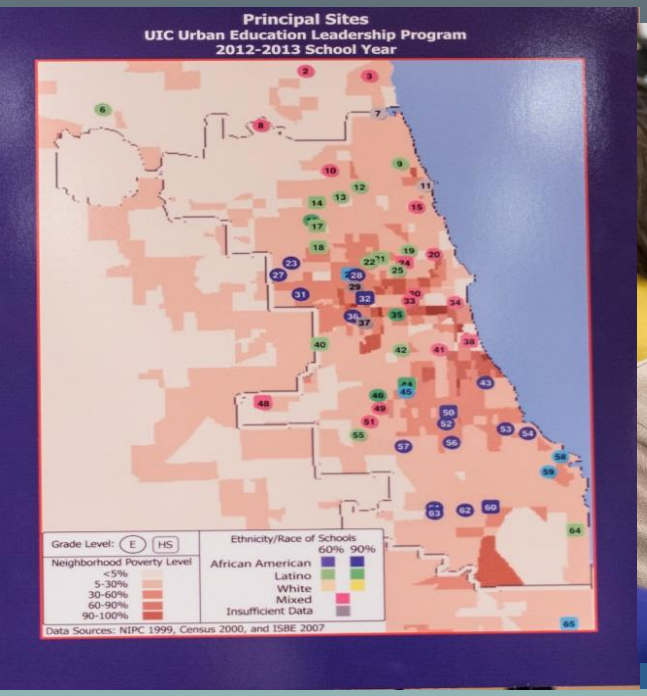
CENTER *for*
URBAN EDUCATION
LEADERSHIP




# Developing Leaders, Transforming Schools

## NC Legislative Committee—Feb. 25, 2016

UIC COLLEGE OF EDUCATION
UNIVERSITY OF ILLINOIS AT CHICAGO

# Main ideas for presentation

- Who we are and what we have done at UIC
- How we have done it
- Theory & practice: producing effective leaders <u>at scale</u>
- Why is higher ed the place to do it?  Scale and research
- Obstacles to change in higher education
- Overcoming obstacles: NICs and “improvement science”
- E.g.:  impact on Chicago, on Illinois, and current DOE proposal
- Significance of “scientific method”: community of inquiry








# Vision & Work at UIC CUEL

- Prepare and develop principals who lead the improvement of P-12 learning in high-need schools as a rule, rather than as a rare exception
- Work collaboratively with other institutions—school districts, IHEs, other school leader providers, government agencies—to advance development of such leaders at scale (district, state, nation)
- State/national recognition for our work in preparing leaders for high-need schools: partnership, coaching model, and metrics (AREL, UCEA, Council of Great City Schools, etc)








# UIC Ed.D. Program Results: 2004-14

- Of 148 completers:  >100 principals in urban schools, 80% retained; remainder are APs and 20 system-level leaders (neighborhood & charter)
- 99% placement in administrative positions for 11 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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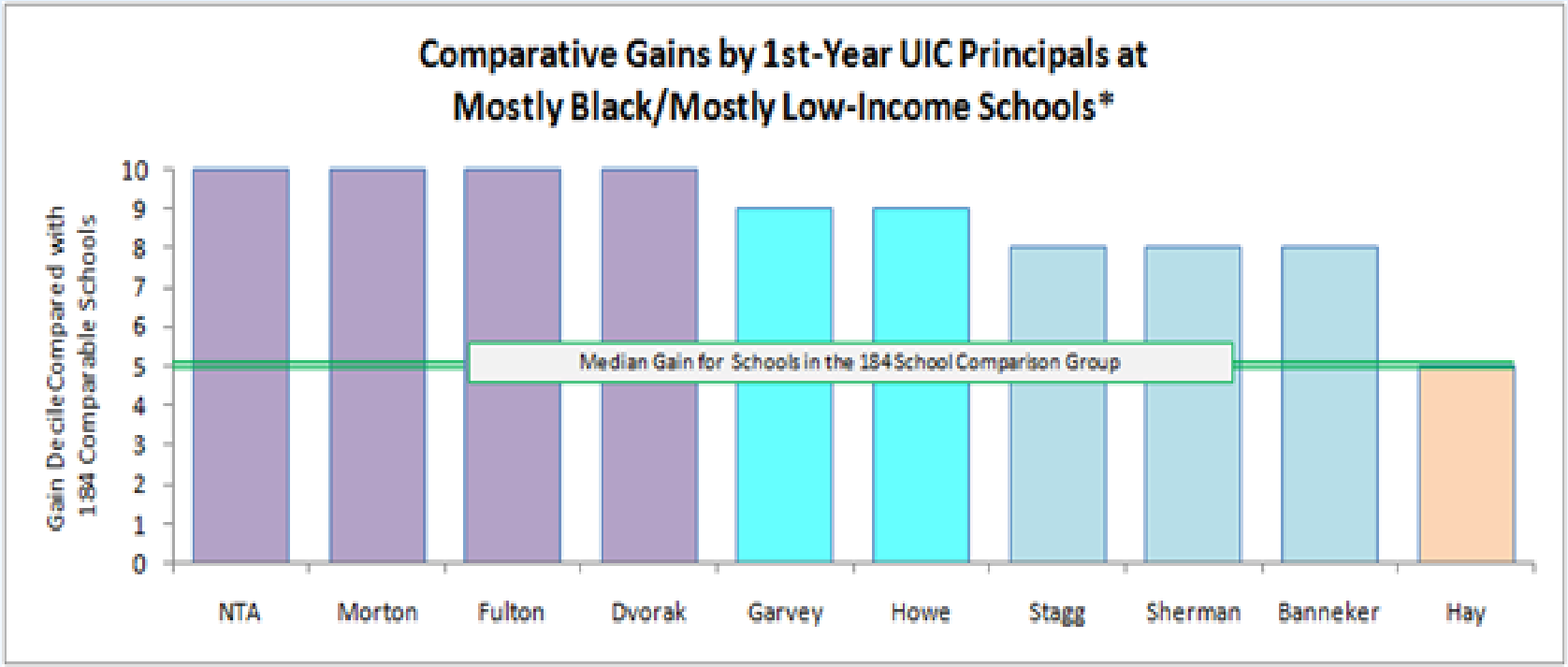
# UIC Early Program Results

At mostly Black/mostly low-income schools, 1st-year UIC principals are 4 times more likely to make gains in the top 10% of 184 comparable schools (4 of 10)

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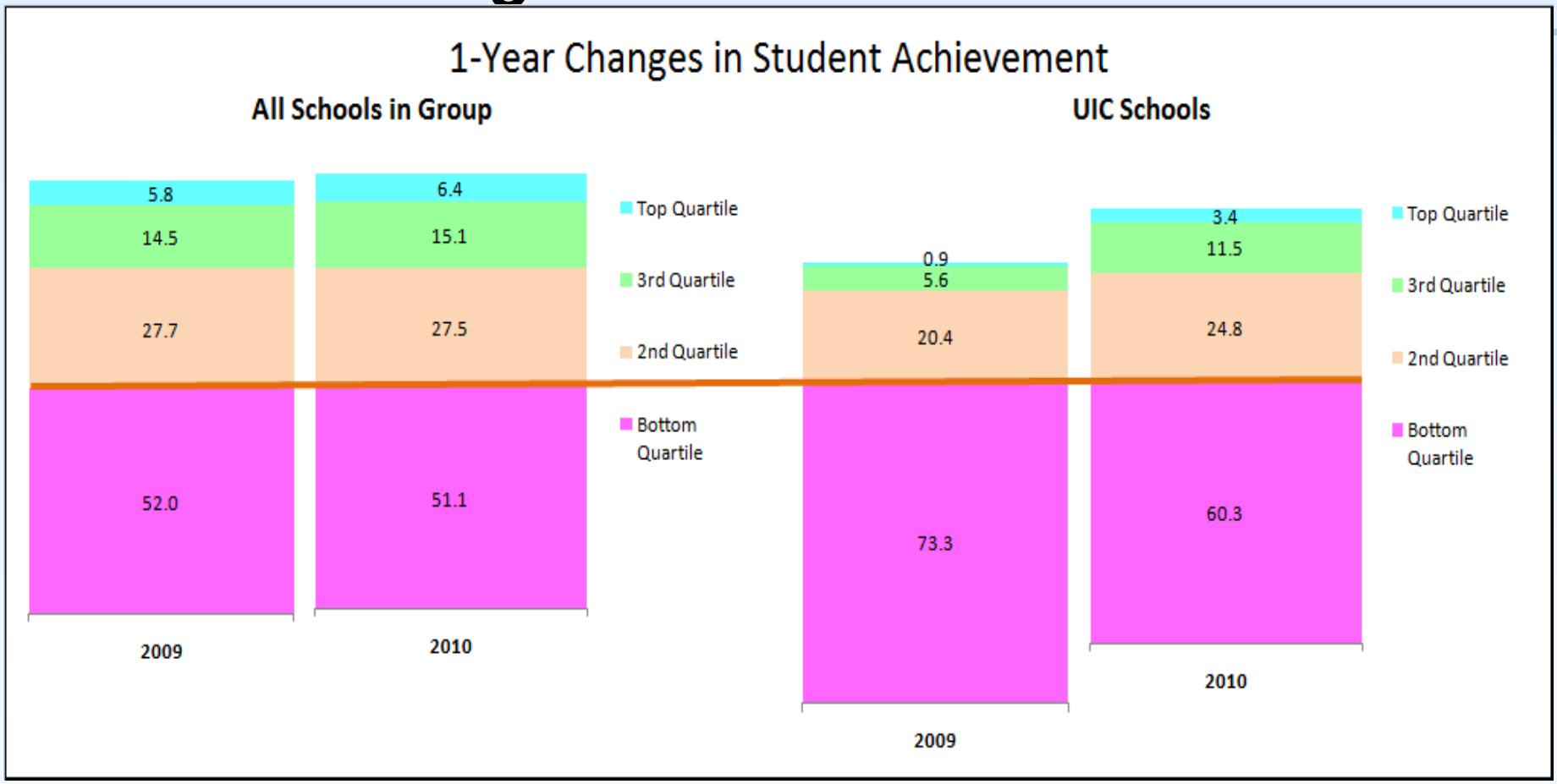
# UIC Mid-Program Results

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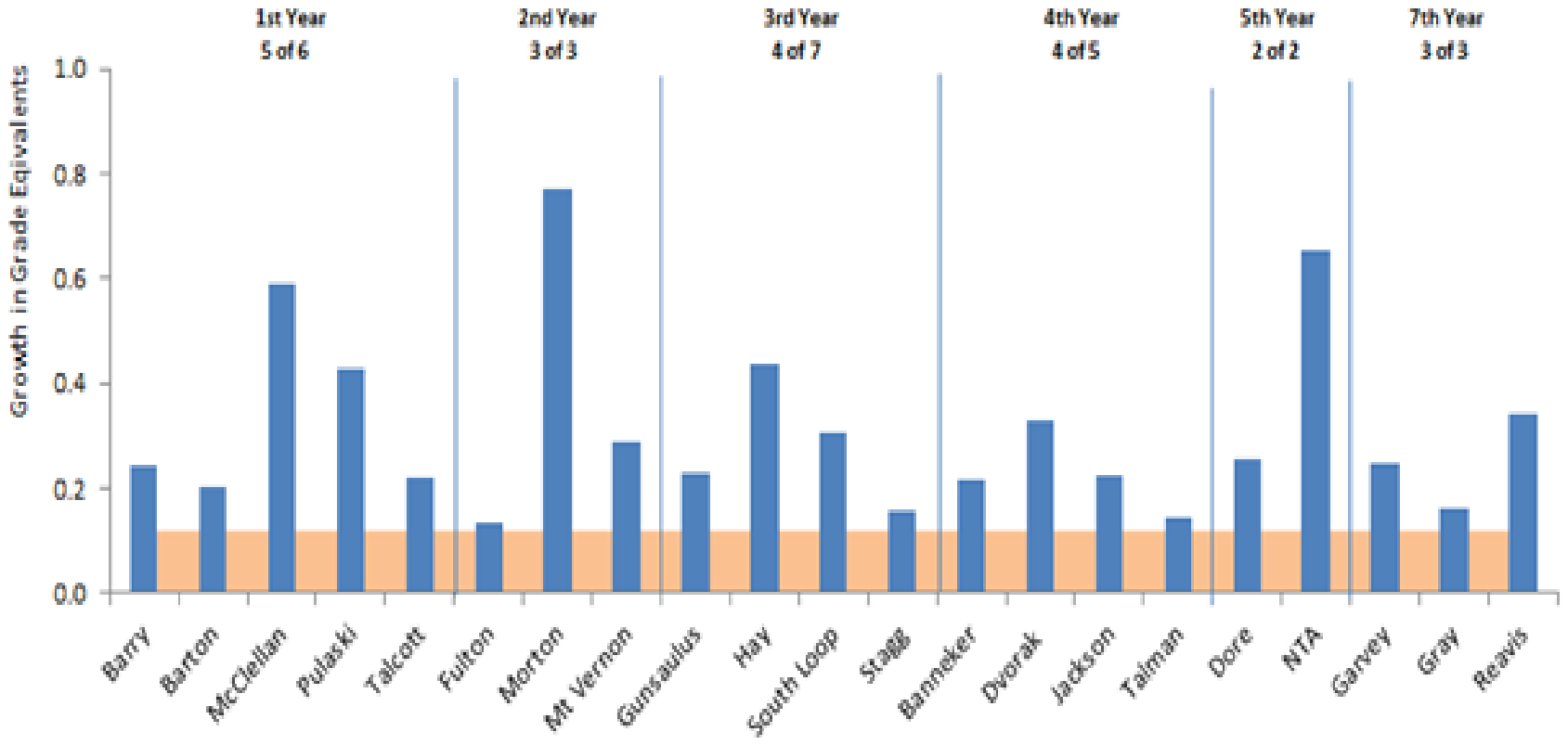
# Growth in Average Overall Achievement in 2011

## READING: All Grade Composite Compared with All Students Tested Statewide

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# UIC Program Results: High Schools

- Now number 20, nearly 20% of district total
- Charter and comprehensive neighborhood, including “resistant to change” HS, e.g., Clemente, Wells, Kennedy, etc.
- Out-perform CPS comparison schools in attendance, “freshman on-track”, annual dropout rates, and graduation rates;
- Posted top ACT gains in system 3 years ago








# Our metrics don't always produce "wins"

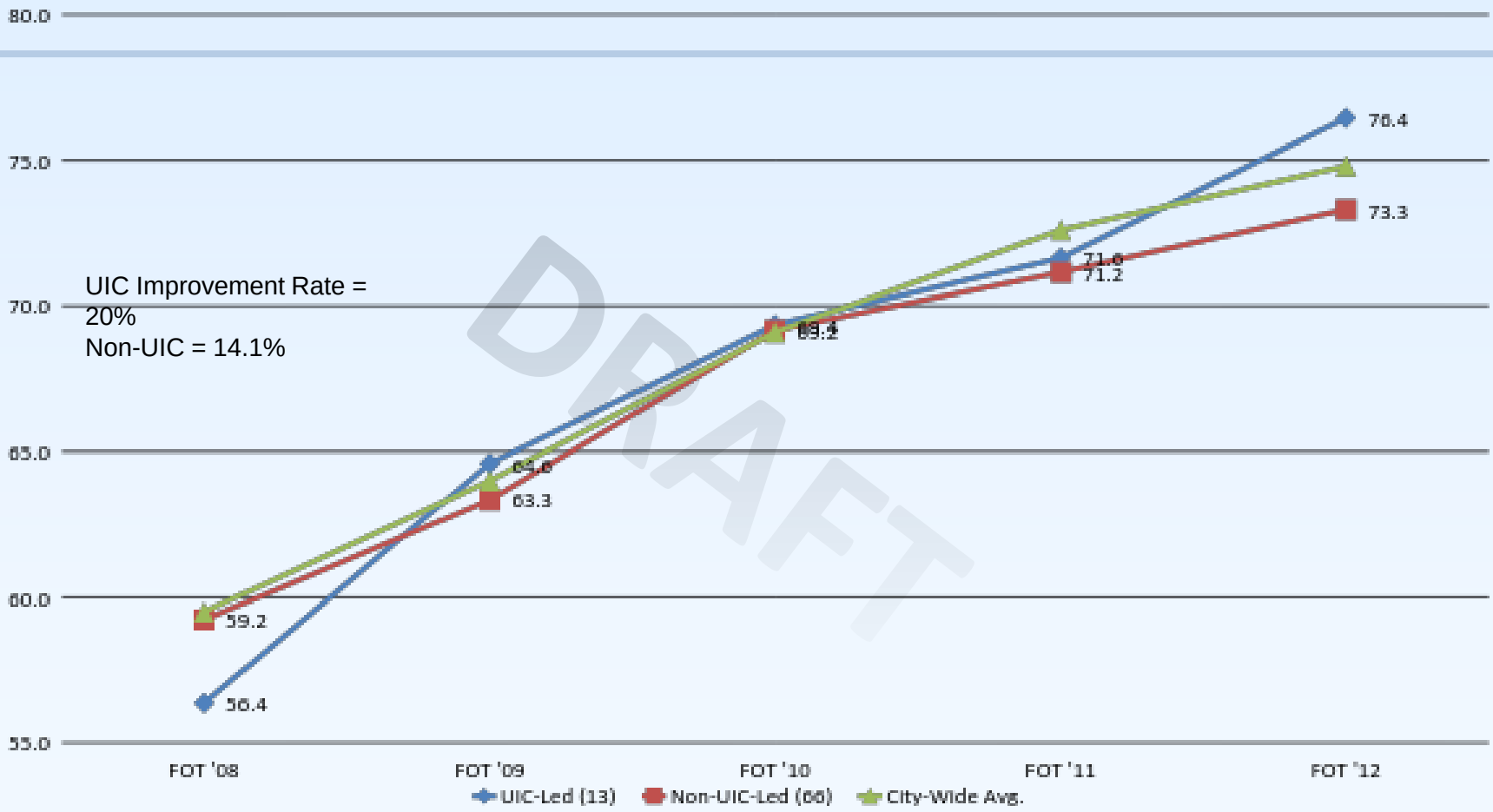
- But that's the point of taking metrics seriously:  "Learning to Improve" (2015)
- Metrics as measures of progress as well as demonstrations of how principal impact can be documented and improved








## Exhibit X. Five-Year Trends in CPS 9th-Grade-on-Track: Mean Values for UIC-Led HS (13) v. Non-UIC-Led HS (66), 2008 - 2012



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# Why Does UIC Get These Results?

- District partnership with CPS for 10 years
  - Clear district standards and assessments
  - District-paid full-year residencies
  - District strategy to influence the pipeline

- UIC Program features:
  1. High selectivity;
  2. PreK-12 results, continuous improvement orientation;
  3. Clinical intensity;
  4. Residency and post-residency coaching;
  5. Assessment rigor ➔ counseling out








# 13 Years of External Funding

- The Broad Foundation
- Chicago Community Trust,
- Chicago Public Education Fund
- Crown Foundation
- Finnegan Family Foundation
- Fry Foundation
- MacArthur Foundation
- McCormick Foundation
- McDougal Foundation
- National Science Foundation; DOE
- OSA Foundation
- Polk Bros. Foundation
- Stone Foundation . . . etc








# Your system, any system . . .

- . . . is perfectly designed to obtain the results you are obtaining (Carr, 2008)
- **Higher education** is part of the "results system" of the nation's schools: teachers, research, etc.
- To obtain <u>significantly</u> improved results, a disrupted and improved system is necessary
- Principal preparation is a key element in the Illinois (or any state's) system








# Leadership and Learning Outcomes

- "Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school" (Leithwood, et al., 2004)
- "Six years later we are even more confident about that claim" (Louis, et al. 2010)
- The limitations of such thinking: Bryk et al. 2010








# Leadership and Learning Outcomes

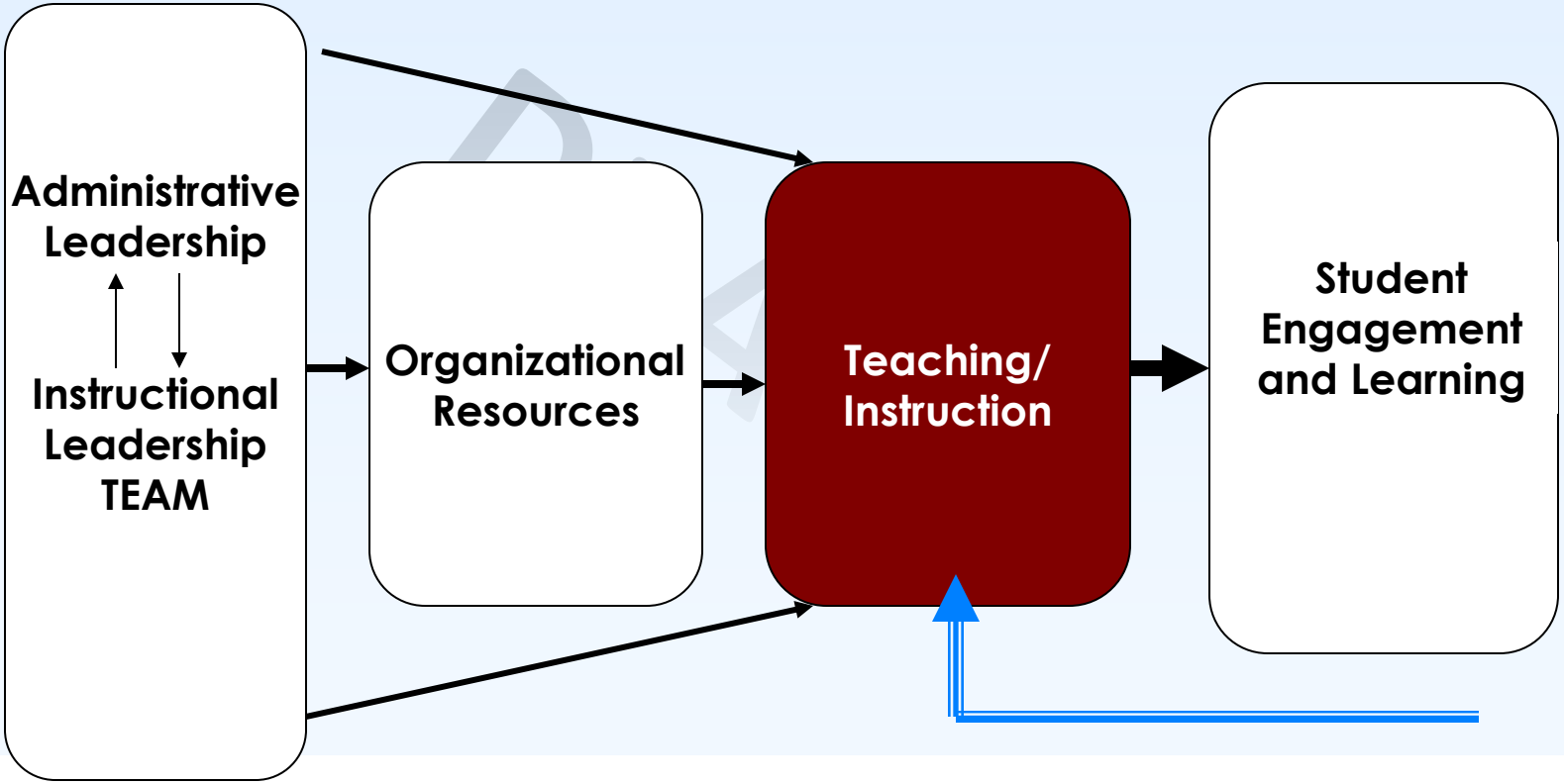
- Bryk, Sebring, et al (2010) *Organizing Schools for Improvement* (Essential Supports)
- **School Leadership** ("and pick two")
- **Parent Community School Ties**
- **Professional Capacity**
- **Student Centered Learning Climate**
- **Instructional Guidance**
- **BUT HOW DOES SOMEONE LEARN TO DO THIS???**








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

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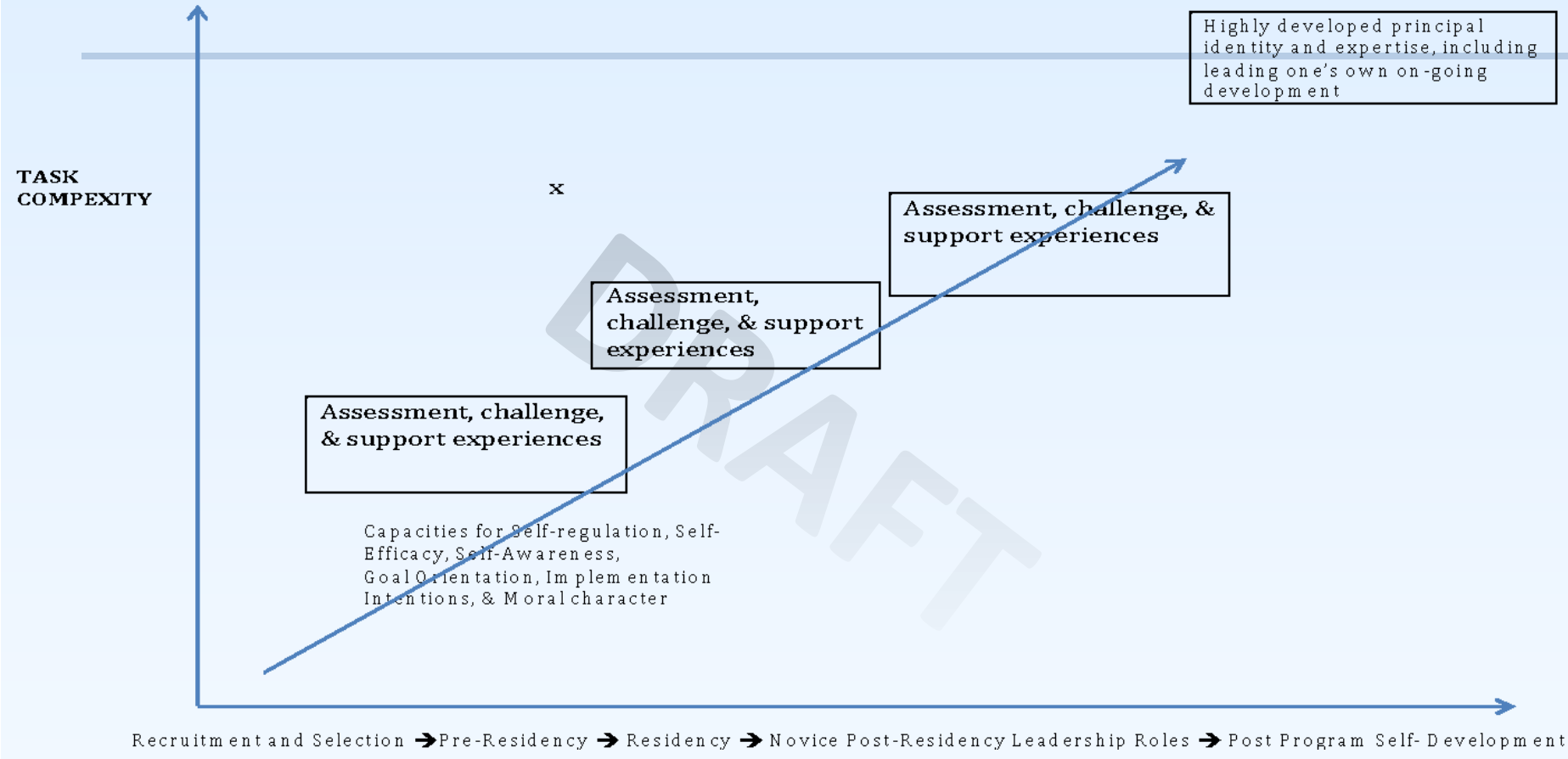
Cosner 2014; Gamoran, Secada, & Marrett, 2000; Bryk et al., 2006

# Developing School Leaders at UIC (Day, CCL)



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# Can IHEs do this work at scale?

- **The good news:**
  - **the scale** is well within IHE capacity: In US, fewer than 100K principals (vs. 4M teachers, 300K physicians). Illinois: <400 annual principal vacancies.
  - **University research culture vs. marketing culture**
- **Bad news: Higher ed is in many (not all) ways resistant to change, and the current funding and incentive structures are part of that resistance**








# Obstacles to change in higher ed

1. Institutional change requires change agents
2. University culture vs. needs of schools
3. Partnership with districts vs. academic autonomy
4. Myth of "teacher talent" vs. *instructional quality* as a property of organizations
5. National and local challenges vs. state authority

(MORE good news: ESSA funding provisions)








# Quality school leader preparation disrupts current systems of inequity

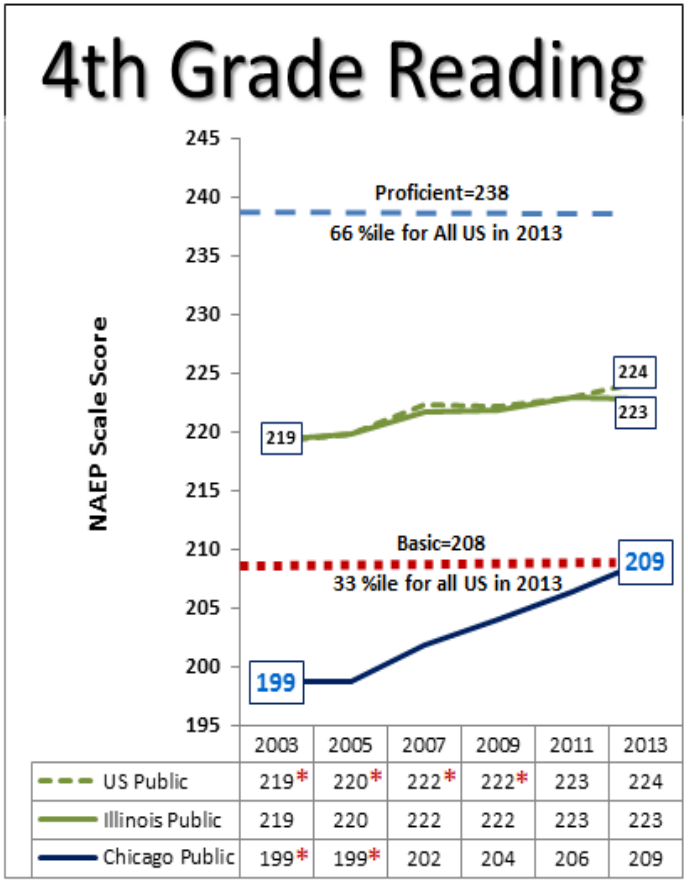
1. UIC's program foundation: "what would it take?"
2. "Improvement science" as a powerful paradigm for linking research immediately to practice
3. Networked Improvement Communities (NICs) Bryk, Gomez, (2015): Examples at 3 levels : Chicago's CLC preparing leaders at scale; Wallace-funded state system innovations in IL; national networks for improving school leadership





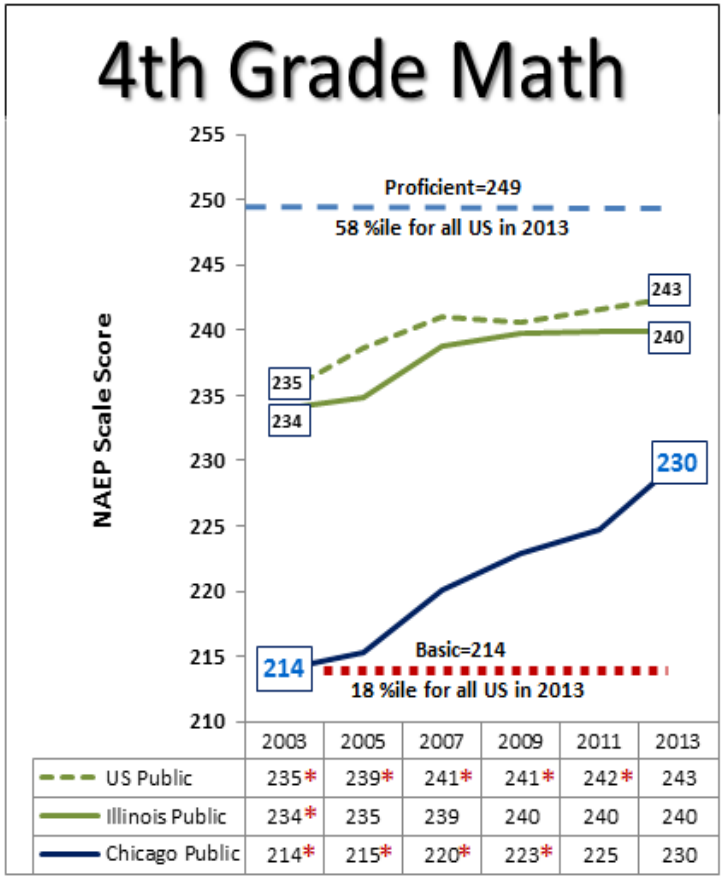



# Since 2007 Chicago Has Accounted for Almost All Statewide NAEP Gains




| | 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]

# 4th Grade Reading in 2006
# Illinois Standards Achievement Test

| African Americans ELIGIBLE for Free/Reduced Lunch | | | |
|---|---|---|---|
| | All Chicago | All Illinois | All Illinois excluding Chicago |
| Count | 13,309 | 24,499 | 11,190 |
| Mean | 198.32 | 199.18 | 200.22 |
| Confidence Level [p=<0.05] | 0.43 | 0.31 | 0.46 |
| Combined Confidence Levels | 0.89 | | |
| Difference: CHI-xCHI | -1.90 | | |
| Standardiized Difference | -0.08 | | |
| Standard Deviation | 25.34 | 25.03 | 24.69 |

| Chicago Lower | About the Same | Chicago Higher |
|---|---|---|
| 95% Confidence Level | | |

# 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 | | |

| | | READING | | | | | | MATH | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| YEAR | GRADE | LUNCH ELIGIBLE | | | NOT LUNCH ELIGIBLE | | | LUNCH ELIGIBLE | | | NOT LUNCH ELIGIBLE | | |
| | | African American | Latino | White | African American | Latino | White | African American | Latino | White | African American | Latino | White |
| 2006 | 3 | -0.20 | -0.05 | 0.05 | -0.04 | 0.14 | 0.28 | -0.32 | -0.15 | -0.04 | -0.12 | 0.10 | 0.18 |
| | 4 | -0.08 | 0.11 | 0.12 | 0.07 | 0.16 | 0.23 | -0.26 | -0.07 | 0.05 | -0.11 | 0.02 | 0.09 |
| | 5 | -0.13 | 0.05 | 0.13 | 0.02 | 0.18 | 0.24 | -0.31 | -0.11 | 0.07 | -0.10 | 0.04 | 0.11 |
| | 6 | 0.05 | 0.06 | 0.22 | 0.11 | 0.33 | 0.44 | -0.14 | -0.06 | 0.13 | -0.09 | 0.14 | 0.23 |
| | 7 | 0.19 | 0.26 | 0.36 | 0.23 | 0.29 | 0.42 | 0.02 | 0.09 | 0.28 | 0.05 | 0.14 | 0.27 |
| | 8 | 0.17 | 0.30 | 0.37 | 0.14 | 0.42 | 0.32 | -0.02 | 0.13 | 0.28 | 0.01 | 0.22 | 0.16 |
| 2007 | 3 | -0.21 | -0.09 | 0.02 | -0.11 | 0.19 | 0.27 | -0.30 | -0.13 | 0.03 | -0.19 | 0.11 | 0.26 |
| | 4 | -0.13 | -0.02 | 0.06 | 0.00 | 0.15 | 0.29 | -0.22 | -0.09 | 0.04 | -0.06 | 0.10 | 0.17 |
| | 5 | -0.14 | -0.01 | 0.10 | -0.07 | 0.19 | 0.22 | -0.28 | -0.11 | 0.05 | -0.18 | 0.04 | 0.11 |
| | 6 | 0.04 | 0.27 | 0.28 | 0.01 | 0.31 | 0.37 | -0.09 | 0.09 | 0.23 | -0.08 | 0.22 | 0.28 |
| | 7 | 0.15 | 0.29 | 0.35 | 0.08 | 0.39 | 0.42 | -0.02 | 0.09 | 0.27 | -0.08 | 0.23 | 0.30 |
| | 8 | 0.21 | 0.31 | 0.41 | 0.12 | 0.28 | 0.45 | 0.09 | 0.17 | 0.30 | -0.01 | 0.15 | 0.30 |
| 2008 | 3 | -0.18 | -0.06 | 0.06 | 0.01 | 0.14 | 0.27 | -0.27 | -0.09 | 0.00 | -0.05 | 0.09 | 0.22 |
| | 4 | -0.10 | 0.00 | 0.20 | 0.00 | 0.11 | 0.37 | -0.20 | -0.07 | 0.14 | -0.12 | 0.07 | 0.25 |
| | 5 | -0.16 | -0.04 | 0.15 | 0.03 | 0.16 | 0.29 | -0.23 | -0.08 | 0.13 | -0.03 | 0.12 | 0.20 |
| | 6 | 0.02 | 0.15 | 0.29 | 0.03 | 0.21 | 0.27 | -0.10 | 0.11 | 0.28 | -0.02 | 0.16 | 0.23 |
| | 7 | 0.15 | 0.19 | 0.37 | 0.13 | 0.32 | 0.51 | 0.01 | 0.07 | 0.33 | 0.01 | 0.13 | 0.37 |
| | 8 | 0.16 | 0.17 | 0.35 | 0.07 | 0.27 | 0.44 | 0.07 | 0.09 | 0.33 | -0.03 | 0.17 | 0.30 |
| 2009 | 3 | -0.14 | -0.04 | 0.14 | 0.13 | 0.22 | 0.30 | -0.20 | -0.08 | 0.16 | 0.11 | 0.17 | 0.31 |
| | 4 | -0.09 | 0.01 | 0.17 | 0.10 | 0.15 | 0.31 | -0.10 | 0.00 | 0.15 | 0.09 | 0.09 | 0.27 |
| | 5 | -0.12 | -0.02 | 0.17 | 0.10 | 0.18 | 0.40 | -0.18 | -0.06 | 0.18 | -0.01 | 0.10 | 0.29 |
| | 6 | -0.03 | 0.09 | 0.26 | 0.20 | 0.31 | 0.38 | -0.06 | 0.09 | 0.28 | 0.15 | 0.27 | 0.32 |
| | 7 | 0.10 | 0.21 | 0.34 | 0.21 | 0.30 | 0.38 | -0.01 | 0.15 | 0.36 | 0.09 | 0.26 | 0.35 |
| | 8 | 0.16 | 0.21 | 0.37 | 0.19 | 0.28 | 0.45 | 0.14 | 0.14 | 0.41 | 0.15 | 0.22 | 0.40 |
| 2010 | 3 | -0.16 | -0.03 | 0.13 | 0.19 | 0.19 | 0.30 | -0.10 | 0.05 | 0.25 | 0.28 | 0.20 | 0.32 |
| | 4 | -0.07 | -0.06 | 0.19 | 0.25 | 0.18 | 0.36 | -0.06 | -0.06 | 0.24 | 0.25 | 0.16 | 0.26 |
| | 5 | -0.12 | -0.10 | 0.13 | 0.22 | 0.15 | 0.33 | -0.11 | -0.08 | 0.18 | 0.20 | 0.13 | 0.32 |
| | 6 | -0.03 | 0.03 | 0.28 | 0.25 | 0.21 | 0.41 | -0.04 | 0.03 | 0.33 | 0.19 | 0.18 | 0.39 |
| | 7 | 0.07 | 0.10 | 0.34 | 0.34 | 0.33 | 0.41 | 0.05 | 0.11 | 0.36 | 0.28 | 0.32 | 0.41 |
| | 8 | 0.13 | 0.15 | 0.31 | 0.31 | 0.26 | 0.39 | 0.12 | 0.19 | 0.40 | 0.29 | 0.33 | 0.40 |
| 2011 | 3 | -0.05 | -0.02 | 0.24 | 0.25 | 0.25 | 0.42 | -0.02 | 0.03 | 0.33 | 0.30 | 0.26 | 0.44 |
| | 4 | -0.03 | -0.08 | 0.25 | 0.22 | 0.20 | 0.35 | 0.06 | -0.04 | 0.31 | 0.30 | 0.19 | 0.34 |
| | 5 | -0.02 | -0.12 | 0.29 | 0.23 | 0.23 | 0.40 | 0.02 | -0.04 | 0.38 | 0.22 | 0.22 | 0.35 |
| | 6 | 0.09 | 0.04 | 0.35 | 0.34 | 0.31 | 0.49 | 0.11 | 0.02 | 0.37 | 0.31 | 0.30 | 0.41 |
| | 7 | 0.17 | 0.14 | 0.51 | 0.42 | 0.42 | 0.56 | 0.11 | 0.09 | 0.52 | 0.26 | 0.34 | 0.47 |
| | 8 | 0.18 | 0.15 | 0.37 | 0.36 | 0.33 | 0.35 | 0.22 | 0.20 | 0.45 | 0.35 | 0.39 | 0.40 |
| 2012 | 3 | -0.05 | -0.03 | 0.35 | 0.43 | 0.21 | 0.42 | 0.03 | 0.01 | 0.39 | 0.44 | 0.20 | 0.45 |
| | 4 | 0.02 | 0.04 | 0.37 | 0.31 | 0.23 | 0.46 | 0.11 | 0.09 | 0.43 | 0.35 | 0.23 | 0.41 |
| | 5 | -0.02 | 0.02 | 0.28 | 0.31 | 0.25 | 0.40 | 0.09 | 0.08 | 0.37 | 0.33 | 0.23 | 0.37 |
| | 6 | 0.10 | 0.11 | 0.39 | 0.37 | 0.35 | 0.52 | 0.14 | 0.11 | 0.41 | 0.31 | 0.35 | 0.46 |
| | 7 | 0.16 | 0.15 | 0.41 | 0.40 | 0.39 | 0.57 | 0.19 | 0.13 | 0.49 | 0.44 | 0.39 | 0.58 |
| | 8 | 0.23 | 0.20 | 0.52 | 0.44 | 0.39 | 0.50 | 0.24 | 0.20 | 0.56 | 0.32 | 0.34 | 0.47 |
| 2013 | 3 | -0.02 | -0.02 | 0.40 | 0.25 | 0.20 | 0.49 | 0.12 | 0.03 | 0.45 | 0.25 | 0.30 | 0.51 |
| | 4 | 0.03 | 0.01 | 0.32 | 0.36 | 0.24 | 0.47 | 0.18 | 0.15 | 0.52 | 0.44 | 0.30 | 0.45 |
| | 5 | 0.01 | 0.01 | 0.27 | 0.17 | 0.24 | 0.41 | 0.14 | 0.15 | 0.43 | 0.23 | 0.26 | 0.42 |
| | 6 | 0.13 | 0.16 | 0.42 | 0.34 | 0.36 | 0.50 | 0.22 | 0.26 | 0.49 | 0.39 | 0.41 | 0.52 |
| | 7 | 0.23 | 0.24 | 0.58 | 0.40 | 0.44 | 0.71 | 0.25 | 0.28 | 0.65 | 0.36 | 0.48 | 0.65 |
| | 8 | 0.25 | 0.24 | 0.48 | 0.36 | 0.39 | 0.52 | 0.31 | 0.31 | 0.61 | 0.33 | 0.46 | 0.56 |
| 2014 | 3 | 0.01 | -0.01 | 0.34 | 0.30 | 0.15 | 0.50 | 0.19 | 0.13 | 0.50 | 0.39 | 0.18 | 0.45 |
| | 4 | 0.09 | 0.07 | 0.36 | 0.24 | 0.20 | 0.44 | 0.22 | 0.14 | 0.53 | 0.33 | 0.26 | 0.47 |
| | 5 | 0.04 | 0.04 | 0.34 | 0.20 | 0.26 | 0.45 | 0.16 | 0.17 | 0.47 | 0.29 | 0.26 | 0.49 |
| | 6 | 0.12 | 0.16 | 0.44 | 0.17 | 0.32 | 0.50 | 0.23 | 0.19 | 0.51 | 0.23 | 0.32 | 0.50 |
| | 7 | 0.22 | 0.26 | 0.58 | 0.33 | 0.43 | 0.59 | 0.26 | 0.28 | 0.67 | 0.30 | 0.38 | 0.52 |
| | 8 | 0.18 | 0.17 | 0.48 | 0.22 | 0.31 | 0.48 | 0.29 | 0.31 | 0.72 | 0.28 | 0.36 | 0.47 |

| Chicago Lower | About the Same | Chicago Higher |
|---|---|---|
| 95% Confidence Level | | |

# How is UIC continuing to track impact?

Current Research Agenda:

- Chicago vs. Illinois achievement and other outcomes
- Role of Principals in these findings
- Cost-effectiveness of Principal Prep (real dollars)
- Taking seriously the idea of the scientific community: a community of inquiry








# Questions



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