**Implement Principal Succession Planning**

**Step 1:** Perform a bench readiness assessment for each person in the aspiring leader pipeline

**Step 2:** Project anticipated vacancies for next 36 months

**Step 3:** Map bench readiness against projected vacancies

**Step 4:** Target leadership development activities to meet projected needs

***What is the goal?***

The goal of principal succession planning is to embed a future-focused process for placing leaders in schools. Succession Planning should develop a plan to prepare multiple individuals to potentially perform leadership roles in the district; at the same time, it both builds the district bench of future leaders and keeps talent in the district.

***Why is it important?***

District data illustrates some challenges with principal turnover that thoughtful succession planning can mitigate:

* Annual principal turnover in MNPS is approximately 20% on average and has been as high as 30%
* High-poverty schools are nearly twice as likely as low-poverty schools to experience turnover each year
* Prior years of experience does not predict TEAM ratings for first year principals. However prior TEAM ratings do

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| Steps | Guiding Questions | Resources |
| 1. Perform a bench readiness assessment for each person in the aspiring leader pipeline
 | * How will you define the aspiring leader bench?
* What data will be reviewed to assess the bench?
* Who needs to participate?
* What will be the process for reviewing the data?
* What data is not currently collected that would need to be?
 | [Wallace Foundation’s “*Learning from Leadership, section 2.4”*](https://www.wallacefoundation.org/knowledge-center/pages/2_4-ensuring-productive-leadership-succession-learning-from-leadership.aspx)MNPS Leadership FrameworkMNPS Bench Readiness AssessmentPrincipal Quality Workshop 6 presentation, slides 19-21  |
| 1. Project anticipated vacancies for next 36 months
 | * How many known vacancies exist?
* How many vacancies can we estimate for retirements, promotions, etc.?
* What does historical data suggest that the 36-month vacancy rate will be?
* Who will be helpful in gathering this information?
* How can data in the Leader Tracking System aid in this process?
 | Principal Quality Workshop 6 presentation, slides 23-28 |
| 1. Map bench readiness against projected vacancies
 | * How many aspiring leaders are ready to be placed now?
* How many aspiring leaders are ready to be placed in 6-18 months?
* How many aspiring leaders are ready to be placed 18-36 months?
* Do projected readiness dates match the projected organizational needs both in numbers and experiences?
 | Principal Quality Workshop 6 presentation, slides 30-32 |
| 1. Target leadership development activities to meet projected needs
 | * What specific supports or experiences are needed to better align readiness and organizational needs?
* How can we monitor and accelerate readiness through individual learning plans?
* What experiences are largely needed by aspiring leaders who are 6-18 months away from being ready?
* What experiences are largely needed by aspiring leaders who are 18-36 months away from being ready?
* How can we partner with leader preparation programs to achieve this?
 | MNPS Leadership FrameworkPrincipal Quality Workshop 6 presentation, slides 33-35 |

**Things to Consider:**

Leadership Data System and Aspiring Leaders’ Program support and strengthen the implementation of this strategy. Find the one-pagers for these strategies on the [Explore](https://nashvillepef.org/principal-quality-explore/) page.

Succession planning should be owned by the Chief of Schools and be conducted twice a year in December and June in collaboration with principal supervisors.

Careful consideration should be given to how succession planning is communicated across the organization.

The succession planning process can be replicated for other leadership roles across the district.

**Metrics of Success:**

1. Sufficient supply of well-prepared candidates for each vacancy
2. Reduction in turnover rates
3. Increased principal tenure