



# Leadership Development

## Summary of Evaluation Findings from 2020–2021

### Introduction

#### Purpose of Evaluation

The main purpose of the 2020–2021 evaluation of the Department of Leadership Development was to evaluate the implementation of the newly developed assistant principal (AP) and principal hiring processes, designed to select a diverse group of equity-focused, effective novice leaders. The hiring process consisted of using an online video interviewing tool (HireVue) and an assessment center consisting of several tasks intended to assess candidates' abilities to perform job-related duties.

For a more comprehensive summary of the department, the department's goals, and the department's structure, please see the [2018–2019 summary report](#).

#### Description of Evaluation

Two major questions guided the evaluation work:

- Was the hiring process operating as designed or intended?
- Was the hiring process producing what was intended?

To address question 1, the evaluation examined operation-oriented evidence and data. Operation is a question of implementation; that is, what evidence indicated that all the pieces and parts were in place for the new hiring process, and were those operating effectively? To assess if the process was operating as designed, much of the focus was on assessing the AP hiring process and principal hiring process by calculating analyses in regard to passing rates of candidates on the HireVue and assessment center, as well as analyzing feedback surveys provided to applicants who completed the HireVue interview and assessment center.

To address question 2, the evaluation focused on understanding if the hiring process was performing as intended. It is important to understand that this was simply a question of production, not of impact; that is, what evidence indicated that the hiring process produced what it was supposed to? With the goal of having a hiring process that selects a diverse group of equity-focused, effective novice leaders, the evaluation examined passthrough rates of applicants, with special attention to passthrough rates for certain demographic or other characteristics (e.g., race/ethnicity, gender, program participation) to determine if a diverse group of candidates made it onto the highly qualified lists.

## Evaluation Methods

Feedback surveys were administered to AP and principal candidates regarding their experiences in the assessment center. While these surveys contained many questions, those most pertinent to the new hiring processes concerned perceptions of fairness, task or item relevance to the AP role, scoring, connection between tasks, and the use and helpfulness of the tool kit. Feedback surveys were provided to AP and principal candidates in regard to both the HireVue process and the assessment center process. Feedback surveys regarding the HireVue process were gathered from 63 AP candidates and 10 principal candidates. Feedback surveys regarding the assessment center process were gathered from 31 AP and 10 principal candidates in the spring of 2021.

Passthrough rates were examined for AP candidates who completed their HireVue ( $n = 211$ ) and assessment center ( $n = 124$ ) in January through June 2021. Passthrough rates were also examined for principal candidates who completed their HireVue ( $n = 118$ ) and assessment center ( $n = 68$ ) in January through June 2021. From our analyses, we were able to ascertain how candidate groups differed in their progression through the hiring process and how candidates performed throughout each step of the hiring process.

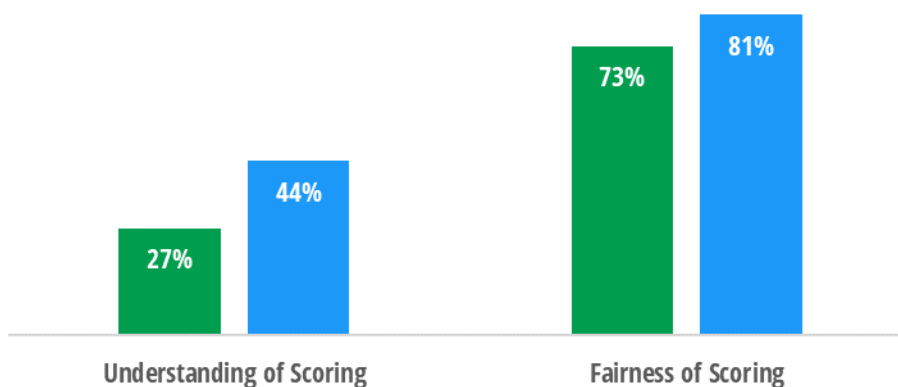
## Results of Evaluation

### Evaluation of Hiring Process Operations

Related to feedback about the operations of the hiring process, several items from the assessment center feedback surveys concerning fairness, scoring, and the helpfulness of the tool kit from the assessment center feedback surveys were analyzed. Looking at fairness, even though most participants reported they did not know how the assessment center was scored, the majority of both AP and principal participants strongly agreed or agreed that the assessment center was fair. This can help the leadership development team understand the face validity of the hiring process (Figure 1).

Figure 1.

The majority of AP and principal candidates perceived the HireVue and assessment center scoring processes to be fair, despite most not knowing how either was scored.

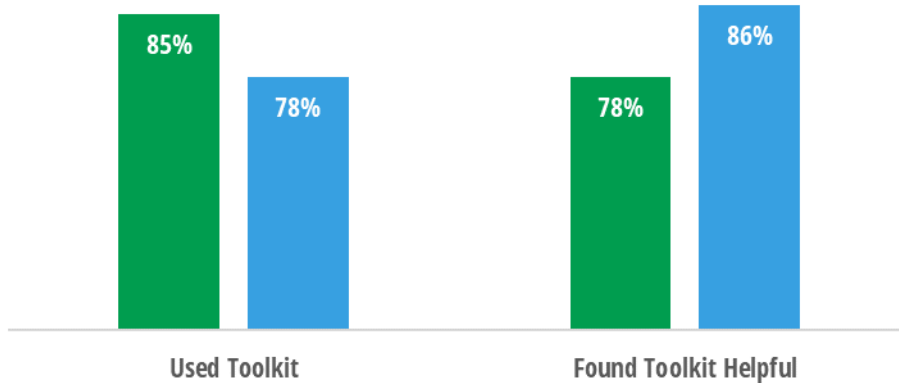


Source. Spring 2021 AP and principal feedback surveys

As for the tool kit, most used the tool kit and found it helpful. Interestingly, AP candidates reported more frequent use of the tool kit than did principal candidates, however, principal candidates referenced the tool kit as more helpful than did AP candidates (Figure 2).

Figure 2.

**AP assessment center candidates** were more likely to use the toolkit but were less likely to find it helpful in comparison to **principal assessment center candidates**.



Source. Spring 2021 AP and principal feedback surveys

## Evaluation of Output and Department Accomplishments

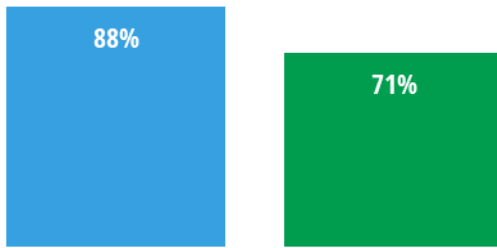
Output is a question of production, not of impact; that is, what evidence indicated that the new hiring process produced what it was supposed to (i.e., a leadership pipeline that produces diverse, equity-focused leaders)? To address the question of production, passthrough rates for APs and principals were calculated and examined using different disaggregations.

### HireVue Passthrough Rates: Assistant Principals

When looking at HireVue passthrough rates, participation in Assistant Principal Preparation Program (AP3) appeared to improve passing rates. Additionally, passthrough rates for men and women in the AP HireVue process were comparable, while evidence also showed that rates of passing for candidates of different racial/ethnic groups were comparable. Figures 3 through 5 and their associated explanations highlight these findings in more detail.

Overall, 72% of applicants who participated in the AP HireVue passed their HireVue. This percentage is up significantly from the previous year, in which only 55% of those who participated ended up passing the AP HireVue. Of note, about 100 less individuals applied for an AP role in 2020–2021, which may be impacting the rate of AP candidates passing HireVue given the expected number of vacancies and the need to fill those. Participants in AP3 were more likely to pass (at a 88% passing rate) than were those who did not participate in AP3 (who passed at a 71% passing rate). These findings are similar to findings in previous years, in which those in AP3 were more likely to pass their HireVue than those not in AP3. These differences in passthrough rates for participants in a preparation program are by design, and suggests alignment between the curriculum of these programs and the hiring process and desired competencies of Austin Independent School District (AISD) campus leaders. Furthermore, AP3 is understood to be specifically tailored to AISD’s leadership framework. This provides more evaluative evidence that the preparation programs’ curricula does indeed prepare participants for the hiring processes, given the stronger performance in HireVue by those who participated in AP3 than by those who did not. This same trend, in which performance was higher for individuals who participated in a specialized program, is suggested in subsequent sections as well.

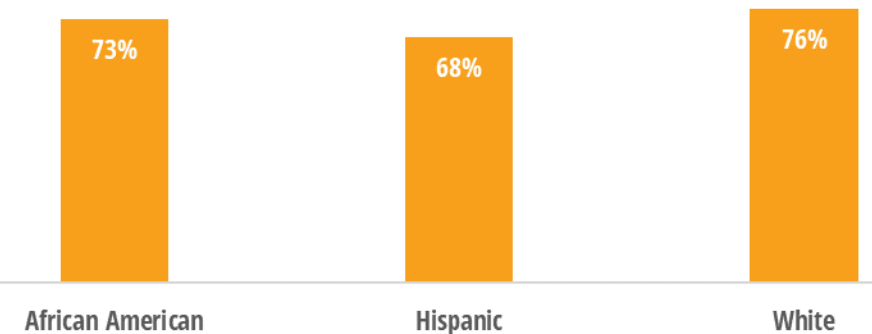
**Figure 3.**  
**Those in AP3 were more likely to pass the HireVue than were those not in AP3.**



*Source.* Spring 2021 AP HireVue process data  
*Note.* Passing rates are computed by dividing the number who passed by the number who participated

Regarding race/ethnicity, most race/ethnicity groups had similar passthrough rates for HireVue, between 68% and 76% (Figure 4). Of the 268 individuals who were invited to HireVue for an AP position, less than 2% were American Indian or Asian. Additionally, only 2% were two or more races; therefore, comparing other race/ethnicity groups’ passthrough rates with the passthrough rate for Asian, American Indian, and candidates who were of two or more races to assess adverse impact (i.e., an impact ratio less than 80%) was not appropriate. When calculating passthrough rates on HireVue that compared other minority groups with the White/majority group, evidence for adverse impact was not found, meaning that there is not significant evidence based on adverse impact calculations that selection bias is occurring regarding race/ethnicity in the AP HireVue process.

**Figure 4.**  
**African American, Hispanic, and White candidates passed the AP HireVue at similar rates.**



*Source.* Spring 2021 AP HireVue process data  
*Note.* Passing rates are computed by dividing the number who passed by the number who participated. Participants of racial/ethnic groups that did not make up at least 2% of the applicants invited to HireVue were not included. Applicants who chose to not provide their race/ethnicity were also not included

Looking at gender and passthrough rates, females had a 76% passthrough rate, while males had a 64% passthrough rate (Figure 5). This impact ratio is above 80%, and therefore adverse impact concerning gender was not found for the AP HireVue process. However, when the flip-flop rule is enacted, whereas we consider that one more female passed and one less male passed, the impact ratio does slip below 80%, suggesting that adverse impact may be present. The difference in passing rates on the AP HireVue between females and males is therefore something to monitor for the future.

## Assessing Adverse Impact

When analyzing these passthrough rates for selection bias (i.e., adverse impact), the general approach was to use the four/fifths (or 80%) rule, which specifies that if the selection rate for any group is less than 80% of the selection rate for the group with the highest selection rate, there is evidence of adverse impact. This newly calculated ratio is called an impact ratio. However, in the case of small sample sizes, literature cautions against calculating adverse impact as a means to identify bias, because selection bias is often overidentified when sample sizes are too small (Collins & Morris, 2008; Roth et al., 2006). Specifically, adverse impact should only be calculated using groups that make up more than 2% of the applicants (Equal Employment Opportunity Commission et al., 1978). When impact ratios are close to 80%, it is necessary to further search for evidence of adverse impact, using another common rule for assessing the probability of adverse impact truly taking place: the flip-flop/reverse-one rule. As stated by the flip-flop rule, if the selection of one more person from the minority group and one fewer person from the majority group would shift the results of adverse impact, then evidence of adverse impact is not likely (Equal Employment Opportunity Commission et al., 1978; Roth et al., 2006).

it is important to consider factors beyond statistical evidence when trying to make decisions about adverse impact (Collins & Morris, 2008). Recruitment techniques for targeting minority applicants and sample sizes are important factors to consider when determining selection procedure bias. Evaluating statistical evidence alone does not provide the full picture of the hiring process, and therefore, while the impact ratios should not be ignored, other factors within the hiring process should be considered before adverse impact is claimed.

**Figure 5.**  
**Female and male candidates passed the AP HireVue at similar rates.**



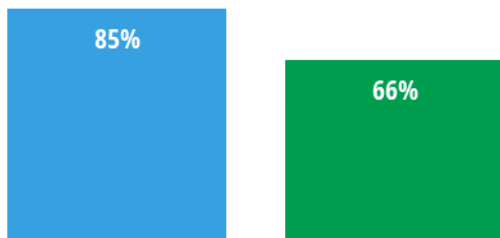
*Source.* Spring 2021 AP HireVue process data

*Note.* Passing rates are computed by dividing the number who passed by the number who participated

### Assessment Center Passthrough Rates: Assistant Principals

Sixty-eight percent of those who participated in the AP assessment center passed. This is very comparable to passthrough rates on the AP assessment center from the previous year as well, in which 67% of those who participated in the AP assessment center passed. When looking at assessment center passthrough rates, participation in a preparation program again, and as expected, improved passing rates for AP candidates (Figure 6). Of note, passthrough rates for AP applicants did not appear comparable when looking at race/ethnicity (Figure 7). Passthrough rates for males and females seemed to differ also, with women being more likely than men to pass the AP assessment center (Figure 8). Findings regarding demographic disaggregations are highlighted in more detail in the following figures and text.

**Figure 6.**  
**Those in AP3 were more likely to pass the assessment center than were those not in AP3.**



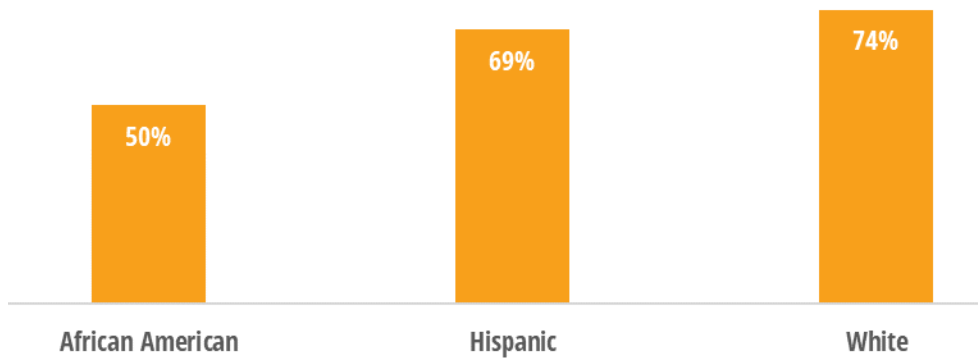
*Source.* Spring 2021 AP assessment center data

*Note.* Passing rates are computed by dividing the number who passed by the number who participated

Looking at demographics, major race/ethnicity groups had between a 50% and a 74% passthrough rate (Figure 7) for the assessment center. When calculating impact ratios, we found evidence of adverse impact against African American candidates, when compared with the passthrough rates for both White and Hispanic candidates, with impact ratios of 67% and 72%, respectively. While 2019–2020 passthrough rates showed higher passing rates for African American candidates in comparison to other groups, 2018–2019 data are similar to what was found in the current year. Therefore, it seems like strides were made to address diversity issues in 2019–2020, however, those did not carry through as clearly into 2020–2021.

Figure 7.

**African American candidates passed through the AP assessment center at lower rates than Hispanic and White candidates.**



Source. Spring 2021 AP assessment center data

Note. Passing rates are computed by dividing the number who passed by the number who participated

Turning to gender, 71% of female candidates passed the assessment center out of those invited, while 59% of men passed (Figure 8), providing no evidence of adverse impact according to the four-fifths rule, with an impact ratio of 83%. However, when the flip-flop rule was enacted, this impact ratio did not hold up, and the four-fifths rule was then violated. Therefore, it appears that passthrough rates on the AP assessment center in regard to gender may not be completely equitable and should continue to be monitored.

Figure 8.

**Women were more likely to pass the assessment center than men.**



Source. Spring 2021 AP assessment center data

Note. Passing rates are computed by dividing the number who passed by the number who participated

### HireVue Passthrough Rates: Principals

Complementary analyses using principals’ HireVue and assessment center data were conducted to identify if some of the key indicators for successful completion of these processes looked different from what was learned from examining the AP data in detail. These analyses highlight differences and similarities of passthrough rates for race/ethnicity, gender, and participation in the Principal Preparation Program (P3). In sum, participating in P3 increased passing rates for principal candidates on HireVue, while passing rates were comparable on HireVue across race/ethnicity and gender.

About 71% of individuals who participated in a HireVue for a principal role passed their HireVue. This percentage of passing is similar to passing rates in the previous year, in which 76% of all participants who participated in a principal HireVue passed. Participants in P3 were more likely to pass than were those not in P3 (Figure 9). Again, this higher passing rate of the HireVue interview for P3 members can likely be attributed to the preparation for an AISD principal role that is provided in the P3 program.



Figure 9.  
Those in P3 were more likely to pass the HireVue than were those not in P3.

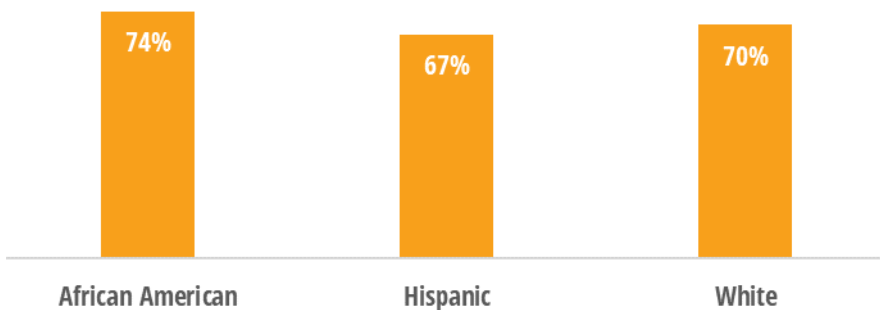


Source. Spring 2021 principal HireVue process data

Note. Passing rates are computed by dividing the number who passed by the number who participated

Passing rates for HireVue were relatively stable across the most represented racial/ethnic groups in the data (Figure 10). Only African American, Hispanic, and White candidates made up 2% or more of principal candidates, and thus were included for subsequent analyses. As can be seen in Figure 10, passthrough rates were comparable across the most highly represented racial/ethnic groups, and therefore according to the four/fifths rule, adverse impact was not found between any groups.

Figure 10.  
Passthrough rates for the principal HireVue were similar across racial/ethnic groups.



Source. Spring 2021 principal HireVue process data

Note. Only racial/ethnic groups who made up at least 2% of those invited are included. Passing rates are computed by dividing the number who passed by the number who participated

Lastly, passing rates of principal candidates on HireVue were similar across males and females (Figure 11). According to the four/fifths rule, adverse impact was not detected, and therefore the passing rates for these two groups appear equitable.

Figure 11.  
Females passed the principal HireVue at slightly higher rates than did men.



Source. Spring 2021 AP assessment center data

Note. Passing rates are computed by dividing the number who passed by the number who participated

Sixty-three percent of individuals who participated in the principal assessment center passed. Overall, those who participated in P3 passed more frequently than those not in the program, and passthrough rates for principal applicants in the assessment center were mostly similar across race/ethnicity.

Examining passthrough rates for different groups, 92% of P3 cohort members who participated in the principal assessment center passed, while only 56% of those not in P3 passed (Figure 12). This provides further evidence that the preparation provided in AISD preparation programs (e.g., P3) likely help individuals successfully complete the new hiring processes and gain a spot on the highly qualified list.

**Figure 12.**  
Principal assessment center participants in P3 were more likely to pass the assessment center than were those not in P3.

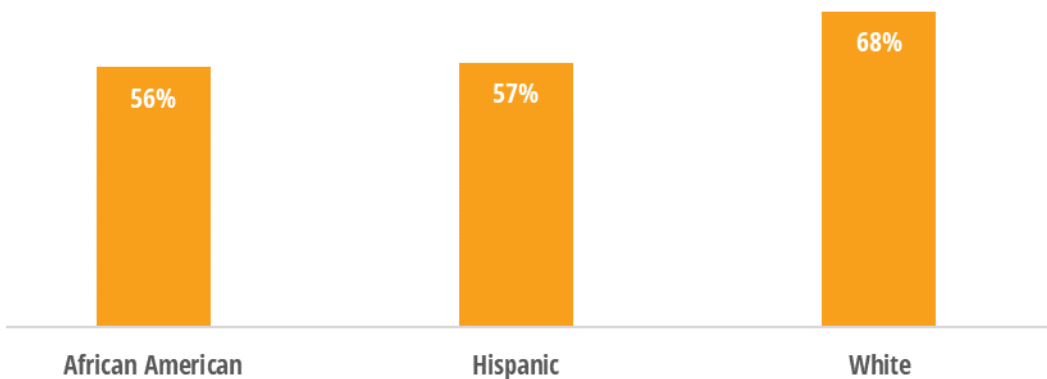


Source. Spring 2021 AP assessment center data

Note. Passing rates are computed by dividing the number who passed by the number who participated

Digging more deeply into the passthrough rates for race/ethnicity, rates varied some but remained mostly comparable (Figure 13). Three racial/ethnic groups constituted at least 2% of those invited to the assessment center, and therefore these three groups were included for adverse impact analysis (Figure 13). Adverse impact was not initially found for minority (African American and Hispanic) candidates when compared with the other White candidates. However, once enacting the flip-flop rule, adverse impact was detected. It may be pertinent to assess what changes, if any, may need to be made to the hiring process to address these passthrough differences for minority candidates on the principal assessment center.

**Figure 13.**  
Passthrough rates on the principal assessment center for African American, Hispanic, and White candidates were similar.



Source. Spring 2021 principal assessment center data

Note. Only racial/ethnic groups who made up at least 2% of those invited are included



## Summary and Recommendations

### Summary of Evaluation Findings

In 2020–2021, evaluation focused on continuing to monitor and assess the HireVue and assessment center processes in relation to AP and principal hiring practices. To help ensure that the hiring processes were operating as designed, survey feedback from AP and principal candidates provided perceptions of the hiring process. Data related to the usefulness of the tool kit, fairness of the hiring process and understanding of the scoring were gathered, and results indicate generally positive perceptions of the hiring process.

Preliminary data continued to guide our understanding about whether the hiring processes were producing what they were intended to produce: a group of highly qualified, diverse, equity-focused leaders. Regarding diversity, efforts were made in 2019–2020 to ensure that trends found in 2018–2019 (i.e., minority groups were not passing through the hiring processes at rates comparable to those of White candidates) would not continue. In alignment with these efforts, passthrough rates on the assessment center indicate that minority candidates actually were more likely to pass through the assessment center than were non-minority candidates in 2019–2020. However, 2020–2021 results found that passthrough rates had returned to how they appeared in 2018–2019, in which minority candidates were not always passing through at rates comparable to White candidates. Therefore, moving forward, something more systemic, such as reevaluating the items on the HireVue, the tasks in the assessment center, or the outreach done with candidates, may need to be done to help solidify diversity and inclusion in the AP and principal hiring processes.

Passthrough rates also indicated that participating in a preparation program (i.e., AP3 or P3) did help participants pass both the HireVue and the assessment center, and therefore increased the odds of those participants gaining a spot on the highly qualified list. This speaks to the rigor and curriculum of these programs and should further incentivize interested candidates to participate in such a program to prepare for a campus leadership role. Leaders of these programs should focus on ensuring that those recruited as program participants are diverse and equity focused, given their high likelihood of making it onto the highly qualified list.

### Recommendations and Future Directions

In the upcoming years of HireVue and assessment center implementation, several recommendations based on the department’s workflow and the summative results provided in this report, are to:

- continue to monitor passthrough rates and examine if adverse impact has occurred as more candidates participate in the hiring process. For future AP and principal openings, as well as for specialized leadership programs (i.e., AP3, P3, UT program, Texas State program), the district should continue to engage in strategic recruitment to increase applications from minority candidates, with special attention to recruitment for male, African American, and Hispanic potential APs and principals. This may look like more frequent touchpoints with minority candidates throughout the hiring process, or more intentional partnering with surrounding universities (such as Huston-Tillotson University) or other organizations to create a pipeline for minority candidates.
- implement a standardized process for archiving HireVue and assessment center applicants. Creation of an Excel sheet to serve as a database that contains all AP and principal applicants who have ever completed a HireVue or an assessment center would aid in efficiency and the ability to analyze applicant data.
- streamline processes that occur before and after the HireVue and assessment center, such as outreach to candidates, including sharing of feedback and invitations to participate.
- consider examining the CAPR scores of campus leaders hired as a result of the new hiring

process, to determine how their scores compare with those of campus leaders not hired as a result of the new hiring process.

As progress is made to ensure all pieces of work are implemented and performing well, the department’s current and desired levels of performance toward the department’s goals (i.e., creating a leadership pipeline that reflects AISD’s values and fosters a selection and development mindset) can be measured. Additionally, as the new processes continue to be in place for more time, it will become increasingly appropriate to determine if the goal of the department is being met. Moreover, after the department’s work has been more fully and consistently implemented, and performance on its goals is being measured, we can focus on evaluating potential impacts (i.e., increasing administrator quality, increasing retention, increasing campus climate and culture, and increasing student achievement).

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November 2021

Publication 20.41