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 each state's public schools: teachers, research, etc.
- To obtain significantly improved results, a significantly improved (disrupted) system is necessary
- Leadership quality is a key element in any state's system of education (and inequity—the problem is not in the kids)

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From Coleman & Jencks to Chicago Consortium

- 1960s: SES is prime contributor to student learning outcomes; there's little that schools can do (yet Head Start begins . . .)
- 1970s: "Effective Schools" research: successful high-need schools have successful leaders
- 1980s: *A Nation at Risk* launches 30 years of teacher ed reform
- 1990s: *What Matters Most* and the quality of classroom instruction (true for P-3, but what is *instruction* in ECE?)
- 2000s: From *No Child Left Behind* to a growing recognition of the impact of school leadership and ECE on student learning P-12
- 2010: Bryk, Sebring, et al. *Organizing Schools for Improvement: Lessons from Chicago*-- 5 essential supports for improving schools

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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

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Leadership and Learning Outcomes

- Bryk, Sebring, et al (2010) *Organizing Schools for Improvement* (Essential Supports)
- **School Leadership**
- **Parent Community School Ties**
- **Professional Capacity**
- **Student Centered Learning Climate**
- **Instructional Guidance**

B

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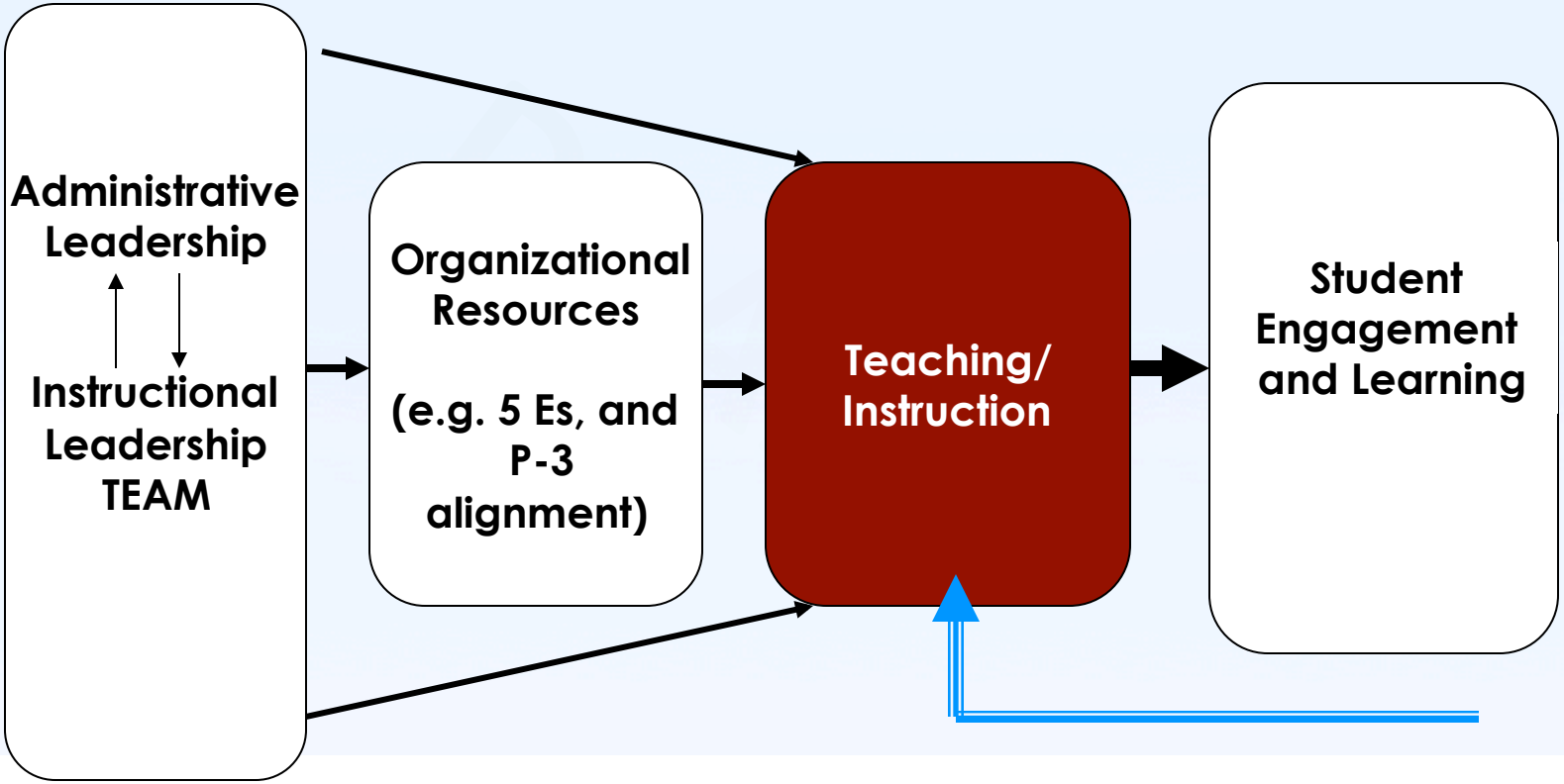
Within-school Improvement of Student Learning (explicit theory of impact)



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

Vision & Work at UIC CUEL

Leadership ==> Org Capacity ==> Instructional Capacity ==>PreK-12 Student Learning

- 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 ensure that such leaders can be developed at scale (district, state, nation)
- State/national recognition for our work in preparing leaders for high-need schools: partnership, coaching model, and metrics

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UIC Ed.D. Program Results

- Of 148 completers: >100 principals in urban schools, 85% retained; remainder are APs and system-level leaders (neighborhood & charter, selective enrollment and not)
- 99% placement in administrative positions for first 11cohorts to complete full-year paid residency
- High/est principal-eligibility pass-rate in CPS assessments

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UIC Program Impact

At elementary level, UIC-led schools significantly outperform district averages in:

- Attendance increases
- ISAT gains (twice as likely to post average grade equivalent increases of .4 grade level (2 SD) in principal's tenure)
- Impact on ISAT gains in highest-need schools
  - e.g., 4X more likely to score in top 10% of 90/90 Af Am schools
  - e.g., accelerated impact of 1st year principals on schools
- Impact on upper end schools--5 of top 20, DOE Blue Ribbon




UIC Program Results

UIC-led high schools:

- Now number 20, larger than any other Illinois district
- Charter and comprehensive neighborhood, including Clemente, Wells, Kennedy, Manley, Schurz, W' house
- Out-perform CPS comparison schools in "freshman on-track", annual dropout rates, and graduation rates
- Posted 3 of top 12 ACT gains in system last year; Kennedy highest gaining school in CPS

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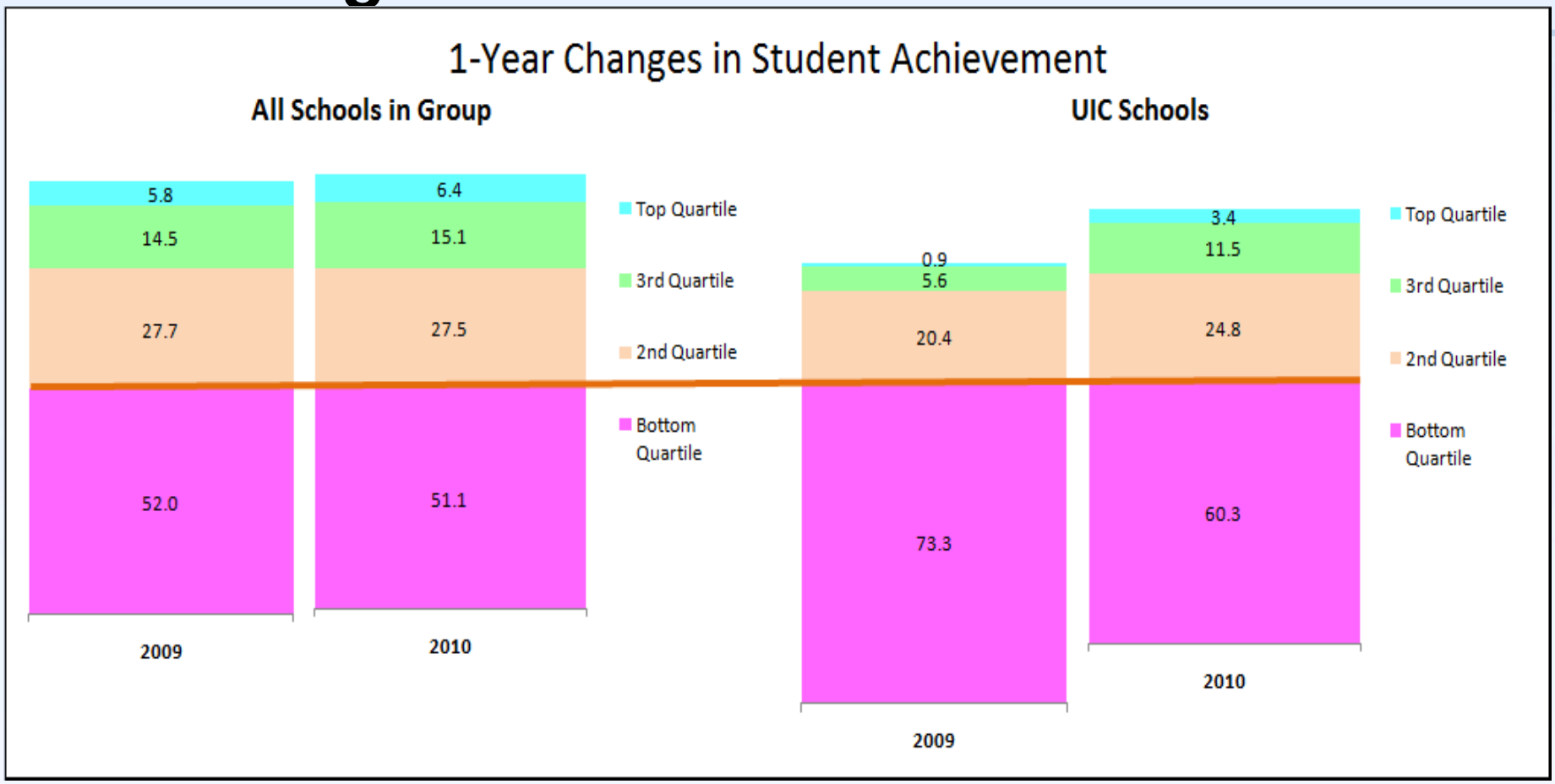
UIC Program Results



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UIC 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)

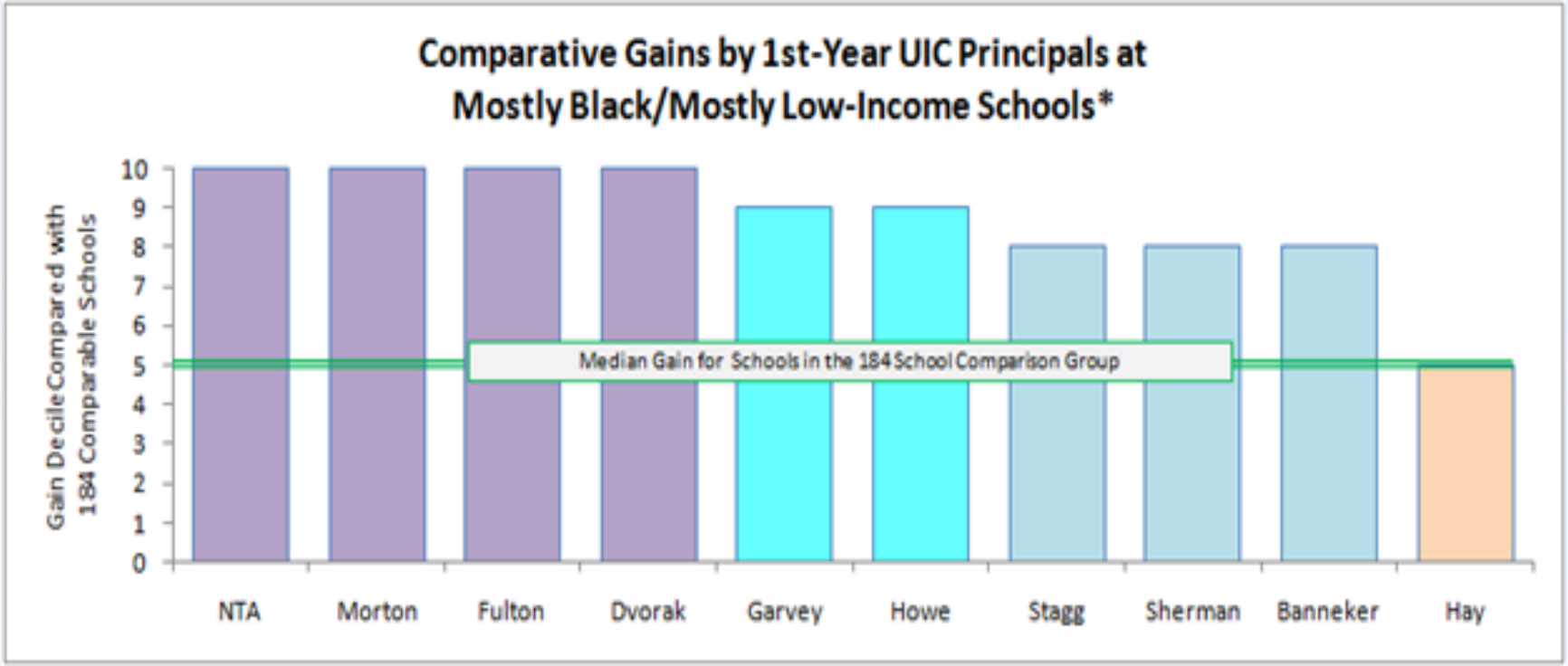

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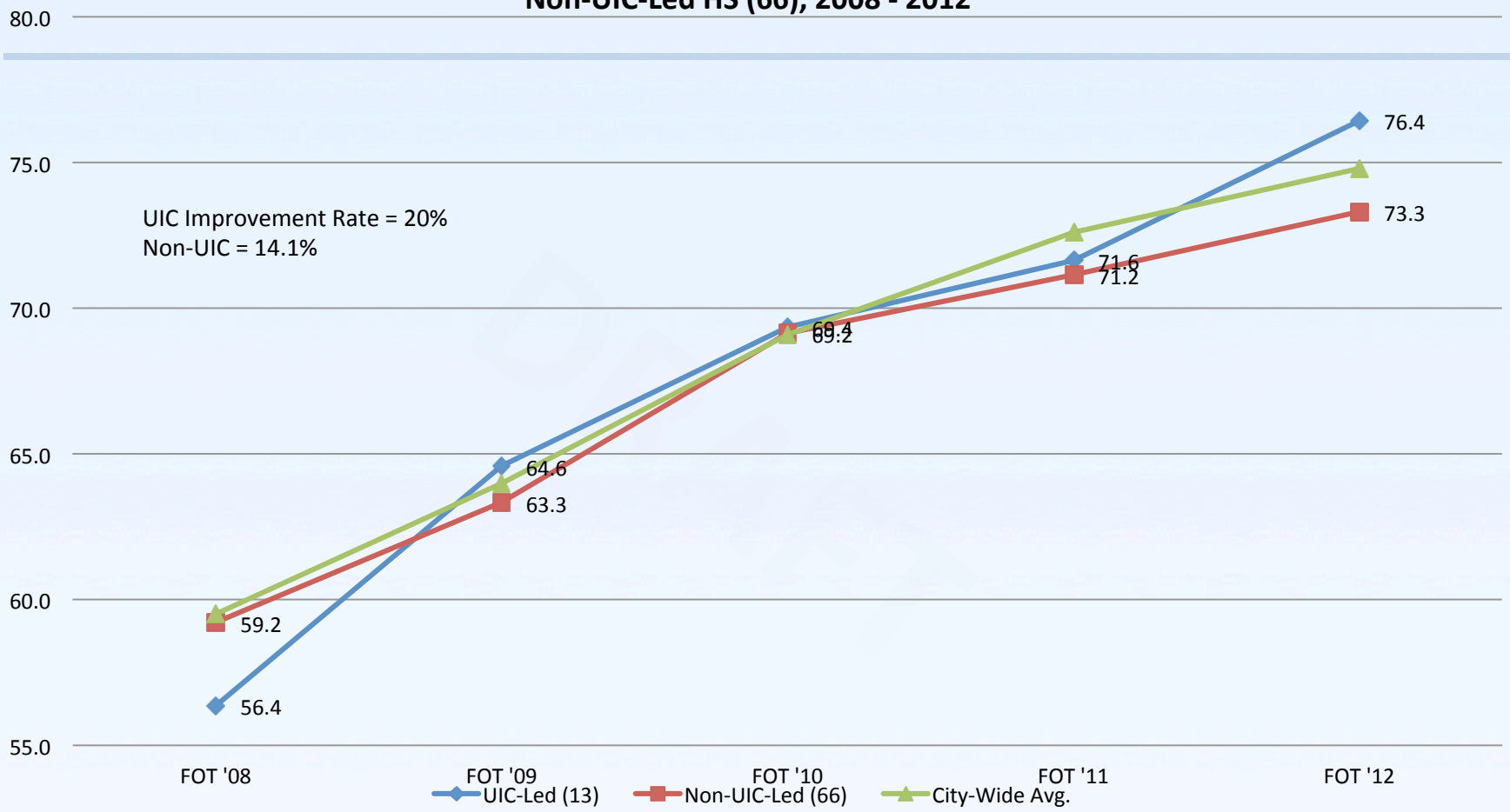
Exhibit X. Five-Year Trends in CPS 9th-Grade-on-Track: Mean Values for UIC-Led HS (13) v. Non-UIC-Led HS (66), 2008 - 2012



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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 (Note support of new state law)
  1. High selectivity
  2. Clinical intensity
  3. K-12 results orientation
  4. Residency and post-residency coaching
  5. Assessment rigor ➔ counseling out

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CPS vs. Illinois XChi: 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	

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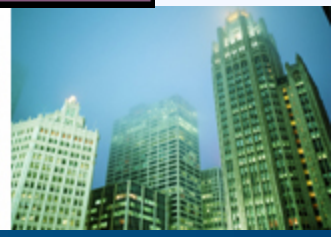

2001

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	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI
ELIGIBLE	153	147	150	147	154	148	153	149	150	150	148	147	153	150	152	148	148	150	146	148	149	150	147	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	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI
NOT ELIGIBLE	156	154	153	150	157	154	156	151	155	155	152	151	157	155	155	152	152	154	150	150	154	154	152	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	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI
ELIGIBLE	154	154	153	152	157	155	159	155	150	151	150	150	155	153	155	153	149	151	148	151	153	153	153	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	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI
NOT ELIGIBLE	159	159	157	157	161	160	161	160	156	158	155	155	161	159	161	159	154	156	153	154	158	158	158	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	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI
ELIGIBLE	159	158	157	156	161	160	161	160	157	157	156	155	160	160	161	158	153	155	152	154	158	158	157	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	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI
NOT ELIGIBLE	167	168	165	165	169	169	170	169	166	167	165	165	171	169	171	169	162	165	161	161	169	169	170	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	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI
ELIGIBLE	221	221	214	214	225	227	222	224	221	221	214	214	225	227	222	224	242	246	235	239	259	264	255	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	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI
NOT ELIGIBLE	233	241	224	232	237	246	233	242	233	241	224	232	237	246	233	242	251	259	243	252	270	279	266	274
95% Confidence Level	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
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	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI
ELIGIBLE	223	224	218	219	231	233	231	233	223	224	218	219	231	233	231	233	245	250	241	244	265	271	264	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	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI
NOT ELIGIBLE	236	244	230	237	243	249	242	251	236	244	230	237	243	249	242	251	254	262	249	258	275	285	274	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	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI
ELIGIBLE	231	236	226	227	236	244	237	243	231	236	226	227	236	244	237	243	249	259	243	250	268	284	267	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	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI
NOT ELIGIBLE	248	256	241	250	256	265	256	266	248	256	241	250	256	265	256	266	262	273	256	266	288	303	287	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**	

How is UIC continuing to track impact?

Current Research Agenda: “Improvement Science” and Bryk/Gomez et al—*Learning to Improve* (2015)

Chicago vs. Illinois achievement and other outcomes: Role of Principals

Cost-effectiveness of Principal Prep

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Early Learning and Quality Instruction: What's a District Leader to Do?

- PreK-3 education and school leadership as key levers
- Growth of PreK in and out of elementary schools and importance of quality ECE for later learning
- Quality PreK-3 as an organizational property of the school—instruction, integration, adult learning
- Developing/supporting school principals who "get it": challenges at multiple levels of principal development
- Policy and resources for the field(s) at scale

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Implications for state systemic approach

Kauerz & Coffman (2014): Framework (Cycle) (also 8 NAESP policy recs--both raise leadership expectations at every step)

- **Cross sector work (governance, strategy, funding)**
- **Administrator Effectiveness (licensure, support for P-3)**
- **Teacher Effectiveness (supporting adult learning in schools)**
- **Instructional Tools (state role in standards, assessments)**
- **Learning Environments (achieved only via adult learning)**
- **Data-Driven Improvement (creating local & state systems)**
- **Family Engagement (yet another of the 5 essential supports)**
- **Continuity and Pathways (multiple ECE paths to success)**

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Resources: The Science/Social Science

Shonkoff, J. P. & Phillips, D. A. eds. (2010) ***From Neurons to Neighborhoods: the Science of Early Childhood Development***. Board on Children, Youth, and Families, National Research Council and Institute of Medicine. Washington, DC: National Academies Press.

Allen, L. & Kelly, B. ed (2015) *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation*. Board on Children, Youth, and Families, National Research Council and Institute of Medicine. Washington, DC: National Academies Press.

Policy and Practice

- Heckman, James J. (2013) *Giving Kids a Fair Chance (A Strategy that Works).* Cambridge: Boston Review.
- Kauerz, K & Coffman, J. (2013) *Framework for Planning, Implementing, and Evaluating PreK-3rd Grade Approaches*. Seattle, WA: College of Education, UW.
- Ritchie, S., & Gutmann, L. (2014) *First School: Transforming Prek-3rd Grade for African American, Latino, and Low-Income Children*. New York: Teachers College Press.
- Zaslaw, M., Martinez-Beck, et al., eds (2011) *Quality Measurement in Early Childhood Settings*. Baltimore: Paul H Brookes Publishing.




ECE Leadership

- Bryk, A. S., Sebring, P. B., Allensworth, E., Luppescu, S., & Easton, J. Q. (2010). *Organizing Schools for Improvement: Lessons from Chicago*. Chicago, IL: The University of Chicago Press.
- Kostelnik, M. J. & Grady, M. L. (2009) *Getting It Right from the Start: The Principal's Guide to Early Childhood Education.* Thousand Oaks, CA: Corwin Press and NAESP.
- *Leading PreK-3 Learning Communities: Competencies for Effective Principal Practice* (2014) Alexandria, VA: National Association of Elementary School Principals.

- National, State, and District Standards and Guidelines: from NAEYC to State and local district materials, Early Childhood standards for teaching and learning are an effective leadership tool for informing and animating conversations at the district and building level.




Questions/Comments

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