

School Leadership Literature

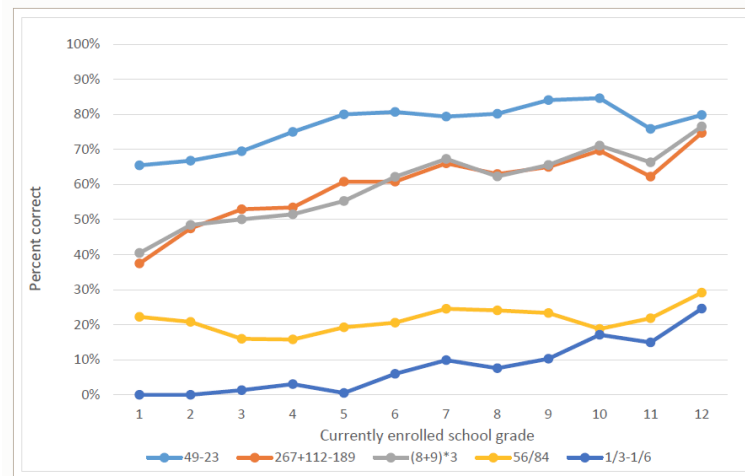
What we know and don't know about the impact of school leadership



Learning Crisis

- Less than 30% of students in [sub-Saharan Africa](#) can read at grade level (Mwabu, et al 2013)
- Less than half of [Indian](#) students in grade 5 can read a grade 2 text (ASER 2017)
- Flat learning profiles in Indonesia

Figure 1. There is shockingly little progress on answering multiple choice questions about simple arithmetic operations as students move through schooling



Source: Beatty et al. (2018) 15 Years of Education in Indonesia: Rising Enrolment and Flat Learning Profiles.

Note: Percent who answered each question correctly (by grade level in 2014) adjusted for guessing.

- These systems alone serve almost half a billion students



Why Learning Matters?

Outcomes for Blacks relative to Whites	Generally	After taking into account education
Wages	24% less	4.8% less
Life Expectancy	5 years less	1 year less
Incarceration	600% more	200% more

Fryer (2011)



When Does it Matter?

Income Returns (social) to Primary Education

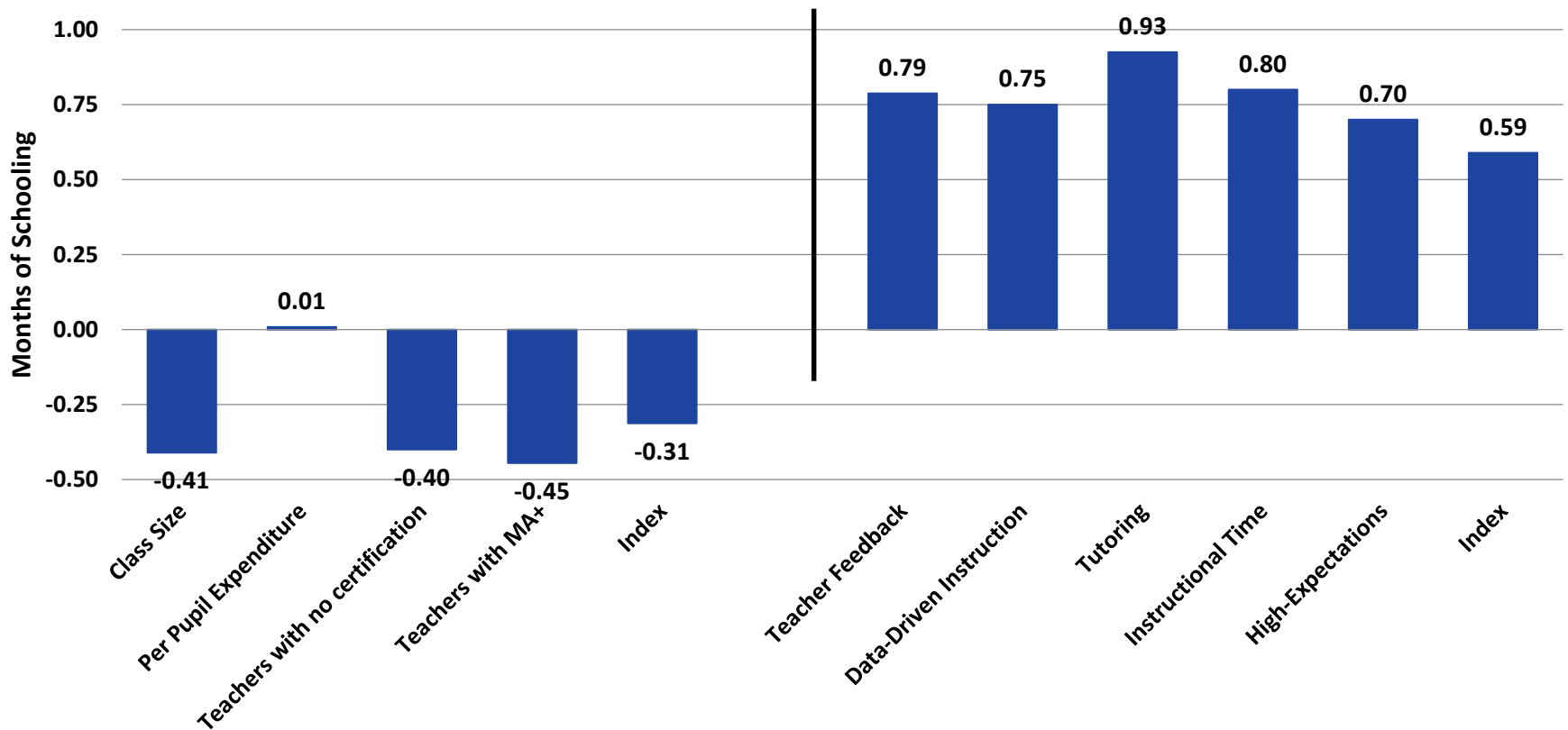
	Primary	Secondary
OECD	14.4%	10.2%
Asia	19.9%	13.3%
Low-Income (less than IDR 600k/month)	23.4%	15.2%

Source: Psacharopoulos 1994,
2001



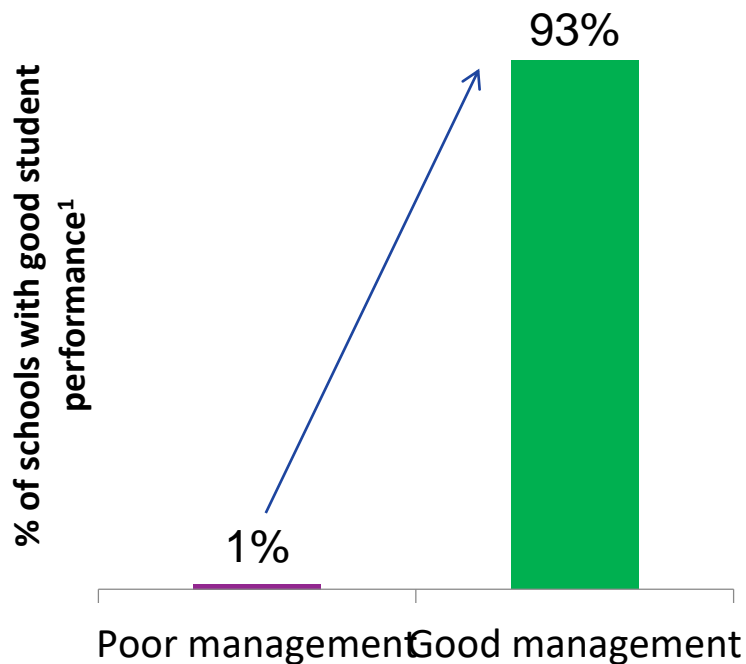
How do schools improve learning?

Traditional vs. Non-Traditional School Inputs and School Effectiveness



School Leadership and Outcomes

Correlational Evidence on the Impact of Leadership



1-point increase in school management practices is associated with a **10%** increase in student learning²

¹ [Barber, Whelan, & Clark \(2010\), Capturing the Leadership Premium, McKinsey & Company](#)

² [Bloom, Sadun, & Van Reenen \(2012\), Does Management Really Work? Harvard Business Review](#)



Underinvestment in School Leadership

Limited focus on leadership as lever for change

EXHIBIT 4 :: Principals in Indonesia appear over-burdened with administrative tasks and spend limited time coaching and leading teachers



2% of Indonesian School Leaders have completed the Principal Preparation Program (ACDP 2016)



What We Do Not Know

Outstanding Leadership Questions

1. Casual impact of leadership on learning outcomes, particularly in middle and low-income countries
 - a. US evidence with Fryer 2018
 - b. More suggestive evidence in two upcoming Muralidharan, et. al papers from India and Tanzania

2. Effectiveness of levers for improving school leadership
 - a. More rigorous selection
 - b. Training (pre-service and on-the-job)
 - c. Accountability/Incentives
 - d. Autonomy



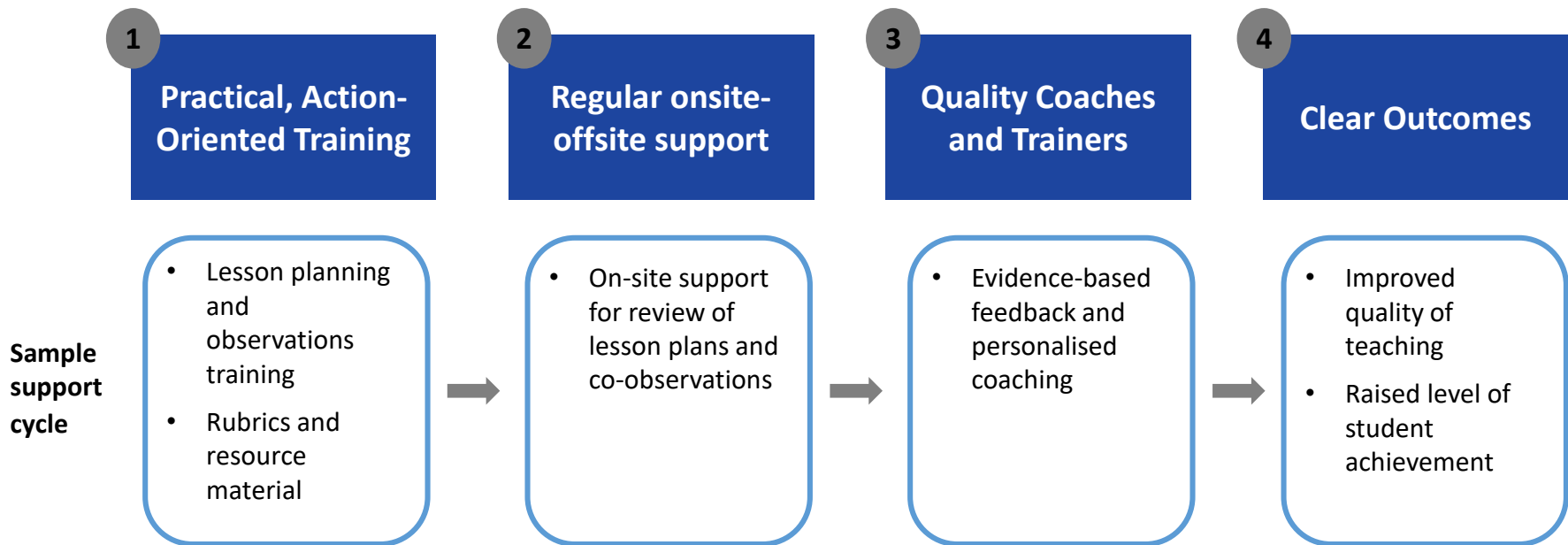
GSL Focus – Training

1. Pressing Need
2. Politically Most Feasible



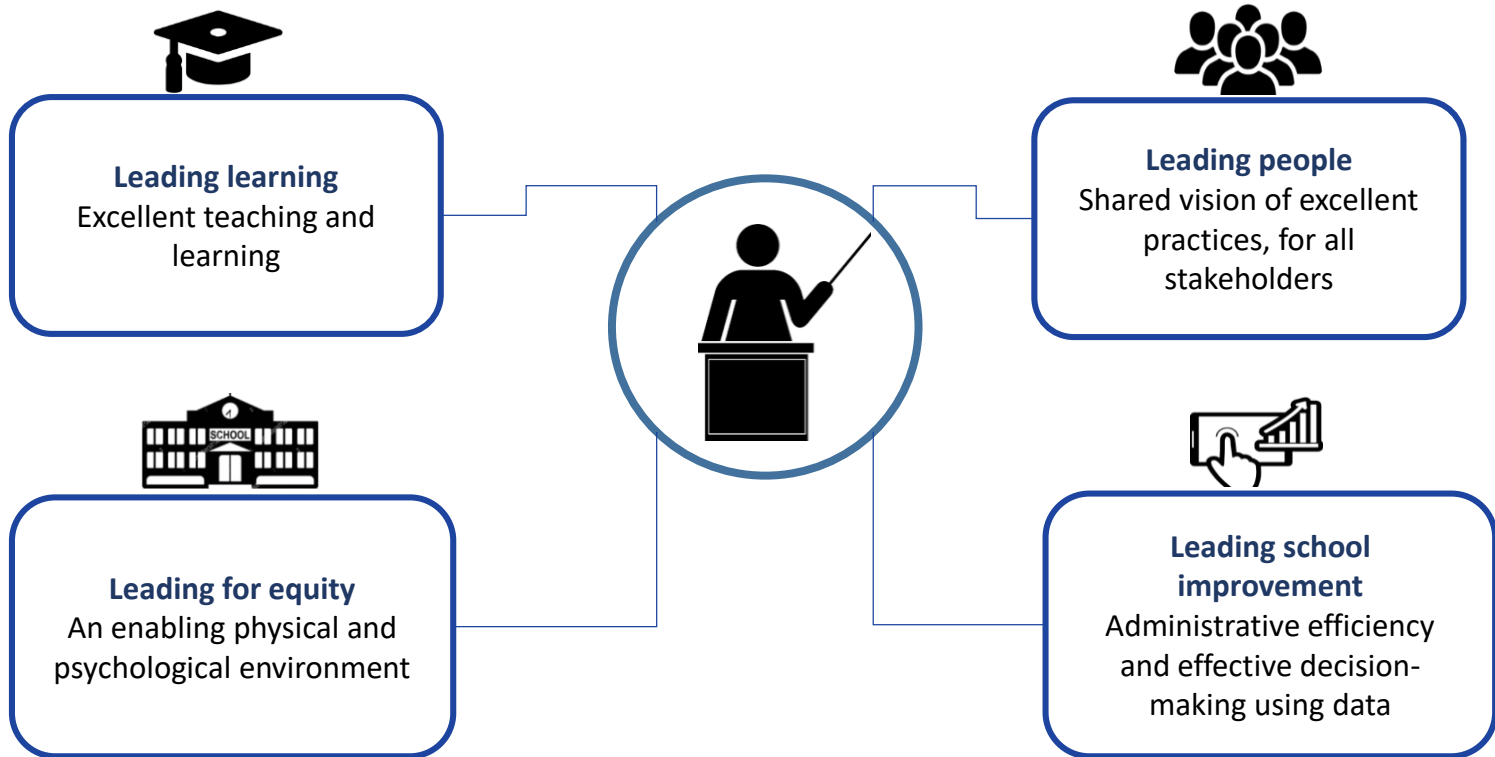
Learning from GSL

Characteristics of Effective Leadership Development



Effective Leaders

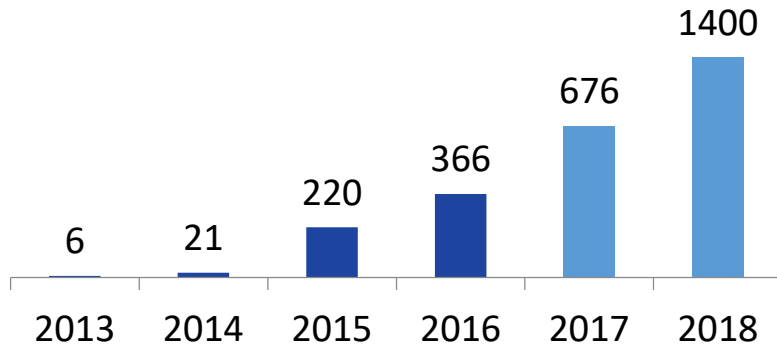
Putting Student Learning at the Center



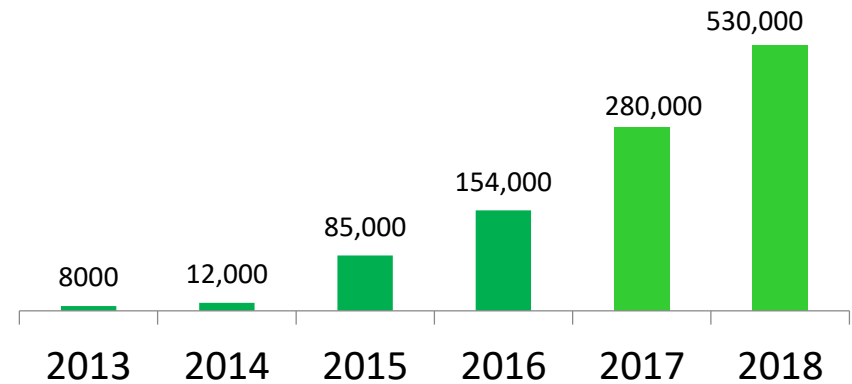
India Growth

Impacting over 1400 schools and 500K students in 6 years

Schools in ISLI network



Students impacted



DELHI

MAHARASHTRA

TAMIL NADU

KARNATAKA

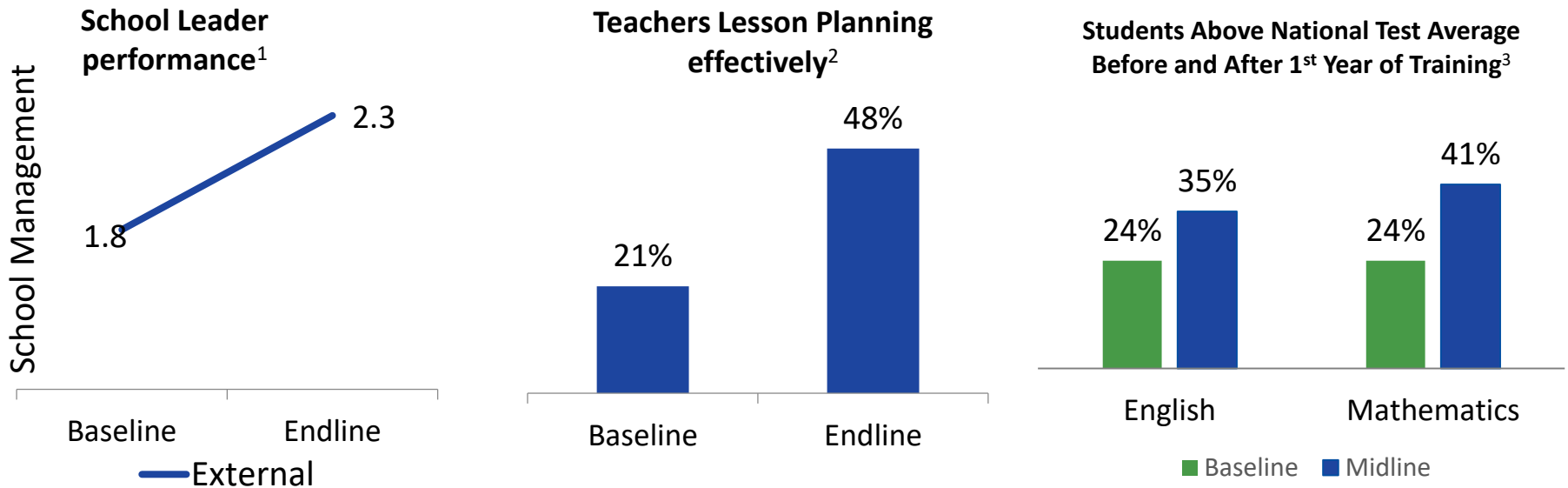
TELENGANA

Presence in **government and budget private** schools across five states, delivering the programme in **five languages**



India Early Returns

Positively Impacting Leaders, Teachers, and Students



¹ Adhyayan Quality Services Evaluation of ISLI schools

² ISLI Internal Data

³ Gray Matters India in partnership with Australian Council for Education Research testing of students in ISLI schools



Thank You



Appendix



Principal Training Overview

Comprehensive Leadership Development Process

