



Results from the First-Year Evaluation of the Wisconsin Urban Leadership Institute

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A Wisconsin Educator Effectiveness Research Partnership (WEERP) Evaluation Brief

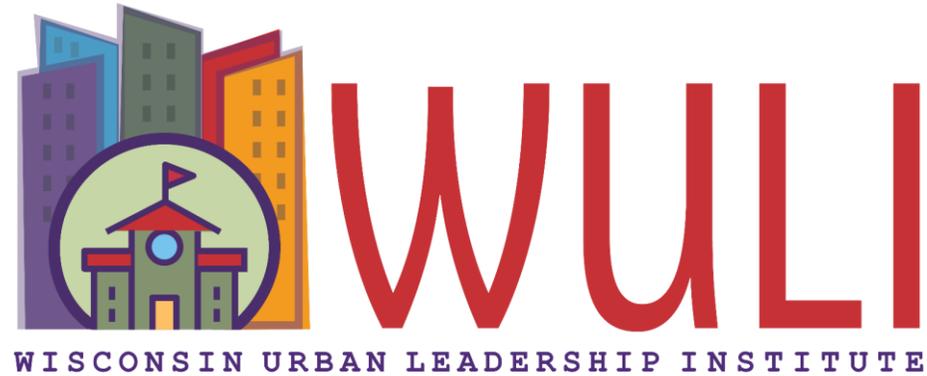


A mixed-methods evaluation, explores five questions regarding its implementation and impact this year:

1. What is the Wisconsin Urban Leadership Institute?
2. To what extent are the needs and assets of the persons who participated in the Wisconsin Urban Leadership Institute aligned with its goals?
3. To what extent is the implementation of the Wisconsin Urban Leadership Institute done with fidelity and quality?
4. What did participants learn about equity?
5. What impact did participants have on equity in their school this year?

What evaluation methods were used to answer these questions?

- We developed a Program Theory with Logic Model
- We conducted Observations of Program Activities
- We conducted Interviews with Participants
- We developed and administered Mid-Year and Year-end Surveys
- We Analyzed Capstone Projects for content



What is the Wisconsin Urban Leadership Institute?

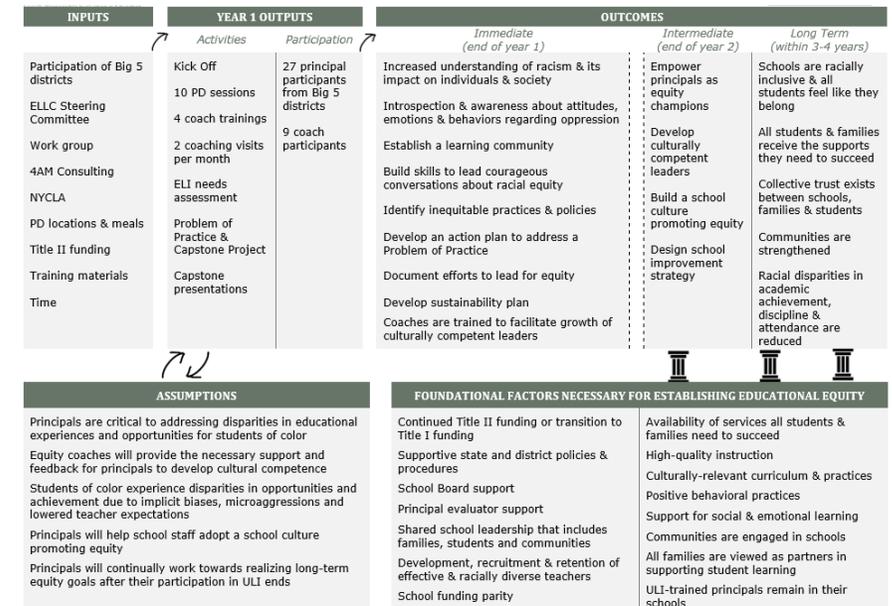
What is the Wisconsin Urban Leadership Institute?

The Wisconsin Urban Leadership Institute seeks to disrupt the status quo that promotes inequitable educational opportunities for students of color, and thus bring about transformational change in Wisconsin.

- Professional learning for school leaders
 - Understanding of racism and own implicit biases
 - Developing skills for having equity-focused conversations with school staff
 - Developing skills for identifying, planning, and executing “capstone projects” that address equity issues in schools
- District-embedded equity coaching

What is the Wisconsin Urban Leadership Institute?

- Theory of action and Logic Model (p. 3 of report)
- The logic model inputs, outputs, and outcomes describe what the program does and what immediate, intermediate, and long-term outcomes are expected to result.
- Foundational Factors Necessary for Establishing Educational Equity
 - Necessary to achieve long-term goals
 - Not addressed by program directly



To what extent are the needs and assets of the persons who participated in the Wisconsin Urban Leadership Institute aligned with its goals?



The characteristics of participating principals and their schools suggest a close alignment between their needs and the goals of the initiative.

- District administrators selected principal participants
 - Volunteer
 - Selected as an equity leader
 - Selected because identified as needing development
- Some principals were confused by the selection process; why and how they were selected.

The characteristics of participating principals and their schools suggest a close alignment between their needs and the goals of the initiative.

The resulting 27 principal participants were diverse in terms of race and ethnicity, gender, and experience.

- 8 Black/African American, 2 Hispanic/Latinx, 1 multi-racial, and 16 White
- 19 female
- 16 had five or fewer years of experience as a principal

Their schools were racially diverse and with significant racial disparities.

- 6 schools had over 75% Black/African American students
- 14 had 25% or fewer White students
- In all but one school, fewer than 25% of Black students were proficient on the Forward Exam
- Suspension rates (42% Black v. 8% White) indicated significant racial performance disparities

Each district had unique processes for selecting coaches, with variable results.

Coaches were selected from:

- Retired principals
 - Active principals
 - CESA administrators
- Not clear that other active principals always had the time to adequately support participants.



To what extent was the implementation of the Wisconsin Urban Leadership Institute done with fidelity and quality?

Nearly all principals and coaches completed the training and attended nearly all of the sessions.

- 26 principals completed training:
 - 8 attended all sessions
 - 14 attended 7 of 8 sessions
- 9 coaches completed training:
 - 6 attended all 4 sessions
 - 3 attended 2 of 4 sessions

Principals and coaches felt the Wisconsin Urban Leadership Institute included effective content and was facilitated well.

- On the year-end survey, all but one participant either Agreed or Strongly Agreed with the statement "The facilitation of the Wisconsin Urban Leadership Institute has been effective (organized, clear, and engaging)".
- All Agreed or Strongly Agreed that "The Wisconsin Urban Leadership Institute content has been effective/valuable".
- Six suggested they had some difficulty keeping up with the required work.

Principals appreciated the opportunity to network and collaborate with other principals across all five districts.

All indicated on both the mid-year and year-end surveys that the collaboration was useful and they were comfortable sharing their experiences with each other.



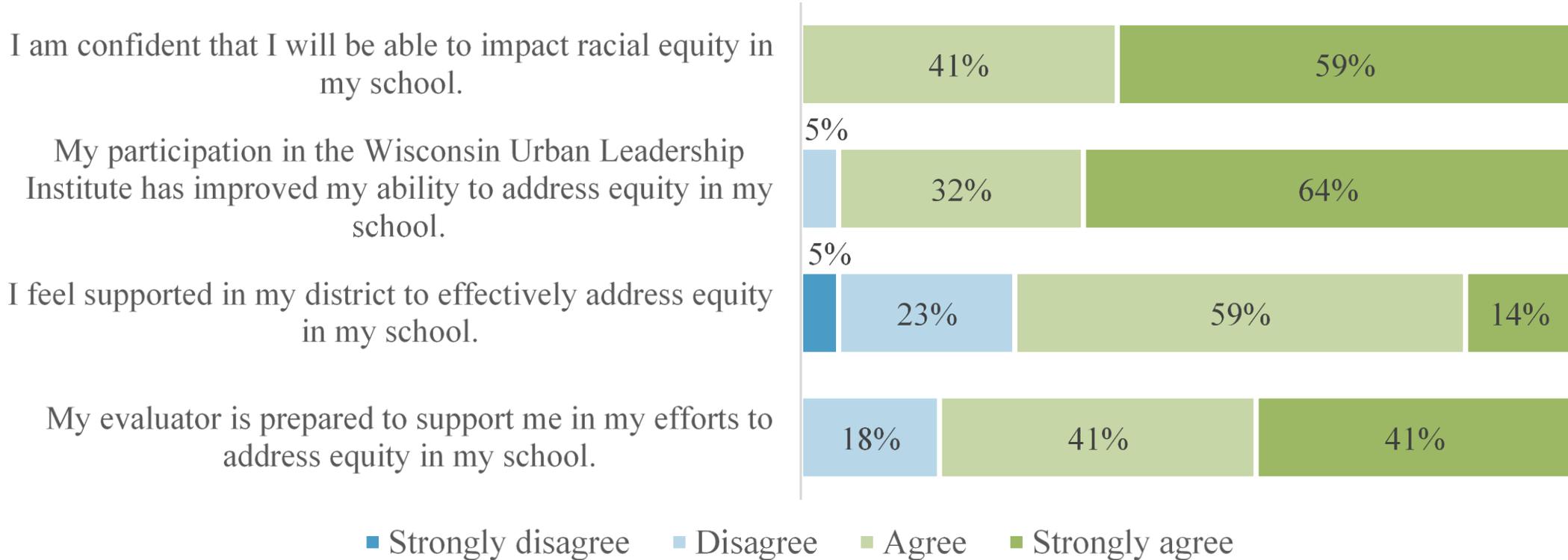
What did
participants
learn about
equity?

Principals completed the training with a strong understanding of their own biases and how racism impacts education.

- Most principals understand their own biases and how racism impacts education
- All principals confident they will impact racial equity in schools
 - All but one indicated participation increased ability to do so
- Principals need evaluator and district support

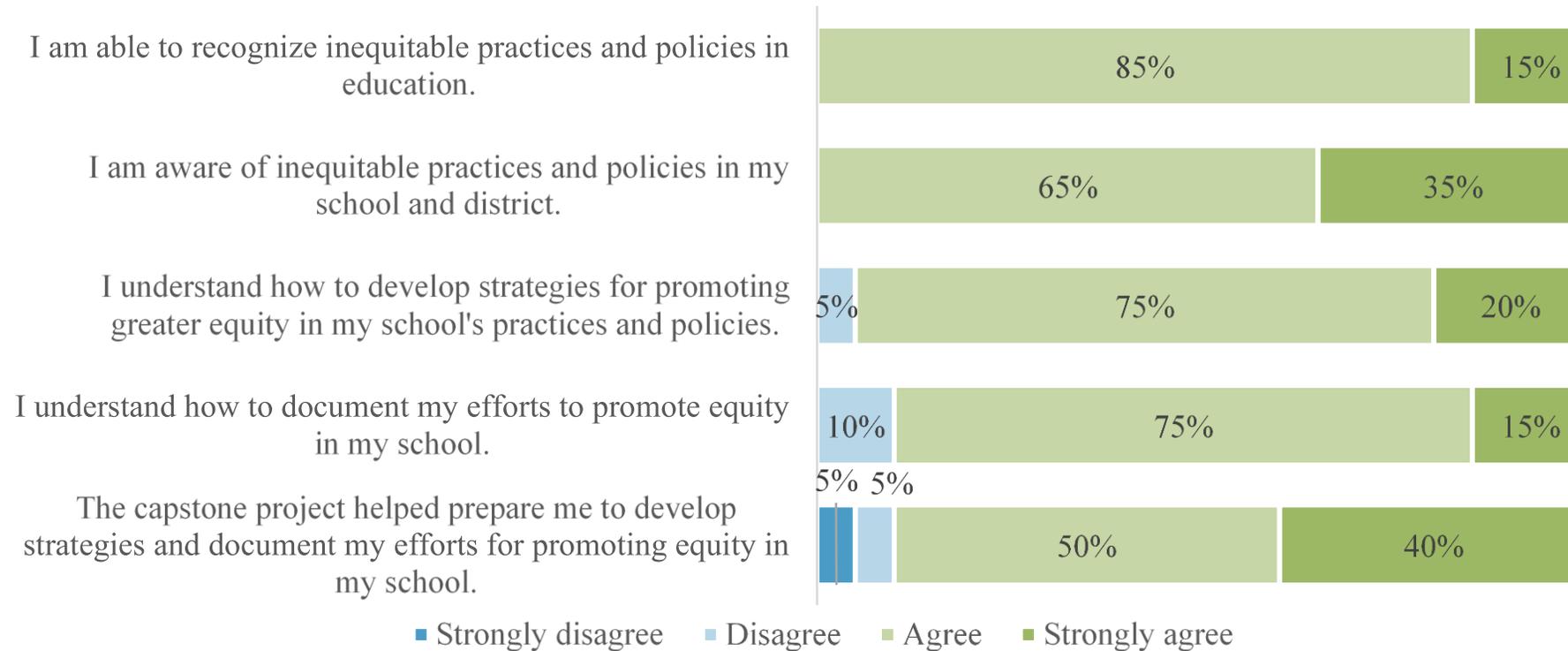
Principals completed the training with a strong understanding of their own biases and how racism impacts education.

Please indicate the extent to which you agree or disagree with the following statement. (22 principal responses)

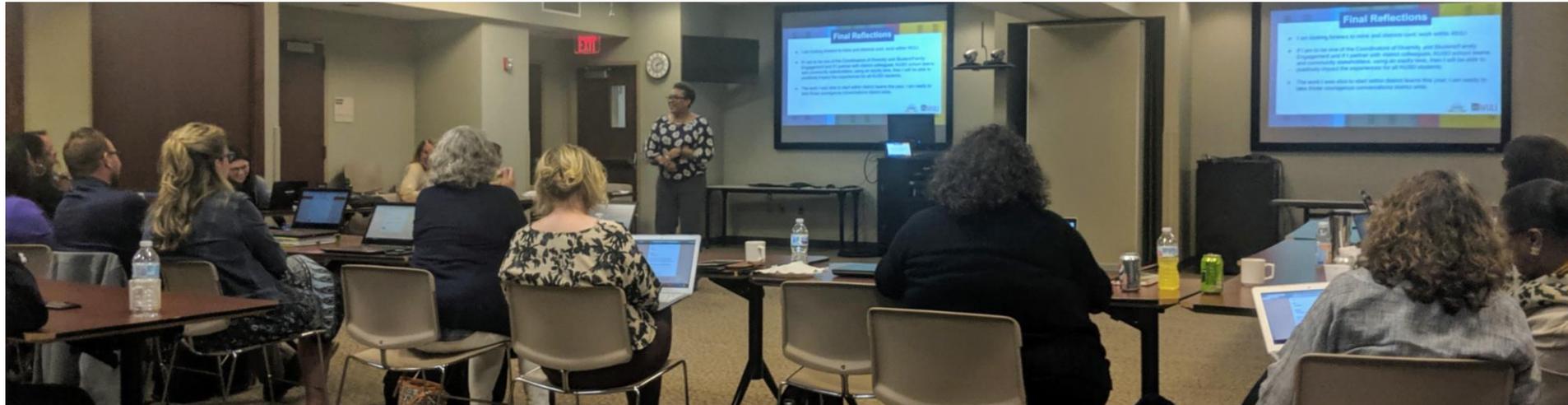


Principals completed the training with greater confidence that they have the skills necessary to promote equity in their school.

Please indicate the extent to which you agree or disagree with the following statement. (20 principal responses)

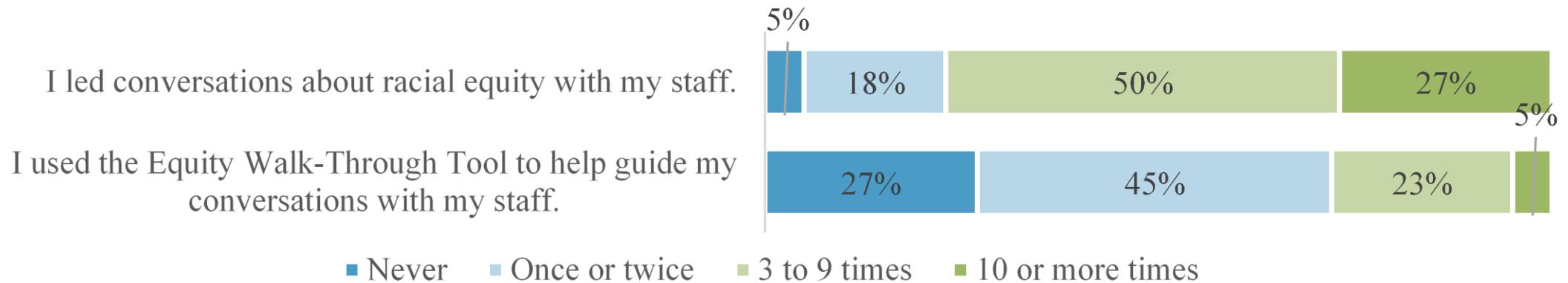


What impact did participants have on equity in their school this year?



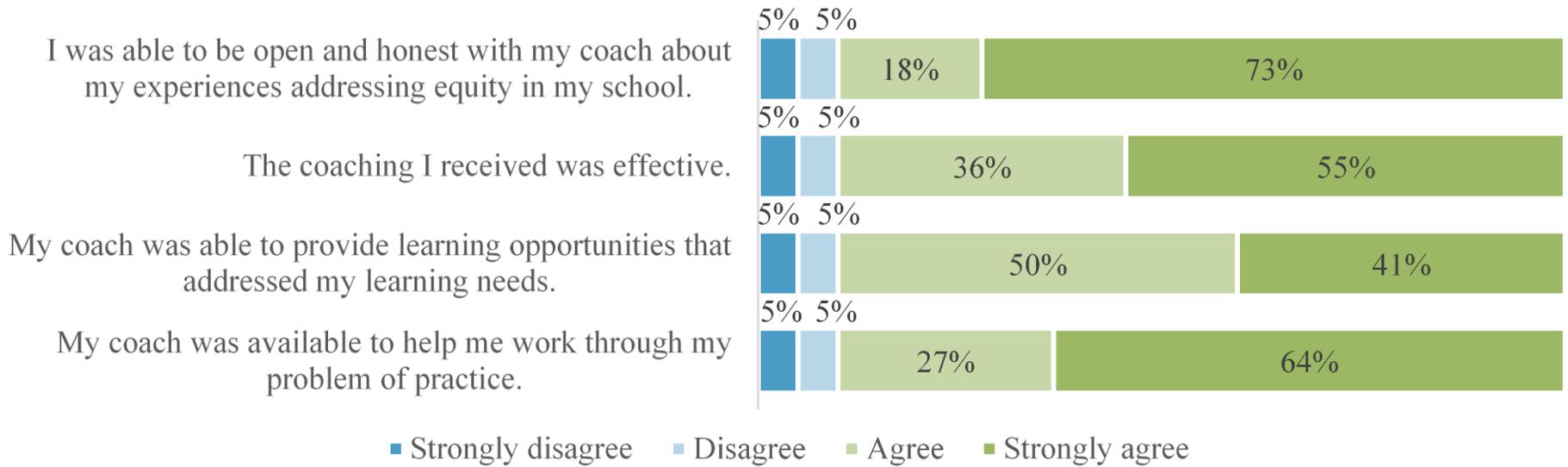
Participants already started to apply their equity skills, by leading conversations about racial equity with school staff.

How many times did you engage in the following this year? (22 principal responses)



Equity coaches effectively supported principal efforts for promoting equity in schools.

Please indicate the extent to which you agree or disagree with the following statement. (22 responses)



Participants successfully applied their learned equity knowledge and skills through Capstone Projects designed to address an equity-related problem of practice in their school.

- All 26 principals presented project to peers
- 5 major themes with example project on p. 8
 - Self-growth
 - Examining Disaggregated Data
 - School Policies
 - Leading Staff
 - Engaging Families

Next Steps

- Capstone Best Practices Toolkit
- Cohort 2 has been selected and oriented to the Institute
- The first Cohort will continue to be supported by their coach and will attend some sessions this year
- Better integration with EE (tools and educator ratings)
- Continue evaluation:
 - Follow up with Cohort 1 participants (Interviews, site visits, school data)
 - Continue to document implementation and impact with Cohort 2

Recommendations

- Consistent, effective coaching
- Clear program expectations for principals
- Engage principal evaluators early and throughout the Institute
- Explore how to improve state, district, school Foundational Factors
- Expand peer-to-peer learning
- Shared framework for sustainability beyond year 1
- Define and prioritize shared goals across collaborating orgs