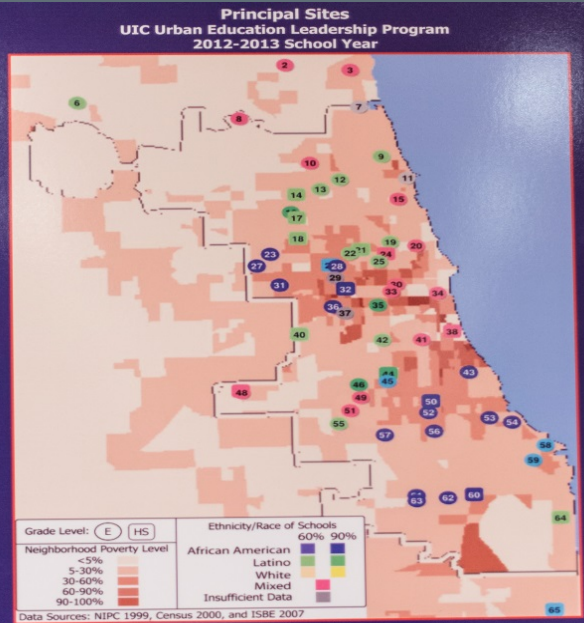


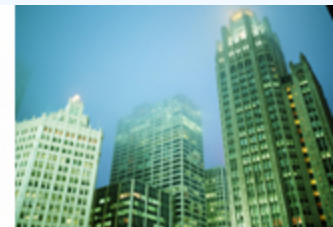
# CENTER *for* URBAN EDUCATION LEADERSHIP



**PRINCIPAL AS P-3 LEADER: EXCELLENCE IN THE EARLY  
GRADES FOR ALL STUDENTS— TWIN CITIES 10/30/2017**

# Outline for 10:50 session today

- “Identifying *key strategies in leadership roles to support instructional quality within a PreK-3 learning community.*”
- What is our Chicago evidence that principals lead significantly improved school outcomes?
- How do they do it?
- How do you get such principals?
- Strategies at state, district, IHE, school levels



# Chicago Public Schools:

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**“the worst school system in America.”**

**--U.S. Secretary of Education William Bennett, 1987**



**“Increases in math and reading achievement often double and quadruple the gains seen elsewhere.”**

Chicago's gains also stand out in comparison to the state and the nation. A study by the Center for Urban Education Leadership at the University of Illinois at Chicago found that from 2001 to 2015, student growth in Chicago exceeded growth elsewhere in the state among all racial subgroups. On the National Assessment of Educational Progress . . . Chicago's trajectory has defied the declines reported in many other cities as well as the stagnating progress of the nation as a whole.

**--Crain's Chicago Business 6/15/16**



## Want to Fix Schools? Go to the Principal's Office: New York Times March 10, 2017

There is no better place to see the difference that principals can make than Chicago.

The city's teenagers now enroll in college at a rate only slightly below that in the rest of the country. Younger children have made big gains in [reading and math](#), larger than in every other major city except Washington.

## **Schools Can Get Better. They Can Also Get Worse.**

**Huffington Post, 3/29/17**

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- If we as a nation are serious about wanting to improve our schools, we should be studying how Chicago has made such progress.
- Chicago has worked to improve the recruitment, preparation, and support of principals. They have helped lift a city.
- Nowhere else have university professors and public school educators worked so closely and to such good effect.



# 15-year Changes in Composite Math Attainment

## 55 LUDA Districts

Substantial  
Loss

19 Districts



2001: 55%  
2016: 40% ↓ -15

Moderate  
Loss

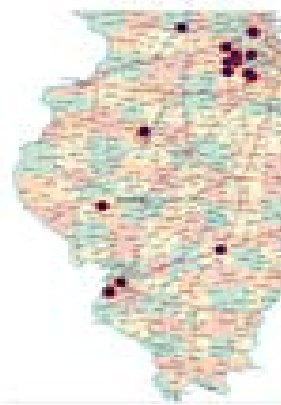
16 Districts



2001: 58%  
2016: 51% ↓ -7

About the  
Same

16 Districts



2016: 59%  
2001: 58% ↑ +1

Moderate or  
Substantial Gain

4 Districts



2016: 52%  
2001: 39% ↑ +13

Median Percent of Students Scoring At or Above Statewide Norms

Median Percent of Low-Income Enrollments

2016: 57%  
2001: 36% ↑ +21

2016: 49%  
2001: 25% ↑ +24

2016: 33%  
2001: 13% ↑ +20

2016: 51%  
2001: 38% ↑ +13

**UIC**

Making Good on the Promise of Public Education



**CENTER for  
URBAN EDUCATION  
LEADERSHIP**

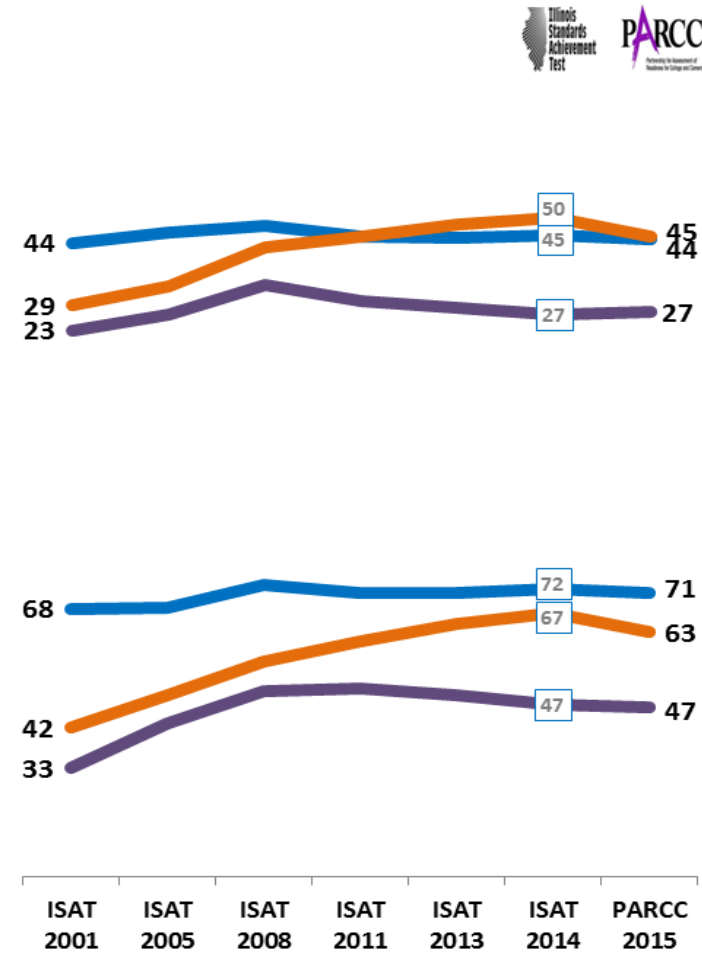
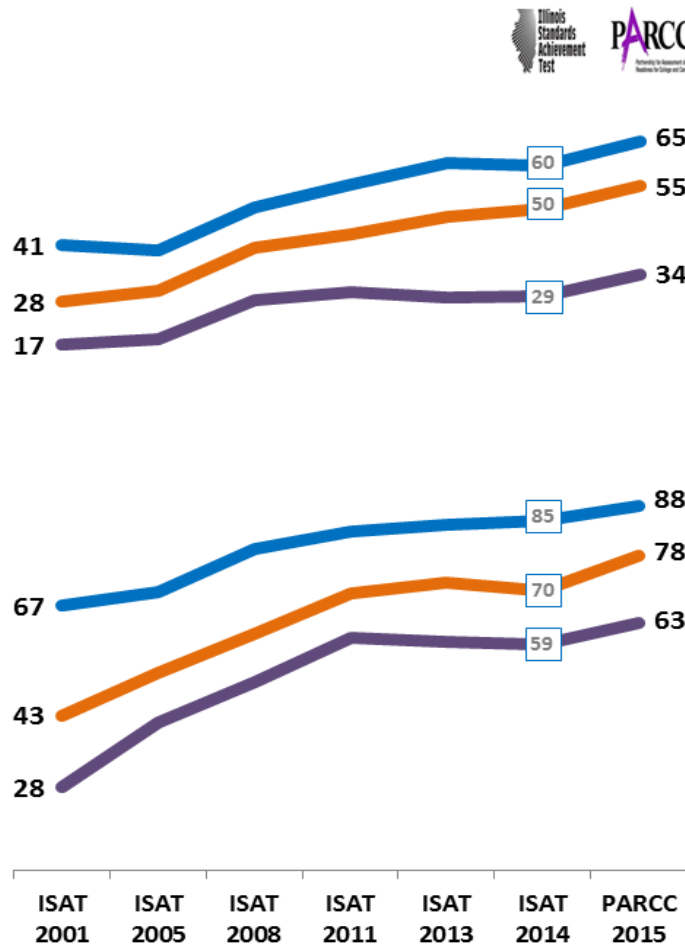
# 3<sup>rd</sup> Grade Reading

## Percent Scoring At or Above Statewide Medians

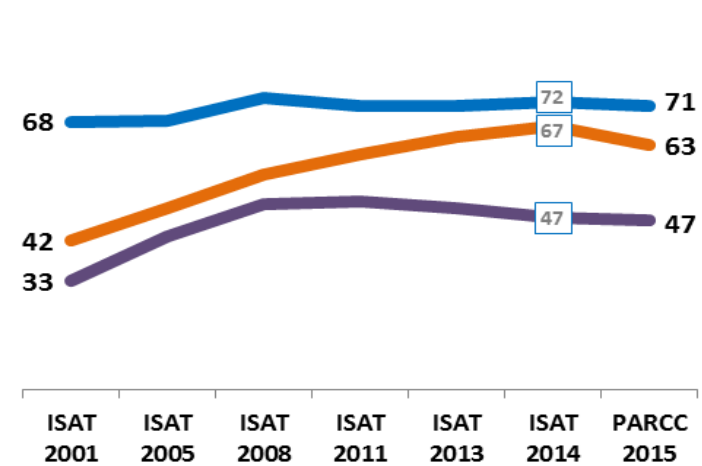
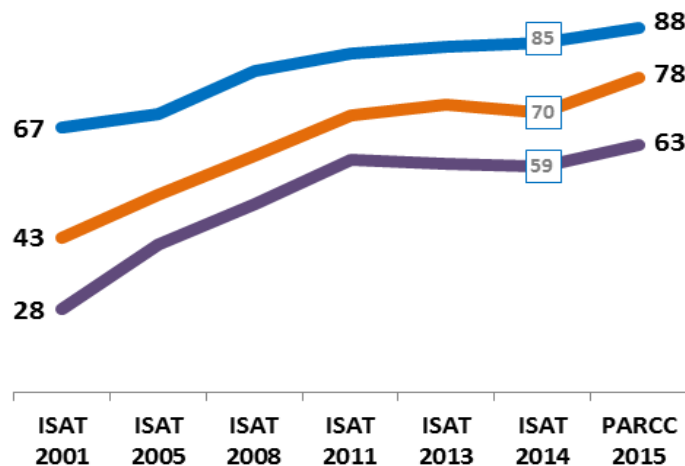
### City of Chicago

### Rest of Illinois

Low  
Income



Not  
Low  
Income



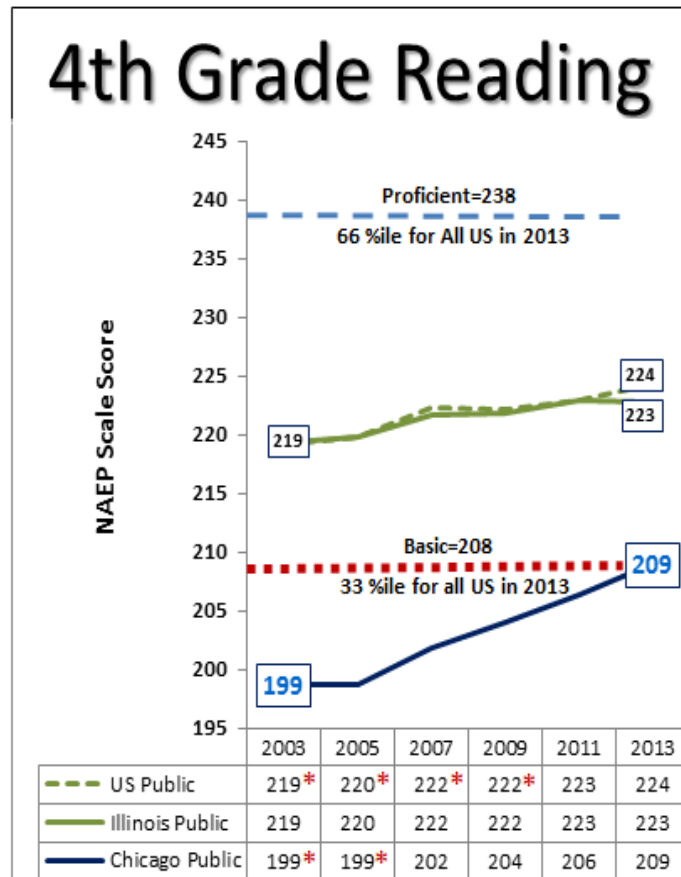
Black

Latino

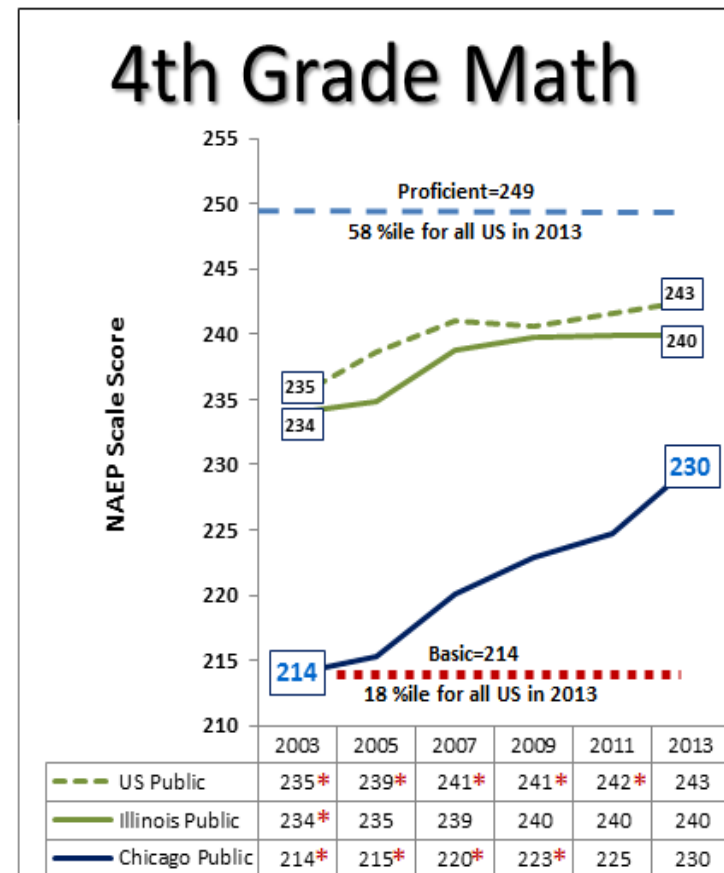
White



# Since 2007 Chicago Has Accounted for Almost All Statewide NAEP Gains



\* Statistically different than 2013 scale score [ $p < 0.05$ ]



\* Statistically different than 2013 scale score [ $p < 0.05$ ]

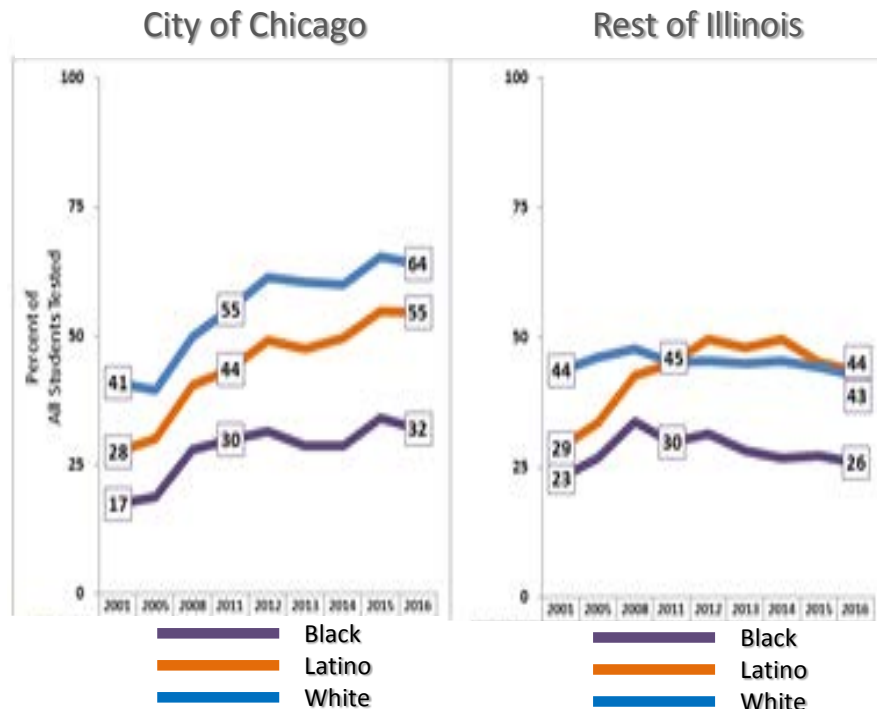
# Controlling for Race and Family Income, Chicago Students Now Achieve at Higher Levels than Their Counterparts in the Rest of Illinois

## --All Grades/All Subjects--

Percent of Non-ELL Third Graders Scoring At or Above State of Illinois Medians for Reading/ELA: 2001 to 2016

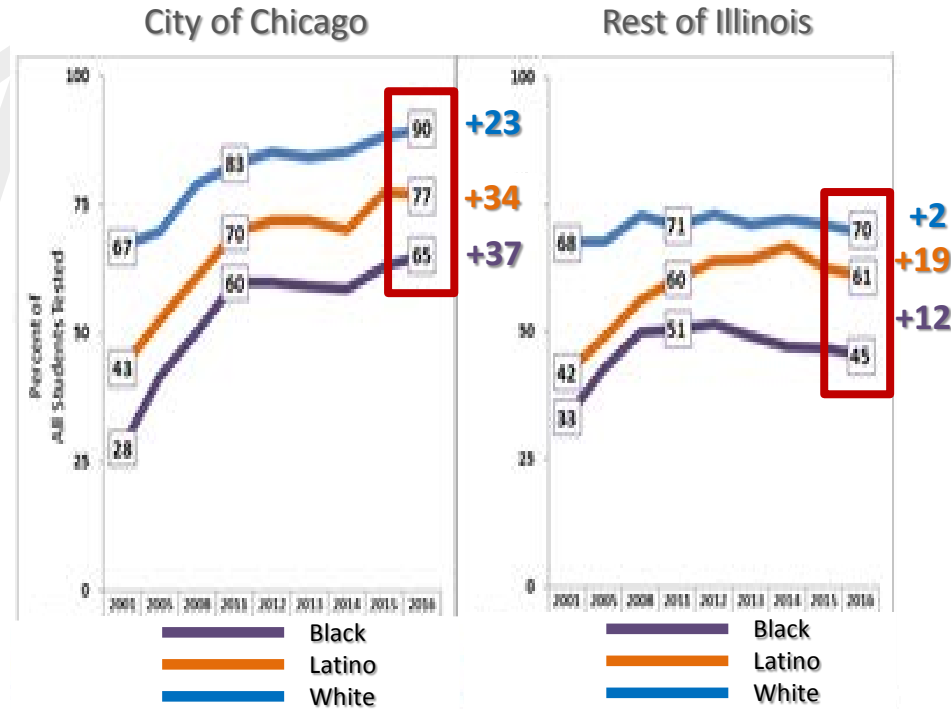
### ELIGIBLE

For Free/Reduced Lunch



### NOT ELIGIBLE

For Free/Reduced Lunch



**UIC**

Making Good on the Promise of Public Education

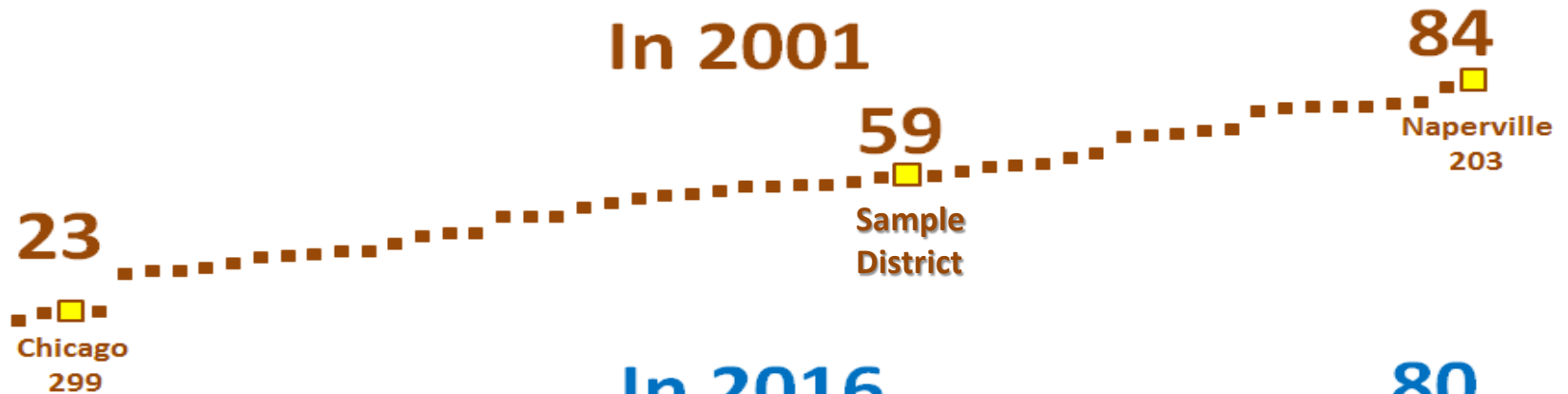


**CENTER for  
URBAN EDUCATION  
LEADERSHIP**

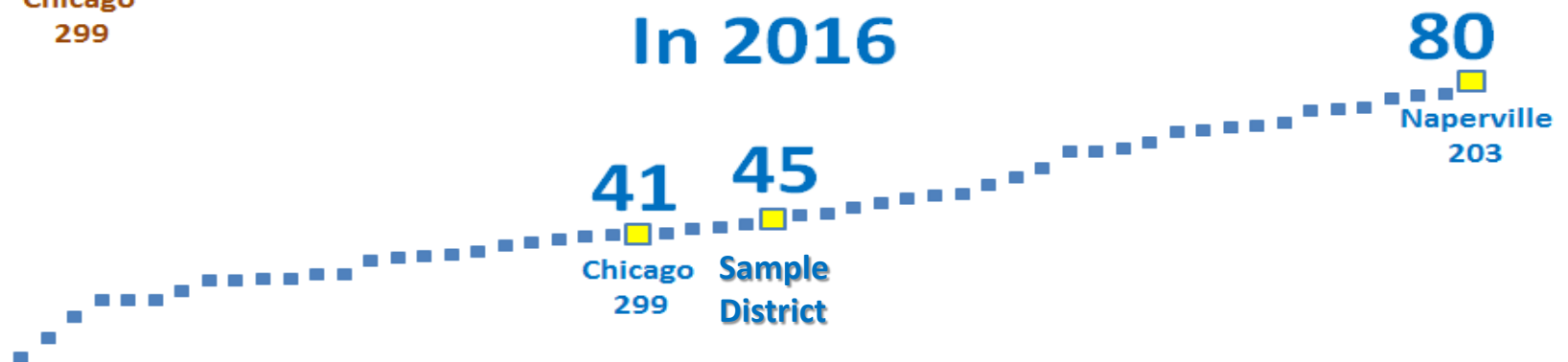
# Changes in Composite Math Achievement in Chicago and Other LUDA Districts

Percent of Students in Grades 3-8 Scoring At/Above Statewide Math Medians

In 2001



In 2016

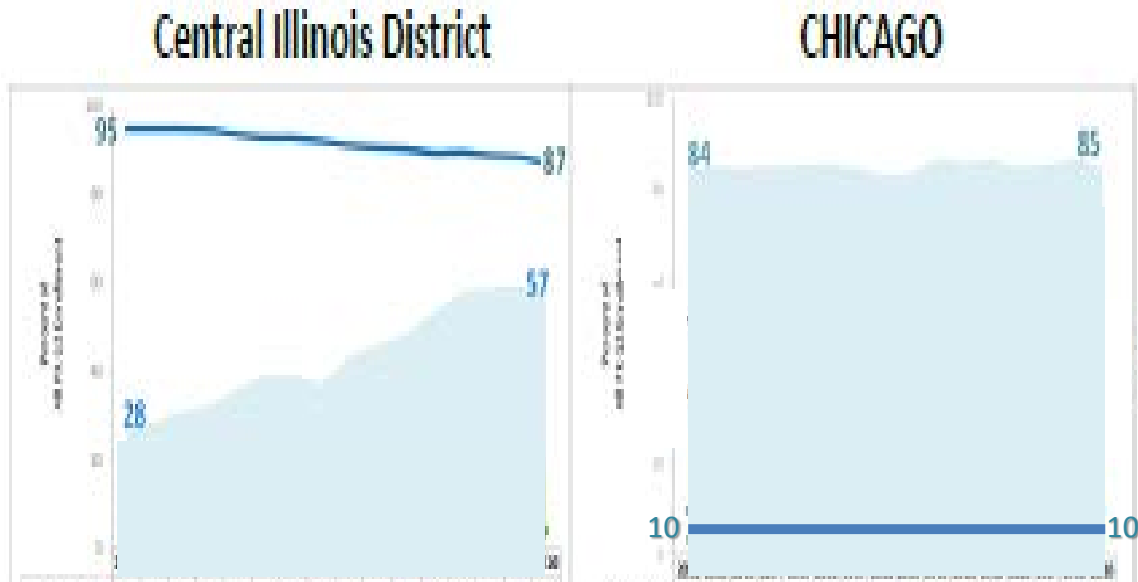


# What happened since NCLB?

1. Statewide “pre-school for all” legislation?
2. Charter schools? (Only those with strong leaders)
3. Chicago’s “eligibility requirement”: high selectivity
4. The multiplier effect of school leadership
5. 300+ next-gen principals in underserved schools
6. Research ongoing: From Chicago P-12 Preparation to Illinois P-12 Principal Endorsement

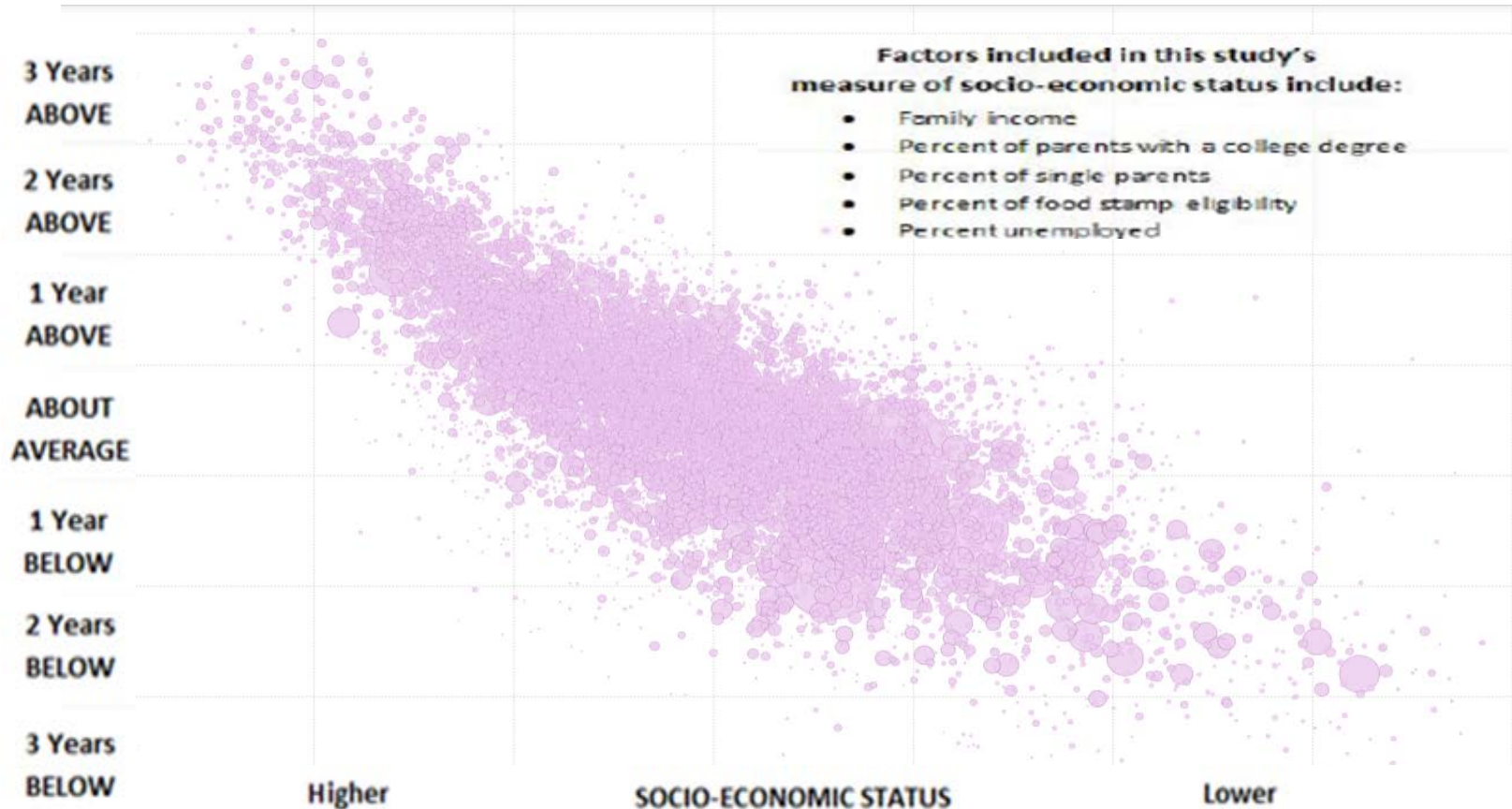


# Economic Distress is an Equal Opportunity Disrupter



# 3,000+ American School Districts

From Reardon, Kalogrides and Shores (2016) "The Geography of Racial/Ethnic Test Score Gaps" Center for Education Policy Analysis at Stanford



**SOURCE:** Rich, Motoko, Cox, Amanda and Block, Matthew. "Money, Race and Success: How Your School Compares" in *The Upshot*, New York Times April 29, 2016 at [https://www.nytimes.com/interactive/2016/04/29/upshot/money-race-and-success-how-your-school-district-compares.html?action=click&contentCollection=upshot&region=rank&module=package&version=highlights&contentPlacement=1&pgtype=sectionfront&smid=tw-upshotnyt&smtyp=cur&\\_r=2](https://www.nytimes.com/interactive/2016/04/29/upshot/money-race-and-success-how-your-school-district-compares.html?action=click&contentCollection=upshot&region=rank&module=package&version=highlights&contentPlacement=1&pgtype=sectionfront&smid=tw-upshotnyt&smtyp=cur&_r=2)



## Achievement and SES in Simi Valley, CA and Charlotte-Mecklenburg, NC



**SOURCE:** Rich, Motoko, Cox, Amanda and Block, Matthew. "Money, Race and Success: How Your School Compares" in *The Upshot*, New York Times April 29, 2016 at <https://www.nytimes.com/interactive/2016/04/29/upshot/money-race-and-success-how-your-school-district-compares.html?action=click&contentCollection=upshot&region=rank&module=package&version=highlights&contentPlacement=1&pgtype=sectionfront&smid=tw-upshotnyt&smtyp=cur&r=2>

# How do principals improve learning outcomes?

- **Leadership challenge #1:** organizing a school to support adult and student learning at scale . . .
- Starting with organizing for P-3 learning
- **Challenge #2:** doing it at scale

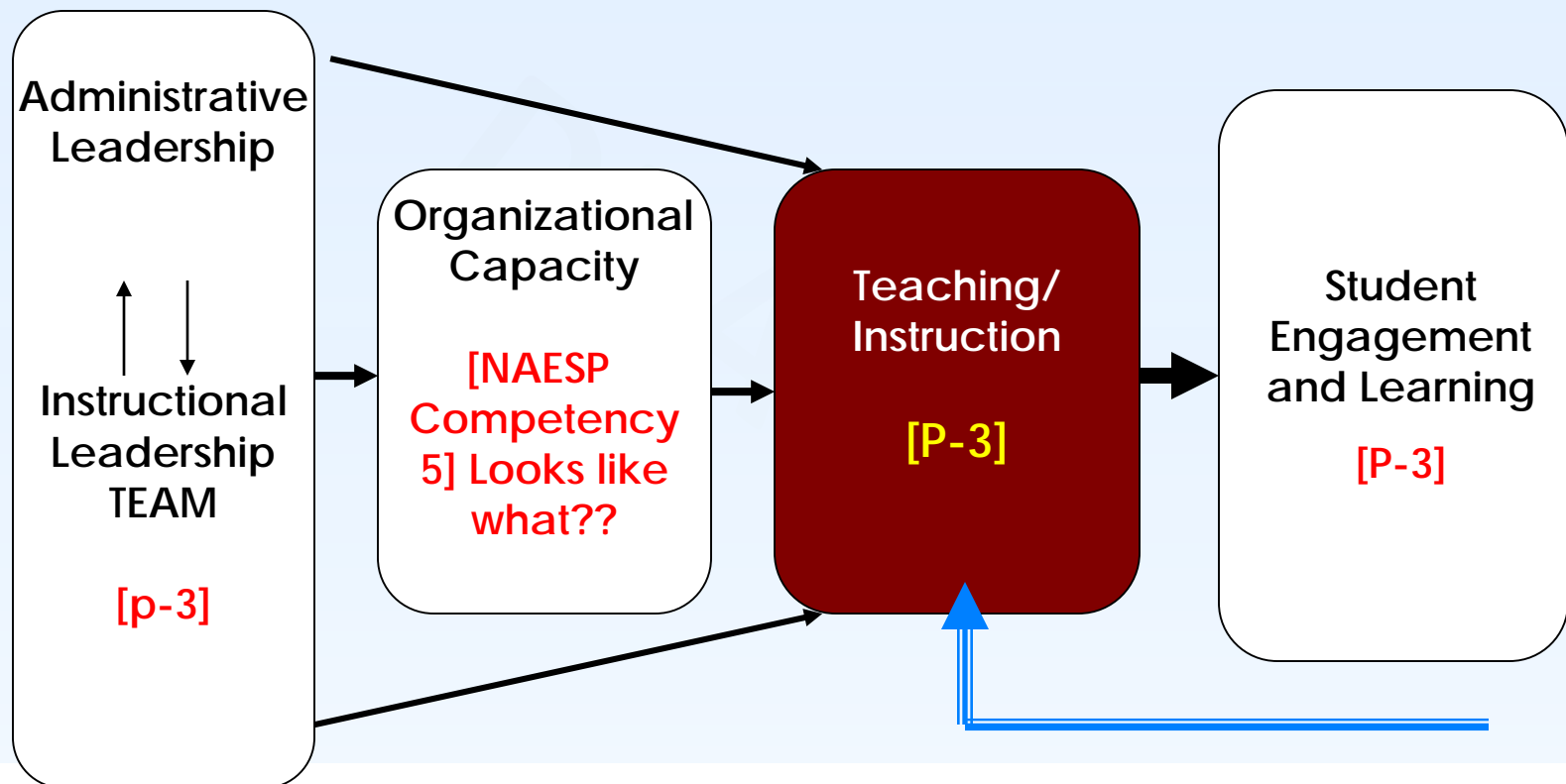


# What we know

- A strong principal can dramatically improve school culture, climate, and student outcomes in a short period of time
- We know how principals do this (vision, people, systems—Leithwood, 2004, Elmore 2004)
- We know that teacher learning systems in schools are essential to transforming student learning outcomes
- We know that a capable, motivated teacher can learn how to become such a principal (made, not born)



# Within-school Improvement of Student Learning (explicit theory of impact)



# Leadership and Learning Outcomes

- Bryk, Sebring, et al (2010) *Organizing Schools for Improvement* (Essential Supports)
- **School Leadership**
- **Professional Capacity**
- **Parent Community School Ties**
- **Student Centered Learning Climate**
- **Instructional Guidance**
- (Charles Payne: Leadership and pick 2)



# Where do you get such principals?

- They are not born, but made: we can't wait for statistical anomalies to come along
- A key turn of thought: the clientele to target in producing such principals is not graduate students seeking a credential, but the kids in our P-12 schools
- Start by reframing the question: What would it take to produce such principals in Minnesota at scale?





# Characteristics of Next-Generation Principal Prep/Development Programs

- Results-oriented focus on principal impact on schools
- Partnerships with districts that invest resources
- Highly selective admissions to structured cohorts
- Full time, intensively coached, site-based learning (residencies, internships)
- Integration of academic and practical learning
- Structured post-licensure support to accelerate early-career development and success



# “Your system, any system . . .

- . . . is perfectly designed to obtain the results you are obtaining” (Carr, 2008)
- Principal preparation and development are key elements of current “results system” for P-12
- To obtain significantly improved results, a significantly improved (disrupted) system is necessary
- Higher ed, districts, and state agencies play key roles in current system of principal production



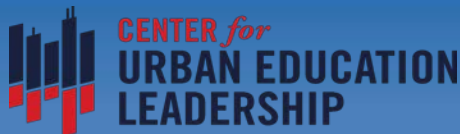
## Leadership Challenge #2: We don't yet know how to do “it” at scale:

- The scale of the principal preparation challenge is within our resources to address (about 10,000 principals annually in U.S.; 400 in IL; 200 in MN)
- We have not demonstrated that we know how to organize ourselves to address the problem of scale—across IHEs, districts, or states
- The organizational challenge is systemic, requiring IHEs, districts, and the state to function together



# UIC Ed.D. Program Results: 2004-16

- Of 192 completers: >120 principals in urban schools, 80% retained; remainder are APs and 20 system-level leaders, *including CPS Chief Ed Officer*
- 98% placement in administrative positions for 13 years (currently 100+ Chicago leaders, 150 leaders overall)
- High/est principal-eligibility pass-rate in CPS eligibility
- Demonstrated impact on student attendance, achievement, and graduation rates



# Challenges to preparing (P-3) leaders (at scale)

- Knowledge base? Not so much.
- Multiple frameworks reflect understanding of key leadership strategies:
  - From ISLLC to PSEL Standards
  - NAESP Leading P-K Communities
  - Chicago Consortium's 5 Essential Supports
  - Leithwood: leading visions, people, and systems
- But “understanding” and doing are not the same

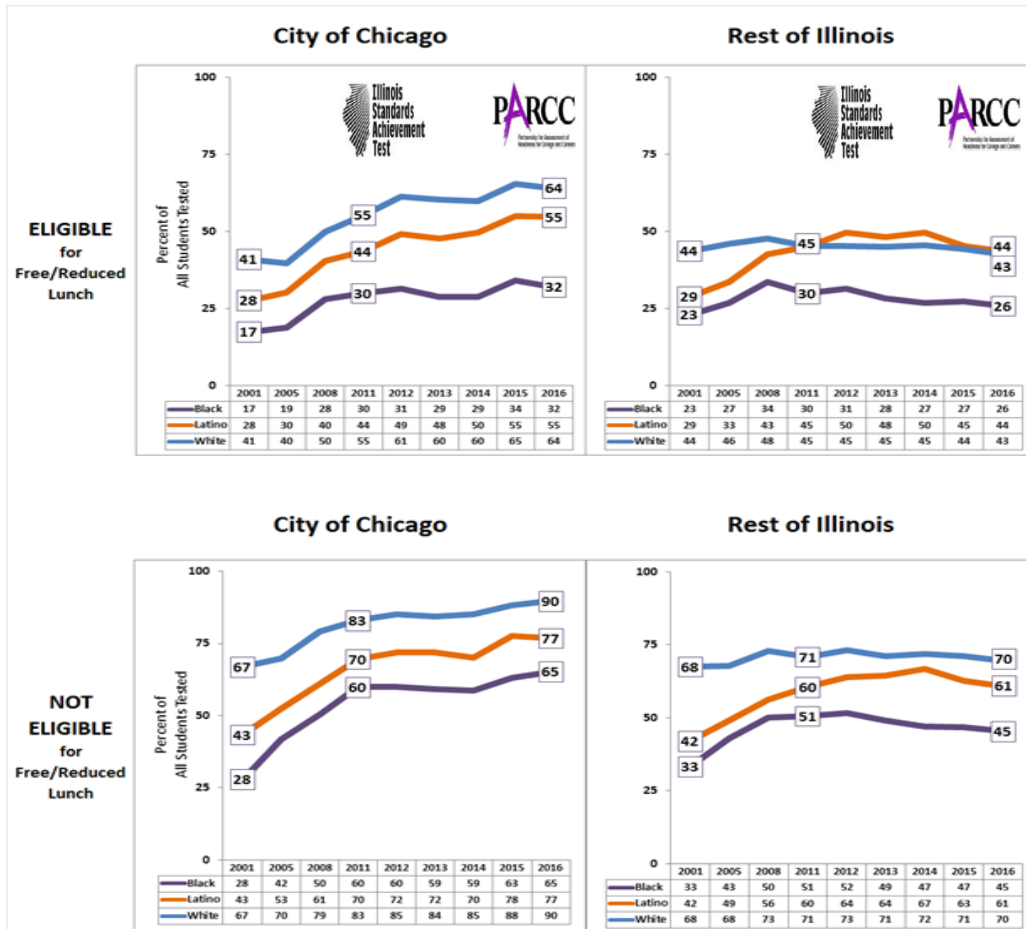
# Challenges to preparing (P-3) leaders (at scale)

- Ron Edmonds, 1978: “We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need to do that. Whether or not we do it must finally depend on how we feel about the fact that we haven’t so far.”
- Challenge: Leading and organizing for change at each level: state, district, IHE, school



# Big Win/New Challenge

## Percent of Students Scoring At or Above 3<sup>rd</sup> Grade READING Norms Statewide



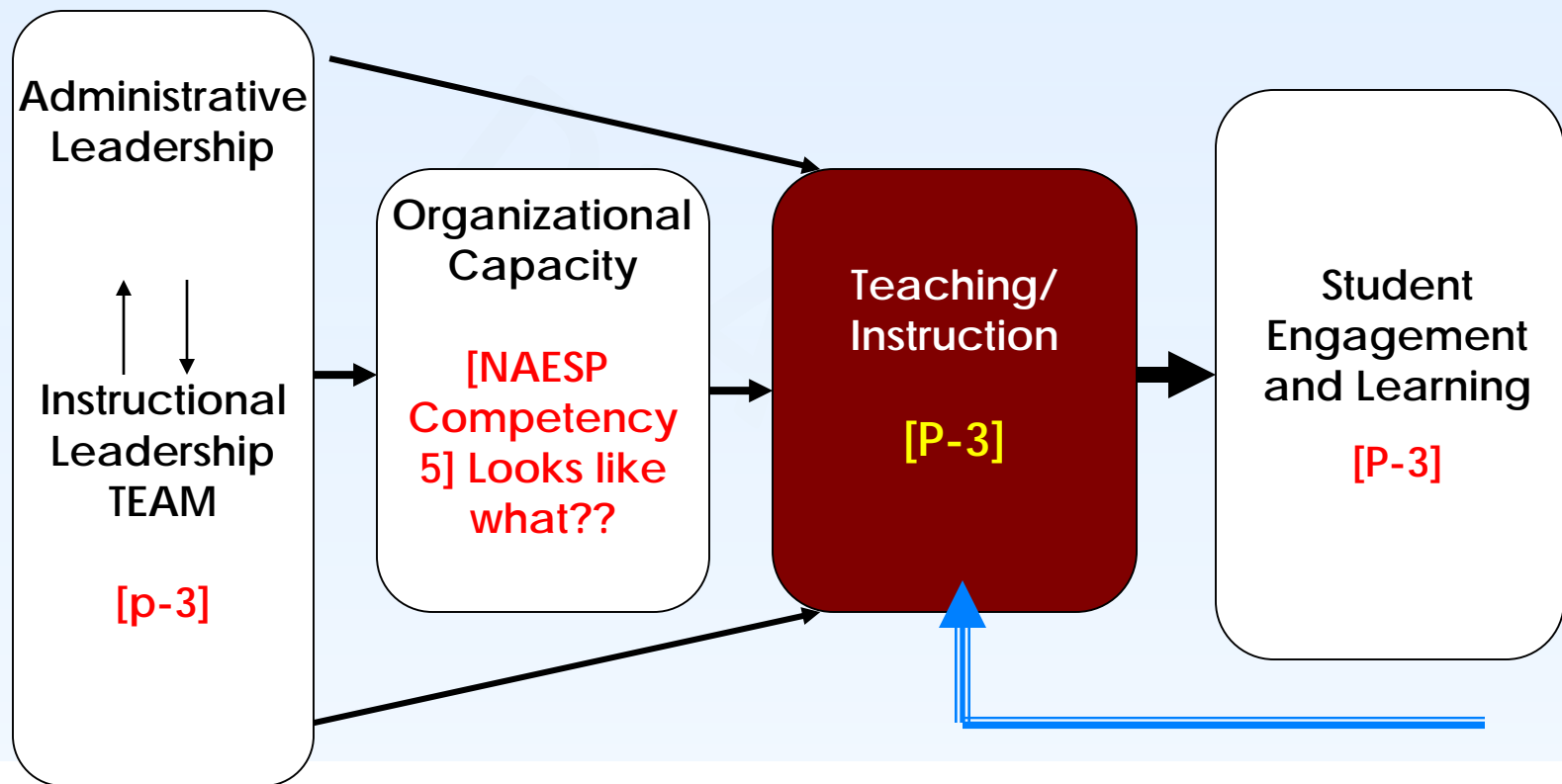
# The heart of the leadership challenge

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- Teacher learning at scale
- *Organizing Schools for Improvement* (Bryk et al. 2010) means:
- *Leading for Teacher Learning* (William, 2016)
- See Learning to Improve (Bryk, et al. 2015)



# Within-school Improvement of Student Learning (explicit theory of impact)



# Resources (more this afternoon)

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Steve Tozer: [stozer@uic.edu](mailto:stozer@uic.edu)

urbanedleadership.org (full report on Chicago v. IL)

<http://www.wallacefoundation.org>

<http://www.cprehub.org/content/k-3-policymakers-guide-action-learning-education-commission-states>

