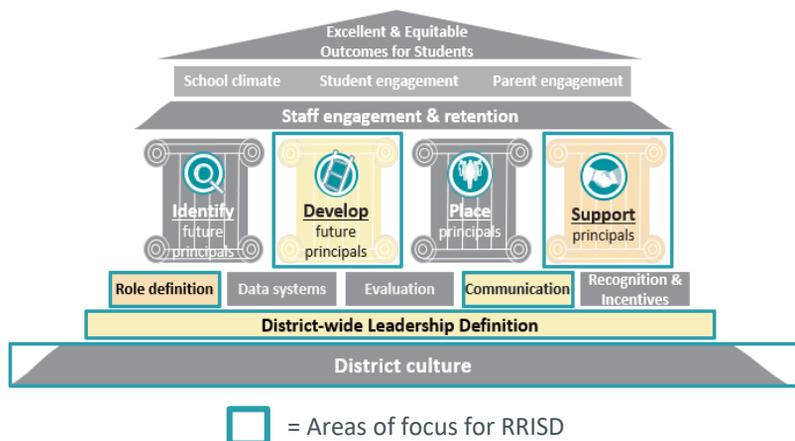


November 2018



## Key strengths

- Staff enjoy working for the district and believe in the “One Family” motto
- Most principals know the “Leadership Values”
- A culture of coaching and feedback is growing within the district, especially for principals

## Growth opportunities

- Strengthen staff understanding of the “Leadership Values”
- Provide role clarity for APs, instructional coaches, teacher leaders, and principals
- Continue to strengthen development and support of leaders

## Leadership Definition

Moderate

### Survey and Focus Group Data

The district defined leadership through its “Leadership Values” and showed growth in exposure, but the depth of understanding of the definition is low

76% principals, 58% of APs, and 60% of teachers believe the district has clearly defined the characteristics of leadership

Few teachers, APs, principals, or central office staff could name specific characteristics of the leadership definition when asked

### Progress & Next Steps

A greater proportion of RRISD principals and teachers believe the district has clearly defined leadership

Principals grew from 49% in 2017 to 76% in 2018  
Teachers grew from 49% in 2017 to 60% in 2018  
APs decreased from 60% in 2017 to 58% in 2018  
Central office staff decreased from 66% in 2017 to 61% in 2018

RRISD will communicate how the “Leadership Values” will impact staff with a particular focus on APs and CO

## Internal Communications

Moderate

### Survey and Focus Group Data

Strategies to share information exist, yet there are challenges with cascading information consistently

59% of APs and principals believe they receive the information they need to do their job effectively

Staff have platforms to access information, but access is perceived to be limited by VLC structure

Campus staff report accessing information via Google Hangouts & Drive, Eduphoria, emails, meetings, social media, and websites

There is opportunity to provide more opportunities for staff to provide feedback within the district

55% of teachers, 48% of APs, and 59% of principals believe leaders are open to receiving feedback from them

### Progress & Next Steps

Central office departments are working to develop a year-long comprehensive communications calendar

This calendar will be used to prioritize information and direct messages to the appropriate channel for communication to campus staff

A team is developing a communications training website to help department communicators to communicate efficiently, timely, and through the most appropriate channel

Key

Not present
  Limited development
  Moderate development
  Systemic approach
  Best-in-class

Survey

Data

Document

Focus group

Limited

## Survey and Focus Group Data

## Progress & Next Steps

Campus leaders face challenges with finding time to support instruction on their campus

 **41% of principals** report enough support to provide high-quality feedback and coaching to teachers and staff, and only **21%** report having enough time

Expectations for APs vary across campuses and level

 **45% of APs** believe the district has clearly defined their role

RRISD worked with stakeholders to develop an outline of a principal's priorities and expectations in this district

- WW VLC principals tested a coaching tool based on this outline with their supervisor before wider use

RRISD will work with principals and APs to develop common expectations for the AP role while preserving the ability to tailor expectations for context

## Develop Future Leaders

Moderate

## Survey and Focus Group Data

## Progress & Next Steps

The district has career progression roles; however, many are unclear how to prepare for the next step

 **47% of teachers and 44% of APs** believe they know what they need to do to advance to the next role in their career

Staff seek more targeted development opportunities

 **48% of teachers and 39% of APs** believe the professional learning opportunities allow them to address their most important development goals

The district recently updated the curricula for Team One and RRockstar to align to the "Leadership Principles" and to offer job-embedded development

A team is working to develop a leadership coaching model to provide customized development opportunities for RRISD staff.

## Place Future Leaders

Moderate

## Survey and Focus Group Data

## Progress & Next Steps

*\*The data for this section were collected in 2017; this section was not assessed in 2018*

Though a consistent leader hiring process is used, the process, criteria for selection, and results of hiring are not widely communicated or understood

 **35% of principals** believe decisions about hiring leaders are made in a clear and fair way

 Internal applicants report that they did not receive feedback following the hiring process

School leaders' trust in the outcome of the selection process is growing

 Compared to **31% in 2017**, **41% of principals** believe the most talented people are selected to be school leaders

A team is updating the principal selection process to align all stages to the Leadership Values and to refine the community interview process.

## Support School Leaders

Limited

## Survey and Focus Group Data

## Progress & Next Steps

Though some CO support and development is improving, principals expressed mixed reviews

 **51% of principals** believe the professional development they receive is valuable to them

 Principals perceive inequities with development opportunities offered, depending on VLC, and desire more development on managerial and leadership skills

Focus on coaching and feedback has made gains, but not yet systemic

 Compared to **43% in 2017**, **65% of principals** believe they receive high quality, actionable feedback and discuss PD with a supervisor

A team is creating a year-long PD plan for principals that will provide opportunities for targeted, individualized needs

Key

Not present
  Limited development
  Moderate development
  Systemic approach
  Best-in-class



Survey



Data



Document



Focus group