As we conclude our eleventh year of supporting and developing school leaders across Massachusetts, we are humbled to look back on what we have accomplished, and eager to look forward towards the future. The 2021-2022 school year brought challenge and change; we celebrate the school leaders and districts with whom we partner, as well as the work we all engaged in collaboratively to support thousands of students. We are grateful for the trust of our partners and the support of our donors. The highlights of Lynch Leadership Academy’s past year are shared in this report.

Lynch Leadership Academy’s mission is to develop a powerful and sustainable network of highly effective leaders at schools, within systems, and in communities, who will disrupt inequity and dramatically increase the opportunities and outcomes for all students. We empower school leaders by strengthening instructional expertise, building executive management skills, and fostering a deep commitment to equity-centered leadership. School leaders must actively and continually examine practices and assumptions, commit to anti-racist practices, and ensure that they are creating and leading schools that are driven by equity and excellence. LLA’s theory of action for leadership development and school improvement is that it is the integration of professional learning and coaching that enables leaders to drive change quickly and impactfully in their schools. Content is key, as research and scholarship inform effective practice. Context is also key, because each school community’s context is unique and deserving of responsive leadership. LLA designs and facilitates professional development anchored in content, but differentiated for each community’s context. We also provide intensive leadership coaching for the leaders with whom we partner, to ensure effective implementation of the professional learning in ways that best serve each school and district.

Currently launching our twelfth year of operation, LLA has worked extensively with many districts and groups of schools across Massachusetts, through our various program offerings. Our Fellowship program provides both sitting and aspiring principals with an intensive immersive experience, with over 150 hours of both professional development and coaching. Our Micro-Academies, designed in collaboration with our partners and informed by both quantitative and qualitative data, are constructed to meet the specific leadership vision, strategy, and goals of each district. In the 2021-2022 school year, we worked with 284 school leaders across 38 cities and towns in Massachusetts, impacting over 70,000 students.
Guiding Principles

- A deep belief in the intellectual genius of every child.
- A culture of achievement and a counter-narrative.
- Anti-racist practices.
- Equity through instruction. Culture through the classroom.
- Culturally sustaining practices and criticality.
- Leadership as a key lever.
During the spring of 2022, albeit a year late due to the pandemic, LLA hosted its 10th Anniversary Symposium and Celebration. Guests came together to pause and reflect on the powerful leadership of our Fellows and alumni, showcase the incredible talents of our students, experience the joy of connection, and express gratitude for all who made it possible for us to not only be there on May 10th, but in all the years leading up to this celebration.

Thank you to The Lynch Foundation, Richard and JoAnne Spillane, and the Nellie Mae Education Foundation for their generous support.
LLA was pleased to welcome Dr. Vanessa Siddle Walker to deliver the keynote remarks, "Once Upon a Time in a World Left Behind: Historical Models of School Practices and Leadership".

Dr. Walker is the Samuel Candler Dobbs Professor of Educational Studies at Emory University. For 33 years, she has explored the segregated schooling of African American children, considering sequentially the climate that permeated the schools, the network of professional collaborations that explains the schools’ similarities, and the hidden systems of advocacy that sought equality and justice.

LLA chose to commemorate this milestone anniversary with the symposium because it encapsulated so much of who we are and what we value: a deep belief in the intellectual genius of every child, an unwavering commitment to equity, an awareness of the immense legacies we’ve inherited from those who have led this work before us, and an equal awareness of the responsibility we have to add to that legacy for those who will lead this work after us. During the symposium, Dr. Walker was joined by other scholars and program alumni, including:

- Dr. Madeline Pérez De Jesús, University of St. Joseph
- Dr. Theresa Perry, Simmons University, Emerita
- Dr. Imani Perry, Princeton University
- Dr. Tatiana Cruz, Simmons University
- Dr. Jarvis Givens, Harvard University
- Imani Hines-Coombs, Cohort IX
- Carolina Brito, Cohort VII
- Edverette Brewster, Ashley Davis, & Gavin Smith, Cohort VIII
Cohort XI SY 2021-22

By the Numbers....

31 Fellows

54% Identify as BIPOC Leaders

11 Massachusetts Cities and Towns Represented
LLA was pleased to welcome Cohort XI in-person, while remaining sensitive to the Covid-19 uncertainties that presented throughout the year. Fellows were able to gather during their initial Cohort Retreat in May of 2021 to focus on building their cohort community, at Summer Institute in July, and for their monthly Professional Development work on campus (when possible) through the remainder of their Fellowship program. Despite instances throughout the 2021-22 school year that led to remote programming, Cohort XI remained resilient and dedicated to their school leadership work.

In result of the Covid-19 pandemic, LLA found opportunities to recommit to and continue the work of equity and excellence we strive for always, and opportunities to discover, create, and innovate in response to the current situation in ways that will help our leaders better serve their students not only during the pandemic, but in the future.

The LLA Leader Resource Site, the newly revised System for Identifying and Addressing Equity Gaps During and After Covid-19, and monthly Webinars led by LLA alumni and Leadership Coaches, while all having been created during the unpredictability of the pandemic, continue to prove invaluable as a resource for LLA alumni.
It has been a true pleasure working with Joe and Cristin over the past few years. The Micro-Academy has helped me to more effectively identify problems, develop strategic plans, facilitate collaborative teams, and communicate a shared vision connected to my moral imperative. I would highly recommend this Micro-Academy!

-Cathy Goguen, Gardner Micro-Academy

MICRO-ACADEMIES

LLA partnered with 11 school districts to provide a Micro-Academy experience for 253 participants during the 2021-22 school year. The specific Micro-Academies were: Catholic Schools Principal Academy (partnership with the Archdiocese of Boston), North Central School Leadership Pipeline (partnership with Gardner, Leominster, and Winchendon school districts), Lynn, Fall River, Haverhill, Brockton, New Bedford, Lawrence, and the Diocese of Fall River.

The three major aspects of the Micro-Academy experience are professional development sessions, individualized coaching, and an opportunity to collaborate with other school leaders.

By the Numbers....

94% of participants rated Leadership Coaches as Excellent or Very Good for each Professional Development Session.

100% gave a favorable rating for the Micro-Academy effectiveness, including 93% rating Micro-Academy as Excellent or Very Good.

99% of participants reported that the Micro-Academy supported their leadership development by increasing their knowledge, leadership skills, and confidence in their ability to lead.
Our evaluation of student outcomes is based on the most recent accountability designations. The analysis showed that schools led by LLA Fellows and alumni outperformed their counterparts, across the Urban Superintendents Network and within Boston Public Schools, with a statistically significant higher percentage of LLA-led schools designated as meeting or exceeding targets, and a statistically significant lower percentage of LLA-led schools designated as in need of assistance. We also collect participant feedback through an evaluation survey at the end of each session and program; the feedback overwhelmingly indicates that participants find it engaging, applicable, and of high quality. Notably, the strength of the feedback did not decrease when we shifted to hybrid professional development and coaching due to the pandemic. Additionally, we track the retention of our program participants in school leadership; to date, 93% of our Fellows and 96% of our Micro-Academy participants remain in school leadership roles, or have moved into broader impact roles, such as the superintendency.

**RESULTS**

By the Numbers....

5 Alumni who are now Superintendents 10 Alumni are now Assistant Superintendents 9 Positions added to the LLA team since 2018
In 2022-2023 LLA will continue to expand current and new partnerships throughout Massachusetts and Northeast Ohio. Participants who are a part of the NE Ohio Micro-Academy began their work together in July of 2022.

Interested in learning more or partnering with us? Contact Executive Director Jenne Colasacco at jenne.colasacco@bc.edu.