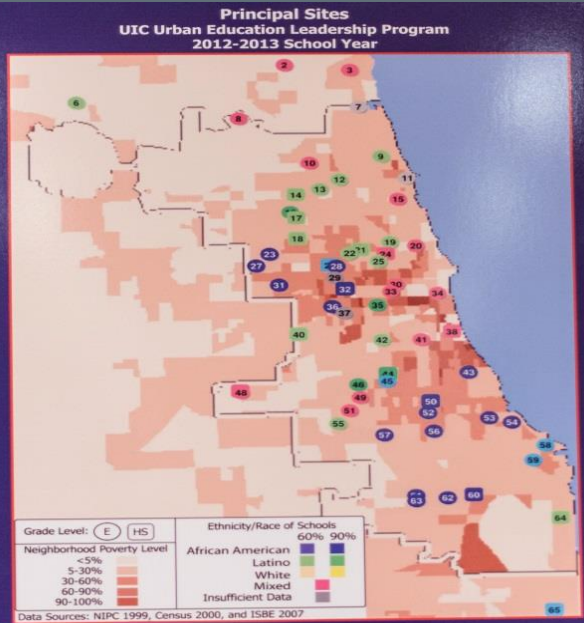


CENTER *for* URBAN EDUCATION LEADERSHIP



**“Your System, Any System, Is Perfectly
Designed” . . . NC Jt. Leg. Comm., Nov. 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



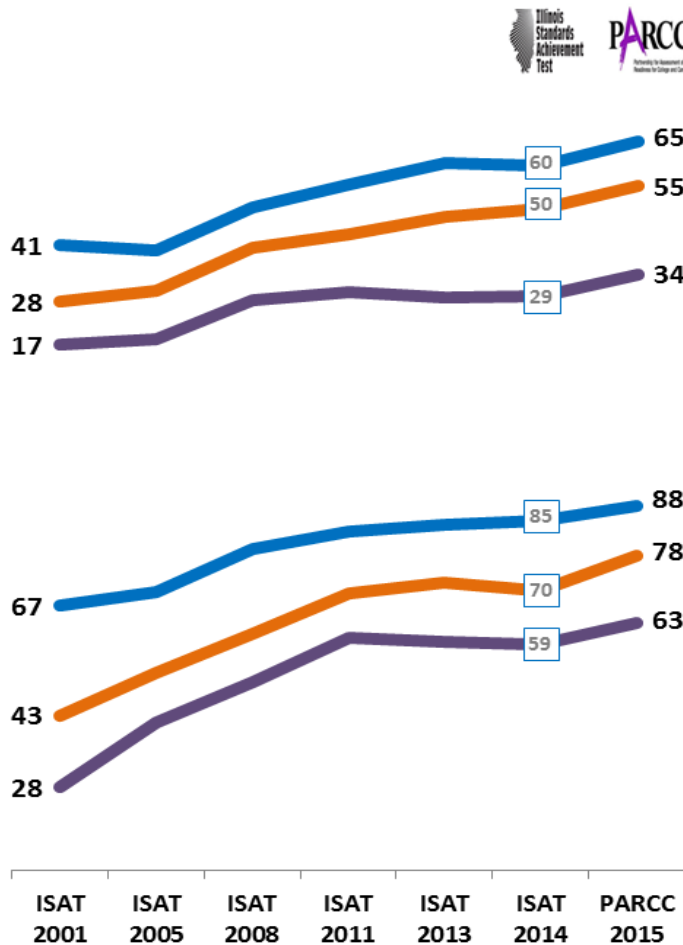
3rd Grade Reading

Percent Scoring At or Above Statewide Medians

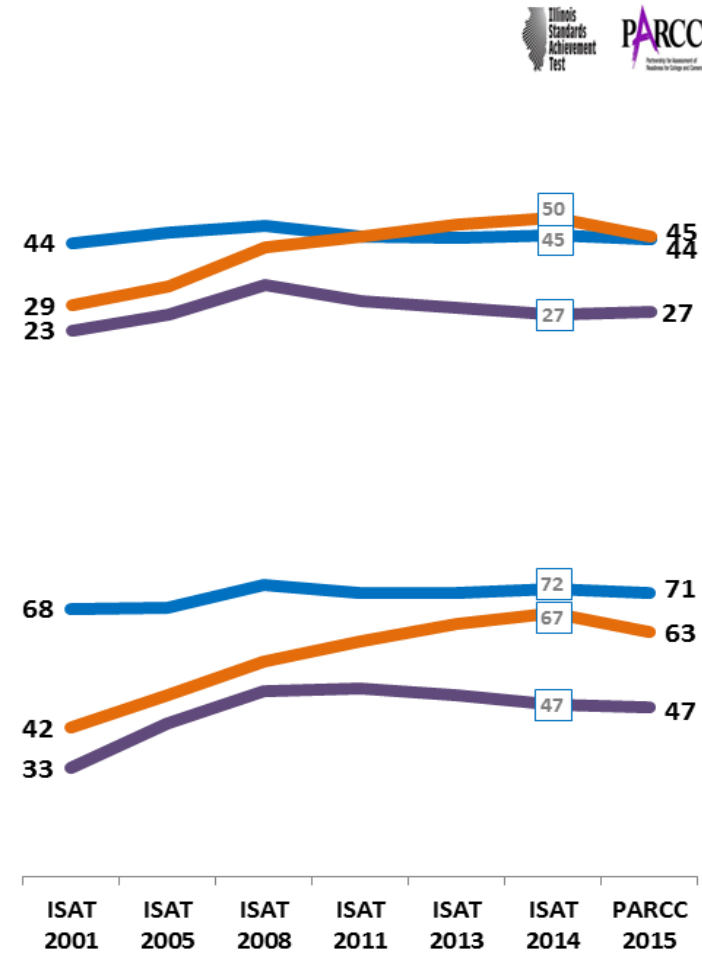
City of Chicago

Rest of Illinois

Low
Income



Not
Low
Income

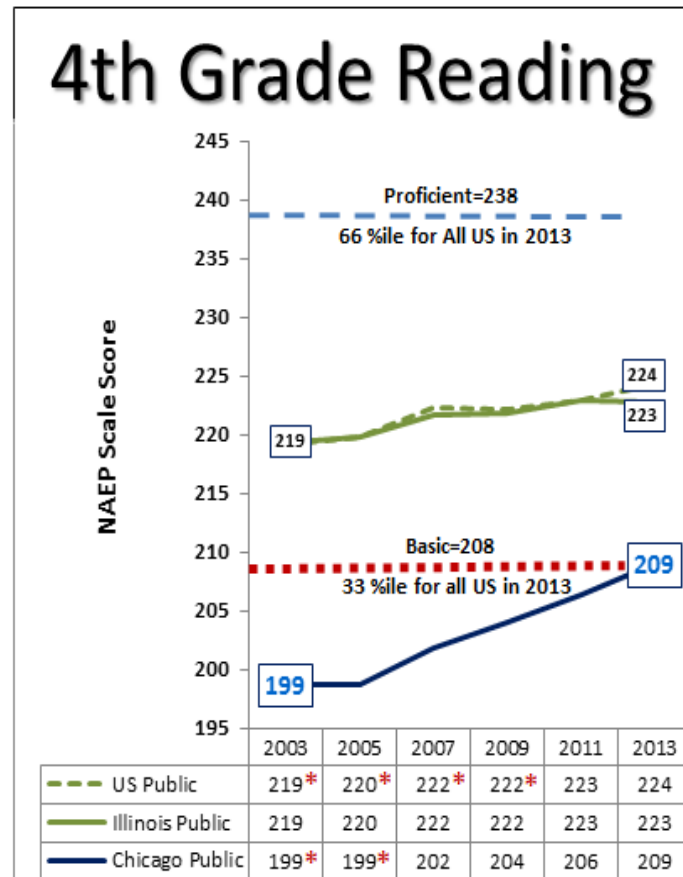


Black

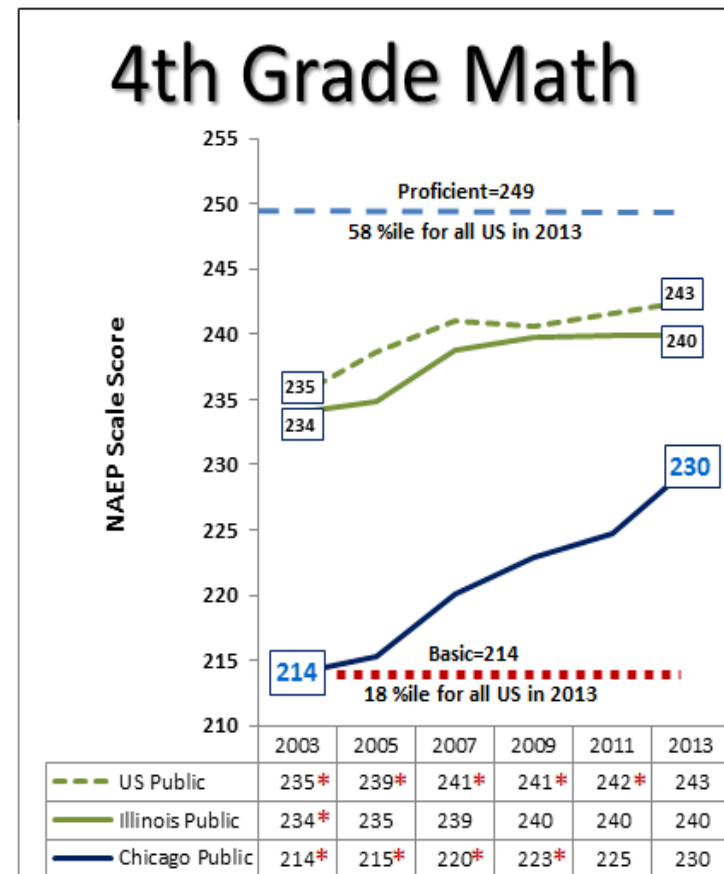
Latino

White

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 [$p < 0.05$]

“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

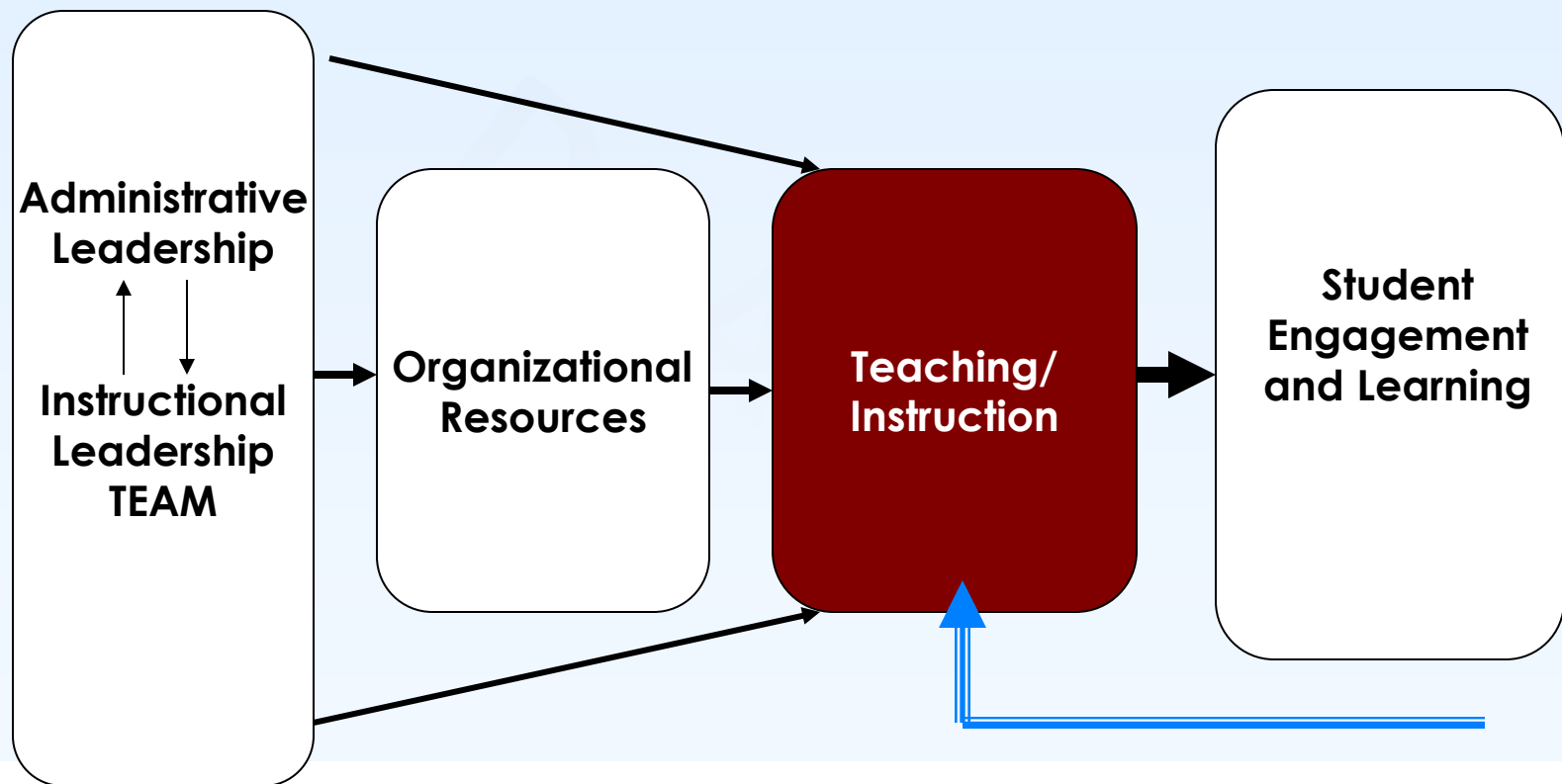


What we know

- 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 do this in a carefully designed program
- The leadership challenge: organizing our systems to find and develop those leaders



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



We are learning 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)
- Now learning 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



Characteristics of Next-Generation 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



Districts as partners in prep and devel't

- As hospitals and clinics are to med schools, so are districts to next-gen principal prep programs
- A limited number of IHE/district partnerships can provide principals for entire state
- Requires district buy-in and resources for planning, implementation, and assessment of program
- Some districts pay for full-year residencies



State supports for next-gen partnerships

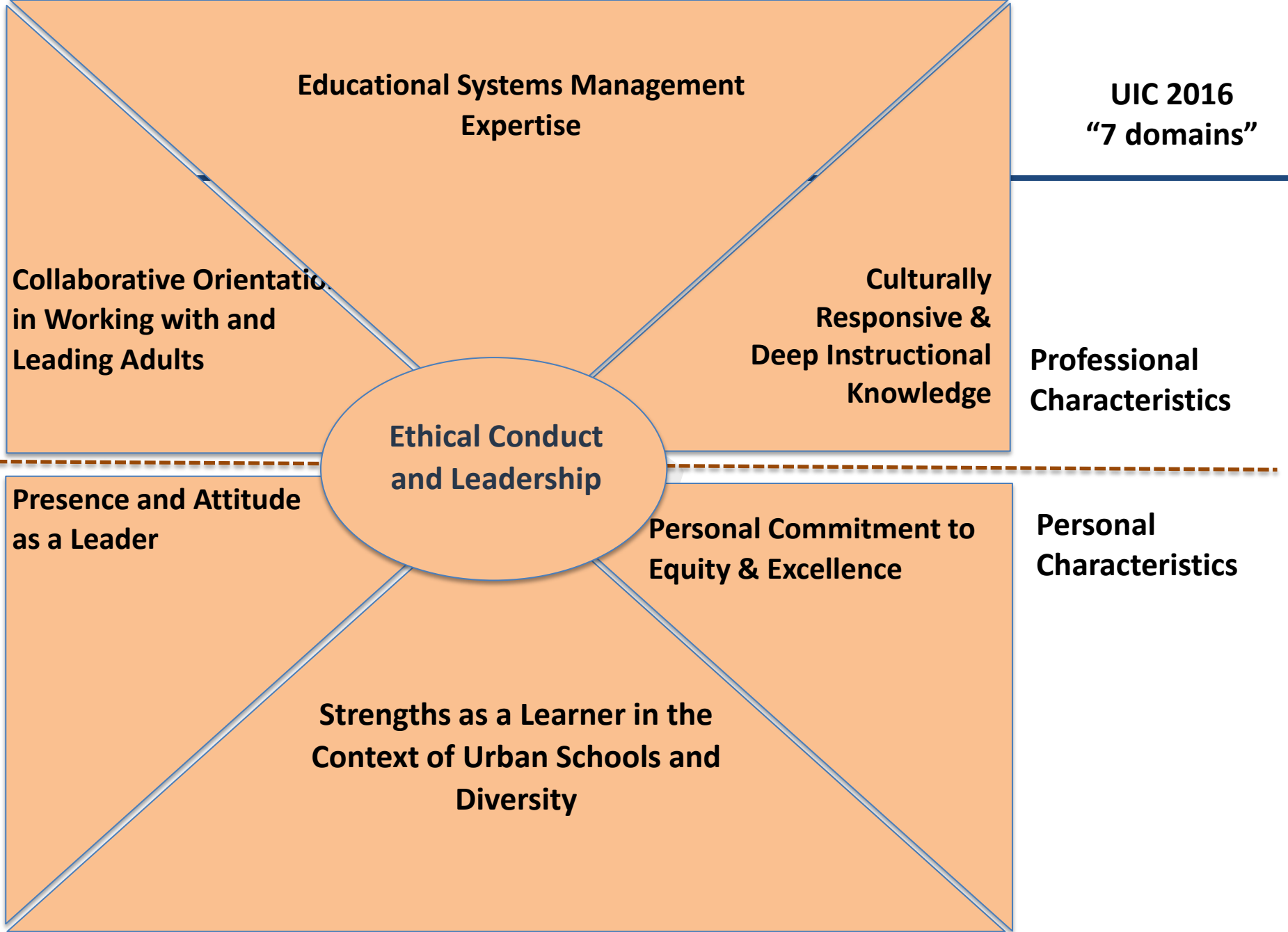
- States can pass new licensure requirements for programs: partnerships, candidate selectivity, internships, and program impact on schools
- Field-based learning and supervision requires new resources not currently standard in the field
- If limited number of IHE/district partnerships provide principals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



Keys to recruitment and selection

- District/IHE partnership w/ clearly defined mission
- ID the qualities you are seeking: select for personal characteristics & professional experiences that together shape knowledge, skills, and dispositions
- Recruit in teacher-leader pools with such qualities
- Invest in intensive admissions processes, including interviews (“raise standards and they will come”)





UIC Program Impact

- 98% of first 12 cohorts became principals or APs, 81% of first 11 cohorts are principals, and 16 now supervise principals
- Out-perform elementary and secondary school system norms on leading indicators such as attendance, freshman-on-track, and annual dropout rates
- Out-perform CPS and state averages in lagging indicators such as graduation rates and standardized achievement tests
- UIC-led schools better than CPS in 80% low-income, 80% Af Am and Latino schools
- Higher retention rates for HS and Elementary principals



Questions

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