Metrics of Success Workshop

January 21, 2021

Nashville
Public Education
FOUNDATION

Welcome and Overview of Objectives and Agenda

Finalizing Goals: If we are successful, what will leadership across MNPS look like?

Identifying metrics for goals

Previewing the Implementation Guide

Next Steps

Objectives

01 Discuss and identify the goals of the Principal Quality Initiative

02 Identify metrics associated with each goal to measure progress

03 Preview the implementation guide and next steps

Project Timeline and Milestones

Phase 1 *TERA Data Analysis*	Phase 2 *MNPS Point of View*	Phase 3 *Processes*	Phase 4 *Pipeline Mapping*	Phase 5 *Metrics of Success*	Phase 5 *Pilots*

Aug | Sept | Oct | Nov | Dec | Jan

Deliverables

MNPS Leadership Interviews
Due date: Mid Sept. ✓

Presentation of Findings from Data Analysis
Due date: early Oct. ✓

Values and Beliefs Workshop
Due date: October 22 ✓

Foundations Workshop
Due date: October 29 ✓

Processes Workshop
Due date: Nov. 17 ✓

ED Work Session
Due date: Dec. 2 ✓

Mapping Workshop
Due date: Dec. 10 ✓

Metrics of Success Workshop
Due date: Jan. 2021

Presentation of Playbook and Pilot Strategies
Due date: end of Jan.

Nashville Public Education FOUNDATION

TN EDUCATION RESEARCH ALLIANCE

METRO NASHVILLE PUBLIC SCHOOLS

Core Team:
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What should the goals for this work be?

Leaders are valued

Stakeholders understand the leadership trajectory

New leaders have what they need to succeed

Diverse leaders

Leader input is solicited and valued

Principals well-matched for school assignments

Effective principals

Principals improve from year to year

Leaders are happy

Robust bench of aspiring leaders

Leadership data is collected and used

Leaders are retained

Principal professional learning matches their needs

Lower principal turnover

Effective principal supervisors

Principals have a support network

Culture of feedback and coaching

Equitable distribution of effective principals

Leaders understand how to grow in their craft

New leaders are ready on day one

So how do you decide what goals to prioritize?
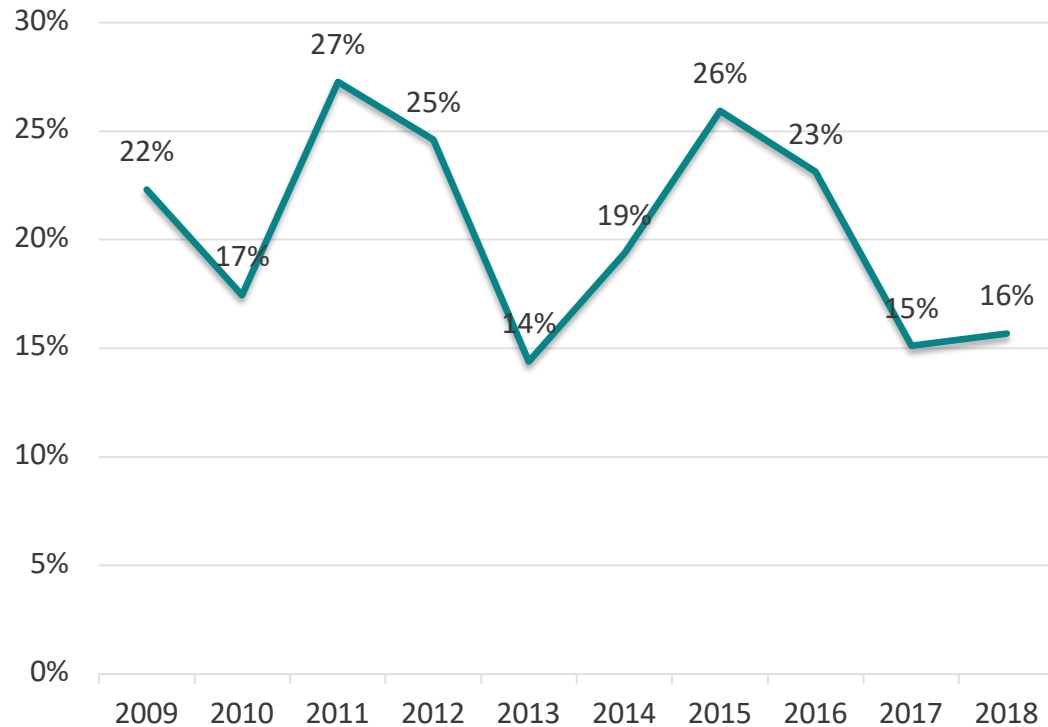
Review your data

Reflect on the phases of leadership

Remember your belief statements

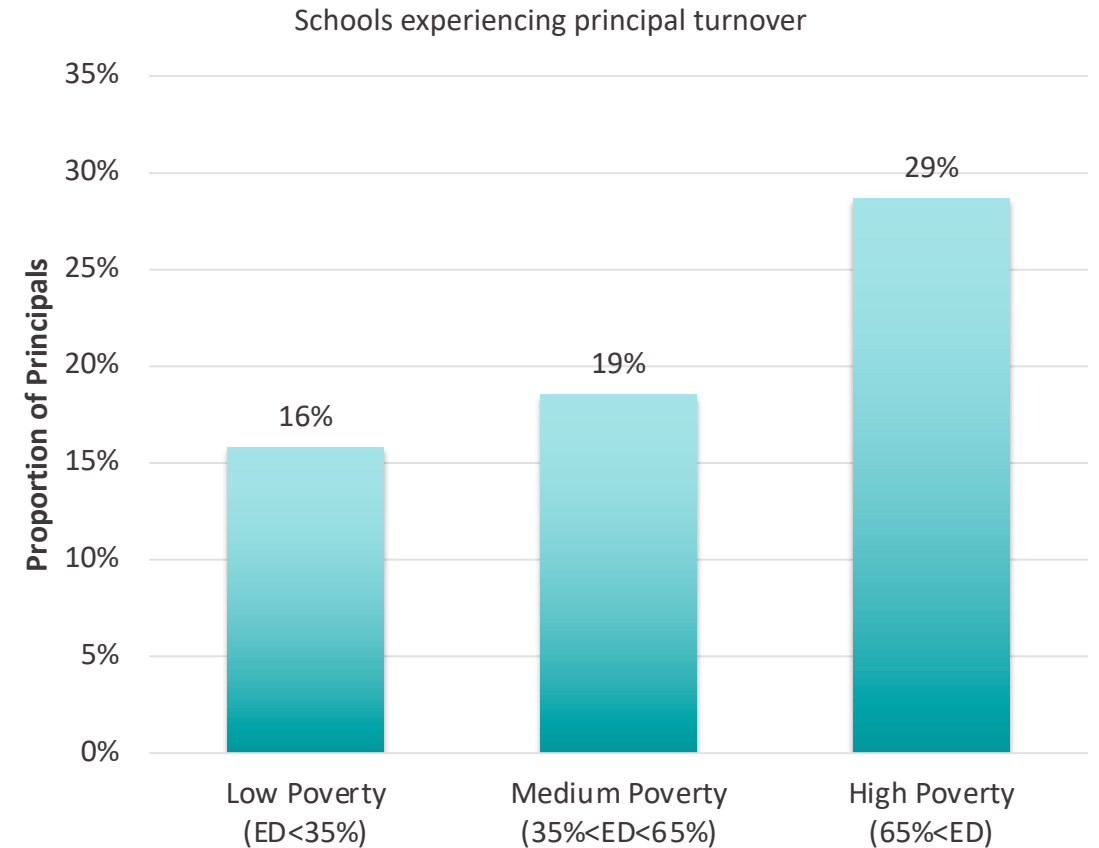So how do you decide what goals to prioritize?

Review your data: What do we know about leadership in MNPS?

Principal turnover fluctuates a lot...   *...and more frequently in high poverty schools.*
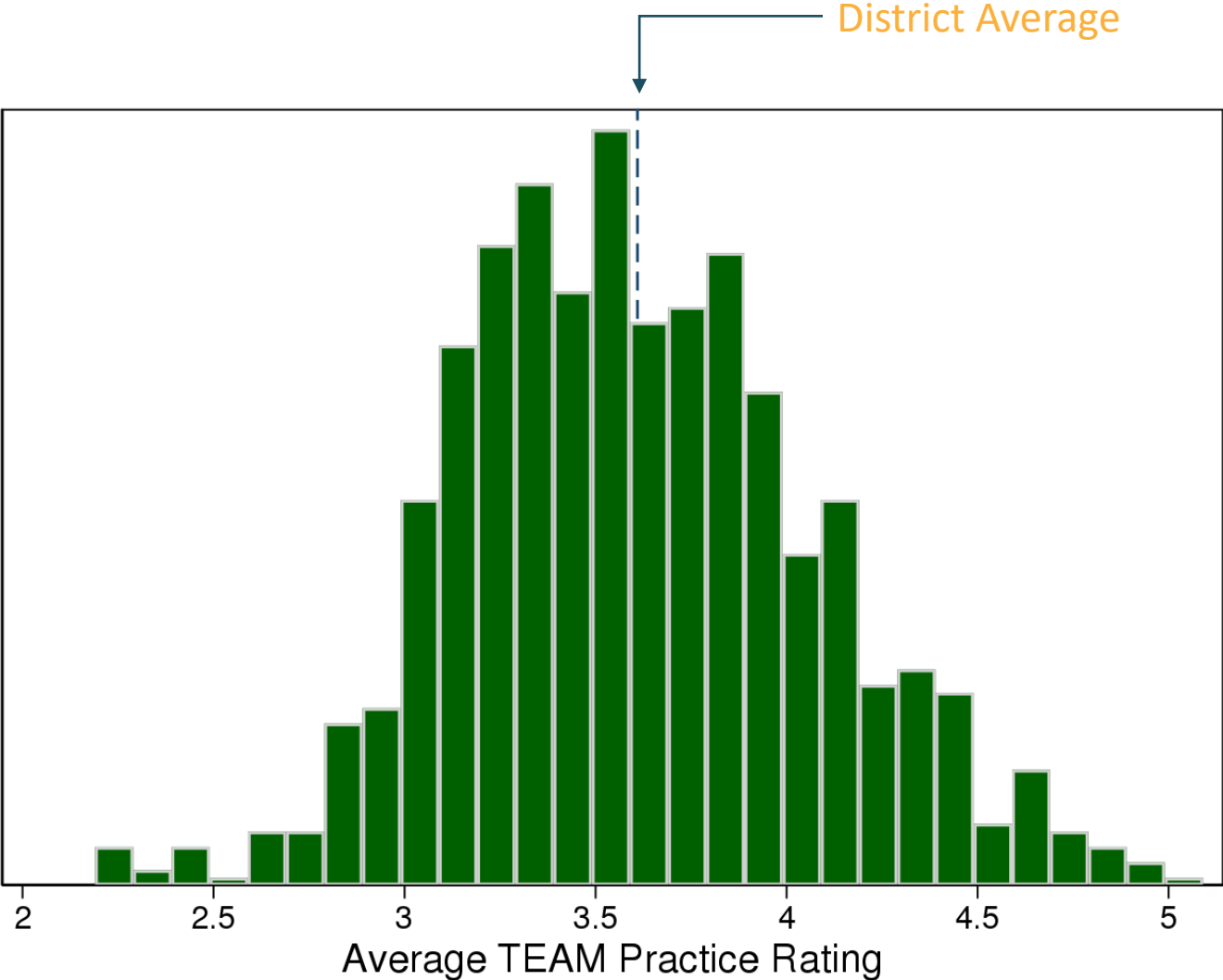

Schools experiencing principal turnover

Average turnover rate over these years is 20%

Review your data: What do we know about leadership in MNPS?

Most of our principals have average ratings. From 2012-2019, TEAM practice ratings have closely clustered around the district average (3.61).
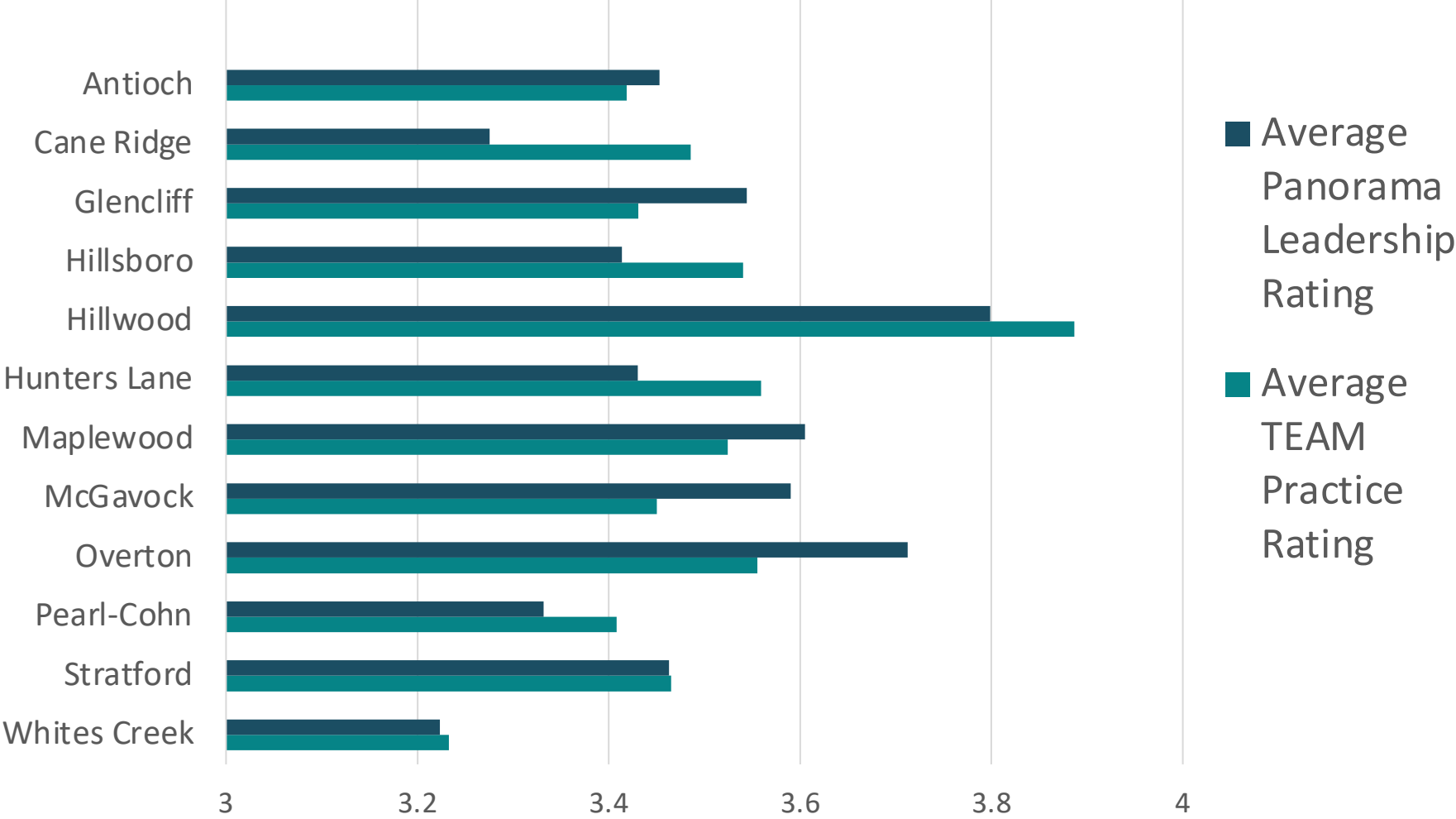

74% of principals receive an average score between 3 and 4

Review your data: What do we know about leadership in MNPS?
Leadership effectiveness measures seem to vary somewhat across clusters.

Average scores drawn from the 2016-2017 and 2017-2018 academic years

Review your data: What do we know about leadership in MNPS?
TEAM practice ratings vary somewhat across raters, meaning who your rater is seems to matter.

About 30% of variation in TEAM practice ratings are explained by differences in observers.

TEAM Practice Ratings

Each box represents variation around the rater's mean
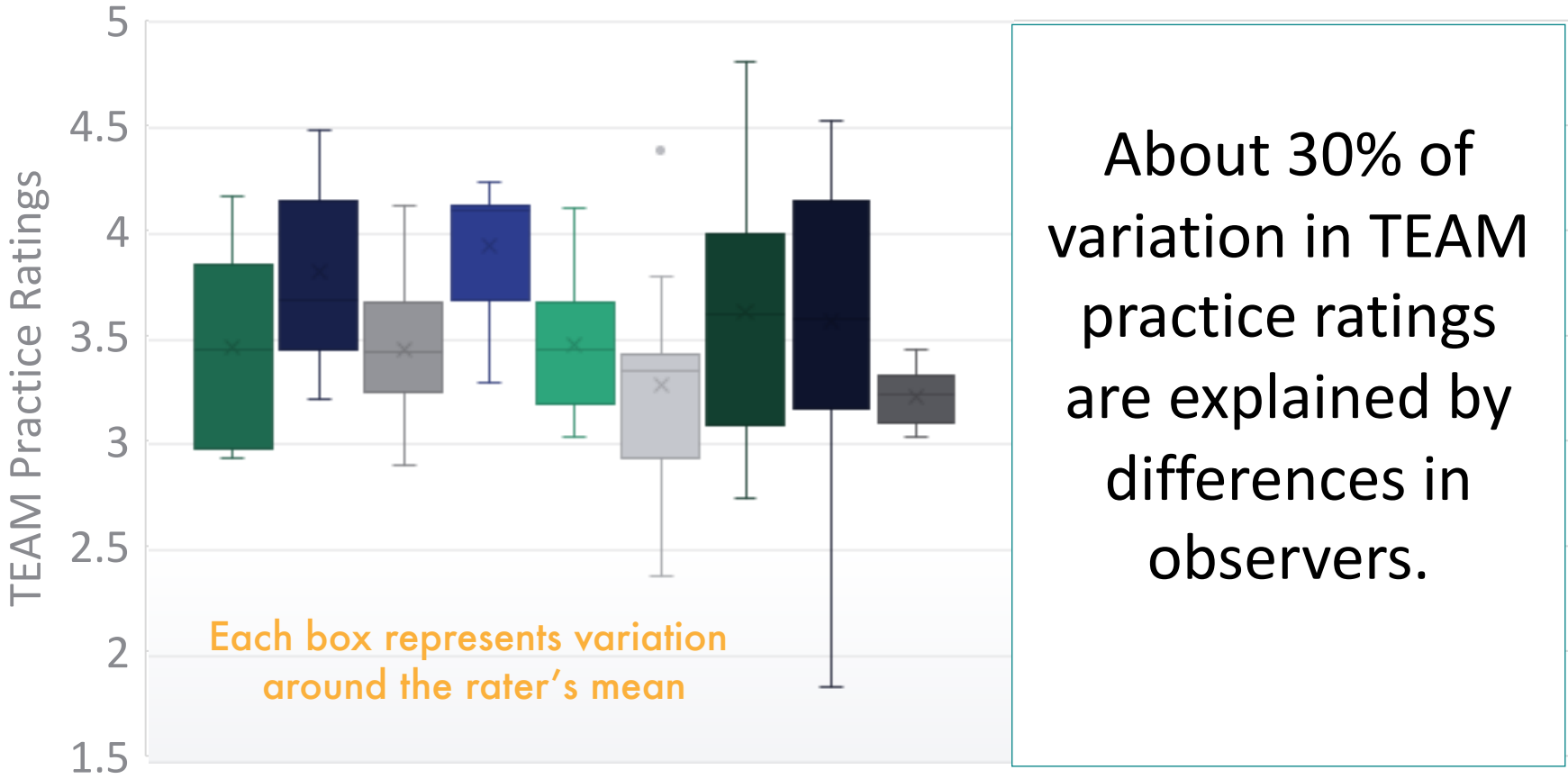
Review your data: What do we know about leadership in MNPS?

Though MNPS has a good percentage of Black principals, it falls short on recruiting and selecting Latinx principals.

Demographics	
Female principals	63%
Black principals	45%
White principals	53%
Other principals	2%
Average age	48
Highest Degree	
Bachelor's/Master's	26%
Master's Plus	19%
Education Specialist	16%
Doctorate	39%
Experience	
Years of experience in education	18
Years as a principal	5.6
Years as principal at current school	3.6

For comparison:

- 45% of MNPS students are Black
- 22% are Hispanic
- 4% represent other non-white groups

The typical MNPS principal has been in the job for 4 years and leading their school for 2 years.

Reflect on the phases of leadership: The new Leadership Framework and major buckets of work can help us prioritize goals for the initiative

Goals

Selection

Bench-Building

Leadership Framework

Development

Outcomes
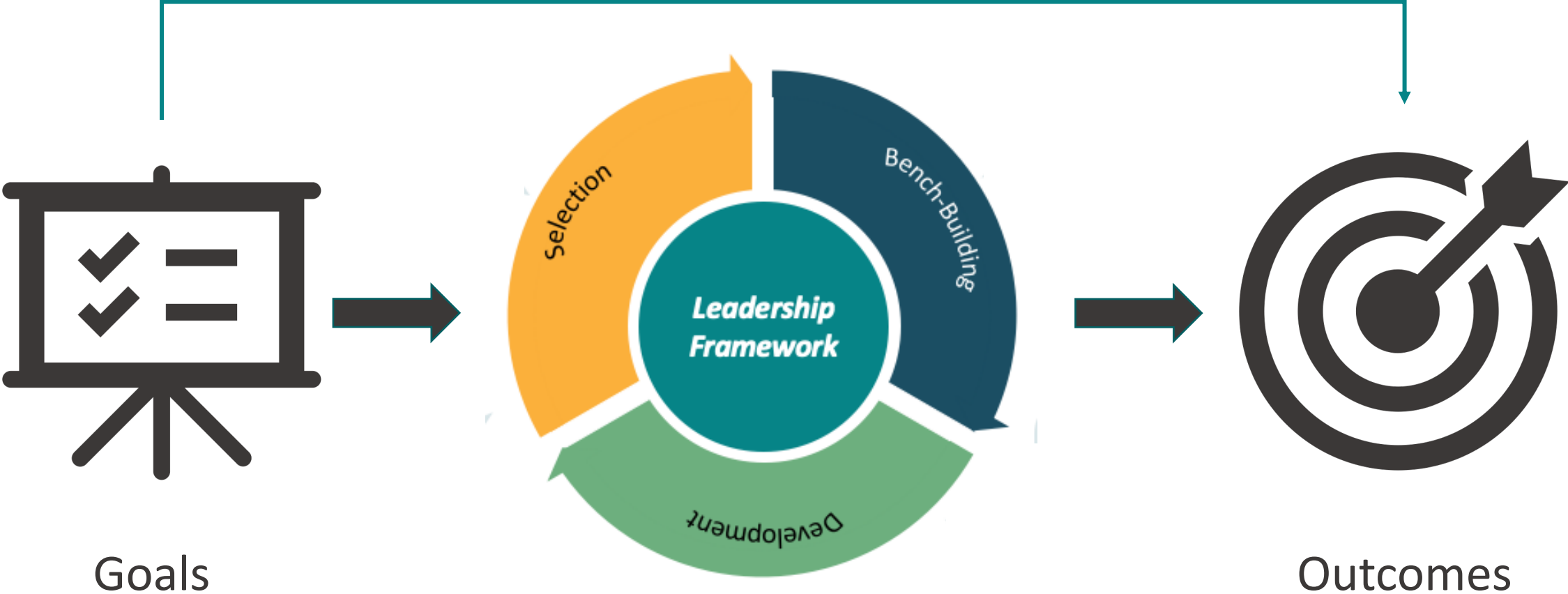
Remember your belief statements: You've already identified what's really important to you

We believe…

About the role of the principal

- The most important role of the principal is to communicate and inspire a shared vision.

- The second most important role of the principal is to develop, support and manage people.

- The principal is responsible for driving student success.

- Principals are the main drivers of teacher quality in their schools.
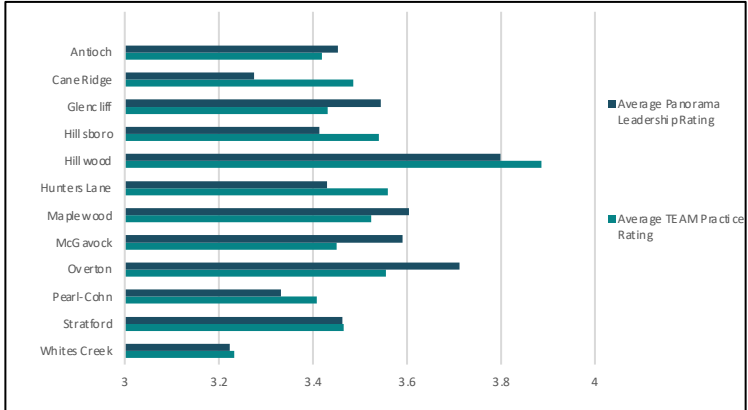
About principal competencies

- It is better to have a principal who demonstrates the leadership competencies well than a principal who has many years of experience.

- Teacher retention tells you more about the quality of the principal than academic achievement data.

About the role of the district

- Principal quality is dependent on the right district policies, practices, and investments.

- It is possible for a struggling principal to be developed and supported to become an effective principal.

- The district is solely responsible for the quality of principals in our schools.

- When a principal is struggling in a school for more than two years, the district should remove the principal from the school.

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When reflecting on your data, the phases of leadership, and your belief statements, _what priorities rise to the top_?

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Schools experiencing principal turnover

Leadership Framework

Selection · Bench-Building · Development

We believe…

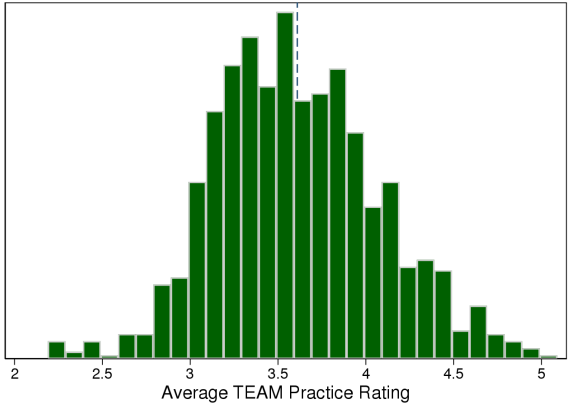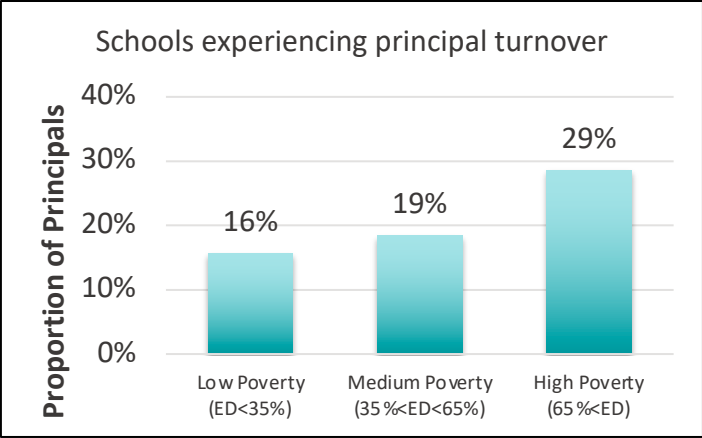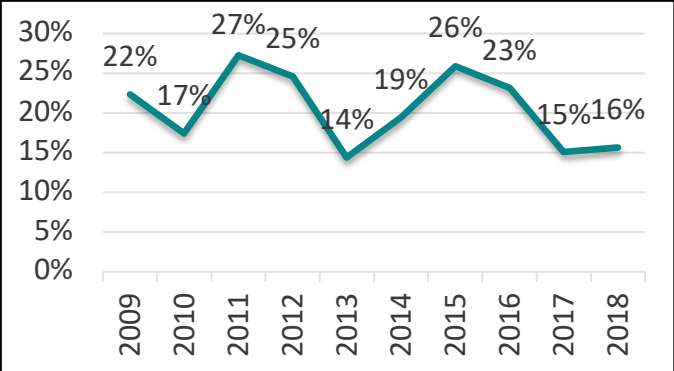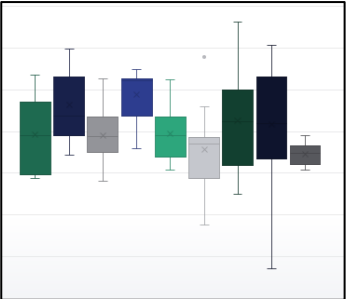| About the role of the principal	About principal competencies	About the role of the district
• The most important role of the principal is to communicate and inspire a shared vision.	• It is better to have a principal who demonstrates the leadership competencies well than a principal who has many years of experience.	• Principal quality is dependent on the right district policies, practices, and investments.
• The second most important role of the principal is to develop, support and manage people.	• Teacher retention tells you more about the quality of the principal than academic achievement data.	• It is possible for a struggling principal to be developed and supported to become an effective principal.
• The principal is responsible for driving student success.		• The district is solely responsible for the quality of principals in our schools.
• Principals are the main drivers of teacher quality in their schools.		• When a principal is struggling in a school for more than two years, the district should remove the principal from the school.

So, to prioritize your goals, let's imagine it's 2 years from now. You pick up the Tennessean and read a headline about the principal quality initiative in MNPS.

What does the story say the district has accomplished through this work?

Write your story ideas in the chat.

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If we are successful, what will leadership across MNPS look like? In other words, what broad goals are we trying to work toward?

- **Goals for the Principal Quality Initiative:**
  - <u>Effective</u>: Highly effective principals in every schools

  - <u>Diversity</u>: MNPS leaders represent our student population

  - <u>Recruitment</u>: MNPS attracts great candidates

  - <u>Selection</u>: MNPS leverages the leadership framework to hire highly qualified school leaders

  - <u>Development</u>: MNPS has developed a reward-winning principal development program leading to record-breaking outcomes
    - Differentiated professional learning opportunities
    - High quality virtual learning experiences

  - <u>Retain</u>: MNPS retains effective leaders (rid ourselves of ineffective leaders and retain effective ones)

  - <u>Climate</u>: School climate at an all time high +

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When identifying metrics to measure our goals, it's helpful to think about a logic model

Inputs

Resources needed for implementation

The goals you set should point us toward those longer-term outcomes

Retain effective teachers

Create teacher leader roles

Teacher leader job description

Increase in % of teachers who become teacher leaders

Increase in retention of teachers with TEAM 4+

Goals → **Activities** → **Outputs** → **Short- and Medium-term Outcomes** → **Longer-term Outcomes**

Objectives that are driving the work

What district leaders need to <u>do</u> with resources

Tangible products, capacities, or deliverables that result from activities

Changes that occur in other people or conditions because of activities and outputs

Where we can think about coming up with metrics to know if we are successful

If these are our draft goals, how do we measure them?

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- **Metrics for the Principal Quality Initiative:**
    - <u>Effective</u>:
        - TEAM evaluation data
            - (if TEAM is not sufficiently capturing practices, strategies, systems being implemented, we may need to capture those in a different way, such as through a 360-degree eval)
        - Achievement data
        - Districtwide assessment data
        - Attendance rate
        - Discipline rate
        - Focused outcomes
        - Panorama
        - Teacher retention rates

    - <u>Diversity</u>:
    - <u>Recruitment</u>:
    - <u>Selection</u>:
    - <u>Development</u>:
    - <u>Retain</u>:

    - <u>Climate</u>:
        - Climate survey – Panorama
        - POSSIP data (parents' and families' perspectives)
        - SEL walkthrough
        - Enrollment trends by school

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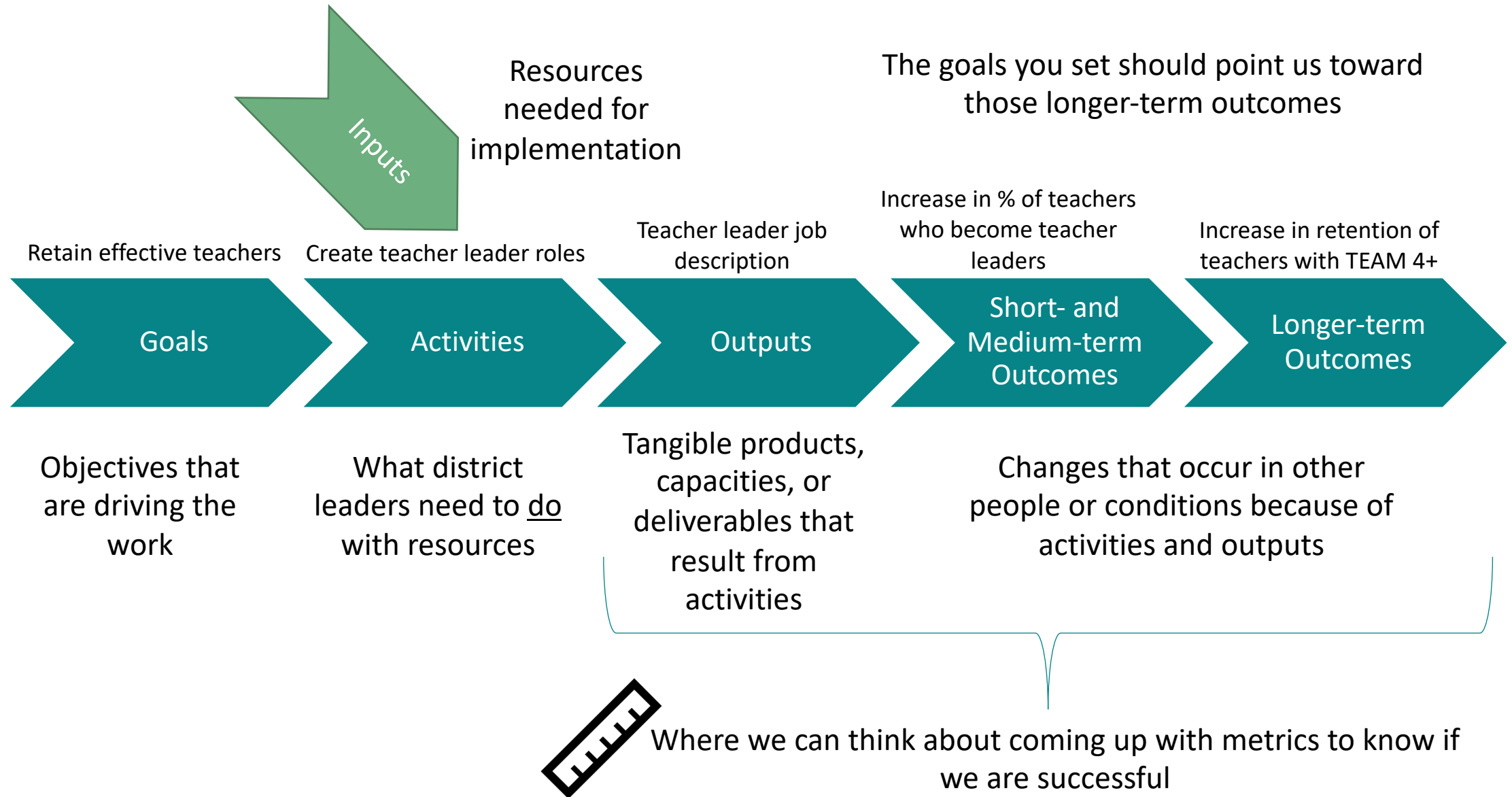
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Leadership Foundations

Formally adopt and communicate the MNPS Leadership Framework

Adapt expectations for different roles

Develop a Leadership Tracking Tool to inform all decisions

Align all professional learning to Leadership Framework

Quick Win
Lighter lift and good payoff

Building the Bench

Implement succession planning

Develop formal aspiring leadership programs

Collaborate with principal prep partners

Selection

Articulate the expectations of an executive principal

Initiate selection process for vacancies by February 1st and level-set on expectations for selectors

Modify and sustain a four-phase interview process

Use a mapping protocol to prepare for vacancies and implement succession planning

Development

Invest in professional learning for Executive Directors

Develop approach for support of early career principals

Implement strategic coaching and feedback model for leaders; prioritize over evaluation

Develop and be held accountable to criteria for removing or promoting a principal

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Long-term Strategy
Requires significant time, resources, and commitment but essential for long-term success

How the Implementation Guide will look…

The guide can be accessed from a private website uniquely designed for MNPS. Checklists, tools, and other resources will also be available on the site.

What's included in the Implementation Guide…

An all-encompassing document of resources, tools, and implementation steps to improve principal quality

START HERE

About This Project
- *project scope, goals, and outcomes*

Theory of Action
- *a visual representation of how to connect strategy to action to yield outcomes*

Top Priorities
- *four critical moves that need to be implemented first to drive remaining work*

Project Management Supports
- *a proposal of supports that will advance and execute the recommendations of this project*

Measuring Success
- *Metrics the district can use to evaluate the effectiveness of the newly adopted principal quality initiatives*

Do this activity….

…to jumpstart this stage

1 Launch and widely communicate the leadership framework

| Leadership Foundations |
| Building the Bench |

2 Align leader PL to the leadership framework

| Building the Bench |
| Selection |

3 Develop ED's and principals' skills in using the leadership framework

| Selection |
| Development |

4 Align selection process to leadership framework

| Selection |
| Development |

What's included in the Implementation Guide...

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EXPLORE

Each document details the long-term strategy's goal, steps to implement, significance, connections to other work, and things to consider before, during, and after implementation.

- **Leadership Foundations**

- **Build the Bench**

- **Selection**

- **Development**

Each of these includes:

Quick Wins
- Overviews of easier steps that can be implemented now
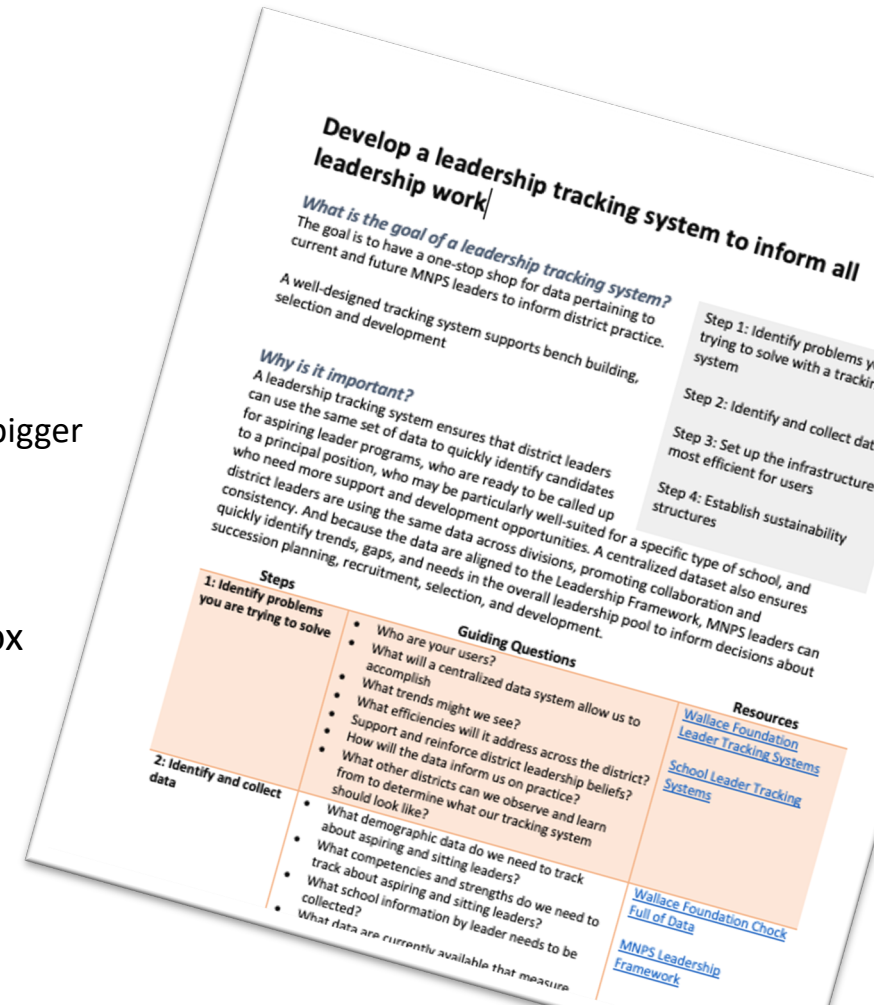
Long-term strategies
- One-pagers providing detailed recommendations for implementation of bigger strategies

Pilot strategies
- Suggestions for piloting out-of-the box ideas

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Mason Bellamy	Chris Barnes
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Carl Carter	Katy Enterline
Michelle Springer	

How can we measure progress toward these goals?

- Strong leaders
  - Annual measure of average TEAM practice ratings (calibrated across EDs)
  - Annual average leadership ratings from Panorama or other survey

- Getting strong leaders into the school that need them most
  - Annual measure of the distribution of effective leaders by TEAM practice rating and economic disadvantage

- More leadership stability, especially in high-need schools
  - Annual measure of turnover by effectiveness as measured by TEAM practice ratings and economic disadvantage

- Ensuring diversity among principals
  - Annual measure of percentage of principals of color as compared with student demographics