**Influence 100 Year-end Field Guide Report**

**Appendix**

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2. [Interim Evaluation Briefing #2: Winter 2021 Focus Group Summary: Cohort 1, Year 2 (April 30, 2021)](#Appendix_B)
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UMass Donahue Institute

Applied Research and Program Evaluation

### Memo: Influence 100 Evaluation – Interim Evaluation Brief #1 Fall 2020 Surveys Summary: Cohort 1, Year 1

**January 29, 2021**

Overview:

This Interim Evaluation Brief summarizes data collected in fall 2020 through three surveys that were designed and administered as part of the evaluation of the Massachusetts Department of Elementary and Secondary Education’s (DESE) Influence 100 program.i The UMass Donahue Institute (UMDI) evaluation team collaborated with DESE and Leadership Academy staff to draft survey instruments.ii All surveys were targeted to participants in Cohort 1 (participants during the 2019–20 school year) and focused on experiences during their first year of participation. One survey each was designed for fellows, district leaders, and superintendents (who served as fellows’ mentors). All three surveys were opened and sent to participants on November 20, 2020 and closed on December 10, 2020. Descriptive details about each survey are in Table 1.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Table 1: Survey details | | | | | |
|  | **Est. Length**  **(mins)**iii | **Number of questions** | | | **Response rate** |
| **Total** | **Closed ended** | **Open ended** |
| **Fellows** | 25 | 17 | 8 | 9 | 20 out of 25 fellowsiv (80%) |
| **District Leaders** | 35 | 5 | 4 | 1 | 12 out of 15 districtsv (80%) |
| **Mentors** | 17 | 14 | 7 | 7 | 7 out of 13 mentorsvi (54%) |

This document:

This Brief provides basic summaries of the findings from the three surveys. Following this memo, the Brief includes one summary for each of the surveys, including tallies of responses for closed ended items and high‐ level summaries for open ended items. The format of each of these survey‐level summaries varies according to the structure of each survey, which lent themselves to different presentations. A few “key findings” are highlighted in these survey summaries, where appropriate. We highlight a few high‐level findings in the next section of this memo.

Selected high‐level findings:

* Most fellows reported having positive experiences with Influence 100 during their first year of participation. They reported positive impacts on their equity mindset, their sense of personal efficacy as equity‐minded leaders, and their knowledge and understanding of the superintendent role.
* District‐level engagement with Influence 100 varied. Most districts that reported changes or developments to equity practices during the 2019–20 school year reported that Influence 100 was at least “slightly” important as a facilitator of those changes, but ratings varied by district and practice. Fellows varied in their reports of the program’s impact on district‐level practice. Fellows also reported varying levels of access to district‐level processes.
* Fellows and mentors generally agreed about the mentorship practices that were helpful to fellows. These practices included opportunities to work on district level tasks and decision‐making processes, access to mentors for debriefing and one‐on‐one consultation, and opportunities to see mentors in action or modeling how they do their work. Responses from both groups suggested that application of these practices varied considerably across fellow‐mentor pairings.
* Regarding growth in equity mindset—and specifically in the six areas addressed by the Leadership Academy’s Equity Leadership Dispositions (ELD)—mentors and fellows indicated somewhat different impressions of the areas of most growth for fellows. *Reflecting on personal assumptions and beliefs* was the ELD area where the fewest mentors indicated that their fellows showed a “high amount of growth” (3 out of 10 fellow‐mentor pairings). Meanwhile*,* half of fellows (10 of 20) indicated that *reflecting on personal assumptions and beliefs* was one of the ELD areas where they experienced the most personal growth during the first year of the program.

**Notes:**

i Other primary data collections for this evaluation include surveys about participants’ second‐year experiences and focus groups with fellows.

ii Instruments are included in the Appendix.

iii The time estimate for the district leader survey was based on a request built into the survey that respondents collaborate with others in their district to complete the survey. Few respondents indicated that they did so (see that survey’s summary for more details). The estimated length of time for the mentor survey varied depending on how many fellows were mentored by a particular superintendent. Mentor to fellow ratios ranged from 1:1 to 1:3.

iv DESE provided UMDI with a list that included 25 fellows—and UMDI sent surveys to these individuals. We later learned, after the surveys closed, that a 26th fellow from Cohort 1 was not included in the original list.

v 13 districts responded to the survey, but the quality of data from one district was questionable and have been excluded from this interim report.

vi The Mentor Survey was not distributed to two of the 15 district mentors because they were new to the program, and the survey was designed to collect feedback about the Influence 100 program during the 2019–20 school year—the year before both of these mentors joined their respective districts.

# Influence 100 Year 1 Cohort 1 Survey Summary Fellows Survey

**Response rate:** 20 of 25 (80%) Cohort 1 fellows responded to the survey.\*

**Contents:**

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**Closing Reflections on Influence 100** (Questions 14–17): Page 14

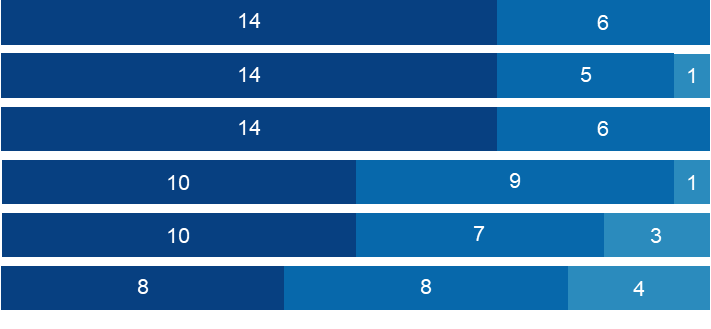
\* DESE provided UMDI with a list that included 25 fellows—and UMDI sent surveys to these individuals. We later learned, after the surveys closed, that a 26th fellow from Cohort 1 was not included in the original list.

## Impact on Equity Mindset (Q1–Q4)

**Key finding:** Fellows reported that most aspects of Influence 100 programming were helpful, particularly in terms of promoting personal growth and building personal efficacy.

Fellows thought Influence 100 was at least "moderately effective" in supporting growth across all six Equity Leadership Disposition areas. They most commonly indicated that Influence 100 was effective in supporting growth around personal beliefs and actions.

**Q1 - Reflecting on your first year as an Influence 100 fellow, how effective was Influence 100 in supporting your growth in each of these Equity Leadership Dispositions?\***



Reflecting on personal assumptions and beliefs

Modeling a personal belief system that is grounded in equity

Acting in culturally competent ways

Building the capacity of others to work towards equity in the district/schools

Confronting institutional biases Creating systems to support equitable

access for historically underserved students

0 5 10

15 20

Legend color indicator for "Very Effective" rating as depicted in bar chart. Darkest blue. Very effective Legend color indicator for "Moderately Effective" rating as depicted in bar chart. Medium blue.
 Moderately effective Legend color indicator for "Slightly Effective" rating as depicted in bar chart. Light blue.
 Slightly effective

Field Very

effective

Moderately effective

Slightly effective

Total

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Reflecting on personal assumptions and beliefs | 70% | 14 | 30% | 6 | 0% | 0 | 20 |
| Modeling a personal belief system that is grounded in equity | 70% | 14 | 25% | 5 | 5% | 1 | 20 |
| Acting in culturally competent ways | 70% | 14 | 30% | 6 | 0% | 0 | 20 |
| Building the capacity of others to work towards equity in the  district/schools | 50% | 10 | 45% | 9 | 5% | 1 | 20 |
| Confronting institutional biases | 50% | 10 | 35% | 7 | 15% | 3 | 20 |
| Creating systems to support equitable access for historically  underserved students | 40% | 8 | 40% | 8 | 20% | 4 | 20 |

**\*Note about figures in this summary**: All figures throughout this summary document show respondent counts.

###### Q2 - In which Equity Leadership Disposition areas did you experience the most personal growth during the first year of the program? (Please select up to three areas.)



Modeling a personal belief system that is grounded in equity

Building the capacity of others to work towards

equity in the district/schools

Reflecting on personal assumptions and beliefs

Confronting institutional biases

Creating systems to support equitable access

for historically underserved students

Acting in culturally competent ways

Field Choice Count

|  |  |  |
| --- | --- | --- |
| Modeling a personal belief system that is grounded in equity | 60% | 12 |
| Building the capacity of others to work towards equity in the district/schools | 50% | 10 |
| Reflecting on personal assumptions and beliefs | 50% | 10 |
| Confronting institutional biases | 45% | 9 |
| Creating systems to support equitable access for historically underserved students | 40% | 8 |
| Acting in culturally competent ways | 15% | 3 |
| Total |  | 20 |

**Q2 Note:** Unclear whether unmarked categories were those where respondents felt there was little *need* for growth or simply little growth experienced.

###### Q3 - How did Influence 100 have a positive impact on your personal growth in the area(s) you selected above, if at all?

**Key themes:**

**Increased personal efficacy** (10 respondents)

* Responses included: naming equity more explicitly, being more vocal about cultural competency, having better tools, leadership skills, “more willing and prepared to speak up and out”
* “The work we have done with Influence 100 has been instrumental in giving me the courage and the skills to create a plan to address these complex issues at the school and district level.”
* Related response from Q17: "Prior to being a part of Influence 100, when discriminated against I felt that it was my fault for not fitting the 'white' norm. Today, I understand that no one should abuse their 'white'

power to put others down and take away opportunities."

**Provided opportunities to reflect and share** (8 respondents)

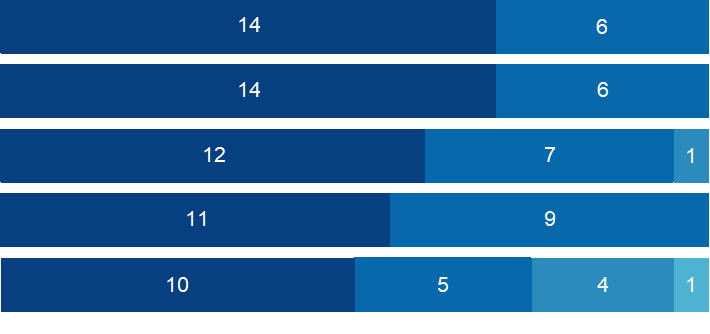
* Response included: circles, readings, conversations with Michele and Stacy, understanding own beliefs and biases.

With the exception of reflection circles, fellows rated all aspects of the monthly sessions as

"moderately" or "very helpful" (95%+ rated each aspect as "very" or "moderately helpful").

**Q4 - How helpful were the aspects of the Influence 100 program listed below in supporting your growth as an equity-minded district leader?**

#### Monthly Sessions



Instruction (lecturettes) from Stacy and Michele

Presentations from external speakers

Discussion of readings

Introduction to tools, resources, and strategies

Reflection circles at the beginning of each session

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 Moderately helpful Legend color indicator for "slightly helpful" rating as depicted in bar chart. light blue.
 Slightly helpful Legend color indicator for "not helpful" rating as depicted in bar chart. lightest blue.
 Not helpful

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Field | Very helpful | | Moderately helpful | | Slightly helpful | | Not helpful | | Total |
| Instruction (lecturettes) from Stacy and Michele | 70% | 14 | 30% | 6 | 0% | 0 | 0% | 0 | 20 |
| Presentations from external speakers | 70% | 14 | 30% | 6 | 0% | 0 | 0% | 0 | 20 |
| Discussion of readings | 60% | 12 | 35% | 7 | 5% | 1 | 0% | 0 | 20 |
| Introduction to tools, resources, and strategies | 55% | 11 | 45% | 9 | 0% | 0 | 0% | 0 | 20 |
| Reflection circles at the beginning of each session | 50% | 10 | 25% | 5 | 20% | 4 | 5% | 1 | 20 |

**Note:** Later open-ended feedback suggested that fellows appreciated the "re-design" of reflection circles.

Fellows rated all aspects of the Action Research Projects positively. Every aspect received "very" or "moderately helpful" ratings from at least 17 of 20 respondents.

**Q4 - How helpful were the aspects of the Influence 100 program listed below in supporting your growth as an equity-minded district leader?**

#### Action Research Project:

Creating a theory of change Root cause analysis

14

5

1

14

4

2

12

6

2

12

5

3

11

6

2

Peer coaching and feedback

Time with colleagues to work on action research project

Lecturette on tools for strategic planning process for action research

0 5 10

15 20

Legend color indicator for "Very helpful" rating as depicted in bar chart. Darkest blue. Very helpful Legend color indicator for "Moderately helpful" rating as depicted in bar chart. Medium blue. Moderately helpful Legend color indicator for "Slightly helpful" rating as depicted in bar chart. Light blue. Slightly helpful

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Field | Very helpful | | Moderately helpful | | Slightly helpful | | Not helpful | | Total |
| Creating a theory of change | 70% | 14 | 25% | 5 | 5% | 1 | 0% | 0 | 20 |
| Root cause analysis | 70% | 14 | 20% | 4 | 10% | 2 | 0% | 0 | 20 |
| Peer coaching and feedback | 60% | 12 | 30% | 6 | 10% | 2 | 0% | 0 | 20 |
| Time with colleagues to work on action research project | 60% | 12 | 25% | 5 | 15% | 3 | 0% | 0 | 20 |
| Lecturette on tools for strategic planning process for action research | 58% | 12 | 32% | 5 | 11% | 3 | 0% | 0 | 19 |

Nearly all fellows rated all aspects of the district leadership convenings/meetings as helpful. At least 17 out of 20 respondents (90%+) indicated each aspect was "very" or "moderately helpful."

**Q4 - How helpful were the aspects of the Influence 100 program listed below in supporting your growth as an equity-minded district leader?**

#### District Leadership convenings/meetings:

15

5

14

3

1

11

8

1

7

13

1

Opportunities for networking and community-building

Planning/work time with my district team

Time to collaborate with other districts about specific equity strategies (human capital, strategic planning, etc.)

Introduction to and/or time to work with the Equity Progress Assessment tool

0 5 10 15 20

Legend color indicator for "Very helpful" rating as depicted in bar chart. Darkest blue.
 Very helpful Legend color indicator for "Moderately helpful" rating as depicted in bar chart. Medium blue.
 Moderately helpful Legend color indicator for "slightly helpful" rating as depicted in bar chart. Light blue. Slightly helpful Legend color indicator for "not helpful" rating as depicted in bar chart. Lightest blue. Not helpful

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Field | Very helpful | | Moderately helpful | | Slightly helpful | | Not helpful | | Total |
| Opportunities for networking and community-building | 75% | 15 | 25% | 5 | 0% | 0 | 0% | 0 | 20 |
| Planning/work time with my district team | 74% | 14 | 16% | 3 | 5% | 1 | 5% | 1 | 19 |
| Time to collaborate with other districts about specific equity strategies (human capital, strategic planning, etc.) | 55% | 11 | 40% | 8 | 5% | 1 | 0% | 0 | 20 |
| Introduction to and/or time to work with the Equity Progress Assessment tool | 35% | 7 | 65% | 13 | 0% | 0 | 0% | 0 | 20 |

**OTHER helpful elements listed by fellows (n=3):**

* Access to Michelle and Stacy to collaborate and consult on complicated matters related to race and equity.
* Opportunity for uninterrupted time to focus and discuss our equity progress as a district.
* We do not always have the time to meet with our District Leadership Team. Meeting with the team helped frame the Theory of Action and the Action Research Project.
* Elevating the status of the work that happens at Influence 100 has provided more leverage points to refocus the conversation about race and equity at the district level.

## Impact on Equity Practice

**Key finding:** A majority of fellows reported that they gained knowledge and understanding of superintendency.

###### Q5 - Has Influence 100 helped you become better prepared to be a superintendent? If so, how?

**Some felt better prepared**

* About three-quarters (14 out of 19) of respondents indicated either affirmative "yes" or listed things learned
* A few (3 fellows) commented that the program helped them be a better equity leader, but not necessarily

better prepared to be a superintendent

**How? Helped improve knowledge/understanding; valued specific and practical elements**

* About half (10 of 19) indicated that the program improved their knowledge of or expanded their

understanding of the superintendent role

* + Learning about political forces, gaining perspective: hearing from others who have other points of view
  + Valuable to hear from practitioners and colleagues
* 7 of 19 respondents indicated that they felt more prepared to do specific and practical things or navigate likely scenarios
  + Useful tools/strategies: mock interviews, practice with budgeting, decision tree documents, summer prep work, discussions of larger systems with Michele and Stacy
  + Skills/knowledge gained: how to impact instructional practice, build a successful team, be a a better instructional supervisor, strategically plan for organizational change, identify problems in practice, be a public speaker, supporting principals as leaders, navigate political environment while moving a racial equity agenda.
* Collaboration, network of support were helpful (5 fellows)
* Increased confidence (3 fellows)

###### Q6 - How has Influence 100 impacted your district’s equity practice?

**Informed change in practice (8 fellows)**

* Most commonly noted related to: hiring and retention, educator diversification, workforce, revamping HR practices

**Increased personal efficacy to impact district work (7 fellows)**

* Creating/leading equity team, personally help to shift policies, working with colleagues for change, being a “better voice for equity.” “I have been able to bring insights and practices to my district.”

**Increased equity focus in district (6 fellows)**

* Elevated equity work, led to examination of policies related to equity, impacted district strategic plan, helped to create an equity roadmap

**Use of tools/activities from Influence 100 (5 fellows)**

* Action research project, RIDES tool, Addressing the Gaps document, Race and Equity Roadmap

# Mentorship

**Key finding:** Experiences with mentorship are varied. Influence 100 activities and fellows are

not supported equally in all districts.

###### Q7 - To what extent has your experience with your Influence 100 mentor supported your progress toward becoming a superintendent?

20 Responses

Not at all [25%, 5]

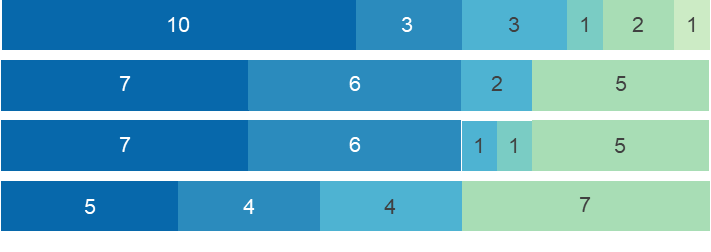
To a great extent [35%, 7]

To little extent [20%, 4]

To a moderate extent [20%, 4]

Most fellows (13 out of 20, 65%) indicated that their needs were at least "moderately met" in terms of exposure to district leadership meetings, opportunities to discuss district operations, and opportunities to discuss their action research project. About half of fellows (11 out of 20, 55%) indicated that they either did not have opportunities to debrief observations, meetings, Influence 100 sessions or other events or that these opportunities only "slightly met" their needs.

###### Q8 - Of the types of opportunities listed below that your Influence 100 mentor may have facilitated, to what extent did each of these meet your needs as an aspiring superintendent?

****Exposure to district leadership meetings

Opportunities to discuss district operations

Opportunities to discuss my action research project

Opportunities to debrief observations, meetings, Influence 100 sessions, or other events

0 5

10 15 20



|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Field | Fully met my needs | | Moderately met my needs | | Slightly met my needs | | Did not meet my needs | | Did not happen | | Not needed | | Total |
| Exposure to district leadership meetings | 50% | 10 | 15% | 3 | 15% | 3 | 5% | 1 | 10% | 2 | 5% | 1 | 20 |
| Opportunities to discuss district operations | 35% | 7 | 30% | 6 | 10% | 2 | 0% | 0 | 25% | 5 | 0% | 0 | 20 |
| Opportunities to discuss my action research project | 35% | 7 | 30% | 6 | 5% | 1 | 5% | 1 | 25% | 5 | 0% | 0 | 20 |
| Opportunities to debrief observations, meetings, Influence 100 sessions, or other events | 25% | 5 | 20% | 4 | 20% | 4 | 0% | 0 | 35% | 7 | 0% | 0 | 20 |

**"Other" responses:**

We are in the middle of the pandemic response and superintendent has been quite busy. Little access to systematic support.

Attend budget meetings

Tasked with leading key work

I do not have a mentor

Opportunities to work with School Committee and on Crisis Management issues

One on one time to discuss different opportunities.

A majority of fellows (at least 11 of 20, 55%) indicated they had participated in many of the named activities associated with mentorship. The exception was shadowing the

superintendent (7 of 20, 35%).

###### Q9 - Did you participate in any of the following activities as part of your first year with Influence 100? (Please check all that apply.)

Attend school committee meetings 16

Attend other community meetings with

14

families or community partners

Participate in district leadership

meetings (if not already part of the 13

district leadership team)

Attend budget meetings 11

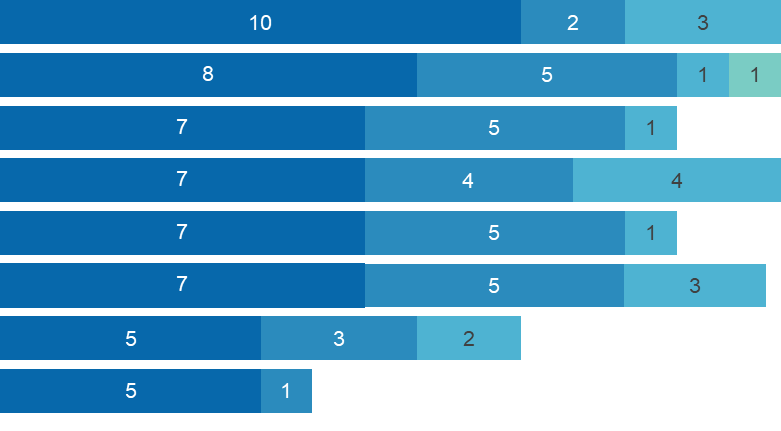
Shadow the superintendent 7

|  |  |  |
| --- | --- | --- |
| Field | Choice Count | |
| Attend school committee meetings | 89% | 16 |
| Attend other community meetings with families or community partners | 78% | 14 |
| Participate in district leadership meetings (if not already part of the district leadership team) | 72% | 13 |
| Attend budget meetings | 61% | 11 |
| Shadow the superintendent | 39% | 7 |
| Total |  | 18 |

The mentorship support that received the highest number of "very helpful" ratings from fellows was *exposure to/participation in district leadership meetings* and *opportunities.* The majority of fellows who rated each support indicated that they were "very" or "moderately helpful."

###### Q10 - How helpful were each of these types of mentorship support, during your first year as an Influence 100 fellow, in supporting your progress toward superintendency?

*Respondents' ratings of helpfulness of elements that were previously indicated as occurring (i.e., not marked "did not happen" or "not needed" in Q8 & Q9)*

**

Exposure to/participation in district leadership meetings

Opportunities to discuss my action research project

Attend other community meetings with families or community partners

Attend school committee meetings

Opportunities to debrief observations, meetings, Influence 100 sessions...

Opportunities to discuss district operations Attend budget meetings

Shadow the superintendent

0 2 4 6 8 10 12 14

Legend color indicator for "Very Effective" rating as depicted in bar chart (1st point on 4-point scale). Darkest blue.
 Very helpful Legend color indicator for "Moderately helpful" rating as depicted in bar chart (2nd point on 4-point scale). Medium blue.
 Moderately helpful Legend color indicator for "slightly helpful" rating as depicted in bar chart (3rd point on 4-point scale). light blue.
 Slightly helpful Legend color indicator for "not at all helpful" rating as depicted in bar chart (4th point on 4-point scale). lightest blue. Not at all helpful

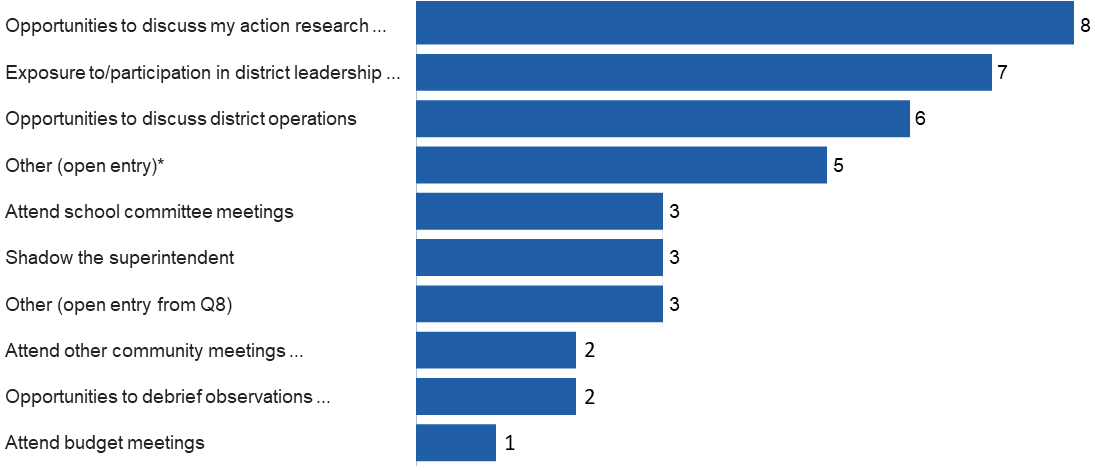
|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Field | Very helpful | | Moderately helpful | | Slightly helpful | | Not helpful | | Total |
| Exposure to/participation in district leadership meetings | 67% | 10 | 13% | 2 | 20% | 3 | 0% | 0 | 15 |
| Opportunities to discuss my action research project | 53% | 8 | 33% | 5 | 7% | 1 | 7% | 1 | 15 |
| Attend other community meetings with families or community partners | 54% | 7 | 38% | 5 | 8% | 1 | 0% | 0 | 13 |
| Attend school committee meetings | 47% | 7 | 27% | 4 | 27% | 4 | 0% | 0 | 15 |
| Opportunities to debrief observations, meetings, Influence 100 sessions, or other events | 54% | 7 | 38% | 5 | 8% | 1 | 0% | 0 | 13 |
| Opportunities to discuss district operations | 47% | 7 | 33% | 5 | 20% | 3 | 0% | 0 | 15 |
| Attend budget meetings | 50% | 5 | 30% | 3 | 20% | 2 | 0% | 0 | 10 |
| Shadow the superintendent | 83% | 5 | 17% | 1 | 0% | 0 | 0% | 0 | 6 |
| Other (open entry from Q8) | 80% | 4 | 0% | 0 | 20% | 1 | 0% | 0 | 5 |

**Note:** These respondent counts are lower because fellows were only given the option to rate supports that they had previously indicated they had received (in Q8 and Q9).

There was no clear consensus on which mentorship support was "most helpful"—none were marked by more than 40% of respondents. *Opportunities to discuss my action research project* and *exposure to/participation in district leadership meetings* were the most commonly selected.

###### Q11 - Which types of mentorship support were the most helpful? (Respondent Count)

*Options presented if marked at least "moderately helpful" in Q10. Respondents selected up to three.*



|  |  |  |
| --- | --- | --- |
| Field | Choice Count | |
| Opportunities to discuss my action research project | 40% | 8 |
| Exposure to/participation in district leadership meetings | 35% | 7 |
| Opportunities to discuss district operations | 30% | 6 |
| Other (open entry)\* | 25% | 5 |
| Attend school committee meetings | 15% | 3 |
| Shadow the superintendent | 15% | 3 |
| Other (open entry from Q8) | 15% | 3 |
| Attend other community meetings with families or community partners | 10% | 2 |
| Opportunities to debrief observations, meetings, Influence 100 sessions, or other events | 10% | 2 |
| Attend budget meetings | 5% | 1 |
| Total |  | 20 |

|  |  |  |
| --- | --- | --- |
| **\*Other specified aspects:** |  |  |
| Working under a superintendent of color for mentoring |  |  |
| MSBA |  |  |
| I was doing all those things as part of my position in my District. Influence 100 has not opened any doors for me thus far |  |  |
| Having a 1:1 meeting with Dr. Scott |  |  |
| Direct Support |  |  |

**Q12 - What was particularly helpful about the mentorship supports selected above?** (Those selected as "most helpful" in Q11)

**Themes:**

**Gaining an understanding of or view into superintendent scope of work and district level dynamics (9 fellows)**

* Access to discussions, joining meetings, watching super respond, seeing “behind the scenes”
* Seeing superintendent in action/role modeling (some fellows particularly valued role modeling from women of color in educational leadership)

**One-on-one time with a mentor (4 fellows)**

* Included mentor from inside or outside district, including Stacy
* A couple mentioned “honest” or “candid” conversations

**Note:** Several responses to this question seemed to be general feedback about the Influence 100 program and not specifically related to mentorship. Those have been incorporated in the appropriate sections.

###### Q13 - What kinds of support do you need from your mentor in the coming year to become better prepared to be an equity-minded district leader?

**Themes:**

**More structured support (10 fellows)**

* more opportunities to reflect, discuss, or debrief experiences or hear from superintendents about their experiences
* more regular meetings, one-on-one calls, face-to-face time to discuss project
* "I also feel the mentorship process is not formal enough to be able to create a growth pathway. If no goals are set up, there is no way to measure any growth in the superintendency continuum."

**Practical exposure or participation (7 fellows)**

* e.g., to budget meetings, contract negotiations, planning of district meetings, day-to-day leadership work, “technical, legal, and procedural components”
* One fellow wanted a clearer practical path to licensure.

**Opportunities to shadow in other districts (esp. with a superintendent of color) (3 fellows)**

* e.g., "Shadowing in other districts to see what it is like in the seat of a superintendent of color."
* A 4th and 5th fellow said this in response to Q17 in closing reflections.

# Closing thoughts about Influence 100

**Key finding:** Overall positive experiences. Fellows reported being eager for practical knowledge and exposure. Some reported that Influence 100 feels isolated from the rest of their district's work (e.g., some fellows did not receive mentorship, some reported that school committees don't value the work or ideas emerging from the program). COVID made many things more difficult.

###### Q14 - What, if anything, would you add to Influence 100 to make the program more effective?

**Themes:**

**More practical access and exposure (6 fellows)**

* More real experiences, exposure to case studies, examples of success, practical problem solving opportunities. Guest speakers about lessons learned on the job, equity pioneers, supers of color. Situational role plays.

**Facilitate/create accountability for district support to fellows (5 fellows)**

* "Fellows need opportunities to use the tools they are learning in the program in the district.”
* "Maybe check-ins with Superintendents to push them on creating the space for the team they have in the program."
* "Find better ways to hold the district accountable to support fellows."

**Cross-district collaboration/exposure (4 fellows)**

* Requests to shadow superintendents from other districts (as noted above in Q13)
* Also: "visit each other's districts and learn about each other's work," "finding ways to pair cohort peers in mentorship or partnerships would be great to have cross pollination"

**Formalize process for progress toward superintendency (3 fellows)**

* “A formalized goal setting process with the superintendent to establish a clear progression of skill development or dispositions to meet the challenges of the job. If we do not set up indicators of growth, it is hard to determine how ready we are to be able to do the job.”
* “Having a clearer path to superintendency and a really direct line to licensure built into the program would be key. It's great to have the training, but it would be even better to have it go from start to finish (being licensure).”
* Also quote in Q13: "If no goals are set up, there is no way to measure any growth in the superintendency continuum."

**Other feedback:** Send readings ahead of time. Appreciated Stacy's facilitation. Differentiate experiences based on fellows experience and position.

###### Q15 - Is there anything you would eliminate from or otherwise change about the Influence 100 fellowship that would make the program more effective? If so, what and why?

**Summary:** Half of respondents either didn't answer or had nothing to suggest for elimination. The remaining 10 responses are presented here.

**Program was effective, well planned, and organized:**

* "I feel the program was very **well planned and organized**. We were faced with the Pandemic and had to adapt to a new learning setting. It all worked out!"
* "I think the program has been structured well. It offered a good balance of personal reflection and growth, and more practical hands-on activities. **I would not eliminate anything**."
* "I think the fellowship is **highly effective**."
* "There **isn't anything that I would eliminate**. I just wish that I didn't have the distractions that had taken me away from the sessions."

**Suggested changes:**

* "**Circle time felt a bit heavy at the start but the way it was redesigned was great** and as such I wouldn't eliminate it. But in its former design, it was sucking the air out of the room."
* "To have **guest speakers who are actually doing the work**. More sessions with and about school boards. I would also like to know how this program is physically going to help us obtain employment as a Superintendent."
* "**I do not think Superintendents should be expected to serve as mentors to fellows**. Instead, fellows should be offered executive coaching as part of the program."
* "I think this year has already started off with a **better balance between the equity work and the 'superintendent skills.**' So I think that is a good shift."
* "I think we should set up **more rounds of interviews and discussions** similar to what we did with the budget presentation. This really confronted all of us with a hands on activity that forced us to think like a superintendent on the spot."
* "Provide the readings/assignments ahead of time along with the agenda."

**Related feedback from other questions:**

* "It would be good for the team to use the host features in Zoom a bit more for the talkers in the group who might not realize others don't get as much of an opportunity to speak. It's not a complaint, but more about me **wanting to hear from some quieter people**."
* "The team did well in pivoting to online and making it engaging. I would **add more work time** into our structure."
* "**Any opportunity we can have to do hands-on work is critical.** We could simulate real situations in which we are confronted with demonstrating skills needed to do the job (again, the budget activity we did and the presentation to school committee was great. We should do simulations every-time we meet. ) -Presenting to school committee -Dealing with Union Negotiations -Responding to Angry Parents -Addressing the Major and business executives -Re structuring systems -100 day plans. etc."

###### Q16 - How, if at all, did the COVID-19 pandemic impact your experience as an Influence 100 fellow?

**Themes:** (16 responses)

**Harder to collaborate, network and connect in virtual space (6 fellows)**

* For example:
  + "COVID-19 has left me more isolated and limited. There are a lot of resources and information shared when we are together."
  + "It is harder to collaborate over video than in person."
  + "It was more challenging to strengthen the connections that our cohort was developing in person once we moved to a virtual setting."
* Exceptions (2 fellows):
  + One fellow said they were able to get support from Influence 100 colleagues with whom they had already built relationships as they navigated the challenges of COVID
  + Another fellow wrote that "not having to travel to the sessions has actually improved the experience" and recommended that post-pandemic, some sessions "remain remote."

**Increased demands and distractions that pulled fellows away from this work or reduced opportunities to engage at district level (6 fellows)**

* "Once March 2020 got here the district went into crisis mode and we haven't gotten out of that mode yet. This has cut our chances of shadowing our superintendents and being more active at the district level."
* "It made it challenging to make meetings given district expectations."
* "Superintendent focus has shifted to address COVID issues."

**Other feedback**:

* Harder to achieve action plan (2 fellows)
* "COVID has impacted every aspect of the operation in ways I continue to see that the sector most affected continues to be those historically challenged groups. COVID has uncovered inequality more than ever, which I plan to use this moment to create a platform for professionals who are at least curious about equity and willing to learn more about it."
* Created "unique opportunity to see" superintendent "in action under 'unusual' circumstances" and to see "leadership in an unprecedented time."

###### Q17 - Any other comments about your experience as an influence 100 fellow during Year 1?

**Summary: Positive feedback**

* "Amazing opportunity to develop professionally."
* "Valuable," "amazing," "wonderful," "awesome," experience
* "Appreciated the connections"
* "Heightened my professional visibility."
* "I think the facilitators did a great job and the program got better throughout the year."
* "I will do it all over again if given the chance."

### Influence 100 Year 1 Cohort 1 Survey Interim Report Mentor Survey

**Response rate:** Seven of 13 (54%) Cohort 1 program mentors responded to the survey.1

Of the seven respondents, four (57%) had one fellow and three (43%) had two fellows. Four of the seven mentors with one fellow responded to the survey, for a response rate of 57%; and three of the five mentors with two fellows responded to the survey, for a response rate of 60%.

**Note:** It is important to note that the first nine questions in this survey were asked at the fellow-level. Mentors with multiple fellows responded to these questions once per fellow. As such, the total number of responses for questions one through nine surpass the total number of respondents that completed the survey. Responses represent a total of 10 mentor-fellow pairings.

### Fellow-Level Questions (Q1–Q9)

Mentors indicated that, prior to their engagement with the Influence 100 program, most fellows had been working with their mentor for one to four years.

###### Q1: How long had you been working with your fellow prior to your experience with the Influence 100 program?

Field Less than 1

year

1 to 4 years

5 to 9 years

10 or more

years

Total

How long had you been working with your fellow prior to your experience with the Influence 100 program?

20% 2

70% 7

10% 1

0% 0 10

The frequency with which mentors met with their fellows during the 2019–20 school year varied greatly. The reported frequency of one-on-one meetings ranged from daily to less frequently than monthly. The most common frequencies for one-on-one meetings were weekly, monthly, and less frequently than monthly (N=3 each). The most common frequency for brief check-ins was weekly, with half of mentor-fellow pairs having brief check-ins on a weekly basis (N=5).2

###### Q2a: On average, how often did you provide support to your fellow via one-on-one meetings during the 2019–20 school year?

Field Weekly

Every other week

Monthly

Less frequently than monthly

Other (please describe:)

Total

On average, how often did you provide support to your fellow via one-on-one meetings during the 2019–20 school year?

30% 3

0% 0

30% 3

30% 3

10% 1 10

###### Q2b: On average, how often did you provide support to your fellow via brief check-ins during the 2019–20 school year?

Field Weekly

Every other week

Monthly

Less frequently than monthly

Other (please describe:) Total

On average, how often did you provide support to your fellow via brief check- ins during the 2019–20 school year?

50% 5

10% 1

20% 2

0% 0

20% 2 10

Mentors utilized a variety of means to communicate with their fellows for their one-on-one meetings and brief check-ins, including: phone, email, virtual meetings, and in-person meetings. One mentor also mentioned that they had brief check-ins with their fellow via text. Results show that, for all mentor-fellow pairings, in-person meetings were the most common mode of communication for one-on-one meetings (N=10), followed closely by virtual meetings (N=8). Meanwhile, emails were the most common mode of communication for brief check-ins (N=9), followed closely by phone and in-person (N=8 each).

###### Q3a: Through which modes of communication did you have your one-on-one meetings? Please check all that apply.

Field Phone

Email

Virtual meeting (e.g., Zoom)

In- person

Other (please describe:)

Total

Through which modes of communication did you have your one-on-one meetings? Please check all that apply.

50% 5

60% 6

80% 8

100% 10

0% 0 10

###### Q3b: Through which modes of communication did you have your brief check-ins? Please check all that apply.

Field

Phone

Email

Virtual meeting (e.g., Zoom)

In- person

Other (please describe:)

Total

Through which modes of communication did you have your brief check-ins? Please check all that apply.

80% 8

90% 9

60% 6

80% 8

10% 1 10

In general, mentors did observe growth in their fellows in the six equity leadership dispositions (ELD). In fact, a majority of mentors thought their fellows had a "high" amount of growth in five of the six ELD. As shown in the Q4 table, these five ELD—all with the exception of *reflecting on personal assumptions and beliefs*—had six or seven fellows rated by their mentor as having a "high" amount of growth. Finally, as shown in the Q5 table, nearly all mentors indicated that the ELD were topics of conversation between themselves and their fellows during 2019–20 school year meetings. Please note that this survey did not collect information about fellow's pre-intervention knowledge/competency with the ELD.

###### Q4: To what extent did you observe personal growth in your fellow in the following areas during the 2019–20 school year?

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Field | High amount of growth | | Moderate amount of growth | | Small amount of growth | | No growth | | Don’t know/NA | | Total |
| Reflecting on personal assumptions and beliefs | 30% | 3 | 50% | 5 | 20% | 2 | 0% | 0 | 0% | 0 | 10 |
| Modeling a personal belief system that is grounded in equity | 70% | 7 | 20% | 2 | 10% | 1 | 0% | 0 | 0% | 0 | 10 |
| Acting in culturally competent ways | 70% | 7 | 10% | 1 | 10% | 1 | 10% | 1 | 0% | 0 | 10 |
| Building the capacity of others to work towards equity in the district/schools | 70% | 7 | 20% | 2 | 10% | 1 | 0% | 0 | 0% | 0 | 10 |
| Confronting institutional biases | 70% | 7 | 30% | 3 | 0% | 0 | 0% | 0 | 0% | 0 | 10 |
| Creating systems to support equitable access for historically underserved students | 60% | 6 | 40% | 4 | 0% | 0 | 0% | 0 | 0% | 0 | 10 |

###### Q5: Were any of these practices topics of conversation between you and your fellow during the 2019–20 school year?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Field** | **Yes** | | **No** | | **Total** |
| Reflecting on personal assumptions and beliefs | 100% | 10 | 0% | 0 | 10 |
| Modeling a personal belief system that is grounded in equity | 100% | 10 | 0% | 0 | 10 |
| Acting in culturally competent ways | 90% | 9 | 10% | 1 | 10 |
| Building the capacity of others to work towards equity in the district/schools | 100% | 9 | 0% | 0 | 9 |
| Confronting institutional biases | 100% | 10 | 0% | 0 | 10 |
| Creating systems to support equitable access for historically underserved students | 100% | 9 | 0% | 0 | 9 |

Mentors most often reported that they "sometimes" provided their fellows with the supports below. *Opportunities to discuss their action research project* had the most variation across mentor-fellow relationships—one fellow was provided this opportunity "very frequently," one fellow "often," six fellows "sometimes," one fellow "just once," and one fellow was "never" provided an opportunity to do so.

###### Q6: How frequently were you able to provide the following types of support to your fellow as part of the Influence 100 program?

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Field | Very frequently | | Often | | Sometimes | | Just once | | Never | | Total |
| Opportunities to discuss their action research project | 10% | 1 | 10% | 1 | 60% | 6 | 10% | 1 | 10% | 1 | 10 |
| Opportunities to discuss district operations | 30% | 3 | 20% | 2 | 50% | 5 | 0% | 0 | 0% | 0 | 10 |
| Access to leadership development opportunities (e.g., shadowing experiences, attending budget meetings, etc.) | 30% | 3 | 30% | 3 | 40% | 4 | 0% | 0 | 0% | 0 | 10 |
| Opportunities for general discussion and debriefing (about observations, meetings, Influence 100 sessions, or other events) | 30% | 3 | 0% | 0 | 70% | 7 | 0% | 0 | 0% | 0 | 10 |

*Participating in district leadership meetings* was the most frequently facilitated opportunity for fellows. Mentors reported that all ten of their fellows were provided this opportunity. The second most frequently facilitated opportunities for fellows were *attending school committee meetings* and *attending other community meetings with families or community partners*. Eight fellows had these opportunities facilitated for them. Finally, half of respondent's fellows (N=5) were able to *shadow the superintendent* and *attend budget meetings*.

###### Q7: Which of the following leadership development opportunities did you facilitate for your fellow during the 2019–20 school year as part of the Influence 100 program? Please check all that apply.

|  |  |  |
| --- | --- | --- |
| **Field** | **Choice Count** | |
| Participating in district leadership meetings | 100% | 10 |
| Attending other community meetings with families or community partners | 80% | 8 |
| Attending school committee meetings | 80% | 8 |
| Attending budget meetings | 50% | 5 |
| Shadowing the superintendent | 50% | 5 |
| **Total** |  | **10** |

### General Feedback from Mentors (Q10–Q14)

After mentors responded to the questions above for each of their fellows, they were asked a series of open-ended questions that asked for feedback about Influence 100 more generally. These questions are noted below, along with a few insights about respondents' comments.

###### Q10: Please think about your experience mentoring your fellow(s). What are the two things you think you did as a mentor that were most helpful to your fellow(s)? Why were each of these things helpful?

Mentors described several strategies—things they did as mentors—that they thought were helpful to their fellows. The following were reported as helpful strategies: ensuring that mentors are available and accessible, debriefing fellows after meetings, modeling tasks, providing opportunities to work on district-level tasks and decision-making processes, working with fellows one-on-one on district projects, and providing confidence.

###### Q11: What support, guidance, or parameters can Influence 100 provide in the future that would be helpful for mentors of fellows?

When asked for suggestions about supports that could help mentors, respondents noted the following: program check-ins with mentors, copying mentors on emails with program materials for fellows, considering district professional development schedules when scheduling convenings, providing more information about what is expected of fellows (maybe with an outline), and having a clear pathway to superintendency certification available for fellows.

###### Q12: From your perspective as a mentor, what are the ways in which the Influence 100 program could better support the development of culturally competent district leaders?

Three mentors provided suggestions for better supporting the development of culturally competent district leaders. One mentor noted that it would be helpful to have strategies on how to build a district group focused on equity, including strategies for how to bring experienced individuals to the table who have built district-level equity groups in different types of communities before. The second mentor thought it would be helpful to have more direction from Influence 100 and opportunities for mentors to meet with Influence 100 program staff. The third mentor advised that fellows should have access to cross-district experiences. In particular, this mentor suggested that fellows whose experience is in more racially-diverse districts be given the opportunity “to build their competency in a school district where the majority of the staff is white” (as is the case in the majority of districts in the Commonwealth). The mentor suggested that this type of experience might help prepare fellows to understand how the pursuit of equity- based practices varies across districts with different demographics.

###### Q13: Are there any aspects of Influence 100 that you think need to be improved, potentially dropped, or otherwise changed? If so, what are these aspects and why do you suggest this?

One mentor provided a suggestion for improving or changing the program, noting that the length of the sessions for superintendents were long and it would be helpful to have shorter sessions. Additionally, a different mentor noted that they did like the Influence 100 model before the pandemic; however, the individual found it difficult to put effort into the program with the constraints caused by the pandemic. As such, this comment suggests that guidance on continuing with equity work in the context of current events would be helpful for mentors.

###### Q14: How, if at all, did the COVID-19 pandemic impact your role as an Influence 100 mentor? Feel free to comment on any aspect of your role as a mentor, such as the type of support you provided to your fellow, how you communicated with your fellow, etc.

When mentors were asked about the pandemic, five of the six individuals that provided a response commented that the pandemic has had a negative impact on their district and on their experience as a mentor. This includes three mentors that reported that it has either negatively impacted their capacity as a superintendent and mentor, or the capacity of their fellow in their primary administrative role.

**End notes**

Note 1: The Mentor Survey was not distributed to two of the 15 district mentors because they were new to the program, and the survey was designed to collect feedback about the Influence 100 program during the 2019–20 school year—the year before both of these mentors joined their respective districts.

Note 2: One mentor selected "other" and commented that they requested their fellow to set up a regular check-in schedule with them. They indicated that the fellow did not schedule this regular check-in and they have not met with them on a regular basis.

### Influence 100 Year 1 Cohort 1 Survey Interim Report District Leadership Survey

**Response rate:** 12 of the 15 (80%) Cohort 1 districts responded to the survey.1

Despite the survey instructions asking district leaders to collaborate on their survey submission,

most districts had just one individual complete the survey.

###### Q1: How many individuals collaborated to complete this survey? (N=12)

1

2

9

legend point = 1 person 1 person

legend point = 2 people 2 people

legend point = 3 people 3 people

For the nine districts that did not collaborate and had one person complete the survey, four districts had the superintendent complete the survey and five districts had someone in an "other" role—including three assistant superintendents and two individuals with director roles. For the two districts that had two people collaborate to complete the survey, one district had two superintendents complete the survey and the other district had two district administrators complete the survey. One district had three people complete the survey; the superintendent, assistant superintendent, and an individual with a director role collaborated on this response.

**Districts were asked two questions about equity-based practices as they relate to five areas: human capital, climate, curriculum and instruction, policies and practices, and leadership.**

**The first question (Q3)** asked districts to indicate which practices their district developed or changed during the 2019–20 school year, and which practices they had in place prior to the 2019–20 school year. Across the five areas, the highest number of districts indicated that they had developed or changed the following practices during the 2019–20 school year:

1. *Prioritize equity in school improvement/strategic plans (e.g., mission, vision, and values)* (N=10).
2. *Examine existing policies/practices for inequitable impacts on historically marginalized groups*

(N=9).

1. *Advocate for the school committee to develop equity policies* (N=9).

Meanwhile, the practices developed or changed by the fewest districts during the 2019–20 school year included:

1. *Regularly examine school-level data disaggregated by student groups with teachers and/or other school staff for evidence of inequities* (N=2).
2. *Implement training and/or protocols associated with reducing hiring bias at all levels (i.e., for classroom teachers, school building administrators and leaders, and district-level staff)* (N=3).
3. *Use data about school climate to inform and/or enhance district policies/practices that support diversity, equity, and inclusion* (N=3).

Regarding practices developed or changed **prior to** the 2019–20 school year, the most commonly selected practice was *Expand access to rigorous courses for student groups who have been historically marginalized* (N=9), while the least commonly selected practice was *Add district-level position(s) focused on district-wide implementation of policies/practices that support diversity, equity, and inclusion* (N=2).

**The second question about equity-based practices (Q4)** was a follow-up to the previous question. When districts indicated they developed or changed an equity-based practice during the 2019–20 school year, they were also asked the extent to which Influence 100 was important in facilitating the development of or changes to those practices. As shown in the tables that follow, the number of districts that attributed the development or change of these equity-based practices to Influence 100—at least to some extent—varied by practice. Most districts reported that Influence 100 was either "very," "moderately," or "slightly" important. However, a few districts (1–3) indicated that Influence 100 was "not at all important." One or two districts selected "don't know / NA" for some practices. Zero districts said that they "could not come to consensus." This may be due, at least in part, to the small number of districts that had more than one district leadership team member complete the survey.

### Human Capital

###### Q3: Please indicate the practices that your district (1) developed or changed during the 2019–20 school year and (2) already had in place prior to the 2019–20 school year. Check all that apply.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Field** | **Developed/changed prior to 2019–20 school year** | | **Developed/changed during 2019–20 school year** | | **Total** |
| Provide professional development on culturally responsive practices for district-based staff | 58% | 7 | 58% | 7 | 10 |
| Provide professional development on culturally responsive practices for school-based staff | 67% | 8 | 58% | 7 | 12 |
| Add district-level position(s) focused on district-wide implementation of policies/practices that support diversity, equity, and inclusion | 17% | 2 | 58% | 7 | 8 |
| Implement training and/or protocols associated with reducing hiring bias at all levels (i.e., for classroom teachers, school building administrators and leaders, and district-level staff) | 42% | 5 | 25% | 3 | 8 |
| Use targeted recruitment strategies in an effort to increase the diversity of classroom teachers (i.e., not paraprofessionals) | 25% | 3 | 67% | 8 | 9 |
| Use targeted recruitment strategies in an effort to increase the diversity of district/central office staff | 33% | 4 | 33% | 4 | 7 |
| Create intentional pipeline programs (e.g., grow-your-own models, prep partnerships, residency programs) designed explicitly to diversify the workforce at all levels (i.e., for classroom teachers, school building administrators and leaders, and district-level staff) | 25% | 3 | 50% | 6 | 7 |
| Use targeted recruitment strategies in an effort to increase the diversity of school building administrators/leaders | 50% | 6 | 50% | 6 | 9 |
| **Total districts responding about each time period (i.e., prior to or during 2019–20 school year)\*** |  | **12** |  | **12** |  |

\*Sample interpretations of each set of totals:

* 10 districts responded that they developed/changed their practice related to providing professional development for district-based staff either *prior to* or *during* the 2019–20 school year.
* All responding districts (12) indicated that they developed/changed at least one Human Capital practice both prior to and during the 2019–20 school year.

**Human Capital (continued)**

**Q4: To what extent was Influence 100 important in facilitating these changes or improvements in your district’s equity practices?**

*Question presented only to districts that indicated one or more of these practices had been developed or changed during the 2019–20 school year in Q3.*

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Field | Very important | | Moderately important | | Slightly important | | Not at all important | | Don't know/NA | | Could not come to consensus | | Total |
| Provide professional development on culturally responsive practices for district-based staff | 57% | 4 | 29% | 2 | 0% | 0 | 14% | 1 | 0% | 0 | 0% | 0 | 7 |
| Provide professional development on culturally responsive practices for school-based staff | 57% | 4 | 29% | 2 | 0% | 0 | 14% | 1 | 0% | 0 | 0% | 0 | 7 |
| Add district-level position(s) focused on district-wide implementation of policies/practices that support diversity, equity, and inclusion | 29% | 2 | 29% | 2 | 14% | 1 | 14% | 1 | 14% | 1 | 0% | 0 | 7 |
| Implement training and/or protocols associated with reducing hiring bias at all levels (i.e., for classroom teachers, school building administrators and leaders, and district-level staff) | 67% | 2 | 0% | 0 | 33% | 1 | 0% | 0 | 0% | 0 | 0% | 0 | 3 |
| Use targeted recruitment strategies in an effort to increase the diversity of district/central office staff | 50% | 2 | 25% | 1 | 25% | 1 | 0% | 0 | 0% | 0 | 0% | 0 | 4 |
| Use targeted recruitment strategies in an effort to increase the diversity of classroom teachers (i.e., not paraprofessionals) | 25% | 2 | 38% | 3 | 13% | 1 | 0% | 0 | 25% | 2 | 0% | 0 | 8 |
| Create intentional pipeline programs (e.g., grow-your-own models, prep partnerships, residency programs) designed explicitly to diversify the workforce at all levels (i.e., for classroom teachers, school building administrators and leaders, and district-level staff) | 17% | 1 | 67% | 4 | 0% | 0 | 17% | 1 | 0% | 0 | 0% | 0 | 6 |
| Use targeted recruitment strategies in an effort to increase the diversity of school building administrators/leaders | 17% | 1 | 17% | 1 | 33% | 2 | 0% | 0 | 33% | 2 | 0% | 0 | 6 |

**Human Capital (continued)**

**Q4: To what extent was Influence 100 important in facilitating these changes or improvements in your district’s equity practices?**

*Question presented only to districts that indicated one or more of these practices had been developed or changed during the 2019–20 school year in Q3.*



Provide professional development on culturally responsive practices for district-based staff (N=7)

Provide professional development on culturally responsive practices for school-based staff (N=7)

Add district-level position(s) focused on district- wide implementation of policies/practices that support diversity, equity, and inclusion (N=7)

Implement training and/or protocols associated with reducing hiring bias at all levels... (N=3)

Use targeted recruitment strategies in an effort to increase the diversity of district/central office staff (N=4)

Use targeted recruitment strategies in an effort to increase the diversity of classroom teachers (i.e., not paraprofessionals; N=8)

Create intentional pipeline programs ... designed explicitly to diversify the workforce at all levels ... (N=6)

Use targeted recruitment strategies in an effort to increase the diversity of school building administrators/leaders (N=6)

0 1 2

3 4 5 6 7 8

legend key = very important Very important legend key = moderately important Moderately important legend key = slightly important Slightly important legend key = not at all important Not at all important Legend key = don't know/NA Don’t know / NA

### Climate

###### Q3: Please indicate the practices that your district (1) developed or changed during the 2019–20 school year and (2) already had in place prior to the 2019–20 school year. Check all that apply.

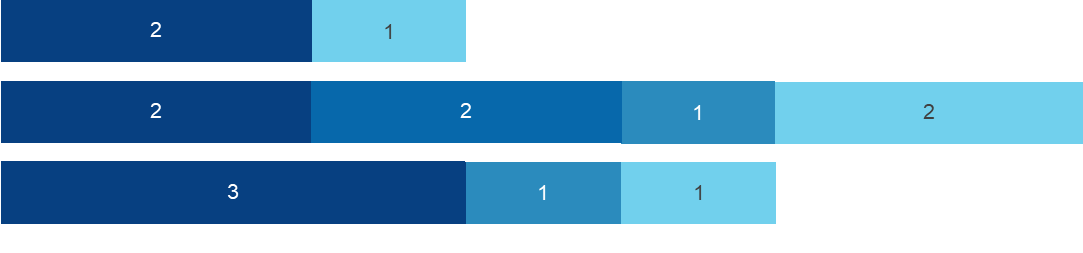
|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Field | Developed/changed prior to 2019–20 school year | | Developed/changed during 2019–20 school year | | Total |
| Use data about school climate to inform and/or enhance district policies/practices that support diversity, equity, and inclusion | 67% | 8 | 25% | 3 | 9 |
| Promote practices that supported diversity/inclusion for staff | 25% | 3 | 58% | 7 | 9 |
| Promote practices that supported diversity/inclusion for students | 67% | 8 | 42% | 5 | 10 |
| Total districts responding about each time period (i.e., *prior to* or *during* 2019–20 school year) |  | 12 |  | 12 |  |

### Climate (continued)

###### Q4: To what extent was Influence 100 important in facilitating these changes or improvements in your district’s equity practices?

*Question presented only to districts that indicated one or more of these practices had been developed or changed during the 2019–20 school year in Q3.*

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Field | Very important | | Moderately important | | Slightly important | | Not at all important | | Don’t know / NA | | Could not come to consensus | | Total |
| Use data about school climate to inform and/or enhance district policies/practices that support diversity, equity, and inclusion | 67% | 2 | 0% | 0 | 0% | 0 | 33% | 1 | 0% | 0 | 0% | 0 | 3 |
| Promote practices that supported diversity/inclusion for staff | 29% | 2 | 29% | 2 | 14% | 1 | 29% | 2 | 0% | 0 | 0% | 0 | 7 |
| Promote practices that supported diversity/inclusion for students | 60% | 3 | 0% | 0 | 20% | 1 | 20% | 1 | 0% | 0 | 0% | 0 | 5 |



Use data about school climate to inform and/or enhance district policies/practices that support diversity, equity, and inclusion (N=3)

Promote practices that supported diversity/ inclusion for staff (N=7)

Promote practices that supported diversity/ inclusion for students (N=5)

0 2 4 6

legend key = very important Very important legend key = moderately important Moderately important bar chart legend (slightly important) Slightly important bar chart legend = not at all important Not at all important

### Curriculum & Instruction

###### Q3: Indicate the practices that your district (1) developed or changed during the 2019–20 school year and (2) already had in place prior to the 2019–20 school year. Check all that apply.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Field | Developed/changed prior to 2019–20 school year | | Developed/changed during 2019–20 school year | | Total |
| Expand access to rigorous courses for student groups who have been historically marginalized | 82% | 9 | 55% | 6 | 10 |
| Change curriculum to be more inclusive of historically marginalized groups | 45% | 5 | 45% | 5 | 7 |
| Implement a plan to make instruction more culturally responsive district-wide | 64% | 7 | 64% | 7 | 10 |
| Total districts responding about each time period (i.e., *prior to* or *during* 2019–20 school year) |  | 11 |  | 11 |  |

### Curriculum & Instruction (continued)

###### Q4: To what extent was Influence 100 important in facilitating these changes or improvements in your district’s equity practices?

*Question presented only to districts that indicated one or more of these practices had been developed or changed during the 2019–20 school year in Q3.*

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Field | Very important | | Moderately important | | Slightly important | | Not at all important | | Don’t know / NA | | Could not come to consensus | | Total |
| Expand access to rigorous courses for student groups who have been historically marginalized | 33% | 2 | 0% | 0 | 33% | 2 | 17% | 1 | 17% | 1 | 0% | 0 | 6 |
| Change curriculum to be more inclusive of historically marginalized groups | 40% | 2 | 0% | 0 | 20% | 1 | 20% | 1 | 20% | 1 | 0% | 0 | 5 |
| Implement a plan to make instruction more culturally responsive district-wide | 43% | 3 | 14% | 1 | 14% | 1 | 14% | 1 | 14% | 1 | 0% | 0 | 7 |

Expand access to rigorous courses for student groups who have been historically marginalized (N=6)

2

2

1

1

2

1

1

1

3

1

1

1

1

Change curriculum to be more inclusive of historically marginalized groups (N=5)

Implement a plan to make instruction more culturally responsive district-wide (N=7)

0 2 4 6

bar chart legend = very important Very important bar chart legend = moderately important Moderately important bar chart legend = slightly important Slightly important bar chart legend = not at all important Not at all important bar chart legend = don't know/NA Don’t know / NA

### Policies & Practices

###### Q3: Indicate the practices that your district (1) developed or changed during the 2019–20 school year and (2) already had in place prior to the 2019–20 school year. Check all that apply.

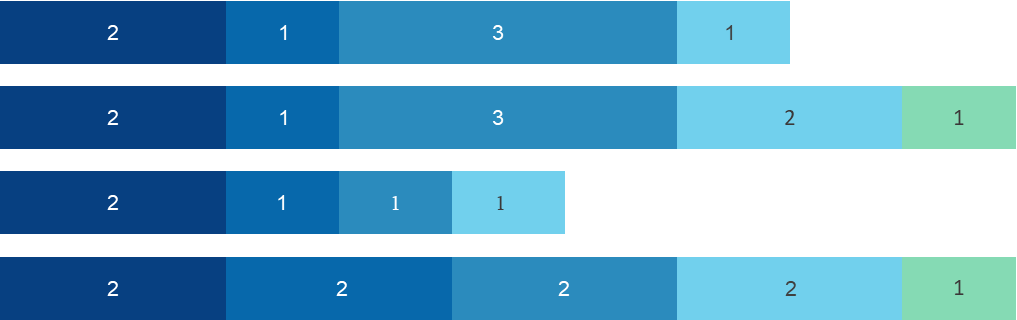
|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Field | Developed/changed prior to 2019–20 school year | | Developed/changed during 2019–20 school year | | Total |
| Prioritize resource allocation to eliminate disparities for marginalized student groups | 58% | 7 | 58% | 7 | 10 |
| Examine existing policies/practices for inequitable impacts on historically marginalized groups | 33% | 4 | 75% | 9 | 9 |
| Change policies/practices to reduce inequitable impacts on historically marginalized groups | 58% | 7 | 42% | 5 | 8 |
| Advocate for the school committee to develop equity policies | 25% | 3 | 75% | 9 | 11 |
| Total districts responding about each time period (i.e., *prior to* or *during* 2019–20 school year) |  | 12 |  | 12 |  |

### Policies & Practices (continued)

###### Q4: To what extent was Influence 100 important in facilitating these changes or improvements in your district’s equity practices?

*Question presented only to districts that indicated one or more of these practices had been developed or changed during the 2019–20 school year in Q3.*

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Field | Very important | | Moderately important | | Slightly important | | Not at all important | | Don’t know / NA | | Could not come to consensus | | Total |
| Prioritize resource allocation to eliminate disparities for marginalized student groups | 29% | 2 | 14% | 1 | 43% | 3 | 14% | 1 | 0% | 0 | 0% | 0 | 7 |
| Examine existing policies/practices for inequitable impacts on historically marginalized groups | 22% | 2 | 11% | 1 | 33% | 3 | 22% | 2 | 11% | 1 | 0% | 0 | 9 |
| Change policies/practices to reduce inequitable impacts on historically marginalized groups | 40% | 2 | 20% | 1 | 20% | 1 | 20% | 1 | 0% | 0 | 0% | 0 | 5 |
| Advocate for the school committee to develop equity policies | 22% | 2 | 22% | 2 | 22% | 2 | 22% | 2 | 11% | 1 | 0% | 0 | 9 |



Prioritize resource allocation to eliminate disparities for marginalized student groups (N=7)

Examine existing policies/practices for inequitable impacts on historically marginalized groups (N=9)

Change policies/practices to reduce inequitable impacts on historically marginalized groups (N=5)

Advocate for the school committee to develop equity policies (N=9)

0 2 4 6 8

bar chart legend = very important Very important bar chart legend = moderately important Moderately important bar chart legend = slightly important Slightly important bar chart legend = not at all important Not at all important bar chart legend = don't know/NA Don’t know / NA

### Leadership

###### Q3: Please indicate the practices that your district (1) developed or changed during the 2019–20 school year and (2) already had in place prior to the 2019–20 school year. Check all that apply.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Field | Developed/changed prior to 2019–20 school year | | Developed/changed during 2019–20 school year | | Total |
| Improve and/or created a district strategic plan centered on equity | 58% | 7 | 58% | 7 | 11 |
| Prioritize equity in school improvement/strategic plans (e.g., mission, vision, and values) | 42% | 5 | 83% | 10 | 12 |
| Support school leaders in providing professional learning opportunities to develop and/or deepen culturally responsive teaching practice that are ongoing (e.g., not one time only) | 58% | 7 | 67% | 8 | 10 |
| Regularly examine school-level data disaggregated by student groups with teachers and/or other school staff for evidence of inequities | 58% | 7 | 17% | 2 | 8 |
| Total districts responding about each time period (i.e., *prior to* or *during* 2019–20 school year) |  | 12 |  | 12 |  |

### Leadership (continued)

###### Q4: To what extent was Influence 100 important in facilitating these changes or improvements in your district’s equity practices?

*Question presented only to districts that indicated one or more of these practices had been developed or changed during the 2019–20 school year in Q3.*

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Field | Very important | | Moderately important | | Slightly important | | Not at all important | | Don’t know / NA | | Could not come to consensus | | Total |
| Improve and/or created a district strategic plan centered on equity | 29% | 2 | 14% | 1 | 29% | 2 | 14% | 1 | 14% | 1 | 0% | 0 | 7 |
| Prioritize equity in school improvement/strategic plans (e.g., mission, vision, and values) | 20% | 2 | 20% | 2 | 30% | 3 | 30% | 3 | 0% | 0 | 0% | 0 | 10 |
| Support school leaders in providing professional learning opportunities to develop and/or deepen culturally responsive teaching practice that are ongoing (e.g., not one time only) | 38% | 3 | 13% | 1 | 38% | 3 | 13% | 1 | 0% | 0 | 0% | 0 | 8 |
| Regularly examine school-level data disaggregated by student groups with teachers and/or other school staff for evidence of inequities | 100% | 2 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 2 |

Improve and/or created a district strategic plan centered on equity (N=7)

Prioritize equity in school improvement/strategic plans (e.g., mission, vision, and values; N=10)

Support school leaders in providing professional learning opportunities ... (N=8)

Regularly examine school-level data disaggregated ... for evidence of inequities (N=2) 

0 2 4 6 8 10

bar chart legend = very important Very important bar chart legend = moderately important Moderately important bar chart legend = slightly important Slightly important bar chart legend = not at all important Not at all important bar chart legend = don't know/NA Don’t know / NA

15

###### Q5: How, if at all, did the COVID-19 pandemic impact your district’s efforts to develop equity-based practices?

Eight of the 12 districts that responded to the survey commented that the COVID-19 pandemic impacted their district's equity-based efforts. Three common themes emerged from district comments, including: a focus on equity, the slowing or halt of equity-based efforts, and an acknowledgement that the pandemic exacerbated inequity within districts.

The most common response from districts is that a focus on equity has been one of their top priorities during the pandemic, with six (75%) districts noting this. Several districts (N=4, 50%) also commented that remote learning has exacerbated issues of inequity in their district. These school districts have worked to bring equity to the forefront of their planning agendas, although, one district did say that the emphasis on equity is not quite what they had hoped it would be.

Further, half of districts (N=4, 50%) noted that their work on equity-based practices suffered during the pandemic, as it slowed down their efforts or caused it to stop completely.

###### End notes

Note 1: 13 districts responded to the survey, but the quality of the data from one of the school districts was questionable. The results from this school district are not included in this interim report.



**Memo: Influence 100 Evaluation – Interim Evaluation Brief #2**

**Winter 2021 Focus Group Summary: Cohort 1, Year 2**

**Overview**

This Interim Evaluation Brief summarizes data collected in February 2021 through a one-hour focus group with a subset of Cohort 1 fellows from the Massachusetts Department of Elementary and Secondary Education’s (DESE) Influence 100 program. The focus group was part of the ongoing evaluation of the Influence 100 program by the UMass Donahue Institute (UMDI) and was conducted in the middle of Cohort 1’s second academic year of participation in Influence 100. The UMDI evaluation team collaborated with DESE and Leadership Academy staff to draft a focus group protocol. The protocol questions focused on fellows’ experiences in the program to date. Question topics included equity mindset, exposure to superintendent-level leadership and management processes, opportunities to process experience and learning, district support, and program impacts both on fellows and beyond.

**Methods**

Twelve potential participants were selected from a list (provided by the DESE program office) of 24 Cohort 1 fellows who remained in the program. UMDI selected participants using random sorting and only invited one participant from districts with multiple fellows. Each of the 12 selected fellows was invited to indicate their availability, and an interview date and time was selected to accommodate the largest possible number of participants representing the broadest range of role levels, genders, and district types (e.g., city, suburb, rural) and sizes.[[1]](#footnote-1) In all, ten fellows participated in the focus group, which was conducted via Zoom in February 2021. Participating fellows were given an opportunity to review a preliminary draft of the findings to ensure that their confidentiality was maintained.

**This document**

This brief provides a summary of the findings from the focus group. First, we provide a high-level summary. Next, we share selected quotes organized by key theme. Please see the notes box on page 2 for information about how the quotes are organized.

**Summary of findings**

All participating fellows valued aspects of the Influence 100 program and appreciated the opportunity to participate. There were three main aspects of the program that fellows highlighted as particularly valuable. Most appreciated the sense of community, the support, and the collaborative learning fostered through the fellowship. Most talked about gaining knowledge, awareness, skill, and/or a sense of personal agency and confidence related to issues of equity. Many gave examples of how the program had helped them to shift their mindset or approach to leadership on equity issues.

Nearly all participating fellows also suggested ways the program might be improved. These suggestions generally focused around participants’ desires for an increased programmatic focus on strategic knowledge related to superintendency and preparation for and connections to superintendent roles. Many fellows suggested that the program would be improved by increased structure in several areas: coaching or mentorship, exposure to superintendent-level decision-making processes, opportunities to assess and improve their own readiness, and opportunities to process and learn from the experiences of those who had been in the field at the superintendent level.

Several fellows commented that they felt unprepared to navigate a system that did not generally welcome people of color in leadership roles. These fellows noted that they felt unprepared in part because they had few opportunities to develop an understanding of “the political elements” of those roles and in part because they perceived a lack of systematic support (at state, district, and local levels) for people of color in those positions. A few indicated that the state may be trying to “check a box” related to equity by sponsoring the program, and questioned if the state had considered how to invest in such a way that would improve the professional prospects of the fellows.

**Selected quotes organized by Key Themes**

**Index of Key Themes** *(Ctrl + click to jump to section)*

[**Areas of Growth and Learning 3**](file:///M:\ARPE\RESEARCH\ESE%20Initiatives\DESE%20Influence%20100\Reporting\Year%20End%20Field%20Guide%202021\Appendix\Pieces\B.%20Accessible%20Infl100%20Interim%20Eval%20Brief%202_Focus%20Group%20C1Y2_2021%200430%20for%20DESE_done.docx#_Toc68871035)

[Community of purpose and learning from each other 3](file:///M:\ARPE\RESEARCH\ESE%20Initiatives\DESE%20Influence%20100\Reporting\Year%20End%20Field%20Guide%202021\Appendix\Pieces\B.%20Accessible%20Infl100%20Interim%20Eval%20Brief%202_Focus%20Group%20C1Y2_2021%200430%20for%20DESE_done.docx#_Toc68871036)

[Learning about equity: self-understanding, confidence, skills 3](file:///M:\ARPE\RESEARCH\ESE%20Initiatives\DESE%20Influence%20100\Reporting\Year%20End%20Field%20Guide%202021\Appendix\Pieces\B.%20Accessible%20Infl100%20Interim%20Eval%20Brief%202_Focus%20Group%20C1Y2_2021%200430%20for%20DESE_done.docx#_Toc68871037)

[Growth as equity leaders 4](file:///M:\ARPE\RESEARCH\ESE%20Initiatives\DESE%20Influence%20100\Reporting\Year%20End%20Field%20Guide%202021\Appendix\Pieces\B.%20Accessible%20Infl100%20Interim%20Eval%20Brief%202_Focus%20Group%20C1Y2_2021%200430%20for%20DESE_done.docx#_Toc68871038)

[**Areas for improvement 5**](file:///M:\ARPE\RESEARCH\ESE%20Initiatives\DESE%20Influence%20100\Reporting\Year%20End%20Field%20Guide%202021\Appendix\Pieces\B.%20Accessible%20Infl100%20Interim%20Eval%20Brief%202_Focus%20Group%20C1Y2_2021%200430%20for%20DESE_done.docx#_Toc68871039)

[Exposure to superintendent-level leadership and management processes, 5](file:///M:\ARPE\RESEARCH\ESE%20Initiatives\DESE%20Influence%20100\Reporting\Year%20End%20Field%20Guide%202021\Appendix\Pieces\B.%20Accessible%20Infl100%20Interim%20Eval%20Brief%202_Focus%20Group%20C1Y2_2021%200430%20for%20DESE_done.docx#_Toc68871040)

[Structured opportunities to process experience and learning 6](file:///M:\ARPE\RESEARCH\ESE%20Initiatives\DESE%20Influence%20100\Reporting\Year%20End%20Field%20Guide%202021\Appendix\Pieces\B.%20Accessible%20Infl100%20Interim%20Eval%20Brief%202_Focus%20Group%20C1Y2_2021%200430%20for%20DESE_done.docx#_Toc68871041)

[Improving prospects for moving into aspirational positions 7](file:///M:\ARPE\RESEARCH\ESE%20Initiatives\DESE%20Influence%20100\Reporting\Year%20End%20Field%20Guide%202021\Appendix\Pieces\B.%20Accessible%20Infl100%20Interim%20Eval%20Brief%202_Focus%20Group%20C1Y2_2021%200430%20for%20DESE_done.docx#_Toc68871042)

[Preparation for superintendency 7](file:///M:\ARPE\RESEARCH\ESE%20Initiatives\DESE%20Influence%20100\Reporting\Year%20End%20Field%20Guide%202021\Appendix\Pieces\B.%20Accessible%20Infl100%20Interim%20Eval%20Brief%202_Focus%20Group%20C1Y2_2021%200430%20for%20DESE_done.docx#_Toc68871043)

[Feeling under-prepared to navigate the system as people of color 8](file:///M:\ARPE\RESEARCH\ESE%20Initiatives\DESE%20Influence%20100\Reporting\Year%20End%20Field%20Guide%202021\Appendix\Pieces\B.%20Accessible%20Infl100%20Interim%20Eval%20Brief%202_Focus%20Group%20C1Y2_2021%200430%20for%20DESE_done.docx#_Toc68871044)

|  |
| --- |
| **Please note:**   * Quotes sections can be expanded or collapsed by clicking the arrow that appears to the left of the word “Quotes” when you hover with your cursor. * Within each theme (bold heading without a grey bar), each solid bullet is a unique participant. Hollow bullets are other thoughts from the same participant. Quotes were re-ordered through the analysis process. In some cases, a single bullet has multiple quotes from the same participant, but taken from various (sometimes non-sequential) parts of the conversation. |

**Areas of Growth and Learning**

**Community of purpose and learning from each other**

*Most participating fellows agreed that Influence 100 facilitated the formation of a valuable community among the participants. They particularly appreciated the sense of mutual support, common cause related to equity, and collaborative learning fostered through the program. Some expressed a sense of hopefulness that, together, the group had more power to promote equity than they did as individuals isolated in their own settings.*

Quotes

* “It feels like when we all meet together, we know we are all on the same team fighting for equity for students, and … able to have those conversations and bounce ideas off of people who have the same purpose. Our time together is always grounded in how can we make things better.”
* “I don’t feel [that] I’m the only one that feels a certain way anymore.”
  + “It has strengthened my belief that yes, we can make a difference. Prior to the program ... [I] assumed ‘oh, nobody cares’ ... it takes too much energy and time to explain things to others. I just didn’t see it as a possibility to create this sort of platform that could make a difference. I’ve gone from not believing so much that we can make a difference to ‘yes, we can make a difference.’”
  + “Through Influence 100, the effort ... to put the program together, to bring us together—I look at that as a platform from which we can not only become more knowledgeable ... but now it’s an organized, educated, force for good that can move forward.”
* “The most valuable aspect of being in Influence 100 is the networking. Working with fellows who bring so much expertise to the table and who are so open and willing to share their ideas ... to me, that’s been the biggest growth: learning from each other.”

**Learning about equity: self-understanding, confidence, skills**

*Participants talked about gaining a sense of self-efficacy related to equity, including developing skills for communication and/or advocacy and knowledge of systems, mechanisms, and language related to inequality. Some noted growth in their own self-understanding through the space created in the program to discuss their own identities and hear from others. Some noted increased confidence or willingness to disrupt inequitable systems based on what they had learned and practiced in the program.*

*Quotes*

* “[Influence 100] has allowed me to understand myself, in terms of being a minority in my current role. I have gained more confidence from the experiences and conversations that we have had. … It’s kind of provided a higher level of voice [to] be more brave to disrupt some of the principles that we talked about.”
* “Gaining the confidence to be able to speak out bravely to disrupt systems—to identify systems of inequity and then have the language to disrupt with confidence has really been a highlight for me.”
* “[A valuable aspect of the program is] having that voice. … Being able to practice those kind of conversations and to hear what people are saying gives another layer of confidence when you’re in a room where maybe not everyone agrees with you.”
* “I remember being confronted with notions of white supremacy and ideas that I kind of read about but never had a space in which people were crying and upset about how the depth of this terminology really resonated with them. That to me was not only a mental exercise in rethinking this term, but also thinking about how they apply to me at an internal level. That, to me, was really valuable. And I think that, aside from the courage—getting more courageous—I think it allowed me to reflect more in terms of what that terminology looks [like] for me being brown and the experiences of my colleagues who are black and ... I gained more nuance in terms of the depths and complexities of the challenges that we’re experiencing. And I think that that’s priceless. That, to me, was really powerful.”

**Growth as equity leaders**

*Fellows said the program provided tools or ideas that helped them shift their perspective and approaches as equity leaders. A few mentioned the utility of concepts or frameworks introduced during the program, through readings or conversation, that helped them see equity-minded leadership in a new way. Some talked about the value of learning from other people of color in leadership roles who are navigating the current broad interest in equity in education. Some discussed how the collaboration with other fellows during the monthly sessions helped them move their own projects and ideas in new directions.*

Quotes

* “This program has influenced my thinking and how I’m approaching my leadership.”
  + “It also broadens my equity mindset, as well. Prior to influence 100, I was very focused on curriculum instruction and teaching strategies, those sorts of things. And looking at equity from that perspective, which is surely important, but I didn’t necessarily look at it in terms of institutions that perpetuate those inequities. So, I think, looking at it from, while we are focused on this particular approach to curriculum and teaching, we still have these practices over here that are contributing to inequities for both our students and our families. ... The readings, the conversations, have broadened my perspective from which I examine this work.”
  + “Participating in this program has really made me understand … the impact I can potentially make in helping [the district’s equity plan] really have a meaningful impact by … focusing on … the school building leaders. Because all of these things are kind of coming at us and no one’s really said, ‘do we have the capacity to lead this work?’ … If [a similar situation had] happened two years ago, I don’t think I would have done anything. But I think I’ve arrived at this conclusion and this thought and tried to make this change directly as result of my participation in this program.”
* “I don’t know that it’s shifted my perspective as much— but has exposed me [through] bringing on other superintendents [as guest speakers]—helping to understand how folks of color are navigating, in various ways, the push towards equity. So, I think a lot of the frameworks and the discussion we have helps keep us with equity at the forefront and also creates a sense of urgency that then is balanced by introducing us to folks who are in the midst of moving in that direction. So, we understand there is a balance between urgency and actually getting to your hoped-for end.”
  + “In having the opportunity to really share my project with the class, [I] got a push … to kind of move beyond what I thought might be feasible or what I thought I might have capacity to do and to think through how I might get capacity to do it was helpful.”
* “I’ve been able to use some of the tools that were offered to further sift through an equity lens at a district level, which I would never have been able to do if I hadn’t been part of this program. … The tools provided me with an access point at a district level.”
  + “When I began the Influence 100 program, we hadn’t yet built the equity plan for our district ... so my leadership skills were developed in using the tools ... to really start at the ground level with our equity team. … Infusing the equity plan into [the strategic plan] by using the alignment checker has really been a game changer to get voices at the table. It’s not perfect, but it’s been sort of a bottom-up way to do business. … It’s really challenged me to lead that work and provide me with the resources to do it.”
* “[The impact of the program] is more about the shift in mindset when making decisions and thinking about equity in decision-making.”
  + As an example of this shift, this fellow recounted a conversation with colleagues about starting extra help sessions for kids. “In that conversation, I then starting thinking about, but what about other children? ... Here’s a program that’s designed to help kids who need extra help, but we’re leaving out a whole group of children ... [who] don’t have transportation. So, just even thinking about it and thinking about the next step and the next step and what problems are you creating and what inequities are you continuing to build upon if you don’t think of all those steps? So, it’s just like that shift in mindset of what aren’t we thinking about? How is this going to be a hardship for those kids who, in essence, probably need it the most?”

**Areas for improvement**

**Exposure to superintendent-level leadership and management processes**

*Most of the participating fellows expressed a desire for more systematic exposure to superintendent-level leadership and management processes, including structured opportunities to process experience and learning such as mentorship or coaching. In particular, they wanted more opportunities to build their understandings of and experience with strategic decision-making at the superintendent level. They referenced mixed experiences with mentorship and support within their own districts and wanted to see Influence 100 facilitate broader and more systematic exposure to these processes, including with people outside of their own districts. Several commented that the mentorship aspect of the program felt unsystematic and under-prioritized.*

Quotes

* “We’ve talked to a couple of superintendents, but I just haven’t seen the level of exposure I thought there would be.”
  + “I thought there would be more interactions with actual school boards and superintendents to kind of hear from their perspective and to kind of learn from them.” “I think it’s been more kind of give and take from our leaders, you know, from Stacy and Michele, and they’ve been absolutely fabulous. But, in terms of providing experiences to really see or hear some of these things, I don’t think those opportunities have been there. … [Opportunities such as] exposure to others outside of what I have to do and outside of here. I didn’t see much of that.” “It’s more about influencing us.”
* “I think there just needs to be more … intentionality in how—I don’t know if it’s how you select districts? ... Part of the question for me is: is the superintendent actually interested enough to make the commitment needed to really support their person? So, not to want to limit folks from being able to participate, but that experience of really connecting with the superintendent and getting that understanding from them only occurs if they are willing to really be committed to the process.”
* “I’m constantly exposed to the superintendent and also going to those different meetings—school board meetings, collective bargaining, the whole kit and caboodle. **But I think that one thing that sometimes I don’t understand or don’t get is the decision-making process, like how do we get [there] from here?** I’m not always getting those insights from my superintendent. Like, how did you get to this decision? One of the things, with the meetings that we’ve had with our superintendents, it has allowed for the space to do that. I agree, so much is going on with COVID, I don’t think that sometimes they even have a moment to pause to think about how they got from point X to point Y. So, I would like to have more of those opportunities baked in. However, even when we were meeting together, it still felt like it was with a whole group and it was not enough face time with my superintendent. So I would like to have more of that baked in. And just more tools for both of us to reflect and understand how things came to be.”
* “To me, there are like two components of the program. As far as the equity piece, I feel that I have had good opportunities to process out loud with the [Influence 100] team. ... But we are deprived of that [mentoring] process. ... The small talk about the actions or the moves that [superintendents] have or that we could have, there is an absence of that. ... How to be strategic about the choices that [superintendents] make on a regular basis. To me, there has been a significant gap around that.”
  + “Both of them [Michele and Stacy] have been very generous with their time and available and their feedback has been excellent. But ... it’s just that creating the spaces ... it lands on your shoulders instead of being part of the system.”
  + The mentorship part of the program feels “like an afterthought,” this fellow said, “I don’t feel like the systems to foster that work are really systematic … there is a little bit of room for improvement there.”
* A couple fellows talked about wanting to have mentors lined up at the beginning of the program—and the option to work with mentors from outside of their districts.

**Structured opportunities to process experience and learning**

*A couple fellows commented that there were some missed opportunities to process experiences and learning within the fellows group itself (separate from the opportunities to learn from superintendents and other district or state-level leadership summarized above).*

Quotes

* “Folks find each other and try to connect offline on their own … but I don’t think there is that space created very intentionally within our meeting structure.”
  + “I actually think even the processing with each other is by design of folks who make the space for it, but not necessarily sufficiently [built into] the program. And I think the processing with Michele and Stacy probably could be better structured in some sort of coaching mechanism. I know we had one session, but not more than that. So I think there just needs to be more intentionality in how you create spaces.”
* “A couple weeks or months ago … somebody in our cohort—they were really struggling and they brought a real issue and challenge to the floor and it didn’t always feel like we—I mean, we listened, but it didn’t feel like we had time to really work and help that person problem solve in the moment. We had something else to do on the agenda, and so we were being moved forward. And I just wonder ... I don’t know if there was a follow up, actually ... it kind of felt like that was it. And then that person hasn’t shown up again since that meeting. And we never discussed it as a group and that felt kind of weird. That felt really odd.”

**Improving prospects for moving into aspirational positions**

*A few fellows—mostly those in district-level roles—expressed the expectation that Influence 100 would be more well known in the state and thus, that being part of the program would enhance their professional reputations and potentially make them better candidates or give them better access to the positions they aspired to hold. They expressed an understanding of the program as one for which a primary goal was to develop a pool of qualified people of color that districts across the state would then look to when hiring for leadership positions. Several fellows referenced the social context of heightened public interest in diversity, equity, and inclusion—and particularly attention to diversity in educational leadership—as something that felt relevant to Influence 100, but disconnected from their experience of the program.*

Quotes

* “Once we leave at the end of this school year, we’re ‘Influence 100s,’ we can put that in our resumes, so what?” “What is the plan to helping us get to the next level, whatever that level is?”
  + “They’re saying everybody is so looking for us, right, because they want the children that look like us to see us, but yet you have a whole cohort of us—and so, what’s the plan for us?”
* “Our own commissioner is not hiring us.”
  + “We should have our directors and co-directors giving us references. Their names should speak volumes. We should have someone from the state saying ‘I can speak for this person.’ That’s what we’re looking for.” “If it’s all about not what you know but who you know, then that’s the part that we’re missing.”
* “We need to advertise it. If you're in the Influence 100, you know about it, but a lot of people still don't know what we're doing. … [Other people are] interested in the fellowship. ... It's great that we're having it, but we need to advertise it. There's a need for it.”

**Preparation for superintendency**

*About half of the participating fellows commented that the program left gaps in their preparation for moving toward superintendency, and, as they approached the end of the two-year fellowship cycle, they worried that they did not know how to assess their own readiness or what the next steps would be in their path to becoming a superintendent. Some of these sentiments were linked specifically to concerns about challenges that people of color face in educational leadership positions, and those concerns are captured in the next section.*

Quotes

* “There are some really specific steps that folks could take. So, for example, having Glenn Koocher from the Mass Association of School Committees come meet with us and talk about what is he seeing school committees want. **Or, finding ... some way of assessing kind of where we are towards what folks would be looking for and where are our gaps, so we know what specifically we need to work on.** For example, some folks don’t have as much of an academic background, what are the things that they should be doing to bolster that piece when they go into an interview? ... Those sort of things.”
* “We don’t know what we don’t know if we haven’t been exposed to that particular area.”
* A few fellows separated their readiness to address equity issues from their readiness for superintendency. For example, one said, “the work we’re doing on equity is fine, but … are you closer to that licensure? … have you expanded your network to include more superintendents?”

**Feeling under-prepared to navigate the system as people of color**

*Several fellows commented that they felt unprepared to navigate a system that did not generally welcome people of color in leadership roles. These fellows noted that they felt unprepared in part because they had few opportunities to develop an understanding of “the political elements” of those roles and in part because they perceived a lack of systematic support (at state, district, and local levels) for people of color in those positions. They were interested in having more discussions of issues related to how leaders of color are received or treated within educational systems and how they might prepare to navigate those systems. Some expressed hesitancy about the prospect of becoming a superintendent, given the extra burdens and challenges they observed in the paths of people of color who attempted those positions.*

Quotes

* “One of the challenges is that a lot of superintendents of color haven’t been successful in maintaining, in Massachusetts, their seats. So, even them being able to bring those who have had some level of longevity, and defining what that means, to be able to understand how that’s worked, and what do they feel like have been the things that created that space? But also doing case studies” of the superintendents of color over the last few years, “**being able to unpack: what are the things they didn’t do, or that they did do that did not allow them to last. That’s the sort of learning we need to understand how we navigate.** So, it could be a case study model where we unpack based on what we know. It could be inviting them to table. Or both. Creating that space to allow us to do that.”
  + “As we create our own sort of network, that’s the space that doesn’t exist now for us when we move out. The superintendents of color don’t necessarily even connect now. ... It just doesn’t happen. But I think, this could be an intentional space for that to happen with this sort of program.”
* “Once you become ... a superintendent or assistant superintendent, it becomes like, if you don’t work out in that job, it’s very hard to find another job. Unless you move down to being a building principal or you move into some consulting or something like that. And so, you’re taking a huge risk when you accept that position with a lot less job security. **So, not being sure of what’s going to happen and not being sure of how to navigate this process effectively lends itself to hesitancy**.”
  + “If you’re not necessarily confident in terms of knowing what you don’t know and being able to navigate that really well—especially when it comes to the political elements of it—that leaves you pause, especially when you see a lot of superintendents of color that don’t make it past a couple years. And so knowing what went wrong and how it went wrong, looking at case studies and those sorts of things will provide us one, with the tools to not make those mistakes and another, to really give us the confidence to really be able to say ‘okay, I can now step out and take this step as well.’”
  + “That’s a significant barrier to taking on that role. Especially if you’re going into a new community where you don’t necessarily have the background and history—you’re a new person.”
* “We always hear that the life expectancy for a superintendent is 3 to 5 years. … What is going on with those short terms and how do people prepare for the next step?”
  + “[We have heard] ‘oh superintendents don’t die, they just switch up and go to another district. But it seems like, for superintendents of color, that’s not the case. You do die. You wither on the side. So, how do we address that? … When we see superintendents ... in different districts ... and it doesn't work out, it would be nice to have them to the table and sharing their story. Also, you’re building a network with us. We’re your support. We’re here for you. What happened? How can we help you? We need that going forward with each other as well as those who, for whatever reason, don’t make it.”
  + “What happened when it doesn’t work out? Because we don’t want to be there. When we see people like [names a specific person] who was given a three-year contract, and after one year, the school committee was like ‘no.’ And it was racial hostility. … If we can’t talk about it here, where are we expected to talk about it?”
* “It’s not necessarily only what they are doing to prepare us now, it’s also thinking about when we are in those roles and we are getting ‘beat up’ ... with the school board or with parents or teachers. And what does that support look like? It’s one thing to give us the tools—and that’s very important—and to give us the different frameworks, but it looks very different … when you’re out there by yourself and what will a group like Influence 100 do [for example] with assisting us navigating the different DESE requirements, which sometimes don’t feel transparent or feasible, [or with] managing boards. **There’s just a lot of different questions that I have that I’m still unclear about. So, even if we were to leave the program today, I don’t know if I would say I feel ready to be in that role, knowing what I know now about what life looks like for a superintendent of color in Massachusetts.”**
  + “What does that support look like even after we leave and we’re in those spaces where it gets very hard, very fast? And what does this organization do in order to support us? ... Massachusetts is very unique, all the different districts … but I do think that there are some commonalities that we will probably all experience [for which] I wonder how we will receive that support [like what] we have now.”

**Inﬂuence 100 – Year 1 Surveys | Fellows (Cohort 1) | Draft 11/13/20**

**Inﬂuence 100 Fellows Feedback Survey (Year 1 Cohort 1)**

Thank you for taking the time to complete this survey. You are receiving this survey because the Massachusetts Department of Elementary and Secondary Education (DESE) has identiﬁed you as an Inﬂuence 100 fellow who participated in the ﬁrst year of the program (2019–20 school year). This survey includes questions about your experience as a fellow in the Inﬂuence 100 program during the 2019–20 school year.

**This survey is not an evaluation of your performance as a fellow.** Your candid responses to this survey will support the improvement of the Inﬂuence 100 program and its goals to increase the racial and ethnic diversity of superintendents in Massachusetts, create more culturally responsive public school districts and leaders across the state, and promote better outcomes for students.

This survey is voluntary and all feedback will be kept conﬁdential by the UMass Donahue Institute (UMDI)—a third-party, independent evaluator—as part of its ongoing evaluation of the Inﬂuence 100 program. To protect the conﬁdentiality of your responses, only members of the UMDI research team will have access to the surveys and survey ﬁndings will only be reported to DESE as aggregate data that combines the results from all fellows.

**This survey should take approximately 25 minutes to complete. Please submit your survey response by Friday, December 4, 2020.**

Please note: If you are taking the survey on your phone, you may have to scroll down to see the entire set of response options. **You do not need to complete the survey in one sitting.** If you would like to save your responses before you are ﬁnished with the survey, please use the arrows at the bottom of the page to go ahead or back (which will record your current response). Then, you can safely close your browser and return to the survey at a later time. **You are free to close the browser window and return to the survey later, or move throughout the survey and change responses until you click “Submit”.** When ﬁnished with the survey, please click the “Submit” button at the bottom of the ﬁnal page to record your response.

Feel free to contact Jackie Stein at [jstein@donahue.umassp.edu](mailto:jstein@donahue.umassp.edu) or (413) 577-2009 with any questions about this survey or the evaluation

***Throughout this survey, please focus on your experiences with Inﬂuence 100 during your ﬁrst year of participation in the program (2019–20).***

**Impact on Equity Mindset ~5 minutes 30 seconds**

Inﬂuence 100 aims to facilitate growth in your equity mindset and practices linked to the six Equity Leadership Dispositions. These dispositions are complex and the extent to which fellows have the opportunity to work on each of these will vary according to many factors (e.g., your district, your current position, your mentor). This is not an evaluation of you as a fellow, but of the Inﬂuence 100 program. Your feedback about the program will help us identify what needs to be ampliﬁed, improved, or changed with the goal of increasing the program’s eﬀectiveness.

1. Reﬂecting on your ﬁrst year as an Inﬂuence 100 fellow, **how eﬀective was Inﬂuence 100 in supporting your growth** in each of these Equity Leadership Dispositions?

[1 minute 30 seconds 🡪*Total: 1 minute 30 seconds*]

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Inﬂuence 100 was... | Very eﬀective | Moderately eﬀective | Slightly eﬀective | Not eﬀective | NA/Unsure |
| Reﬂecting on personal assumptions and beliefs | Ο | Ο | Ο | Ο | Ο |
| Modeling a personal belief system that is grounded in equity | Ο | Ο | Ο | Ο | Ο |
| Acting in culturally competent ways | Ο | Ο | Ο | Ο | Ο |
| Building the capacity of others to work towards equity in the district/schools | Ο | Ο | Ο | Ο | Ο |
| Confronting institutional biases | Ο | Ο | Ο | Ο | Ο |
| Creating systems to support equitable access for historically underserved students | Ο | Ο | Ο | Ο | Ο |

1. In which Equity Leadership Disposition areas did you experience **the most personal growth** during the ﬁrst year of the program? (Please select up to three areas.)

[30 seconds 🡪*Total: 2 minutes*]

|  |  |
| --- | --- |
|  | |
| Reﬂecting on personal assumptions and beliefs | Ο |
| Modeling a personal belief system that is grounded in equity | Ο |
| Acting in culturally competent ways | Ο |
| Building the capacity of others to work towards equity in the district/schools | Ο |
| Confronting institutional biases | Ο |
| Creating systems to support equitable access for historically underserved students | Ο |

1. How **did Inﬂuence 100 have a positive impact on your personal growth** in the area(s) you selected above, if at all (*pipe text from selection in Question 2*)? *[Same page as Q2]*

[2 minutes 🡪*Total: 4 minutes*]

1. **How helpful were the aspects of the Inﬂuence 100 program listed below in supporting your growth** as an equity-minded district leader? (Please note: we will ask about mentorship later.)

[1 minute 30 seconds 🡪Total: 5 minutes 30 seconds]

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Very helpful | Moderately helpful | Slightly helpful | Not helpful |
| **Monthly sessions**: | | | | |
| Reﬂection circles at the beginning of each session | Ο | Ο | Ο | Ο |
| Discussion of readings | Ο | Ο | Ο | Ο |
| Presentations from external speakers | Ο | Ο | Ο | Ο |
| Introduction to tools, resources, and strategies | Ο | Ο | Ο | Ο |
| Instruction (lecture es) from Stacy and Michele | Ο | Ο | Ο | Ο |
| **Action research project:** | | | | |
| Time with colleagues to work on action research project | Ο | Ο | Ο | Ο |
| Peer coaching and feedback | Ο | Ο | Ο | Ο |
| Creating a theory of change | Ο | Ο | Ο | Ο |
| Root cause analysis | Ο | Ο | Ο | Ο |
| Lecture e on tools for strategic planning process for action  research | Ο | Ο | Ο | Ο |
| **District Leadership convenings/meetings:** | | | | |
| Planning/work time with my district team | Ο | Ο | Ο | Ο |
| Time to collaborate with other districts about speciﬁc equity  strategies (human capital, strategic planning, etc.) | Ο | Ο | Ο | Ο |
| Introduction to and/or time to work with Equity Progress  Assessment tool | Ο | Ο | Ο | Ο |
| Opportunities for networking and community-building | Ο | Ο | Ο | Ο |
| **Other:** | | | | |
| Please describe: | Ο | Ο | Ο | Ο |

**Impact on Practice ~4 minutes**

1. Has Inﬂuence 100 helped you become better prepared to be a superintendent? If so, how?

[2 minutes 🡪*Total: 7 minutes 30 seconds*]

1. What has been the impact, if any, of Inﬂuence 100 on your district’s policies, practices, or procedures related to equity?

[2 minutes 🡪*Total: 9 minutes 30 seconds*]

**Mentorship Support ~7 minutes**

Inﬂuence 100 districts commit to supporting fellows through district-based mentoring opportunities. For most fellows, this mentorship is with their superintendent. We are interested in hearing about your experience with mentorship through Inﬂuence 100 in your ﬁrst year as a fellow.

1. To what extent has your experience with your **Inﬂuence 100 mentor** supported your progress toward becoming a superintendent?

[15 seconds 🡪*Total: 9 minutes 45 seconds*]

* + To a great extent
  + To a moderate extent
  + To little extent
  + Not at all

1. Of the types of opportunities listed below that your Inﬂuence 100 mentor may have facilitated, **to what extent did each of these meet your needs** as an aspiring superintendent?

[*1 minute* 🡪*Total:10 minutes 45 seconds*]

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Fully met my needs | Moderately met my needs | Slightly met my needs | Did not meet my needs | Did not happen | Not needed |
| Opportunities to discuss my action research  project | Ο | Ο | Ο | Ο | Ο | Ο |
| Opportunities to discuss district operations | Ο | Ο | Ο | Ο | Ο | Ο |
| Exposure to district leadership meetings | Ο | Ο | Ο | Ο | Ο | Ο |
| Opportunities to debrief observations, meetings,  Inﬂuence 100 sessions, or other events | Ο | Ο | Ο | Ο | Ο | Ο |
| Other: [please specify ] | Ο | Ο | Ο | Ο | Ο | Ο |

1. Did you participate in any of the following activities as part of your ﬁrst year with Inﬂuence 100? Please check all that apply.

[*15 seconds* 🡪*Total: 11 minutes*]

❏ Shadow the superintendent

❏ Attend budget meetings

❏ Attend school committee meetings

❏ Attend other community meetings with families or community partners

❏ Participate in district leadership meetings (if not already part of the district leadership team)

1. **How helpful** were each of these types of mentorship support, during your ﬁrst year as an Inﬂuence 100 fellow, in supporting your progress toward superintendency? *[Include options from Q8 that were NOT marked “did not happen” or “not needed” AND options from Q9 that were checked.]*

[1 *minute* 🡪*Total: 12 minutes*]

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Very  helpful | Moderately  helpful | Slightly  helpful | Not at all  helpful | NA |
| *[Discussing my action research project with my mentor]* | Ο | Ο | Ο | Ο | Ο |
| *[Discussing district operations with my mentor]* | Ο | Ο | Ο | Ο | Ο |
| *[Debrieﬁng observations, meetings, Inﬂuence 100 sessions, or other events with my mentor]* | Ο | Ο | Ο | Ο | Ο |
| *[Shadowing the superintendent]* | Ο | Ο | Ο | Ο | Ο |
| *[Participating in district leadership meetings]* | Ο | Ο | Ο | Ο | Ο |
| *[Attending budget meetings]* | Ο | Ο | Ο | Ο | Ο |
| *[Attending school committee meetings]* | Ο | Ο | Ο | Ο | Ο |
| *[Attend other community meetings with families or*  *community partners]* | Ο | Ο | Ο | Ο | Ο |
| *[Other - if speciﬁed in #8]* | Ο | Ο | Ο | Ο | Ο |

1. Which types of mentorship support were **the most helpful**? (Please select up to three.) *[Include options from Q10 that were marked either “moderately helpful” or “very helpful”]*

[30 seconds 🡪*Total: 12 minutes 30 seconds*]

|  |  |
| --- | --- |
|  | |
| *[Discussing my action research project with my mentor]* | Ο |
| *[Discussing district operations with my mentor]* | Ο |
| *[Debrieﬁng observations, meetings, Inﬂuence 100 sessions, or other events with my mentor]* | Ο |
| *[Shadowing the superintendent]* | Ο |
| *[Participating in district leadership meetings]* | Ο |
| *[Attending budget meetings]* | Ο |
| *[Attending school committee meetings]* | Ο |
| *[Attend other community meetings with families or community partners]* | Ο |
| *[Other - if speciﬁed in #8]* | Ο |
| *[Other: Please specify ]* | Ο |

1. **What was particularly helpful to you** about the supports you selected above (*pipe selections from Q11*)? *[Same page as Q 11]*

[*2 minutes* 🡪*Total: 14 minutes 30 seconds*]

1. In the coming year, **what kinds of support do you most need from your mentor** to become better prepared to be an equity-minded district leader?

[*2 minutes* 🡪*Total: 16 minutes 30 seconds*]

**Closing ~ 8 minutes**

1. Is there anything you think could be added to the Inﬂuence 100 fellowship that would make the program more eﬀective? If so, what and why?

[*2 minutes* 🡪*Total: 18 minutes 30 seconds*]

1. Is there anything you would eliminate from or otherwise change about the Inﬂuence 100 fellowship that would make the program more eﬀective? If so, what and why?

[*2 minutes* 🡪*Total: 20 minutes 30 seconds*]

1. How, if at all, did the COVID-19 pandemic impact your experience as an Inﬂuence 100 fellow? We welcome your comments on any aspect of your experience.

[*2 minutes* 🡪*Total: 22 minutes 30 seconds*]

1. Please share any additional comments you have about your experience as an Inﬂuence 100 fellow during Year 1.

[*2 minutes* 🡪*Total: 24 minutes 30 seconds*]

**Thank you for taking the time to complete this survey. Please click “submit” to record your responses.**

**Inﬂuence 100 – Year 1 Surveys | District Leadership Team (Cohort 1) | Final Draft**

**Inﬂuence 100 District Leaders Feedback Survey**

Thank you for taking the time to complete this survey. You are receiving this survey because the Massachusetts Department of Elementary and Secondary Education (DESE) has identiﬁed you as a key contact for the Inﬂuence 100 program in your district. This survey includes questions about your district’s experience with the Inﬂuence 100 program during the 2019–20 school year (the ﬁrst year your district participated in the program).

**This survey is not an evaluation of your district.** Your district’s candid responses to this survey will support the improvement of the Inﬂuence 100 program and its goals to increase the racial and ethnic diversity of superintendents in Massachusetts, create more culturally responsive public school districts and leaders across the state, and promote better outcomes for students.

This survey is voluntary and all feedback will be kept conﬁdential by the UMass Donahue Institute (UMDI)—a third-party, independent evaluator—as part of its ongoing evaluation of the Inﬂuence 100 program. To protect the conﬁdentiality of your responses, only members of the UMDI research team will have access to the surveys and survey ﬁndings will only be reported to DESE as aggregate data that combines the results from all districts.

As you complete this survey, we ask you to collaborate with other members of your District Leadership Team who work on equity issues and/or who participated in Inﬂuence 100. We encourage you, if appropriate, to include Inﬂuence 100 fellows. **The answers you and your colleagues provide should be a reﬂection of your district’s experience with the Inﬂuence 100 program*.* This survey should take approximately 35 minutes to complete**; although this time may vary as you collaborate with your colleagues. **Please submit your district’s survey response by Friday, December 4, 2020.**

Please note:

* This survey is not well-suited for a small screen. We recommend this survey be taken on a desktop computer, laptop, or tablet.
* **You do not need to complete the survey in one sitting.** If you would like to save your responses

before you are ﬁnished with the survey, please use the arrows at the bottom of the page to go ahead or back (which will record your current response). Then, you can safely close your browser and return to the survey at a later time. You and your colleagues are free to close the browser window and return to the survey later, or move throughout the survey and change responses until you click “Submit”.

* When you and your colleagues are ﬁnished with the survey, please click the “Submit” button at the bottom of the ﬁnal page to record your response. **After clicking “Submit” your colleagues will no longer have access to the survey.**

Feel free to contact Jackie Stein at [jstein@donahue.umassp.edu](mailto:jstein@donahue.umassp.edu) or (413) 577-2009 with any questions about this survey or the Inﬂuence 100 evaluation.

**Collaboration ~ 1 minute**

1. How many individuals collaborated to complete this survey?

Drop-down menu options: 1, 2, 3, 4, 5, 6, 7, 8, 9, or 10+

[15 seconds 🡪 *Total: 15 seconds*]

1. What are the primary roles of the individuals who participated in completing this survey? (Please select all that apply.)

[45 seconds 🡪 *Total: 1 minute*]

|  |  |  |
| --- | --- | --- |
| Roles | | Number of individuals completing the  survey with this role |
| ❏ | Superintendent | *Drop-down 1–10 “ “*  *“ “*  *“ “*  *“ “*  *“ “*  *“ “*  *“ “*  *“ “*  *“ “*  *“ “* |
| ❏ | Principal |
| ❏ | Vice principal or assistant principal |
| ❏ | School Board Member |
| ❏ | Specialist (please describe) |
| ❏ | Counselor |
| ❏ | Teacher |
| ❏ | Other (please describe) |

**Developing Equity Practices within the District ~ 14 minutes**

Districts had varying levels of equity-based practices in place when they began participating in the Inﬂuence 100 program. DESE does not expect that all (or any) of the changes listed below will have taken place, but seeks to understand the landscape of equity-based practices that may be underway in your district.

1. For each of the items below, please indicate the practices that your district developed or changed during the 2019–20 school year (the ﬁrst year your district participated in the Inﬂuence 100 program) and the practices that your district already had in place prior to the 2019–20 school year. If your district has not implemented any changes in this area, please leave the row unchecked.

If your district developed other equity-based practices during the 2019–20 school year that are not listed, then please brieﬂy describe those practices in the “Other” section.

[7 minutes 🡪 *Total: 8 minutes*]

|  |  |  |
| --- | --- | --- |
| Human Capital | Developed/ changed prior to 2019–20  school year | Developed/ changed during 2019–20 school year |
| Use targeted recruitment strategies in an eﬀort to increase the diversity of classroom teachers (i.e., not paraprofessionals) | ❏ | ❏ |
| Use targeted recruitment strategies in an eﬀort to increase the diversity of school building administrators/leaders | ❏ | ❏ |
| Use targeted recruitment strategies in an eﬀort to increase the diversity of district/central oﬃce staﬀ | ❏ | ❏ |
| Create intentional pipeline programs (e.g., grow-your-own models, prep partnerships, residency programs) designed explicitly to diversify the workforce at all levels (i.e., for classroom teachers, school building administrators and leaders, and district-level staﬀ) | ❏ | ❏ |
| Implement training and/or protocols associated with reducing hiring bias at all levels (i.e., for classroom teachers, school building administrators and leaders, and district-level staﬀ) | ❏ | ❏ |
| Add district-level position(s) focused on district-wide implementation of policies/practices that support diversity, equity, and inclusion | ❏ | ❏ |
| Provide professional development on culturally responsive practices for school-based staﬀ | ❏ | ❏ |
| Provide professional development on culturally responsive practices for district-based staﬀ | ❏ | ❏ |

|  |  |  |
| --- | --- | --- |
| Climate | Developed/ changed prior to 2019–20  school year | Developed/ changed during 2019–20 school year |
| Use data about school climate to inform and/or enhance district policies/practices that support diversity, equity, and inclusion | ❏ | ❏ |
| Promote practices that supported diversity/inclusion for staﬀ | ❏ | ❏ |
| Promote practices that supported diversity/inclusion for students | ❏ | ❏ |

|  |  |  |
| --- | --- | --- |
| Curriculum and Instruction | Developed/ changed prior to 2019–20  school year | Developed/ changed during 2019–20 school year |
| Expand access to rigorous courses for student groups who have been historically marginalized | ❏ | ❏ |
| Change curriculum to be more inclusive of historically marginalized groups | ❏ | ❏ |
| Implement a plan to make instruction more culturally responsive district-wide | ❏ | ❏ |

|  |  |  |
| --- | --- | --- |
| Policies and Practices | Developed/ changed prior to 2019–20  school year | Developed/ changed during 2019–20 school year |
| Prioritize resource allocation to eliminate disparities for marginalized student groups | ❏ | ❏ |
| Examine existing policies/practices for inequitable impacts on historically marginalized groups | ❏ | ❏ |
| Change policies/practices to reduce inequitable impacts on historically marginalized groups | ❏ | ❏ |
| Advocate for the school committee to develop equity policies | ❏ | ❏ |

|  |  |  |
| --- | --- | --- |
| Leadership | Developed/ changed prior to 2019–20  school year | Developed/ changed during 2019–20 school year |
| Improve and/or created a district strategic plan centered on equity | ❏ | ❏ |
| Prioritize equity in school improvement/strategic plans (e.g., mission, vision, and values) | ❏ | ❏ |
| Support school leaders in providing professional learning opportunities to develop and/or deepen culturally responsive teaching practice that are ongoing (e.g., not one time only) | ❏ | ❏ |
| Regularly examine school-level data disaggregated by student groups with teachers and/or other school staﬀ for evidence of inequities | ❏ | ❏ |

|  |  |  |
| --- | --- | --- |
| Other (Please specify) | Developed/ changed prior to 2019–20  school year | Developed/ changed during 2019–20 school year |
| *Insert other item here* | ❏ | ❏ |
| *Insert other item here* | ❏ | ❏ |
| *Insert other item here* | ❏ | ❏ |
| *Insert other item here* | ❏ | ❏ |
| *Insert other item here* | ❏ | ❏ |

1. To what extent was Inﬂuence 100 important in facilitating these changes or improvements in your district’s equity practices? *[Answer selections forwarded from Question 3 if changed or developed in 19-20 SY is selected.]*

[7 minutes 🡪 *Total: 15 minutes*]

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Very important | Moderately important | Slightly important | Not at all important | Don’t know /  NA | Could not come to  consensus |
| Human Capital | | | | | | |
| *Forwarded response* | o | o | o | o | o | o |
| *Forwarded response* | o | o | o | o | o | o |
| *Forwarded response* | o | o | o | o | o | o |
| *Forwarded response* | o | o | o | o | o | o |
| Climate | | | | | | |
| *Forwarded response* | o | o | o | o | o | o |
| *Forwarded response* | o | o | o | o | o | o |
| *Forwarded response* | o | o | o | o | o | o |
| Academics | | | | | | |
| *Forwarded response* | o | o | o | o | o | o |
| *Forwarded response* | o | o | o | o | o | o |
| *Forwarded response* | o | o | o | o | o | o |
| Policies and Practices | | | | | | |
| *Forwarded response* | o | o | o | o | o | o |
| *Forwarded response* | o | o | o | o | o | o |
| *Forwarded response* | o | o | o | o | o | o |
| Leadership | | | | | | |
| *Forwarded response* | o | o | o | o | o | o |
| *Forwarded response* | o | o | o | o | o | o |
| *Forwarded response* | o | o | o | o | o | o |
| Other | | | | | | |
| *Forwarded response* | o | o | o | o | o | o |
| *Forwarded response* | o | o | o | o | o | o |
| *Forwarded response* | o | o | o | o | o | o |

**Impact of COVID-19 Pandemic ~ 2 minutes**

1. How, if at all, did the COVID-19 pandemic impact your district’s eﬀorts to develop equity-based practices?

[2 minutes 🡪 *Total: 17 minutes*]

**Closing**

Thank you for your participation in this survey. Please click “Submit” to record your response.

**Inﬂuence 100 – Year 1 Surveys | Mentors (Cohort 1) | Draft 11/13/20**

**Inﬂuence 100 Mentor Feedback Survey**

Thank you for taking the time to complete this survey. You are receiving this survey because the Massachusetts Department of Elementary and Secondary Education (DESE) has identiﬁed you as a mentor of at least one Inﬂuence 100 fellow in your district. This survey includes questions about your experience as a mentor in the Inﬂuence 100 program during the 2019–20 school year (the ﬁrst year your district participated in the program).

**This survey is not an evaluation of your performance as a mentor.** Your candid responses to this survey will support the improvement of the Inﬂuence 100 program and its goals to increase the racial and ethnic diversity of superintendents in Massachusetts, create more culturally responsive public school districts and leaders across the state, and promote better outcomes for students.

This survey is voluntary and all feedback will be kept conﬁdential by the UMass Donahue Institute (UMDI)—a third-party, independent evaluator—as part of its ongoing evaluation of the Inﬂuence 100 program. To protect the conﬁdentiality of your responses, only members of the UMDI research team will have access to the surveys and survey ﬁndings will only be reported to DESE as aggregate data that combines the results from all mentors.

**This survey should take approximately 17 minutes to complete.** If you were a mentor for more than one fellow in your district, then you will be asked to provide feedback on your mentoring experience with each fellow, which will extend the time it takes to complete the survey. **Please submit your survey response by Friday, December 4, 2020.**

Please note: If you are taking the survey on your phone, you may have to scroll down to see the entire set of response options. **You do not need to complete the survey in one sitting.** If you would like to save your responses before you are ﬁnished with the survey, please use the arrows at the bottom of the page to go ahead or back (which will record your current response). Then, you can safely close your browser and return to the survey at a later time. **You are free to close the browser window and return to the survey later, or move throughout the survey and change responses until you click “Submit”.** When ﬁnished with the survey, please click the “Submit” button at the bottom of the ﬁnal page to record your response.

Feel free to contact Jackie Stein at [jstein@donahue.umassp.edu](mailto:jstein@donahue.umassp.edu) or (413) 577-2009 with any questions about this survey or the evaluation.

**Introduction ~30 seconds**

*[The following is only displayed if mentors have more than one fellow:]*

Our records indicate that you are a mentor for *[insert all fellow names]*.

For this section of the survey, please respond only about your experience as a mentor for *[insert fellow name]*. You will have an opportunity to answer these same questions about your mentorship experience with *[insert other fellow name(s)]* later in the survey.

**As a reminder:** If you need to leave the page before completing the survey, then please click the “next” button (arrow at bottom of screen) to save the page you are working on. To return to the survey, please click the link in your email.

1. How long had you been working with *[insert fellow name]* prior to your experience with the Inﬂuence 100 program?

[15 seconds 🡪 *Total: 15 seconds*]

* + I did not know *[insert fellow name]* prior to the Inﬂuence 100 program
  + Less than 1 year
  + 1 to 4 years
  + 5 to 9 years
  + 10 or more years

When answering the following two questions, please consider your mentoring experience during the 2019–20 school year overall. We will ask how the COVID-19 pandemic impacted your mentoring experience later in the survey. *[Shown on the same page as questions two and three.]*

1. On average, how often did you provide support to *[insert fellow name]* via one-on-one meetings and brief check-ins during the 2019–20 school year?

[30 seconds 🡪 *Total: 45 seconds*]

|  |  |  |  |
| --- | --- | --- | --- |
| One-on-one meetings | | Brief check-ins | |
| ◯ | Weekly | ◯ | Weekly |
| ◯ | Every other week | ◯ | Every other week |
| ◯ | Monthly | ◯ | Monthly |
| ◯ | Less frequently than monthly | ◯ | Less frequently than monthly |
| ◯ | Other (please specify) | ◯ | Other (please specify) |

1. Through which modes of communication did you have your one-on-one meetings and brief check-ins? Please check all that apply.

[30 seconds 🡪 *Total: 1 minute 15 seconds*]

|  |  |
| --- | --- |
| One-on-one meetings | Brief check-ins |
| □ Phone | □ Phone |
| □ Email | □ Email |
| □ Zoom | □ Zoom |
| □ In-person | □ In-person |
| □ Other (please specify) | □ Other (please specify) |

**Development of Equity Mindset ~ 1 minute**

1. Inﬂuence 100 is focused on developing an equity mindset for participating fellows. Below is a list of common practices related to equity mindset. To what extent did you **observe personal growth in your fellow**, *[insert fellow name]*, in the following areas during the 2019–20 school year?

[1 minute 🡪 *Total: 2 minutes 15 seconds*]

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | High  amount of growth | Moderate  amount of growth | Small  amount of growth | No growth | Don’t know / NA |
| Reﬂecting on personal assumptions and beliefs | o | o | o | o | o |
| Modeling a personal belief system that is grounded in equity | o | o | o | o | o |
| Acting in culturally competent ways | o | o | o | o | o |
| Building the capacity of others to work towards equity in the district/schools | o | o | o | o | o |
| Confronting institutional biases | o | o | o | o | o |
| Creating systems to support equitable access for historically underserved students | o | o | o | o | o |

1. Were any of these practices topics of conversation between you and *[insert fellow name]* during the 2019–20 school year? Please note: DESE does not expect that you will have discussed these topics, but would like to understand whether or not they have come up in your conversations.

[30 seconds 🡪 *Total: 2 minutes 45 seconds*]

|  |  |  |
| --- | --- | --- |
|  | Yes | No |
| Reﬂecting on personal assumptions and beliefs | o | o |
| Modeling a personal belief system that is grounded in equity | o | o |
| Acting in culturally competent ways | o | o |
| Building the capacity of others to work towards equity in the district/schools | o | o |
| Confronting institutional biases | o | o |
| Creating systems to support equitable access for historically underserved students | o | o |

**Fellow Support ~ 6 minutes 30 seconds**

For the following questions, please consider all of the occasions you provided support to *[insert fellow name]* during the 2019–20 school year (their ﬁrst year in the Inﬂuence 100 program).

As a reminder, this is not an evaluation of you as a mentor. Each mentor-fellow relationship is diﬀerent. We would like to understand the range of ways in which mentors and fellows work together.

1. How frequently were you able to provide the following types of support to *[insert fellow name]* as part of the Inﬂuence 100 program?

[30 seconds 🡪 *Total: 3 minutes 15 seconds*]

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Very frequently | Often | Sometimes | Just once | Never |
| Opportunities to discuss their action research  project | o | o | o | o | o |
| Opportunities to discuss district operations | o | o | o | o | o |
| Access to leadership development opportunities (e.g., shadowing experiences, attending budget  meetings, etc.) | o | o | o | o | o |
| Opportunities for general discussion and debrieﬁng (about observations, meetings, Inﬂuence 100 sessions, or other events) | o | o | o | o | o |
| Other (please describe) | o | o | o | o | o |

1. Which of the following leadership development opportunities did you facilitate for *[insert fellow name]* during the 2019–20 school year as part of the Inﬂuence 100 program? Please check all that apply. *[Question is displayed if “never” is not selected for access to leadership development opportunities in Question 6.]*

[30 seconds 🡪 *Total: 3 minutes 45 seconds*]

❏ Shadowing the superintendent

❏ Attending budget meetings

❏ Attending school committee meetings

❏ Attending other community meetings with families or community partners

❏ Participating in district leadership meetings

❏ Other

1. Please describe what these shadowing opportunities looked like. *[Pops up on the same page as Question 7 when “shadowing the superintendent” is selected.]*

[2 minutes 🡪 *Total: 5 minutes 45 seconds*]

1. Please describe the “other” opportunities that you facilitated for *[insert fellow name]* as part of the Inﬂuence 100 program. *[Pops up on the same page as Question 7 when “other” is selected.]*

[1 minute 🡪 *Total: 6 minutes 45 seconds*]

**Inﬂuence 100 Supports ~6 minutes**

**For the following questions, please think about your Inﬂuence 100 mentorship experience more generally—with all of your fellows.** *[Displays if mentor had more than one fellow.]*

1. Please think about your experience mentoring your fellow(s). What are the two things you think you did as a mentor that were most helpful to your fellow(s)? Why were each of these things helpful?

[2 minutes 🡪 *Total: 8 minutes 45 seconds*]

1. What support, guidance, or parameters can Inﬂuence 100 provide in the future that would be helpful for mentors of fellows?

[2 minutes 🡪 *Total: 10 minutes 45 seconds*]

1. From your perspective as a mentor, what are the ways in which the Inﬂuence 100 program could better support the development of culturally competent district leaders?

[2 minutes 🡪 *Total: 12 minutes 45 seconds*]

1. Are there any aspects of Inﬂuence 100 that you think need to be improved, potentially dropped, or otherwise changed? If so, what are these aspects and why do you suggest this?

[2 minutes 🡪 *Total: 14 minutes 45 seconds*]

**Impact of COVID-19 Pandemic ~ 2 minutes**

1. How, if at all, did the COVID-19 pandemic impact your role as a mentor? Feel free to comment on any aspect of your role as a mentor, such as the type of support you provided to your fellow, how you communicated with your fellow, etc.

[2 minutes 🡪 *Total: 16 minutes 45 seconds*]

**Closing**

Thank you for your participation in this survey. Please click “Submit” to record your response.

**Influence 100 – Cohort 1 Fellows Focus Group Protocol**

Final Draft: 2/16/21

**Opening [5 minutes]:**

**Introduction**

Our names are Jeremiah Johnson and Jackie Stein and we work with the UMass Donahue Institute, an independent research organization that has been contracted by the Massachusetts Department of Elementary and Secondary Education (DESE) to conduct a research evaluation of the Influence 100 program. Thank you for taking this time to speak with us about your experience from your perspective as Influence 100 Fellows.

It seems important for this conversation to let you know that both of us, in our personal and professional lives, strongly value equity, diversity, inclusion, and justice. We bring these values to all of our work, including the evaluation of Influence 100.

**Study Purpose**

As we introduced to you in the invitation to this discussion, DESE would like to deepen its understanding of the impacts of Influence 100 on those of you who are engaged in the work, especially impacts on you as program fellows. UMDI is conducting this focus group as part of the ongoing evaluation of the Influence 100 program. Information learned through this evaluation will help DESE improve the program and help stakeholders understand its impacts.

The ongoing evaluation of Influence 100 also included the surveys that many of you completed this past fall. We will also ask fellows to complete a survey at the end of this program year (to reflect on Year 2) and will convene another focus group of a subset of Cohort 1 fellows next year to reflect back on the program after completing the 2-year fellowship.

**Confidentiality**

UMDI has a strong history of working with and protecting confidential information. We will use a set of standard practices to work to ensure that the way we share findings from this focus group does not identify individuals**.** Your identities will remain confidential, known only by members of the UMDI research team. Once our notes from this focus group are complete, the research team will provide a window of opportunity for you to review them, to confirm that your identity has remained confidential, before they are shared. After your review (or after that window of time), UMDI will share general findings and quotes (edited to remove identifying details) with DESE and the Leadership Academy. We will not use your name, and will not attribute any quotes to individuals.

We also ask that you each maintain the confidentiality of the other participants in this virtual room.

**Logistics**

The focus group will last about an hour and will end by 2 pm. We have several topics we would like to cover and so, I may need to move the conversation along from time to time even if everyone has not yet had a chance to share their thoughts. One of us will stay on for 15 minutes after the focus group ends if you have additional comments.

Please use the chat function, if you like. We will save the chat as part of our collected data. Jackie will monitor the chat and may interject if she sees something that fits with our discussion. Please leave your video on, if possible—having visual cues is important and helpful to us. Along the same lines, this is meant to be a discussion and we invite you to respond to the ideas you hear from each other. For example, if you agree with something you hear, please indicate so by nodding, typing in the chat or otherwise providing some visual feedback.

**Permission to Record**

I would like to record our conversation simply for note-taking purposes. No one outside of our data collection team will hear or have access to the recording except for transcribers of the material; these recordings are for the research team only. If you want me to turn off the recording at any point, please just let me know. Before we get started, do you have any questions for me?

***May I have your permission to record this conversation?*** Ok, I am turning on the recording, and we will begin the focus group. [Turn on recording]: I am here with Influence 100 fellows for a Zoom focus group. Today is Monday, February 22, 2021. Do I have your permission to record?

**Focus Group Questions**

In the survey we conducted in the fall, we heard from some fellows in your cohort (possibly including some of you) about successes and challenges in terms of engaging with the Influence 100 program. Thank you for that feedback!

**Let’s start with a big picture question.**

1. [7 minutes] Thinking about your experience with Influence 100 as a whole, what has been the most valuable aspect of being part of the program so far? Why? Please provide examples.
   1. *Note: If a participant asks for clarification, we will clarify that the benefit does not have to be a part of the program itself. It could be part of the program or not—an intended or unintended consequence.*

**Next, we’d like to talk about equity mindset**. Fellows who responded to the survey generally indicated that Influence 100 was fairly effective in supporting or facilitating growth in many of the Equity Leadership Dispositions (which we understand have been a regular part of the Influence 100 curriculum and are linked to the general idea of “equity mindset”).

1. [7 minutes] Thus far, in what ways and to what extent has Influence 100 changed your equity mindset, if at all? Please provide examples.

One of the goals of Influence 100 is to help fellows gain exposure to superintendent-level leadership and management processes. We have a couple questions for you related to that goal.

1. [7 minutes] What has been your experience in terms of gaining exposure to superintendent-level leadership and management processes through Influence 100? Please provide specific examples.
2. [7 minutes] Do you feel that Influence 100 has created sufficient opportunity for you to process your experience and learning? In terms of these opportunities to process your experience, what has been working for you? What has not been working?

Next, we’d like you to think about stories or examples that illustrate the impact, if any, of Influence 100 on your growth as a district leader and on your district.

1. [7 minutes] In what ways have you grown through your participation in Influence 100, if at all? What stories or examples best illustrate the impact of the program on your growth as a leader?
2. [7 minutes] What stories or examples do you think best illustrate the impact of the Influence 100 program beyond your individual growth?
   1. Probe only after waiting for responses: What about stories or examples about the impact of the program on your district? How about any impacts on your cohort?

We understand from the survey that fellows received varying levels and types of support from their districts and mentors.

1. [5 minutes] What was the most and least effective part about the mentoring you may have received in relation to the program? Why and in what ways?

**If time:**

1. [5 minutes] Are there any other strategies that Influence 100 might adopt to ensure the program has greater impact for fellows? What about for districts?
2. [5 minutes] Thinking about the factors that have limited your full engagement with the program, what strategies might Influence 100 use to minimize the impact of these factors?

**Wrap up:**

1. [3–5 minutes] Have we missed anything in our conversation that you would like to add about the Influence 100 program or its impacts? Is there anything else you would like to add?

**Thank you so much for your time and for sharing your thoughts.**

**Appendix E: Influence 100 Year-end Field Guide Report (6/30/2021) – Benchmark Metrics Details**

**Contents:**

1. District Benchmarks:
   1. Methodological notes: calculating summary metrics for district benchmarks
   2. List of 22 equity-promoting practices developed for DLT survey and summarized for district-level benchmarks
   3. District-level benchmark metrics broken out by practice
2. System Benchmarks:
   1. Detail tables for System Benchmarks A–D, broken out by seven racial/ethnic categories
   2. Crosswalk for racial/ethnic categories used for System Benchmarks A–D
   3. List of roles included in System Benchmarks A–D
3. **District Benchmarks Details**
   1. **Methodological notes: calculating summary metrics for district benchmarks**
   * District benchmarks A and B: Average number of equity-promoting practices that districts developed or changed across time periods.

The number of practices that districts indicated (in the DLT survey) having developed or changed in each time period (prior to 2019–20, during 2019–20) were averaged across the 12 responding districts. The makeup of districts and practices in each period was different and not captured by a single count, so, in order to capture change over time, we constructed a third measure, which measured the number of practices that each district indicated they had developed or changed during either of the time periods. This gave an end-point count that could capture the number of practices developed or changed and the number of districts making those changes by the end of the first year of Influence 100.

* + District benchmarks C and D
    - C: Proportion of responding districts indicating that Influence 100 was at least at least a “slightly important” facilitator in 50%+ of the developments/changes that took place during 2019–20 school year.
    - D: Average proportion of practices (across districts) developed/changed during 19–20 school year where district indicated that Influence 100 was at least a "slightly important" facilitator.

District ratings of the importance of Influence 100 on each development or change in practice reported during the 2019–20 school year were counted and those where the importance of Influence 100 was rated as *slightly*, *moderately*, or *very important* were calculated as a proportion of the total number of practices reported by that district as developed or changed during the 2019–20 school year.

* 1. **List of 22 equity-promoting practices developed for DLT survey and summarized for district-level benchmarks.**

**Table 1: Equity-promoting practices included in DLT Survey and used for benchmarking**

|  |
| --- |
| Human Capital |
| Use targeted recruitment strategies in an effort to increase the diversity of classroom teachers (i.e., not paraprofessionals) |
| Use targeted recruitment strategies in an effort to increase the diversity of school building administrators/leaders |
| Use targeted recruitment strategies in an effort to increase the diversity of district/central office staff |
| Create intentional pipeline programs (e.g., grow-your-own models, prep partnerships, residency programs) designed explicitly to diversify the workforce at all levels (i.e., for classroom teachers, school building administrators and leaders, and district-level staff) |
| Implement training and/or protocols in an effort to reduce hiring bias at all levels (i.e., for classroom teachers, school building administrators and leaders, and/or district-level staff) |
| Provide professional development on culturally responsive practices for school-based staff |
| Provide professional development on culturally responsive practices for district-based staff |
| Climate |
| Use data about school climate to inform district policies/practices that support diversity, equity, and inclusion |
| Promote practices that support diversity/inclusion for staff |
| Promote practices that support diversity/inclusion for students |
| Curriculum and Instruction |
| Expand access to rigorous courses for student groups who have been historically marginalized |
| Change curriculum to be more culturally responsive |
| Implement a plan to make instruction more culturally responsive district-wide |
| Policies and Practices |
| Prioritize resource allocation to eliminate disparities for marginalized student groups |
| Examine existing policies/practices for inequitable impacts on historically marginalized groups |
| Change policies/practices to reduce inequitable impacts on historically marginalized groups |
| Advocate for the school committee to develop equity policies |
| Add district-level position(s) focused on district-wide implementation of policies/practices that support diversity, equity, and inclusion |
| Leadership |
| Improve and/or create a district strategic plan centered on equity |
| Prioritize equity in school improvement/strategic plans (e.g., mission, vision, and values) |
| Support school leaders in providing ongoing (i.e., not one time only) professional learning opportunities to develop and/or deepen culturally responsive teaching practice |
| Regularly examine school-level data disaggregated by student groups with teachers and/or other school staff for evidence of inequities |

* 1. District-level benchmark metrics broken out by practice

**Table 2: Equity-promoting practices changed by districts before, during, and after the first year of participation in Influence 100**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Districts reporting development/change | | | | | |
|  | **Before 2020–21 school year** | | **During 2020–21 school year** | | **After 1st year of Influence 100\*** | |
|  | **N** | **%** | **N** | **%** | **N** | **%** |
| **Human Capital** | | | | | | |
| Use targeted recruitment strategies in an effort to increase the diversity of classroom teachers (i.e., not paraprofessionals) | 3 | 25% | 8 | 67% | 9 | 75% |
| Use targeted recruitment strategies in an effort to increase the diversity of school building administrators/leaders | 6 | 50% | 6 | 50% | 9 | 75% |
| Use targeted recruitment strategies in an effort to increase the diversity of district/central office staff | 4 | 33% | 4 | 33% | 7 | 58% |
| Create intentional pipeline programs (e.g., grow-your-own models, prep partnerships, residency programs) designed explicitly to diversify the workforce at all levels (i.e., for classroom teachers, school building administrators and leaders, and district-level staff) | 3 | 25% | 6 | 50% | 7 | 58% |
| Implement training and/or protocols in an effort to reduce hiring bias at all levels (i.e., for classroom teachers, school building administrators and leaders, and/or district-level staff) | 5 | 42% | 3 | 25% | 8 | 67% |
| Provide professional development on culturally responsive practices for school-based staff | 8 | 67% | 7 | 58% | 12 | 100% |
| Provide professional development on culturally responsive practices for district-based staff | 7 | 58% | 7 | 58% | 10 | 83% |
| **Climate** | | | | | | |
| Use data about school climate to inform district policies/practices that support diversity, equity, and inclusion | 8 | 67% | 3 | 25% | 9 | 75% |
| Promote practices that supported diversity/inclusion for staff | 3 | 25% | 7 | 58% | 9 | 75% |
| Promote practices that supported diversity/inclusion for students | 8 | 67% | 5 | 42% | 10 | 83% |
| **Curriculum and Instruction** | | | | | | |
| Expand access to rigorous courses for student groups who have been historically marginalized | 9 | 75% | 6 | 50% | 10 | 83% |
| Change curriculum to be more culturally responsive | 5 | 42% | 5 | 42% | 7 | 58% |
| Implement a plan to make instruction more culturally responsive  district-wide | 7 | 58% | 7 | 58% | 10 | 83% |
| **Policies and Practices** | | | | | | |
| Prioritize resource allocation to eliminate disparities for marginalized student groups | 7 | 58% | 7 | 58% | 10 | 83% |
| Examine existing policies/practices for inequitable impacts on historically marginalized groups | 4 | 33% | 9 | 75% | 9 | 75% |
| Change policies/practices to reduce inequitable impacts on historically marginalized groups | 7 | 58% | 5 | 42% | 8 | 67% |
| Advocate for the school committee to develop equity policies | 3 | 25% | 9 | 75% | 11 | 92% |
| Add district-level position(s) focused on district-wide implementation of policies/practices that support diversity, equity, and inclusion | 2 | 17% | 7 | 58% | 8 | 67% |
| **Leadership** | | | | | | |
| Improve and/or created a district strategic plan centered on equity | 7 | 58% | 7 | 58% | 11 | 92% |
| Prioritize equity in school improvement/strategic plans (e.g., mission, vision, and values) | 5 | 42% | 10 | 83% | 12 | 100% |
| Support school leaders in providing ongoing (i.e., not one time only) professional learning opportunities to develop and/or deepen culturally responsive teaching practice | 7 | 58% | 8 | 67% | 10 | 83% |
| Regularly examine school-level data disaggregated by student groups with teachers and/or other school staff for evidence of inequities | 7 | 58% | 2 | 17% | 8 | 67% |
| \*Note: "After 1st year of Influence 100" includes developments or changes made to equity-promoting practices by districts (a) before participation in Influence 100 and/or (b) during the 1st year of participation in Influence 100. In other words, it includes all of the developments or changes that were in place by the end of the first program year. As such, there may be overlap between the practices developed or changed and the districts reporting them during the "before" and "during" time periods. | | | | | | |

1. **System Benchmarks:**
   1. Detail tables for System Benchmarks A–D, broken out by seven racial/ethnic categories
   2. Crosswalk for racial/ethnic categories used for System Benchmarks A–D
   3. List of roles included in System Benchmarks A–D

**Table 3: System Benchmark A – Cohort 1 District Leaders, fall 2018–fall 2020** [[2]](#footnote-2)

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | White | | Black or African American | | Asian | | American Indian or Alaska Native | | Native Hawaiian or Other Pacific Islander | | Mixed Race | | Latinx | | Totals | |
|  | # | % | # | % | # | % | # | % | # | % | # | % | # | % | overall | POC |
| 2018–19 SY | 28 | 64% | 4 | 9% | 4 | 9% | 0 | 0% | 1 | 2% | 2 | 5% | 5 | 11% | 44 | 16 |
| 2019–20 SY | 29 | 67% | 6 | 14% | 3 | 7% | 0 | 0% | 0 | 0% | 0 | 0% | 5 | 12% | 43 | 14 |
| Fall 2020 | 28 | 62% | 7 | 16% | 3 | 7% | 0 | 0% | 0 | 0% | 0 | 0% | 7 | 16% | 45 | 17 |

**Table 4: System Benchmark B – Cohort 1 Classroom Teachers, fall 2018–fall 2020** [[3]](#footnote-3)

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | White | | Black or African American | | Asian | | American Indian or Alaska Native | | Native Hawaiian or Other Pacific Islander | | Mixed Race | | Latinx | | Totals | |
|  | # | % | # | % | # | % | # | % | # | % | # | % | # | % | overall | POC |
| **2018–19 SY** | 72,692 | 77% | 9,996 | 11% | 2,989 | 3% | 166 | 0% | 33 | 0% | 801 | 1% | 7,333 | 8% | 94,010 | 21,318 |
| **2019–20 SY** | 70,743 | 79% | 8,640 | 10% | 2,676 | 3% | 125 | 0% | 40 | 0% | 358 | 0% | 7,406 | 8% | 89,988 | 19,245 |
| **Fall 2020** | 75,684 | 77% | 10,433 | 11% | 2,956 | 3% | 135 | 0% | 47 | 0% | 457 | 0% | 8,302 | 8% | 98,014 | 22,330 |

**Table 5: System Benchmark C – Cohort 1 School Building Administrators/Leaders, fall 2018–fall 2020** [[4]](#footnote-4)

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | White | | Black or African American | | Asian | | American Indian or Alaska Native | | Native Hawaiian or Other Pacific Islander | | Mixed Race | | Latinx | | Totals | |
|  | # | % | # | % | # | % | # | % | # | % | # | % | # | % | Overall | POC |
| 2018–19 SY | 716 | 63% | 253 | 22% | 22 | 2% | 2 | 0% | 1 | 0% | 8 | 1% | 128 | 11% | 1,130 | 414 |
| 2019–20 SY | 711 | 62% | 260 | 23% | 22 | 2% | 1 | 0% | 1 | 0% | 7 | 1% | 143 | 12% | 1,145 | 434 |
| Fall 2020 | 716 | 62% | 252 | 22% | 21 | 2% | 3 | 0% | 1 | 0% | 8 | 1% | 156 | 13% | 1,157 | 441 |

**Table 6: System Benchmark D – Cohort 1 District/Central Office Staff, fall 2018–fall 2020** [[5]](#footnote-5)

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | White | | Black or African American | | Asian | | American Indian or Alaska Native | | Native Hawaiian or Other Pacific Islander | | Mixed Race | | Latinx | | Totals | |
|  | # | % | # | % | # | % | # | % | # | % | # | % | # | % | Overall | POC |
| 2018–19 SY | 448 | 64% | 118 | 17% | 32 | 5% | 3 | 0% | 2 | 0% | 9 | 1% | 90 | 13% | 702 | 254 |
| 2019–20 SY | 478 | 63% | 135 | 18% | 33 | 4% | 3 | 0% | 2 | 0% | 2 | 0% | 107 | 14% | 760 | 282 |
| Fall 2020 | 495 | 63% | 143 | 18% | 35 | 4% | 3 | 0% | 2 | 0% | 3 | 0% | 101 | 13% | 782 |  |

1. Crosswalk for racial/ethnic categories used for System Benchmarks A–D

**Table 7: DESE EPIMS Race-Ethnicity Categories used for System Benchmarks A–D**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Ethnicity — Individual chooses one. | | Race — Individual chooses one or more. | | | | |
| Not Hispanic or Latino | Hispanic or Latino | White | Black or African American | Asian | American Indian or Alaska Native | Native Hawaiian or Other Pacific Islander |
| 01 | 33 | x |  |  |  |  |
| 02 | 34 |  | x |  |  |  |
| 03 | 35 |  |  | x |  |  |
| 04 | 36 |  |  |  | x |  |
| 05 | 37 |  |  |  |  | x |
| 06 | 38 | x | x |  |  |  |
| 07 | 39 | x |  | x |  |  |
| 08 | 40 | x |  |  | x |  |
| 09 | 41 | x |  |  |  | x |
| 10 | 42 |  | x | x |  |  |
| 11 | 43 |  | x |  | x |  |
| 12 | 44 |  | x |  |  | x |
| 13 | 45 |  |  | x | x |  |
| 14 | 46 |  |  | x |  | x |
| 15 | 47 |  |  |  | x | x |
| 16 | 48 | x | x | x |  |  |
| 17 | 49 | x | x |  | x |  |
| 18 | 50 | x | x |  |  | x |
| 19 | 51 | x |  | x | x |  |
| 20 | 52 | x |  | x |  | x |
| 21 | 53 | x |  |  | x | x |
| 22 | 54 |  | x | x |  | x |
| 23 | 55 |  | x | x | x |  |
| 24 | 56 |  | x |  | x | x |
| 25 | 57 |  |  | x | x | x |
| 26 | 58 | x | x | x | x |  |
| 27 | 59 | x | x |  | x | x |
| 28 | 60 | x |  | x | x | x |
| 29 | 61 | x | x | x |  | x |
| 30 | 62 |  | x | x | x | x |
| 31 | 63 | x | x | x | x | x |

1. List of roles included in System Benchmarks A–D

**Table 8: Crosswalk of System Benchmark roles with EPIMS Appendix E WA07 Job Classifications**

|  |  |  |  |
| --- | --- | --- | --- |
| **System benchmark grouping** | **Code** | **Job Classification** | **Description/Definition** |
|  | **Official -- Administrative** | | |
| **District Leaders** | 1200 | Superintendent of Schools/Charter School Leader/Collaborative Director | Serves as the chief executive officer and primary advisor to the board of education. Responsibilities include overseeing the development of educational programs and all other activities which impact on those programs. |
| 1201 | Assistant/Associate/ Vice Superintendents | Performs high-level executive management functions for a superintendent in the areas of personnel, instruction, and/or administration such as business, transportation, food services, maintenance, operation, facility management/ planning, and others. Such an assignment also includes performing the duties of the superintendent in his or her absence as assigned or designated. |
| **District/Central Office Staff** | 1202 | School Business Official | Directs individuals and manages the financial matters of the district. |
| 1205 | Other District Wide Administrators | Directs individuals and manages functional supporting services under the direction of a senior staff member. This includes directors, management information and technology services, grants managers, planning directors, assistants to the superintendent, and others. |
| 1208 | Human Resources Director | Manages human resource functions in the district. |
| 1210 | Supervisor/Director of Guidance | Directs individuals and manages the Guidance Office. |
| 1211 | Supervisor/Director of Pupil Personnel | Directs individuals and manages the office of pupil personnel services. |
| 1212 | Special Education Administrator | Supervises all special education for the school district and ensures compliance with all federal and state special education laws. |
| 1213 | Supervisor/Director/Coordinator: Arts | Directs individuals and/or manages the Art Department. |
| 1214 | Supervisor/Director/Coordinator of Assessment | Directs individuals and/or manages the Assessment Department. |
| 1215 | Supervisor/Director/Coordinator of Curriculum | Develops or supervises curriculum and instructional development activities. This assignment requires expertise in a specialized field and includes the curriculum consultant and curriculum supervisor. |
| 1216 | Supervisor/Director/Coordinator: English Language Learner | Directs individuals and/or manages the Office of English Language Learners. |
| 1217 | Supervisor/Director/Coordinator: English | Directs individuals and/or manages the English Department. |
| **System benchmark grouping** | **Code** | **Job Classification** | **Description/Definition** |
| **District/Central Office Staff** | 1218 | Supervisor/Director/Coordinator: Foreign Language | Directs individuals and/or manages the Foreign Language Office. |
| 1219 | Supervisor/Director/Coordinator: History/Social Studies | Directs individuals and/or manages the History/Social Studies Office. |
| 1220 | Supervisor/Director/Coordinator: Library/Media | Directs individuals and/or manages the Library/Media Office. |
| 1221 | Supervisor/Director/Coordinator: Mathematics | Directs individuals and/or manages the Mathematics Department. |
| 1222 | Supervisor/Director/Coordinator: Reading | Directs individuals and/or manages the Reading Department. |
| 1223 | Supervisor/Director/Coordinator: Science | Directs individuals and/or manages the Science Department. |
| 1224 | Supervisor/Director/Coordinator: Technology | Individuals who are in charge of technology decision making, including planning, budgeting, selecting, and purchasing equipment. |
| 1225 | Supervisor/Director/Coordinator of Professional Development | Directs individuals and/or manages the Professional Development Office. |
| 1226 | School Nurse Leader (SNL) | The School Nurse Leader manages the total school health service program providing nursing leadership within the school system. The School Nurse Leader develops a needs assessment, plans and implements programs, and provides for continuous quality assurance and evaluation. |
| **School building administrators/leaders** | 1305 | Principal/headmaster/headmistress/head of school | Performs the highest level of executive management functions in an individual school, a group of schools or units of a school system. Responsibilities include the administration of instructional programs, extracurricular programs, community relations, operation of the school plant, selection and evaluation of professional and support staff, and the coordination of staff and student activities. |
| 1310 | Deputy/associate/vice-/assistance principal | Performs high-level executive management functions in an individual school, group of schools, or units of a school system. Primary duties include but are not limited to: 1) supervising student behavior; 2) handling specific assigned duties related to school management; 3) continuing curriculum and staff development; 4) working cooperatively with professional staff; 5) providing leadership in the instructional program; and 6) coordinating and/or arranging class schedules. |
| 1312 | School Special Education Administrator | Supervises special education programs at the school level. |
| 1320 | Other School Administrator/ Coordinator | Directs individuals and/or manages functional supporting services under the direction of a senior staff member. This includes directors, management information and technology services, and others. |
| **System benchmark grouping** | **Code** | **Job Classification** | **Description/Definition** |
|  | **Instructional Staff** | | |
| **Classroom Teachers** | 2305 | Teacher | Provides instruction, learning experiences, and care to students during a particular time period or in a given discipline. |
| 2306 | Co-Teacher | A teacher, equally responsible with another teacher, for providing instruction, learning experiences, and care to students during a particular time period or in a given discipline. |
| 2307 | Virtual Course Teacher | Provides instruction, learning experiences, and care to students during a particular time period or in a given discipline in a virtual class setting. |
| 2308 | Virtual Course Co-Teacher | A teacher, equally responsible with another teacher, for providing instruction, learning experiences, and care to students during a particular time period or in a given discipline in a virtual class setting. |
| 2310 | Teacher - support content instruction | Provides supportive content instruction in the classroom. The students receiving services from these educators also receive direct content instruction in core academic areas from a led content teacher. |
| 2325 | Long Term Substitute Teacher | An individual temporarily assigned to a specific teaching assignment for a minimum of 30 days. |
| 2330 | Instructional Coach | Teacher that provides support to other teachers such as a mentor teacher. |

1. District type and size was based on Locale Classifications from the National Center for Education Statistics public school districts search tool: <https://nces.ed.gov/ccd/districtsearch/>. Information about NCES Locale Classifications can be found here: https://nces.ed.gov/programs/edge/docs/locale\_definitions.pdf. [↑](#footnote-ref-1)
2. District leaders include EPIMS job classifications 1200 (Superintendent of Schools/Charter School Leader/Collaborative Director) and 1201 (Assistant/Associate/ Vice Superintendents) [↑](#footnote-ref-2)
3. Classroom teachers include EPIMS job classifications 2305 (Teacher), 2306 (Co-Teacher), 2307 (Virtual Course Teacher), 2308 (Virtual Course Co-Teacher), 2310 (Teacher - support content instruction), 2325 (Long Term Substitute Teacher), and 2330 (Instructional Coach) [↑](#footnote-ref-3)
4. School building administrators/leaders include EPIMS job classifications 1305 (Principal/headmaster/headmistress/head of school), 1310 (Deputy/associate/vice-/assistance principal), 1312 (School Special Education Administrator), and 1320 (Other School Administrator/ Coordinator). [↑](#footnote-ref-4)
5. District/central office staff include EPIMS job classifications 1202 (School Business Official), 1205 (Other District Wide Administrators), 1208 (Human Resources Director), 1210 (Supervisor/Director of Guidance), 1211 (Supervisor/Director of Pupil Personnel), 1212 (Special Education Administrator), 1213 (Supervisor/Director/Coordinator: Arts), 1214 (Supervisor/Director/Coordinator of Assessment), 1215 (Supervisor/Director/Coordinator of Curriculum), 1216 (Supervisor/Director/Coordinator: English Language Learner), 1217 (Supervisor/Director/Coordinator: English), 1218 (Supervisor/Director/Coordinator: Foreign Language), 1219 (Supervisor/Director/Coordinator: History/Social Studies), 1220 (Supervisor/Director/Coordinator: Library/Media), 1221 (Supervisor/Director/Coordinator: Mathematics), 1222 (Supervisor/Director/Coordinator: Reading), 1223 (Supervisor/Director/Coordinator: Science), 1224 (Supervisor/Director/Coordinator: Technology), 1225 (Supervisor/Director/Coordinator of Professional Development), and 1226 (School Nurse Leader (SNL)). [↑](#footnote-ref-5)