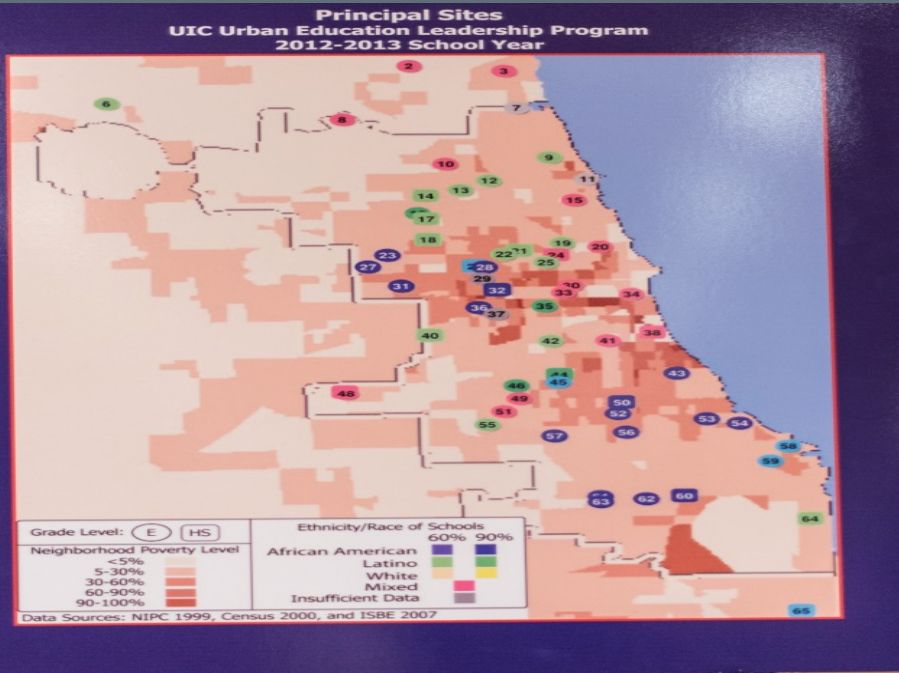


CENTER *for* URBAN EDUCATION LEADERSHIP



Principal as K-3 Leader: States, Districts, & Leadership Programs. ECS 11/29/2016

Chicago Public Schools:

“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.

--Craine's Chicago Business 6/15/16



“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.
- --Craine's Chicago Business 6/15/16



3rd Grade Reading

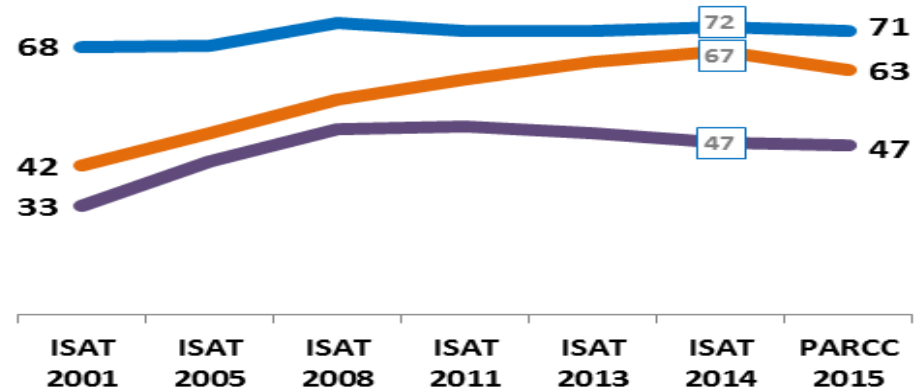
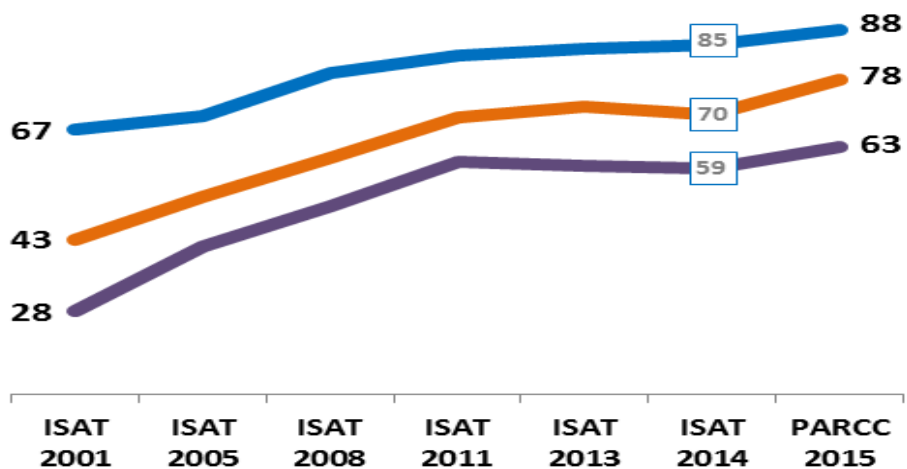
Percent Scoring At or Above Statewide Medians

City of Chicago

Rest of Illinois

Low
Income

Not
Low
Income



Black

Latino

White

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 ELIGIBLE	ILLxCHI 153	CHI 147	ILLxCHI 150	CHI 147	ILLxCHI 154	CHI 148	ILLxCHI 153	CHI 149	ILLxCHI 150	CHI 150	ILLxCHI 148	CHI 147	ILLxCHI 153	CHI 150	ILLxCHI 152	CHI 148	ILLxCHI 148	CHI 150	ILLxCHI 146	CHI 148	ILLxCHI 149	CHI 150	ILLxCHI 147	CHI 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 NOT ELIGIBLE	ILLxCHI 156	CHI 154	ILLxCHI 153	CHI 150	ILLxCHI 157	CHI 154	ILLxCHI 156	CHI 151	ILLxCHI 155	CHI 155	ILLxCHI 152	CHI 151	ILLxCHI 157	CHI 155	ILLxCHI 155	CHI 152	ILLxCHI 152	CHI 154	ILLxCHI 150	CHI 150	ILLxCHI 154	CHI 154	ILLxCHI 152	CHI 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			
Free/Reduced Lunch ELIGIBLE	ILLxCHI 154	CHI 154	ILLxCHI 153	CHI 152	ILLxCHI 157	CHI 155	ILLxCHI 159	CHI 155	ILLxCHI 150	CHI 151	ILLxCHI 150	CHI 150	ILLxCHI 155	CHI 153	ILLxCHI 155	CHI 153	ILLxCHI 149	CHI 151	ILLxCHI 148	CHI 151	ILLxCHI 153	CHI 153	ILLxCHI 153	CHI 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 NOT ELIGIBLE	ILLxCHI 159	CHI 159	ILLxCHI 157	CHI 157	ILLxCHI 161	CHI 160	ILLxCHI 161	CHI 160	ILLxCHI 156	CHI 158	ILLxCHI 155	CHI 155	ILLxCHI 161	CHI 159	ILLxCHI 161	CHI 159	ILLxCHI 154	CHI 156	ILLxCHI 153	CHI 154	ILLxCHI 158	CHI 158	ILLxCHI 158	CHI 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			
Free/Reduced Lunch ELIGIBLE	ILLxCHI 159	CHI 158	ILLxCHI 157	CHI 156	ILLxCHI 161	CHI 160	ILLxCHI 161	CHI 160	ILLxCHI 157	CHI 157	ILLxCHI 156	CHI 155	ILLxCHI 160	CHI 160	ILLxCHI 161	CHI 158	ILLxCHI 153	CHI 155	ILLxCHI 152	CHI 154	ILLxCHI 158	CHI 158	ILLxCHI 157	CHI 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 NOT ELIGIBLE	ILLxCHI 167	CHI 168	ILLxCHI 165	CHI 165	ILLxCHI 169	CHI 169	ILLxCHI 170	CHI 169	ILLxCHI 166	CHI 167	ILLxCHI 165	CHI 165	ILLxCHI 171	CHI 169	ILLxCHI 171	CHI 169	ILLxCHI 162	CHI 165	ILLxCHI 161	CHI 161	ILLxCHI 169	CHI 169	ILLxCHI 170	CHI 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

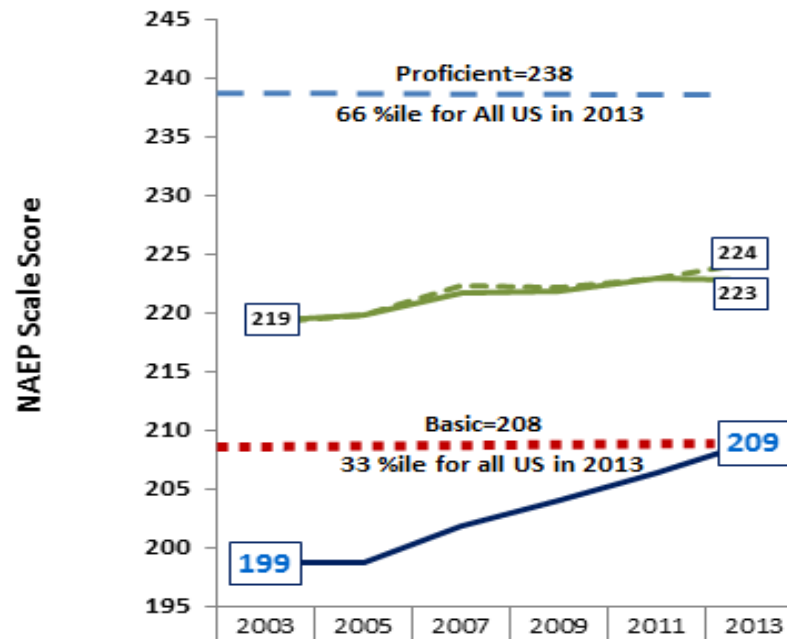
Grade 5

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 ELIGIBLE	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI
95% Confidence Interval	221	221	214	214	225	227	222	224	221	221	214	214	225	227	222	224	242	246	235	239	259	264	255	260
Combined Confidence Interval (+/-)	0.58	0.62	0.58	0.65	0.60	0.66	0.62	0.68	0.58	0.62	0.58	0.65	0.60	0.66	0.62	0.68	0.40	0.49	0.43	0.51	0.50	0.64	0.53	0.67
Difference in Average Scale Scores	1.20		1.23		1.26		1.29		1.20		1.23		1.26		1.29		0.88		0.94		1.14		1.20	
Difference in Mean Scale Scores	-0.44		-0.55		2.56		1.66		-0.44		-0.55		2.56		1.66		3.83		4.71		5.14		5.56	
Free/Reduced Lunch NOT ELIGIBLE	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI
95% Confidence Level	233	241	224	232	237	246	233	242	233	241	224	232	237	246	233	242	251	259	243	252	270	279	266	274
Combined Confidence Interval (+/-)	1.16	2.73	1.13	2.68	1.28	2.92	1.28	3.15	1.16	2.73	1.13	2.68	1.28	2.92	1.28	3.15	0.65	1.80	0.64	1.98	0.89	2.70	0.91	2.66
Difference in Mean Scale Scores	3.89		3.81		4.20		4.43		3.89		3.81		4.20		4.43		2.45		2.62		3.59		3.57	
Difference in Mean Scale Scores	8.53		7.60		9.24		9.42		8.53		7.60		9.24		9.42		8.69		8.76		8.84		7.77	
LATINO	READING				MATH				READING				MATH				READING				MATH			
Free/Reduced Lunch ELIGIBLE	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI
95% Confidence Interval	223	224	218	219	231	233	231	233	223	224	218	219	231	233	231	233	245	250	241	244	265	271	264	269
Combined Confidence Interval (+/-)	0.47	0.62	0.48	0.61	0.50	0.65	0.52	0.67	0.47	0.62	0.48	0.61	0.50	0.65	0.52	0.67	0.40	0.49	0.43	0.51	0.50	0.64	0.53	0.67
Difference in Mean Scale Scores	1.09		1.09		1.16		1.19		1.09		1.09		1.16		1.19		0.88		0.94		1.14		1.20	
Difference in Mean Scale Scores	0.39		0.78		1.70		1.82		0.39		0.78		1.70		1.82		4.38		3.08		5.74		4.69	
Free/Reduced Lunch NOT ELIGIBLE	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI
95% Confidence Level	236	244	230	237	243	249	242	251	236	244	230	237	243	249	242	251	254	262	249	258	275	285	274	285
Combined Confidence Interval (+/-)	0.85	2.71	0.82	2.53	0.96	2.91	0.98	2.81	0.85	2.71	0.82	2.53	0.96	2.91	0.98	2.81	0.65	1.80	0.64	1.98	0.89	2.70	0.91	2.66
Difference in Mean Scale Scores	3.56		3.35		3.87		3.79		3.56		3.35		3.87		3.79		2.45		2.62		3.59		3.57	
Difference in Mean Scale Scores	7.98		7.62		5.84		9.64		7.98		7.62		5.84		9.64		8.08		9.09		9.91		10.80	
WHITE	READING				MATH				READING				MATH				READING				MATH			
Free/Reduced Lunch ELIGIBLE	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI
95% Confidence Interval	231	236	226	227	236	244	237	243	231	236	226	227	236	244	237	243	249	259	243	250	268	284	267	277
Combined Confidence Interval (+/-)	0.46	2.58	0.46	2.16	0.50	2.53	0.51	2.49	0.46	2.58	0.46	2.16	0.50	2.53	0.51	2.49	0.38	1.89	0.43	1.78	0.48	2.58	0.53	2.40
Difference in Mean Scale Scores	3.04		2.62		3.03		3.00		3.04		2.62		3.03		3.00		2.27		2.21		3.06		2.94	
Difference in Mean Scale Scores	5.41		1.86		7.63		6.14		5.41		1.86		7.63		6.14		10.46		7.11		15.52		9.61	
Free/Reduced Lunch NOT ELIGIBLE	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI
95% Confidence Level	248	256	241	250	256	265	256	266	248	256	241	250	256	265	256	266	262	273	256	266	288	303	287	298
Combined Confidence Interval (+/-)	0.29	2.21	0.27	2.02	0.34	2.44	0.35	2.39	0.29	2.21	0.27	2.02	0.34	2.44	0.35	2.39	0.23	1.84	0.23	1.88	0.32	2.58	0.34	2.72
Difference in Mean Scale Scores	2.50		2.29		2.78		2.74		2.50		2.29		2.78		2.74		2.07		2.11		2.91		3.06	
Difference in Mean Scale Scores	8.64		8.92		9.73		10.23		8.64		8.92		9.73		10.23		10.49		9.26		15.07		11.46	

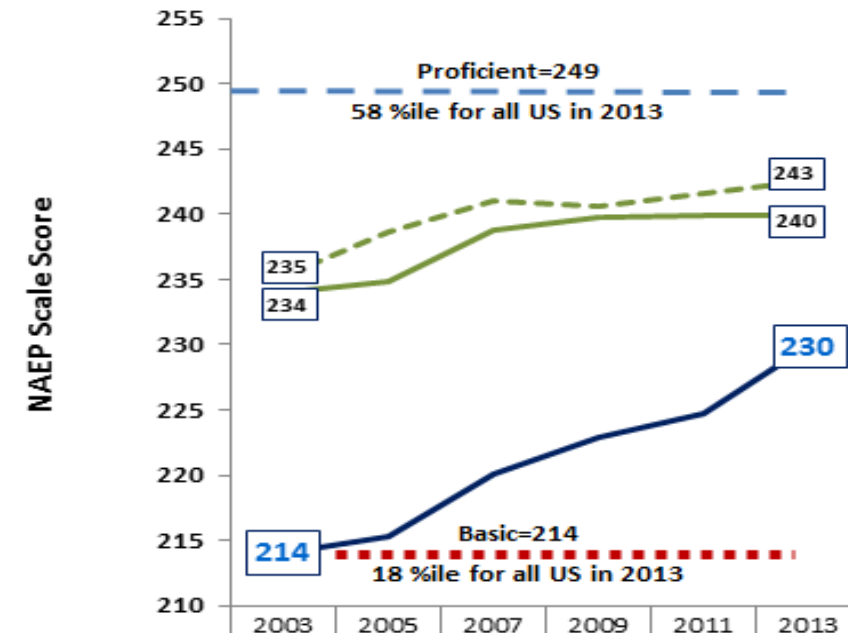
Since 2007 Chicago Has Accounted for Almost All Statewide NAEP Gains

4th Grade Reading



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

4th Grade Math



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

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		

“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” on 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



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)
- We know that a capable and motivated teacher can learn how to become such a principal
- **Leadership challenge #1:** organizing a school to support K-3 adult and student learning at scale

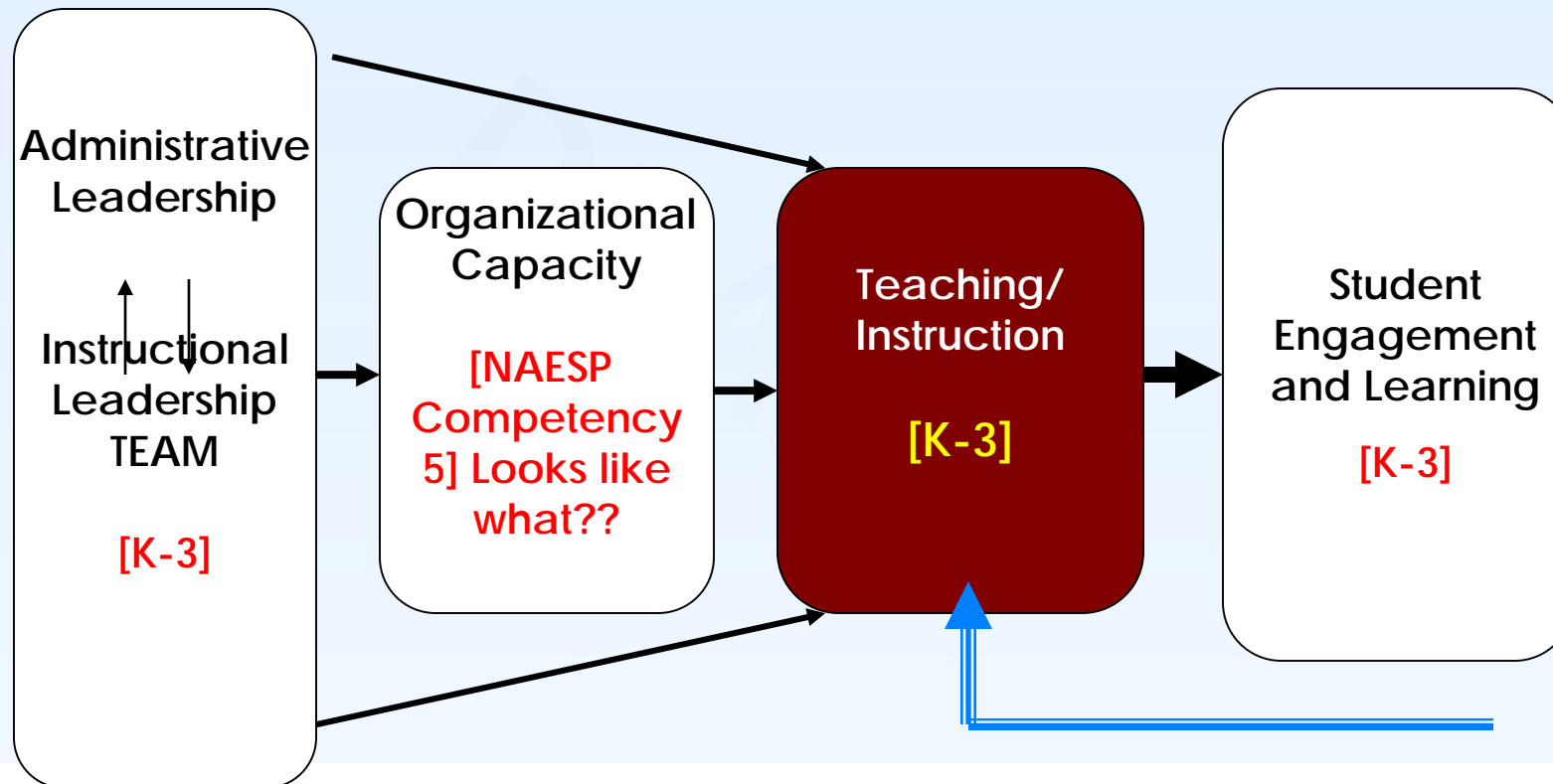


Leadership and Learning Outcomes

- 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)



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



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 (approximately 10,000 principals annually, 400 in IL, 250 in NC, etc.)
- We do not 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



System change “from the inside-out”

- Focus must be on leaders who can support elevated instructional performance in schools P-12 [NAESP COMPETENCY 5--Build professional capacity . . .]
- Which requires new IHE/district collaborations
- Which requires new state supports if we are to do it at scale
- UIC, Chicago, and Illinois: see Wallace Fnd. website



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
- DISTRICT AND STATE POLICY SUPPORTS



State supports for next-gen partnerships

- States can pass new licensure requirements for programs: district partnerships, candidate selectivity, internships, and program impact on schools
- Field-based learning and supervision requires new resources not currently standard in the field
- If limited number of IHE/district partnerships provide principals for entire state, that burden needs state support for partnering districts, IHEs
- The costs at scale are small by state budget standards

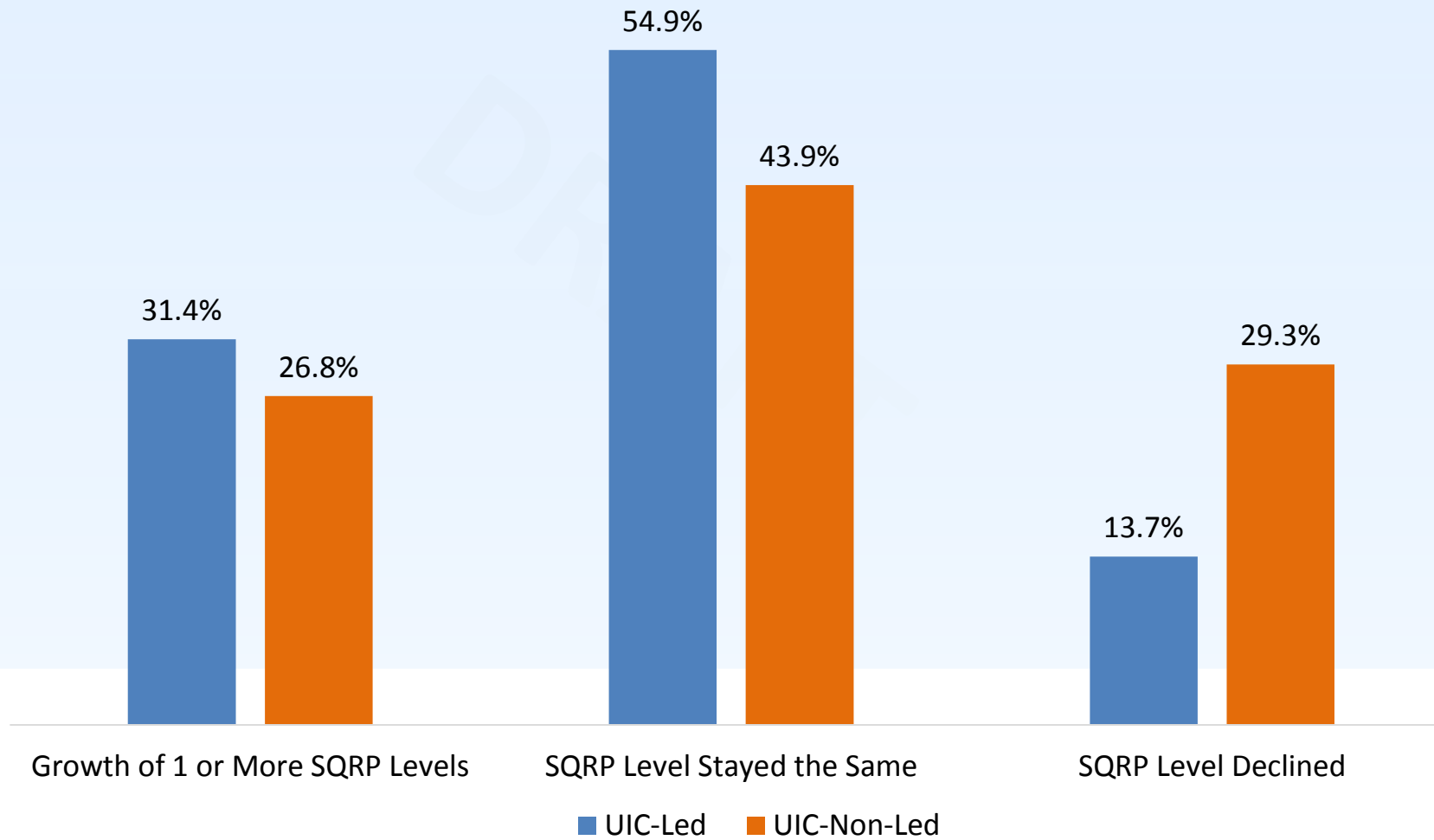


UIC Ed.D. Program Results: 2004-15

- Of 178 completers: >120 principals in urban schools, 80% retained; remainder are APs and 20 system-level leaders. *including CPS Chief Ed Officer*
- 99% placement in administrative positions for 12 years
- High/est principal-eligibility pass-rate in CPS assessments
- Demonstrated impact on student learning; rapid promotions within the system (a mixed blessing)



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



Questions and Comments

urbanedleadership.org

<http://www.wallacefoundation.org/>

Steve Tozer: stozer@uic.edu

