CURRENT LEADERS AT SCHOOL AND DISTRICT LEVEL

LEADERSHIP PREPARATION

RESEARCH INFORMED LEADERSHIP TO IMPROVE QUALITY & EQUITY IN EDUCATION

• CURRENT LEADERS AT SCHOOL AND DISTRICT LEVEL
• LEADERSHIP PREPARATION

POLICY ESTABLISHED METRICS BUT DOES NOT PROVIDE INSIGHT ON HOW TO ACHIEVE THEM - ESPECIALLY IN SCHOOLS WITH SOCIOECONOMICALLY, CULTURALLY, AND LINGUISTICALLY DIVERSE YOUTH.

POLITICAL CONTEXT K12 EDUCATION - ESSA, DATA-DRIVEN & EVIDENCE BASED PRACTICE

CAREER RELEVANCE
Research Questions

WHAT TYPES OF DATA DID OBS PRINCIPALS PRIORITIZE AND FOR WHAT PURPOSE?

WHAT WERE THE ORGANIZATIONAL/STRUCTURAL ATTRIBUTES UNDERLYING THE COLLECTION, ORGANIZATION, AND DISSEMINATION OF THE DATA IN OBS SCHOOLS?

HOW DID OBS PRINCIPALS USE DATA TO FURTHER EDUCATIONAL STRATEGIES AND IMPROVE THE EDUCATION EXPERIENCE?

WHAT WERE THE EXTERNAL AND INTERNAL FACTORS (FACILITATORS) THAT IMPACTED DATA COLLECTION, ANALYSIS, AND UTILIZATION IN OBS SCHOOLS?

DOES RESEARCH INFLUENCE PRINCIPALS' ROLE ENACTMENTS?
LITERATURE SUMMARIZED AND SYNTHESIZED FOR THE CURRENT STUDY WAS DERIVED FROM THREE MAIN SOURCES:
1. DATABASE AND GOOGLE SCHOLAR SEARCHES
2. REVIEW OF LITERATURE AND BIBLIOGRAPHIES OF LITERATURE FROM THE PARENT NY KIDS STUDY
3. 2018 AERA SPECIAL INTEREST GROUP (SIG) PRESENTATIONS AND PUBLICATIONS.

THE SEARCH
• 2013-2019 PEER-REVIEWED ARTICLES SEARCHED IN THE SPRING/SUMMER OF 2019 THROUGH EBSCO - ACADEMIC SEARCH COMPLETE AND GOOGLE SCHOLAR.
  ○ TERMS
    ▪ SEARCH TERMS USED TO LOCATE ARTICLES SPECIFIC TO THIS STUDY: ACCOUNTABILITY; CONTINUOUS IMPROVEMENT; DATA. DATA OR EVIDENCE USE; DATA - (DRIVEN, INFORMED AND BASED) DECISION MAKING; DATA ANALYSIS; DATA TEAMS; DISTRICT OFFICE; DISTRICT OR CENTRAL OFFICE LEADERSHIP; EVIDENCE (DRIVEN, INFORMED AND BASED) DECISION MAKING; IMPLEMENTATION; INQUIRY; LEARNING ORGANIZATIONS; POLICY, PRACTICE; PRINCIPAL, PROBLEM SOLVING; RESEARCH INFORMED; SENSEMAKING; SCHOOL EFFECTIVENESS; SCHOOL IMPROVEMENT; SCHOOL LEADERSHIP; AND SYSTEM.
• DELIMITED TO K12 (ELEMENTARY AND SECONDARY)
THEORY DEVELOPMENT
- DATA USE FRAMEWORK
- CYCLES OF INQUIRY AND SENSEMAKING
- DATA-DRIVEN DECISION-MAKING
- SOCIAL ECOLOGICAL MODEL
- THEORY OF ACTION

DATA
- DEFINING DATA AND DATA CHARACTERISTICS
- MULTIPLE DATA STREAM

EVIDENCE BASED DECISIONS—UNDERSTANDING PRACTICE
- DECISIONS AND INTERVENTIONS
- THE POLICY ENVIRONMENT
- INDIVIDUAL PERFORMANCE DATA
- ORGANIZATIONAL PERFORMANCE
- SYSTEM CHANGE

PRINCIPALS AND ROLE EXPECTATIONS
- INSTRUCTIONAL, ADAPTIVE AND DISTRIBUTED LEADERSHIP
- INQUIRY AND TRUST
- RELIANCE ON DATA IN SERVICE OF EQUITABLE OPPORTUNITIES
- MISSION ALIGNMENT AND GOAL SETTING
- BUILDING ORGANIZATIONAL CAPACITY
- PRINCIPAL ROLE IN FRAMING PROBLEMS

Review of Literature
Expansive nature of the literature requires a delimited review summary and study design.
Guiding Theoretical Framework

SOCIOCULTURAL PERSPECTIVES

ADAPTIVE LEADERSHIP

ORGANIZATIONAL LEARNING
Parent Study
NYKids Sample - 10 High Schools

7 “odds beating” schools: classified with graduation rates that exceed what was expected based on population served

3 classified as “typically performing” with graduation rates that were expected based on population served.

Graduation rates estimated using regression analysis for two types of outcomes:
1. Proportions of cohorts earning any Regents diploma
2. Proportions of cohorts receiving an Advanced Regents diploma.

Three demographic characteristics were used:
1. Proportions of students who are classified as economically disadvantaged
2. English language learners
3. Either black or Hispanic.

My Study
Purposive NYKids Sample
3 Urban/Suburban OBS High Schools

3 “odds beating” schools: classified with graduation rates that exceed what was expected based on population served.

- 3 OBS chosen to identify the largest number of promising practices possible within the scope of the study.

- Similar in their per-pupil spending and state school accountability criteria who serve educationally disadvantaged populations.

- The schools used in this study are considered urban by size and population density, but represent a suburban location.

PURPOSIVE SAMPLING

- Cases selected which represented urban/suburban communities.
Methods Overview

The study design represents an expansion of the lines of inquiry which structured the 2017-2018 NY KIDS Parent Study called College and Career Readiness: Promising Practices from Odds-Beating Secondary Schools.

Secondary Data - NYKIDS

Descriptive and multiple case study. Purposive sampling:
- Freeport
- Malverne
- Port Chester

Cases analyzed through a guiding theoretical framework:
- Sociocultural perspectives
- Adaptive leadership
- Organizational learning

Interviews of principals & district leaders, transcripts & supporting documents coded using the qualitative data analysis computer software NVivo 12.

Data was coded in three phases consistent with Strauss and Corbin (1990) grounded theory analysis (1) open coding; (2) axial coding; and (3) selective coding.
Validity

THREE QUALITATIVE TECHNIQUES USED TO ENHANCE THIS STUDY’S VALIDITY:
1. DESCRIPTIVE NARRATIVE IN AUTHORSHIP OF FINDINGS
2. PEER REVIEW AND DEBRIEFING
3. DISCLOSING POTENTIAL BIAS WHILE ALSO DEFINING THE POSITION OF THIS RESEARCHER (CRESWELL, 2013).
Summary Findings

1. One reason why OBS schools achieve higher than expected outcomes is because educators rely on data to inform decision making and educational practice.

2. OBS principals played an influential role in the schools’ collection and uses of data to inform decision making.

3. OBS principals effectively and sometimes creatively addressed complex data and analytic performance challenges by adjusting their leadership styles and management approaches to meet school and community-specific, contextual demands.
Findings

DATA – OBS PRINCIPALS PRIORITY AND PURPOSE

OBS PRINCIPALS FACILITATED DATA COLLECTION AND USE DIRECTLY FOR TWO MAIN PURPOSES:
1. CREATING ALIGNED AND COHERENT EDUCATIONAL STRUCTURES THAT REINFORCED THE DISTRICT’S CORE MISSION AND VALUES
2. ENGAGING IN CONTINUOUS IMPROVEMENT ACTIVITIES TO INCREASE ORGANIZATIONAL RESPONSIVENESS TO IDENTIFIED STUDENT SUPPORT NEEDS.
Findings

OBS principals delegated the collection of multiple data types to organizational teams primarily tasked with identifying at-risk students and the provision of individualized student support.
Findings

Organizational/Structural Attributes Underlying the Collection, Organization, and Dissemination of the Data in OBS Schools

- Principals were boundary-bridging agents
- Principals were collaborative, adaptive, instructional, and distributive leaders
- District central officials afforded trust and bounded autonomy in a collaborative environment to principals
- Principals organized and facilitated team based data collection and utilization
Findings

OBS: Principals use data to further educational strategies and improve the education experience.

Findings:

- Principals used data to develop whole student strategies:
  - Scaffolding
  - Matching teacher strengths to meet student needs
  - Connecting families to community to service agencies

- Principals regularly monitored progress.
Findings

Facilitators that impacted data collection, dissemination of information, and utilization in OBS schools:

- Developed teams to facilitate inquiry and improvement.
- Were boundary-bridging leaders - aligning shared mission and values between the district, school & classroom. (Tri-level alignment)
- Optimized technology to share data with stakeholders.
Findings

**RESEARCH INFLUENCE ON PRINCIPAL’S ROLES**

**OBS PRINCIPALS SELF REPORTED RESEARCH USE:**
- IDENTIFIED EXEMPLARS FOR TEACHER OBSERVATIONS
- FORMED COLLEGIAL CIRCLES

*UNKNOWN IF RESEARCH USE WAS A PRIORI, POST-HOC OR SOME COMBINATION.*
Principals and District Office Leaders Relied on Multiple Data Streams
Principals' Data Uses as a Key to "The Black Box"

"Never give up on a student. Period." - Malverne

The Black Box of Education
Data Use for Improvement

**INPUT**
- Quantified Metrics
  - Demographics
  - Proficiency
  - Attendance Rate

**OUTPUT**
- Quantified Metrics
  - Proficiency
  - Regents exams
  - Advanced Regents Graduation Rate

Seemingly invisible - processes are hardwired
High expectations and access to rigorous coursework with built in and individualized student supports

Multi-Stream Data Types
*Qualitative*Dominant
Quantitative Metrics as milestones—Guided by goals, mission, & vision
Connecting Data Systems to Problems of Practice

Data System Design
Odds Beating Principals’ Theory of Action

Vision, Mission and Goals

- Define
- Inquire & Ideate
- Action Plan & Aligned Resources
- Reflect
- Notice - Empathize
- Scheduled Differentiated Support
- Progress Monitor

Hexagon Diagram with Steps for Data System Design.
Portrait of Leadership

Crafts Coherence

Collaborative

Adaptive

- Builds Trust & Relationships

Aligns Practice

Instructional

Distribute
The Social Ecology of Principalship
Conclusions

PRINCIPALS’ LEADERSHIP FOR DATA COLLECTION AND USE ARE INTEGRAL COMPONENTS IN ALIGNED AND COHERENT CONTINUOUS IMPROVEMENT PLANS IN WHICH THEY HAVE SOME DISCRETION.
Conclusions

**COLLECTORS**
- Collection of multiple types of data
- Utilize research to guide, identify and respond to each student’s needs

**CONNECTORS**
- OBS principals connected data systems to problems of practice
- Utilized technology
- Connected faculty & staff to each other & teams
- Connected and matched teachers to students
- Connected research to practice.

**CATALYSTS**
- Utilized data systems to spark and leverage improvement processes and mechanisms
- Fostered a shared understanding
- Engaged in collaborative and distributed leadership - responsibility and accountability became a shared belief that then could be used as a catalyst for change.
Conclusions

Alongside state-mandated quantitative data systems, principals prioritized and used qualitative data, especially the kinds of data that illuminate improvement needs and provide facilitate improvement process monitoring and evaluation.
Conclusions

DATA SYSTEMS AT ODDS BEATING SCHOOLS AND PRINCIPALS’ DATA LEADERSHIP ARE DEFINING FEATURES OF THE SAMPLE SCHOOLS-AS-ORGANIZATIONS.
Conclusions

OBS DATA SYSTEMS ARE KEY MECHANISMS FOR EQUITY AND IMPROVEMENT.
PRINCIPALS RELY ON BOTH DATA AND RESEARCH.

PRINCIPALS REPORT USING RESEARCH OR IMPLEMENTING RESEARCH-SUPPORTED PRACTICES IN SPECIFIC, CONCRETE WAYS. (E.G., INSTRUCTIONAL ROUNDS.)

FINDINGS DO NOT PROVIDE DETAILS REGARDING HOW PRINCIPALS MAY BALANCE THESE TWO KINDS OF EVIDENCE IN THEIR ROLE ENACTMENTS--RESEARCH PRECEDING OR FOLLOWING THESE PRACTICES.
Conclusions

“MOVING THE NEEDLE” ON STUDENT METRICS REQUIRES MORE THAN DATA-INFORMED AND -DRIVEN POLICIES AND PRACTICES WHICH ARE NARROWLY TECHNICAL AND PROCEDURAL. OBS PRINCIPALS' DATA- AND RESEARCH-RELATED ENACTMENTS, FOUNDED ON THEIR CORE VALUES, MAY BE A DEFINING FEATURE OF ALL OBS--AND A KEY FACTOR THAT DISTINGUISHES THEM FROM TYPICAL SCHOOLS.
Policy Implications

IMPLICATIONS FOR LEADERSHIP PRACTICE
- RELATIONSHIP OF DISTRICT CENTRAL OFFICERS AND PRINCIPALS
- CONTINUING TEACHER AND LEADER EDUCATION (CTLE) HOURS
- MOVING FROM EVALUATION AND OPERATIONS TO COACHING AND SUPPORTING PRINCIPALS
- SUPPORTING TECHNOLOGY TO COLLECT AND VISUALLY REPRESENT MULTIPLE TYPES OF LOCAL SCHOOL DATA

IMPLICATIONS FOR LEADERSHIP PREPARATION
- EXPANDING EMERGENT LEADERS’ LEARNING OPPORTUNITIES PERTAINING TO THE USE OF DATA AND RESEARCH - ESPECIALLY FOR IMPROVEMENT.
- UNIVERSITY PARTNERSHIPS
Implications for Future Research

- Relational understanding - attention to tri-level alignment mechanisms and outcomes, including the consequences of not emphasizing these relations.

- Include data team interviews consider job shadowing principal's role in facilitating concurrent data systems - voluntary and mandated.

- Use and prioritization of quantitative and qualitative data

- Relationship between data and research
Thank You!

Dr. Lawson, Dr. Wilcox, Dr. Schiller, and Dr. Lisy-Macan
Brian Rhode, Michelle Mora & Cat Guthrie
Angela, John, Brian C., Mary, Brian B., Stacey, Riggs and Steven.
HCSD Leadership Team, teachers, staff & Students

Linda Collette

My Family - Luke, Jake & Isabella

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My Work Family
- HCSD Leadership Team, teachers, staff & Students
- Linda Collette
- HVCSD

We all need a little help

From our friends
Theory of Action

The "Why"

Mission, Vision & Goals
- Shared Beliefs
- Common Language
  "The way we do things here"
- High Expectations
  "Not giving up on any kid. Period." - Malverne Principal

Purpose for Data Use

Differentiated supports
- Transitions
- Creating opportunity & Equitable access

Decisions, actions and interventions individualized for each student
- Instruction & Innovation
- Intervention (AIS, RTI, before/after school help)
- Connecting to interests & strengths

Structures & Mechanisms

- Scheduling
- Shared Planning
- Time
- Teams
- Data Share

Principal’s Role

Frame Problems & Expectations
- Creating a climate of social trust
Guide and distribute collection
Base actions on evidence
Put structures in place to sustain differentiated supports

Continuous Improvement

Student Learning & Achievement Systems Change