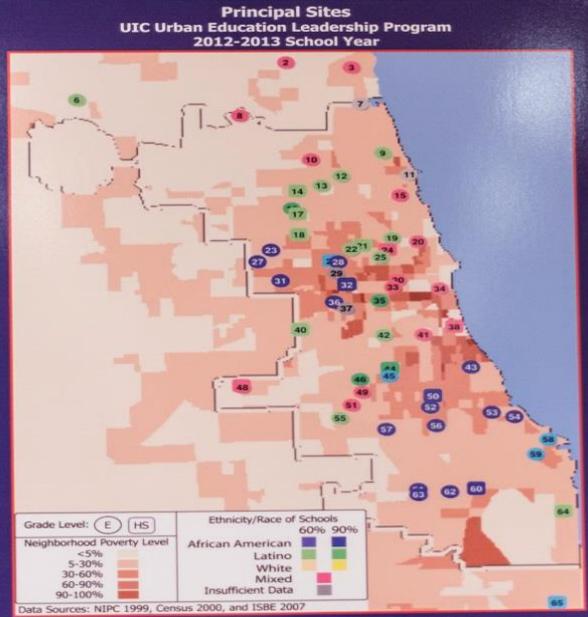


CENTER *for* URBAN EDUCATION LEADERSHIP



EDUCATION INTERIM COMMITTEE
UTAH LEGISLATURE 12/19/2016

Outline of presentation

- **What is the evidence that principals can significantly improve school outcomes?**
- **How do they do it?**
- **How do you get such principals?**



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



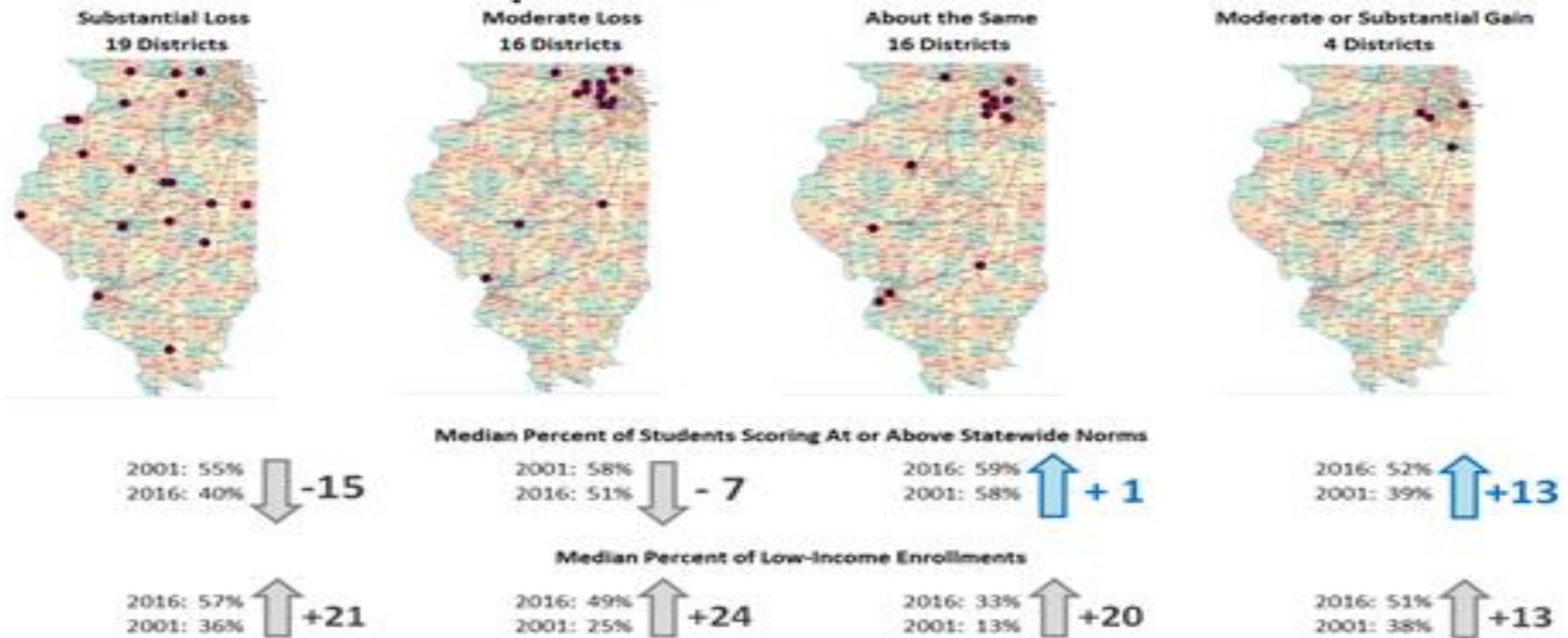
“CPS Budget Cuts Interrupt Decade of Progress”

- 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



Academic Growth and Attainment in Illinois Public Schools

15-year Changes in Composite Math Attainment in Grades 3-8: 55 Large Unit School Districts



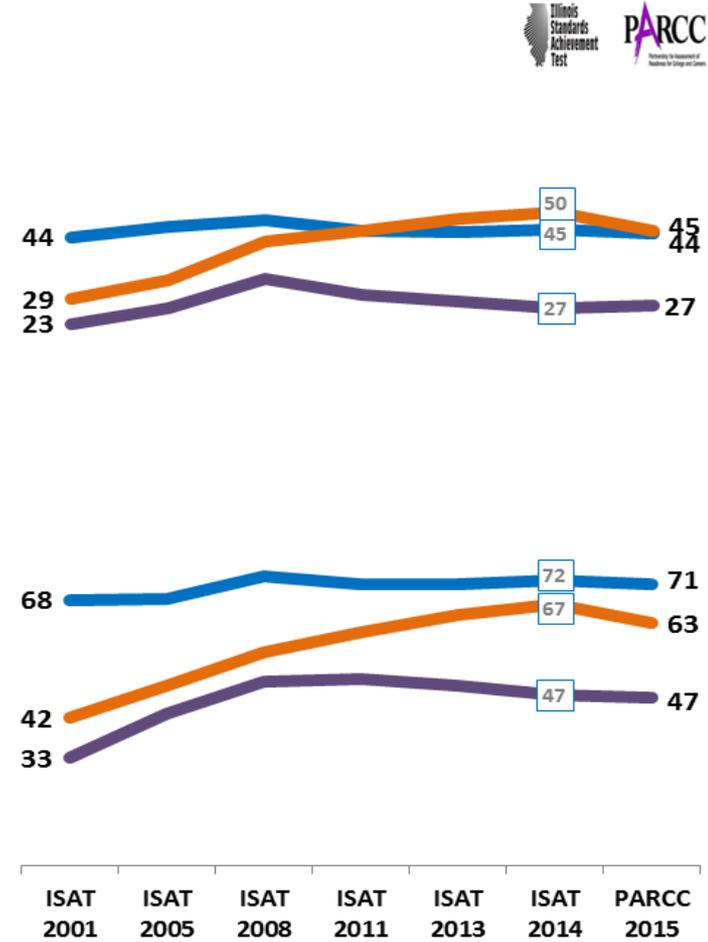
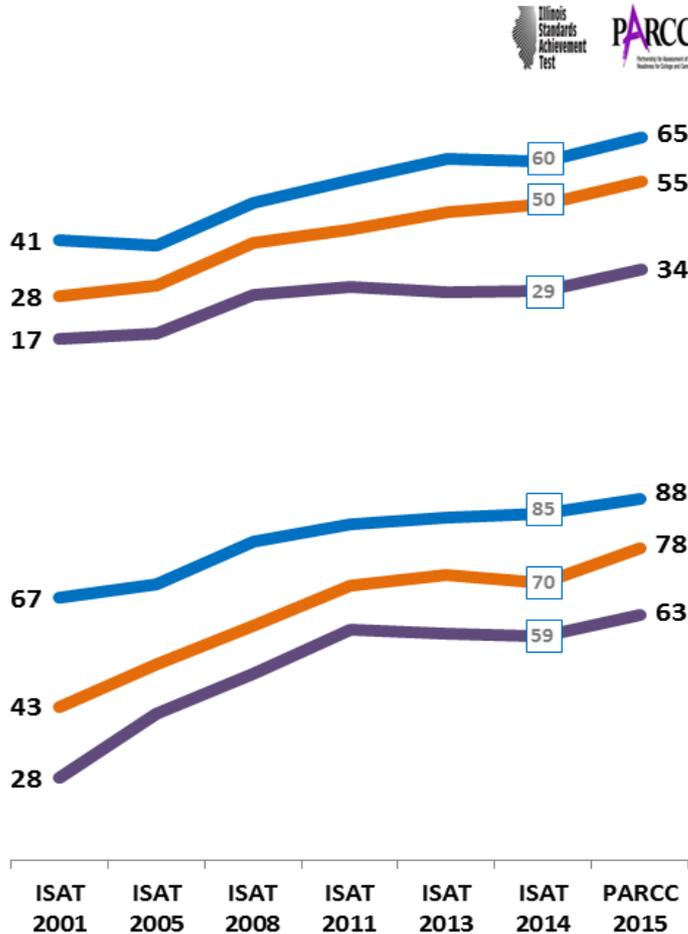
3rd Grade Reading

Percent Scoring At or Above Statewide Medians

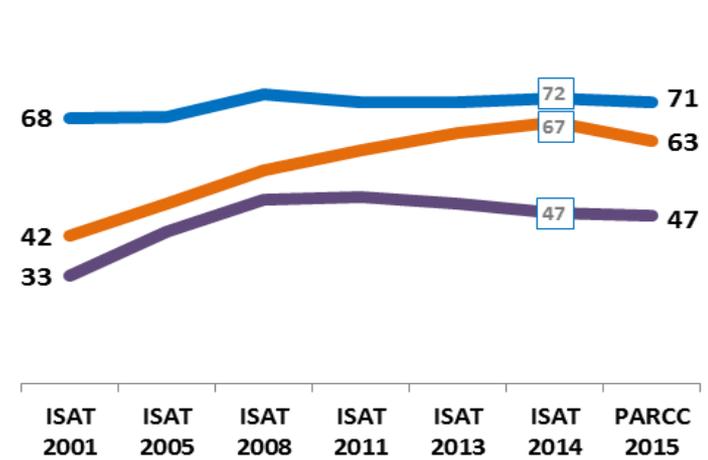
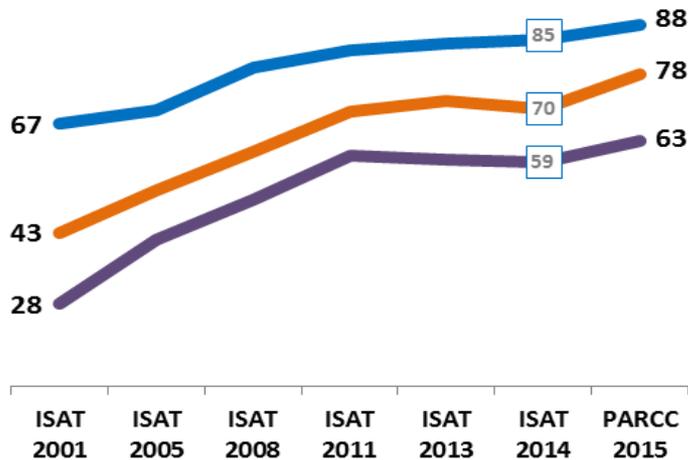
City of Chicago

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 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 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			
	Female		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		Male	
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			
	Female		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		Male	
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

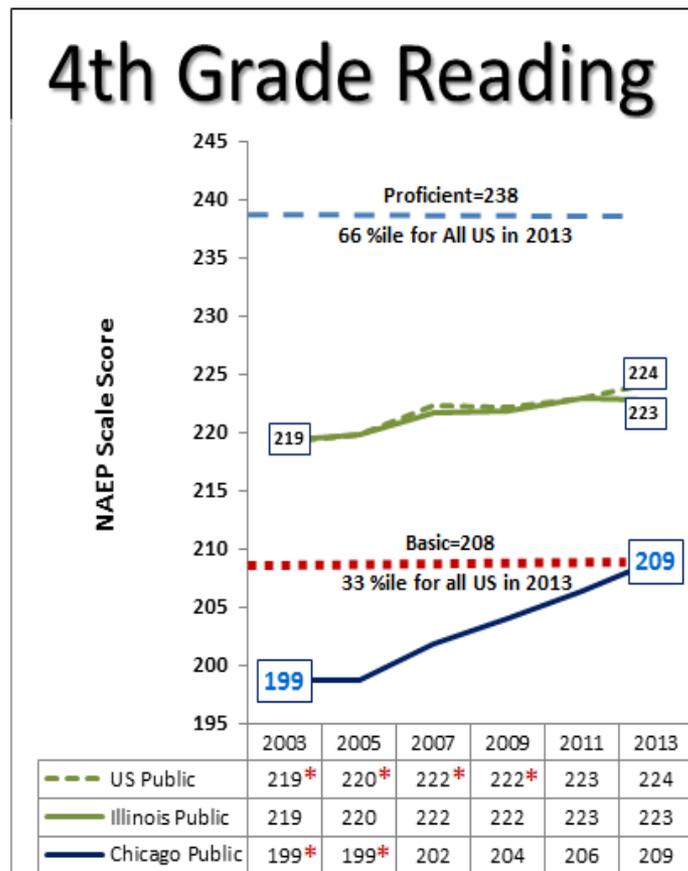
Grade 3

Grade 5

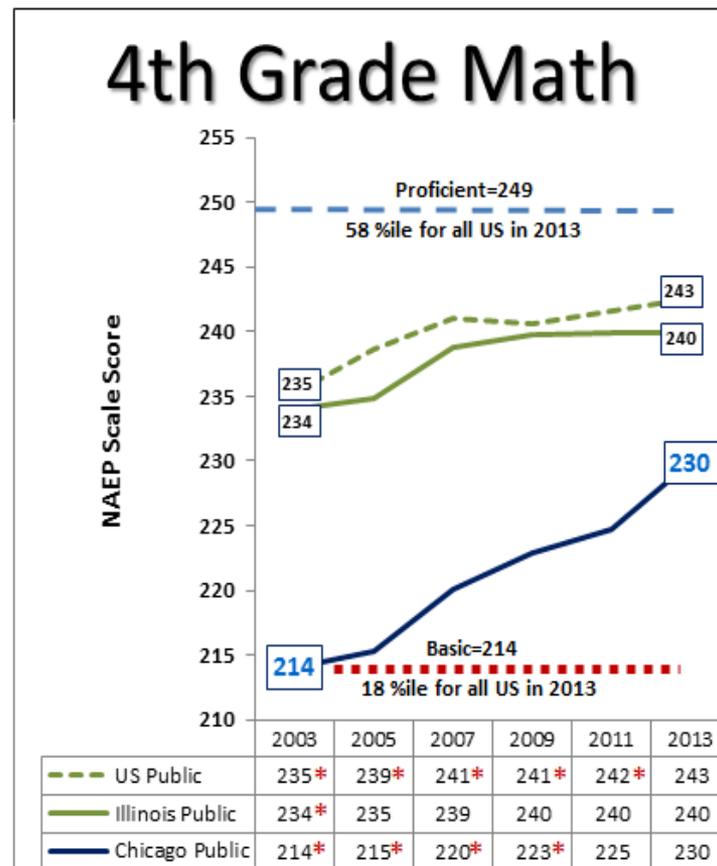
Grade 8

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 221	CHI 221	ILLxCHI 214	CHI 214	ILLxCHI 225	CHI 227	ILLxCHI 222	CHI 224	ILLxCHI 221	CHI 221	ILLxCHI 214	CHI 214	ILLxCHI 225	CHI 227	ILLxCHI 222	CHI 224	ILLxCHI 242	CHI 246	ILLxCHI 235	CHI 239	ILLxCHI 259	CHI 264	ILLxCHI 255	CHI 260
95% 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
Combined Confidence Interval (+/-)	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 Average 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 233	CHI 241	ILLxCHI 224	CHI 232	ILLxCHI 237	CHI 246	ILLxCHI 233	CHI 242	ILLxCHI 233	CHI 241	ILLxCHI 224	CHI 232	ILLxCHI 237	CHI 246	ILLxCHI 233	CHI 242	ILLxCHI 251	CHI 259	ILLxCHI 243	CHI 252	ILLxCHI 270	CHI 279	ILLxCHI 266	CHI 274
95% Confidence Level	1.16	2.73	1.13	2.68	1.28	2.92	1.23	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	0.80	2.70	0.91	2.66
Combined Confidence Interval (+/-)	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			
	Female		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		Male	
Free/Reduced Lunch ELIGIBLE	ILLxCHI 223	CHI 224	ILLxCHI 218	CHI 219	ILLxCHI 231	CHI 233	ILLxCHI 231	CHI 233	ILLxCHI 223	CHI 224	ILLxCHI 218	CHI 219	ILLxCHI 231	CHI 233	ILLxCHI 231	CHI 233	ILLxCHI 245	CHI 250	ILLxCHI 241	CHI 244	ILLxCHI 265	CHI 271	ILLxCHI 264	CHI 269
95% 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
Combined Confidence Interval (+/-)	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 236	CHI 244	ILLxCHI 230	CHI 237	ILLxCHI 243	CHI 249	ILLxCHI 242	CHI 251	ILLxCHI 236	CHI 244	ILLxCHI 230	CHI 237	ILLxCHI 243	CHI 249	ILLxCHI 242	CHI 251	ILLxCHI 254	CHI 262	ILLxCHI 249	CHI 258	ILLxCHI 275	CHI 285	ILLxCHI 274	CHI 285
95% Confidence Level	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
Combined Confidence Interval (+/-)	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			
	Female		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		Male	
Free/Reduced Lunch ELIGIBLE	ILLxCHI 231	CHI 236	ILLxCHI 226	CHI 227	ILLxCHI 236	CHI 244	ILLxCHI 237	CHI 243	ILLxCHI 231	CHI 236	ILLxCHI 226	CHI 227	ILLxCHI 236	CHI 244	ILLxCHI 237	CHI 243	ILLxCHI 249	CHI 259	ILLxCHI 243	CHI 250	ILLxCHI 268	CHI 284	ILLxCHI 267	CHI 277
95% 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
Combined Confidence Interval (+/-)	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 248	CHI 256	ILLxCHI 241	CHI 250	ILLxCHI 256	CHI 265	ILLxCHI 256	CHI 266	ILLxCHI 248	CHI 256	ILLxCHI 241	CHI 250	ILLxCHI 256	CHI 265	ILLxCHI 256	CHI 266	ILLxCHI 262	CHI 273	ILLxCHI 256	CHI 266	ILLxCHI 288	CHI 303	ILLxCHI 287	CHI 298
95% Confidence Level	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
Combined Confidence Interval (+/-)	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



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



* 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

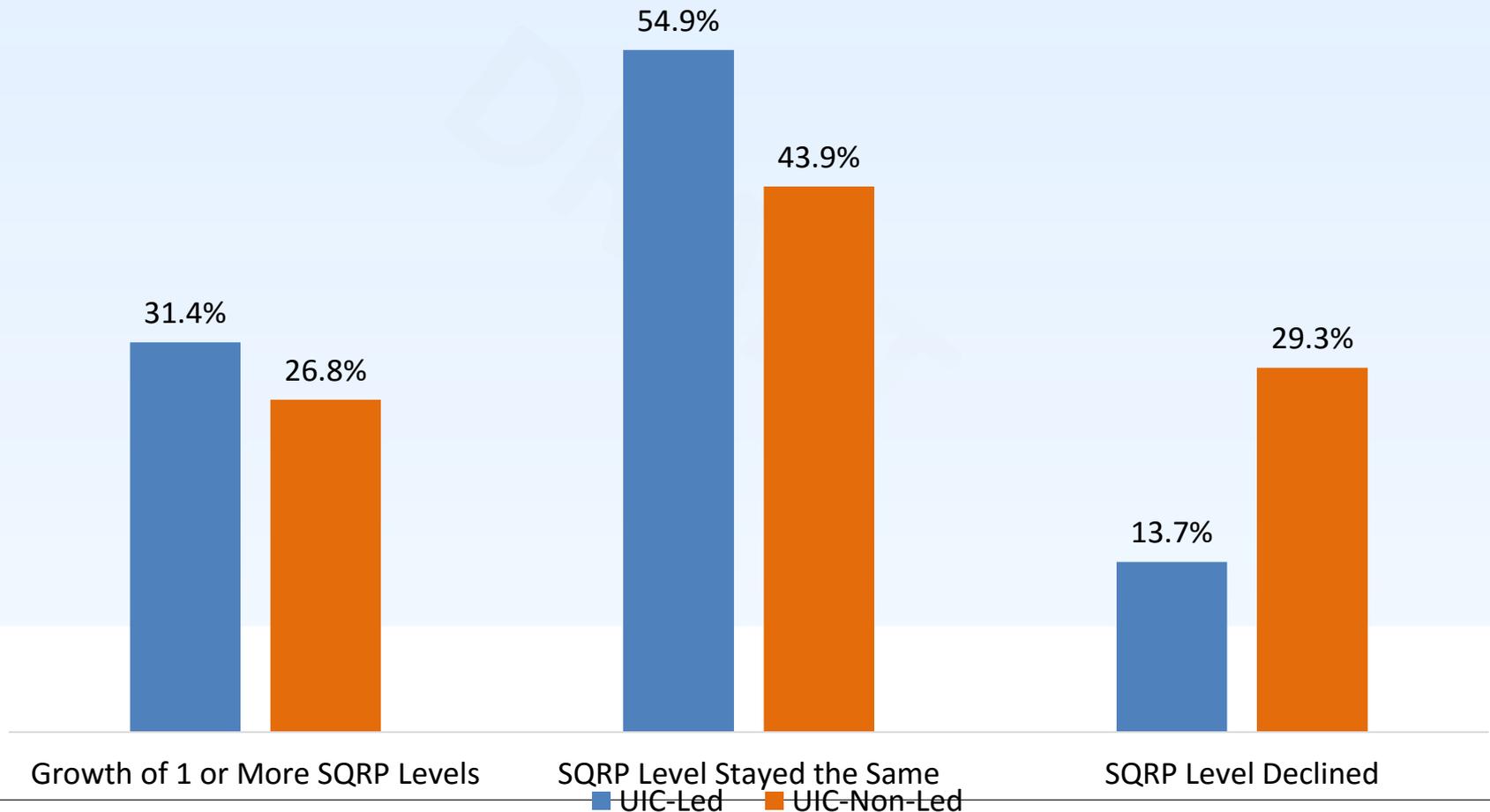
Chicago Lower	About the Same	Chicago Higher
95% Confidence Level		

What happened?

1. Pre-school for all legislation (statewide)?
2. 300+ next-gen principals in underserved schools
3. Extensive engagement of the funding community
4. The multiplier effect of school leadership
5. Charter schools? Only if they got strong leaders
6. Research ongoing: From Chicago P-12 Preparation to Illinois P-12 Principal Endorsement



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



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

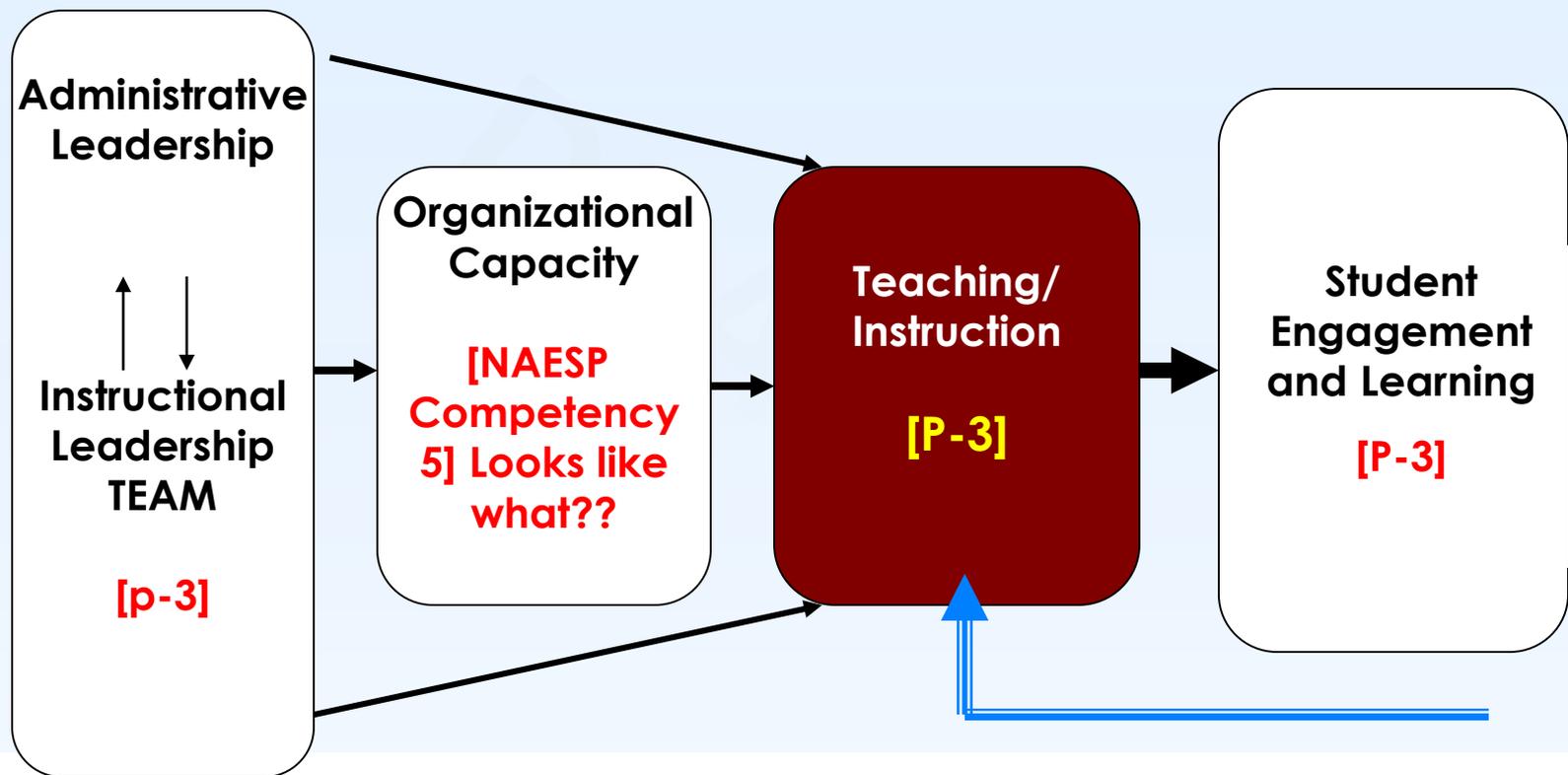


What we know

- 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)
- We know that teacher learning systems in schools are essential to transforming student learning outcomes
- We know that a capable and motivated teacher can learn how to become such a principal



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 Utah 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” 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



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, 100 in Utah?)
- 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



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 to achieve scale
- UIC, Chicago, and Illinois: see Wallace Fnd. Website
- Utah’s twelve 4-year campuses have more than enough potential capacity



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



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: 2004-15

- 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 attendance, achievement, and graduation rates; rapid promotions within the system (a mixed blessing)



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

- Knowledge base? Not so much.
- 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.”
- Then what’s the problem? Leading, organizing, mobilizing for institutional change

Questions and Comments

urbanedleadership.org

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

Steve Tozer: stozer@uic.edu

