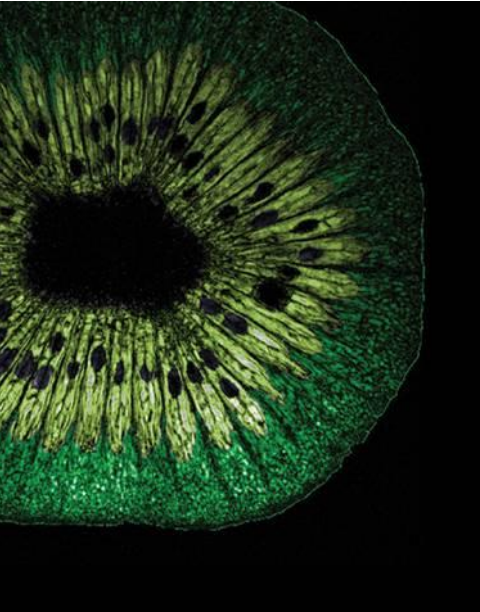
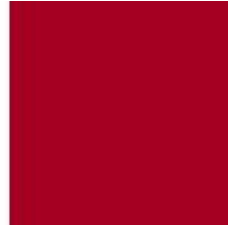


Urban Education Leadership Program



UIC UNIVERSITY OF ILLINOIS
AT CHICAGO

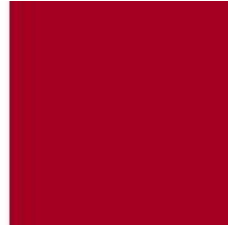
Creating effective leaders. Transforming urban schools.



Urban Education: Then & Now

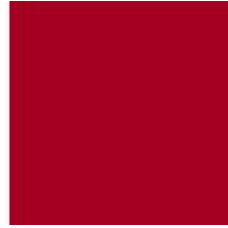


The national conversation on Urban Education has changed over the past 40 years, from what schools cannot do to what schools can do—and how.



Urban Education: Then & Now

- 1960s: SES is prime contributor to student learning outcomes; there's little that schools can do
- 1970s: "Effective Schools" research: successful schools have successful leaders
- 1980s: *A Nation at Risk* launches 30 years of teacher education reform
- 1990s: *What Matters Most* and the quality of classroom instruction
- 2000s: From *No Child Left Behind* to a new recognition of the impact of school leadership on student learning



The Recent “Discovery” of School Leadership



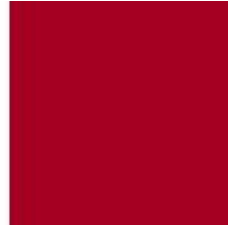
- School principals matter because quality of teaching depends on it
- Most teacher learning takes place after initial certification
- Schools that succeed with low-income students are sites of successful adult learning



How Principals Matter



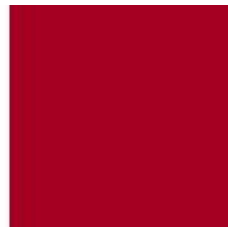
- Strong school leadership is the surest route to strong instruction in each classroom
- Wallace Foundation: No examples of school “turnaround” absent strong school leadership
- Our working hypothesis: School leadership is the single most cost effective way to improve student learning at scale



If some principals transform schools . . .



- Can such principals be produced as a rule, rather than as a rare exception to the rule?
- Three “pioneering” programs (EDC)
 - UIC Ed.D. in Urban Education Leadership
 - New Leaders for New Schools
 - NYC Leadership Academy



The scholarship of demonstration



“The UIC program serves as a model that can be adapted to Chicago's twenty other colleges and universities. Our investment in the UIC Ed.D. Program in Urban School Leadership is one of the most cost-effective we can make.”

Arne Duncan, CEO, Chicago Public Schools (now U.S. Secretary of Education)



The UIC model: Part 1



- Inquiry stance: what does it take to prepare transformative principals?
- Close partnership with CPS to meet district needs (\$1M annually in paid internships)
- Integration of high-performing practitioners with nationally recognized research faculty
- Highly selective admissions and frequent assessment



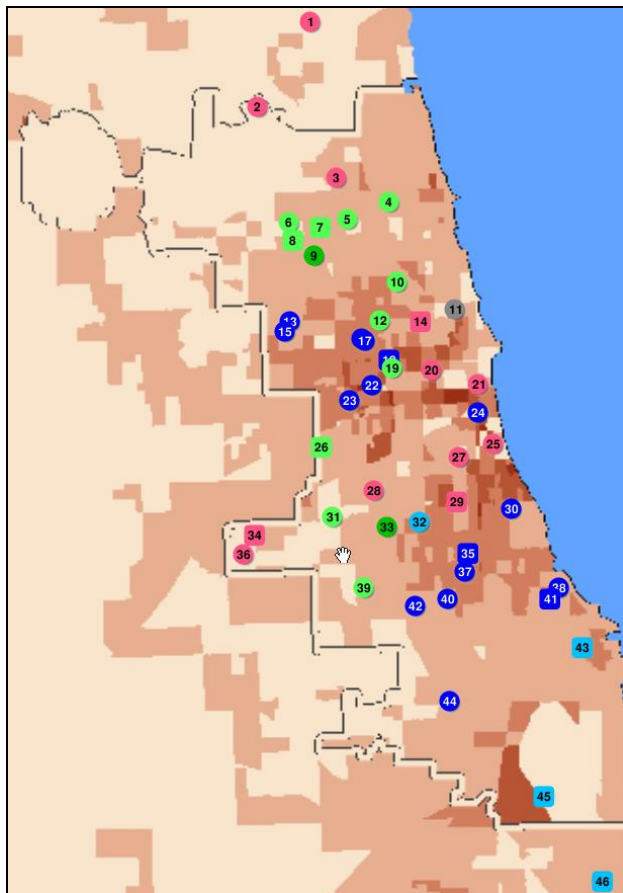
The UIC model: Part 2



- Intensive integration of year-long residency, 2 years additional coaching, and 3 years of coursework
- Outcomes-based data collection to assess candidates and improve program
- Doctoral degree structure to ensure multi-year commitment and provide future leadership of the field



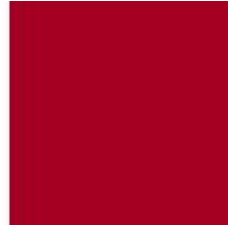
Forty-seven schools and counting . . .



- UIC principals are hired in the most resource-challenged schools in CPS
- > 10% of CPS high schools
- Majority of principals are Black and Latino
- Foundations invested >\$6M

Grade Level: (E) (HS)	Ethnicity/Race of Schools	
Neighborhood Poverty Level	60%	90%
<5%	African American	African American
5-30%	Latino	Latino
30-60%	White	White
60-90%	Mixed	Mixed
90-100%	Insufficient Data	Insufficient Data

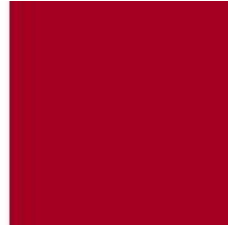
Data Sources: NIPC 1999, Census 2000, and ISBE 2007



UIC principals transform schools



- UIC principals lead transformation in 47 urban schools
- 23 UIC candidates are assistant principals or working in CPS central administration
- Combined student enrollment of 32,000 students across all schools with UIC leaders
- Impact on CPS Policy



UIC principals' impact in their first 4 years

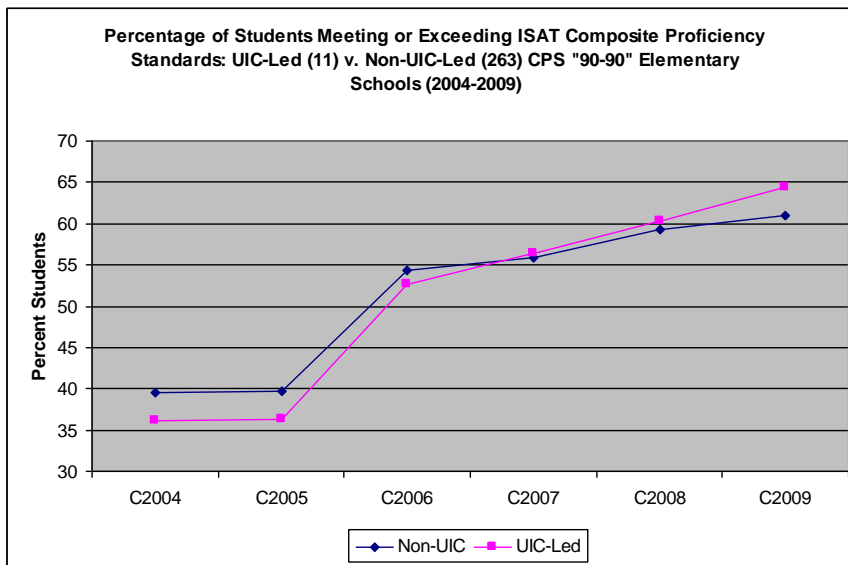


In the highest-need Chicago Public Schools:

- Improved test scores at elementary and secondary levels
- Improved attendance in elementary and secondary schools
- Improved freshman-on-track in large and small high schools
- Reduced drop-out rates and increased graduation rates



The results: ISAT composite score



- ISAT test trends for all UIC elementary schools in 2009 vs. non-UIC CPS elementary schools
- Metric: percentage of students (grades 3-8) who meet or exceed state standards on these tests
- UIC-led schools show an increasing lead in composite scores over the non-UIC schools that meet the same demographic

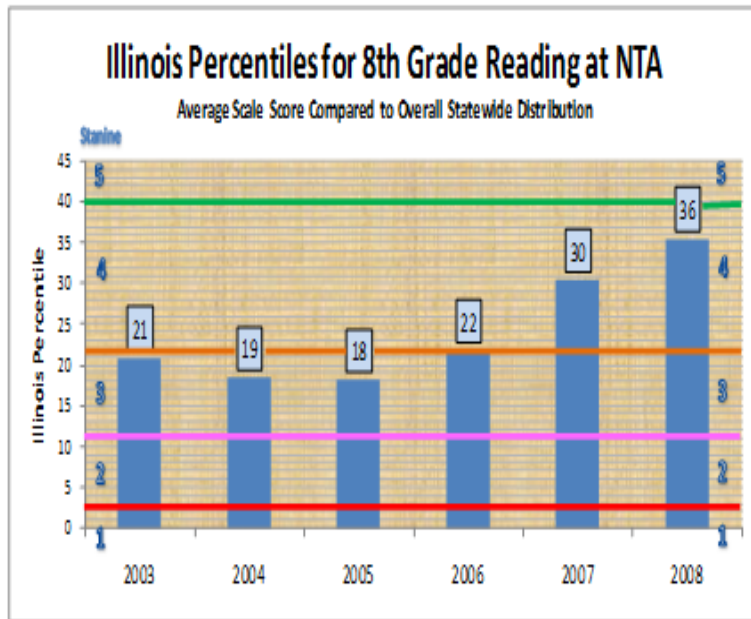
Table X. Trends in School-Wide ISAT Composite ME (%), 2004-2009: UIC-led ES and Non-UIC ES

	C2004	C2005	C2006	C2007	C2008	C2009
Non-UIC	39.55	39.64	54.38	55.85	59.21	60.9
UIC-Led	36.06	36.35	52.72	56.35	60.25	64.45

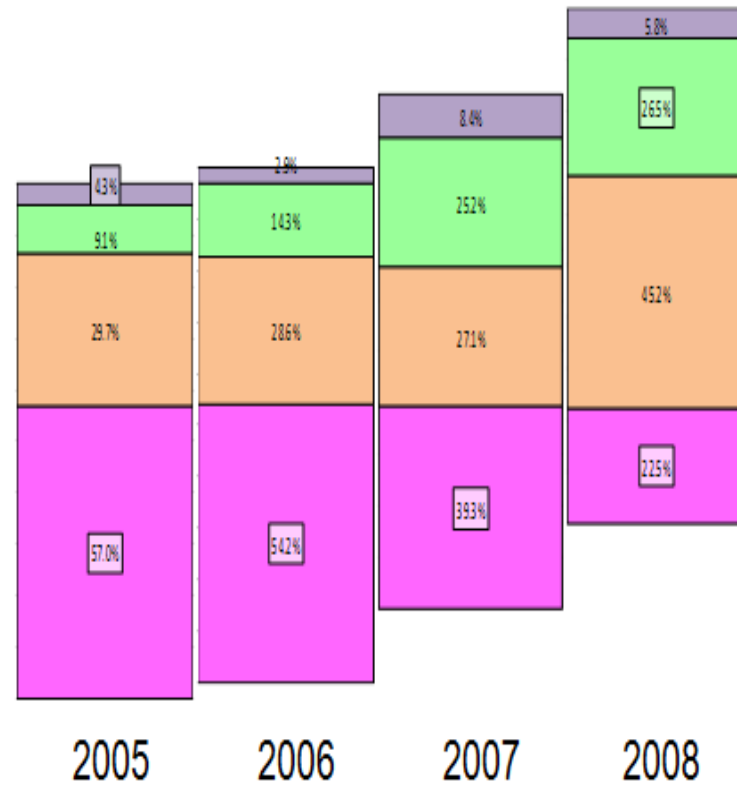


8th Grade Reading at National Teachers Academy

Illinois Percentiles



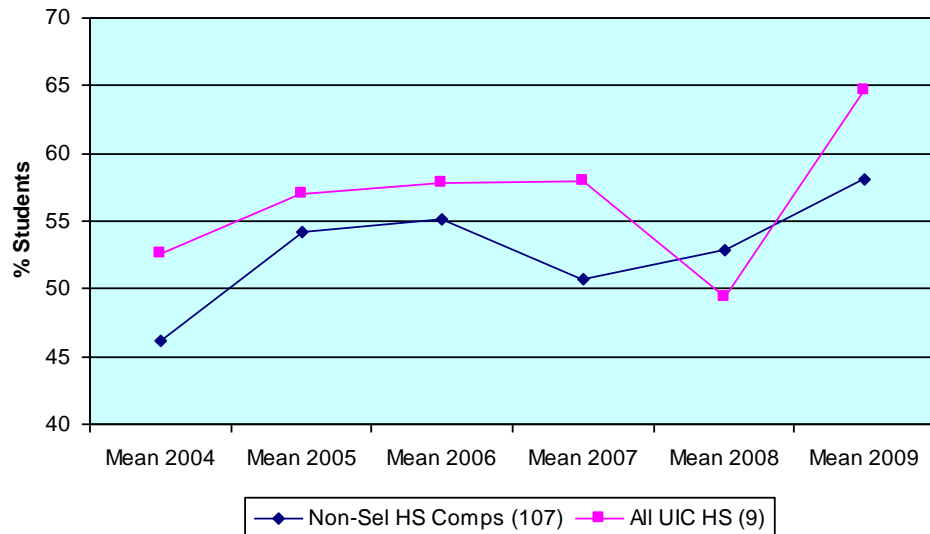
Illinois Quartiles





The results: F-O-T

Figure 1. Trends in Freshman on Track - 2004-2009
UIC-Led (9) and Non-UIC-Led (107) Non-Selective High
Schools

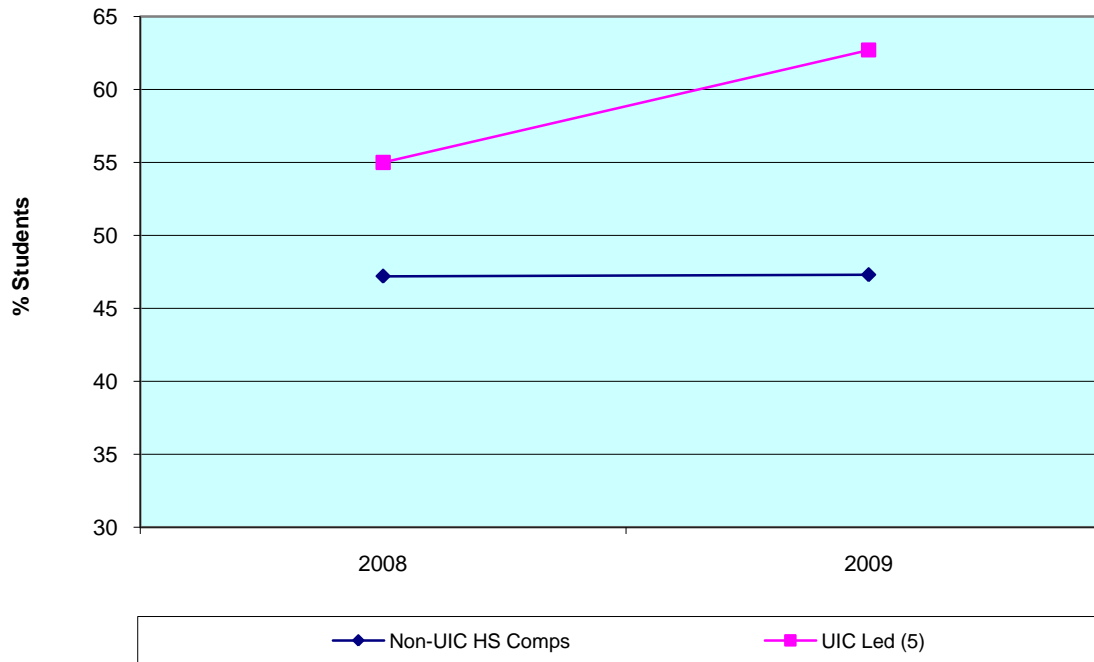


- Freshman on track: the percent of students who complete 9th grade with no more than one semester 'F' and five full credits in core courses – high predictors of HS graduation
- School lines represent nine UIC-led CPS non-selective high schools with data from Sp. 2009 vs. 107 other non-selective CPS high schools

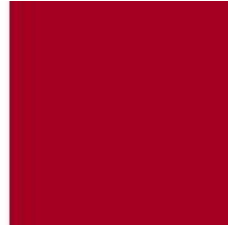


The results: HS graduation rates

Exhibit X. Graduation Rates 2008-2009
UIC Led HS and NON UIC Led Non-Selective CPS HS



UIC high schools increase graduation rates, with potentially significant economic consequences for Illinois (Belfield & Levin)



UIC transforming higher education



- UIC led state Legislative Task Force to replace all current principal cert programs by 2014 (SB 226: June 2010)
- UIC model used in Illinois Race to the Top federal application for improving struggling schools
- UIC faculty contributed leadership provisions for renewal of No Child Left Behind
- UIC faculty serve on multiple national commissions

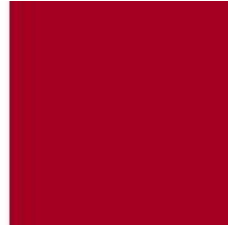


UIC Impact



“UIC’s urban education leadership program is a state and national model for how to transform struggling schools. It matches schools with the greatest challenges with the most highly qualified school leaders.”

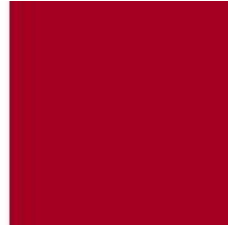
Judy Erwin
Executive Director, IBHE



The challenge to higher education

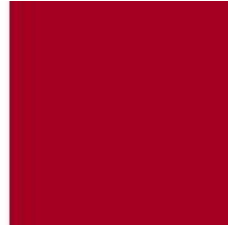


- Higher education historically resistant to change; viewed by too many as part of the problem, not part of the solution
- Close historical analogue: the change in medical education 1910-1920
- Like medical education, transformative principal preparation is labor-intensive on the part of candidates and faculty: it cannot be done through mass production “on the cheap”



Why higher education must change

- It is now clear that student learning in low-income schools can be dramatically improved—and in a relatively short time period
- We have no more promising theory for cost-effective improvement of low-income schools at scale than through preparation of capable school leaders
- Although districts, not-for-profits, and for-profits would like to take over this responsibility from IHEs—and are currently taking the lead—they can never do so at scale
- If higher education does not do this at scale, there is little reason to believe it will be done; and higher education has the resources to do it: the Chicago example



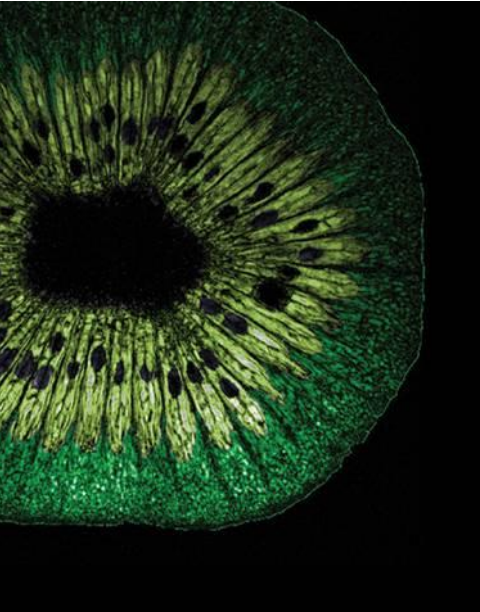
If we are serious about improving public schools . . .

. . . then we have to be serious about improving school leadership programs.

UIC impact resides in the work of principals who are improving the life chances of urban youth--transforming schools as a rule, not as an exception to the rule.



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