

Leadership Analysis Template

Purposes of the Leadership Analysis:

1. The district uses the Leadership Analysis to demonstrate to ESE the district's capacity to recruit, screen, select, assign, supervise and support qualified educators – including a principal - who have the capability to provide effective leadership for its Level 4 redesigned school(s).
2. For districts seeking to retain as principal a person hired after June 30, 2008 the Leadership Analysis is the district's opportunity to present compelling evidence to support its request to waive the requirement that a new principal be in place for the start of the 2010-2011 school year.

Requirements:

1. Date of hire of the principal of Level 4 school(s):
School + Principal name + Date of Hire as principal of this school
2. If the principal was hired after June 30, 2008 and the district wishes to seek a waiver to retain him/her as principal, describe the evidence you have that s/he will be able to lead the redesign work required to rapidly accelerate student achievement at this school.
3. For the school(s) that will have a new principal for 2010-2011, describe the actions that the district has taken or will take to recruit, screen, select, assign, supervise and support the new principal with the knowledge and skills required to lead the redesign work.
4. Describe how the district will ensure adequate support and supervision for the principal.
5. Describe the strengths of the current leadership structures and leadership personnel in the school as well as the areas in need of development and support to ensure effective implementation of a redesign plan, e.g., assistant principal, other staff in leadership roles, teacher leaders, leadership teams. Describe how the district will address the areas of need and support identified above.
6. Describe how the district has taken into account the perspectives of teachers and other stakeholders in this assessment, e.g., TeLLS and/or other survey data, teacher focus groups, consultation with union leadership and/or school site council, etc.

Considerations:

As you undertake your analysis, consider findings from the 2008 IES analysis of what leaders of successful school turnaround actually did, and consider how you will support your Level 4 school principals to do the same. See the attached summary. For the complete Guide, go to the *What Works Clearinghouse*: http://ies.ed.gov/ncee/wwc/pdf/practiceguides/Turnaround_pg_04181.pdf

Send completed Leadership Analysis: Deputy Commissioner Karla Baehr

c/o Mary Sullivan
Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148
msullivan@doe.mass.edu
781-338-3101

Due any time between March 31st and April 30th

Summary
Turning Around Chronically Low-Performing Schools
Institute of Education Sciences (IES) Practice Guide (May 2008)

Leaders ... signal the need for dramatic change
... consistently focus on instruction.
... make visible improvements early
... build a committed staff.

1. The turnaround school must have a new leader, or if the same leader stays, he or she must change his or her practices and how s/he spends his/her time right away. This is essential to signal change, and must be highly visible every day in classrooms; s/he must publicly announce the changes and how they will be monitored.
2. The turnaround school must focus on instruction, its school-level data, and the gaps in performance. To do so, they do the following:
 - a. Use formative assessments regularly;
 - b. Set priority areas for gains;
 - c. Provide targeted professional development in those areas;
 - d. Review curriculum for alignment; and,
 - e. Regularly monitor progress of each student.
3. The turnaround school must get some early wins by selecting a goal that can be achieved quickly, one that the school has the authority and power to do and be common across the school.
4. The turnaround school must have a committed staff. To do so, leaders must assess each person's commitment to the work laid out, and, if necessary, redeploy, replace and recruit new staff.
5. Effective turnaround leaders:
 - a. Communicated clear purpose and high expectations;
 - b. Showed a willingness to do the same things themselves;
 - c. Identified advocates within the staff; and,
 - d. Shared leadership and built a consensus that permeated the whole staff..
6. The practices of effective turnaround principals included:
 - a. Spending 40% of their time in classrooms;
 - b. Relentlessly and constantly focusing on results;
 - c. Spending long hours pouring over data and continually monitoring progress;
 - d. Using a system for data discussion with teams and targeting specific areas for improvement;
 - e. Eliminating distractions so that all time can be spent on instruction;
 - f. Reorganizing professional development to connect to what they are trying to accomplish;
 - g. Establishing a cohesive culture by being more accessible to teachers and bringing teachers into decisions;
 - h. Balancing being demanding about results with building cohesiveness; and,
 - i. Reorganizing resources to hit targets.

With appreciation to the Boston Plan for Excellence for summarizing the study in September 2009
http://ies.ed.gov/ncee/wwc/pdf/practiceguides/Turnaround_pg_04181.pdf