

20
23



PHILADELPHIA
ACADEMY
OF SCHOOL
LEADERS

ANNUAL
REPORT

A photograph of two women in professional attire standing in a modern office hallway. The woman on the left is wearing a black blazer, and the woman on the right is wearing a light blue blazer. They are facing each other and appear to be in conversation. In the background, there is a large mural of a group of people holding hands in a circle.

**ACCELERATING
GROWTH IN STUDENT
ACHIEVEMENT**

Dear Friends and Supporters,

Nearly 10 years ago, we set out to improve outcomes for students by providing high-quality, student results-driven professional development for school leaders.

Grounded in the principles that every child is capable of extraordinary things and that there are no first-rate schools without first-rate leaders, the Neubauer Fellowship in Educational Leadership, the organization's flagship program, was designed to cultivate collaborative leadership skills and entrepreneurial agency of Philadelphia principals.

Today, Philadelphia Academy of School Leaders serves educational leaders from all sectors and at all stages of their careers.

We are proud to say that our leaders are effecting positive change, every day. Our program participants immediately apply what they learn in their schools, deepening teacher effectiveness, elevating student accomplishment and school spirit. Amidst a teacher shortage, our leaders are nurturing relationships and approaching talent management in innovative ways, filling gaps and retaining quality personnel. They're designing career-connected learning opportunities that put their students on new pathways to success—whether in college or directly into the workforce. They're fostering business partnerships and community connections. These leaders are creating educational environments that families trust, where students feel welcomed and cherished, driving growth in attendance and academic achievement.

Data indicate these leaders are succeeding in improving the educational experience for students. Schools led by Neubauer Fellows report better attendance (5.5% points more students attending school 95% or more of the time), higher academic growth (higher growth scores in both English Language Arts and Math on the Pennsylvania System of School Assessment (PSSA) standardized tests), and higher four-year graduation rates than schools never led by a PASL program participant.

Although there is lots more work to be done, I am confident our community will continue to rise to the challenges.

We are deeply thankful for your interest and support. None of this achievement (shared in greater detail in this report) would have been possible without you. We remain grateful to you, the PASL community, for your continued commitment to our young people and your investment with us to make the community better.

With gratitude,



Joseph Neubauer
Chair, Board of Directors
Philadelphia Academy of School Leaders

These leaders are creating educational environments that families trust, where students feel welcomed and cherished, driving growth in attendance and academic achievement.





Under the Neubauer Fellowship's umbrella of advanced leadership training and opportunities, educational leaders are equipped with the tools needed to continue to chisel at the inequities in education to be impactful.

Brother Malcolm X stated, "You can't legislate good will—that comes through the education." This is why education and specifically educational leadership matters. We must continue to ensure the most fragile and marginalized among us have a seat at the table; it's up to educational leaders to find and elevate those voices.

The visionaries serving as educational leaders must keep hope and advocacy right where it needs to be: with our children, because they are the inhabitants of this world who will truly make it a better place!"

—ALIYA CATANCH-BRADLEY, PRINCIPAL OF MARY MCLEOD BETHUNE ELEMENTARY SCHOOL AND 2019 NEUBAUER FELLOW

LEADERSHIP MATTERS

At Philadelphia Academy of School Leaders, we believe that educational leaders are critical in the creation of excellent educational experiences through which children learn. Research confirms

what we've always known: that educational leaders, particularly principals, have a tremendous impact on the lives of the young people they serve.



"It is difficult to envision an investment in K-12 education with a higher ceiling on its potential return than a successful effort to improve principal leadership."

"The impact of replacing a below-average elementary school principal with an above-average principal would result in an additional 2.9 months of math learning and 2.7 months of reading learning each year for students in that school."

—GRISSOM, EGALITE, AND LINDSAY. 2021. "HOW PRINCIPALS AFFECT STUDENTS AND SCHOOLS: A SYSTEMATIC SYNTHESIS OF TWO DECADES OF RESEARCH." NEW YORK: THE WALLACE FOUNDATION.

RECIPE for LEADER SUCCESS

PASL's approach to leadership development is results-driven and evidence-based.

Our programming focuses on four leadership competencies proven to drive success, and is delivered utilizing proven best practices for effective professional development. This uniquely effective professional development experience provides leaders with the opportunity to build deeply collaborative relationships with their peers and prepares them to maximize their impact on student achievement.

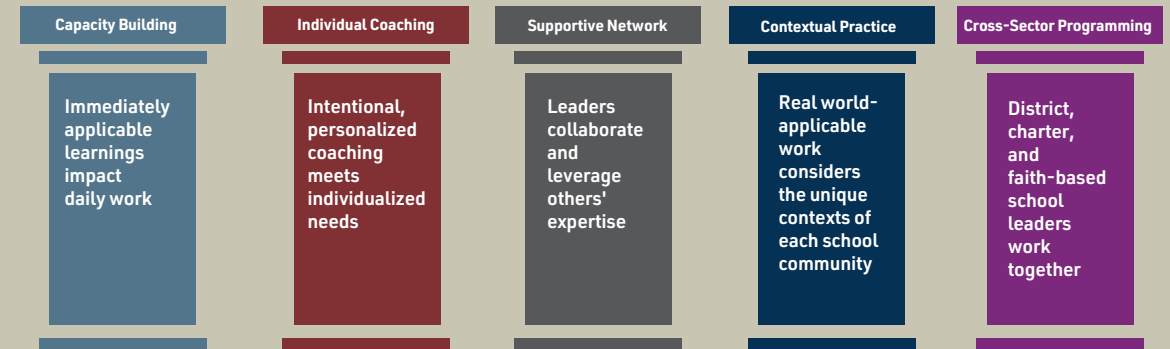
“I am so appreciative of this learning opportunity. I have been re-centered in my work and where I can strengthen my practice as a leader. Your professional development has helped me be the best.”
—KATIEDRA ARGRO, PRINCIPAL OF COMMODORE JOHN BARRY ELEMENTARY SCHOOL AND 2022 NEUBAUER FELLOW



“PASL programming reminds me that leadership is challenging across the sectors, but there are core elements of leadership that are boundless.”

—SUSAN THOMPSON, PRINCIPAL OF GEORGE WASHINGTON HIGH SCHOOL AND 2019 NEUBAUER FELLOW

Pillars of Our Programs

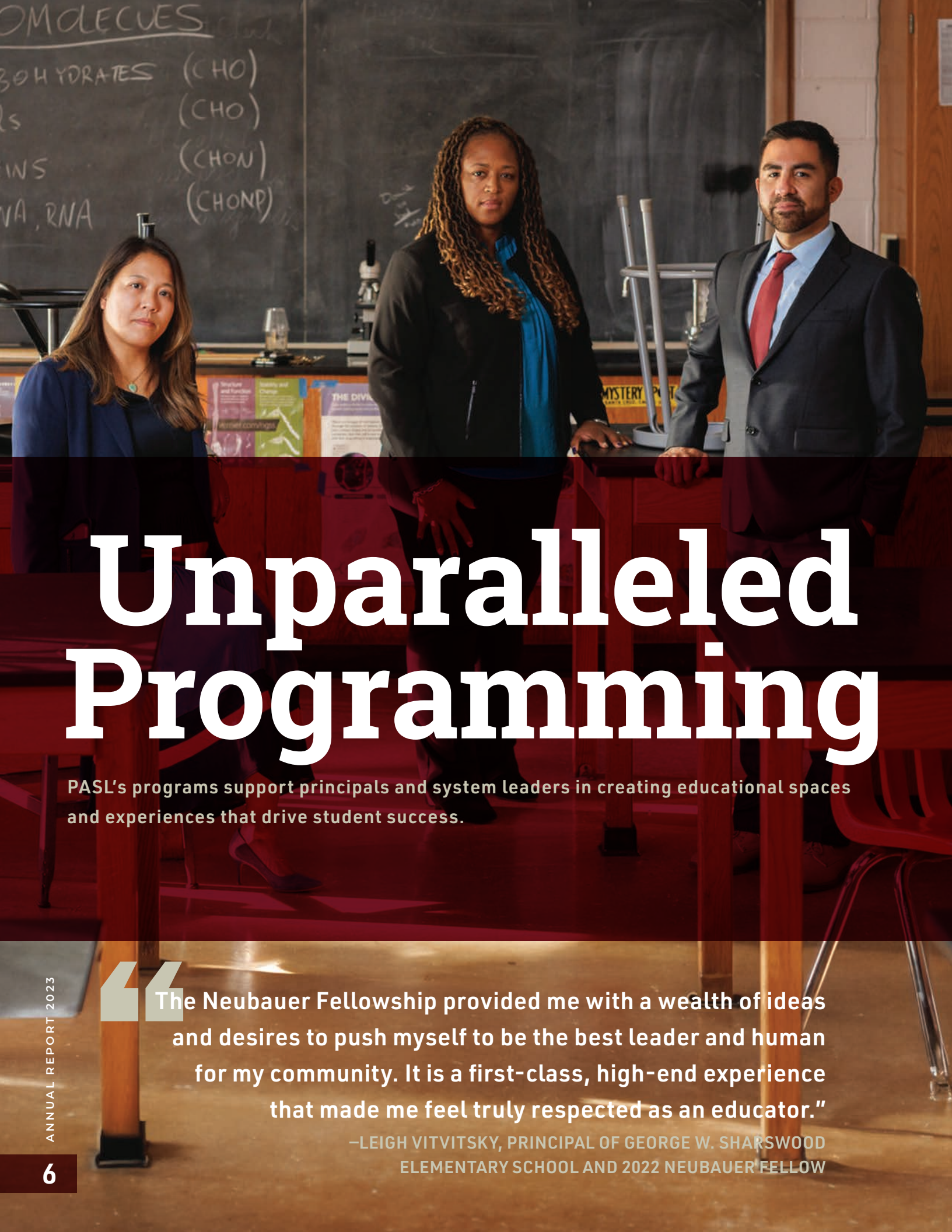


PASL's unparalleled programming serves educational leaders from Philadelphia's district, charter, and faith-based schools, supporting them across roles and throughout their careers. Across all school leaders programs, we serve nearly 200 principals and system

leaders; in the 2022–2023 school year, our Neubauer Fellows impacted more than 92,000 students. Thirty-six Neubauer Fellows have moved beyond the principalship into educational nonprofit, system leadership, or principal coaching roles.

“Thank you for this opportunity and for providing the tools and creating the space for us to learn and grow.”

—DAVID COHEN, PRINCIPAL OF DR. TANNER G. DUCKREY SCHOOL AND 2022 NEUBAUER FELLOW



THE NEUBAUER FELLOWSHIP IN EDUCATIONAL LEADERSHIP

2022-2023

“Because of the Neubauer Fellowship, I have grown as a leader. The experience pushes us toward excellence and service to our students and the community.”
—ERICA GREEN, PRINCIPAL OF RUSSELL H. CONWELL MIDDLE MAGNET SCHOOL AND 2022 NEUBAUER FELLOW

Unparalleled Programming

PASL's programs support principals and system leaders in creating educational spaces and experiences that drive student success.

The organization's flagship program, the Neubauer Fellowship in Educational Leadership, is a cohort-based program for dedicated principals that develops the critical leadership skills needed to elevate school performance.

Throughout the two-year program, we honor the complex roles of principals, focusing on empowering leaders to identify and integrate innovative solutions to the challenges they face.

The Neubauer Fellowship supports principals to transform their practice through:

- The identification of a "Story of Self," which supports leading authentically and self-awareness;
- Quarterly institutes with sessions that expound on pragmatic learning and applicable best practices, including interpreting and leveraging data to drive outcomes;
- Focused training on equitable leadership, which includes visits to the U.S. Holocaust Memorial Museum and the National Museum of African American History and Culture;
- Intimate Dinners with Decision Makers, where leaders from various industries share leadership lessons; and
- Individualized coaching, nurturing a culture of continuous improvement and accountability.

Principals apply their learnings to an identified Problem of Practice, troubleshooting and sharing ideas and resources to support other Fellows to provide real-time solutions, with individualized coaching allowing Fellows to go deeper in

the work. Each member of this community of collaborative leadership works within their own school communities to bring their vision to life and realize their goals.

“The Neubauer Fellowship provided me with a wealth of ideas and desires to push myself to be the best leader and human for my community. It is a first-class, high-end experience that made me feel truly respected as an educator.”

—LEIGH VITVITSKY, PRINCIPAL OF GEORGE W. SHARSWOOD ELEMENTARY SCHOOL AND 2022 NEUBAUER FELLOW

Lifelong Learning

The role of an educational leader is complex and constantly evolving to address new and anticipated challenges. At PASL, we're committed to helping our leaders address these challenges, adapting our programming to reflect the issues our educators are facing in real time.

As part of our commitment to lifelong learning, PASL offers ongoing professional development experiences for Neubauer Fellowship alumni, or Senior Fellows.

“Taking intentional action to define equity and anti-racist and anti-bias for myself, not just receiving a definition, was beneficial. It's the first time I've been asked.”

—JEANNINE PAYNE, PRINCIPAL OF JULIA R. MASTERMAN LABORATORY AND DEMONSTRATION SCHOOL AND 2019 NEUBAUER FELLOW

PASL PROGRAMMING

SENIOR FELLOW PROGRAMMING

BLACK EDUCATOR PIPELINE

2022-2023

The Black Educator Pipeline, facilitated by Sharif El-Mekki (2015 Neubauer Fellow), Founder and Chief Executive Officer of the Center for Black Educator Development, and Raymond Fields (2018 Neubauer Fellow), now the Chief Talent Officer at the Pennsylvania Department of Education, served as an affinity space and think tank for Black Senior Fellows to focus on the recruitment, selection,

development, and support of Black educators in Philadelphia schools.

Sessions built upon an initial foundation highlighting the importance of dismantling historically inequitable systems when creating truly inclusive school communities and the critical role Black educators have in that work.

“[Black Educator Pipeline] is a safe space that allows me to unpack more of my thinking and my own biases that I don't readily consider.”

—LEAH COLEMAN, PRINCIPAL OF STEPHEN GIRARD ELEMENTARY SCHOOL AND 2019 NEUBAUER FELLOW

Participants:

- Identified barriers to the recruitment and retention of Black educators and created strategic action plans to attract and keep more Black educators in their schools and systems, complete with resources and ways to obtain support;
- Gained a clear understanding of the need for anti-racism, anti-bias, and equity leadership, as well as how best to create the educational environments that engage future educators and enhance the experience and growth of those already in the workforce;
- Attended the Black Male Educators Convening, hearing distinguished speakers and attending panel discussions and workshops that validated their experiences and inspired them to continue on their path to change the trajectory for future generations; and
- Attended the #ThankaBlackTeacher: Celebrating the Impact of Black Educators on Student Success conference in Washington, DC, featuring a panel of systems level leaders discussing educational policy, fiscal resources, and talent strategy for Black educator retention and recruitment.

“ [As an RPiA participant], I’ve seen students taking more ownership over their learning and am able to lead with restorative practices with regard to staff interactions.”

—KRISTEN LONG, PRINCIPAL OF INDEPENDENCE CHARTER SCHOOL AND 2016 NEUBAUER FELLOW



70% of RPiA classrooms saw significant decrease in disruptive student behavior and an increase in student leadership behavior within two months of implementing RPIA strategies

PASL PROGRAMMING

SENIOR FELLOW PROGRAMMING

RESTORATIVE PRACTICES IN ACTION

2022-2023

Facilitated in partnership with an organization of the same name, Restorative Practices in Action invites Senior Fellows to join a community focused on utilizing the restorative practice model—a whole-school approach that centers students in classroom management and encourages supportive, respectful behavior and accountability—to support the academic and social-emotional needs of all students.

With a multitiered approach—principals and a mid-level administrator from their team participated in quarterly sessions, teachers

participated in monthly sessions, and full school teams were brought together for additional working sessions—RPiA provides the skill set and complementary supports and resources to support restorative practices initiatives being implemented schoolwide in ways that work for each individual school community.

By implementing a school culture that encourages and cultivates student voice, ownership, and empowerment in classrooms, RPiA participants develop students who lead authentically as they invest in their own educational experience.

“ Restorative Practices in Action is a program that allows teachers, teacher leaders, and administrators to work together to create systems that are more restorative to what students need. It goes beyond the restoration of the relationship of students and teachers, but also students with the systems. In RPiA, we’re working toward creating systems that feel more just and fair for students. Students are gaining leadership skills, they say they feel more agency and feel more empowered in their classrooms and within their schools.”

—PHENG LIM, PRINCIPAL OF FOLK ARTS-CULTURAL TREASURES CHARTER SCHOOL AND 2016 NEUBAUER FELLOW



“This program pushed us to think about our vision for leadership and to create the artifacts to codify that vision and support our principals in their own leadership development.”

—JENNIFER NOBLES, DIRECTOR OF SCHOOL LEADERSHIP AT IMS AND PARTICIPANT OF PASL'S 2021-2022 PERFORMANCE PARTNERS PROGRAM

PASL PROGRAMMING

LEADERS OF LEADERS

2022-2023

A yearlong learning arc, Leaders of Leaders brought together principal supervisors and system leaders from the Independence Mission Schools (IMS) and New Foundations Charter Schools networks to focus on actionable ways to develop and support principals.

“Leadership development is about helping people see a path forward,” said faculty Steve Gering. “How can you unleash the leader that they are so that they can do the work that they want to do?”

Gering led participants in utilizing individually developed Theories of Action—which articulate the rational and impact behind implemented strategies—as a throughline of the learning, guiding each participant's

approach to developing the principals in their networks. Theories of Action, according to Gering, work backward from the end result. “What's the end product we want for our students?” said Gering. “From there, what do we want our teachers to do to get there? What do we want the principals to do? And if that's all true, what do we want principal managers to do?”

The program sessions functioned as building blocks, developing participants' skill sets. In the inaugural session, participants utilized the Model Principal Supervisor Professional Standards as a foundation for clarifying their roles as principal managers/supervisors and identifying where they could apply themselves to be most impactful in their systems.

Other sessions focused on:

- Establishing effective methods of bolstering principal capacity;
- Exploring impactful coaching models and ways to implement them;
- Designing models of school visits that incorporate levers for successful leadership development; and
- Identifying effective approaches to managing leadership to achieve shared vision, including forming actionable plans for leading effective meetings.

“My sessions with my principals shifted from check-ins to actual coaching that changed their practice. Leaders of Leaders has given me tools to maximize the time I have with principals.”

—CHRISTOPHER ZAGACKI, CHIEF EXECUTIVE OFFICER OF NEW FOUNDATIONS CHARTER SCHOOL AND 2019 NEUBAUER FELLOW

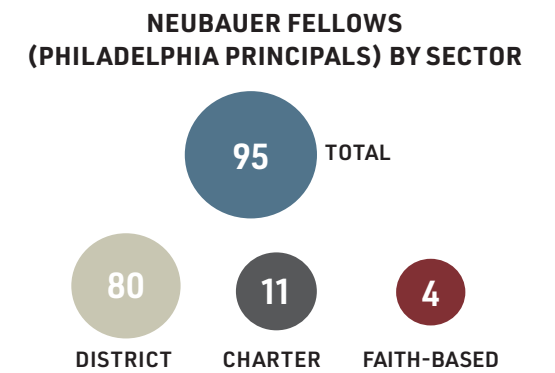
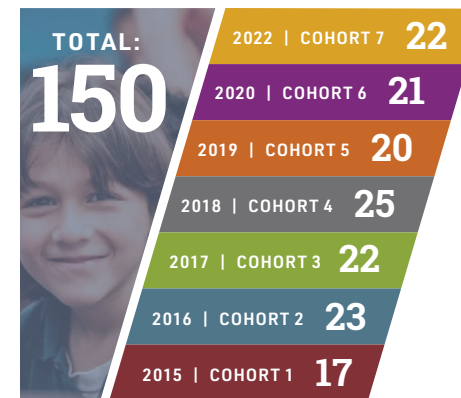


The Heart of Philadelphia Education

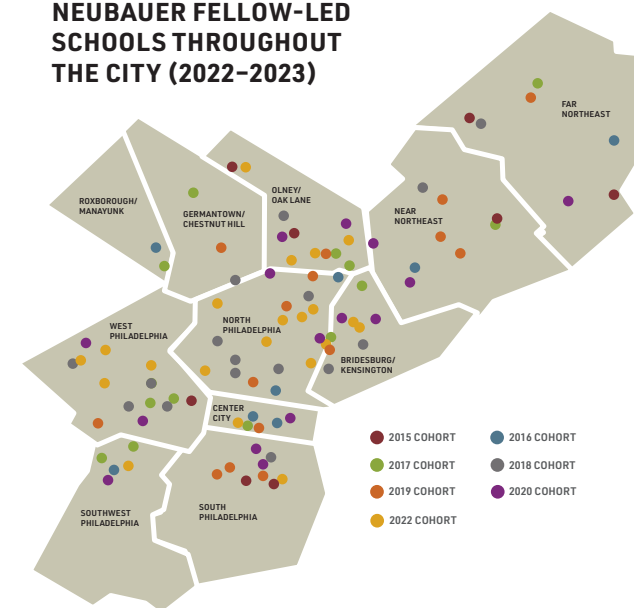
Principals and system leaders are more than the engine of education in Philadelphia—they are the heart of it. Our program participants work tirelessly to do what is right for the children whom they serve, and their dedication is felt across communities throughout our city.

At PASL, we work to serve and support these leaders who are, every day, changing the lives of Philadelphia students.

NEUBAUER FELLOWSHIP COMMUNITY

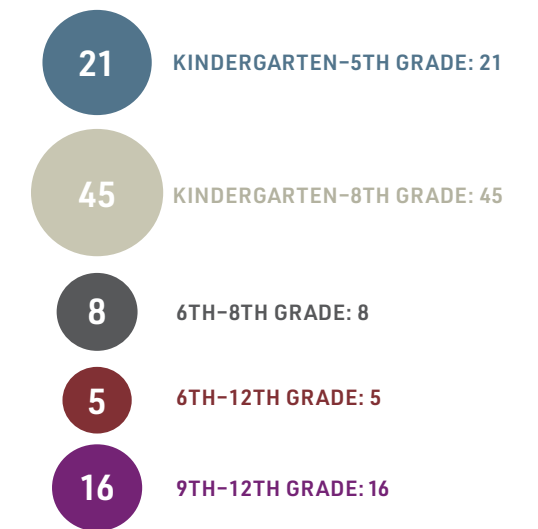


NEUBAUER FELLOW-LED SCHOOLS THROUGHOUT THE CITY (2022-2023)



NEUBAUER FELLOWS (PHILADELPHIA PRINCIPALS) BY SCHOOL GRADE LEVELS

95 TOTAL



NEUBAUER FELLOWS BEYOND THE PRINCIPALSHIP (IN PHILADELPHIA)

36 TOTAL



5
PRINCIPAL COACHES



13
PRINCIPAL SUPERVISORS

Chief Executive Officers: 2
Assistant Superintendents: 8
Regional Schools Officers: 2
Head of Schools: 1



18
OTHER

Chief/Deputy Chief Roles: 3
Deputy Superintendent: 1
Director/Executive Director Roles: 3
Educational Consultants: 2

19 Neubauer Fellows have retired or no longer work in Philadelphia

“PASL programming has me constantly considering how I can have a larger, more intentional impact on the students and families I serve in this city I am profoundly committed to.”

—SENIOR NEUBAUER FELLOW
(COHORT 5)

Making a Difference

Our programming supports educational leaders to effect change and drive outcomes for their students and communities.

REACH

Neubauer Fellows (current and Senior) served more than

92,000

Philadelphia students in 2022–2023 (directly and indirectly).

RECOGNITION

Neubauer Fellows have led



9 OF 14

National Blue Ribbon Schools
in Philadelphia over the past
seven years.

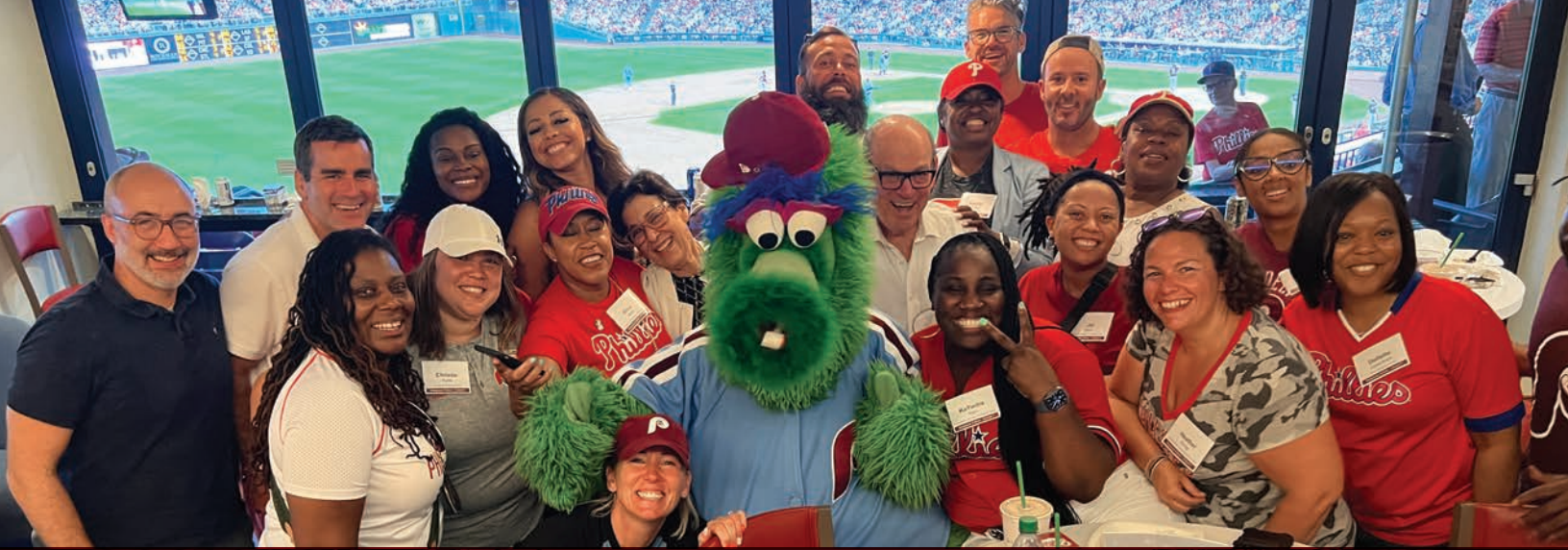
Neubauer Fellows have received

**40 Lindback
Awards** for Distinguished Principal.

“Since becoming a Neubauer Fellow, I have made considerable growth as a leader, with a greater skill set and level of confidence.

I appreciate the quality of content and its delivery, and the collaboration with colleagues, and I look forward to continued learning opportunities as a part of this community.”

—CHRISTIE PARFITT, PRINCIPAL OF JAY COOKE ELEMENTARY SCHOOL
AND 2022 NEUBAUER FELLOW



THE PHILLY CONNECTION

At PASL, retaining successful leaders—within Philadelphia and within education—is critical to our work. We're committed to maximizing impact for students by retaining and advancing the quality leaders achieving results across Philadelphia.

By recognizing accomplishments and challenges, providing a community of peers and colleagues ready to share effective tools and best practices, and sharpening critical leadership competencies, we nurture a community of principals and leaders, engaging them in their passion and ensuring consistent, quality leadership in Philadelphia education for years to come.

“The Neubauer Fellowship broadened my network, and through wider and broader collaboration I've been able to thought partner and be more creative in my planning and strategy than I have in the past.”

—NEUBAUER FELLOW (COHORT 7)

“The Neubauer Fellowship puts us in a room with other smart people who you're constantly learning from. Being able to visit other schools and see how other great leaders did what they did, asking them questions and picking their brains and seeing their work in action, building those relationships and allies I didn't have before—it's impactful.”

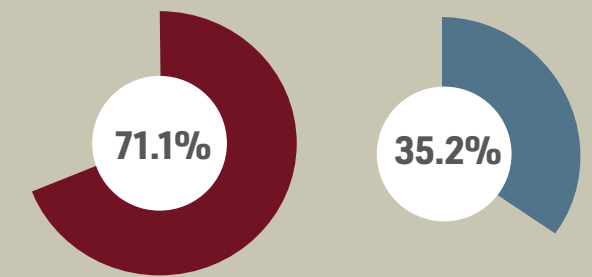
—SENIOR NEUBAUER FELLOW (COHORT 4)

LEADING INDICATOR: RETENTION

Neubauer Fellows are more likely to be retained as education leaders in Philadelphia and in the principalship compared to those who never participated in a PASL program.

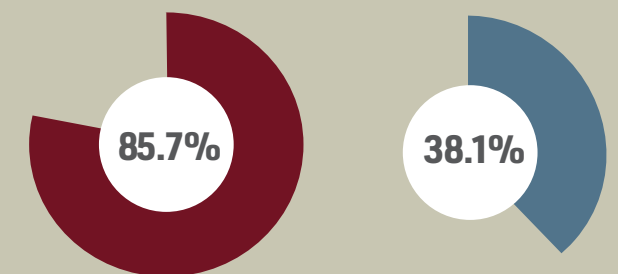
RETENTION IN THE PRINCIPALSHIP (after 6 years)

71.1% of Neubauer Fellows (Cohorts 1-6) remained in the principalship in Philadelphia vs. 35.2% of those who never participated in a PASL program (35.9% pts difference)



RETENTION IN EDUCATION (after 6 years)

85.7% of Neubauer Fellows (Cohorts 1-6) remained in educational leadership roles vs. 38.1% of those who never participated in a PASL program (47.6% pts difference)





[I was able to identify] the teachers who were irreplaceable, who I knew I had to work hard to keep, and to let them know that they were valued and respected and that their work mattered."

—SENIOR NEUBAUER FELLOW (COHORT 3)

Team Building

To effectively serve students and impact learning, principals must be the chief talent officers of their schools, responsible for the recruitment, selection, retention, and development of educators and teams who align in championing academic success—all the more critical now, when teachers are leaving the profession at a record pace.

Our programming develops leaders who articulate a clear and engaging vision and establish the relationships and collaborative culture needed to manage a school environment that supports achievement.

LEADING INDICATOR: TALENT MANAGEMENT and TEACHER PERCEPTION

Compared to teachers in schools never led by a PASL program participant, teachers in schools led by a Neubauer Fellow expressed more positive perceptions across multiple aspects of school management:

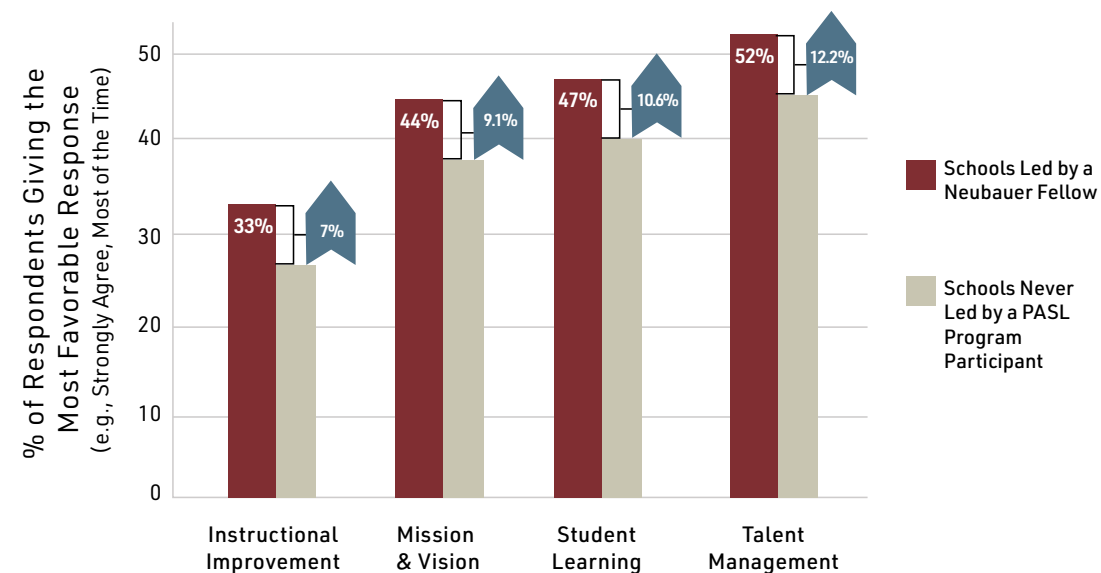
- Strategic focus on instructional improvement (What actions are implemented to improve how students are learning?);
- Communication of mission and vision (Does the entire school community understand the ultimate goal and the steps needed to achieve that?);
- Expectations for student learning (Does every member of the school community expect the best from students? Is every member willing to provide the appropriate supports so students can reach their potentials?); and
- Talent management (Are the right people in the right jobs, doing what is best for students? Are they being developed effectively?).



My teachers began to stay, and they began to stay because feedback was done to build their capacity for the ultimate goal of improving their practice to improve student outcomes."

—SENIOR NEUBAUER FELLOW (COHORT 6)

TEACHER PERCEPTIONS OF SCHOOL MANAGEMENT AND STUDENT LEARNING





Being Present

For PASL and our program participants, student success is the number one priority. And as research shows, attendance is critical; if students aren't in school, they aren't learning.

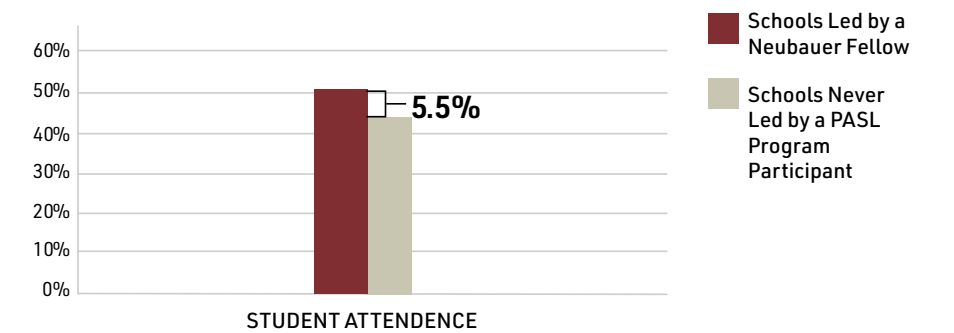
Our programming develops educational leaders who utilize best practices to engage their school

communities in creating safe, nurturing, equitable, and culturally responsive learning environments where students can actively participate in defining their futures.

LEADING INDICATOR: STUDENT ATTENDANCE

The percentage of students attending 95% of the time or more was 5.5% pts greater in schools led by Neubauer Fellows vs. schools never led by a program participant.

PERCENTAGES OF STUDENTS ATTENDING 95% OF THE TIME OR MORE



CASE STUDY:

WHAT'S WORKING

Attendance is a key initiative throughout Philadelphia schools, which makes it a critical component of the principalship. Thanks to the Neubauer Fellowship and the Fellows' extensive experience, innovative spirit, and commitment to sharing best practices to benefit Philadelphia students, our community has seen success in moving the needle on student attendance.

Successful leaders implemented proven strategies identified in and shared throughout the Fellowship:

- Identifying accessible, easily tracked attendance goals
- Communicating routinely to engage students and their families
- Gamifying attendance and incentivizing positive behavior
- Creating a welcoming, safe, culturally responsive learning environment so students want to attend school

John Moffet School Principal Rodney Johnson, 2022 Neubauer Fellow, employed these proven practices in his efforts to improve attendance. He and School-Based Teacher Leader and Attendance Designee Elizabeth Gomez implemented a driving-themed attendance tracker on the wall of a main hallway at the school. The wall incorporates local elements (the race occurs on the local interstate, I-95—also a nod to the goal attendance rate of 95% or more days) and serves as a visually appealing, instantly gratifying way to engage students in the effort.

Johnson and Gomez also initiated ongoing communications to engage families, including an initial outreach that states attendance goals and identifies why attendance is a critical component to student success, as well as regular updates and immediate outreach regarding absences. The school also incentivized attendance, offering fun experiences and events for students meeting attendance goals, and an attendance tracker designed by PASL further supported the efforts to streamline data and communications.

While Moffet continues to outperform district averages in attendance by as much as 23% pts, gains in student achievement have also been identified. In 2022–2023, more Moffet students scored Proficient or Advanced than expected in ELA (+14.2%), Math (+5.8%), and Science (+20.0%) Pennsylvania System of School Assessment (PSSA) scores.



Discerning Learning

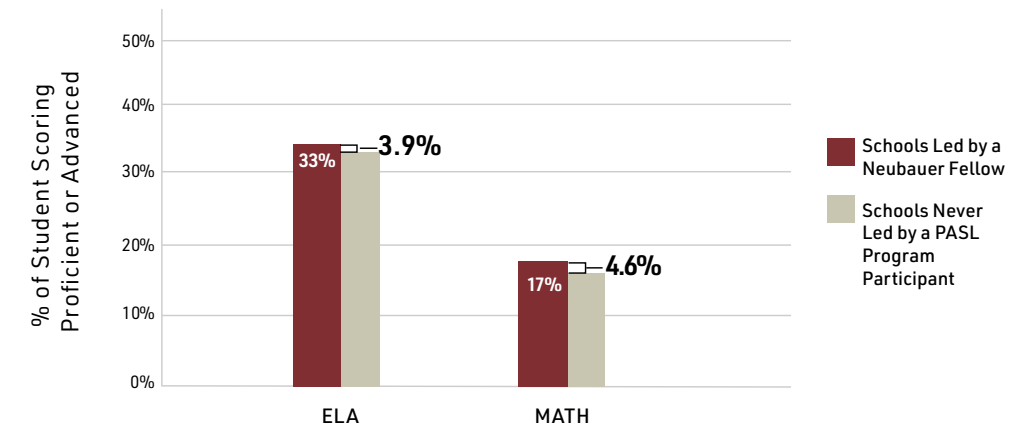
True learning happens in educational environments where children feel safe, where they experience joy, and where they have the resources and supports in place to meet clearly communicated expectations.

Through our programs, school leaders build their capacity for creating the conditions in which students thrive—socially, emotionally, and academically.

LEADING INDICATOR: ACADEMIC PROFICIENCY

The percentage of students (grades 3–8) scoring proficient or advanced on the Pennsylvania System of School Assessment (PSSA) was higher in Neubauer Fellow–led schools than comparison schools, in both English Language Arts (3.9%) and Math (4.6%)

PERCENTAGES OF STUDENTS SCORING PROFICIENT OR ADVANCED ON ANNUAL STATE ASSESSMENTS



CASE STUDY:

WHAT'S WORKING

Academic achievement is complex, with multiple factors—both internal and external to a school environment—influencing student performance. As a key indicator of student success, eliciting a strong academic performance is a priority for school leaders.

By leveraging data and trends, adapting tools to fit their schools' unique needs and context, and prioritizing instructional leadership—explicit focuses of PASL programming—many of our Neubauer Fellows are seeing growth and improvement in academic performance.

For Fanny Jackson Coppin Elementary School Principal Kelly Espinosa, 2020 Neubauer Fellow, the ability to understand and leverage data plays a key role in improving student achievement.

Espinosa is extremely intentional about how she analyzes data, looking beyond percentages of students learning at grade level to pinpoint students at the margins of achievement—those close to moving up to the next level and those in danger of slipping down. She works with instructional teams to triangulate data, incorporating instructional assessments of teachers, attendance data, and qualitative assessments on school culture to identify the root cause of student performance.

By taking a granular look at the data, Espinosa is able to recognize trends and identify a focused subset of students and teachers who may benefit from specific supports and resources that directly address areas identified for growth.

For Espinosa, starting with the data has created buy-in with her faculty and staff, providing a starting point for the Coppin educators to work together to ensure all students are receiving the educational experience that helps them achieve—and as the positive results come in, buy-in from the internal stakeholders of the school grows in turn. Espinosa has also worked toward scaling the effect, creating tools and processes to ensure her teachers are also focusing on data in real time. In support of student achievement across the city, Espinosa is also sharing these notably effective practices with other Neubauer Fellows for implementation in their school communities.

The results are evident. Over the last five years' worth of data points, Coppin students' Math scores increased 37.6% and English Language Arts scores increased 23.7%. Additionally, 16.1% fewer students scored as Below Basic Proficiency, a larger reduction in the percentage of students in that scoring level than in any other school in the district.

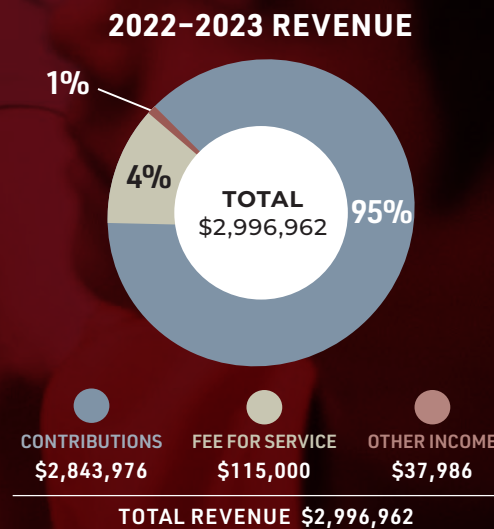
BUILDING a better TOMORROW

At PASL, we invest in the educational leaders who dedicate their lives to empowering students to achieve success.

WE INVEST IN THE FUTURE.

FINANCIALS

With an obligation to fiscal responsibility and employing a keen sense of stewardship, PASL is making the most of our financial resources to shape the future of Philadelphia education.



PHILANTHROPIC PARTNERS

We gratefully acknowledge the following organizations whose support makes possible our work advancing educational equity and improving the educational experience for all Philadelphia students.

\$1 MILLION OR MORE

**NEUBAUER
FAMILY FOUNDATION**

\$500,000 OR MORE

Anonymous

\$100,000 OR MORE



CONTRIBUTORS

Anderson Family Foundation



New Foundations
CHARTER SCHOOL

Stephanie and Michael Naidoff

RENEWED ENERGY



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OF SCHOOL
LEADERS

PASL is fully committed to providing mission-aligned programming that supports educational leaders to address the greatest needs and most critical challenges pressing Philadelphia education.

With renewed focus on developing the school and system leaders who are leading the way in education, we embrace new and amazing possibilities when we work across our community.

Together, we can build a brighter future for our educational leaders, for students, and for the educational landscape in Philadelphia.

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PHILADELPHIA ACADEMY OF SCHOOL LEADERS

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OUR VISION

We work to achieve educational equity in Philadelphia so every student in every neighborhood attends an excellent school that prepares all students to attain their dreams.



OUR MISSION

We develop, engage, and retain school and system leaders who transform schools, dramatically improve student outcomes, and drive systemic change to prepare all Philadelphia students for college, career, and life.

