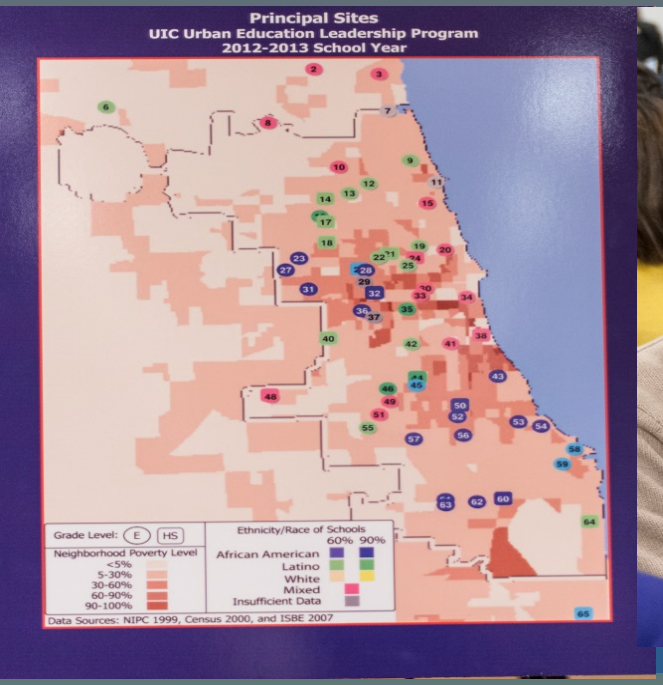
CENTER *for*
URBAN EDUCATION
LEADERSHIP



PRINCIPAL AS P-3 LEADER: EXCELLENCE IN THE EARLY GRADES FOR ALL STUDENTS– TWIN CITIES 2/28/2017

UIC COLLEGE OF EDUCATION
UNIVERSITY OF ILLINOIS AT CHICAGO

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**

CENTER for URBAN EDUCATION LEADERSHIP

Chicago Public Schools:

“the worst school system in America.”

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

CENTER for URBAN EDUCATION LEADERSHIP

“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

CENTER for URBAN EDUCATION LEADERSHIP

“CPS Budget Cuts Interrupt Decade of Progress”

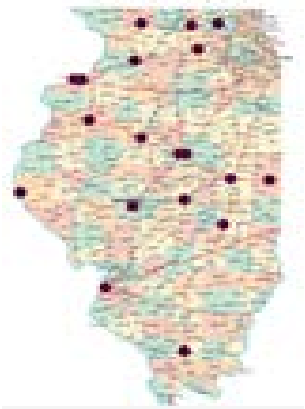
- That CPS has made incredible gains is undeniable . . . Two new reports released last week by UEI's Consortium on School Research provide additional evidence of this upward trajectory, examining the district's dramatic increase in high school graduation rates and confirming another year of improvement in CPS's college attainment.
- --Crain’s Chicago Business 6/15/16

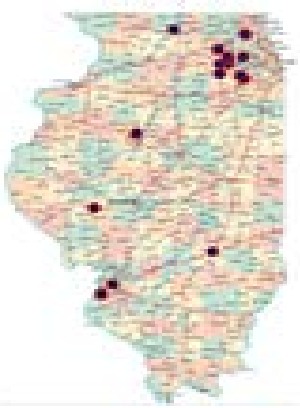
CENTER for URBAN EDUCATION LEADERSHIP

15-year Changes in Composite Math Attainment

55 LUDA Districts

Substantial Loss	Moderate Loss	About the Same	Moderate or Substantial Gain
19 Districts	16 Districts	16 Districts	4 Districts





Median Percent of Students Scoring At or Above Statewide Norms

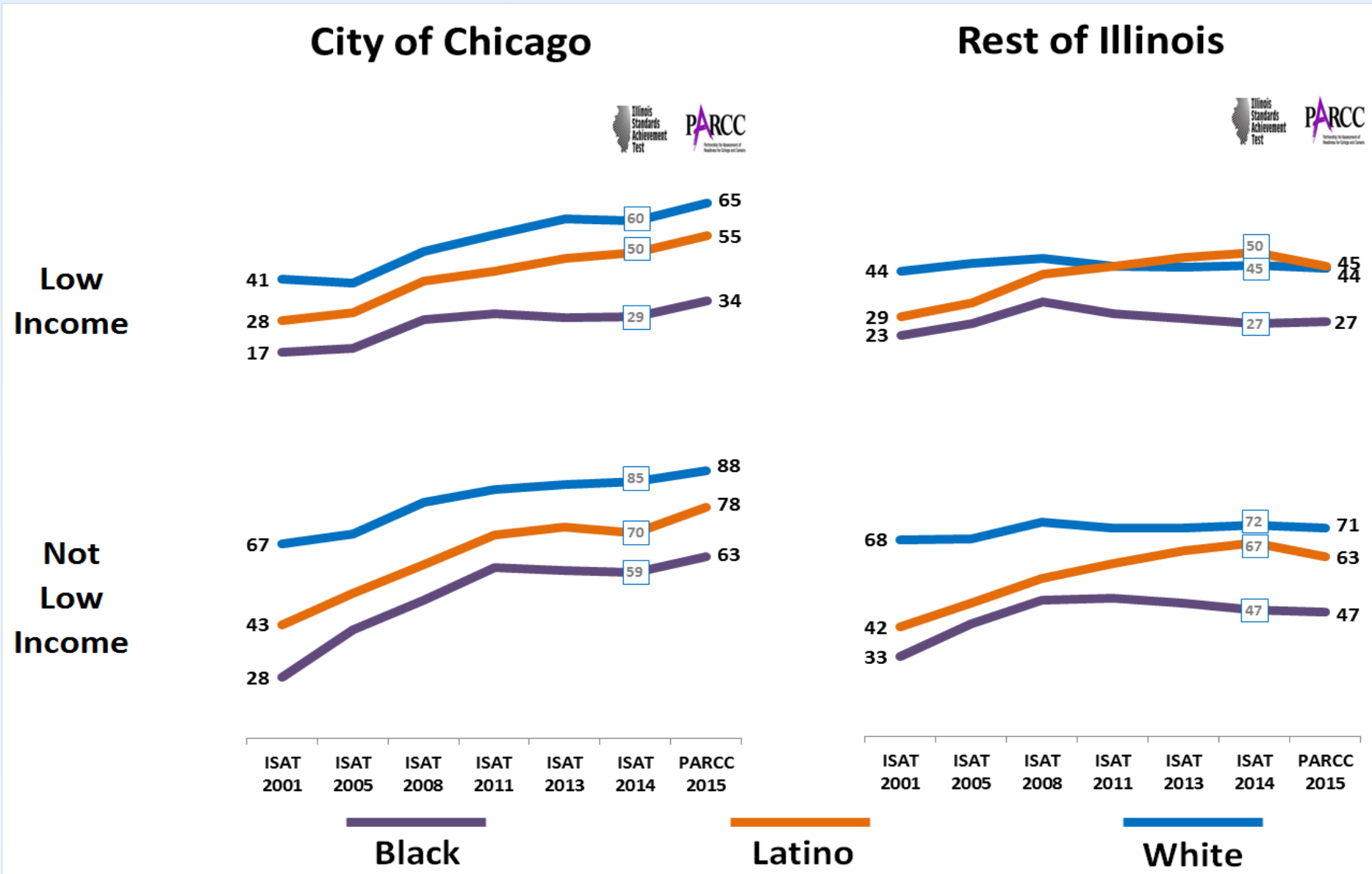
Substantial Loss	Moderate Loss	About the Same	Moderate or Substantial Gain
2001: 55% 2016: 40% -15	2001: 58% 2016: 51% - 7	2016: 59% 2001: 58% + 1	2016: 52% 2001: 39% +13

Median Percent of Low-Income Enrollments

Substantial Loss	Moderate Loss	About the Same	Moderate or Substantial Gain
2016: 57% 2001: 36% +21	2016: 49% 2001: 25% +24	2016: 33% 2001: 13% +20	2016: 51% 2001: 38% +13

3rd Grade Reading

Percent Scoring At or Above Statewide Medians



2001

Grade 3 | Grade 5 | Grade 8

AFRICAN AMERICAN	READING				MATH				READING				MATH				READING				MATH			
	Female		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		Male	
Free/Reduced Lunch	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI
ELIGIBLE	153	147	150	147	154	148	153	149	150	150	148	147	153	150	152	148	148	150	146	148	149	150	147	148
95% Confidence Interval	0.36	0.28	0.36	0.26	0.36	0.28	0.37	0.24	0.37	0.26	0.39	0.28	0.38	0.25	0.42	0.28	0.36	0.25	0.39	0.28	0.44	0.31	0.49	0.33
Combined Confidence Interval (+/-)	0.64		0.62		0.63		0.61		0.64		0.67		0.63		0.69		0.60		0.67		0.76		0.82	
Difference in Average Scale Scores	-5.36		-3.38		-5.78		-4.50		-0.68		-0.88		-2.68		-3.28		2.35		1.73		1.00		0.75	
Free/Reduced Lunch	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI
NOT ELIGIBLE	156	154	153	150	157	154	156	151	155	155	152	151	157	155	155	152	152	154	150	150	154	154	152	150
95% Confidence Level	0.44	0.84	0.42	0.86	0.44	0.82	0.43	0.81	0.43	0.88	0.43	0.86	0.45	0.91	0.46	0.85	0.35	0.67	0.37	0.69	0.47	0.90	0.49	0.88
Combined Confidence Interval (+/-)	1.3		1.3		1.3		1.2		1.3		1.3		1.4		1.3		1.0		1.1		1.4		1.4	
Difference in Mean Scale Scores	-2.8		-3.0		-3.3		-4.3		-0.5		-1.2		-2.4		-3.3		1.4		-0.5		0.7		-2.4	

LATINO	READING				MATH				READING				MATH				READING				MATH			
	Female		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		Male	
Free/Reduced Lunch	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI
ELIGIBLE	154	154	153	152	157	155	159	155	150	151	150	150	155	153	155	153	149	151	148	151	153	153	153	153
95% Confidence Interval	0.58	0.47	0.58	0.47	0.57	0.45	0.60	0.46	0.47	0.34	0.46	0.36	0.49	0.34	0.51	0.38	0.47	0.32	0.47	0.34	0.59	0.40	0.60	0.43
Combined Confidence Interval (+/-)	1.06		1.05		1.02		1.06		0.81		0.82		0.83		0.89		0.78		0.81		0.99		1.04	
Difference in Mean Scale Scores	-0.20		-1.28		-2.10		-3.72		0.24		0.12		-1.78		-2.17		1.71		2.44		-0.11		0.56	
Free/Reduced Lunch	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI
NOT ELIGIBLE	159	159	157	157	161	160	161	160	156	158	155	155	161	159	161	159	154	156	153	154	158	158	158	156
95% Confidence Level	0.56	1.43	0.53	1.35	0.55	1.42	0.54	1.35	0.53	1.30	0.52	1.32	0.54	1.39	0.56	1.40	0.43	1.12	0.45	1.20	0.56	1.44	0.60	1.54
Combined Confidence Interval (+/-)	1.99		1.88		1.97		1.89		1.83		1.84		1.93		1.95		1.55		1.65		2.00		2.14	
Difference in Mean Scale Scores	-0.11		-0.17		-0.69		-1.82		1.57		0.20		-1.65		-2.24		1.88		1.17		-0.09		-1.50	

WHITE	READING				MATH				READING				MATH				READING				MATH			
	Female		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		Male	
Free/Reduced Lunch	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI
ELIGIBLE	159	158	157	156	161	160	161	160	157	157	156	155	160	160	161	158	153	155	152	154	158	158	157	158
95% Confidence Interval	0.33	1.06	0.33	1.04	0.33	1.07	0.33	1.09	0.36	0.97	0.36	1.00	0.36	1.01	0.38	1.09	0.35	0.83	0.37	0.84	0.47	1.12	0.49	1.17
Combined Confidence Interval (+/-)	1.39		1.37		1.39		1.42		1.33		1.37		1.38		1.47		1.18		1.21		1.59		1.66	
Difference in Mean Scale Scores	-0.80		-1.49		-0.88		-1.74		0.27		-1.02		-0.41		-2.24		1.77		1.47		0.48		1.05	
Free/Reduced Lunch	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI
NOT ELIGIBLE	167	168	165	165	169	169	170	169	166	167	165	165	171	169	171	169	162	165	161	161	169	169	170	169
95% Confidence Level	0.14	1.14	0.13	1.04	0.14	1.16	0.14	1.08	0.14	1.12	0.14	1.14	0.15	1.20	0.15	1.24	0.12	1.01	0.12	0.96	0.16	1.36	0.18	1.36
Combined Confidence Interval (+/-)	1.28		1.17		1.30		1.22		1.26		1.29		1.35		1.39		1.13		1.09		1.52		1.54	
Difference in Mean Scale Scores	0.59		-0.36		0.00		-0.73		1.31		0.29		-1.17		-2.15		3.08		0.74		0.31		-0.44	

2012

Grade 3

AFRICAN AMERICAN	READING				MATH			
	Female		Male		Female		Male	
Free/Reduced Lunch	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI
ELIGIBLE	221	221	214	214	225	227	222	224
95% Confidence Interval	0.58	0.62	0.58	0.65	0.60	0.66	0.62	0.68
Combined Confidence Interval (+/-)	1.20		1.23		1.26		1.29	
Difference in Average Scale Scores	-0.44		-0.55		**2.56**		**1.66**	
Free/Reduced Lunch	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI
NOT ELIGIBLE	233	241	224	232	237	246	233	242
95% Confidence Level	1.16	2.73	1.13	2.68	1.28	2.92	1.28	3.15
Combined Confidence Interval (+/-)	3.89		3.81		4.20		4.43	
Difference in Mean Scale Scores	**8.53**		**7.60**		**9.24**		**9.42**	

LATINO	READING				MATH			
	Female		Male		Female		Male	
Free/Reduced Lunch	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI
ELIGIBLE	223	224	218	219	231	233	231	233
95% Confidence Interval	0.47	0.62	0.48	0.61	0.50	0.65	0.52	0.67
Combined Confidence Interval (+/-)	1.09		1.09		1.16		1.19	
Difference in Mean Scale Scores	0.39		0.78		**1.70**		**1.82**	
Free/Reduced Lunch	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI
NOT ELIGIBLE	236	244	230	237	243	249	242	251
95% Confidence Level	0.85	2.71	0.82	2.53	0.96	2.91	0.98	2.81
Combined Confidence Interval (+/-)	3.56		3.35		3.87		3.79	
Difference in Mean Scale Scores	**7.98**		**7.62**		**5.84**		**9.64**	

WHITE	READING				MATH			
	Female		Male		Female		Male	
Free/Reduced Lunch	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI
ELIGIBLE	231	236	226	227	236	244	237	243
95% Confidence Interval	0.46	2.58	0.46	2.16	0.50	2.53	0.51	2.49
Combined Confidence Interval (+/-)	3.04		2.62		3.03		3.00	
Difference in Mean Scale Scores	**5.41**		1.86		**7.63**		**6.14**	
Free/Reduced Lunch	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI
NOT ELIGIBLE	248	256	241	250	256	265	256	266
95% Confidence Level	0.29	2.21	0.27	2.02	0.34	2.44	0.35	2.39
Combined Confidence Interval (+/-)	2.50		2.29		2.78		2.74	
Difference in Mean Scale Scores	**8.64**		**8.92**		**9.73**		**10.23**	

Grade 5

AFRICAN AMERICAN	READING				MATH			
	Female		Male		Female		Male	
Free/Reduced Lunch	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI
ELIGIBLE	221	221	214	214	225	227	222	224
95% Confidence Interval	0.58	0.62	0.58	0.65	0.60	0.66	0.62	0.68
Combined Confidence Interval (+/-)	1.20		1.23		1.26		1.29	
Difference in Average Scale Scores	-0.44		-0.55		**2.56**		**1.66**	
Free/Reduced Lunch	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI
NOT ELIGIBLE	233	241	224	232	237	246	233	242
95% Confidence Level	1.16	2.73	1.13	2.68	1.28	2.92	1.28	3.15
Combined Confidence Interval (+/-)	3.89		3.81		4.20		4.43	
Difference in Mean Scale Scores	**8.53**		**7.60**		**9.24**		**9.42**	

LATINO	READING				MATH			
	Female		Male		Female		Male	
Free/Reduced Lunch	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI
ELIGIBLE	223	224	218	219	231	233	231	233
95% Confidence Interval	0.47	0.62	0.48	0.61	0.50	0.65	0.52	0.67
Combined Confidence Interval (+/-)	1.09		1.09		1.16		1.19	
Difference in Mean Scale Scores	0.39		0.78		**1.70**		**1.82**	
Free/Reduced Lunch	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI
NOT ELIGIBLE	236	244	230	237	243	249	242	251
95% Confidence Level	0.85	2.71	0.82	2.53	0.96	2.91	0.98	2.81
Combined Confidence Interval (+/-)	3.56		3.35		3.87		3.79	
Difference in Mean Scale Scores	**7.98**		**7.62**		**5.84**		**9.64**	

WHITE	READING				MATH			
	Female		Male		Female		Male	
Free/Reduced Lunch	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI
ELIGIBLE	231	236	226	227	236	244	237	243
95% Confidence Interval	0.46	2.58	0.46	2.16	0.50	2.53	0.51	2.49
Combined Confidence Interval (+/-)	3.04		2.62		3.03		3.00	
Difference in Mean Scale Scores	**5.41**		1.86		**7.63**		**6.14**	
Free/Reduced Lunch	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI
NOT ELIGIBLE	248	256	241	250	256	265	256	266
95% Confidence Level	0.29	2.21	0.27	2.02	0.34	2.44	0.35	2.39
Combined Confidence Interval (+/-)	2.50		2.29		2.78		2.74	
Difference in Mean Scale Scores	**8.64**		**8.92**		**9.73**		**10.23**	

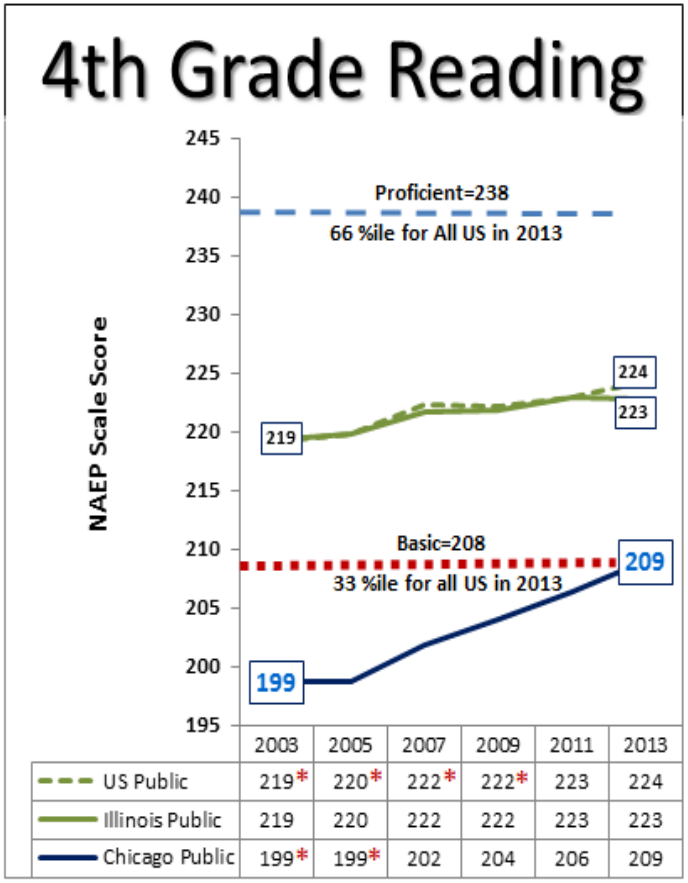
Grade 8

AFRICAN AMERICAN	READING				MATH			
	Female		Male		Female		Male	
Free/Reduced Lunch	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI
ELIGIBLE	242	246	235	239	259	264	255	260
95% Confidence Interval	0.40	0.49	0.43	0.51	0.50	0.64	0.53	0.67
Combined Confidence Interval (+/-)	0.88		0.94		1.14		1.20	
Difference in Average Scale Scores	**3.83**		**4.71**		**5.14**		**5.56**	
Free/Reduced Lunch	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI
NOT ELIGIBLE	251	259	243	252	270	279	266	274
95% Confidence Level	0.65	1.80	0.64	1.98	0.89	2.70	0.91	2.66
Combined Confidence Interval (+/-)	2.45		2.62		3.59		3.57	
Difference in Mean Scale Scores	**8.69**		**8.76**		**8.84**		**7.77**	

LATINO	READING				MATH			
	Female		Male		Female		Male	
Free/Reduced Lunch	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI
ELIGIBLE	245	250	241	244	265	271	264	269
95% Confidence Interval	0.40	0.49	0.43	0.51	0.50	0.64	0.53	0.67
Combined Confidence Interval (+/-)	0.88		0.94		1.14		1.20	
Difference in Mean Scale Scores	**4.38**		**3.08**		**5.74**		**4.69**	
Free/Reduced Lunch	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI
NOT ELIGIBLE	254	262	249	258	275	285	274	285
95% Confidence Level	0.65	1.80	0.64	1.98	0.89	2.70	0.91	2.66
Combined Confidence Interval (+/-)	2.45		2.62		3.59		3.57	
Difference in Mean Scale Scores	**8.08**		**9.09**		**9.91**		**10.80**	

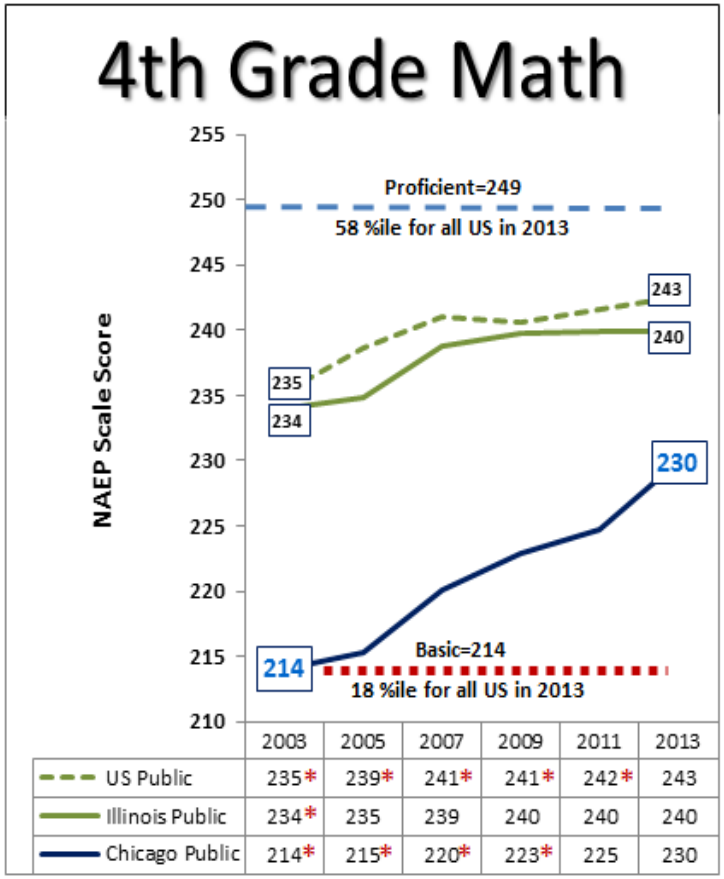
WHITE	READING				MATH			
	Female		Male		Female		Male	
Free/Reduced Lunch	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI
ELIGIBLE	249	259	243	250	268	284	267	277
95% Confidence Interval	0.38	1.89	0.43	1.78	0.48	2.58	0.53	2.40
Combined Confidence Interval (+/-)	2.27		2.21		3.06		2.94	
Difference in Mean Scale Scores	**10.46**		**7.11**		**15.52**		**9.61**	
Free/Reduced Lunch	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI
NOT ELIGIBLE	262	273	256	266	288	303	287	298
95% Confidence Level	0.23	1.84	0.23	1.88	0.32	2.58	0.34	2.72
Combined Confidence Interval (+/-)	2.07		2.11		2.91		3.06	
Difference in Mean Scale Scores	**10.49**		**9.26**		**15.07**		**11.46**	

Since 2007 Chicago Has Accounted for Almost All Statewide NAEP Gains



	2003	2005	2007	2009	2011	2013
US Public	219*	220*	222*	222*	223	224
Illinois Public	219	220	222	222	223	223
Chicago Public	199*	199*	202	204	206	209

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



	2003	2005	2007	2009	2011	2013
US Public	235*	239*	241*	241*	242*	243
Illinois Public	234*	235	239	240	240	240
Chicago Public	214*	215*	220*	223*	225	230

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

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University of Illinois—Chicago

4th Grade Reading & Math
Illinois Standards Achievement Test
2006 through 2014

	READING						MATH					
	ELIGIBLE Free or Reduced Lunch			NOT ELIGIBLE Free or Reduced Lunch			ELIGIBLE Free or Reduced Lunch			NOT ELIGIBLE Free or Reduced Lunch		
	African American	Latino	White	African American	Latino	White	African American	Latino	White	African American	Latino	White
2006	-0.08	0.11	0.12	0.07	0.16	0.23	-0.26	-0.07	0.05	-0.11	0.02	0.09
2007	-0.13	-0.02	0.06	0.00	0.15	0.29	-0.22	-0.09	0.04	-0.06	0.10	0.17
2008	-0.10	0.00	0.20	0.00	0.11	0.37	-0.20	-0.07	0.14	-0.12	0.07	0.25
2009	-0.09	0.01	0.17	0.10	0.15	0.31	-0.10	0.00	0.15	0.09	0.09	0.27
2010	-0.07	-0.06	0.19	0.25	0.18	0.36	-0.06	-0.06	0.24	0.25	0.16	0.26
2011	-0.03	-0.08	0.25	0.22	0.20	0.35	0.06	-0.04	0.31	0.30	0.19	0.34
2012	0.02	0.04	0.37	0.31	0.23	0.46	0.11	0.09	0.43	0.35	0.23	0.41
2013	0.03	0.01	0.32	0.36	0.24	0.47	0.18	0.15	0.52	0.44	0.30	0.45
2014	0.09	0.07	0.36	0.24	0.20	0.44	0.22	0.14	0.53	0.33	0.26	0.47

Chicago Lower	About the Same	Chicago Higher
95% Confidence Level		

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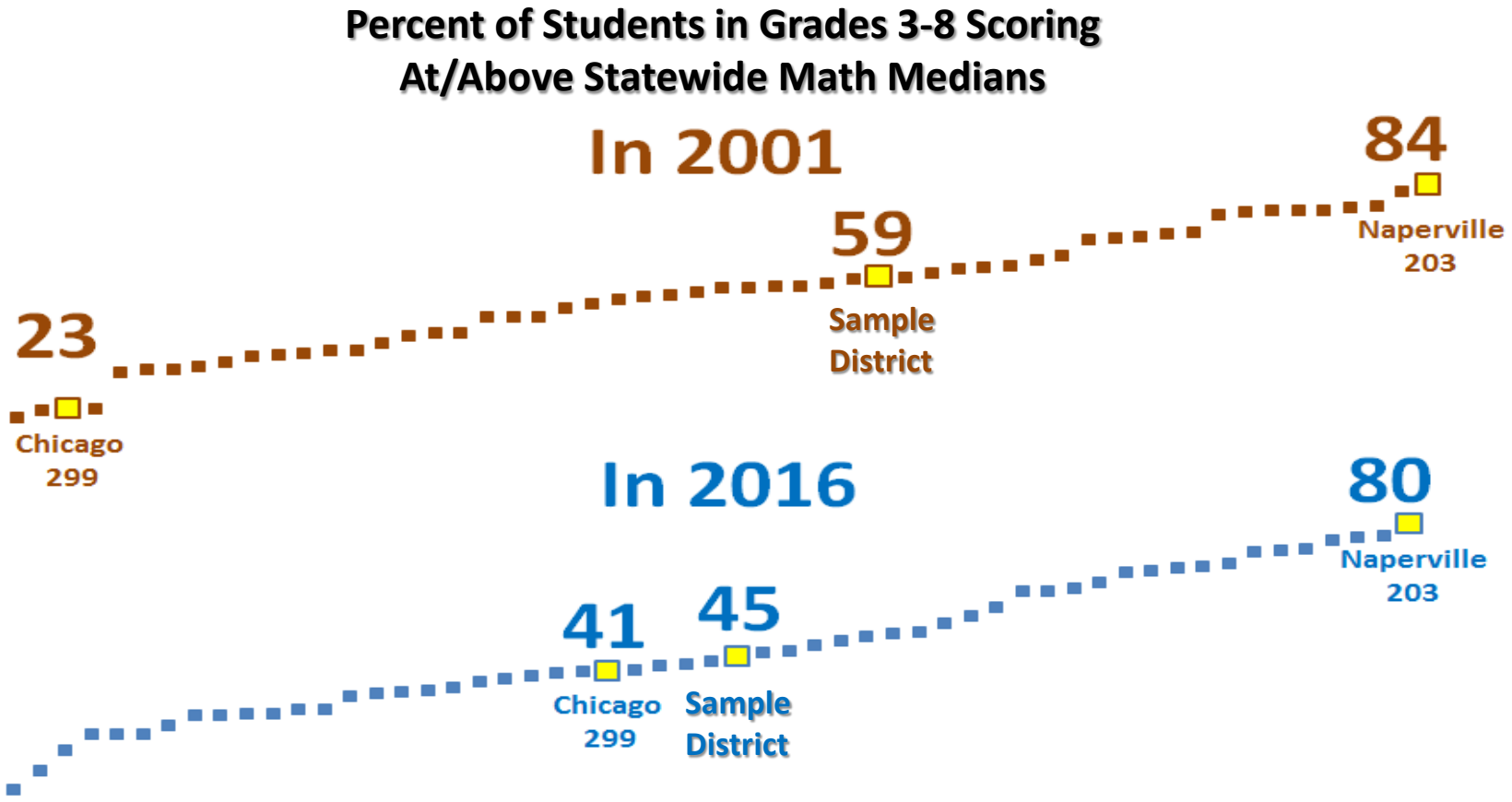
University of Illinois—Chicago

Changes in Composite Math Achievement in Chicago and Other LUDA Districts



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

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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

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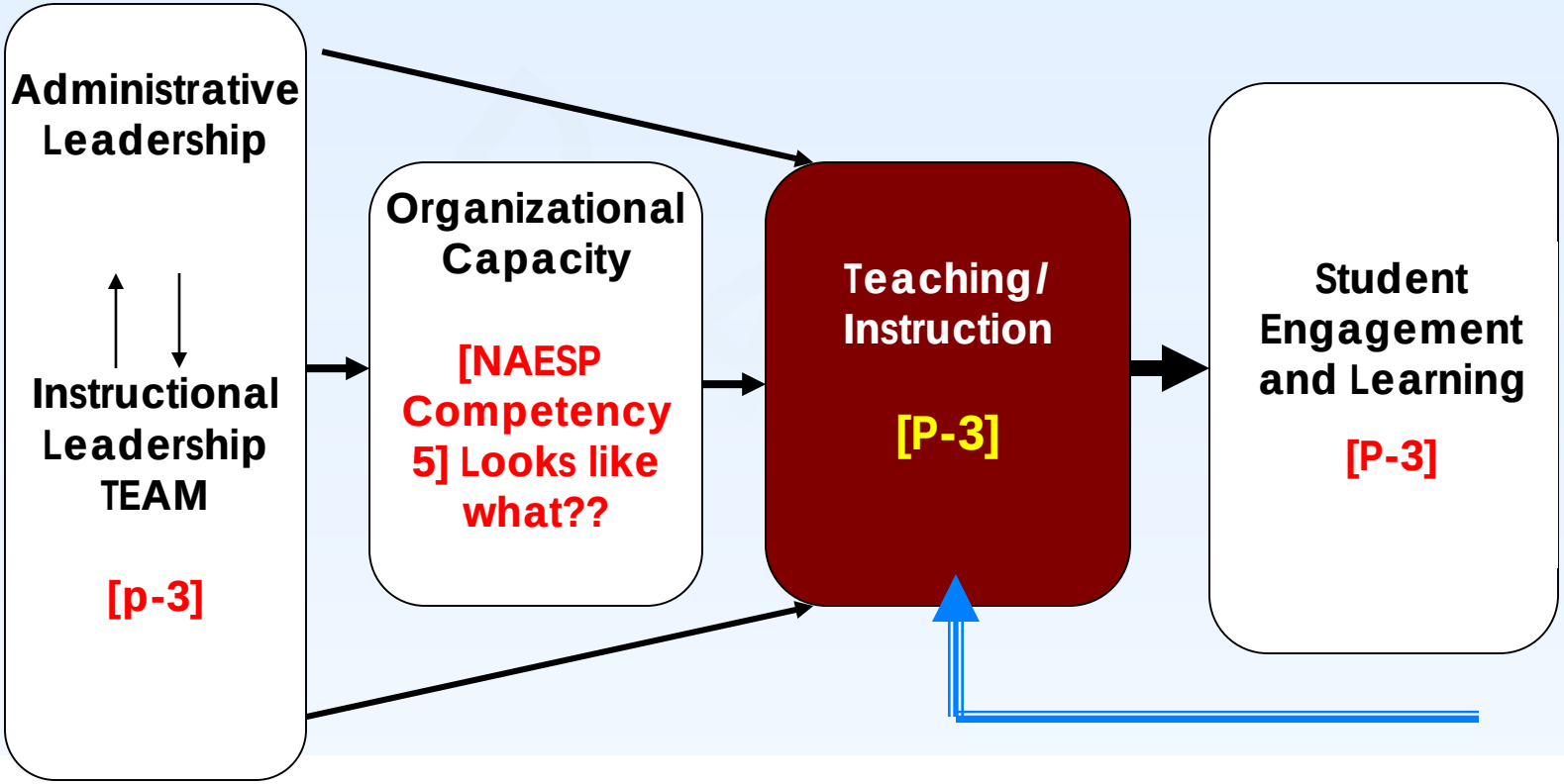
What we know

- 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)



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Cosner 2014; CCSR, 2006

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)

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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

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"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

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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

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Sample UIC Comp Exam on Teacher Learning

- In a coherent essay, provide compelling evidence that in your work setting, you are doing the following:
- Implementing a coherent plan for cycles of inquiry in your school to address improved student learning outcomes and other school priorities,
- [P-3 literacy as one example of a school priority]
- Engaging teacher teams in data-informed cycles of inquiry, demonstrating how you are developing the capacity of those teams to succeed,
- Using cycles of inquiry to build the organizational and instructional capacity of the school,
- Attending explicitly to the planning, implementation, and assessment of teacher learning strategies.

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 98 Chicago leaders); high retention w/ rapid promotions within/out the system (a mixed blessing)
- High/est principal-eligibility pass-rate in CPS eligibility
- Demonstrated impact on student attendance, achievement, and graduation rates

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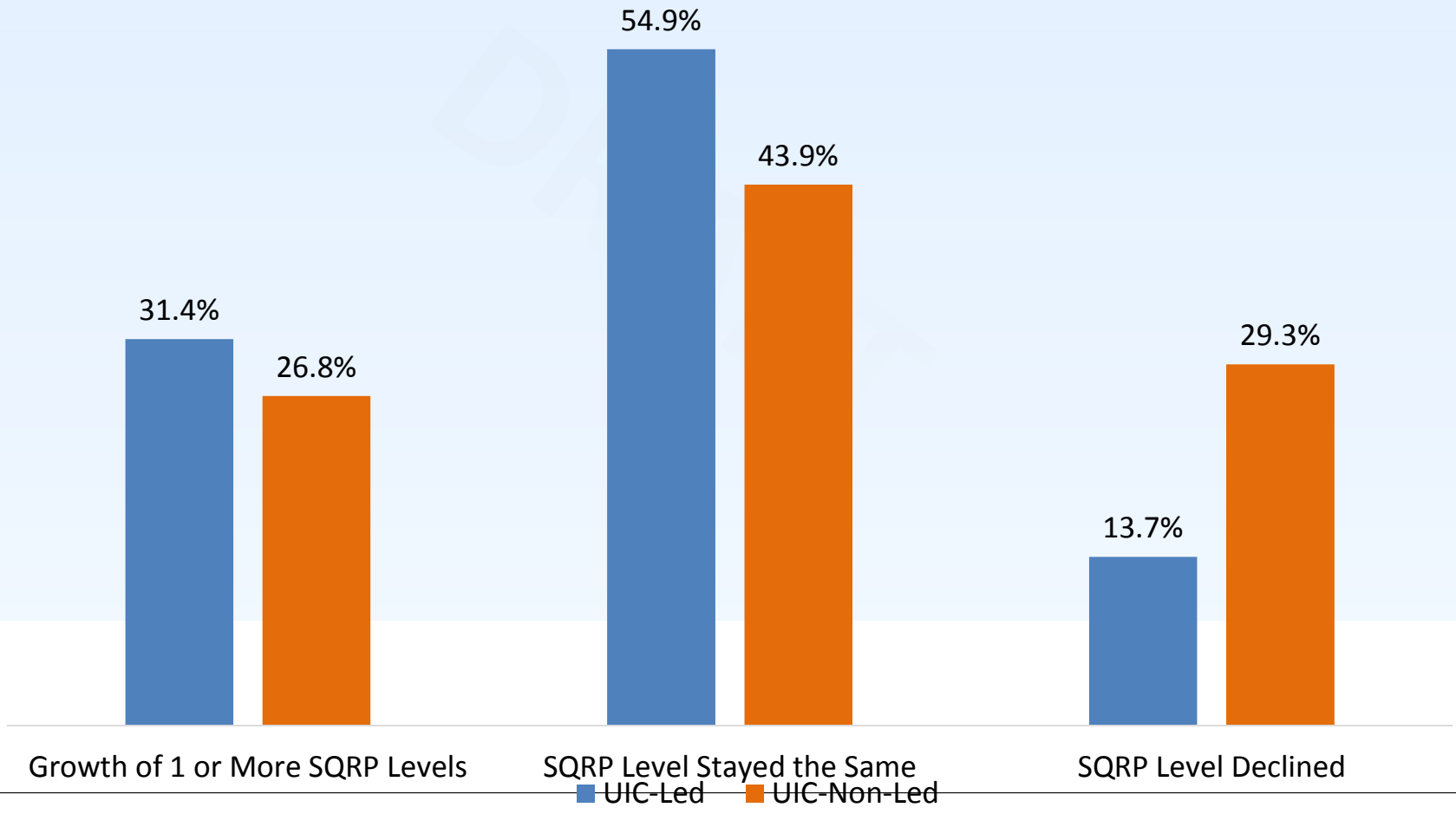
AY2014-AY2015 SQRP Growth: (86 v. 70) UIC-led Schools v. CPS Schools



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)

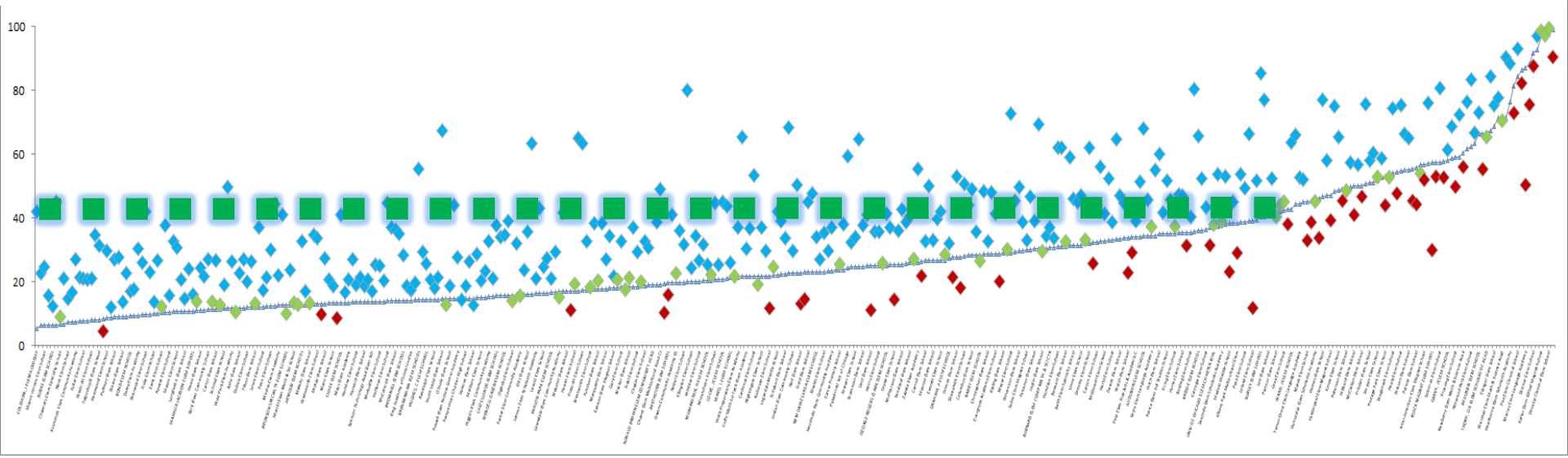
- Ron Edmonds, 1978: "We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need to do that. Whether or not we do it must finally depend on how we feel about the fact that we haven't so far."
- Challenge: Leading and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

But in Chicago

Almost All Elementary Schools Made Substantial Progress from 2001 thru 2016

Now We Have a Higher Quality Problem

Most Are Topping Out Around the Lower Threshold of Grade Level



UIC
Making Good on the Promise of Public Education

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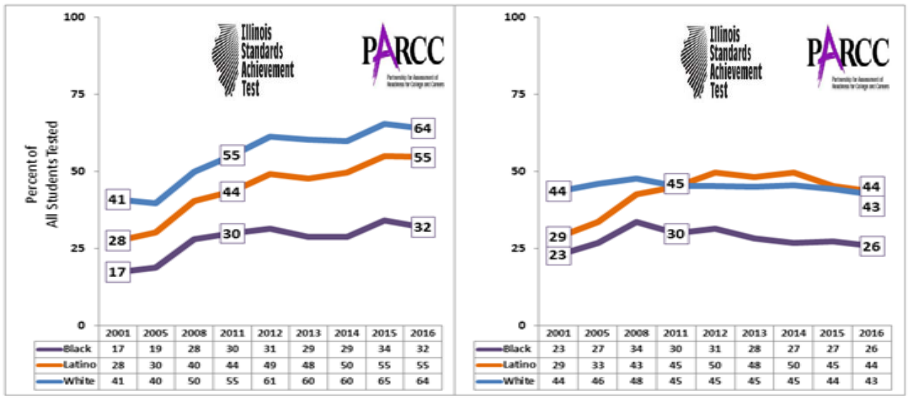
Big Win/New Challenge

Percent of Students Scoring At or Above 3rd Grade READING Norms Statewide

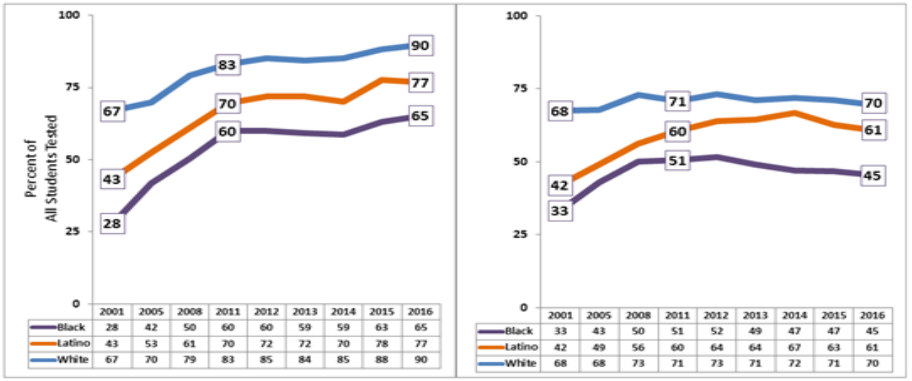
ELIGIBLE for Free/Reduced Lunch



	2001	2005	2008	2011	2012	2013	2014	2015	2016
Black	17	19	28	30	31	29	29	34	32
Latino	28	30	40	44	49	48	50	55	55
White	41	40	50	55	61	60	60	65	64

	2001	2005	2008	2011	2012	2013	2014	2015	2016
Black	23	27	34	30	31	28	27	27	26
Latino	29	33	43	45	50	48	50	45	44
White	44	46	48	45	45	45	45	44	43

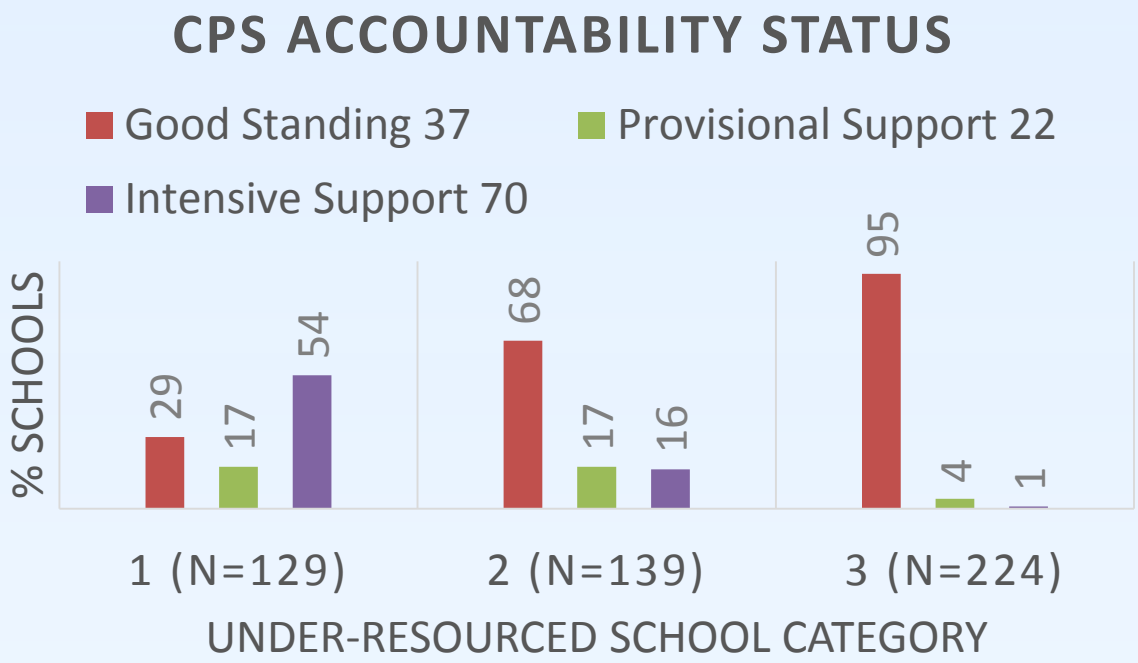
NOT ELIGIBLE for Free/Reduced Lunch



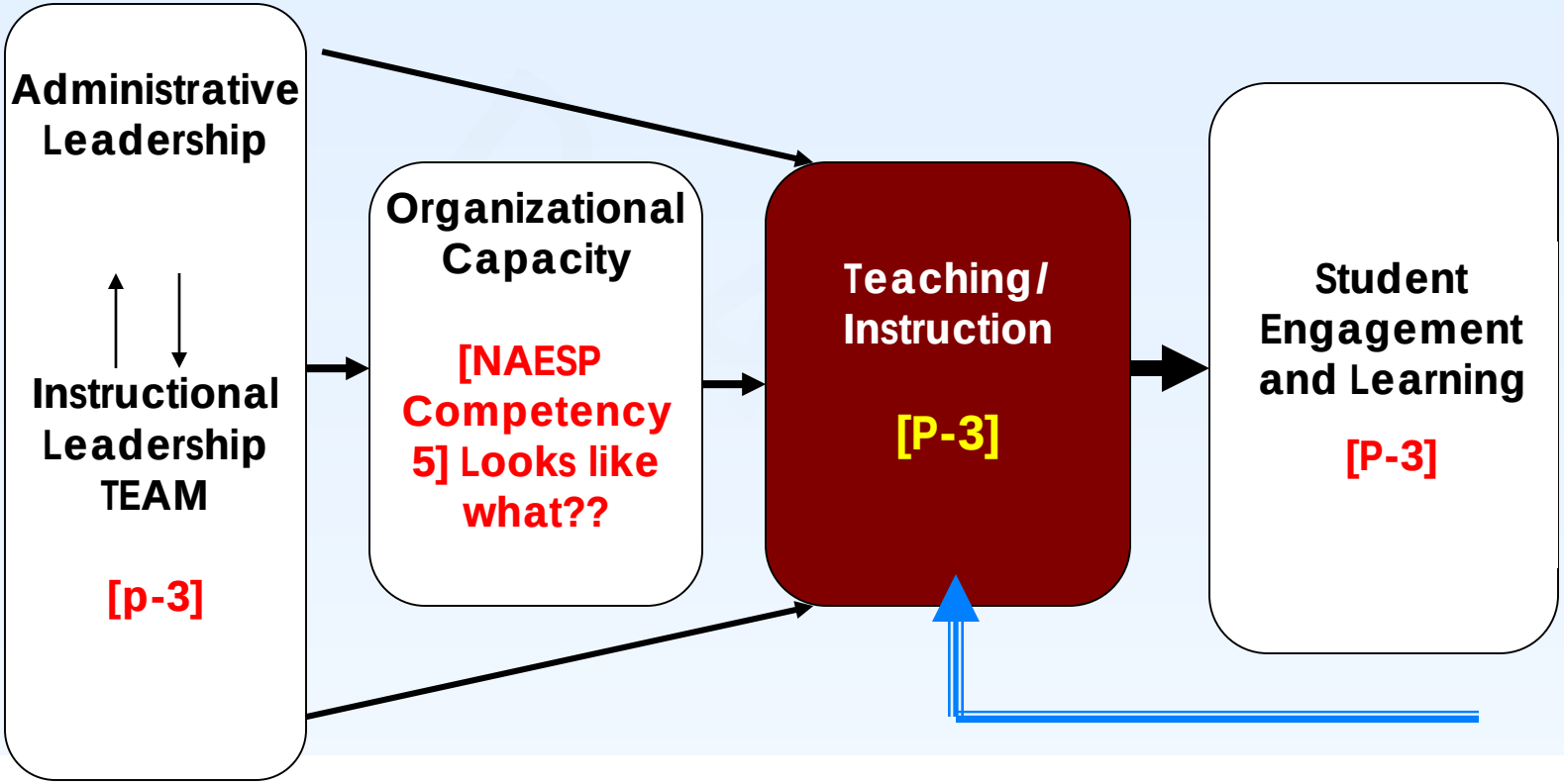
	2001	2005	2008	2011	2012	2013	2014	2015	2016
Black	28	42	50	60	60	59	59	63	65
Latino	43	53	61	70	72	72	70	78	77
White	67	70	79	83	85	84	85	88	90

	2001	2005	2008	2011	2012	2013	2014	2015	2016
Black	33	43	50	51	52	49	47	47	45
Latino	42	49	56	60	64	64	67	63	61
White	68	68	73	71	73	71	72	71	70

Finding: Over 2/3 of schools (category 1) with high chronic absence, mobility, and homeless rates are struggling to improve. One-third of category 2 schools are struggling. 95% of category 3 schools are in good standing.



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



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Cosner 2014; CCSR, 2006

Resources (more this afternoon)

Steve Tozer: stozer@uic.edu
urbanedleadership.org

http://www.wallacefoundation.org

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

Wiliam, D. (2016) *Leading for Teacher Learning*

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