



Multi-School Leadership: Introduction



Many Challenges with Principals

- **Principals lack training and support** to achieve their potential
 - **Little preparation and experience leading**
 - **Principal supervisors spread too thin, and too removed** from daily school leadership to really help
 - **Leadership is lonely:** Little to no peer guidance and support
- **Principal time wasted** on operations and administration—little time to lead instruction and a schoolwide culture of excellence
- **No well-paid career path** staying close to teachers and students
- **Not enough excellent principals** for high growth in all schools

A New Vision

What if...

- **Every school** had an excellent principal in charge of instruction
- Great principals had a well-paid school leadership **career path**
- **All principals:**
 - Led instructional teams for **many years as teacher-leaders**
 - Were **led by an excellent principal** before becoming one
 - Worked with a **team of principals** to attain high growth
- Principals spent **little time on noninstructional management**
- Principals spent **far more time leading excellent instruction**
- Many principals produced **high-growth learning**, consistently

How: Multi-School Leadership

Multi-School Leaders (MSLs) Are Excellent Principals Who...

Lead
2 – 8 schools

Earn
more pay

Use regular
school budgets
for higher pay

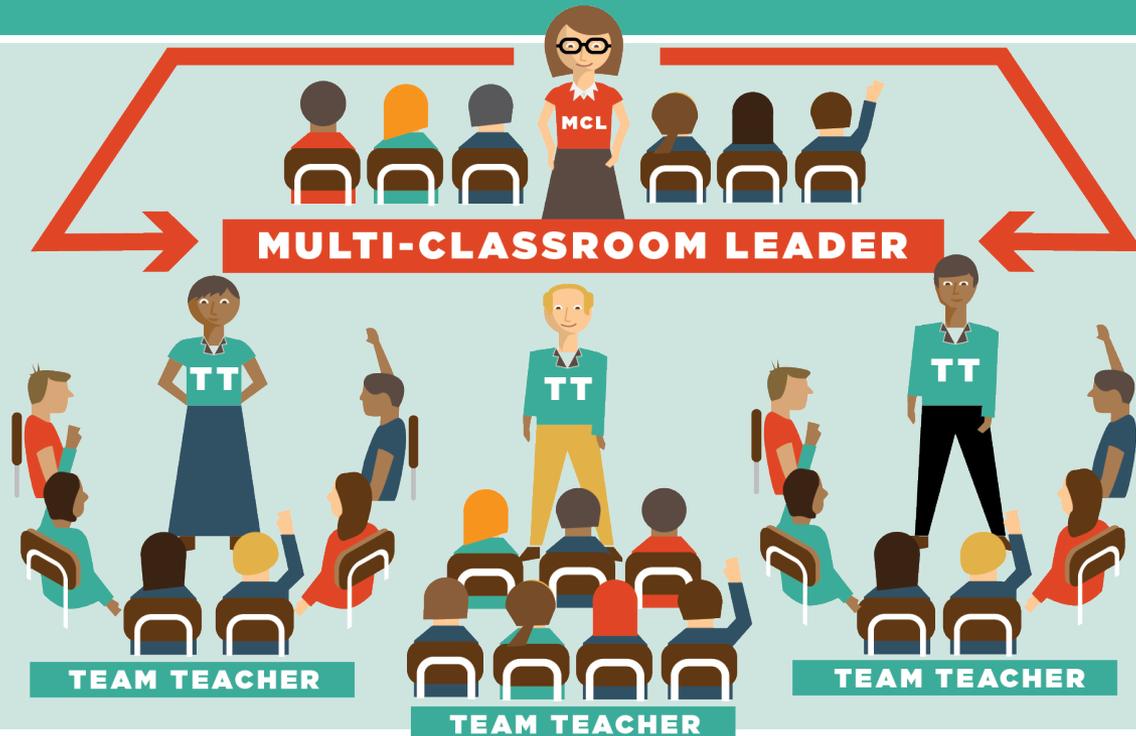
Guide and develop
principals
as a team
& individually

Take
accountability
for outcomes in all
schools led

The Foundation: Schoolwide MCLs

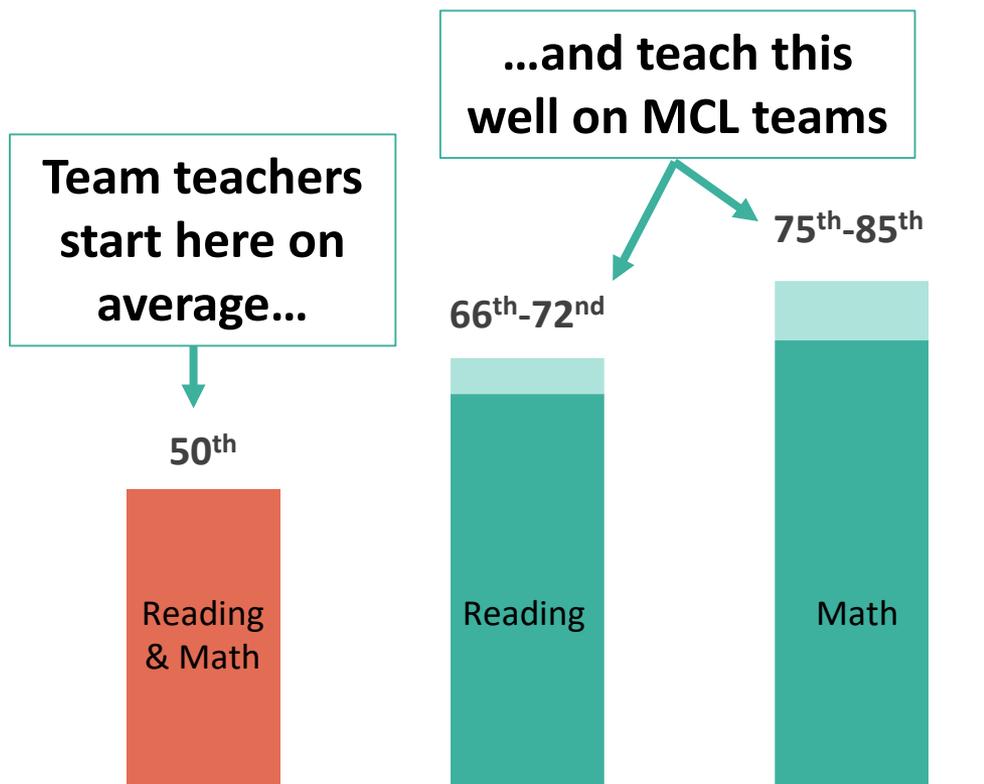
Schoolwide Multi-Classroom Leadership supports principals and their MSL

Multi-classroom leaders (MCLs) lead small, collaborative grade or subject teams of 2–8 teachers. The school's team of MCLs collaborates with the principal to achieve excellence schoolwide. MCLs teach part of the time in some way.



Strong Gains for Multi-Classroom Leader Teams

Teachers on MCL teams produced gains equal to top-quartile teachers in math, nearly that in reading.



Percentiles of Learning Gains Produced by Teachers

Scope of the Study

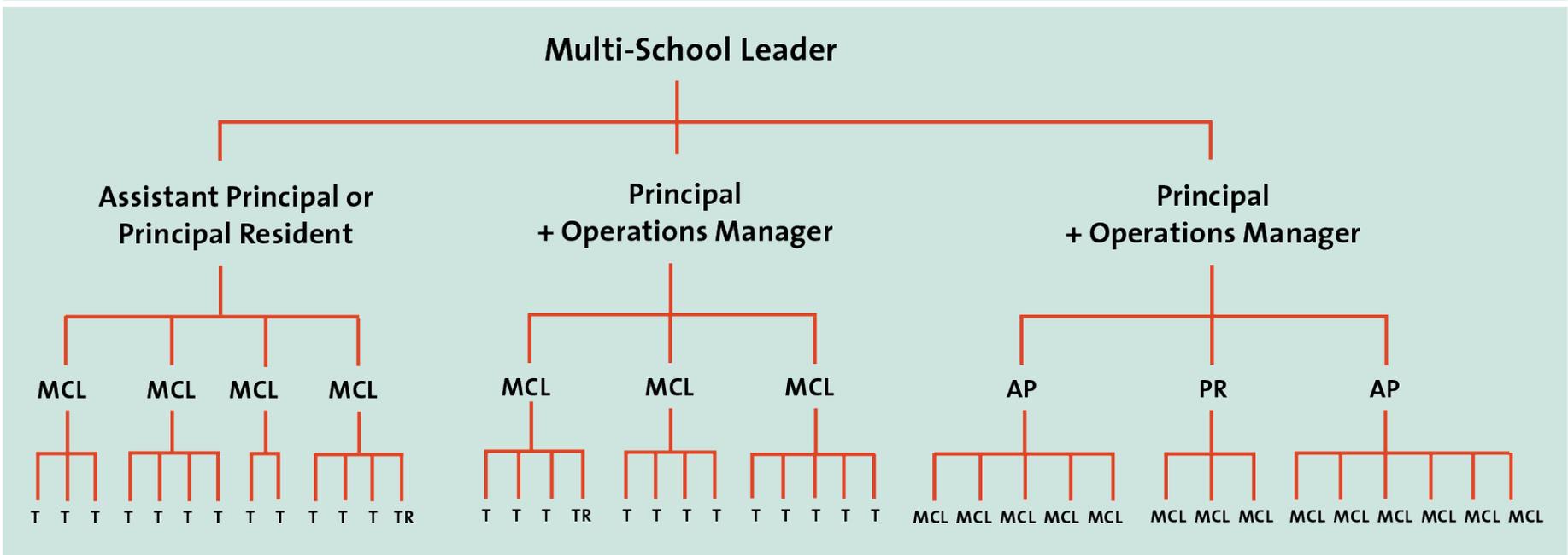
- 15,000 students
- 300 teachers
- 3 districts, 2–3 years
- 74% of schools Title I
- Study meets ESSA Evidence Level 2, a rare level of rigor

Backes, B., & Hansen, M. (2018). *Reaching Further and Learning More?* CALDER Center: Washington, DC. Reading range based on 6 of 7 models with statistically significant gains.

Operations Managers: Noninstructional Leaders

Operations managers focus on logistical, administrative and building services

Operations managers are not certified staff, and the pay is lower, aligned with human services office managers. Schools swap one assistant principal position for this position, which saves money for per-school multi-school leader pay supplements and focuses instructional leaders on teachers and students.



Supporting Roles

A multi-school leader (MSL) leads a multi-school team to achieve excellence. Each of an MSL's schools will have one or more of these roles:

- **Principal:** Lead schoolwide instructional excellence through MCL team, with support of operations manager and, in large schools, assistant principals and residents
- **Assistant Principal/Principal Resident:** Lead one school directly under MSL, or lead part of large school under principal; lead MCL team
- **Operations Manager:** Lead noninstructional functions (transportation, building, scheduling, etc.) in collaboration with instructional leaders

MSL vs. Principal Supervisor Role

Multi-School Leaders	Typical Principal Supervisors*
Lead 2 – 8 schools	Lead dozens of schools
Continue to lead one school directly	Do not continue to lead a school directly
Lead a team of principals supported by multi-classroom leaders	Lead principals who have a nearly impossible job
Support principals' focus on instructional excellence	Scramble to support schools unable to focus on instructional leadership
Provide structure for paid residencies	Provide no mechanism for paid residencies

In large districts, MSLs may also report to a principal supervisor funded at the district level.

*Also called area, zone and community superintendents, among other titles

3 Steps to Fund 10–40% MSL Pay Supplement, Within Budget

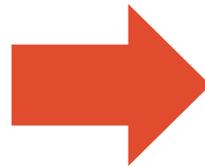
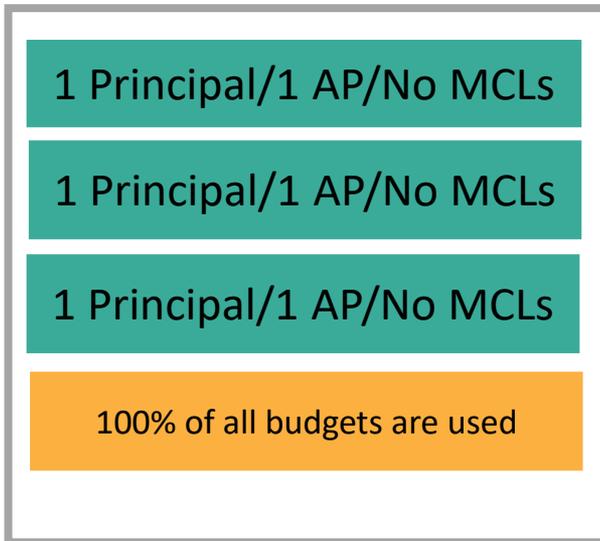
- 1. Keep the MSL as the direct leader of one school**, in most cases, to fund the MSL's base pay (before the MSL supplement).
 - In that case, an instructional AP or principal resident, who is paid less than a principal, reports directly to the MSL.
- 2. Each school converts an assistant principal (AP) position** to a lower-paid operations manager; saves 15–30% of AP pay per school.*
- 3. The MSL supplement accrues from the total cost savings at all these schools.**

*School MSL continues leading directly may not make this same change; or may share an OM with neighboring school in the MSL team.

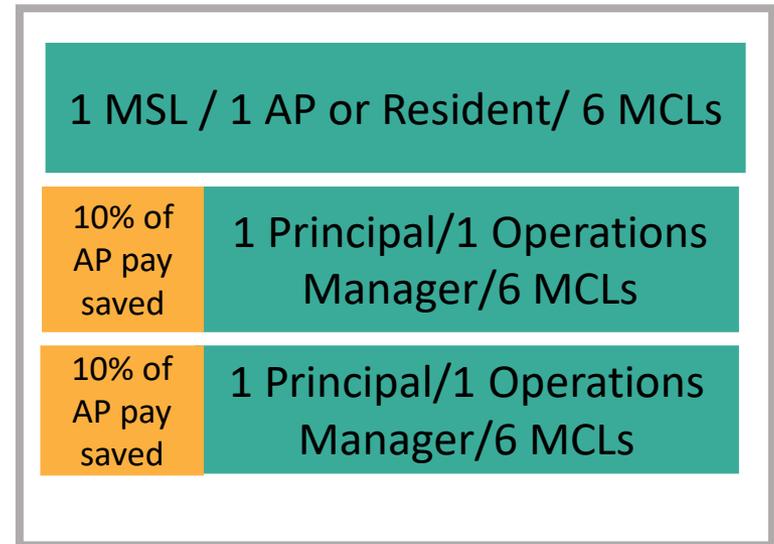
Example

Funding MSL Pay Supplement, Within Budget

3 Schools Before



Same 3 Schools After



- MSL pay funded by swapping assistant principals for operations managers
- Most APs become principals or MCLs, or remain as AP in large schools.

Opportunity Culture Principles

OPPORTUNITY CULTURE PRINCIPLES:

For Principals Extending Their Reach as Multi-School Leaders

Teams of principals and district/network leaders must tailor roles, budgets, and school operations to:

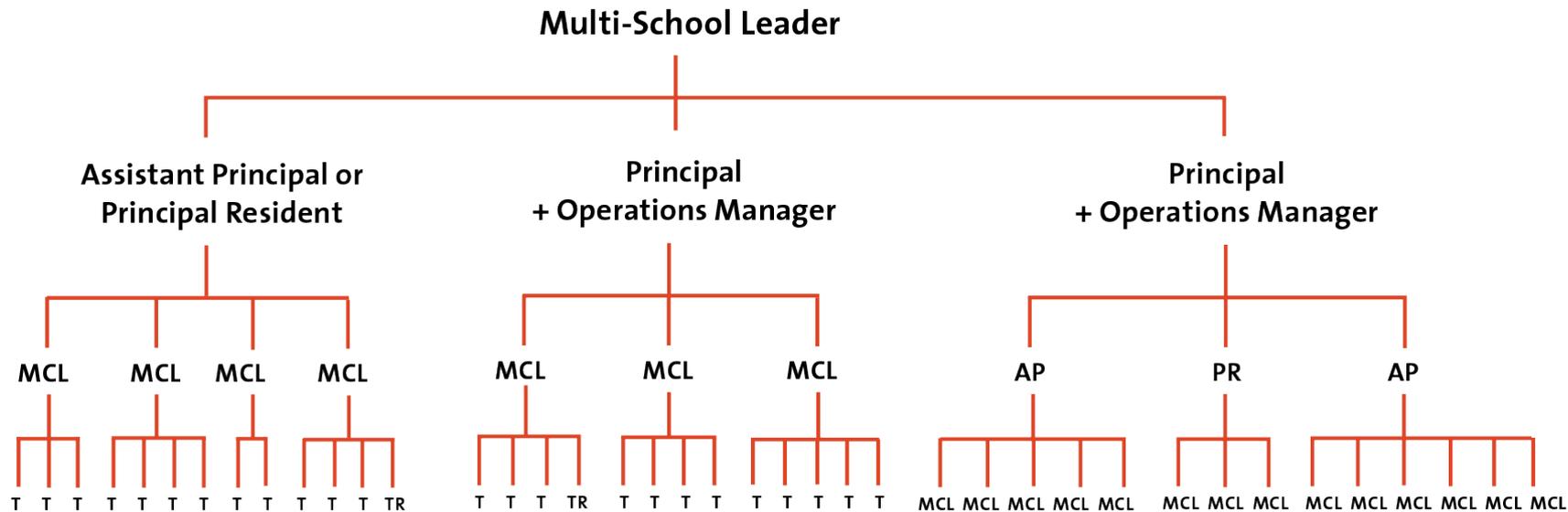
- 1. Reach more schools with excellent principals and their teams**
- 2. Pay principals more for extending their reach**
- 3. Fund pay within regular budgets**
- 4. Provide protected in-school time and clarity about how to use it for planning, collaboration, and development —throughout all of the multi-school leader's schools**
- 5. Match authority and accountability to each person's responsibilities**

In addition, research indicates that keeping multi-school teams small will improve outcomes.

Opportunity Culture Career Path Example

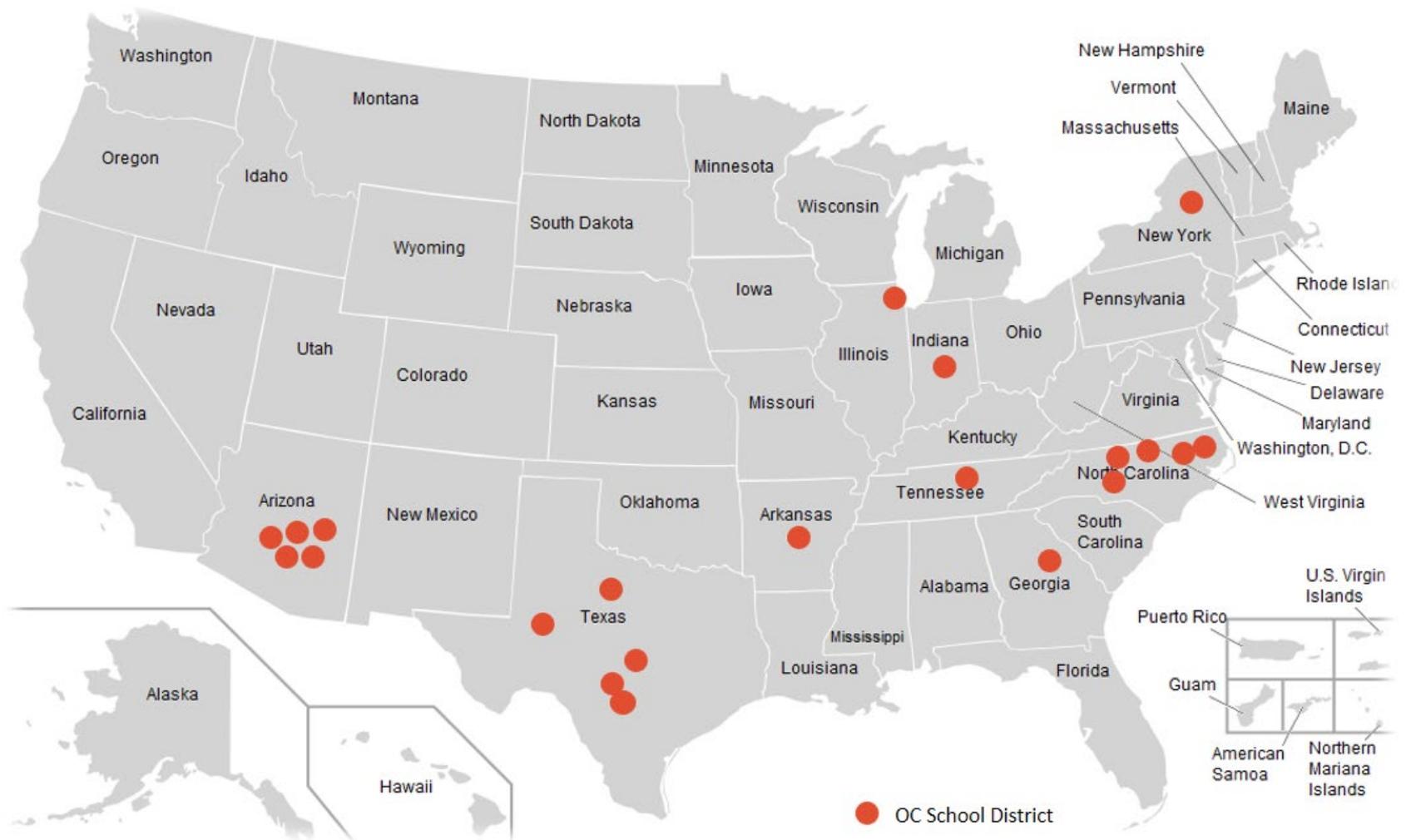
Level	Role
15	Superintendent
14	Assistant Superintendent
13	Executive Multi-School Leader
12	Multi-School Leader II
11	Multi-School Leader I
10	Principal
9	Assistant Principal and/or Principal Resident
8	Multi-Classroom Leader II
7	Multi-Classroom Leader I
6	Master Team Reach Teacher II
5	Master Team Reach Teacher I
4	Team Reach Teacher II
3	Team Reach Teacher I
2	Team Teacher
1	Classroom Teacher
0	Teacher Resident

Opportunity Culture Throughout a District



- Multi-classroom leaders (MCLs) lead teams of teachers, team reach teachers, and/or teacher residents...
- Principals, or APs/principal residents working closely with multi-school leader, each lead their school's team of MCLs...
- And a multi-school leader leads the principals.
- All take accountability for outcomes of the teams they lead.

A National Initiative



What Can States and Districts Do?

- **Make the Opportunity Culture Commitment**
- **Fund planning, implementation, and training:**
 - Tap streams including Title I, Title II, state \$\$
 - Fund only the costs of transition to Opportunity Culture, *not* pay supplements, which are funded by school budgets
 - Use funding power to ensure schoolwide MCLs and addition of MSLs by year 3 of implementation per district
- **Remove policy barriers:** categorical funding, class-size limits (allowing student supervision by teacher-led paraprofessionals), growth score calculations
- **Analyze and elevate:** gather data, analyze outcomes, foster networks to improve, and scale up to serve all

Sources

An Excellent Principal for Every School:
Transforming Schools Into Leadership Machines

https://opportunityculture.org/wp-content/uploads/2016/04/An_Excellent_Principal_for_Every_School-Public_Impact.pdf

Also see a full introduction to Opportunity Culture:

https://opportunityculture.org/wp-content/uploads/2018/10/Intro_to_OC_Slide_Deck_with_Speaker_Notes-Public_Impact.pdf

See other resources at OpportunityCulture.org



Thank You

Contact **Public Impact** to transform your schools into a high-growth Opportunity Culture:
<https://publicimpact.com/about-public-impact/contact-public-impact/>