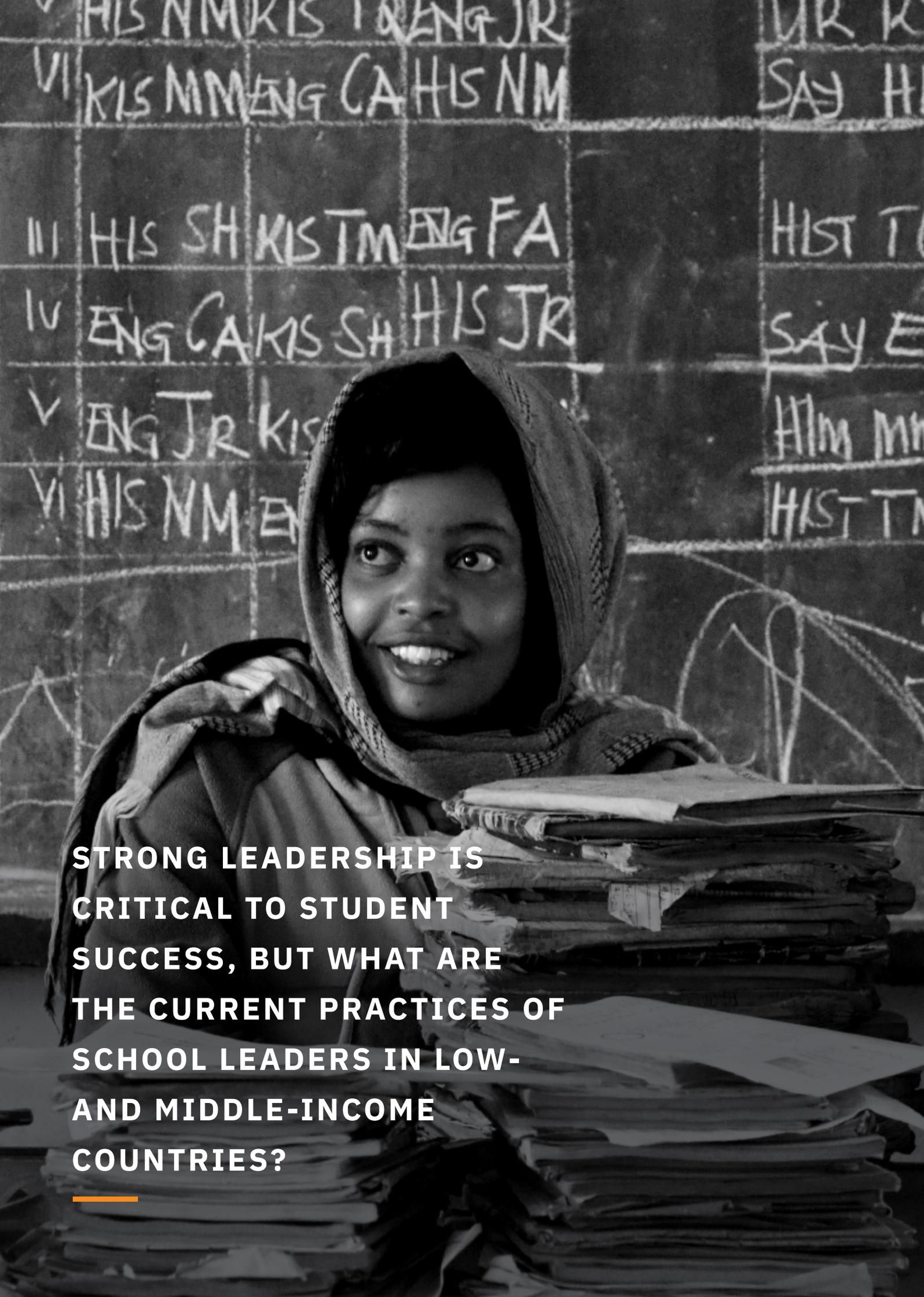


School Leadership in Low- and Middle-Income Countries



Results of Baseline Survey on
High-Leverage Leadership Actions
June 2021





**STRONG LEADERSHIP IS
CRITICAL TO STUDENT
SUCCESS, BUT WHAT ARE
THE CURRENT PRACTICES OF
SCHOOL LEADERS IN LOW-
AND MIDDLE-INCOME
COUNTRIES?**

TABLE OF CONTENTS

01 **ABOUT GLOBAL SCHOOL LEADERS**

03 **EXECUTIVE SUMMARY**

05 **INTRODUCTION**

07 **SURVEY METHODOLOGY**

08 **SUMMARY OF RESULTS**

15 **CONCLUSIONS**

18 **APPENDICES**



GLOBAL SCHOOL LEADERS BACKGROUND

Strong school leadership impacts student outcomes, and this relationship is more important during a crisis. School leadership training can be cost effective if it is delivered using best practices. However, there are limited programs focused on working with school leaders in low- and middle-income countries (LMICs). As a result, the evidence base on this issue is sparse relative to the central role that school leaders play in a school's functioning.

ABOUT GSL

Global School Leaders (GSL) aims to play a catalytic role in strengthening school leadership in LMICs. In order to do this, we have been scaling school leadership training programs while strengthening our research systems to contribute to the larger ecosystem of learning on this issue. Through 2020, we have worked with over 3,500 school leaders, impacting approximately 910,000 students. Our primary countries of focus are India, Indonesia, Malaysia, and Kenya, and we have supported COVID-specific programs in Nigeria, the Philippines, Peru, and Uganda.

SNAPSHOT FROM GSL 2020

460+

schools enrolled in multiyear leadership training

1,700+

schools reached and 450,000 students served

910,000+

students reached in 2013-20 through long-term programs

190,000+

students reached through long-term programs

22,000+

training hours delivered

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EXECUTIVE SUMMARY

COVID-19 has exacerbated the global learning crisis. Lockdown-related school closures are a “catastrophic education emergency worldwide” as 888 million students are facing learning disruption (UNICEF, 2021). Strong leaders will play a critical role in reversing student learning loss and promoting social and emotional well-being. As schools reopen, leaders will have to focus simultaneously on creating healthy and safe environments and accommodating various levels of learning loss among learners.

Despite the enormity of the role of school leaders in education systems, school leadership remains underutilized and under-researched. We set out to understand how leaders are performing on some of the core actions that empirical research suggests are required to improve school quality and student learning.

To do this, we surveyed school leaders, teachers, and parents from schools in Kenya, India, Indonesia, and Malaysia that joined one of our partner programs in 2020. We will continue to survey this group of schools over the next five years to track how school leader mindsets and practices change over time. This report aims to summarize our 2020 survey results and their implications for practitioners and policymakers.

KEY FINDINGS

The belief that all students can learn, and that teachers are critical in this process, is not universal. In our sample survey, we saw that the percentage of teachers who believe that “all students can learn” is lower than the percentage of school leaders who believe the same. While 74% of our school leaders believe that all students can learn regardless of familial background or educational experience, only 48% of teachers agree. Although 80% of school leaders and over 60% of teachers reported belief in their ability to reach students, only 35% of SLs and 15% of teachers believe that schools can meaningfully impact students when students’ home circumstances are challenging.

School leaders are providing teachers with limited opportunities to grow professionally. Less than 40% of teachers reported receiving monthly short observations of at least 5 minutes from their school leader. Further, only 12% of school leaders reported conducting monthly observations of 30 or more minutes. Less than 50% of teachers reported their school leaders doing monthly in-service activities related to improving teacher skills and only 16% of teachers stated that they had opportunities to learn from their colleagues. While 91% of school leaders reported that they solve the classroom problems brought to their attention by teachers, only 19% of teachers agreed with this.

School leaders use little data for decision making. In our sample, less than 20% of school leaders reported using learning data to make curriculum changes, and only around 25% reported using data to incentivize

teachers. Even though student absenteeism was identified by both teachers and parents as the biggest hurdle to student learning in their schools, only 62% of school leaders reported tracking student attendance. While almost all the school leaders reported having a school improvement plan that included student learning targets, in a majority of cases, these are not updated or reviewed regularly.

School leaders spend around half their time on administrative tasks. In our sample, school leaders reported spending the bulk of their time on non-instruction-centered tasks. Ninety-seven percent of the surveyed school leaders rated administrative tasks in their top three most time-intensive duties. School leaders reported spending around 50% of their time on administrative, financial, or other related tasks.

IMPLICATIONS FOR PRACTITIONERS AND POLICYMAKERS

The pandemic exposed the fault lines in our school systems and pushed unprepared and under-resourced school leaders to deal with the problems stemming from COVID-related restrictions and school closures. Addressing the following high-need areas are critical for policymakers to consider in working to empower school leaders:

- Professional development of school leaders that focuses on student achievement, with a focus on meaningful classroom observations, high student data use, and increased in-service training of teachers
- Building a culture of equity and high expectations where all stakeholders believe they can positively impact all children irrespective of their backgrounds and taking steps to manage their biases and mental roadblocks to equity in learning



INTRODUCTION

COVID-19 has made the global learning crisis worse. Nearly 900 million children faced school closures in 2020. This will only worsen the pre-existing learning crisis found in low- and middle- income countries (LMICs). Literacy and numeracy assessments show that the average student in low-income countries performs worse than 95% of their peers in high-income countries (Crouch & Gove, 2011). In assessments in Ghana and Malawi, more than 80% of grade 2 students were unable to read a single familiar word such as “the” or “cat.” In urban and rural Pakistan respectively, 40% and 60% of grade 3 students could not correctly perform a simple subtraction problem, such as $54 - 25$ (World Bank Publications, 2018).

Strong leaders will play a critical role in supporting students who have experienced learning loss and social-emotional impacts due to school closures. As schools reopen, leaders will have to focus simultaneously on creating healthy and safe environments and accommodating various levels of learning loss among learners. The influence of quality school leadership on student learning is stronger in adverse circumstances (Adelman & Lemos, 2020). Furthermore, previous prolonged closures have shown that a majority of learning loss due to a crisis can actually occur after schools reopen if they are not able to properly integrate students (Andrabi et al., 2020). Consequently, long-term programs to strengthen leadership are critical as school systems reopen.



Despite their importance, school leaders are typically given little support for their professional development. School leaders rarely receive training before taking on their leadership responsibilities, and in-service training typically focuses on administrative policies and reporting requirements (Mestry & Grobler, 2002; Sayed, 2000).

In 2020, GSL *conducted a thorough review of 70 empirical studies* on school leadership in LMICs. This review found that the strength of school leadership greatly influences student learning. It also found that the ability of school leader training programs to improve student outcomes varied greatly based on the context, implementation quality, and focus of the intervention. This review identified key trainable leadership practices that are related to improvements in student outcomes. These practices are included in the high-leverage leadership actions (HLLAs) described on the following pages.

We then administered, a school leader and teacher survey to understand the current status of leadership practice in our partner programs. This report summarizes the results from this survey, which contribute to the evidence on school leadership by measuring school leader practices and beliefs that are critical in promoting student achievement.

We hope that practitioners and policymakers use this report to understand school leadership in action, get insights into school leader and teacher mindsets about student learning, and benchmark key school leader data. In future years, we will continue to survey this group of schools to obtain deeper insights into school leadership and to better understand how to support school leaders in improving student outcomes in their schools.

SURVEY METHODOLOGY

GSL has developed a set of high-leverage leadership actions (HLLAs) that synthesizes leadership practices and mindsets key to improving student outcomes. These HLLAs are based on our extensive review of the literature, our experience training school leaders, and consultations with [*our Academic Advisory Council*](#).

HLLAs are core, trainable actions on which school leaders should focus to build their leadership practice to improve student success. They are not a complete framework of practices for school leaders.

THE SIX HIGH LEVERAGE LEADERSHIP ACTIONS WE HAVE IDENTIFIED

1 Improving teaching and learning through lesson observation and feedback

2 Creating a positive school culture grounded in high expectations

3 Setting goals, creating plans, and monitoring progress

4 Developing and implementing school-wide systems to improve teaching and learning

5 Distributing leadership across the school

6 Ensuring equity by disrupting inequitable patterns

Our survey maps school leader, teacher, and student actions against our HLLAs and gives us insights into the quality of school leader practice and time allocated toward these actions.

We piloted this survey toward the end of 2020 with our partners from India, Kenya, Malaysia, and Indonesia. From a total group of 180 schools, which comprises 180 school leaders, approximately 1,500 teachers, and 36,000 students, we randomly selected ten schools from each partner. From each selected school, we surveyed the school leader, five teachers, and between five and ten students in grades 5 or 8. Our sample thus contained 40 school leaders, 200 teachers, and between 200 and 400 students; and from this sample, we received responses from 34 school leaders, 116 teachers, and 145 students. The biggest gap in data collection was in India, where our partner was unable to collect teacher or student data due to COVID-related factors. Please see Appendix A for details about the survey objective, process, response rates, and data analysis. Please see Appendix B for survey questionnaires and sample school leader report that was given to all participating school leaders.

SUMMARY OF RESULTS

In this section, we lay out the findings from the school leader and teacher surveys as they connect with our high-leverage leadership actions (HLLAs), and we present demographic and administrative data on our school leaders.

Improving teaching and learning through lesson observation and feedback

Meaningful school leader observations of classrooms are infrequent. Less than 40% of teachers reported receiving monthly short observations of at least 5 minutes from their school leader¹. Further, only 12% of school leaders reported conducting monthly observations of 30 or more minutes. Despite this infrequency, 71% of teachers in our survey sample find school leader observation and feedback useful for improving their teaching. When school leaders identify strong teaching practice, they do publicly acknowledge it, with 86% of the teachers reporting positive recognition in front of their peers for their strong teaching practice.

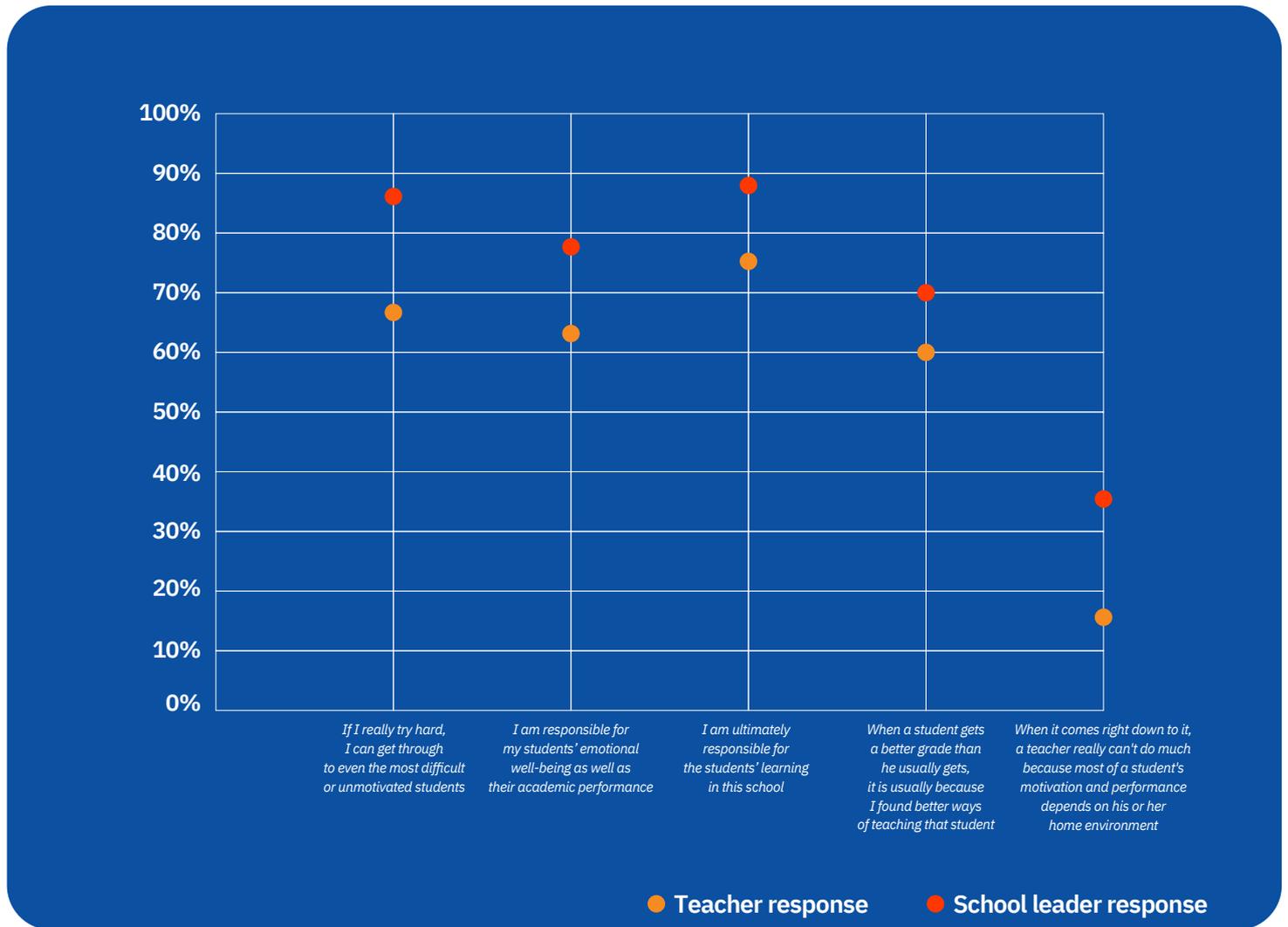
Classroom observations are low-hanging fruit for school leaders who wish to understand the quality of learning happening in their classrooms. More frequent and meaningful classroom observations is an area of need. We intend to track surveyed school leaders in our training program to understand how they change their classroom observation and feedback habits and to assess the usefulness of the observation feedback from the teachers.

Creating a positive school culture grounded in high expectations

A majority of school leaders and teachers believe that they can impact children positively, though this belief is lower in teachers and drops meaningfully in situations where the student's home environment is challenging. In our sample survey we saw that around 90% of the school leaders and 75% of the teachers believed that they were "ultimately responsible" for their students' learning in the school. Similarly, over 80% of the school leaders and over 60% of the teachers reported belief in their ability to reach the most unmotivated students when they tried and in their responsibility for student well-being as well as academic performance. Seventy-one percent of the school leaders and 60% of the teachers reported that a student got better grades when they (the teachers) found a better way to teach that student (see Table 1 below).

¹Short observations are at least 5 minutes long and may or may not involve a written comment or a formal conversation.

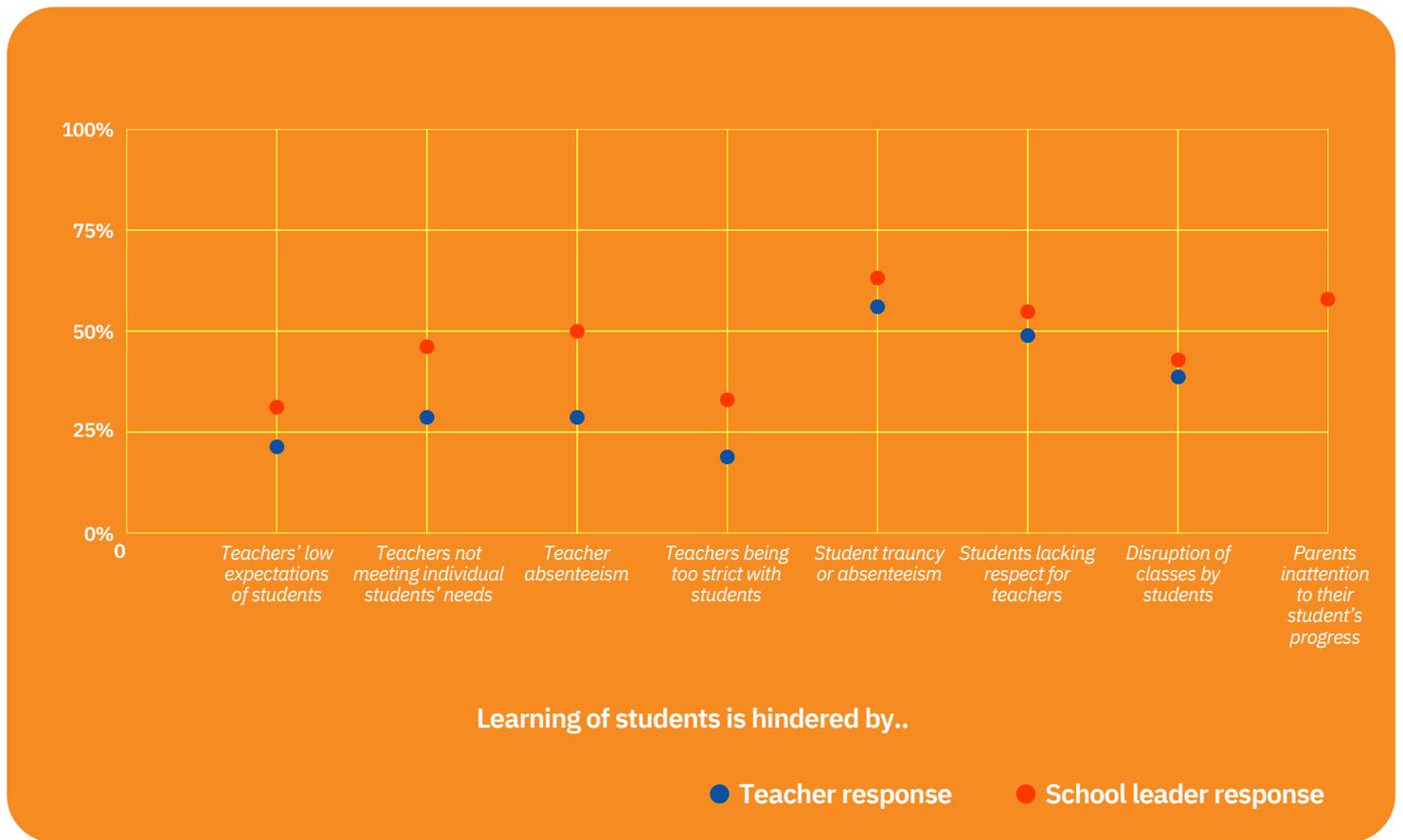
TABLE 1: Belief That Teachers Can Positively Impact Student Well-being and Learning



However, the belief in schools' ability to impact students was reduced when the school leaders and teachers perceived the students' home environments to be challenging. Only 35% of school leaders and 15% of teachers believe that schools can meaningfully impact students in such challenging circumstances.

None of the most common challenges to student learning identified by leaders and teachers were related to themselves. The biggest obstacles to student learning cited by school leaders and teachers in the survey were student absenteeism, students lacking respect for the teachers, students' home environments, and parent inattention. Fifty percent of school leaders identified teacher absenteeism and performance as critical inhibitors of student learning, though most teachers disagreed with this assessment.

TABLE 2: Challenges to Student Learning



The 'Parents inattention to their student's progress' option was not added to the teacher survey

A more thorough and self-reflective understanding of the barriers to student learning in their schools would help school leaders to better develop plans to mitigate these challenges. Next year, we intend to track surveyed school leaders in our training programs to understand how their mindsets change over time. We will also seek to understand the ways in which improvement in school leader and teacher interactions with parents can mitigate some of the challenges students face.

Setting goals, creating plans, and monitoring progress

School leaders underutilize data for decision making. In our sample, less than 20% of school leaders reported using data to make curriculum changes, and only around 25% reported using data to incentivize teachers. Even though student absenteeism was identified by both teachers and students as the biggest obstacle to student learning in their schools, only 62% of school leaders reported tracking student attendance. Approximately 70% of school leaders reported using teacher-created test data that are not comparable across schools.

School leaders use student data mostly for remediation, grouping students, or informing parents about students' progress. Over 70% of the school leaders in our sample reported using student data for each of these three purposes. Additionally, 68% of school leaders reported using data for self- or teacher evaluation and 59% reported using data to set school-level targets. Unsurprisingly, school leaders who collected more types of data (e.g., different tests, attendance) used data more in decision making than school leaders who tracked only some student-level data.

A majority of schools have a school improvement plan (SIP), but the plan is not reviewed frequently to reflect the

latest student learning data. SIPs are strategies for addressing areas of high need in the school. A good SIP has all the planned actions rooted in improving student learning. Ninety-four percent of school leaders reported having an SIP that includes targets for student learning goals. However, only 27% of school leaders reviewed the SIP regularly with teachers, and less than 50% of school leaders reported using student performance results to modify the SIP at least three times a year. Further, only 59% reported using the SIP to make curricular decisions at least three times per year.

Schools not tracking student attendance data could result in at-risk students falling through the cracks as schools reopen post COVID-19. We appreciate that a majority of school leaders use student data for remediation and parent communication and believe this practice can be a starting point for schools to reverse learning loss when schools reopen. While the number of schools using student learning goals to create their SIP is high, school leaders need to assess themselves against it regularly to inform curriculum decisions and update student achievement goals. We want policymakers to push for SIPs that capture more student data more frequently and are used to inform school decision making and accountability.

Developing and implementing school-wide systems to improve teaching and learning

School leaders report a strong ability to discern teacher quality. Eighty percent of the school leaders in our survey stated that they could identify their effective and ineffective teachers, and 73% of the teachers agreed with this assessment. Additionally, over 85% of the school leaders reported that they knew which teachers were strong enough to mentor other teachers.

School leader professional development made schools more focused on improving student achievement. Even though we surveyed school leaders who were new to our partner programs², the school leaders and teachers reported changes in school leader mindset and action. Eighty-eight percent of the school leaders reported a positive shift in their mindset since joining our partner program, and 58% of the teachers reported seeing this mindset shift in their school leaders. Eighty-two percent of the school leaders reported a positive shift in their leadership practices, and 60% of the teachers reported seeing this leadership shift in their school leaders. Additionally, 59% of the school leaders and teachers reported an improvement in the quality of learning in their schools since the school leader joined the program.

School leaders having an accurate understanding of teacher effectiveness allows them to better distribute leadership, mentor teachers, target staff training, and set up effective peer mentoring for teachers. While it is encouraging that teachers agree that leaders are able to discern teacher quality, we encourage school systems to provide leaders with objective data against which they can triangulate their observations. High-quality leadership training for school leaders can orient school teams to focus on student achievement and supporting teachers effectively. Going forward, we plan to use our annual survey to understand the impact leadership training is having on the school leaders and their teachers.

Distributing leadership across the school

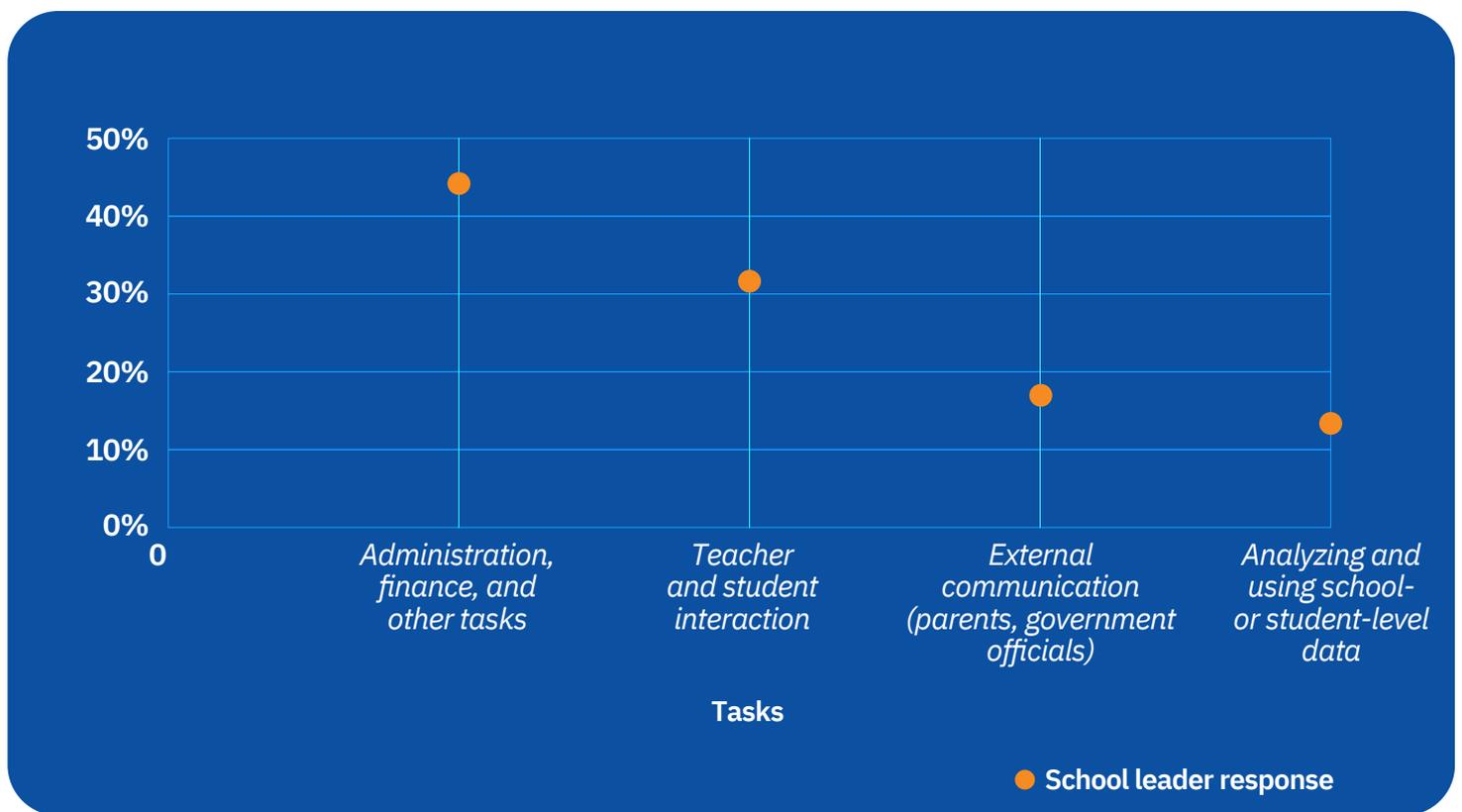
School leaders overwhelmingly report delegating power and including teachers in the school decision-making process, but teacher responses do not validate this. Only 17% of the teachers reported that their school leader

²Forty-four percent of the surveyed school leaders had attended fewer than three workshops, and 91% of the school leaders had one or zero coaching sessions.

provided staff with opportunities to take part in school decision making and problem solving. On a contrasting note, 77% of school leaders reported involving teachers in school decision making, and 85% reported including teachers in the school-level problem-solving process.

School leaders spend a large part of their time on administrative and financial tasks. In our survey sample, 97% of the surveyed school leaders rated administrative tasks in their top three most time-intensive duties. School leaders reported spending around 50% of their time on administrative, financial, or other related tasks. School leaders also spend one-third of their time interacting with teachers or students on instruction. The average time spent by school leaders on various tasks is outlined in Table 3 below.

TABLE 3: Average Time Spent by School Leaders on Various Tasks



School leaders spend limited time on activities key to the improvement of teacher performance. Less than 50% of teachers reported their school leaders doing monthly in-service activities related to improving teacher skills. Additionally, 44% of school leaders reported setting time aside at monthly faculty meetings to share ideas or information to improve teaching. Only 16% of teachers stated that they had opportunities to learn from their colleagues. While 91% of the school leaders reported that they solve classroom problems brought to their attention by teachers, only 19% of teachers agreed with this.

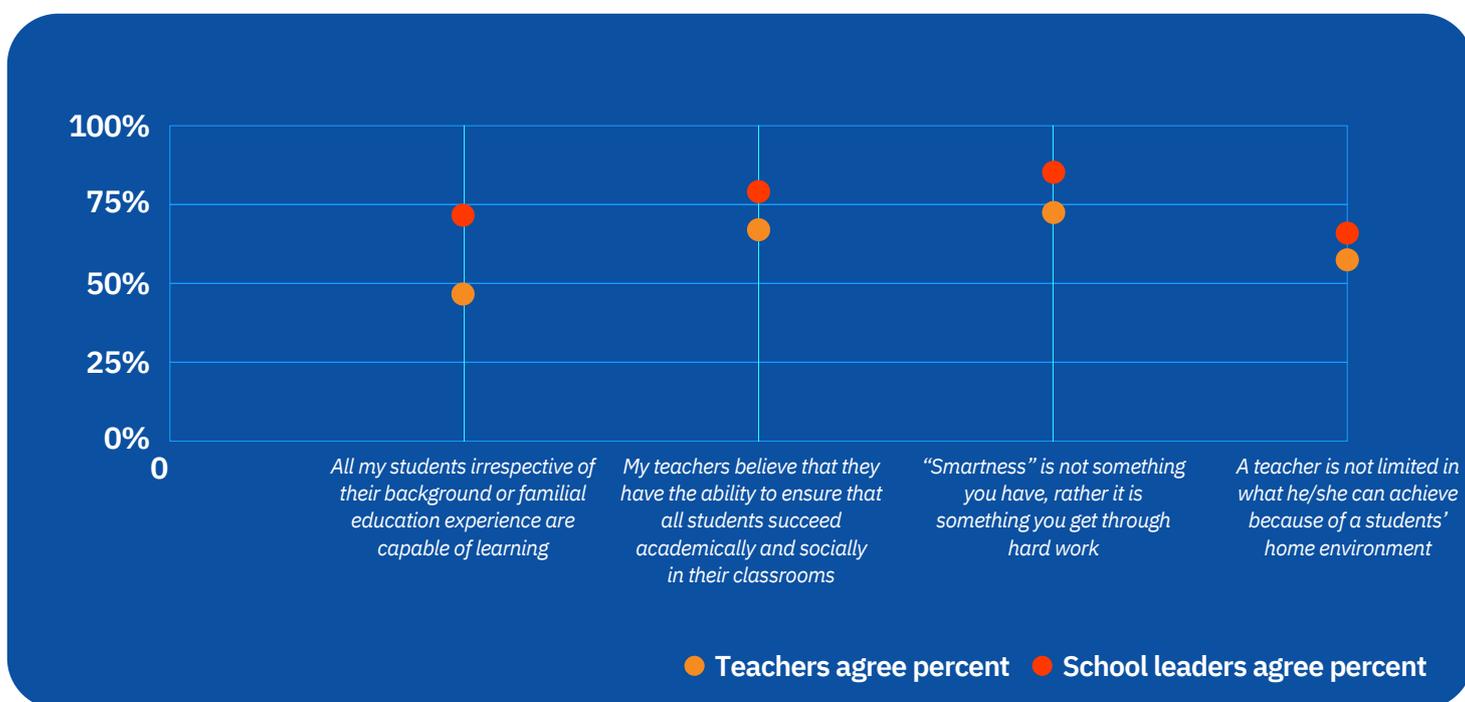
School leaders reported spending nearly half of their time on administrative and financial tasks not directly connected with instruction. If school leaders can empower their non-teaching staff to shoulder more of these responsibilities, it would free up time to focus more on instructional leadership and teacher professional development. Additionally, school leaders can more effectively distribute leadership to improve classroom instruction to teachers by providing more opportunities for teachers to learn from each other. Finally, while the

school leaders reported helping and involving teachers in decision-making and problem-solving processes, the teachers did not feel included in these tasks. In our survey next year, we will look for a possible shift in data, with school leaders giving more importance to their instructional leadership role than to their administrative leadership role.

Ensuring equity by disrupting inequitable patterns

The belief that inherently all students can learn is not universal. In our sample survey, we saw the percentage of teachers who believe that “all students can learn” lagged behind the percentage of school leaders who believe this. While 82% of the school leaders and 74% of the teachers reported that “smartness” was achieved through hard work, 62% of school leaders and 57% of teachers also believe that students’ home environments limit teachers in what they can help students achieve. And while 74% of our school leaders believe that all students can learn regardless of familial background or educational experience, only 48% of teachers agree.

TABLE 4: Belief That All Students Can Learn Is Not a Given



The mindsets of school leaders and teachers regarding the potential of their students have dramatic equity consequences, with detrimental mindsets leading to reductions in student motivation, achievement, and preparedness for life outside school. Training school leaders can lead them to understand their own and their teachers’ biases and to create a roadmap to correcting the low expectations that educators may have of certain groups of students. Additionally, mindsets that center equity and the belief that all students can learn can be used as criteria in school leader hiring and promotion.

School leader demographic and administrative data insights

Women are underrepresented in leadership positions. While 70% of the surveyed teachers identified as female, the split for school leaders was even at 50% male and 50% female.

School leaders tend to get transferred often. Eighty percent of school leaders reported working in public (government) schools³. On average, the school leadership experience for the group was 7.6 years, but the time they had worked in their current school was only 3.9 years.

School leaders are not as much in control of their teacher administration as the teachers think. Fifty percent of school leaders stated that they had the authority to hire teachers. Only 3% stated that they had the power to fire teachers. While less than 30% of the school leaders stated that they had the power to promote teachers, 50% of the teachers thought that their school leaders had the power to promote teachers.

The focus of conversations with district officials is primarily administrative, although student learning is also a core component of these interactions. Eighty-three percent of school leaders reported that their last interaction with district officials was about administrative details. Sixty-five percent reported this conversation was also about student learning. Around 20% of the interactions reported were regarding school personnel.

The data on the proportion of teachers and school leaders who identify as female or male highlights the gender disparity in school leadership. We hope that this initial evidence serves as a basis for continued research on the role of gender in selecting and promoting school leaders and for recommending policy shifts needed to create a gender equitable leadership environment.

The high frequency of school leader transfers underscores the necessity for school leader training, as over the duration of their career school leaders can impact multiple schools, train and lead many teachers, and implement student-centered systems in many schools. Further research with a bigger sample can help us understand how frequently school leaders change schools and the impact of these transfers.

We also need to better understand the scope of the student learning component of interactions between school leaders and district officials (e.g., continuous student learning, compliance with student learning reporting requirements, focus on state exams, etc.) and the impact these conversations have on school leader actions and priorities.

³ The rest of the schools were run by a trust. No schools in the sample were independently run.



CONCLUSIONS

The onset of the COVID-19-related restrictions and school closures exposed the fault lines in school systems. School leaders were unprepared and under-resourced to deal with the problems stemming from the restrictions and school closures. While a major problem, the pandemic has also presented us with an opportunity to rethink the role of school leaders as agents of change.

We saw evidence of strong leadership helping schools cope with the effects of the pandemic and enabling resources to be marshaled for continued engagement and learning. The upskilling of school leaders necessitated by the pandemic has improved their technical skills and given them the belief that they can use different platforms to improve their and their school's effectiveness.

While the pandemic led to an immense crisis that schools have had to navigate with little external guidance, schools also suffer from regular, smaller crises that school leaders have to lead them through. School leaders are motivators and coordinators who serve as a link between teachers, students, and families and the plans made by education officials. They are the policy implementers who lead student achievement.

Schools with strong leadership will successfully deal with large and small crises. Creating strong leadership will entail shifts at all levels—policies on how to select qualified school leaders, how to provide pre-service and in-service training to aspiring and current school leaders, and how school leader supervisors can help school leaders focus on instructional leadership.

Based on the results of this survey, we recommend the following actions for school leader supervisors, officials responsible for hiring and training school leaders, and policymakers working to create an environment that enables strong school leadership to thrive:

OUR RECOMMENDATIONS

- 1** Implement systems to increase meaningful school leader classroom observations followed by a debrief or feedback
- 2** Build a culture of high expectations within education systems where teachers and school leaders believe that they have the ability to positively impact the lives of all children irrespective of their background
- 3** Support school leaders to collect higher-quality student-level data and use the data to inform school action and improvement plans
- 4** Increase professional development of school leaders with a focus on student achievement
- 5** Allow school leaders to delegate tasks to empower teachers for teacher professional development
- 6** Understand the biases and mental roadblocks in the school to achieving equity in learning and take steps to eliminate them

In 2021, we plan to build on this report and obtain deeper insights into school leadership. We plan to track our current respondents next year to uncover any shifts in school leader and teacher mindsets and actions due to training programs delivered by our partners. We want to build a body of evidence of what effective school leadership looks like in action. We will use this evidence to refine our HLLAs and to help our partners refine their school leadership programs.

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Appendix A: Survey Methodology

We surveyed a randomized sample of school leaders, teachers, and students and parents from our partners using a tool we developed that includes questions from the PISA 2015a School Management Survey⁴, PISA 2015b Student Well-being Tool⁵, “Can’t we do better than NPS?” by Kyle Poyar (2020)⁶, and the RAND Teacher Efficacy Index (1976)⁷. We plan to track these respondents over the coming 5 years and develop an understanding of evolving school leadership with training and coaching.

Survey objective: Benchmarking school leader actions, mindsets, routines, and student basic numeracy data

We set out to measure the frequency of key school leader and teacher practices and to assess the current learning levels of students on basic numeracy skills⁸. We wanted to understand how frequently our school leaders are conducting key practices that we have identified in our HLLA framework and had outlined in our 2020 Evidence Review.

Data collection methodology and response rate

We asked each of our four country partners for a full list of school leaders from one cohort/ program that started in early 2020. From this list of 180 school leaders, we randomly selected 10 school leaders from each partner to take part in the survey. From each school selected to take part in the survey, we aimed to survey the school leader and five teachers. We asked the school leader to select at least one math teacher teaching grades 5 and 8 and to select the other teachers randomly. We instructed the math teacher(s) on how to randomly select five students from their class to complete a short phone assessment.

The survey was encoded using the tool SurveyGizmo and the school leader and teacher surveys for Indonesia and Malaysia were translated to Bahasa Indonesia and Malay, respectively. The Indian and Kenyan participants took the survey in English. The survey window was between October and November of 2020. This was 6 months into the COVID-19 pandemic, while schools were mostly shut. We asked leaders to “remember back to the time when schools were open” for questions around leader practices that were changed because of COVID-19.

Our survey sample was 40 school leaders, 200 teachers, and between 200 and 400 students from our four partners. We received responses from 34 school leaders, 116 teachers, and 145 students. Our data collection was hampered by COVID-19 closures and, in some instances, teachers who had been given leave for the duration of the lockdown. Our Indian partners were unable to get permission from their government partner for the teacher and student surveys because of COVID-19 closures.

⁴ https://www.oecd.org/pisa/data/CY6_QST_MS_SCQ_CBA_Final.pdf

⁵ https://read.oecd-ilibrary.org/education/pisa-2015-results-volume-iii_9789264273856-en#page249

⁶ <https://openviewpartners.com/blog/cant-we-do-better-than-nps/>

⁷ <https://dc.etsu.edu/cgi/viewcontent.cgi?article=4037&context=etd>

⁸ *The student numeracy assessment results are not included in this report.*

As designed, our sample had an overrepresentation of school leaders new to our program. Forty-four percent of the school leaders reported that they had attended three or fewer workshops and 90% had less than two coaching sessions.

Table A1 below summarizes the data collection effort:

Table A1. Survey Response Rates

	India	Indonesia	Kenya	Malaysia	Total
Number of school leaders selected to survey	10	10	10	10	40
Number of school leaders who responded to the survey	10	10	6	8	34
School leader response rate	100%	100%	60%	80%	85%
Number of teachers expected to respond	0	50	50	50	150
Number of teachers who responded to the survey	0	53	26	37	116
Teacher response rate	--	106%	52%	74%	77%
Number of students and parents expected to be in sample	0	Min.: 50 Max.: 100	Min.: 50 Max.: 100	Min.: 50 Max.: 100	Min.: 150 Max.: 300
Number of students and parents who responded to the survey	0	70	45	30	145

Data analysis methodology

Some survey questions asked for a percent score or ranking. These data have been reported as recorded. Many answers to questions in the survey were on a Likert scale of 1 to 6. For these questions, we considered scores of 5 and 6 to mean “agree” and scores of 1 and 2 to mean “disagree.” In the report, we have stated that school leaders and teachers agreed with some prompts. These takeaways are an aggregation of scores of 5 and 6 on the question.

Appendix B

School Leader and Teacher Survey and Sample School Leader Report Links

School leader survey, teacher survey, student and parent phone survey, and sample school leader report can be accessed [here](#).