

Guidance for Quarterly Reporting – District Reports on Leadership Interventions

Overview:

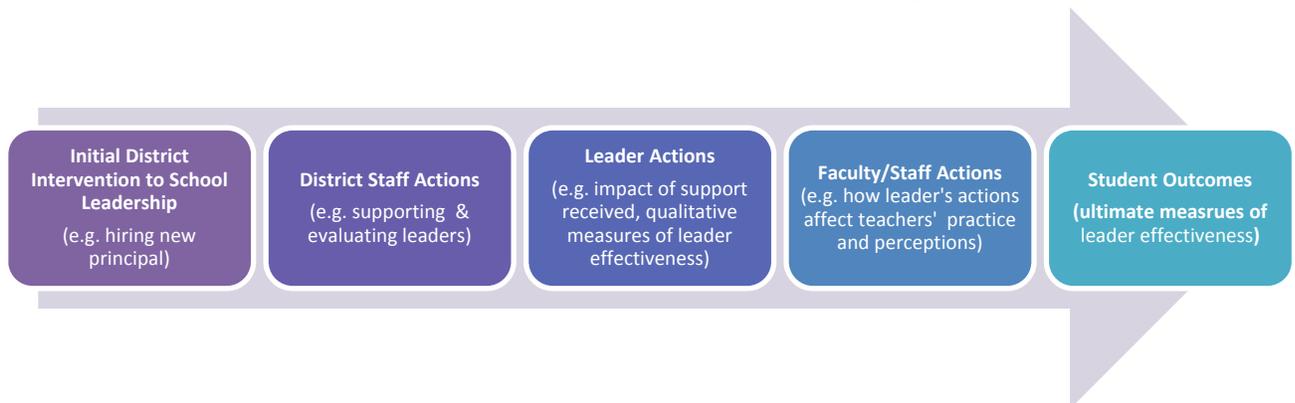
In accordance with Rhode Island’s federally-approved ESEA Waiver, all Priority Schools must choose at least one Leadership Intervention from the [Rhode Island Flex Menu of Interventions](#), and Focus Schools may select a Leadership Intervention as part of their plan for school reform. Leadership Interventions may be selected on schools’ behalf by district staff members, who are often substantially responsible for carrying out the reform strategy. For this reason, it is appropriate for the monitoring process to focus on the district’s implementation of the intervention. In particular, districts that have chosen L-III.1 (Removal of building principal and replacement with a leader with experience and/or training in turnaround environments) will report annually in the spring on their self-assessment of the current status of the building’s leadership and how the district is ensuring that it is effective. *The district shall provide this report as part of the school report submission package for the May reporting deadline.*

Monitoring Leadership Interventions Framework:

Our usual framework for reporting on school level interventions is as follows:



When monitoring leadership interventions, the model must be adjusted to include the work that happens at the district level. In this case, reporting and monitoring looks like this:



Content of the Report:

The report is the district’s self-assessment of the status of leadership in the building and the ways the district is using both evaluation and support to ensure that it is effective. Districts may determine the best format for the report, and have flexibility to include narrative, documentation of actions taken or work completed, and/or summaries of data collected.

The chart below provides questions to guide your thinking about how to self-assess intervention progress and assemble a report. *A complete report will include at minimum a self-assessment of District Staff Actions and Student Outcomes.*

	Initial District Intervention	District Staff Actions	Leader Actions	Faculty/Staff Actions	Student Outcomes
Questions to consider	Does the selected administrator have experience or training in turnaround environments?	What professional supports is the district providing for the principal? What is the district’s method for evaluating the principal? What expectations have been set and what is the timeline for checking in on them?	How effective are these supports? What are the annual evaluation results? What adjustments, if any, to personnel or to professional supports provided is the district making as a result?	How has staff perception changed as a result of the leader’s actions? How has faculty or staff practice changed as a result of the leader’s actions?	What are the agreed-upon student outcomes that the leadership should impact? What is the progress toward those goals?
Examples Data or evidence that could be reviewed and included in report <i>NOTE: These are not all required, nor are they the only possibilities.</i>	Newly-hired leader’s resume.	List of supports. Evidence of leader(s) participation in supports. Evaluation rubric or framework. Job description or agreement.	Leader survey, narrative, or quotes about effectiveness of supports. Evidence of leader(s) growth in select areas of evaluation rubric. Leader(s) final effectiveness rating for the year. Summary of key results and learnings about actions to be taken as a result.	Teacher surveys or quotes that provide evidence of leader effectiveness or growth. Walkthrough or observation data that provide evidence of changes in instructional practice as a result of leader actions.	Select student outcomes related to the support provided and evaluation results for the leader(s). Aggregated student outcomes data showing extent of success meeting agreed-upon goals.