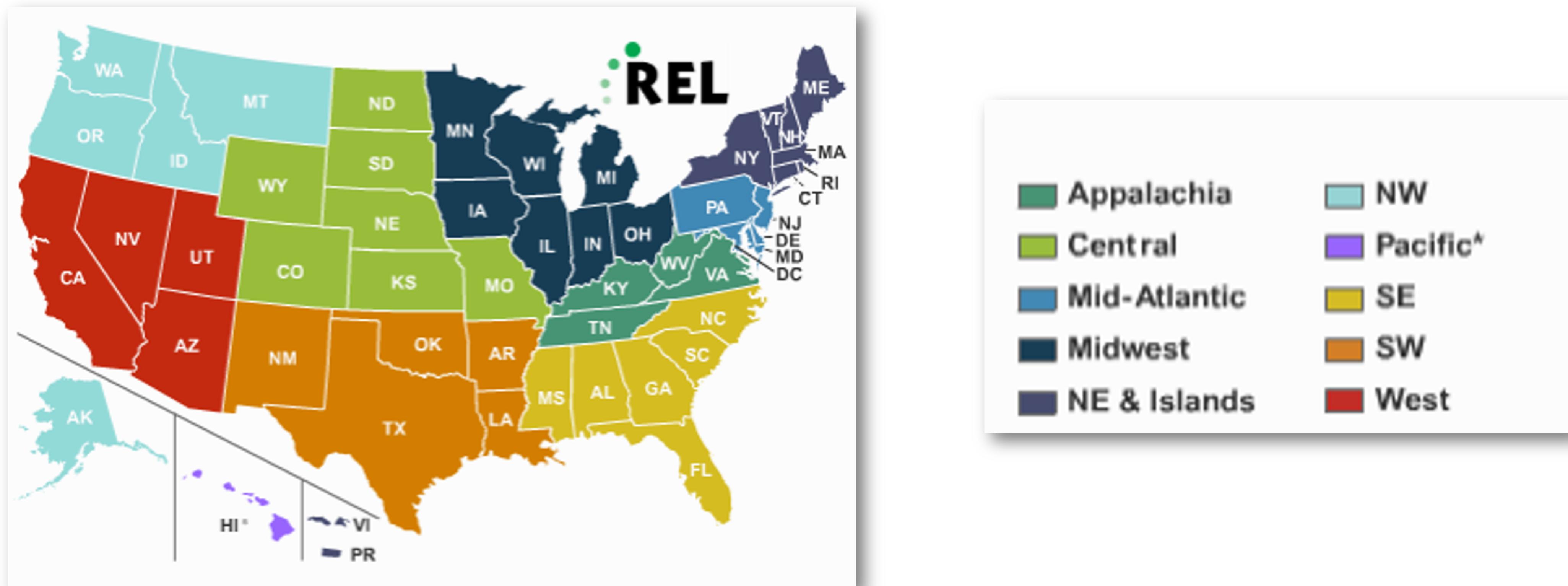


# *Learning from Leadership Pipeline Interventions*

## A REL West Virtual Convening

May 20, 2020

Ten RELs work in partnership with LEAs, SEAs, and others to use data and research to improve academic outcomes for students



# RELs: Three Main Activities

Conduct applied research

Facilitate the flow of actionable, credible, up-to-date research evidence

Provide technical support around data collection, evidence use, and research

# Housekeeping & Icebreaker

# Objectives

- Learn about new evidence on effective local principal pipelines
- Review, examine, and refine states' principal support initiatives
- Develop evidence plans to examine the effects of new site leadership interventions
- Continue regional community of SEA officials to share and support cross-state learning

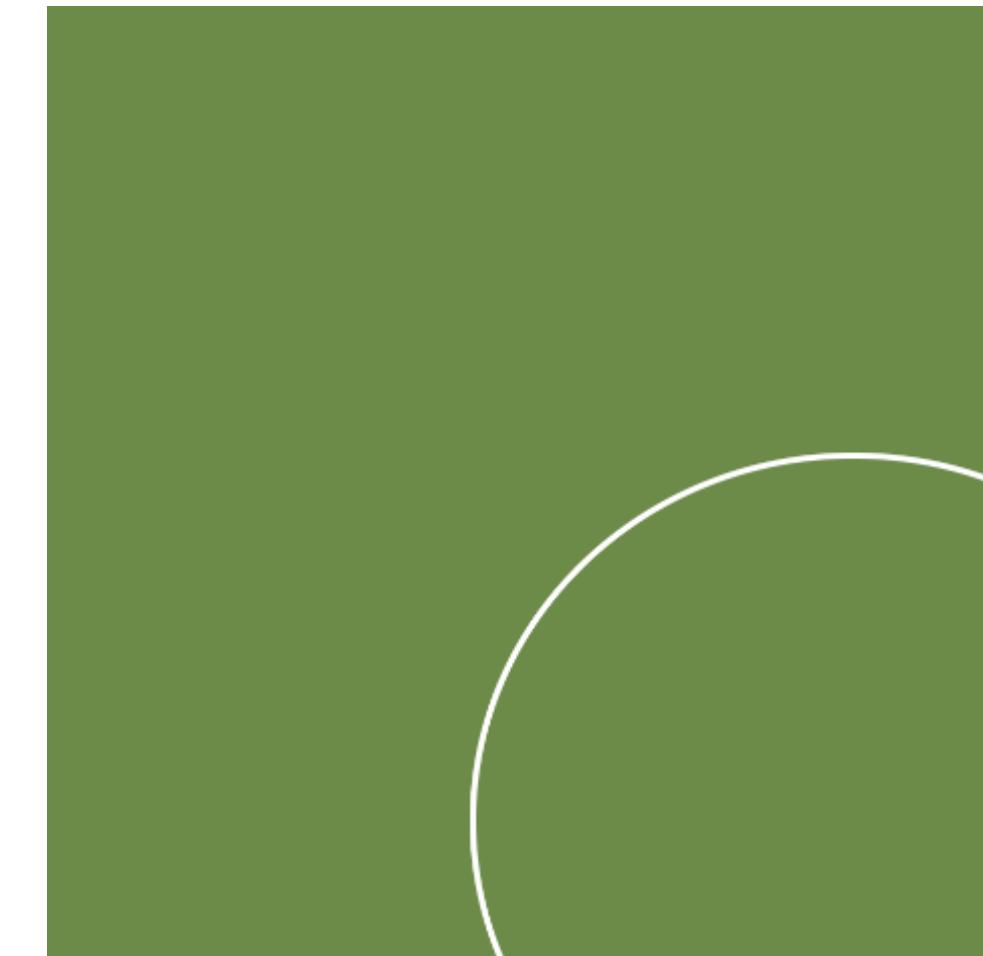
# Agenda

- Warm-up and welcome
- Principal Pipeline research presentation – Susan Gates
- SEA Reports
- Breakout 1: Reflect on Principal Pipeline research and SEA reports
- RAND's logic model for principal professional learning intervention – Susan Gates
- Breakout 2: Define targeted short- and medium-term outcomes
- Closing and survey

# Principal Pipelines:

A feasible, affordable, and effective way  
for districts to improve schools

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Susan M. Gates  
May 20, 2020



EDUCATION AND LABOR

# Goals of today's talk

- Share key research findings about the feasibility, effectiveness, and affordability of comprehensive efforts by districts to develop principal pipelines
- Set up discussion about the state role in supporting pipeline efforts by districts

# OVERVIEW

The Wallace Foundation launched the Principal Pipeline Initiative in 2011

- The Principal Pipeline Initiative (PPI) supported comprehensive efforts in six districts to improve four pipeline components:
  - Adopting rigorous **standards** for what principals need to know and do.
  - Delivering **high-quality pre-service preparation** to promising candidates through district-led programs or programs developed in collaboration with university or other partners.
  - Using **selective hiring and placement** procedures, informed by data on candidates and their demonstrated skills, to make good matches between principal and school.
  - Aligning **on-the-job evaluation and support** for novice principals.

## Quick Poll Questions: Your state context

Quick Poll #1: As a SEA we support LEAs in adopting rigorous standards for principals.

- Yes, we have done so.
- We are in the process of doing so.
- We are making plans to do so.
- No, and have no plans to do so.

Quick Poll #2: Our supports for LEAs are aligned with delivering high-quality pre-service preparation to promising candidates.

Quick Poll #3: Our initiatives support LEAs in their effort to use data and evidence to use selective hiring and placement procedures.

Quick Poll #4: Our initiatives support aligning on-the-job evaluation and support for novice principals.

# Based on lessons learned during PPI implementation, the initiative expanded

- As districts and The Wallace Foundation learned lessons through PPI implementation, the initiative expanded to include efforts to:
  - Reshape the job of **principal supervisors** so it focused less on administration and more on supporting and evaluating new principals, especially in improving instruction.
  - Develop **Leader Tracking Systems (LTS)** – Data systems with up-to-date information about the qualifications, performance, and other key characteristics of principals and aspiring principals paired with data about individual schools and their leadership needs.
  - Put in place **systems of support** such as an office or position in the district dedicated to school leadership.

# Preview of findings

- **Principal pipelines are feasible:** All six urban districts we studied were able to implement comprehensive pipelines in ways that made sense for their context.
- **Principal pipelines are effective:** Schools in pipeline districts with new principals outperformed comparison schools in math and reading.
- **Principal pipelines are affordable:** On average, districts spent less than one half of one percent of their budgets to operate and enhance their principal pipelines.

# The PPI included six large school districts serving 1.85 million students



- Our evaluation findings are based on the experiences of these districts.
- Districts of all sizes can and do engage in at least some of these activities.

The final evaluation report documents the implementation and effects of the PPI

### Final Evaluation Report

**What** can be accomplished: What was implemented and with what effects on student achievement gains and other key outcomes?

Builds on other research documented in a number of reports

Five implementation reports  
Leader Tracking System report  
Resources and Expenditure report  
Sustainability report

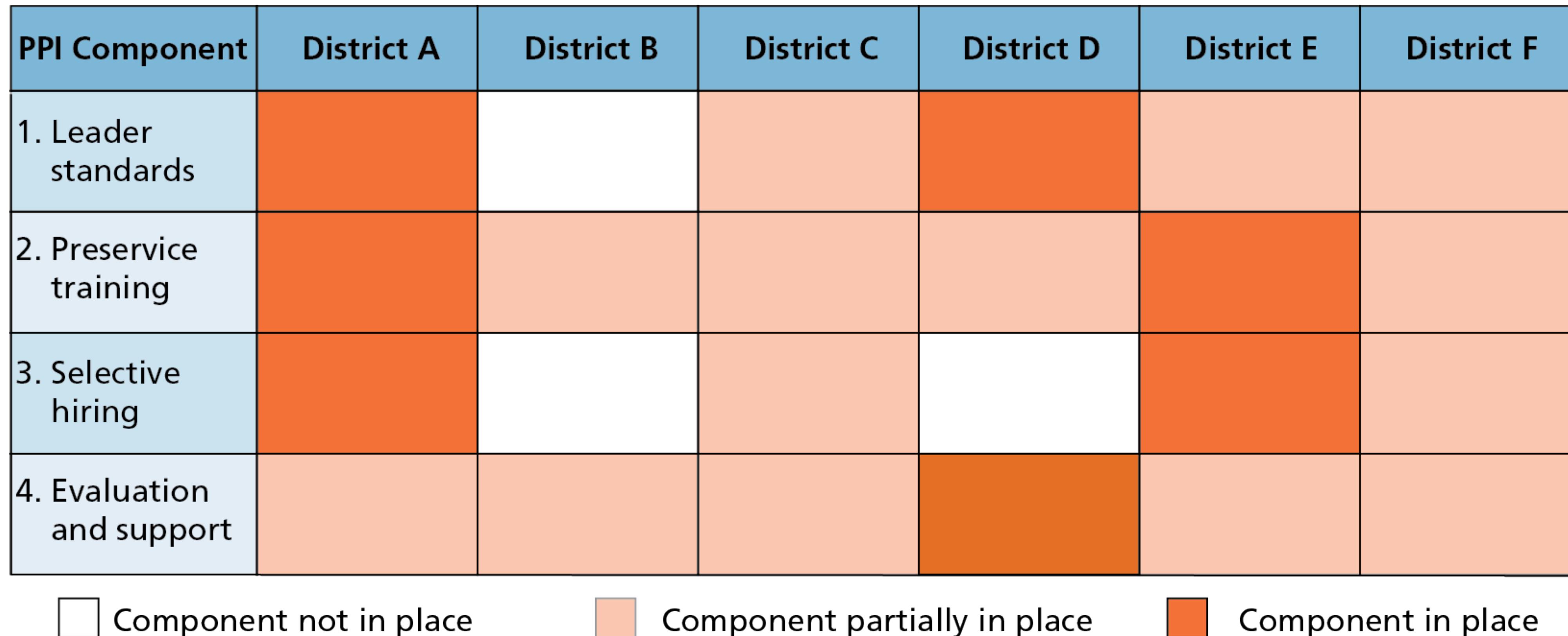
# Quick Pause for Questions (Type in the Chat)



# FEASIBILITY OF PRINCIPAL PIPELINES

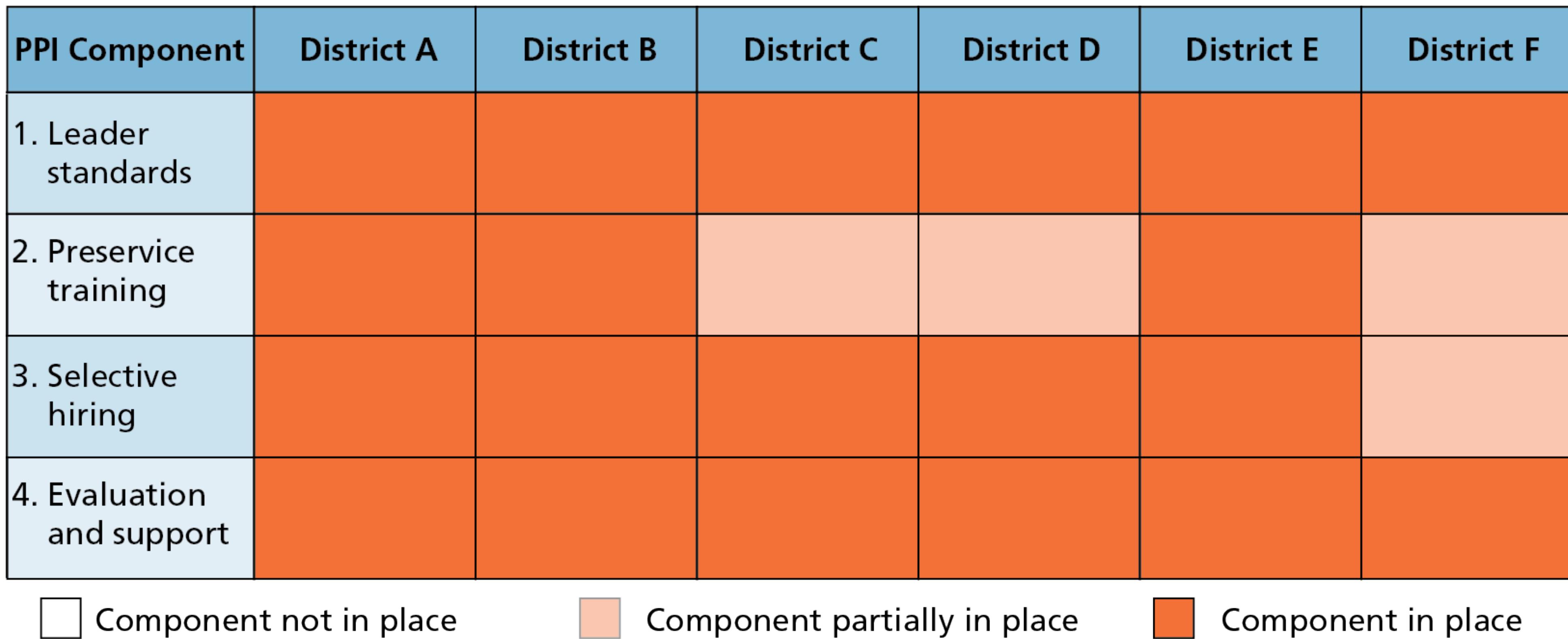
At the start of the initiative, no districts had all four components in place

### Status of Pipeline Components by District as of 2010/11 School Year



# At the end, all districts had all components in place or partially in place

## Status of Pipeline Components by District as of 2016/17 School Year

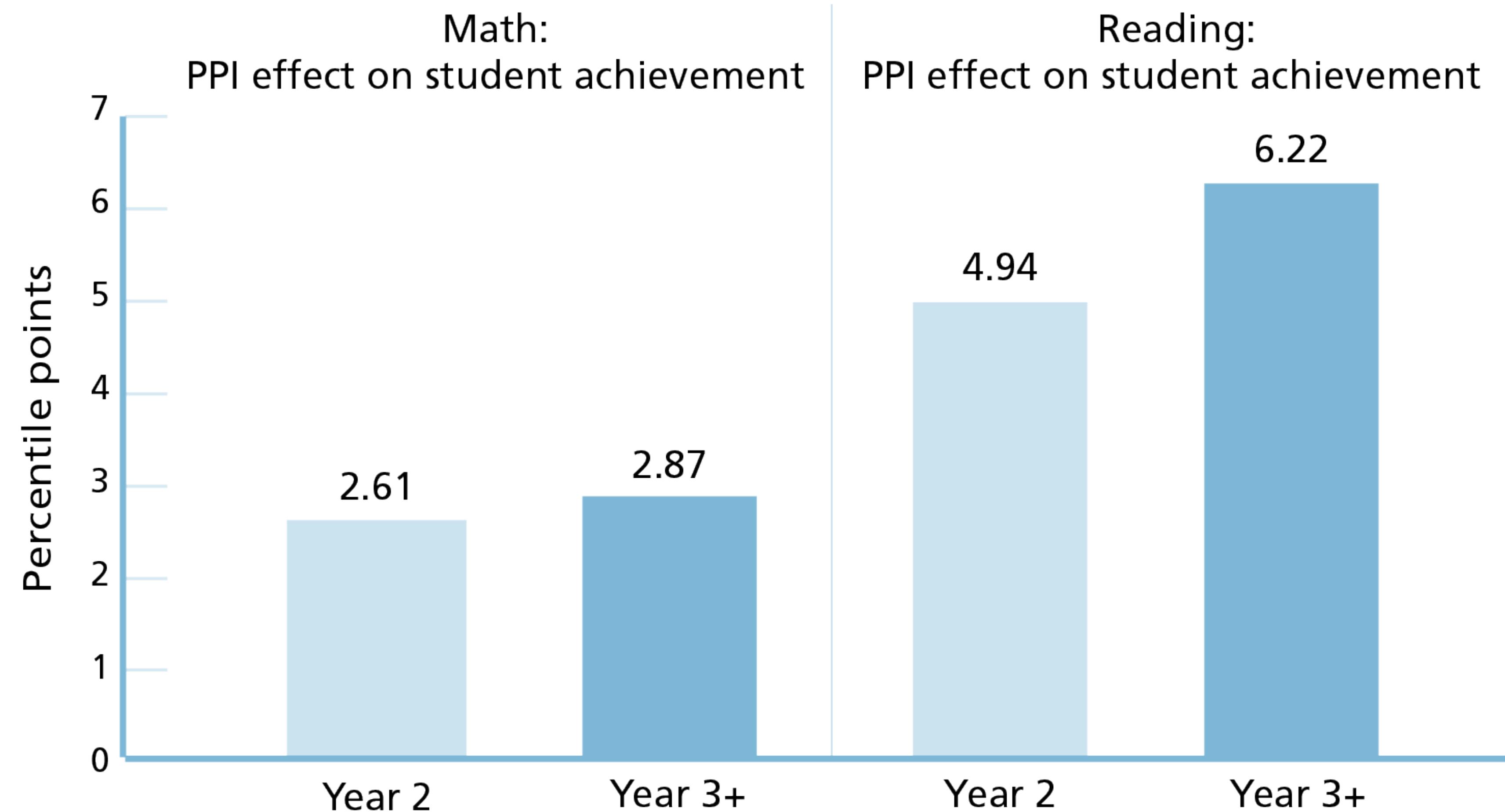


# Quick Pause for Questions (Type in the Chat)



# EFFECTIVENESS OF PRINCIPAL PIPELINES

# Schools in PPI districts that received a newly placed principal outperformed comparison schools in math and reading



NOTE: These effects are statistically significant at the 5-percent level.

These effects on achievement are statistically significant, meaningful, widespread, and unusual in the literature

- We are not aware of any comprehensive, districtwide intervention for which there is evidence of positive effects.
- We found statistically significant positive effects of PPI on student achievement:
  - In elementary and middle schools
  - In five of six districts for reading achievement
  - In three of six districts for math achievement
  - For the earliest cohorts of PPI schools
  - For schools with baseline achievement in the lowest quartile of the achievement distribution

# Newly placed principals in PPI districts were more likely to remain in their schools

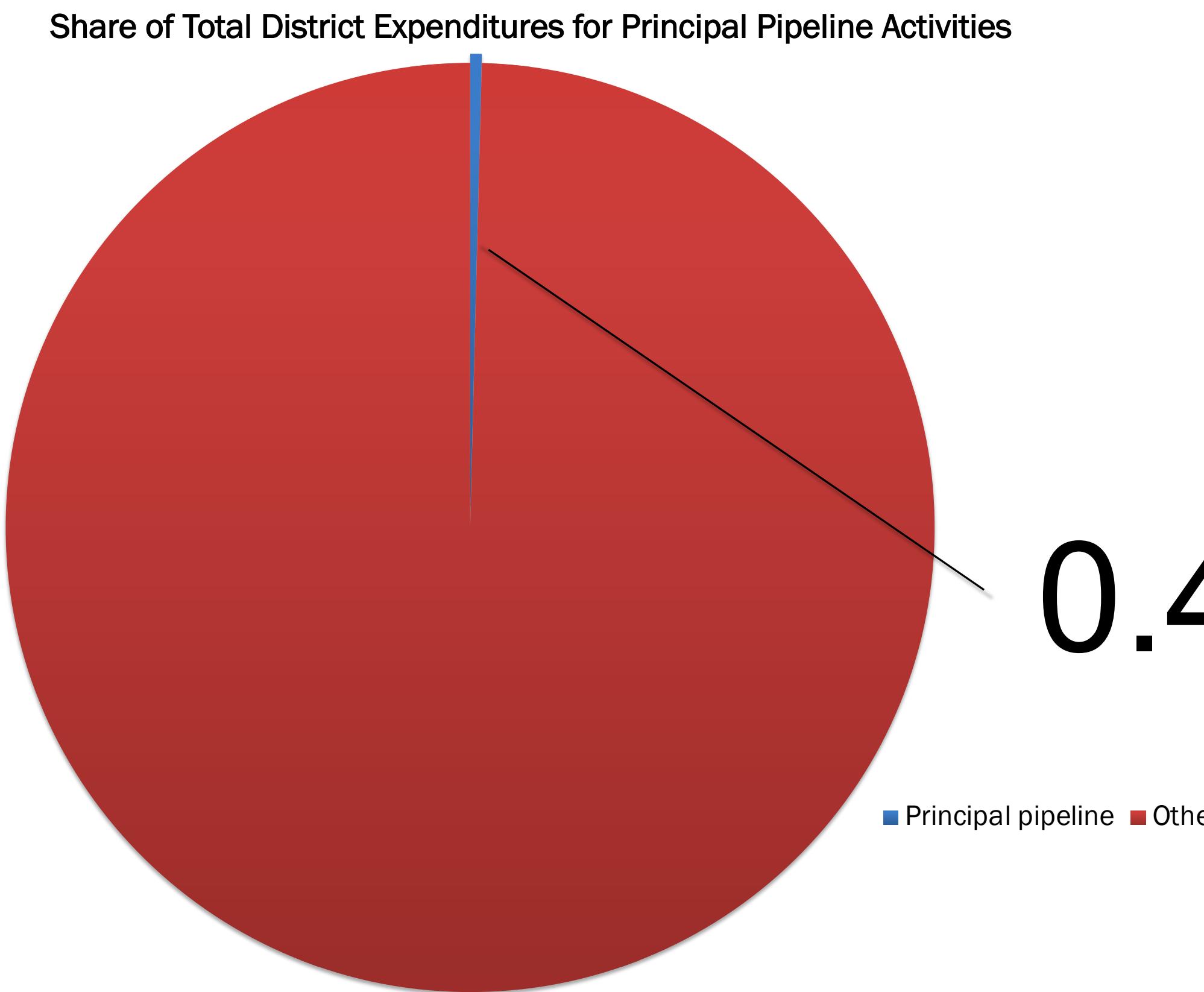
- For every 100 newly placed principals, PPI districts had nearly six (5.8) fewer transitions after two years and nearly eight (7.8) fewer transitions after three years.
- Effects of PPI on retention by district were mixed.
- PPI effects on retention were larger for later cohorts of newly placed principals.

# Quick Pause for Questions (Type in the Chat)



# AFFORDABILITY OF PRINCIPAL PIPELINES

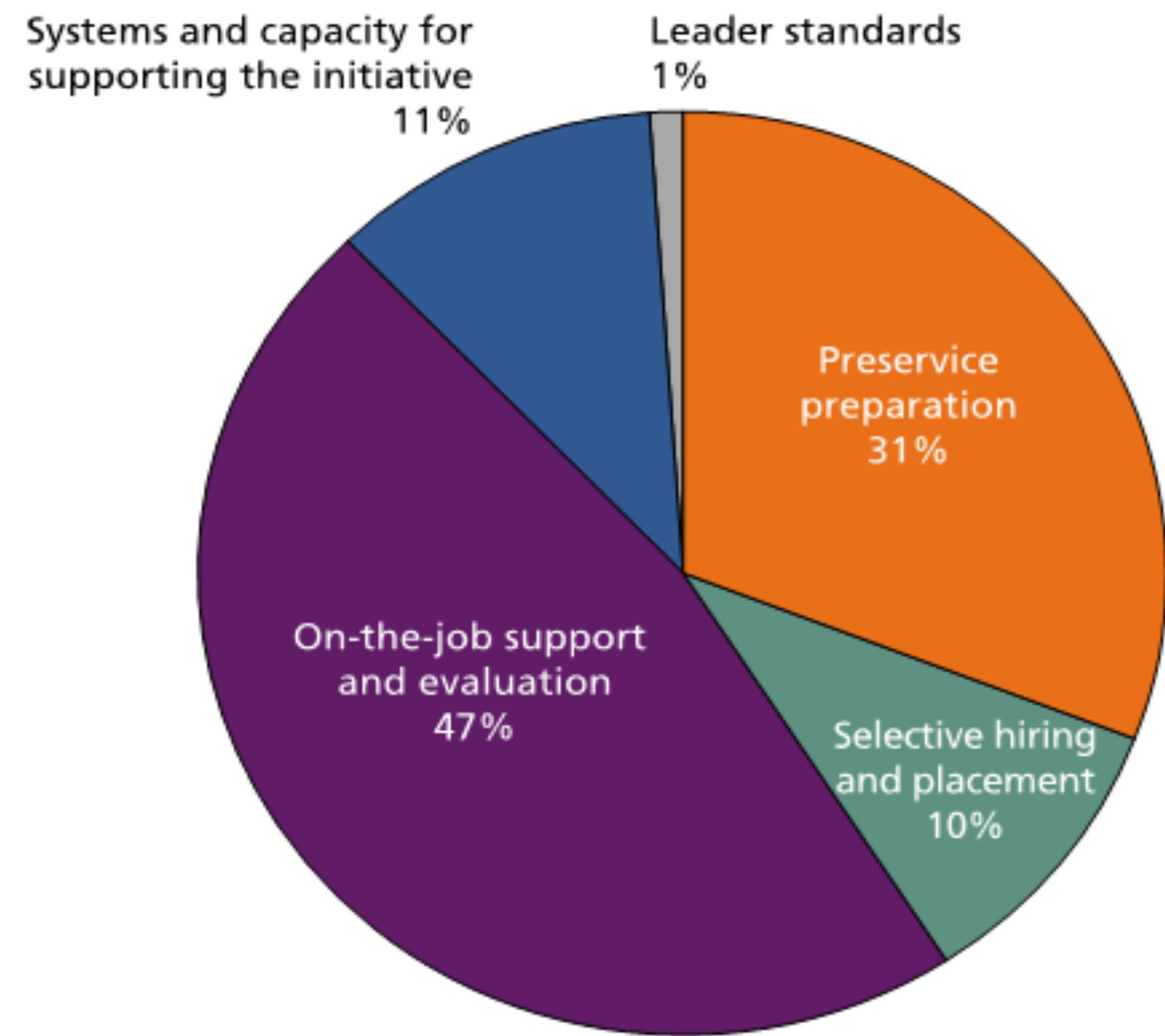
# Principal pipelines account for a very small share of total district spending



Average annual expenditures translate into:

- 0.4% of total district expenditures
- \$31,000 per principal
- \$42 per pupil

# Percentage of district pipeline resources devoted to the four PPI components and supporting systems

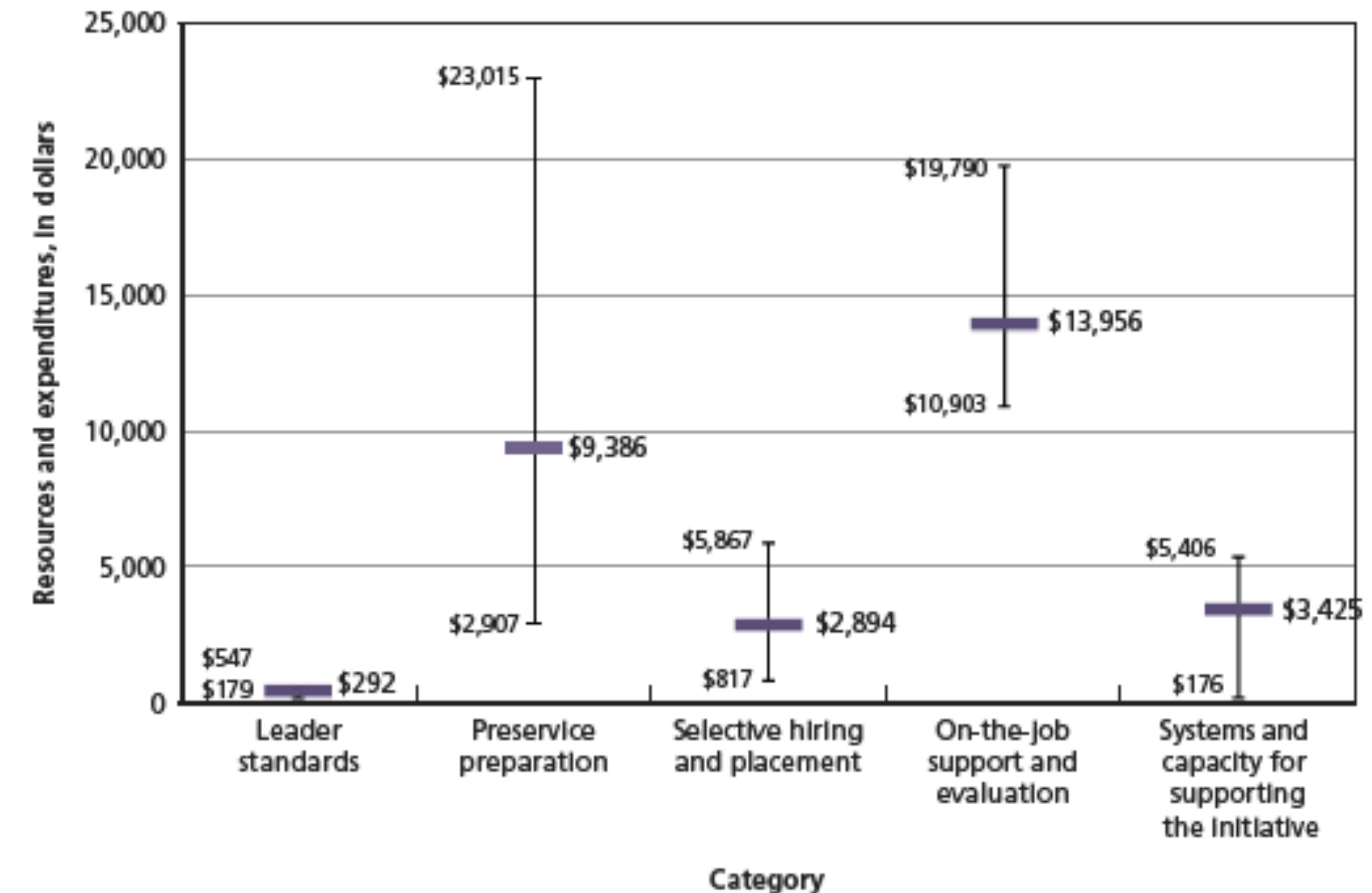


NOTES: We based the percentages on our estimates of total principal pipeline resources and expenditures for school years 2011–2012 through 2014–2015 for the five Principal Pipeline Initiative districts for which we had data for all categories of pipeline activities (i.e., excludes New York City).

RAND RR2078-3.2

# Districts spent the most on pre-service preparation and support, and those expenditures varied by district

Average Annual Per-Principal Resources and Expenditures, by Major Category, School Years 2011–2012 Through 2014–2015



NOTE: The error bar for each year shows the range from the district with highest expenditures to the one with the lowest expenditures.

# District personnel time accounted for a sizable share of costs

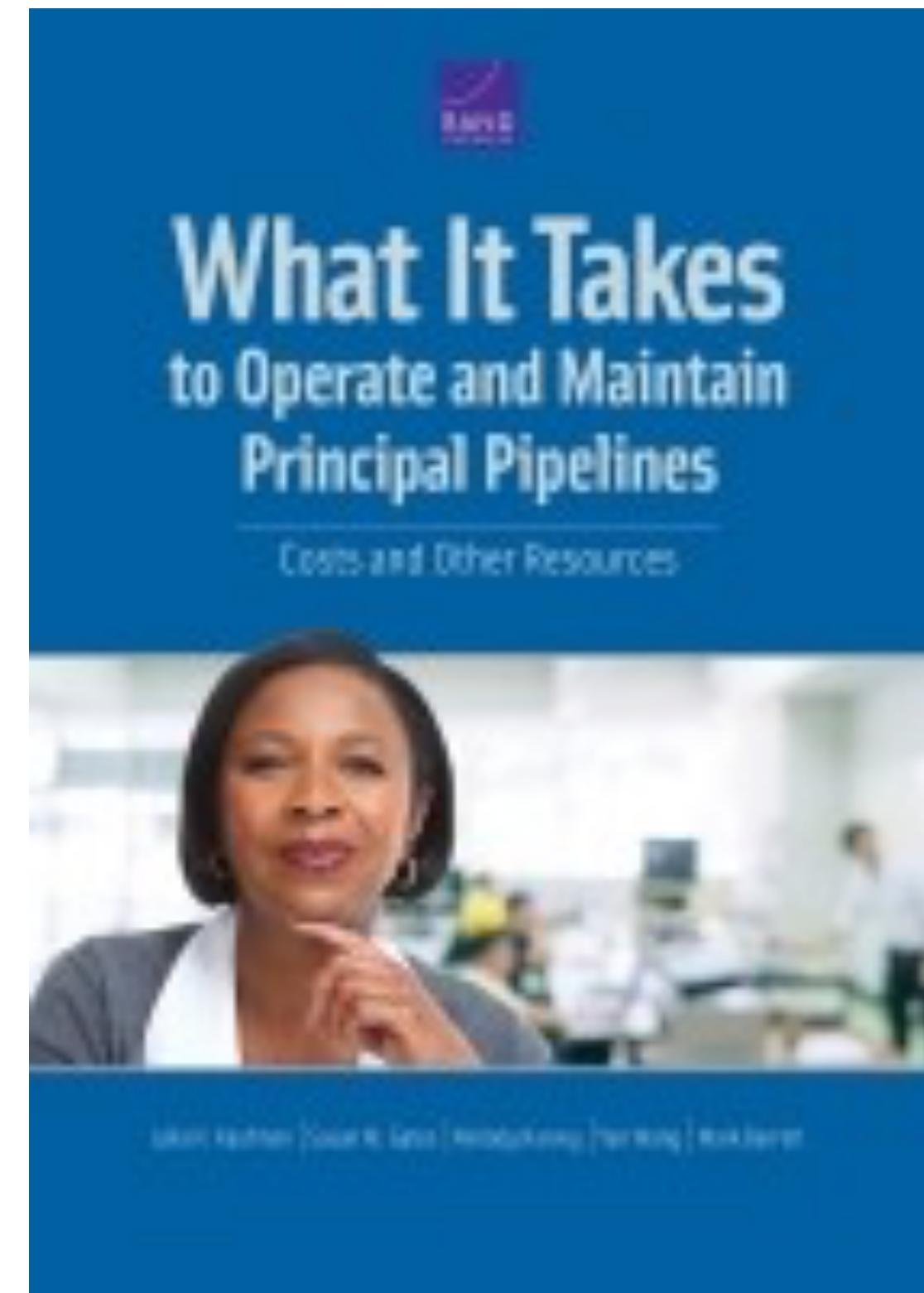
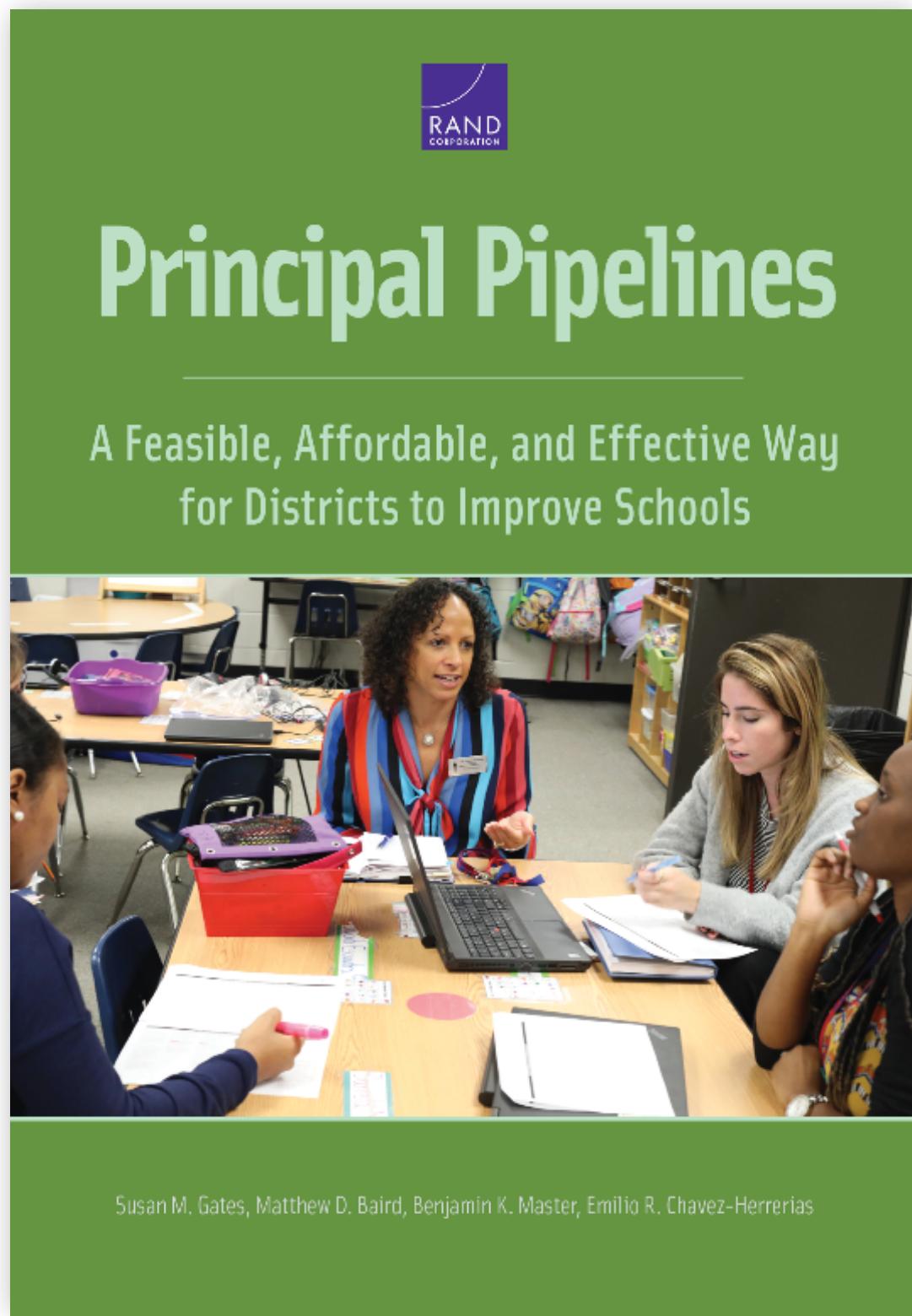
- The salary cost of time and effort for district personnel made up about nearly half the costs for all pipeline activities.
- When considering what pipeline elements to work on, districts need to consider the opportunity costs of staff time and the extent to which they have administrative staff to support pipeline improvements.

# PPI involved comprehensive, strategic efforts by districts

- PPI districts were large districts
- In what ways can state efforts support a wider range of districts?
- Consider:
  - Feasibility
  - Effectiveness
  - Affordability

# Checking for Understanding (Type in the Chat)





RAND's reports are available at:

[https://www.rand.org/pubs/research\\_reports/RR2666.html](https://www.rand.org/pubs/research_reports/RR2666.html)

[https://www.rand.org/pubs/research\\_reports/RR2078.html](https://www.rand.org/pubs/research_reports/RR2078.html)

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# State Reports



12 minutes per state: AZ, CA, CO

- Status of leadership initiatives
  - An Accomplishment
  - COVID-19 Adaptations
- Pose one to two questions



# Break Time

## 5 Minutes

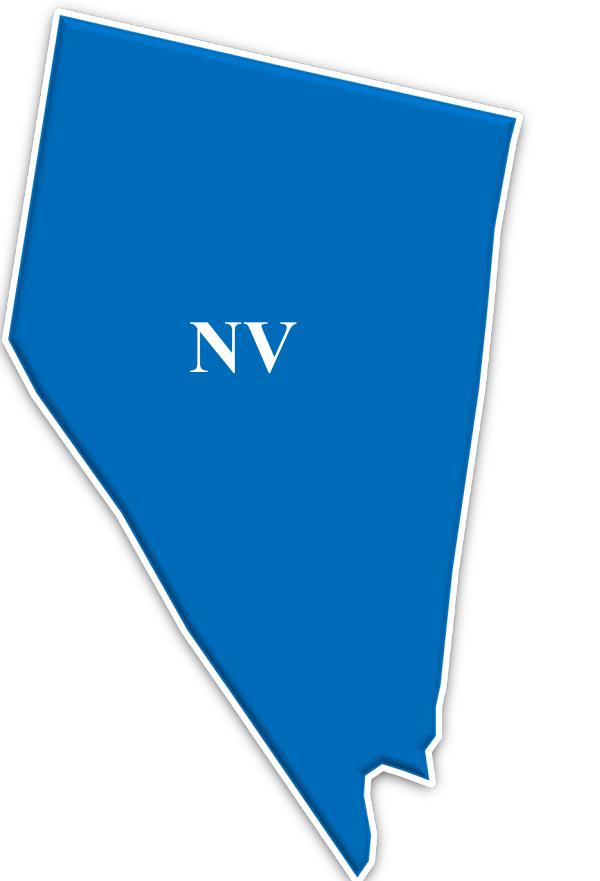


5:00

# State Reports

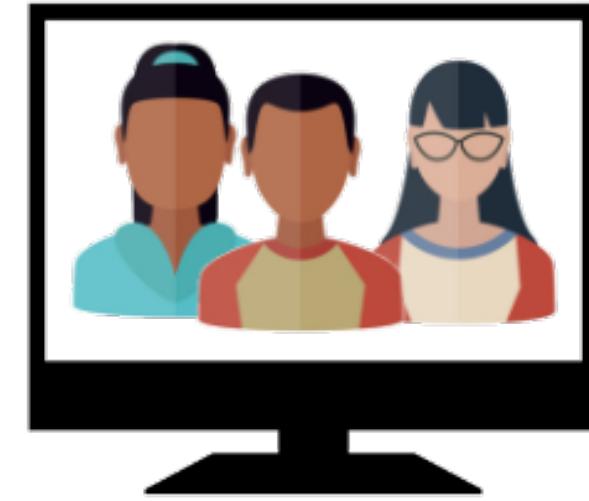
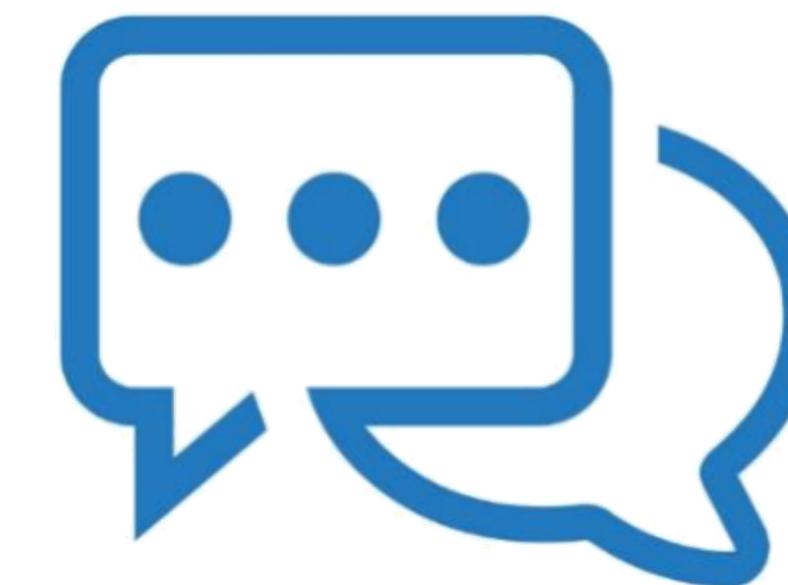
12 minutes per state: NV, UT

- Status of leadership initiatives
  - An Accomplishment
  - COVID-19 Adaptations
- Pose one to two questions



# Breakout 1: State Team Reflections

Reflection and discussion on the RAND PPI study and/or the reports from other state(s)



# Break Time

## 5 Minutes



5:00

# USING LOGIC MODELS TO IDENTIFY AND ASSESS ON-THE-JOB SUPPORT ACTIVITIES

Susan M. Gates  
May 20, 2020

# Susan Gates Reflects: What efforts are your states undertaking?

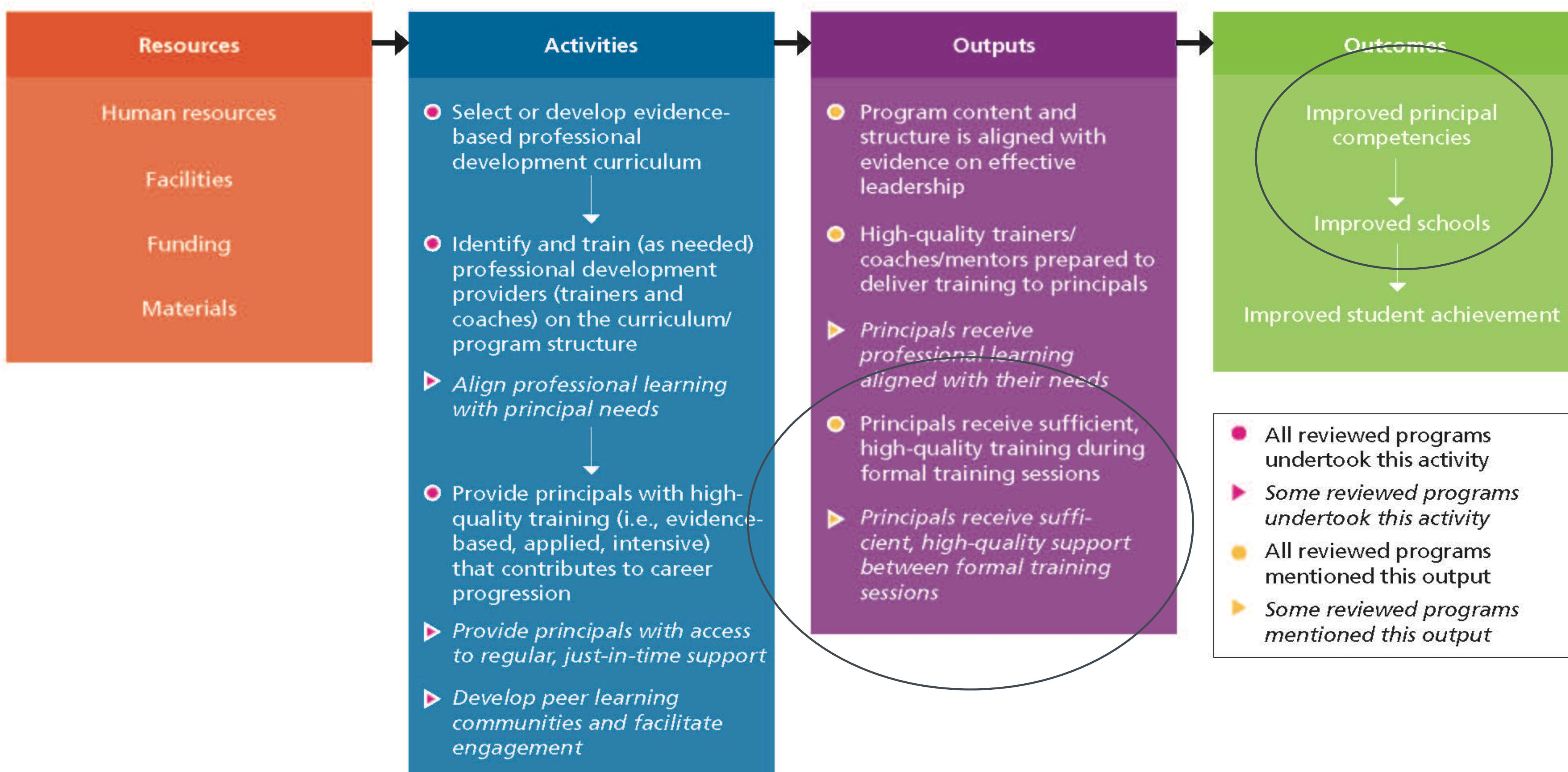
- Systems of support for professional development and evaluation.
  - Aligning efforts to standards
  - Designing new processes, structures, course
  - Develop data systems or dashboards
  - Coaching, support, and professional development for those who supervise and support principals
- Provide on-the-job support/induction for principals and APs.
  - Provide induction and first year on-the-job professional development.
  - Provide on-the-job professional development after the first year.
  - Provide schoolwide support via teams and networks.
- Revise evaluation process for principals and APs.
  - Alignment to standards
  - Relationship to professional development

# PPI districts undertook the following activities related to principal evaluation and support

- Revised systems for providing on-the-job support and evaluation for principals and APs.
  - New on-the-job support/induction processes and courses
  - New evaluation processes, including technology, and provide personnel training
- Provided on-the-job support/induction for principals and APs.
  - Provided induction and first year on-the-job professional development.
  - Provided on-the-job professional development after the first year.
  - Provided schoolwide support via teams and networks.
- Revised evaluation process for principals and APs.
- Provided executive coaching and support to those who supervise and support principals.

# Logic Model—Professional Learning

**The problem:** The ongoing training, support, and professional development offered to principals may fail to meet the needs of all principals, especially early-career principals and those placed in the most challenging schools. The amount of professional learning offered may be insufficient, the content of professional learning may not necessarily be aligned with principal or school needs, and/or the delivery of content may not be effective.



# Indicators to track key program outputs

- Principals receive sufficient, high-quality training during formal training sessions
  - Proportion of principals able to apply concepts from trainings on the job
  - Proportion of principals able to demonstrate improved knowledge, skills, or abilities on key learning objectives for the training
  - Proportion of principals reporting that training was sufficient in duration and intensity to provide adequate support
- *Principals receive sufficient, high-quality support outside of formal training sessions*
  - *Degree to which principals engage in high-quality support discussions within learning communities*
  - *Proportion of principals reporting adequate access to just-in-time support*
  - *Proportion of principals reporting that the help they received was useful*

# Considering early outcomes

**Leadership interventions**



## Short-term outcomes

Improved leadership capacity in the following competencies:

- Sets directions, vision, and goals
- Develops professional learning of staff
- Manages instructional program
- Manages school environment
- Manages time strategically and effectively
- Challenges status quo where it is ineffective
- Uses theory, data, and evidence to drive practice
- Interacts with external stakeholders
- Communicates and connects effectively
- Adapts to school needs
- Inspires staff and promotes innovation

## Medium-term outcomes

Improved schools in the following areas:

- Instructional quality
- School culture/climate/environment
- Retention of high-quality staff

# Outcomes for evidence-based principal professional development interventions

- Examples: McREL Balanced Leadership Program, NISL Executive Development Program
- Short term: principal leadership practices (McREL)
- Medium term: teacher and principal turnover (McREL)
- Long term: student outcomes (McREL, NISL)

# Checking for Understanding (Type in the Chat)

- What indicators and short- and medium-term outcomes are relevant targets for your efforts?
- What data can you draw on to determine whether your efforts are:
  - Being implemented as intended?
  - Having the desired short-term and medium-term effects?

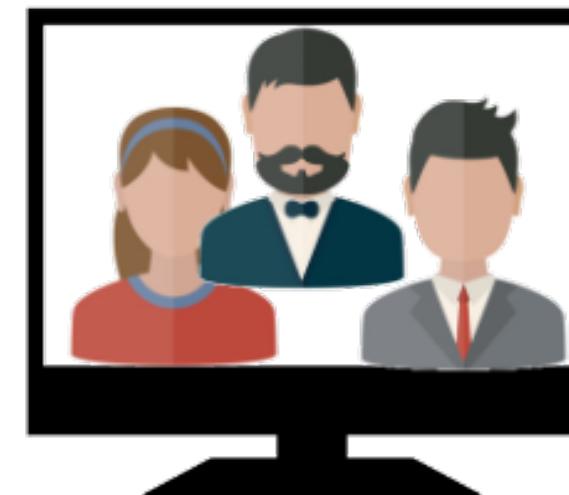
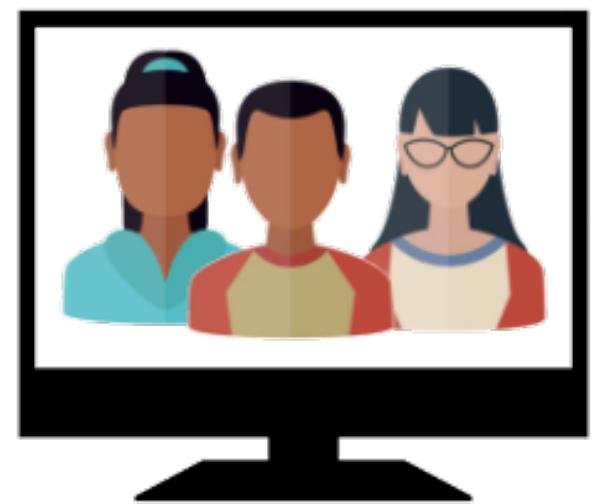


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# Breakout #2 State Team Working Session

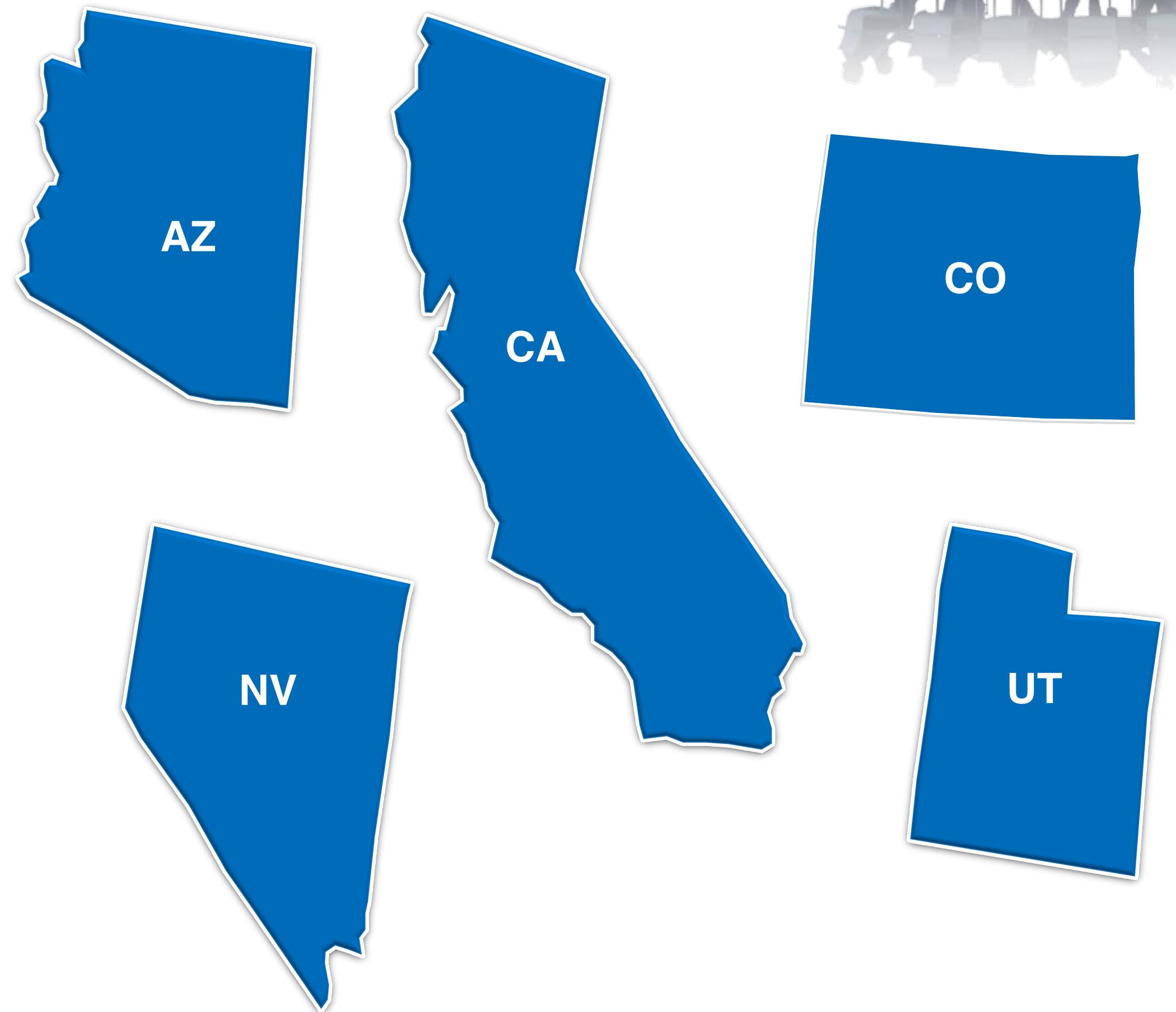
Reflection and Action Planning  
to define the targeted short-  
and medium-term outcomes



# State Share Outs – Breakout #2

3 minutes per state: AZ, CA, CO, NV, UT

- Share main takeaways from working session



Feedback Survey:

<https://www.surveymonkey.com/r/RELWestMay20>

# Thank you!

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# Happy “Half” Hour Geo Guessing

Geo Guessing Where in the State am I?

