West Virginia: The Role of K-3 in a Seamless P-12 *Continuum*

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West Virginia:
The Role of K-3 in a Seamless P-12 *Continuum*

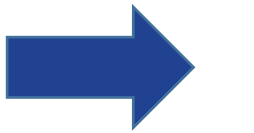
- con·tin·u·um

  [kənˈtinyo͞əm]

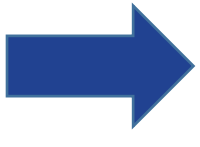
  NOUN

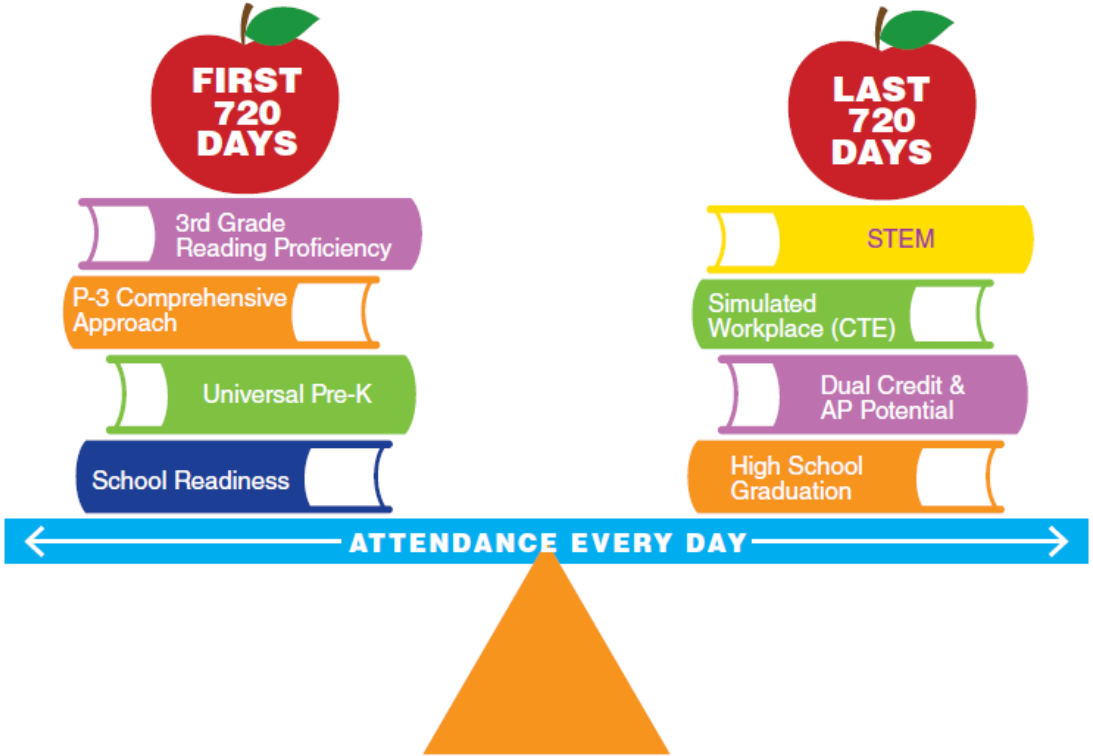
  a continuous sequence in which adjacent elements are not perceptibly different from each other, **although the extremes are quite distinct**

West Virginia:
The Role of K-3 in a Seamless P-12 *Continuum*



www.readysetgowv.org/




FIRST 720 DAYS
3rd Grade Reading Proficiency
P-3 Comprehensive Approach
Universal Pre-K
School Readiness
LAST 720 DAYS
STEM
Simulated Workplace (CTE)
Dual Credit & AP Potential
High School Graduation
ATTENDANCE EVERY DAY

West Virginia PK/K-3: Short and Long Term Impacts

School Readiness

WV School Readiness Profile

2016 WV Early Learning Annual Report

- 4-year old access: **5th** in the nation(NIEER *2015 State of Preschool Yearbook*)
- WV Universal Pre-K participation rate: **76%** in 2015-16
- **5-day, full-day K** for all since the mid-1990's

3rd Grade Literacy

2016 WV Early Learning Spotlight

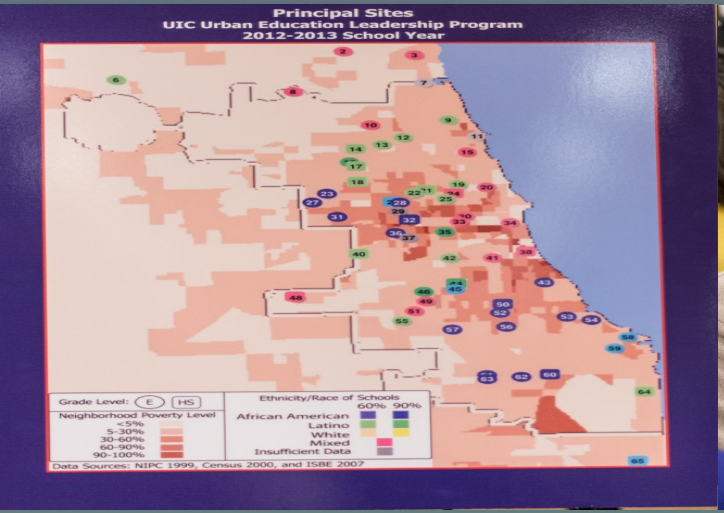
- 4th grade NAEP reading: **41st in 2015** (**up 6** state ranking positions from 2013)

High School Graduation

WV Graduation Rate

- High school graduation rate at **90%** in 2015-2016

CENTER *for*
URBAN EDUCATION
LEADERSHIP



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

UIC COLLEGE OF EDUCATION
UNIVERSITY OF ILLINOIS AT CHICAGO

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.

--Craine’s Chicago Business 6/15/16

CENTER for URBAN EDUCATION LEADERSHIP

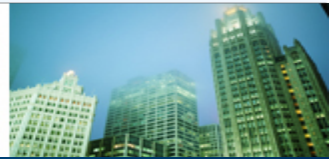



“CPS Budget Cuts Interrupt Decade of Progress”

- 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.
- --Craine’s Chicago Business 6/15/16

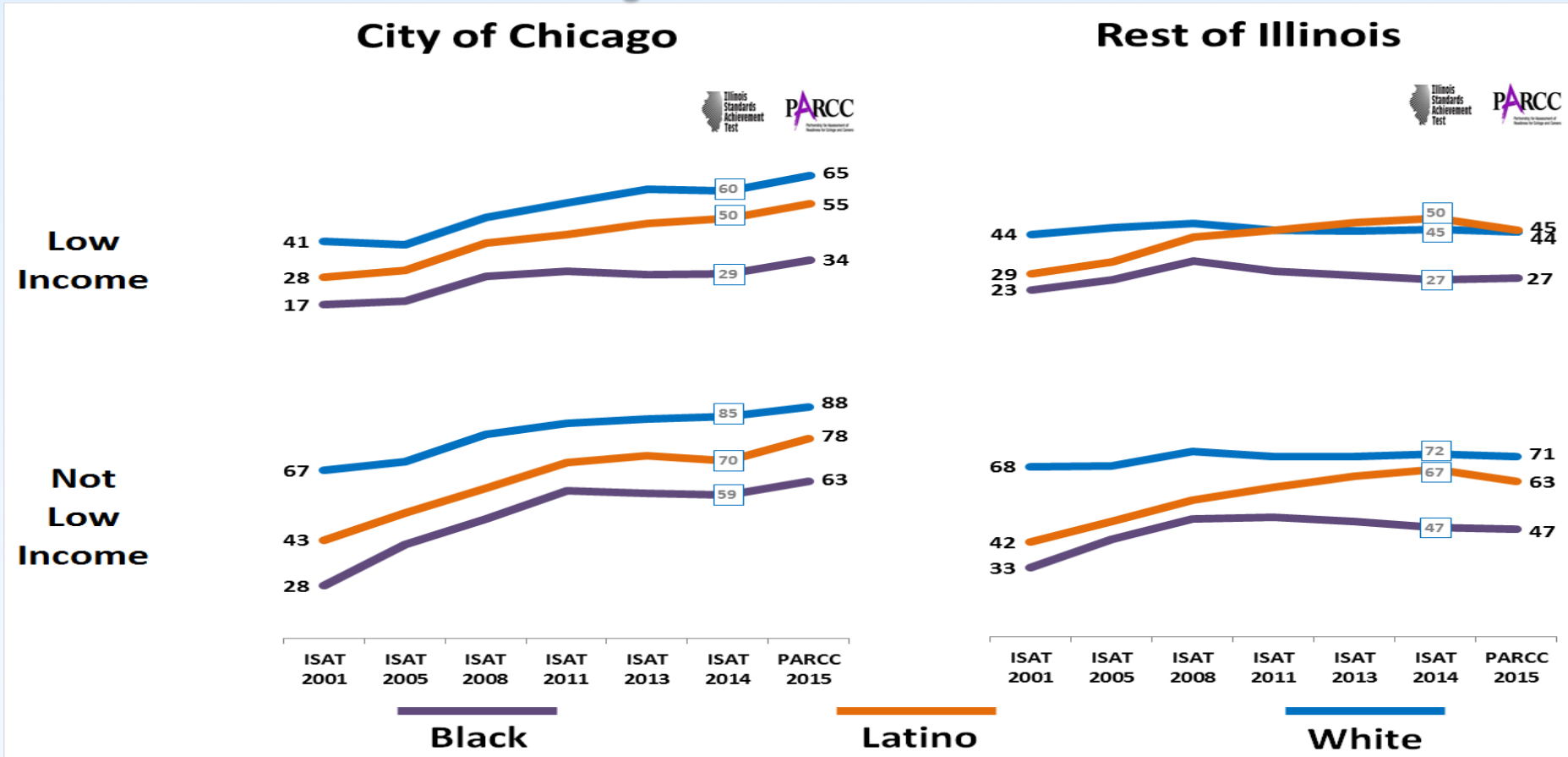
CENTER for URBAN EDUCATION LEADERSHIP



3rd Grade Reading

Percent Scoring At or Above Statewide Medians



2001

Grade 3

AFRICAN AMERICAN	READING				MATH			
	Female		Male		Female		Male	
Free/Reduced Lunch	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI
ELIGIBLE	153	147	150	147	154	148	153	149
95% Confidence Interval	0.36	0.28	0.36	0.26	0.36	0.28	0.37	0.24
Combined Confidence Interval (+/-)	0.64		0.62		0.63		0.61	
Difference in Average Scale Scores	-5.36		-3.38		-5.78		-4.50	
Free/Reduced Lunch	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI
NOT ELIGIBLE	156	154	153	150	157	154	156	151
95% Confidence Level	0.44	0.84	0.42	0.86	0.44	0.82	0.43	0.81
Combined Confidence Interval (+/-)	1.3		1.3		1.3		1.2	
Difference in Mean Scale Scores	-2.8		-3.0		-3.3		-4.3	

LATINO	READING				MATH			
	Female		Male		Female		Male	
Free/Reduced Lunch	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI
ELIGIBLE	154	154	153	152	157	155	159	155
95% Confidence Interval	0.58	0.47	0.58	0.47	0.57	0.45	0.60	0.46
Combined Confidence Interval (+/-)	1.06		1.05		1.02		1.06	
Difference in Mean Scale Scores	-0.20		-1.28		-2.10		-3.72	
Free/Reduced Lunch	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI
NOT ELIGIBLE	159	159	157	157	161	160	161	160
95% Confidence Level	0.56	1.43	0.53	1.35	0.55	1.42	0.54	1.35
Combined Confidence Interval (+/-)	1.99		1.88		1.97		1.89	
Difference in Mean Scale Scores	-0.11		-0.17		-0.69		-1.82	

WHITE	READING				MATH			
	Female		Male		Female		Male	
Free/Reduced Lunch	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI
ELIGIBLE	159	158	157	156	161	160	161	160
95% Confidence Interval	0.33	1.06	0.33	1.04	0.33	1.07	0.33	1.09
Combined Confidence Interval (+/-)	1.39		1.37		1.39		1.42	
Difference in Mean Scale Scores	-0.80		-1.49		-0.88		-1.74	
Free/Reduced Lunch	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI
NOT ELIGIBLE	167	168	165	165	169	169	170	169
95% Confidence Level	0.14	1.14	0.13	1.04	0.14	1.16	0.14	1.08
Combined Confidence Interval (+/-)	1.28		1.17		1.30		1.22	
Difference in Mean Scale Scores	0.59		-0.36		0.00		-0.73	

Grade 5

AFRICAN AMERICAN	READING				MATH			
	Female		Male		Female		Male	
Free/Reduced Lunch	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI
ELIGIBLE	150	150	148	147	153	150	152	148
95% Confidence Interval	0.37	0.26	0.39	0.28	0.38	0.25	0.42	0.28
Combined Confidence Interval (+/-)	0.64		0.67		0.63		0.69	
Difference in Average Scale Scores	-0.68		-0.88		-2.68		-3.28	
Free/Reduced Lunch	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI
NOT ELIGIBLE	155	155	152	151	157	155	155	152
95% Confidence Level	0.43	0.88	0.43	0.86	0.45	0.91	0.46	0.85
Combined Confidence Interval (+/-)	1.3		1.3		1.4		1.3	
Difference in Mean Scale Scores	-0.5		-1.2		-2.4		-3.3	

LATINO	READING				MATH			
	Female		Male		Female		Male	
Free/Reduced Lunch	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI
ELIGIBLE	150	151	150	150	155	153	155	153
95% Confidence Interval	0.47	0.34	0.46	0.36	0.49	0.34	0.51	0.38
Combined Confidence Interval (+/-)	0.81		0.82		0.83		0.89	
Difference in Mean Scale Scores	0.24		0.12		-1.78		-2.17	
Free/Reduced Lunch	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI
NOT ELIGIBLE	156	158	155	155	161	159	161	159
95% Confidence Level	0.53	1.30	0.52	1.32	0.54	1.39	0.56	1.40
Combined Confidence Interval (+/-)	1.83		1.84		1.93		1.95	
Difference in Mean Scale Scores	1.57		0.20		-1.65		-2.24	

WHITE	READING				MATH			
	Female		Male		Female		Male	
Free/Reduced Lunch	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI
ELIGIBLE	157	157	156	155	160	160	161	158
95% Confidence Interval	0.36	0.97	0.36	1.00	0.36	1.01	0.38	1.09
Combined Confidence Interval (+/-)	1.33		1.37		1.38		1.47	
Difference in Mean Scale Scores	0.27		-1.02		-0.41		-2.24	
Free/Reduced Lunch	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI
NOT ELIGIBLE	166	167	165	165	171	169	171	169
95% Confidence Level	0.14	1.12	0.14	1.14	0.15	1.20	0.15	1.24
Combined Confidence Interval (+/-)	1.26		1.29		1.35		1.39	
Difference in Mean Scale Scores	1.31		0.29		-1.17		-2.15	

Grade 8

AFRICAN AMERICAN	READING				MATH			
	Female		Male		Female		Male	
Free/Reduced Lunch	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI
ELIGIBLE	148	150	146	148	149	150	147	148
95% Confidence Interval	0.36	0.25	0.39	0.28	0.44	0.31	0.49	0.33
Combined Confidence Interval (+/-)	0.60		0.67		0.76		0.82	
Difference in Average Scale Scores	2.35		1.73		1.00		0.75	
Free/Reduced Lunch	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI
NOT ELIGIBLE	152	154	150	150	154	154	152	150
95% Confidence Level	0.35	0.67	0.37	0.69	0.47	0.90	0.49	0.88
Combined Confidence Interval (+/-)	1.0		1.1		1.4		1.4	
Difference in Mean Scale Scores	1.4		-0.5		0.7		-2.4	

LATINO	READING				MATH			
	Female		Male		Female		Male	
Free/Reduced Lunch	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI
ELIGIBLE	149	151	148	151	153	153	153	153
95% Confidence Interval	0.47	0.32	0.47	0.34	0.59	0.40	0.60	0.43
Combined Confidence Interval (+/-)	0.78		0.81		0.99		1.04	
Difference in Mean Scale Scores	1.71		2.44		-0.11		0.56	
Free/Reduced Lunch	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI
NOT ELIGIBLE	154	156	153	154	158	158	158	156
95% Confidence Level	0.43	1.12	0.45	1.20	0.56	1.44	0.60	1.54
Combined Confidence Interval (+/-)	1.55		1.65		2.00		2.14	
Difference in Mean Scale Scores	1.88		1.17		-0.09		-1.50	

WHITE	READING				MATH			
	Female		Male		Female		Male	
Free/Reduced Lunch	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI
ELIGIBLE	153	155	152	154	158	158	157	158
95% Confidence Interval	0.35	0.83	0.37	0.84	0.47	1.12	0.49	1.17
Combined Confidence Interval (+/-)	1.18		1.21		1.59		1.66	
Difference in Mean Scale Scores	1.77		1.47		0.48		1.05	
Free/Reduced Lunch	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI
NOT ELIGIBLE	162	165	161	161	169	169	170	169
95% Confidence Level	0.12	1.01	0.12	0.96	0.16	1.36	0.18	1.36
Combined Confidence Interval (+/-)	1.13		1.09		1.52		1.54	
Difference in Mean Scale Scores	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**	

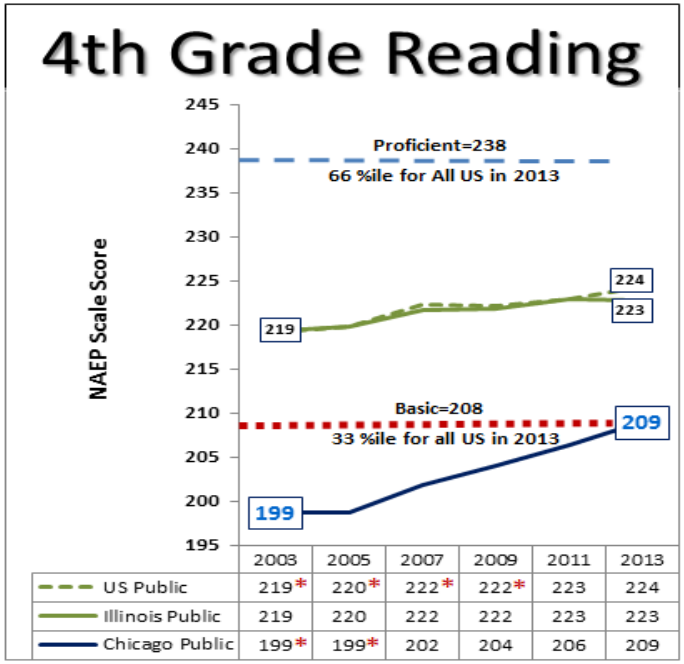
Grade 8

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**	

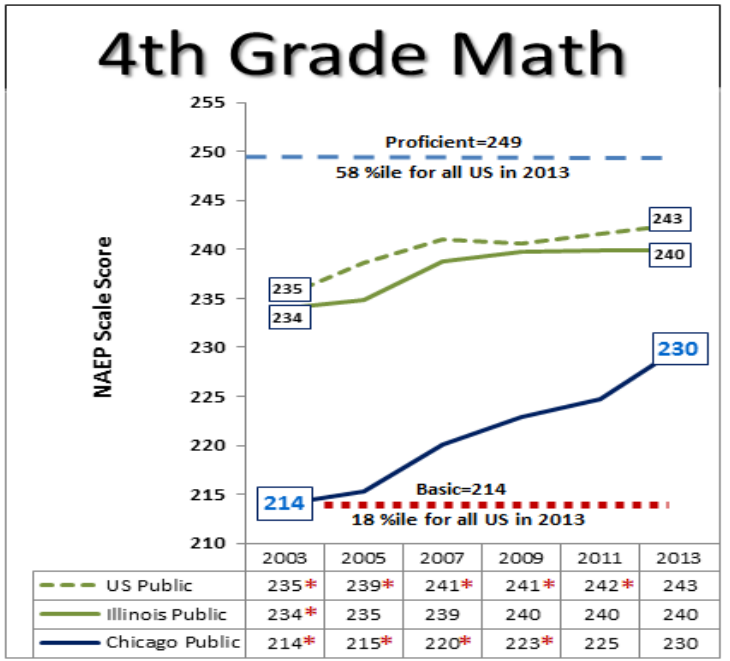
WHITE	READING				MATH			
	Female		Male		Female		Male	
Free/Reduced Lunch	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI
ELIGIBLE	249	259	243	250	268	284	267	277
95% Confidence Interval	0.38	1.89	0.43	1.78	0.48	2.58	0.53	2.40
Combined Confidence Interval (+/-)	2.27		2.21		3.06		2.94	
Difference in Mean 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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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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"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

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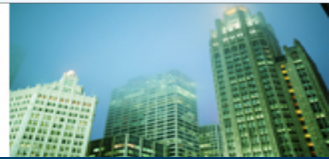
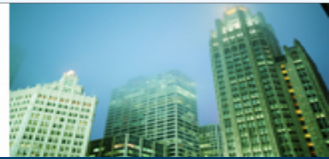


What we know

- 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)
- 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)

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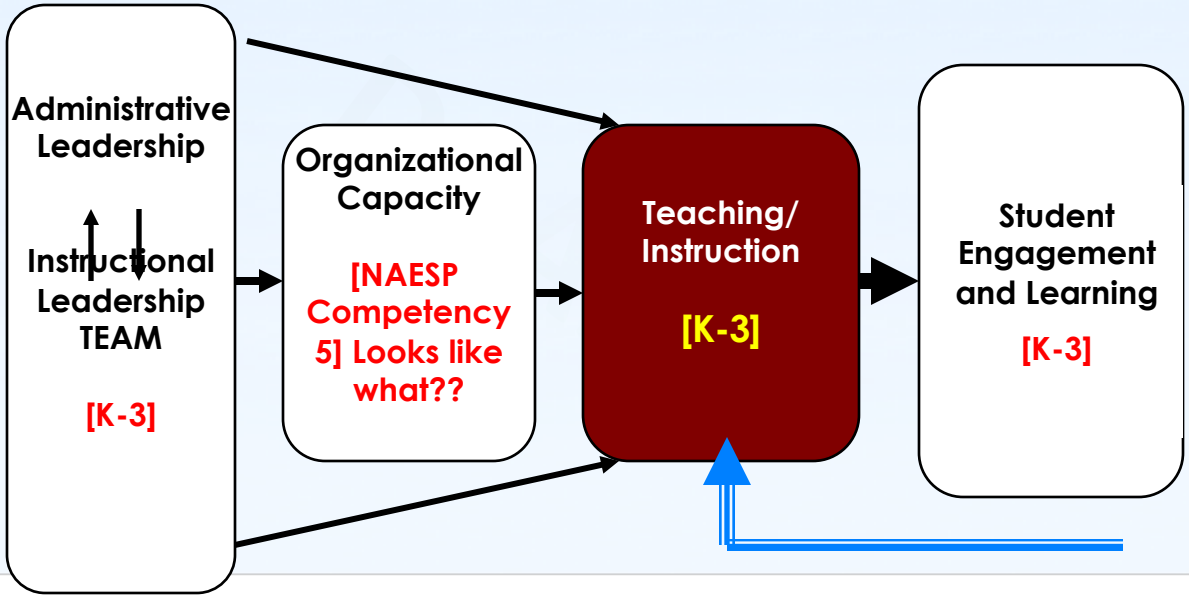
Within-school Improvement of Student Learning (explicit theory of impact)



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Cosner 2014; Gamoran, Secada, & Marrett, 2000; Bryk et al., 2006

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

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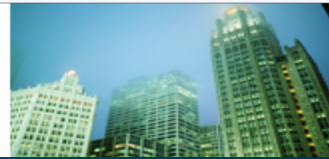

System change “from the inside-out”

- 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

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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

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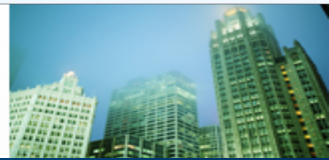
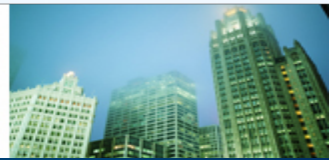


State supports for next-gen partnerships

- 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)

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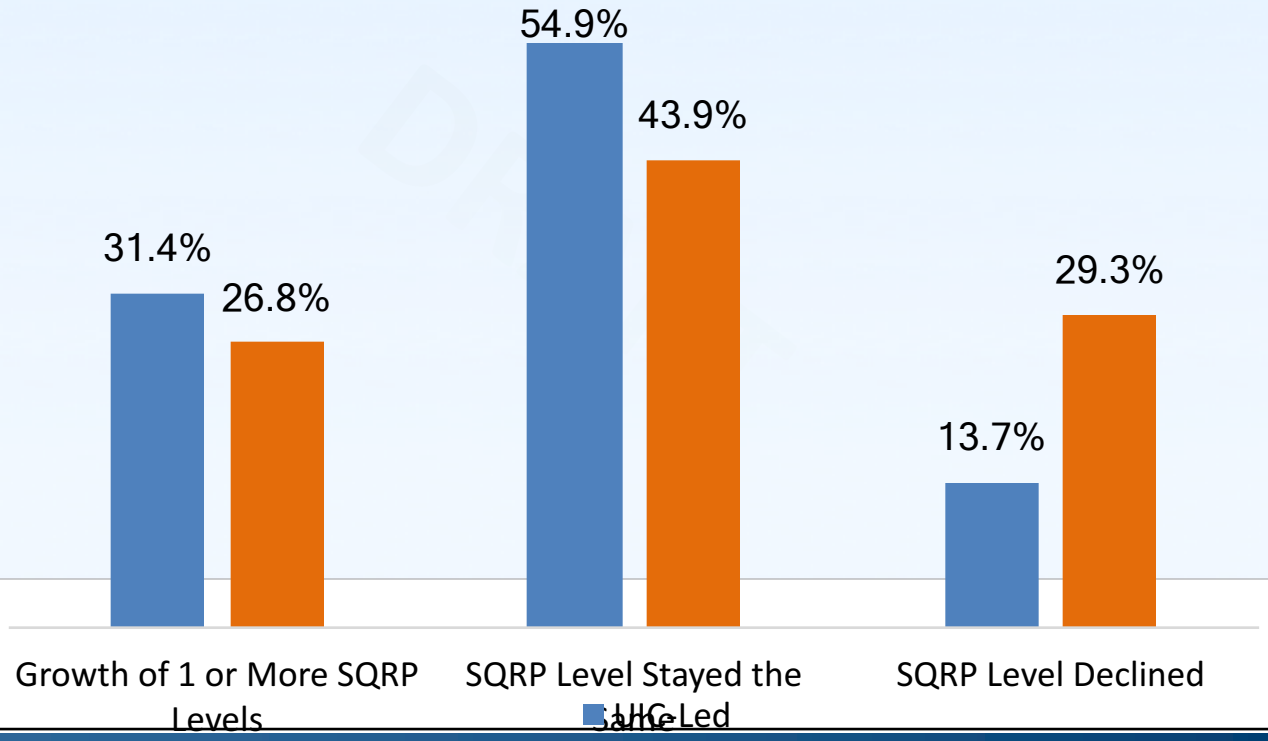
AY2014-AY2015 SQRP Growth: (86 v. 70) UIC-led Schools v. CPS Schools



Questions and Comments

urbanedleadership.org

http://www.wallacefoundation.org/

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