



Alternative School Administration Study



Making Time



Wallace Foundation

- **Identify and remedy conditions that interfere with school leaders in driving student achievement gains for all students.**
- *Improve initial leader preparation and ongoing professional development.*
- **Create collaborative relationships that will result in student achievement gains for all students.**

Wallace Foundation

- 12 LEAD districts nationally
- 15 SAELP states
- 6 new LEAD/SAELP states/districts
- Is the principal's job 'doable'?
- Identify and correct conditions that interfere
- Establish a model "seamless" preparation and development continuum





LEAD: 10 Initiatives



Aspiring Leaders: 5

Beginning Leaders: 3



Experienced Leaders: 1

Condition Change: 2





Condition: *Time*

Either/or...or both?

Manager

Instructional Leader



ASAS Questions

- Can management duties be separated from the principal's job?
- Can a School Administration Manager (SAM) take on those duties successfully?
- Will the principal spend more time on instructional improvement?
- Will this focus on instruction improve relations with teachers?
- Will student achievement increase at a greater rate?





Progress

- SAM job description approved
- Job pool tested, SAMs hired
- Baseline time/task analysis established
- Baseline staff, parent and student perceptions established
- “One year later” data collected
- Professional development: ***change of practice***



Baseline Data *2004*

- Time/Task analysis
- Teacher survey
- Parent survey
- Student survey
- CATS Trend Data

Time November, 2004

- 21 randomly selected schools
- Retired principals trained as shadows to collect data
- Five days, *Every Five Minutes*





1. Management

- a.student discipline
- b.student supervision
- c.employee supervision
- d.employee discipline
- e.office work/prep
- f.building management
- g.parents/guardians
- h.SBDM, committees, groups, meetings
- i.district: meetings, supervisors, others
- j.external: officials, others
- k.celebration

2. Instruction

- a.student supervision
- b.work with student(s)
- c.employee supervision
- d.office work/prep.
- e.observation, walk through
- f.feedback
- g.parents/guardians
- h.SBDM, committees, groups, meetings
- i.district: meetings, supervisor, others
- j.external: officials, others
- k.teaching/modeling
- l.professional development
- m.planning, curriculum, assessment
- n.Celebration

3. Personal *(lunch, breaks, restroom, errands, personal business)*

Activity Sub-categories

telephone
computer
interaction, individual
interaction, group
read/write/think

Baseline Results

- Time
- Staff
- Parents
- Students



Principal Time at School

- 10 hours, daily
- 20 minutes, lunch and personal time
- 66.7% management
- 29.7% Instruction





Student/Principal Interaction

- What does your principal do? What is her/his main job?

discipline	54%
safety	19%
manage school	13%
help students learn	8%
supervise staff	6%



Student/Principal Interaction

- ❖ **61%** reported never having had a conversation with the principal.
- ❖ 39% reported having had a conversation — **65%** discipline related.

Parent Perception

- 9% reported having had a discussion about instruction with the principal.
- 6% identified student achievement/instructional leadership as the primary role of the principal.





Teacher Perceptions

- Principal = ***Instructional Leader***
- 57% say principal visited classroom in the last week
- 72% say they discussed a lesson with the principal in the last week
- 64% say principal assists with lesson planning, work analysis

Selection of Pilot Schools

#		Location	Lunch	MOBILE	ECE	1 parent	INDEX	CTBS	CATS	present	Trend	Man.	Inst.	Pers.
	fifteen	East	23.7	10.2	7.4	37.4	25.0	62.5	86.8	95.6	0.7	57.9	32.7	9.4
	twenty	South	24.7	1.4	1.4	34.7	23.1	63.9	91.1	97.1	0.8	83.7	13.3	3
	nineteen	East	31.4	4.4	4.5	42.4	29.3	58.2	83.0	96.0	1.9	64.7	34.3	1
	eleven	East	34.8	9.3	7.7	48.4	33.7	56.1	68.5	94.7	4.5	87.5	11.9	0.6
	eight	East	37.4	12.0	6.1	50.7	36.0	49.1	71.0	95.6	0.0	63.5	28.3	8.3
	twenty-one	East	41.8	12.0	9.9	52.4	38.9	65.3	72.9	95.1	1.4	84.4	13.1	2.5
	twelve	West	46.5	6.1	8.5	53.8	40.7	53.5	71.2	96.3	0.7	59.6	38.7	1.7

Free and Reduced Lunch

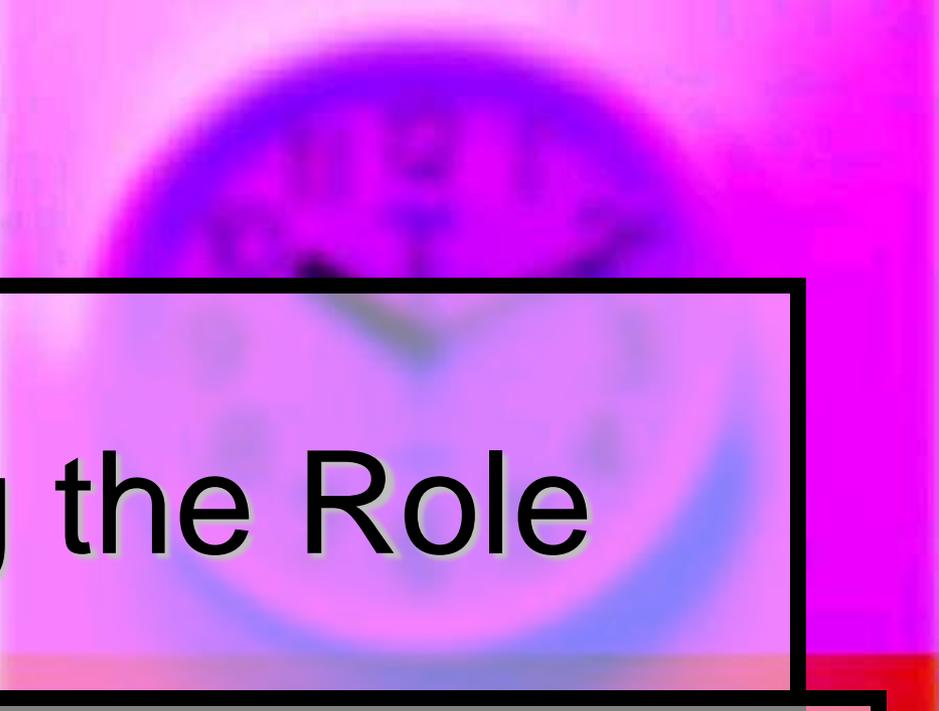
66.7 29.7 3.6

23.7	53.3	80.8
24.7	61.2	83.7
31.4	65.0	84.2
34.8	69.3	84.2
37.4	69.5	87.1
41.8	72.9	87.6
46.5	74.4	97.1

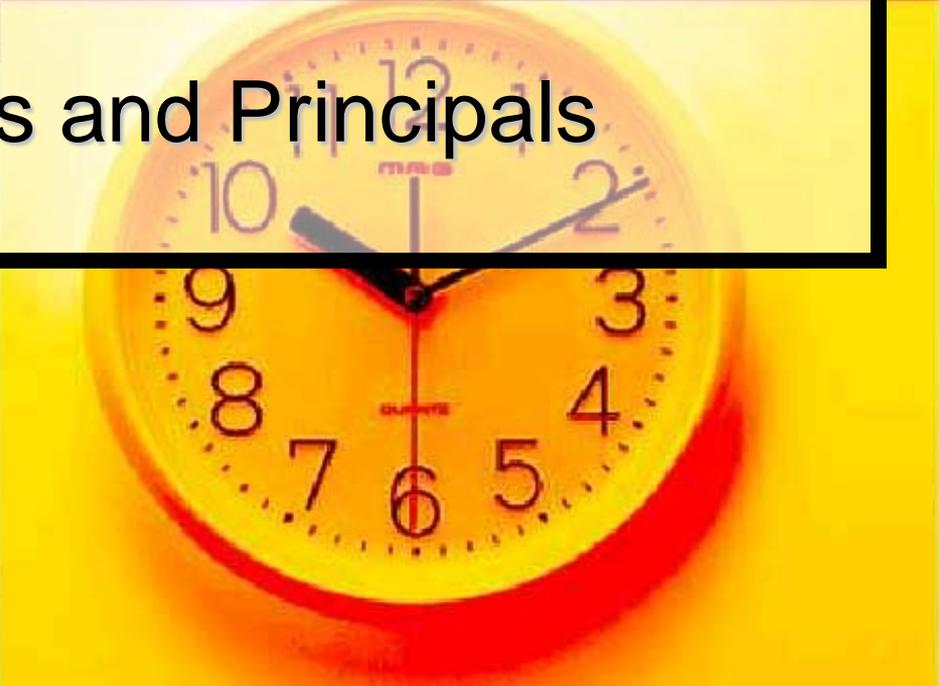
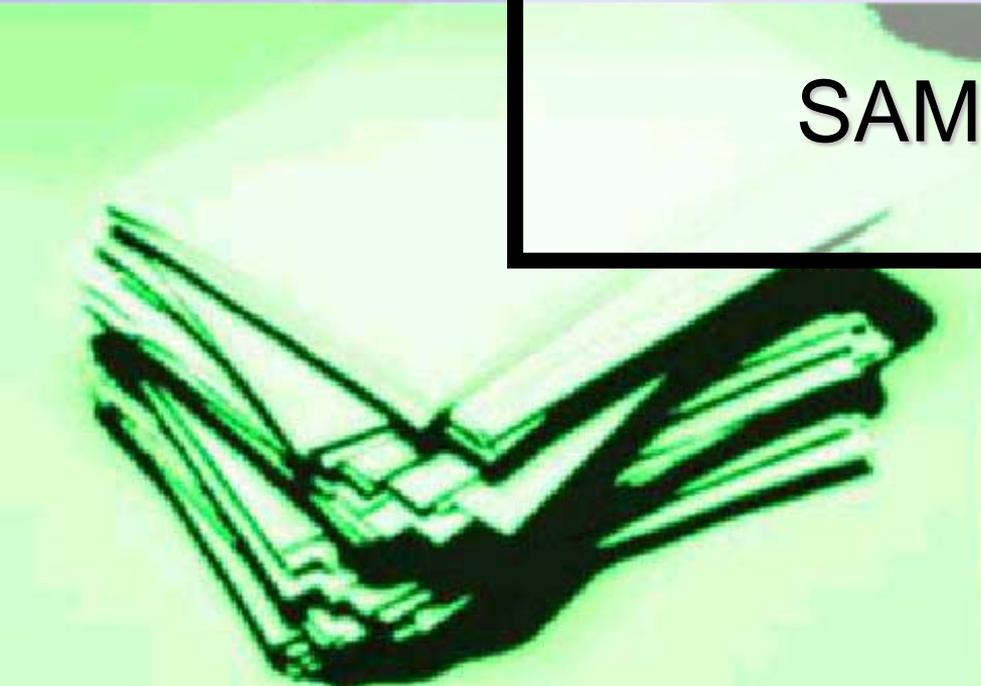
Schools Selected

	Location	Lunch	MOBILE	ECE	1 parent	INDEX	CTBS	CATS	present	Trend	Mang.	Inst.	Pers.
nineteen	East	31.4	4.4	4.5	42.4	29.3	58.2	83.0	96.0	1.9	64.7	34.3	1
five	South	65.0	17.0	8.1	60.2	53.5	49.8	60.6	94.9	3.1	64.8	34.3	0.9
thirteen	West	84.2	9.8	9.1	67.1	64.2	48.4	57.6	95.2	2.1	64.2	33.6	2.1

66.7 29.7 3.6



Changing the Role



SAMs and Principals



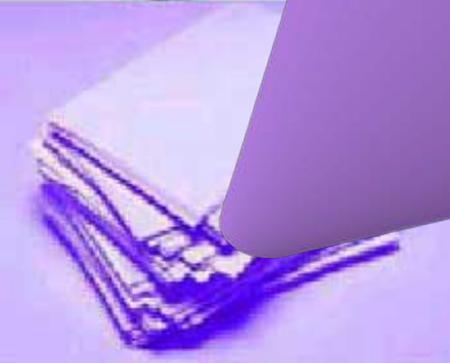
SAM Job description

- Protect principal time
- Supervise and evaluate all classified staff
- Student behavior management
- Smooth operation of the school
- Budget, office management, schedules
- After hours use of school
- ***All things not instruction***



March, 2004: *Reality Check*

- SAMs in place for two months
- Principals report change of practice
- SAMs report no change of practice
- *What can we do?*



Change of Practice



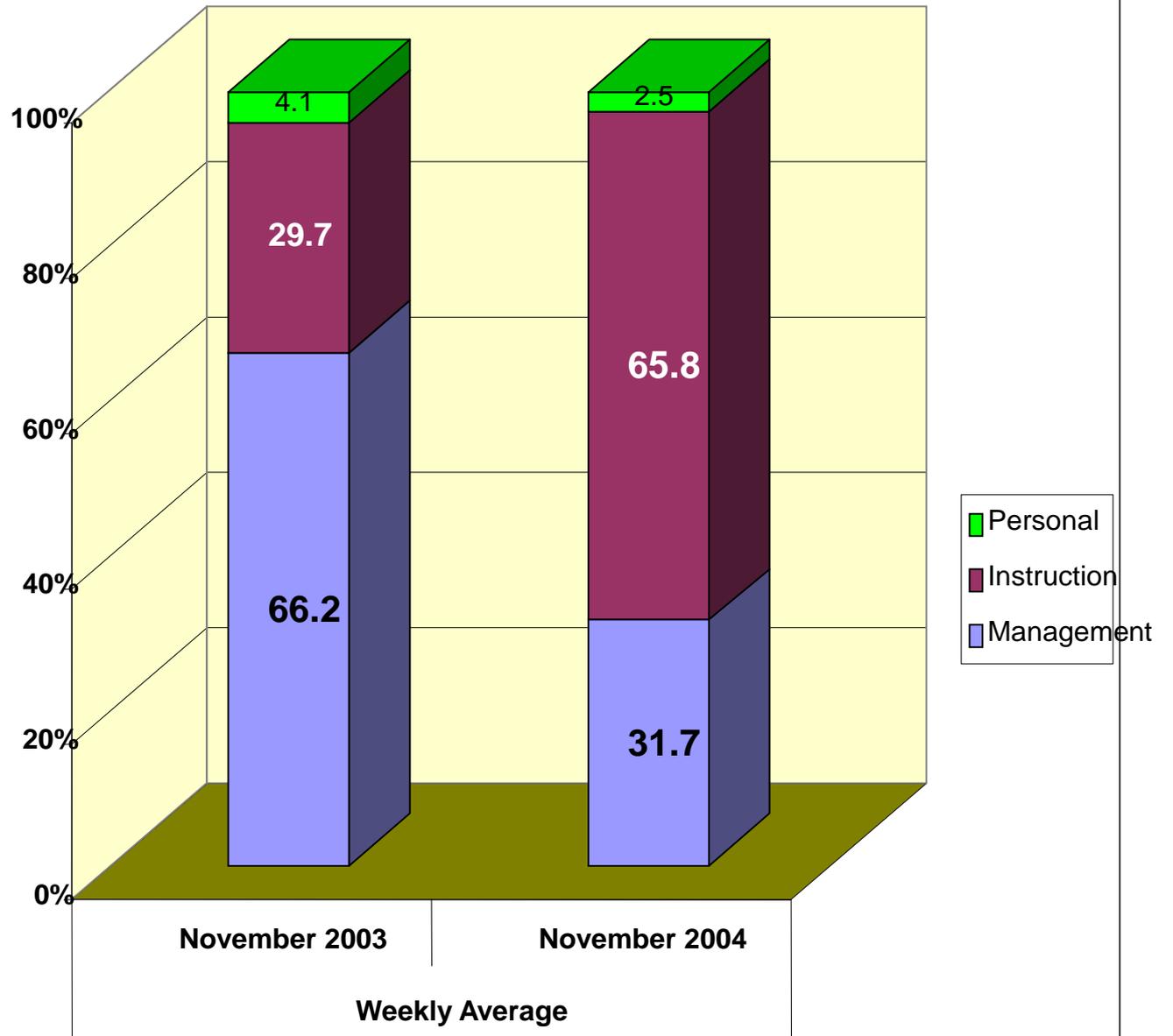
Change of Practice

- SAMs schedule principal time
- SAMs protect principal time
- Principals review student work with students, parents, staff
- Principals coach teachers
- Principals establish “hallway conference offices”
- SAMs ***track*** principal time

Time/Task Analysis

- Second Shadow Week, November, 2004

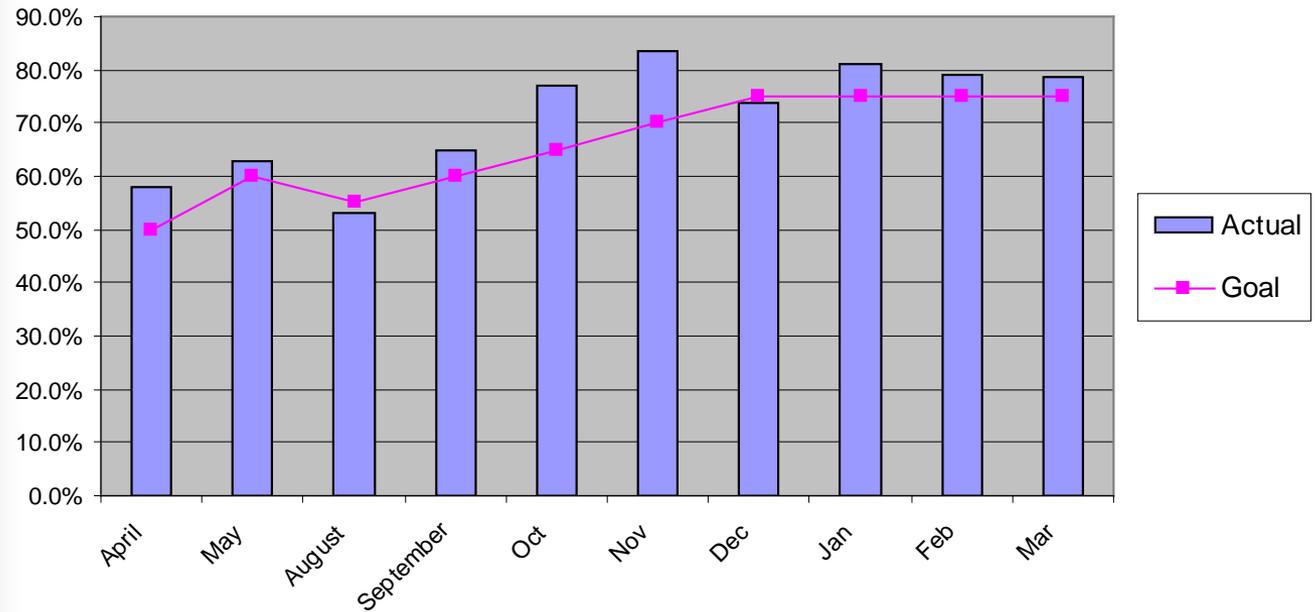




SAMs track principal time

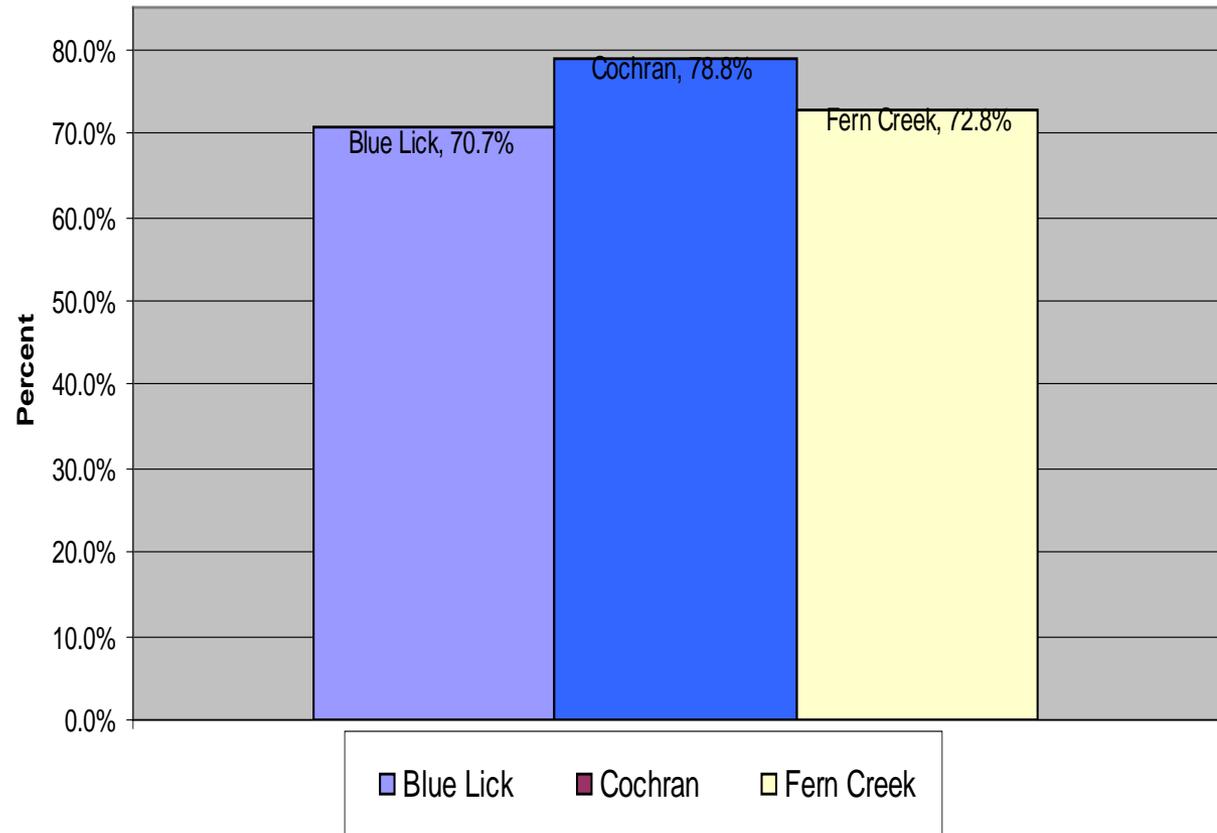


Monthly Average
Cochran Elementary



SAMs track time monthly

Percent Instruction **March, 2005** All Schools





Student/Principal Interaction

- What does your principal do? What is her/his main job?

Principal's Job	(1/04)	(2/05)
Discipline	54%	22%
Safety	19%	23%
Manage school	13%	3%
Supervise teachers	8%	3%
Supervise instruction	6%	49%



Student/Principal Interaction

- Have you ever had a conversation with your principal?

<i>Question</i>	(1/04)	(2/05)
Conversation with the principal?	39% Yes 61% No	67% Yes 33% No
Discipline related?	65%	27%
Instruction?	35%	73%



Teacher Perceptions

January, 2004

- **57%** say principal observed them in the last week
- **7%** said they received feedback and direction
- **72%** say they discussed a lesson with the principal in the last week
- **64%** say principal assists with lesson planning, work analysis

January, 2005

- **82%** say principal visited classroom in the last week
- **22%** said they received feedback and direction
- **95%** say they discussed a lesson with the principal in the last week
- **91%** say principal assists with lesson planning, work analysis
- **78%** say principal is more engaged with instruction



Parent Perception

Baseline 04

- **9%** reported having had a discussion about instruction with the principal.
- **6%** identified *student achievement* as the primary role of the principal.

One Year Later

- **19%** report having had a discussion about instruction with the principal.
- **45%** identified *student achievement* as the primary role of the principal.

Culture Change

- “This is **the best thing, and the hardest thing**, I’ve ever done.”
- “I call him “grease.”
- ***“I’m sorry, the principal is in a classroom.”***



CATS, 04

- All three schools met or exceeded trend data
- Too early to draw conclusions using test scores





Lessons Learned

- Data, Data, Data
- Professional Development
- Time is a barrier
- Principals can change behavior
- Students, parents and teachers appreciate the difference
- Affordable, sustainable

Next Steps



October 2005:

CATS

November 2005:

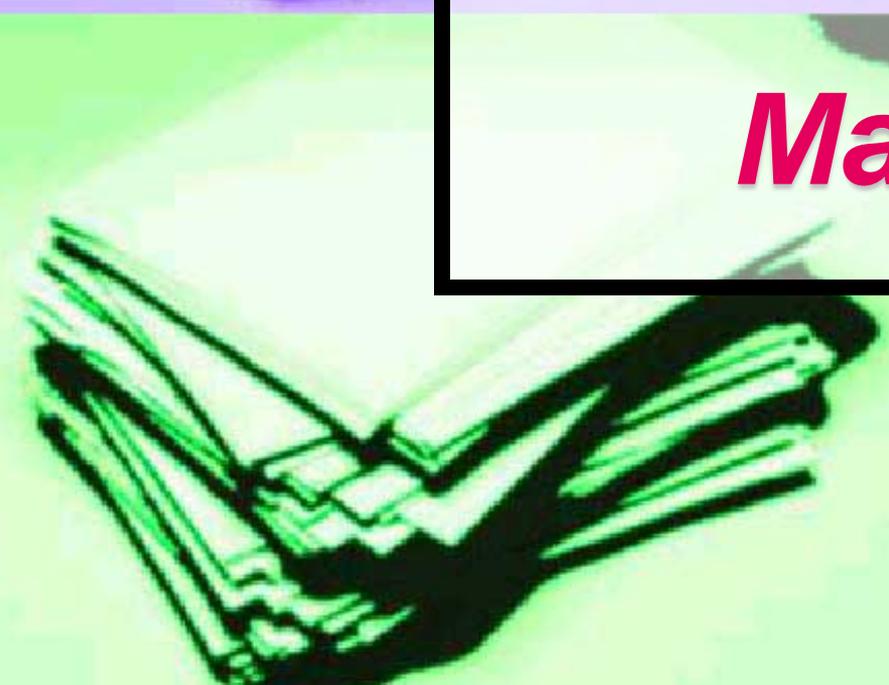
Third Shadowing

January 2006:

Third surveys

A stack of papers, slightly blurred, with a purple and blue color cast.A blurred image of a clock face, with a pink and purple color cast.

***Alternative School
Administration Study***

A stack of papers, slightly blurred, with a green and blue color cast.A clear image of a yellow clock face with black numbers and hands, set against a yellow and orange background.

Making Time

Contact and *LEAD Kentucky*

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