviewed for the study, the district's lack of a clear vision for school leadership development posed a challenge for the partnership with New Leaders. However, they reported that "New Leaders was accessible, flexible, and continuously tried to improve the partnership" despite these challenges. They also believe that New Leaders will continue to have an important role in developing future leaders for the district.

Prince George's County, Maryland: Prince George's County Public Schools

Overview of District Context During the New Leaders Partnership

Prince George's County Public Schools experienced three different superintendents in addition to several acting superintendents after the establishment of the partnership with New Leaders in 2007. Kevin Maxwell, the superintendent at the time of this report, was appointed to the position in 2013. The district also faced severe budget challenges beginning in 2008. SY 2012–2013 was the first time in three years when the district was able to raise teacher salaries. Prince George's County is, however, one of six districts that received a grant from the Wallace Foundation in 2011 to support the development of its principal pipeline (Turnbull et al., 2013).

School choice was limited in Prince George's County during the period of the partnership because school assignment was primarily residency-based. Charter schools first appeared in Prince George's County in SY 2005–2006; by SY 2012–2013, there were only seven charter schools in operation in the county, with one additional charter school slated to open in SY 2013–2014. Four of these charter schools are run by Imagine Schools, a nonprofit CMO.

Motivation to Partner with New Leaders

The district partnered with New Leaders in 2007 with the goal that New Leaders would support an established Prince George's County Public Schools effort of increasing the number of quality leaders being produced.

Evolution of the New Leaders Partnership

The partnership with New Leaders was stable in Prince George's County from its inception through the end of this study. The district leaders reported that New Leaders aligned its program offerings with district needs. However, district leaders expressed concerns about the financial sustainability of the New Leaders program. When the study ended, they were not certain whether the county would continue with the existing program or revise it, but they expressed the view that the partnership would remain strong regardless.

District's View of the New Leaders Partnership

All district leaders interviewed for the study agreed that New Leaders was "a productive partner and has provided Prince George's with some very successful principals." The partnership helped the district build school leadership capacity. According to district leaders, even principal candidates who were not placed immediately made an impact and improved school leadership practices in their roles as assistant principals. Prince George's County has a strong working relationship with New Leaders, but the relationship depends on a small number of people. District representatives commented that New Leaders was expensive and reported that not everyone in the district agrees on its value given the cost. They expressed a hope that New Leaders would establish a different cost structure that would take district needs and circumstances into consideration. They also expressed a desire for more data to demonstrate New Leaders' impact on student achievement in order to be able to better show the value added and to justify why the district should continue to invest in New Leaders.

Washington, D.C.: District of Columbia Public Schools and District of Columbia Public Charter School Board

Overview of District Context During the New Leaders Partnership

In 2003, when New Leaders entered Washington, D.C., there was only one organizational entity managing both traditional and charter public schools in the city: DCPS. The DC Public Education Reform Amendment Act of 2007 placed the governance of Washington, D.C., under mayoral control. This act also removed public charters from DCPS oversight and created a separate entity called PCSB, with responsibility for overseeing public charter schools in the city. In SY 2002–2003, there were 34 charter schools in the Washington, D.C., area. PCSB had 114 schools as of SY 2012–2013. Our analysis includes information on both traditional public schools and charter schools in Washington, D.C.

DCPS experienced six different chancellors or interim chancellors between 2000 and the time of this report. Chancellor Michelle Rhee served from 2007 to 2010, during the early period of mayoral control of DCPS. She and then-mayor Adrian Fenty led an $180,000 marketing campaign to recruit principals and won a $2 million grant to help with recruitment and other principal initiatives (Labbé, 2008). By her second year on the job, Rhee hired 77 new principals, 60 percent of principal placements (Curtis, 2011). During Rhee's leadership, DCPS also gave all principals increased freedom to make staffing decisions and drastically increased the district's investment in professional development for both teachers and principals (Curtis, 2011). The district was headed by chancellor Kaya Henderson from 2010 to the time of this report.

IMPACT, a teacher evaluation system launched during SY 2009–2010, was one of several changes that took effect after the collective bargaining agreement between the Washington, D.C., teachers union and DCPS was approved in 2010 (Curtis, 2011). IMPACT was extended to cover school leadership in SY 2010–2011. The collective bargaining agreement took more than two years of negotiations to settle during a highly contentious process. The agreement granted higher salaries for teachers, linked classroom performance to teacher pay, and dismantled teacher tenure hiring protections, making it easier to remove tenured teachers (Brown, 2012). Specifically, the agreement includes a "mutual consent" provision, meaning that no teacher can be placed at a school without both the teacher's and the school leader's consent (*Collective Bargaining Agreement*, 2007).

PCSB is governed by its board members. It consists of 32 staff members who are led by an executive director. There are seven board members nominated by the mayor and confirmed by the Council of the District of Columbia. The board approves new charters, oversees current charter schools, and has the ability to revoke charters under certain circumstances. During SY 2012–2013, 43 percent of the District of Columbia's public school population attended public charter schools. Charter schools have authority over their curriculum, hiring decisions, and budget (PCSB, 2013).

New Leaders principals have been placed in both traditional and charter schools in Washington, D.C.

Motivation to Partner with New Leaders

When DCPS sought partnership with New Leaders in 2003, about 50 percent of its principals were approaching retirement age, reflecting the nationwide shortage of principals. Because of the district's limited internal capacity to train principals and concern about projected turnover for retirement, DCPS decided to partner with New Leaders.

Evolution of the New Leaders Partnership

The partnership with New Leaders began with a strong Aspiring Leaders component, but the partnership changed and evolved over the years. Most recently, Washington, D.C., developed its own principal pipeline. As of 2013, the district leaders perceived the need for developing teacher leaders to be more important than the need for training aspiring leaders. Washington, D.C., district leaders expressed the view that New Leaders had met its annual goals, listened to district needs, and responded appropriately. The number of New Leaders residents has gradually declined, reflecting changes in the district's internal training efforts. In SY 2013–2014, there were only three New Leaders residents. When this study ended, DCPS leaders reported that they considered their organization more mature and now preferred to develop talent themselves. They reported that they learned how to build district internal capacity, in part, more effectively as a result of the New Leaders partnership.

District's View of the New Leaders Partnership

Washington, D.C., valued the partnership and New Leaders' efforts to tailor its program offerings to district needs. According to the district leaders, its "strength has been how responsive and truly interested [it has] been in meeting district needs and trying to reflect district needs to tailor [its] offerings." However, the turnover in the local New Leaders program office was a challenge for the district. District leaders reported that the partnership with New Leaders greatly benefited the district, and they hope to turn to New Leaders to fill gaps in the principal pipeline in the future.

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