

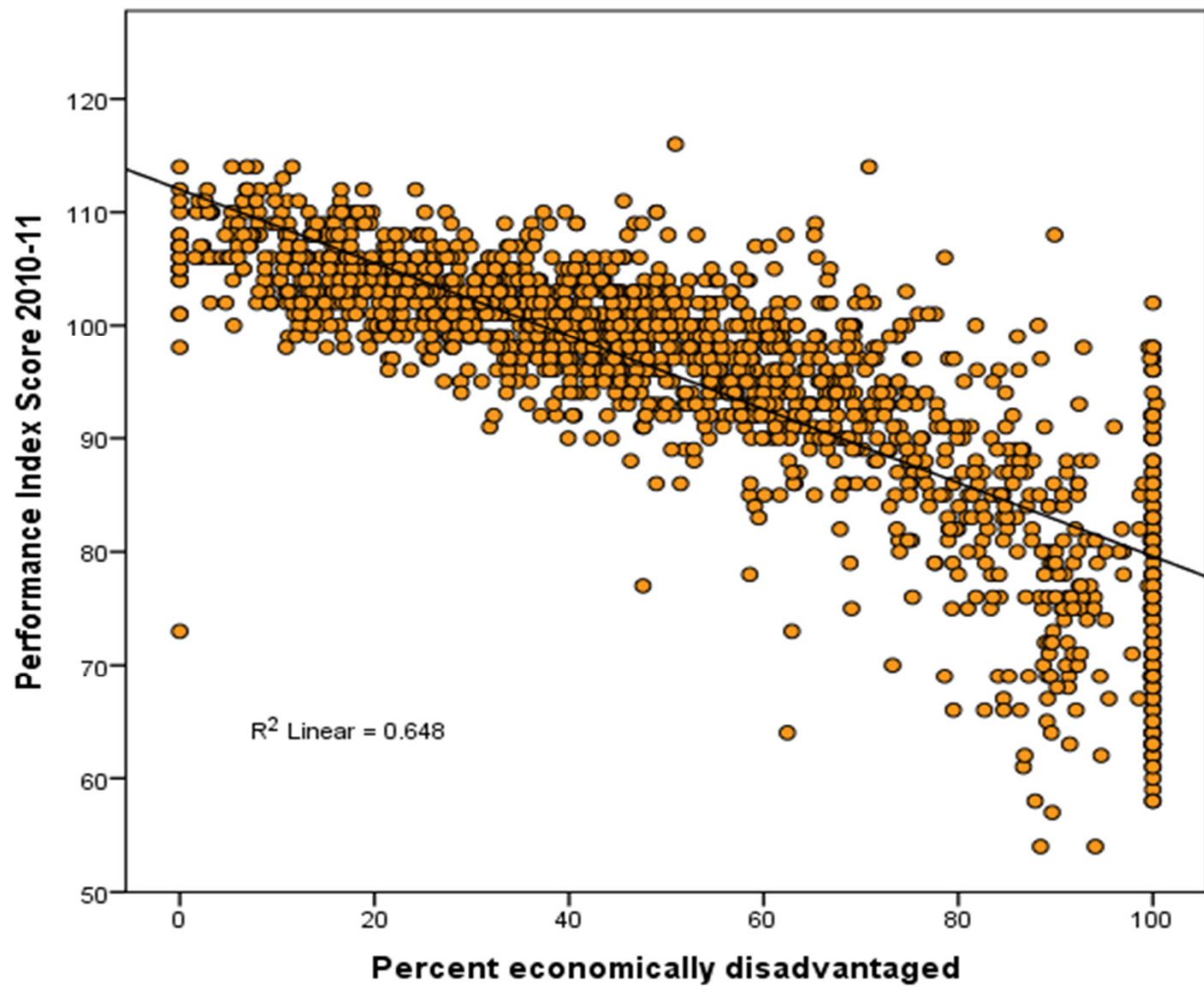


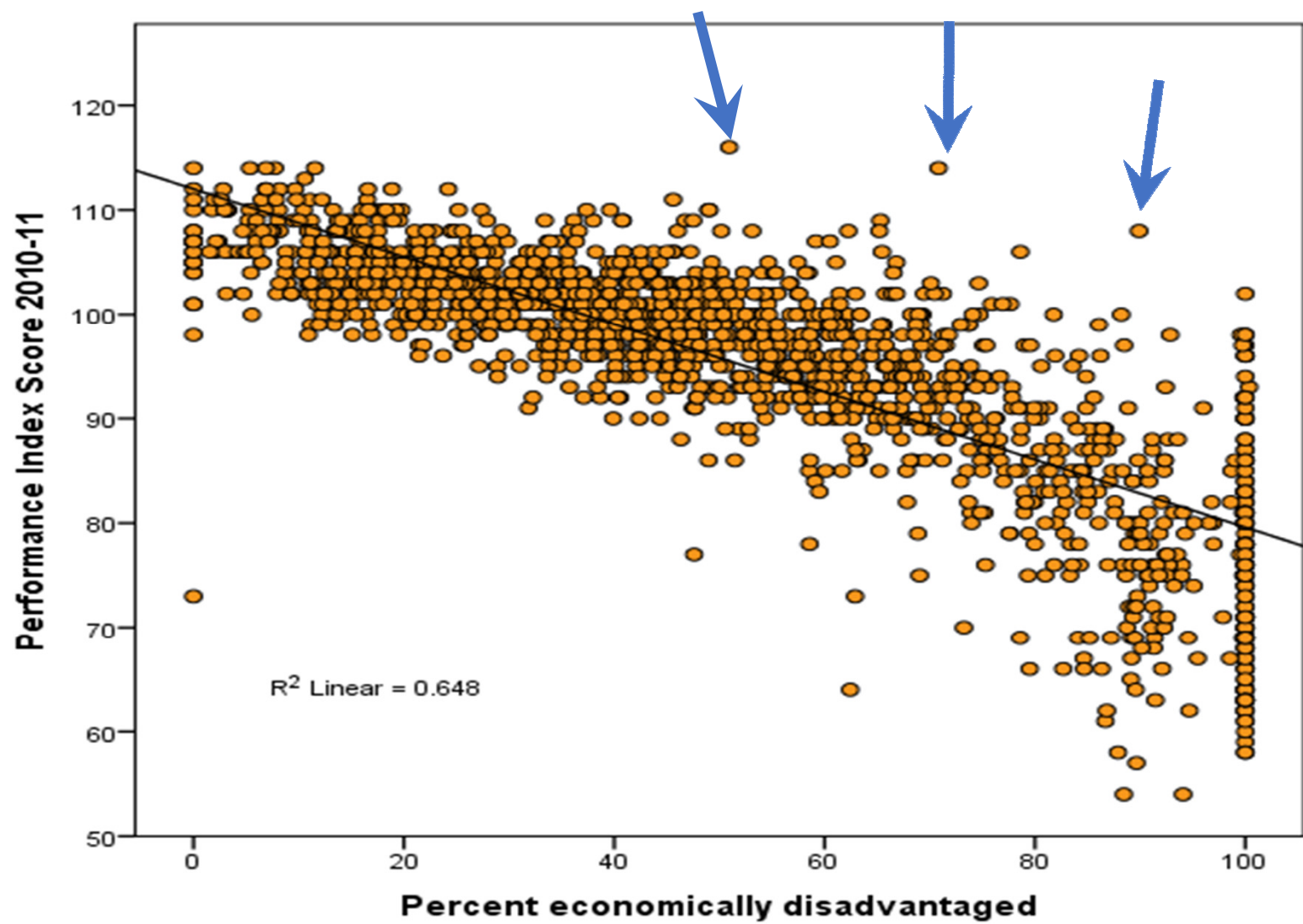
**It Can Be Done,
It's Being Done,
and Here's How**

Karin Chenoweth
The Education Trust

Association of Directors of
Education in Scotland (ADES)
November 20, 2015

The correlation between poverty and achievement sometimes seems so strong as to be inescapable.





Is there something we can learn
from those and other
“Unexpected Schools?”

George Hall Elementary School

Mobile, Alabama

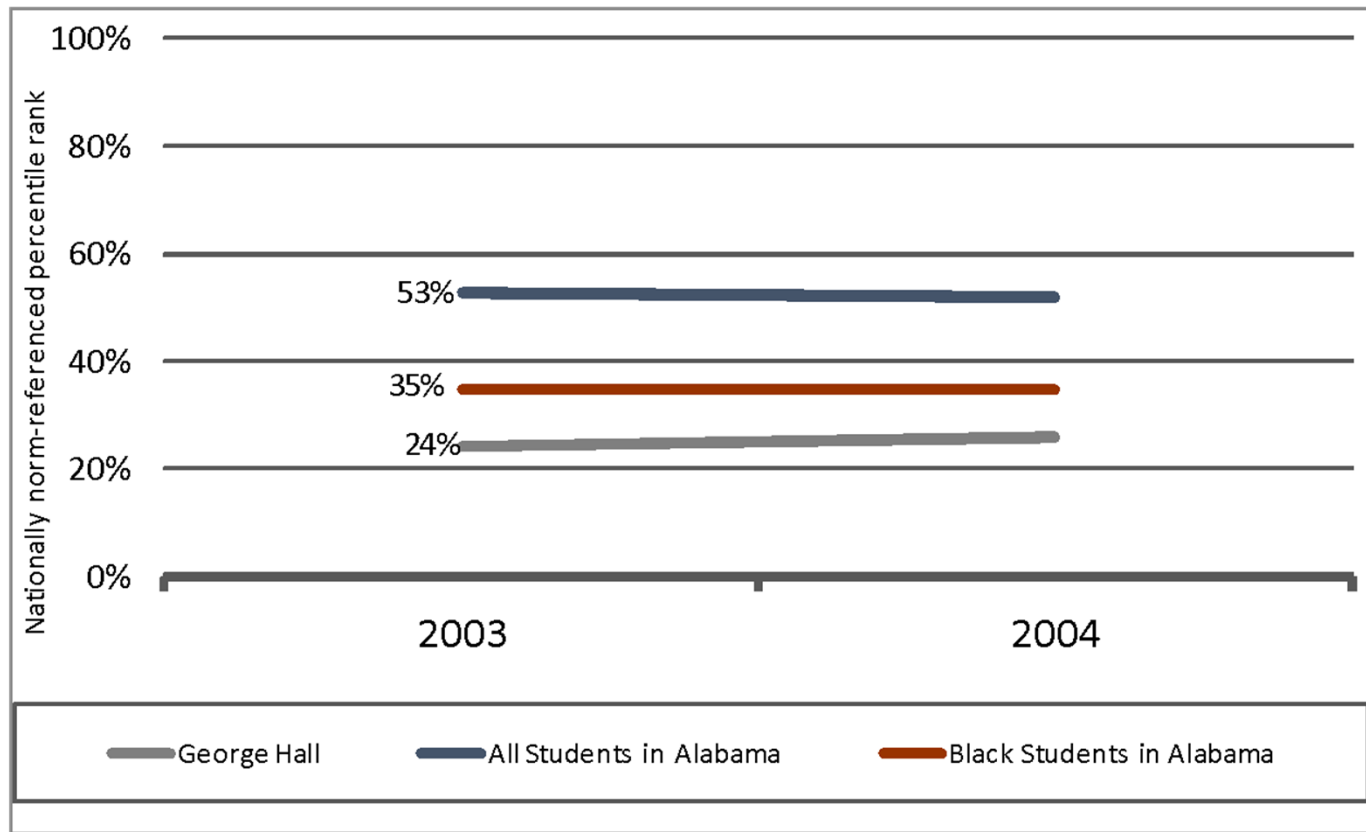
444 students in grades preK-5

- 99 % African American
- 99% Low-Income



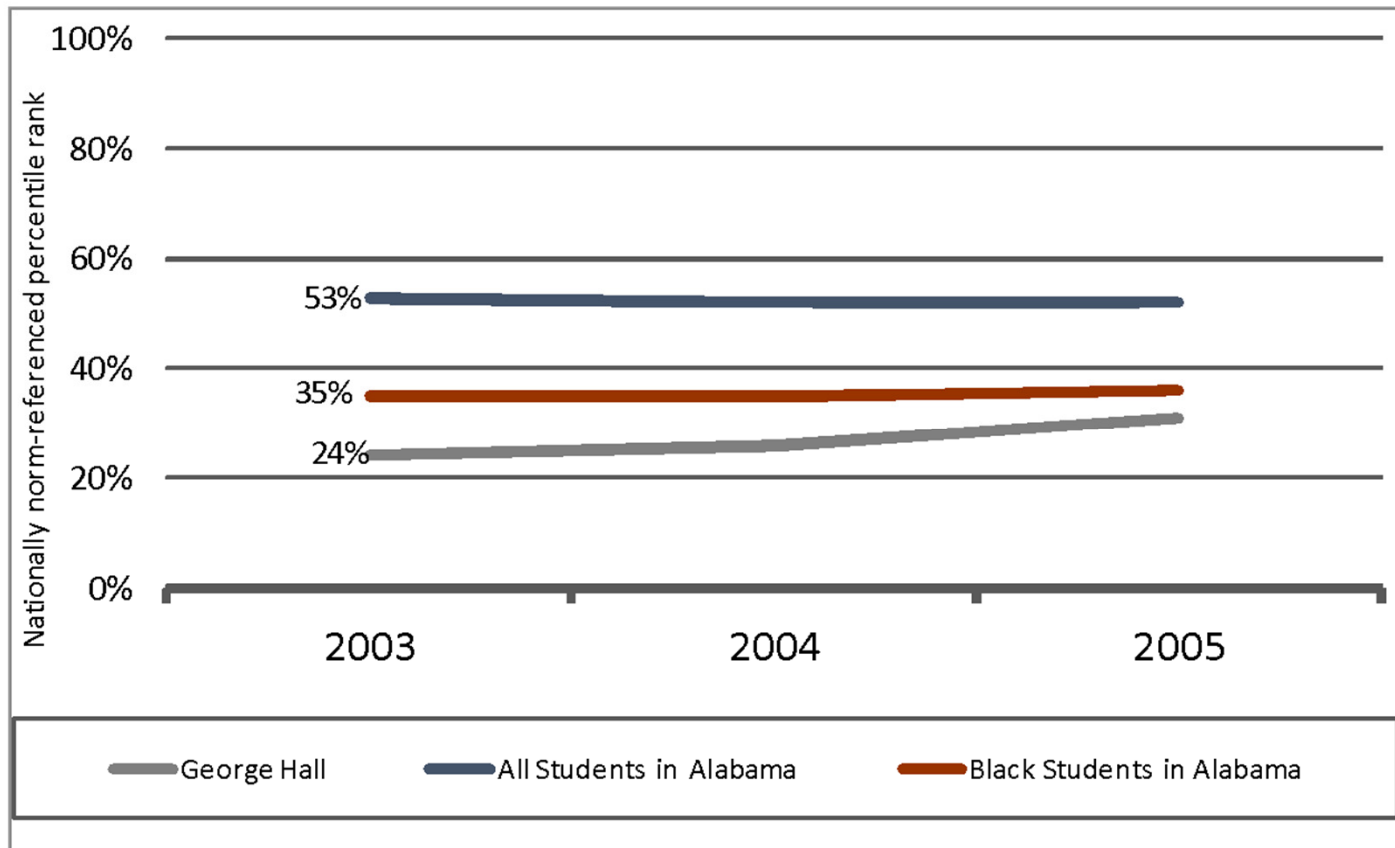
Source: Alabama Department of Education

Grade 5 Reading—SAT 10 results



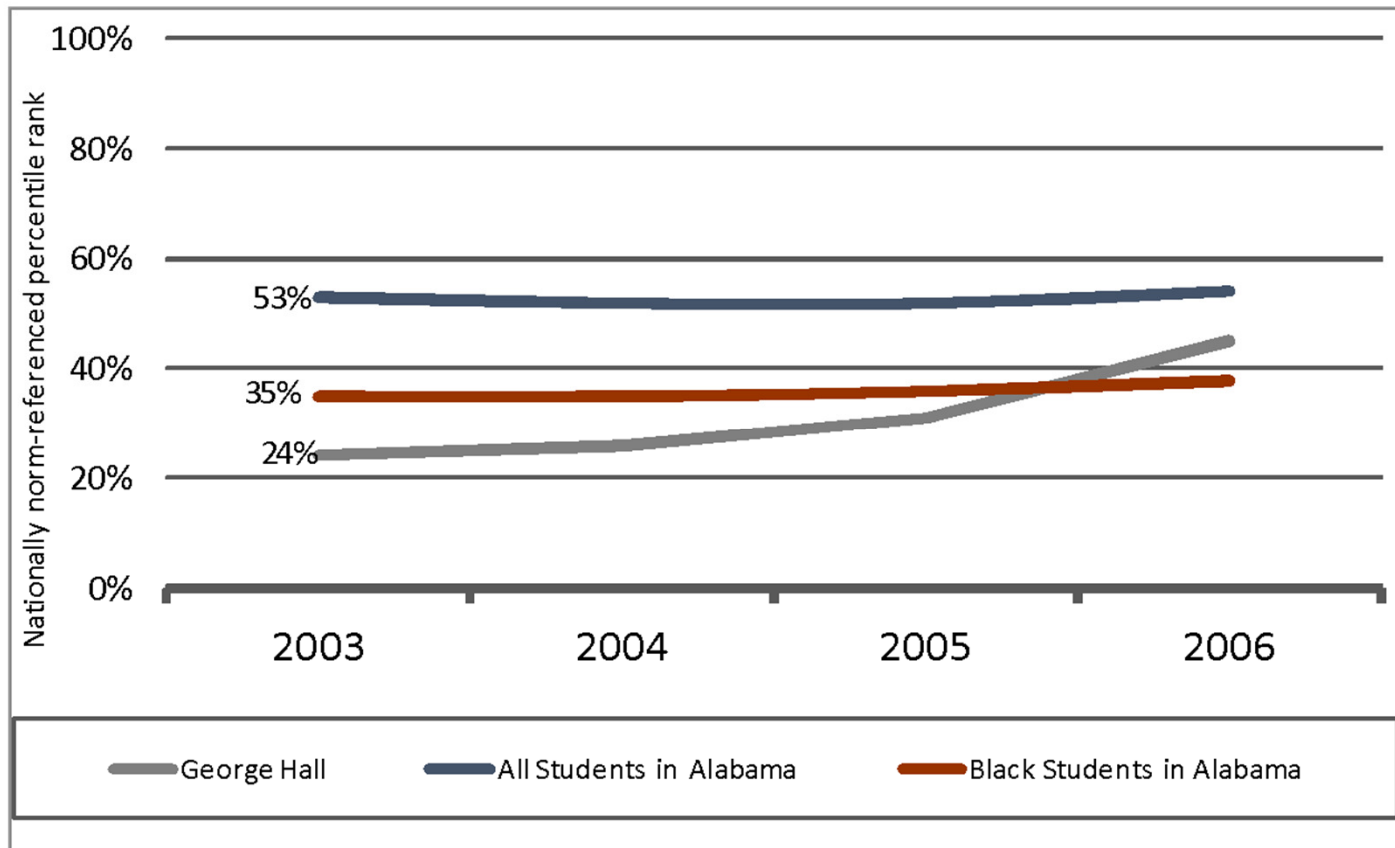
Source: Alabama Department of Education

Grade 5 Reading—SAT 10 results



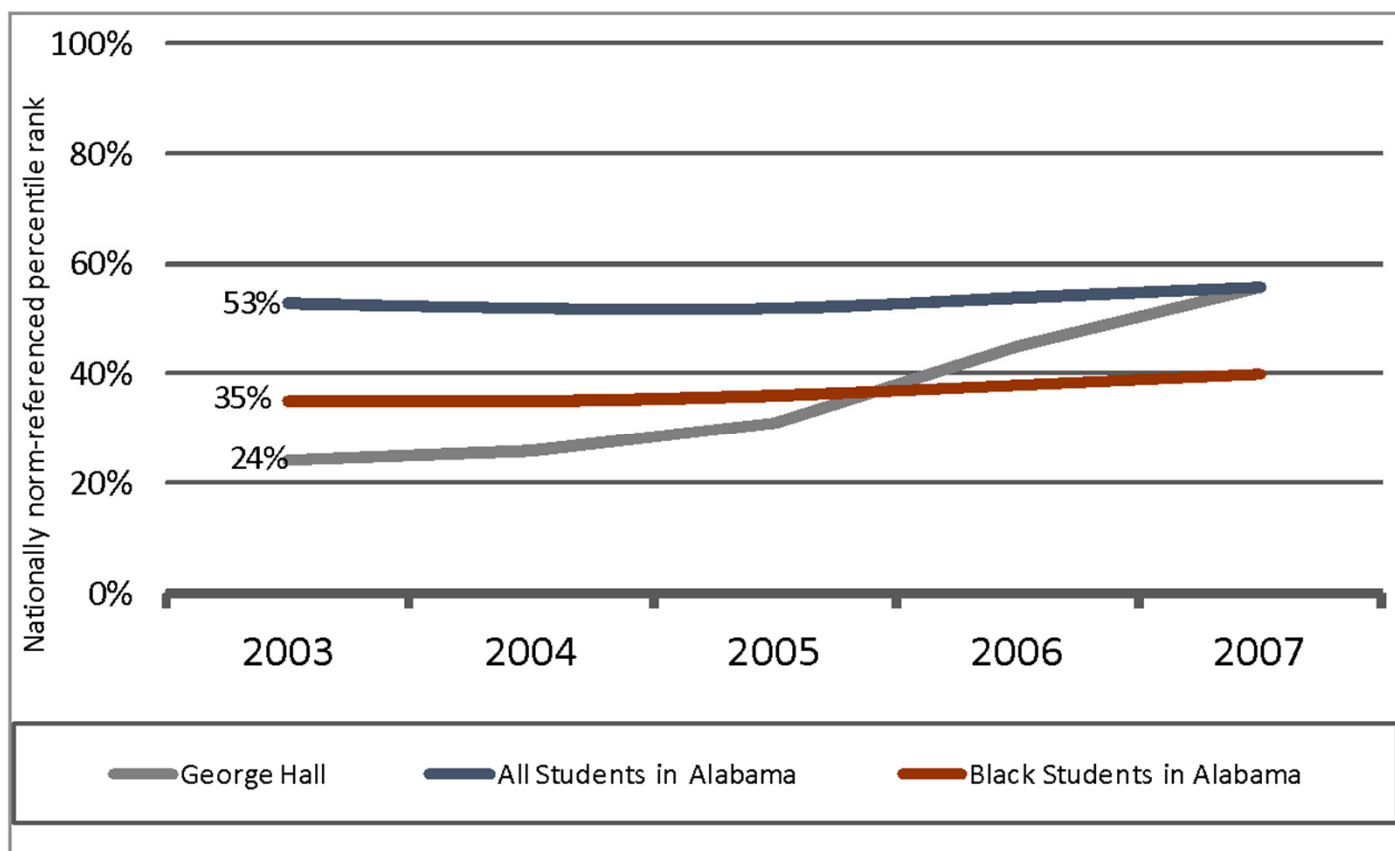
Source: Alabama Department of Education

Grade 5 Reading—SAT 10 results



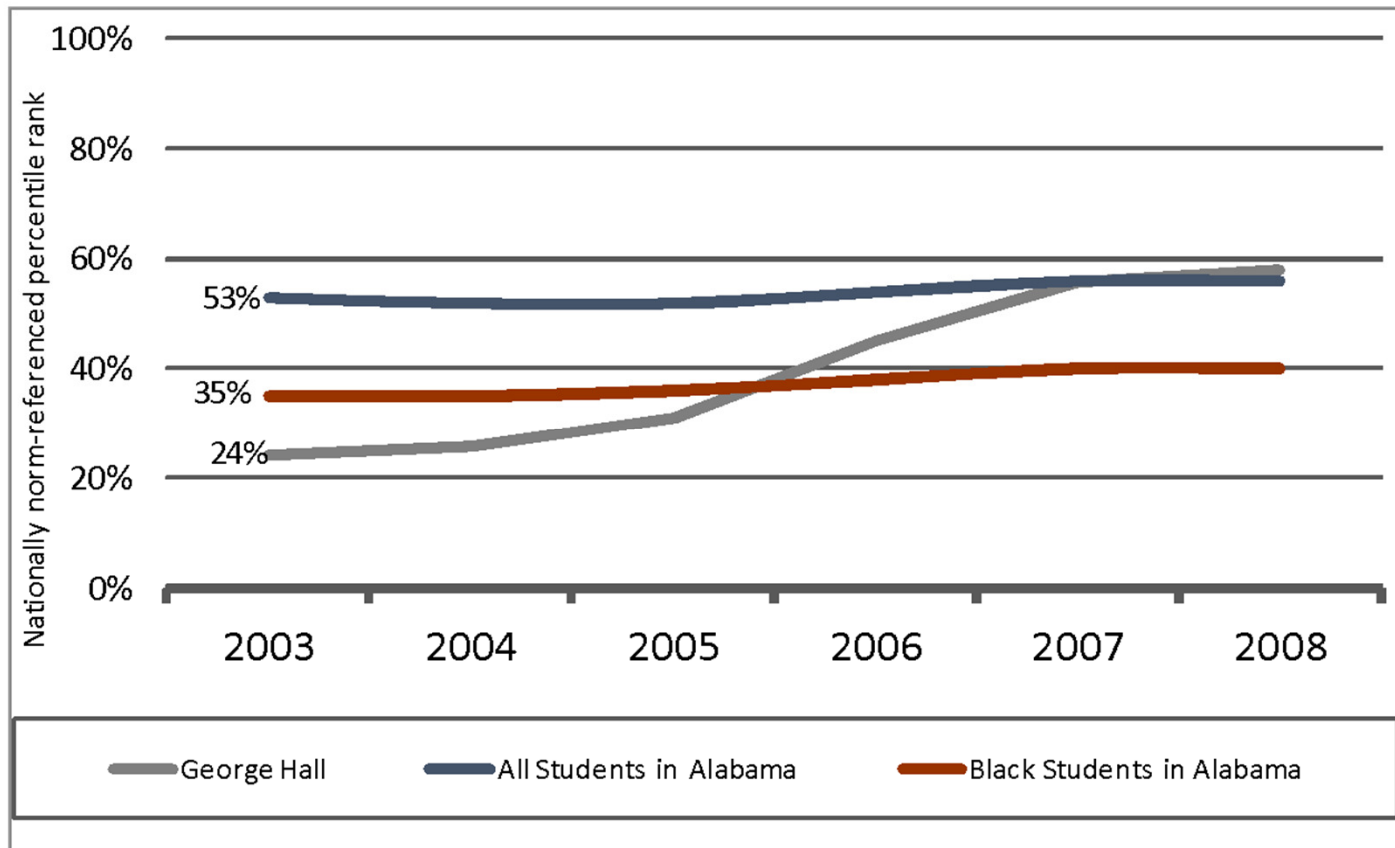
Source: Alabama Department of Education

Grade 5 Reading—SAT 10 results



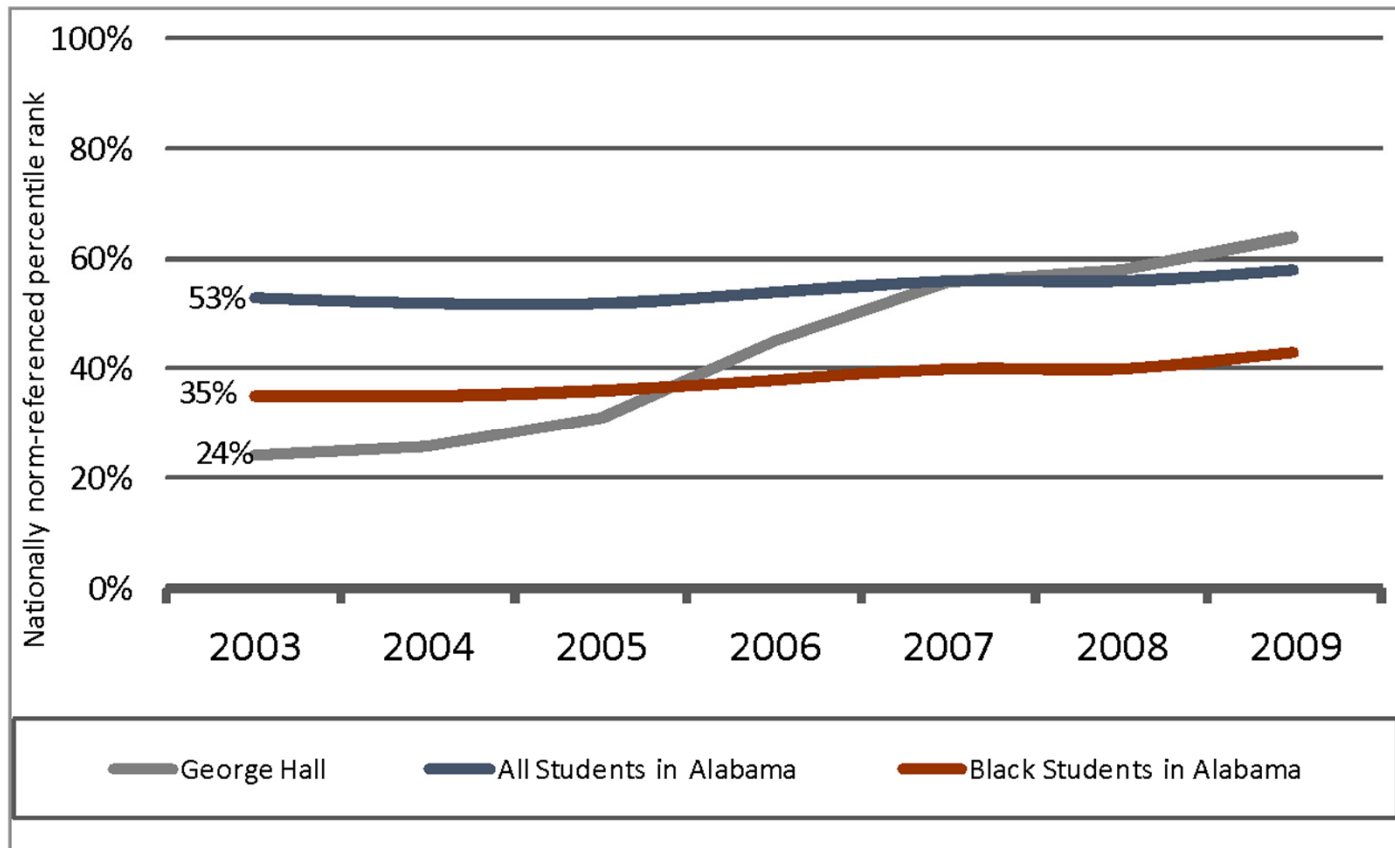
Source: Alabama Department of Education

Grade 5 Reading—SAT 10 results



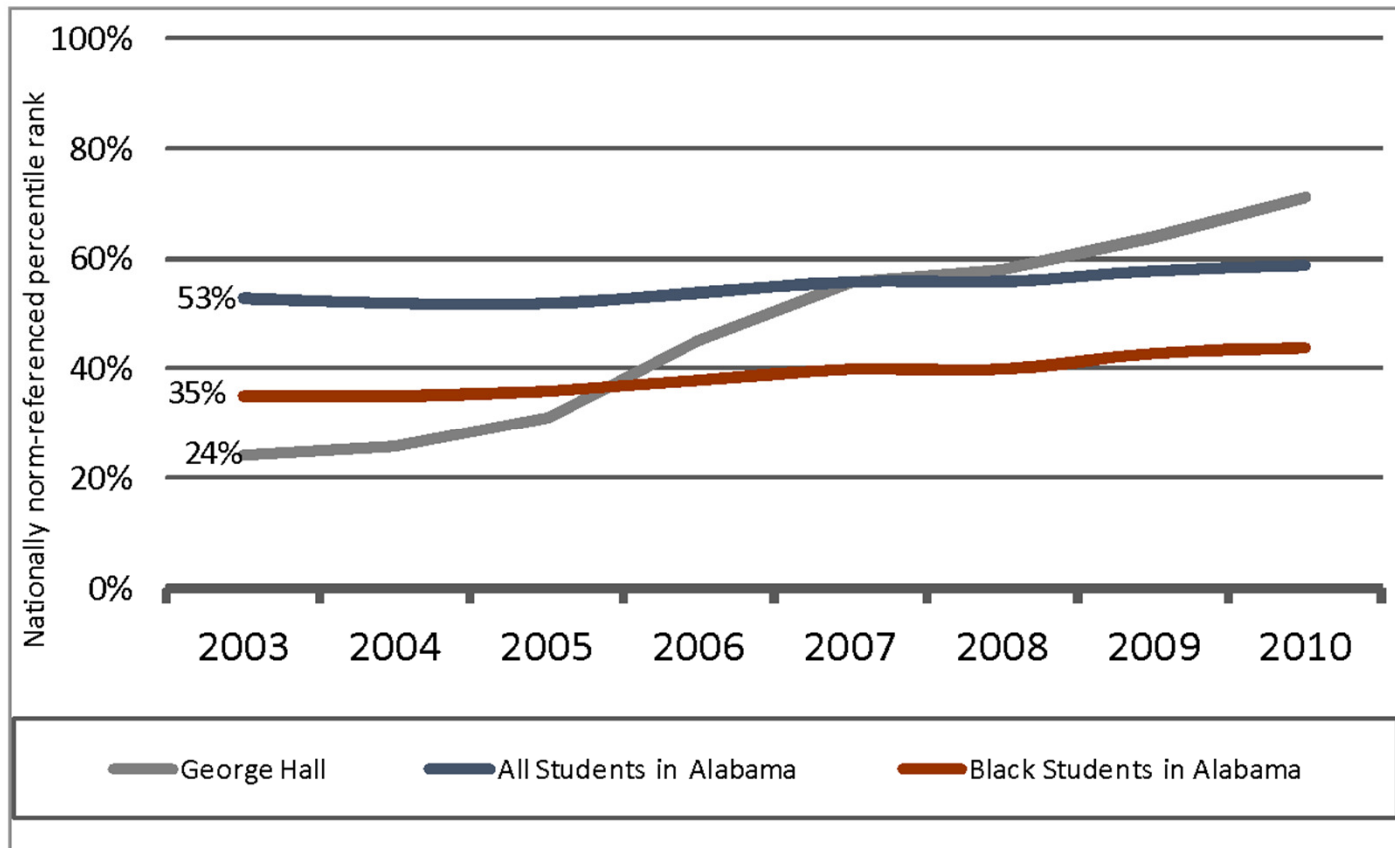
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Grade 5 Reading—SAT 10 results



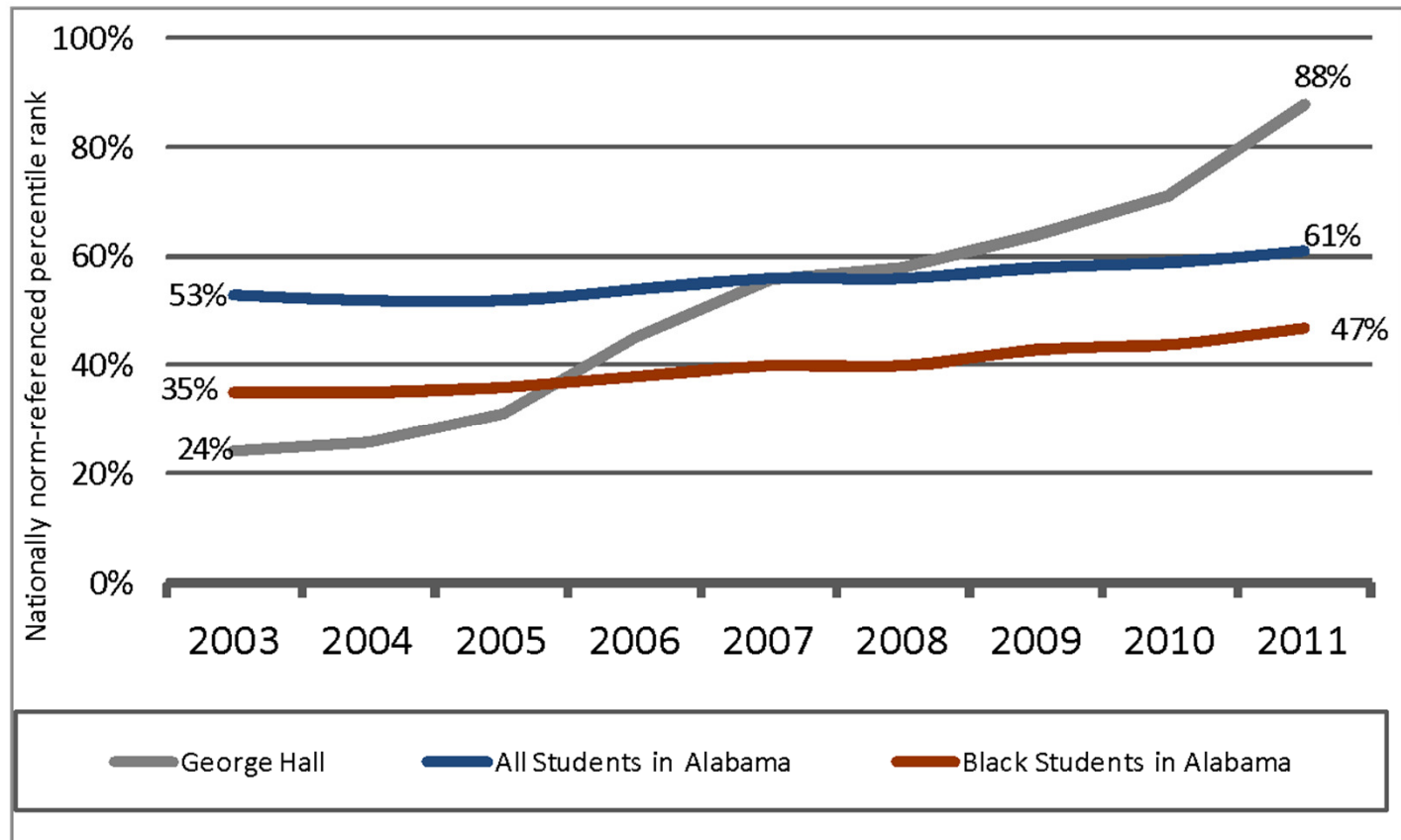
Source: Alabama Department of Education

Grade 5 Reading—SAT 10 results



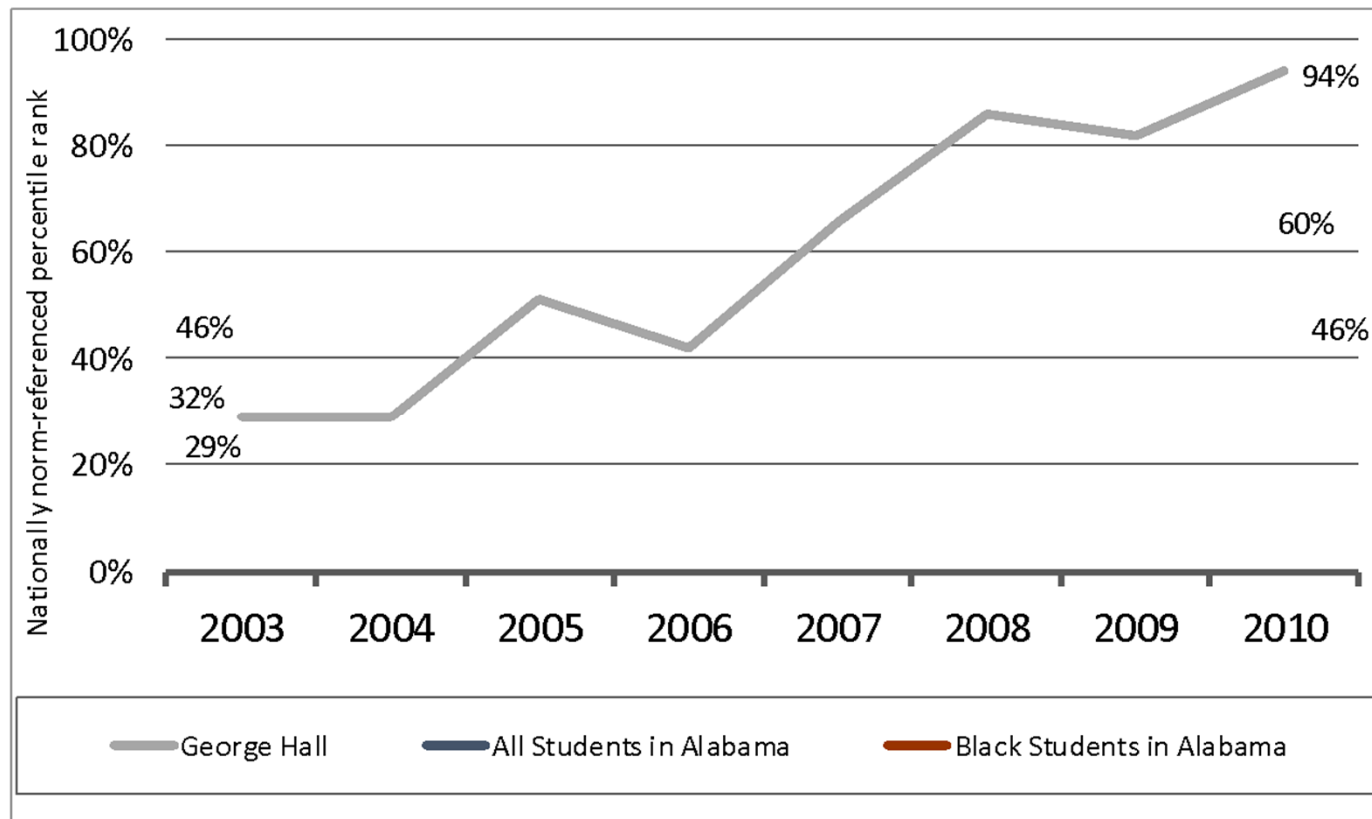
Source: Alabama Department of Education

Grade 5 Reading—SAT 10 results



Source: Alabama Department of Education

Grade 5 Math—SAT 10 results



Graham Road Elementary School

Falls Church, Virginia

356 students in grades K-6

13% Black

16% Asian

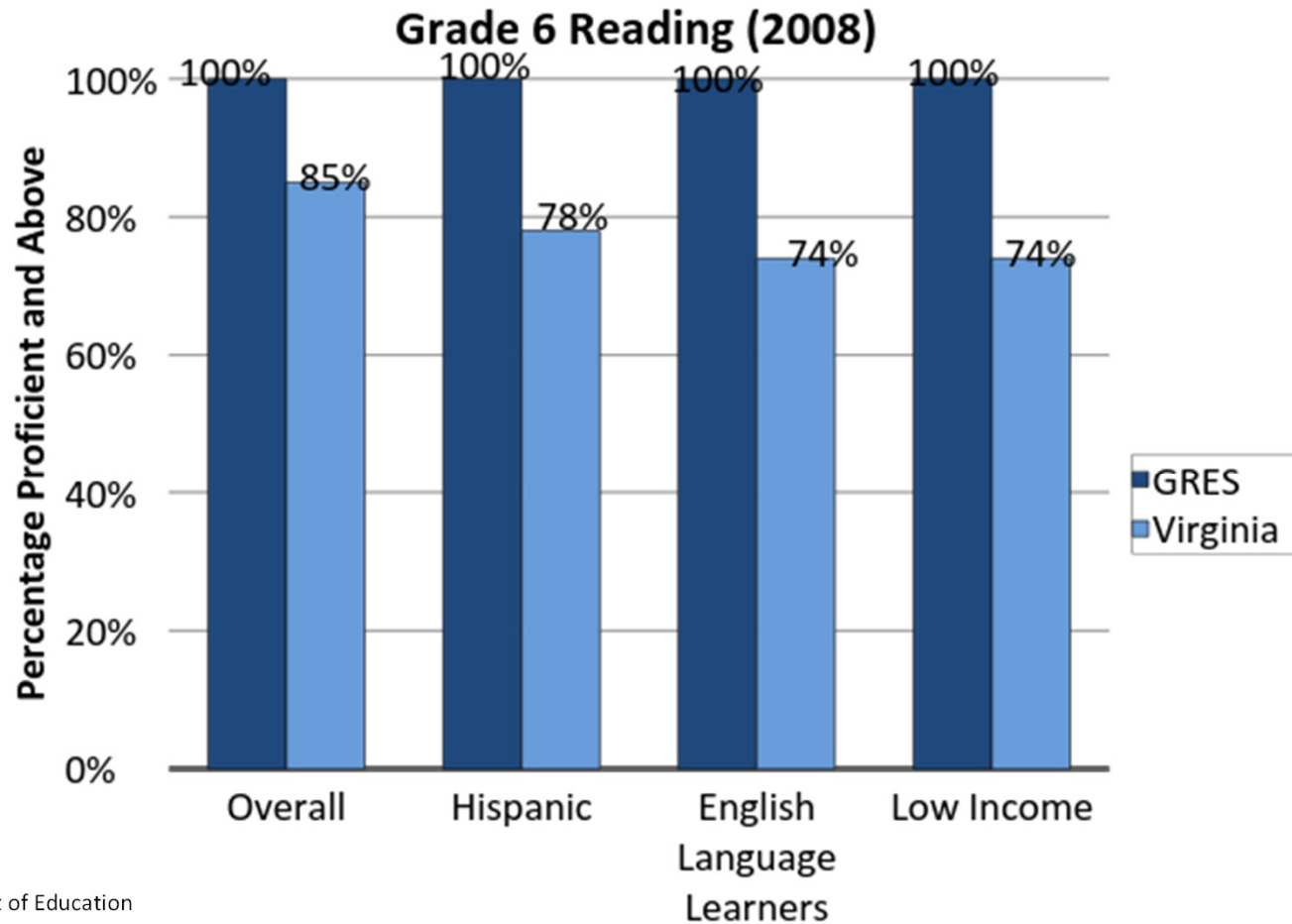
64% Latino

81% Low-Income

51% ELL



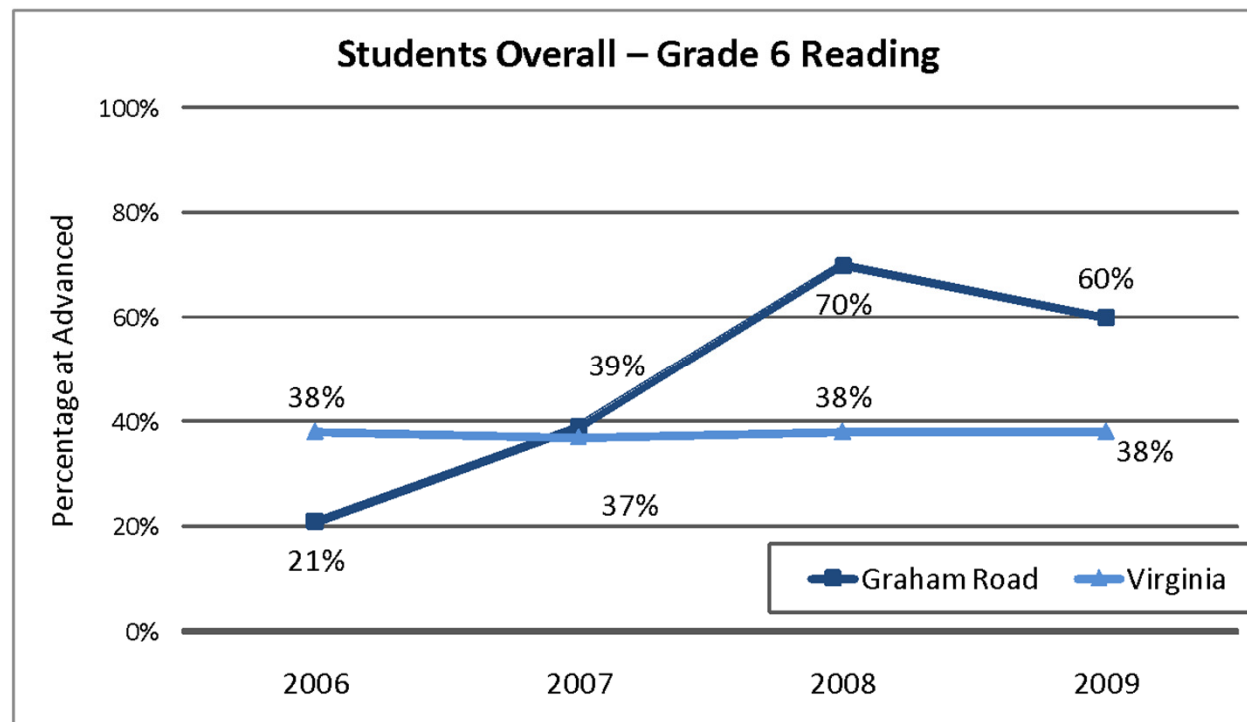
Graham Road Elementary School



- Virginia Department of Education

Graham Road Elementary School

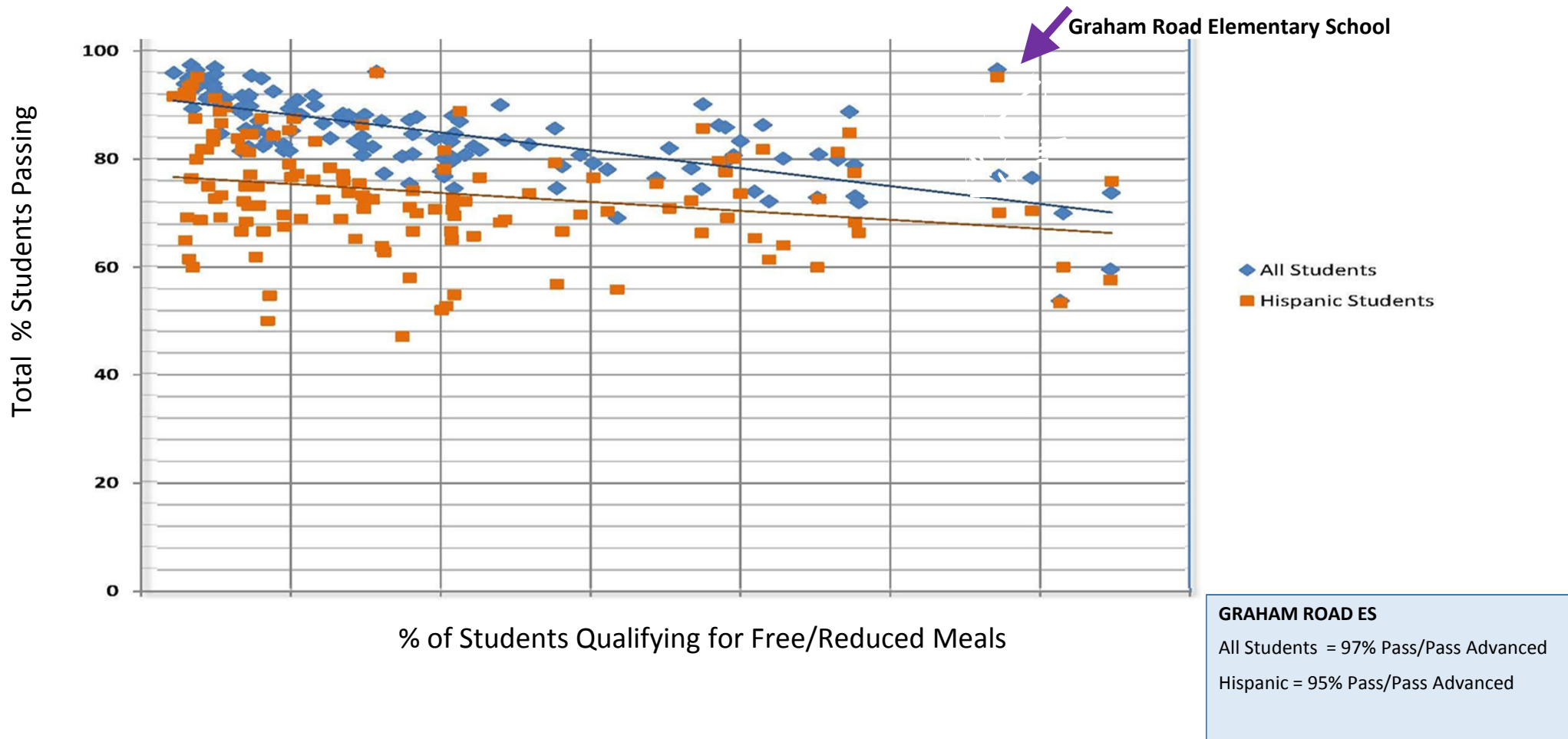
Exceeding Standards



Note: In 2008, 98% of Graham Road 6th graders were proficient in reading.

- Virginia Department of Education

Fairfax County Public Schools, Virginia Mathematics Pass Rate & School Poverty, 2007-08



Ed Trust and I have spent more than ten years trying to identify and learn from schools like George Hall and Graham Road.



Briefly

The adults in “Unexpected schools” expect their students to learn, and they work hard to master the skills and knowledge necessary to teach those students.

[HOW] IT'S BEING DONE

**URGENT LESSONS
FROM UNEXPECTED SCHOOLS**



Karin Chenoweth

Foreword by Pedro Noguera

Briefly

What I call “Unexpected schools” are very different in lots of ways – they are big, small, urban, rural. None are magnet or exam schools – in other words, they take all comers and do not “cream” their students.

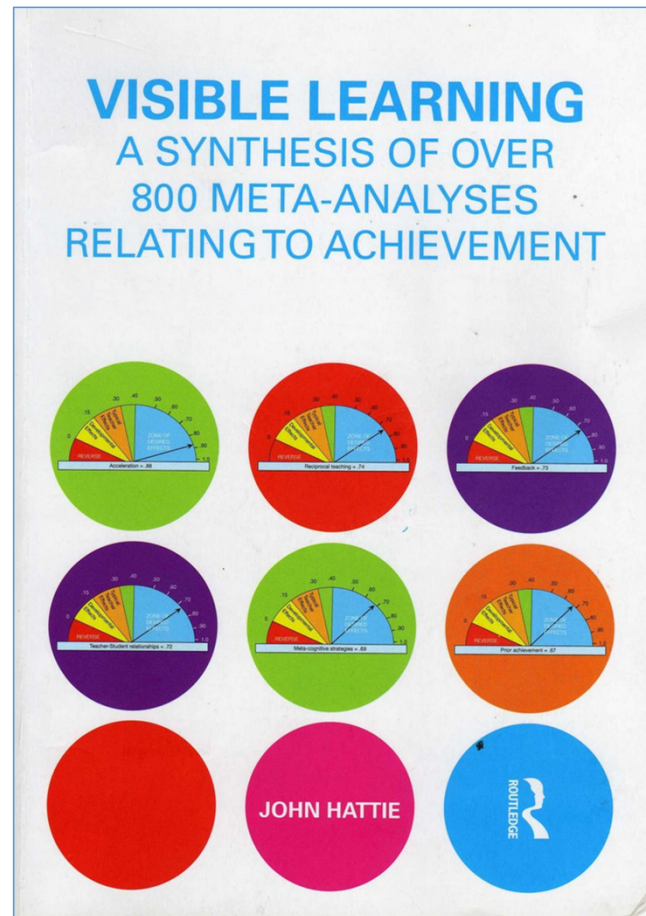
But they all share five basic processes.

Unexpected Schools:

- Keep a “laser-like” focus on what students need to learn;
- Collaborate on what and how to teach it;
- Assess frequently to see whether students have learned it;
- Use data to find patterns in instruction that lead to improvements;
- Systematically develop personal relationships that build the trust necessary for learning and collaboration.

VISIBLE LEARNING

by John Hattie



EFFECT SIZE:

A measure of the strength of a factor on achievement

Effect Size	Meaning
1.0	Associated with improving achievement by 2-3 years
0.4	The hinge point at which we judge success of all innovations.
0.2-0.4	Average of what teachers normally achieve in a year
0.00	Indicates no influence on achievement

What Works Best in Education: The Politics of Collaborative Expertise:

John Hattie, June 2015

Effect Size	Factor
0.93	Teachers working together to evaluate their impact on student learning
0.72	Teachers getting maximum feedback from others about their effect on student learning

What Works Best in Education: The Politics of Collaborative Expertise:
John Hattie, June 2015

Effect Size	Factor
0.93	Teachers working together to evaluate their impact on student learning
0.72	Teachers getting maximum feedback from others about their effect on student learning
0.57	Home environment and socio-economic status
0.23	Finances
0.21	Lowering class size

Some Facts About School Leadership

Leadership is necessary to improve schools.

Conclusion from a 6-year study in 9 states, 45 districts and 180 schools:

“To date, we have not found a single case of a school improving its student achievement record in the absence of talented leadership.”



Source: Leithwood, Seashore Louis, Anderson and Wahlstrom. (2004). How leadership influences student learning. The Wallace Foundation.

The effect of leaders is second only to teachers.

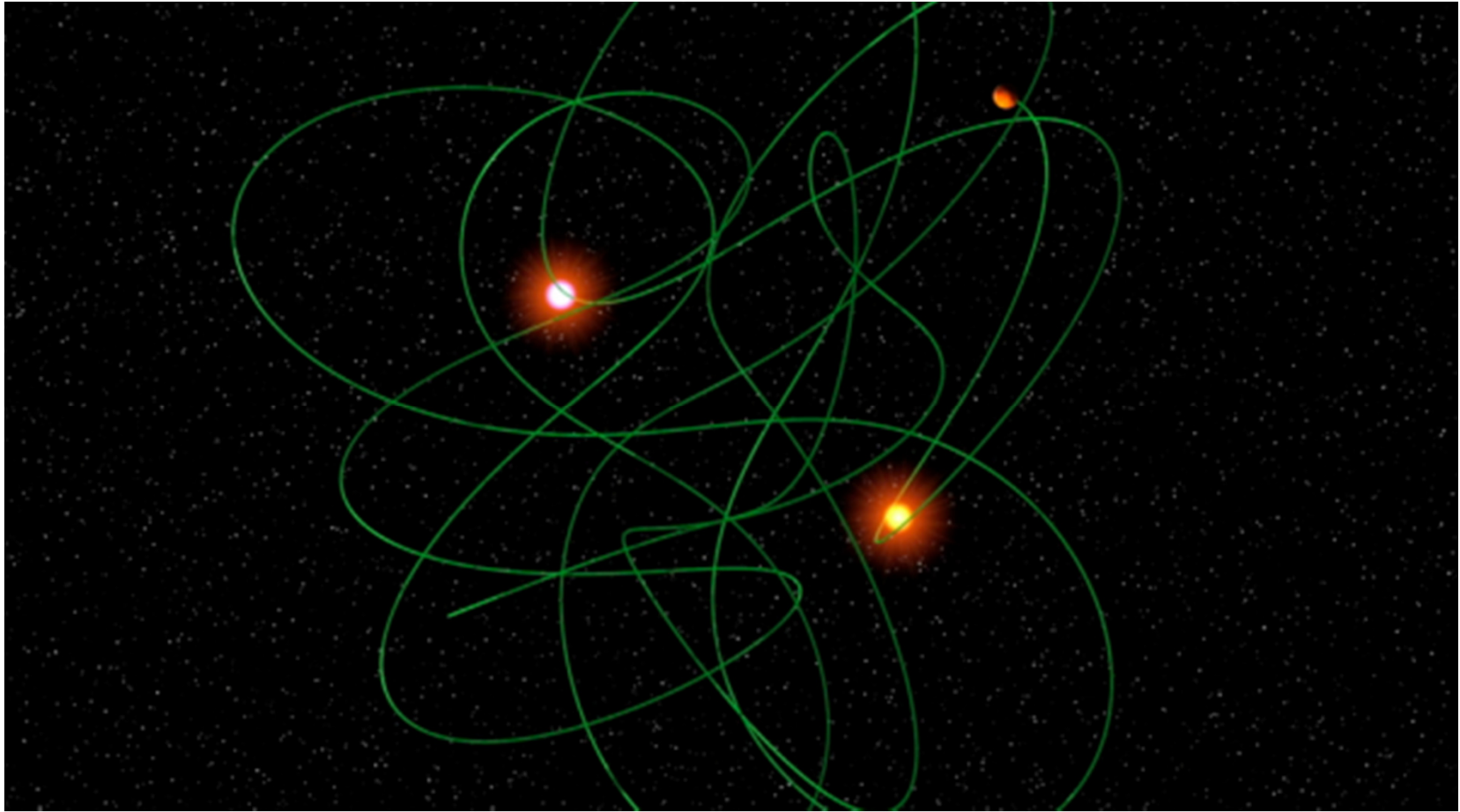
The total (direct and indirect) effects of leadership on student learning account for about a 1/4 of total school effects.

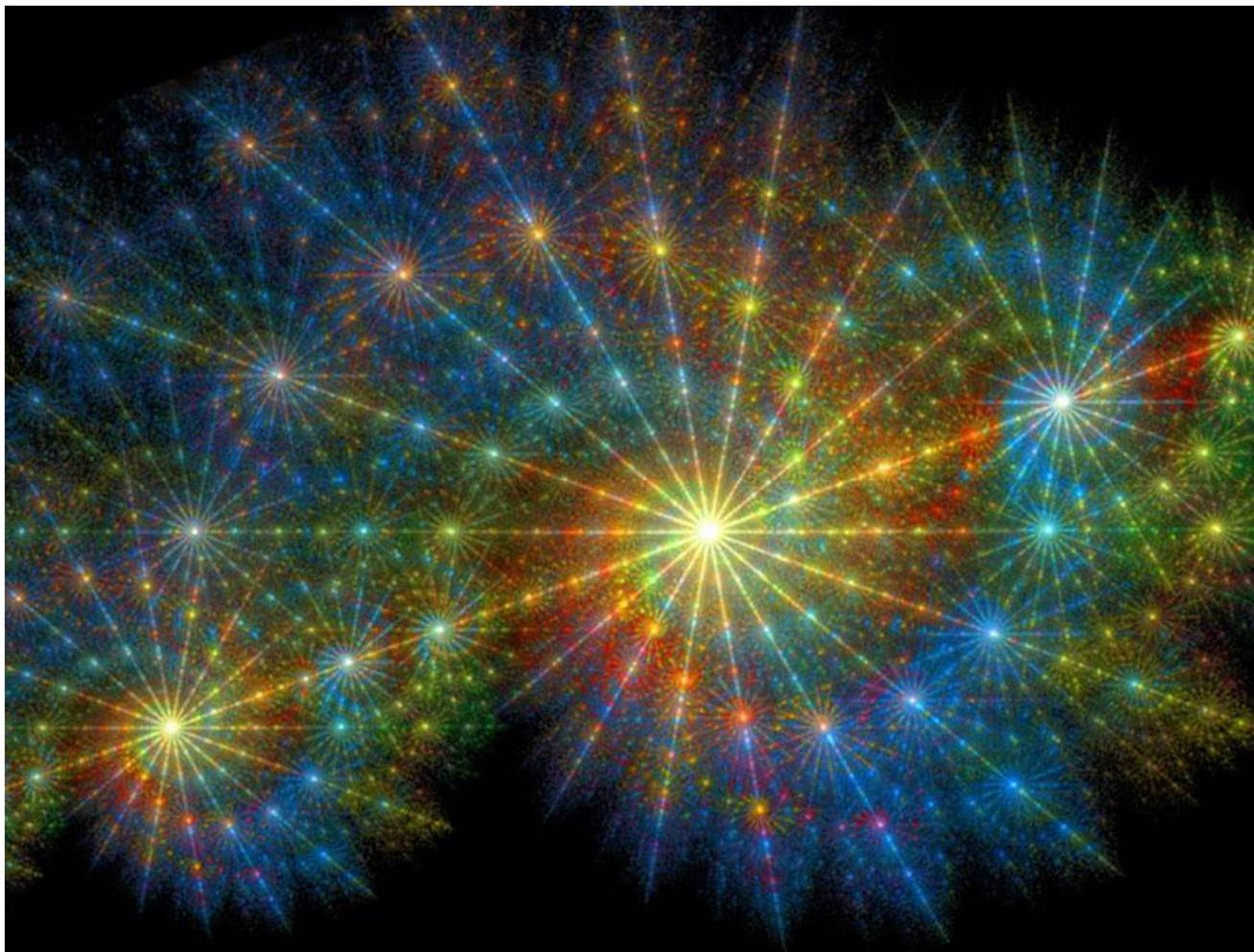
Leadership attracts and retains teachers.

Although a wide range of working conditions matter to teachers, principal leadership is key.

So leaders are important.

But what is it leaders DO that is so important?





KARIN CHENOWETH | CHRISTINA THEOKAS

FORWARDED BY RONALD F. FERGUSON



Getting It Done

LEADING
ACADEMIC SUCCESS

— *in* —

UNEXPECTED SCHOOLS

**All the Unexpected School principals share
common beliefs.**

Instead of telling you what the Unexpected School leaders believe, I'm going to let them speak for themselves.



"Many people say all children can learn. Well, that's true. But a parakeet can learn, too. We look for people who believe that children can excel."



-- Jeffrey Litt, founding principal and superintendent of the Icahn Charter Schools in New York City



[Ricardo Esparza](#), former principal, Granger High School



“Teachers have to believe that
they can teach all children.”

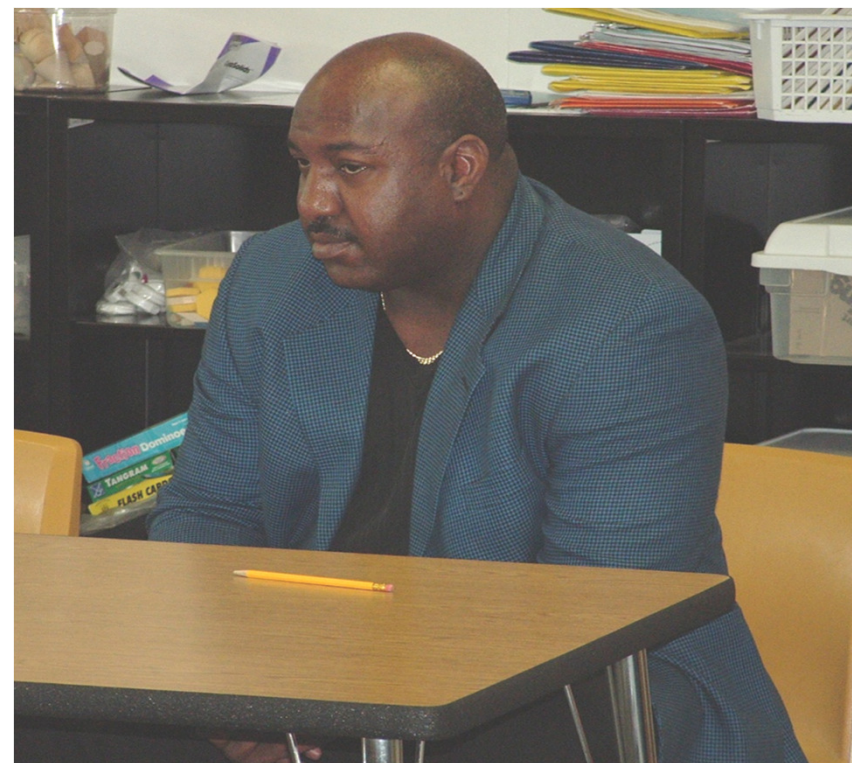
-- Sharon Brittingham, former principal
Frankford Elementary School
Indian River School District, Delaware



[Diane Scricca](#), former principal,
Elmont Memorial High School

“Teachers would often complain about the lack of parent involvement in their child’s education. I explained to them that I was not going to allow them to use that as excuse not to teach. [I would tell them] ‘This is your life’s work right now, and when those kids walk through these doors, they’re ours. We are their parents until they walk out.’”

--Von Sheppard, principal,
Dayton’s Bluff Achievement Plus Elementary School
St. Paul, Minnesota





Laurel Street Elementary School

“If we are in education, it is incumbent on us to make sure we are living up to the American Dream and the promise of public education.”

-- Frank Lozier, principal
Laurel Street Elementary
Compton, California

NOW YOU – WITH SHOULDER BUDDY

Talk with the person next to you for one minute and agree on a summary of the beliefs held by the Unexpected School leaders.



Beliefs

The kids can do it
We can do it
We must do it now.

It's one thing to have these beliefs, but how do Unexpected School leaders institutionalize them?

One way is that the leaders never miss an opportunity to witness and honor the struggle, but then immediately counter the problem or the popular belief – and look for solutions.



Terri Tomlinson, principal
George Hall Elementary School

Instilling beliefs are key to the culture shift you need in a school or district.

But it's not enough.

Unexpected Schools:

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- Use data to find patterns in instruction that lead to improvements;
- Systematically develop personal relationships that build the trust necessary for learning and collaboration.

In order to ensure that these things are done, school and district leaders must understand that work – what Harvard University's Richard Elmore calls the “technical core.”



“Those days of just being the manager of the district are over. If a superintendent doesn’t understand what they’re asking their faculties and their administrators to do, I don’t think that the superintendent and district will make as much progress as when the superintendent thoroughly understands the task at hand.”

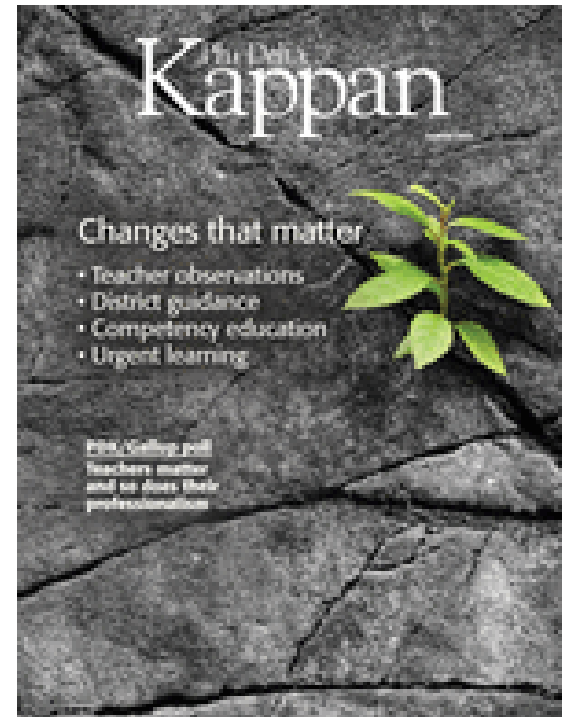
-- Beth John, superintendent
Pass Christian School District, Mississippi



In other words, school
and district leaders
need to be
instructional leaders..

To learn more about what that looks like at a district level, see my article in October *Kappan*:

“Teachers Matter. Check
Schools Matter. Check
Districts Matter. Really?”





This format doesn't really allow for questions, but if there's a question you'd like to ask,

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www.edtrust.org

@edtrust