## A blue circle with a group of people in it Description automatically generatedLeadership and Vision

Indicators in this standard focus on the school’s vision, plans for pursuing that vision, and degree of distributed leadership.

How is the Leadership and Vision School Improvement Practice Area related to teacher and student outcomes?

To give you insights into relevant school practices and potential outcomes for both staff and students, we analyzed prior data from schools similar to yours1 and have found that schools that score higher in survey items related to the Leadership & Vision School Improvement Practice Area tend to have lower student absence rates and lower teacher turnover rates.2

Schools with a higher rating on survey items related to the Focused, Shared Vision and Goals indicator generally:

* Have higher levels of student academic performance, with an increase of 1.6% in median student growth percentile in mathematics.
* Have lower student absence rates, with an average decrease of 3.1% in chronic student absenteeism.
* Have lower teacher turnover rates, with an average of 2.7% lower turnover rate compared to schools with a lower rating.

As you consider next steps for your school improvement planning, you may want to consider these findings. Where your school is doing better than similar schools, think about how you can build on these areas of strength and transfer the strategies that are working to other areas of focus for your school. In aspects where your school is not performing as well as similar schools, consider what could be contributing factors and ways to address or mitigate those factors. Based on these findings, you may also want to consider which practices can yield greater improvements in student and staff outcomes.

1Similar schools were identified using student and staff demographic compositions, student socioeconomic status, school size, school finance, and school type data from the 2023-24 school year.

2For the purposes of this analysis, we only report statistically significant findings on the relationship between the indicator and school outcomes. Specifically, we consider findings with a p-value of less than .05 to be statistically significant, indicating a low probability that the results occurred by chance.

How is Leadership and Vision related to the Equity Journey Continuum?

An analysis of the data collection instruments used for the school needs assessment indicates alignment to the following EJC areas: Student Learning, Learning Conditions, and Elevating Educators. Table 3 reflects the indicators within Leadership and Vision that align to the EJC areas.

Table 3. Alignment Between Leadership and Vision Indicators and EJC Areas

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Elevating Educators** | **Learning Conditions** | **Student Learning** |
| **1.A Focused, Shared Vision and Goals** | **X** |  |  |
| **1.B Distributed Leadership and Sustainability** | **X** |  |  |
| **1.C Culture of Continuous Improvement** |  |  | **X** |
| **1.D Aligned, Consistent Professional Development** |  | **X** |  |