

# Leadership Development

## Executive Summary of Evaluation Findings, 2018–2019

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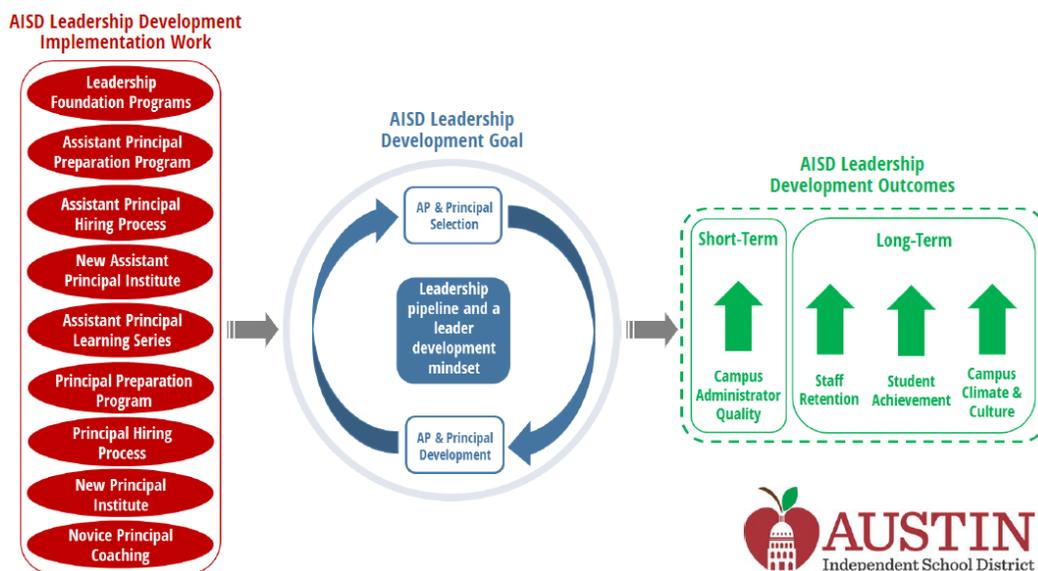
### Evaluation Overview

The purposes of the evaluation in 2018–2019 were to update the Department of Leadership Development theory of change (ToC) and logic model and to evaluate the implementation of the newly developed assistant principal (AP) and principal hiring processes designed to select a diverse group of equity-focused, effective novice leaders. This evaluation was designed to help the department meet its goal of creating a leadership pipeline that reflects AISD values and fosters a selection and development mindset. Therefore, the evaluation efforts in 2018–2019 were executed to help reach this goal.

### Leadership Development Work, Goal, and Desired Outcomes

The graphical theory of change delineates the sequence of events necessary for the department to reach its desired short- and long- term outcomes. The department must execute their planned work in order to reach their goal, and subsequently this goal should be met before changes in outcomes can be expected.

Figure 1.  
Graphical representation of the Leadership Development Theory of Change



Source. AISD Department of Leadership Development Theory of Change, last revised May 24, 2019

### New Hiring Processes: Notable Year 1 Findings

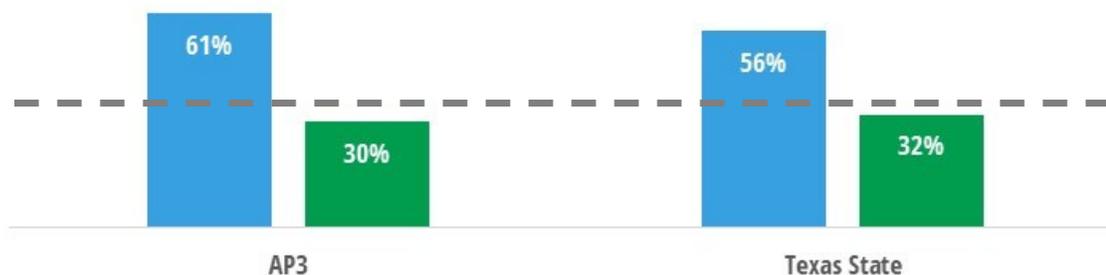
Overall, applicants who participated in a preparation program, either the Texas State program, AP3, or P3 were more likely to pass the HireVue interview and the assessment center than those who did not participate in such programs. Figures 2 and 3 show examples of these higher pass-through rates at both the principal and AP levels.

### Overview of Findings

Findings from the evaluation provide evidence that individuals who participated in the preparation programs, such as the Assistant Principal Preparation Program (AP3), Principal Preparation Program (P3), or the Texas State program, were more likely to pass the new hiring processes than those who had not participated in a preparation program. Additionally, perceptions of the new hiring process were mostly positive from both applicants and those hiring applicants. Applicants saw the new hiring processes as generally fair and as processes that accurately assessed their readiness to enter into a campus administrator role. Some recommendations, such as working to increase the diversity of the applicants and providing clear messaging about the new hiring processes, were also voiced by APs and principals.

Figure 2.

AP participants who were **in a preparation program** were more likely to pass HireVue than were those **not in a preparation program**.

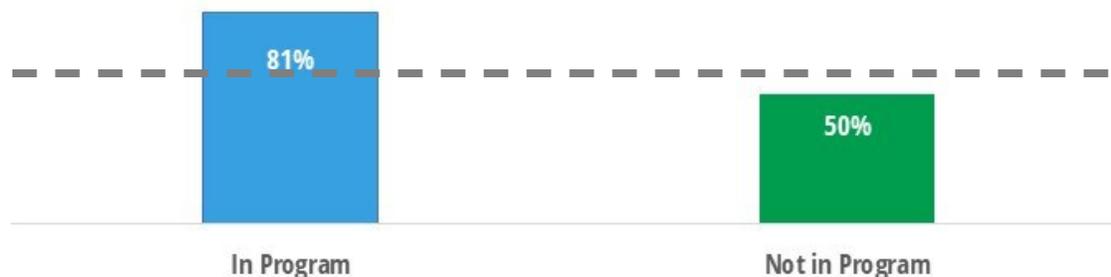


Source. Summer 2018 AP HireVue process data

Note. Dashed line represents percentage of applicants who passed out of those invited to participate (33%).

Figure 3.

Principal assessment center participants **in the P3 program** were more likely to pass the assessment center than were those who were **not in the P3 program**.



Source. Spring 2019 AP assessment center process data

Note. Dashed line represents percentage of applicants who passed out of those invited to participate (69%).

## Recommendations and Future Directions

In upcoming years of HireVue and assessment center implementation, several recommendations based on the results of the evaluation are to (a) continue to scale up the hiring process, (b) continue to monitor pass-through rates of participants, (c) determine a standardized practice for determining passing and failing scores, (d) create clear messaging and education for principals and APs regarding the hiring process, (e) consider ways to share the highly qualified list with necessary staff in a live, dynamic way, (f) implement a standardized process for archiving HireVue and assessment center applicant data, and (g) streamline the processes that occur before and after the HireVue and assessment center to create a more efficient workflow.

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