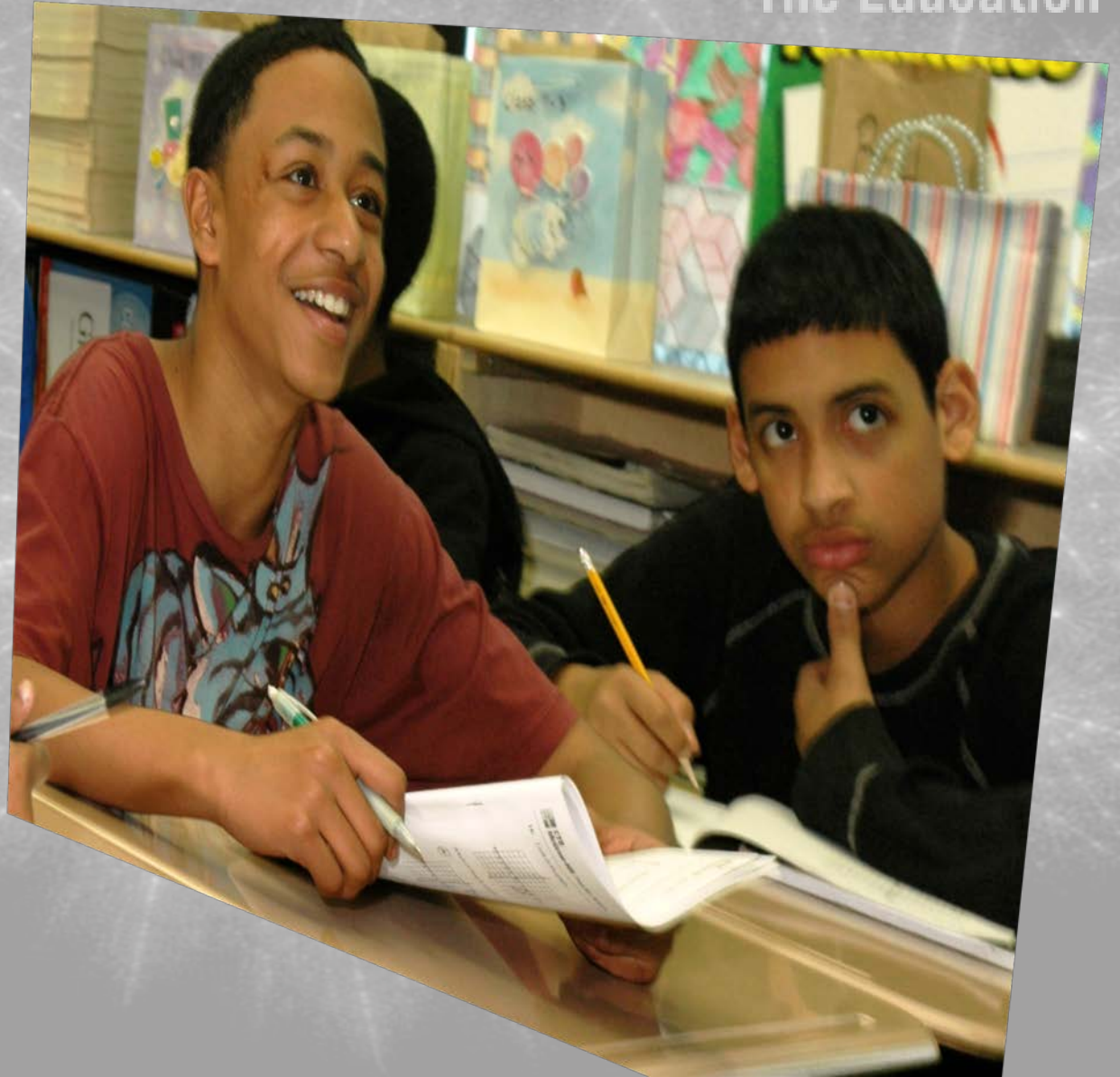




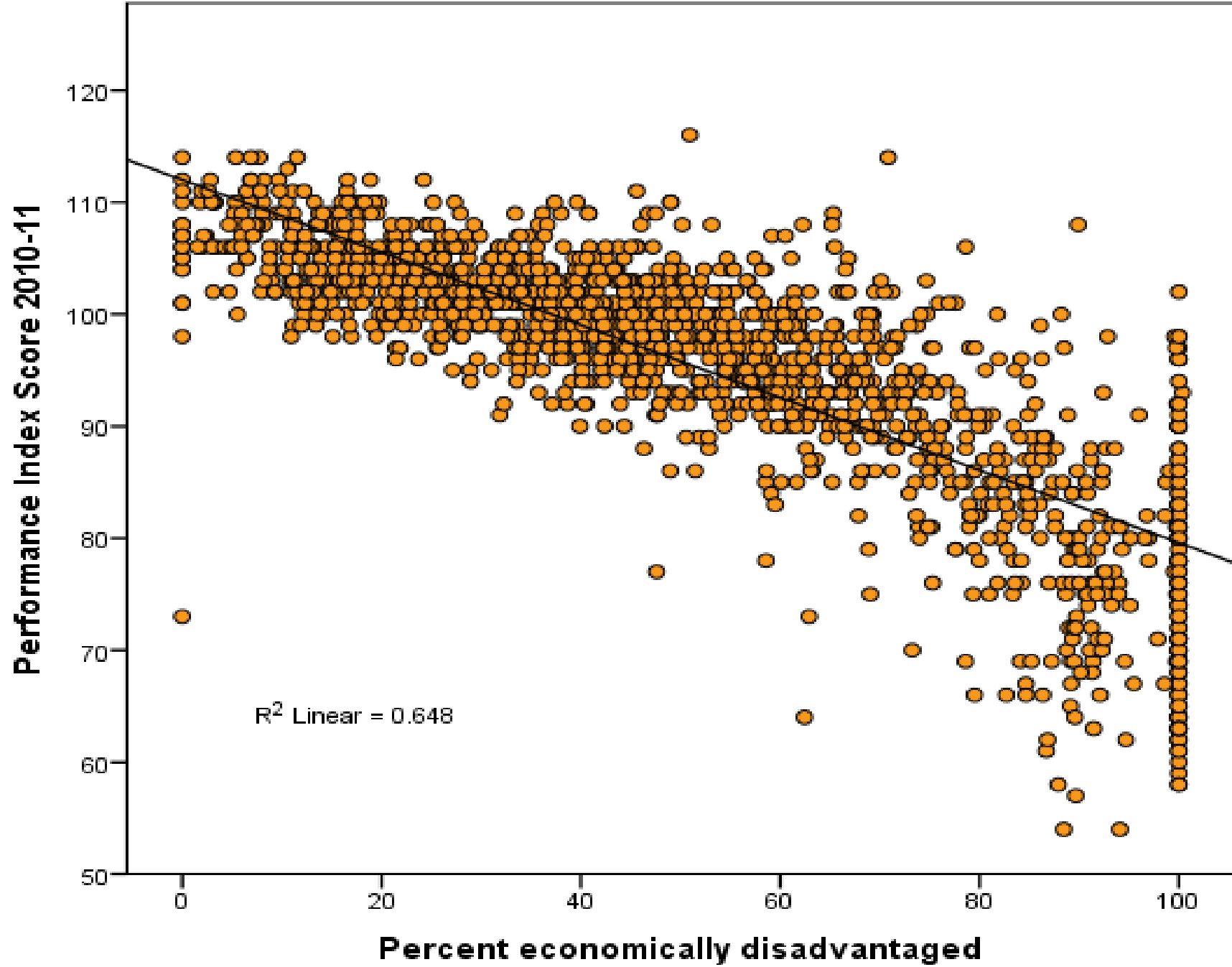
The Education Trust

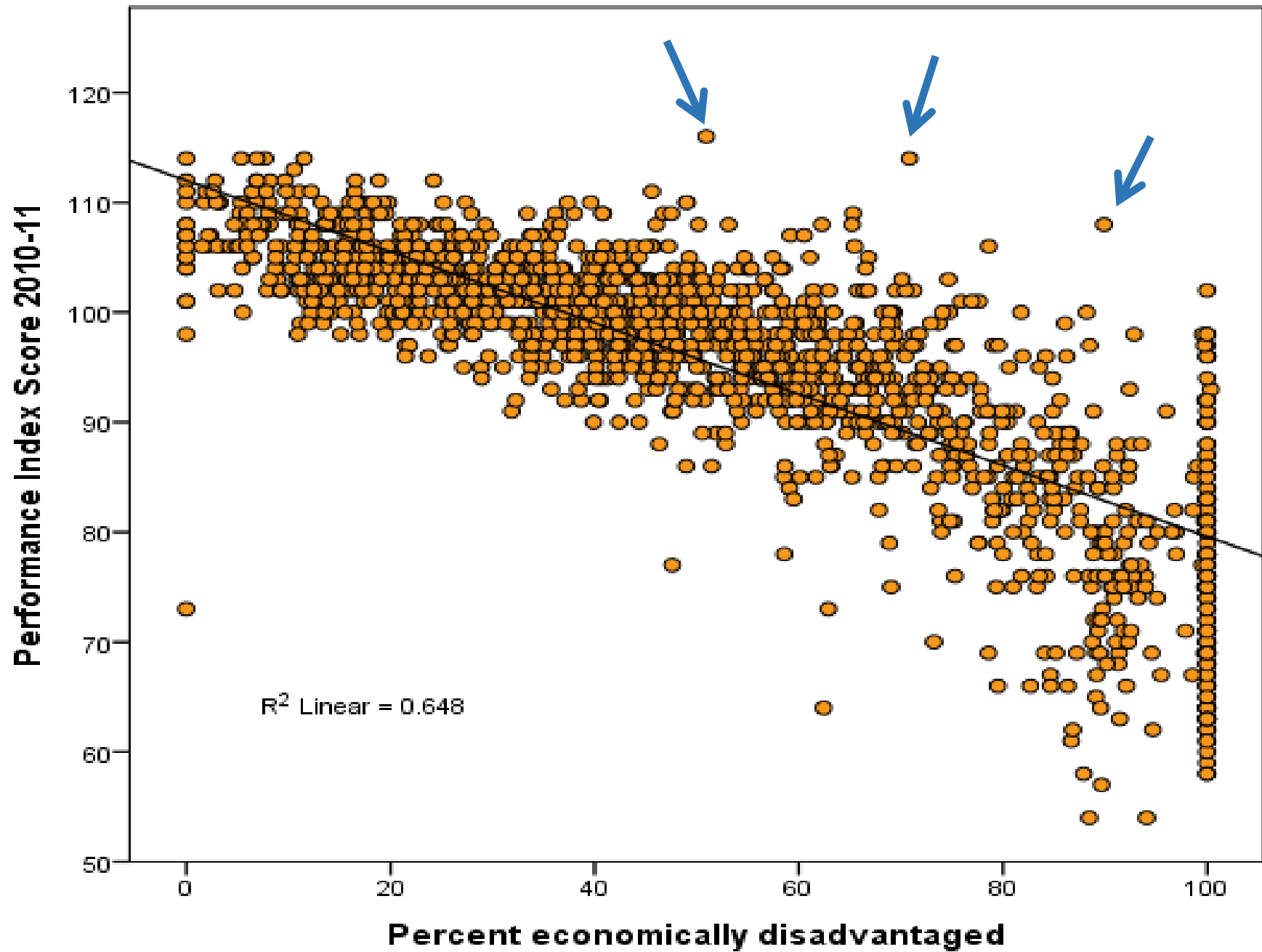
Learning From Schools That Succeed

Karin Chenoweth
Texas Education Agency
September 12, 2016



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





**Is there something we can learn
from those schools?**

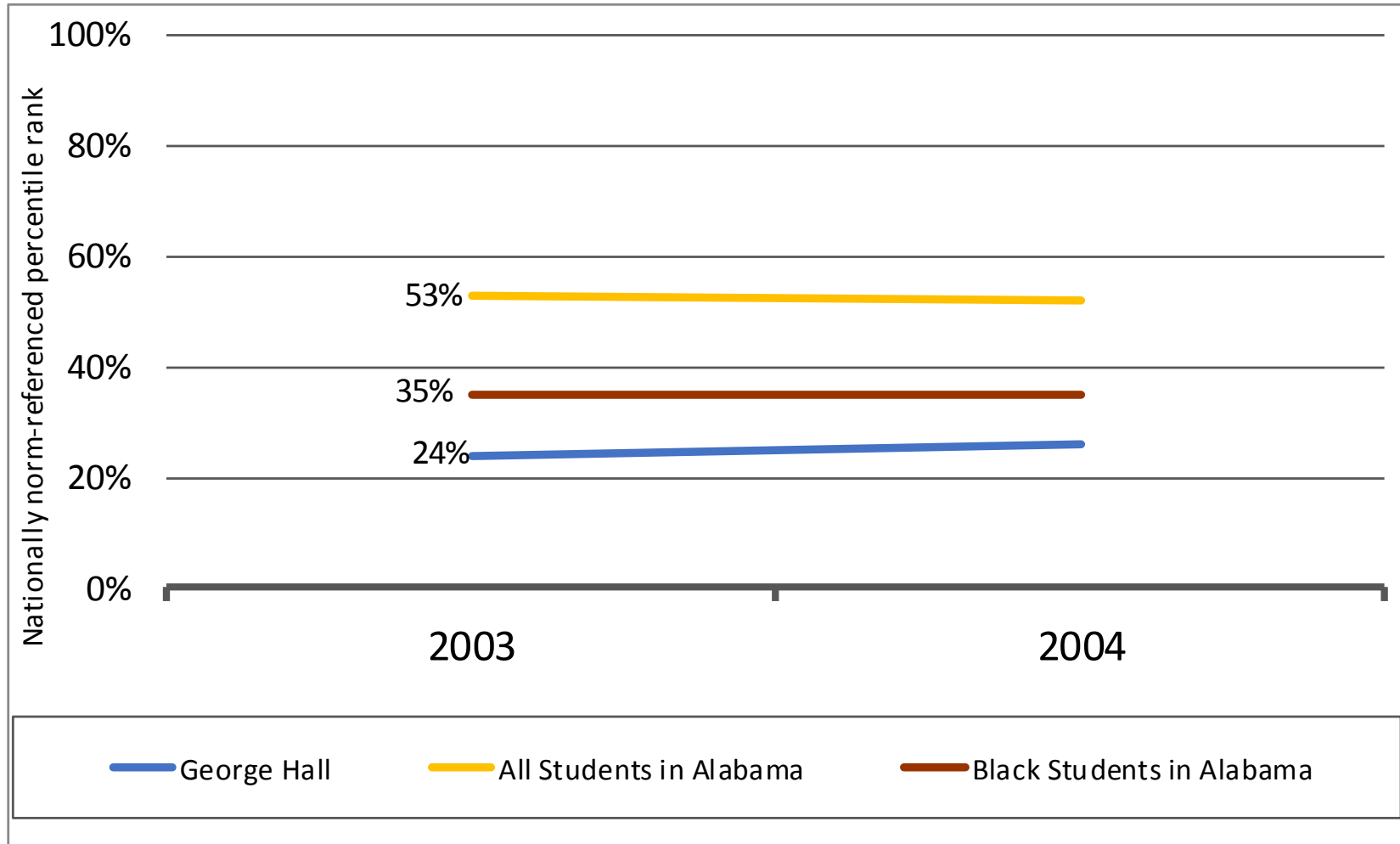
George Hall Elementary School

Mobile, Alabama
444 students in grades preK-5

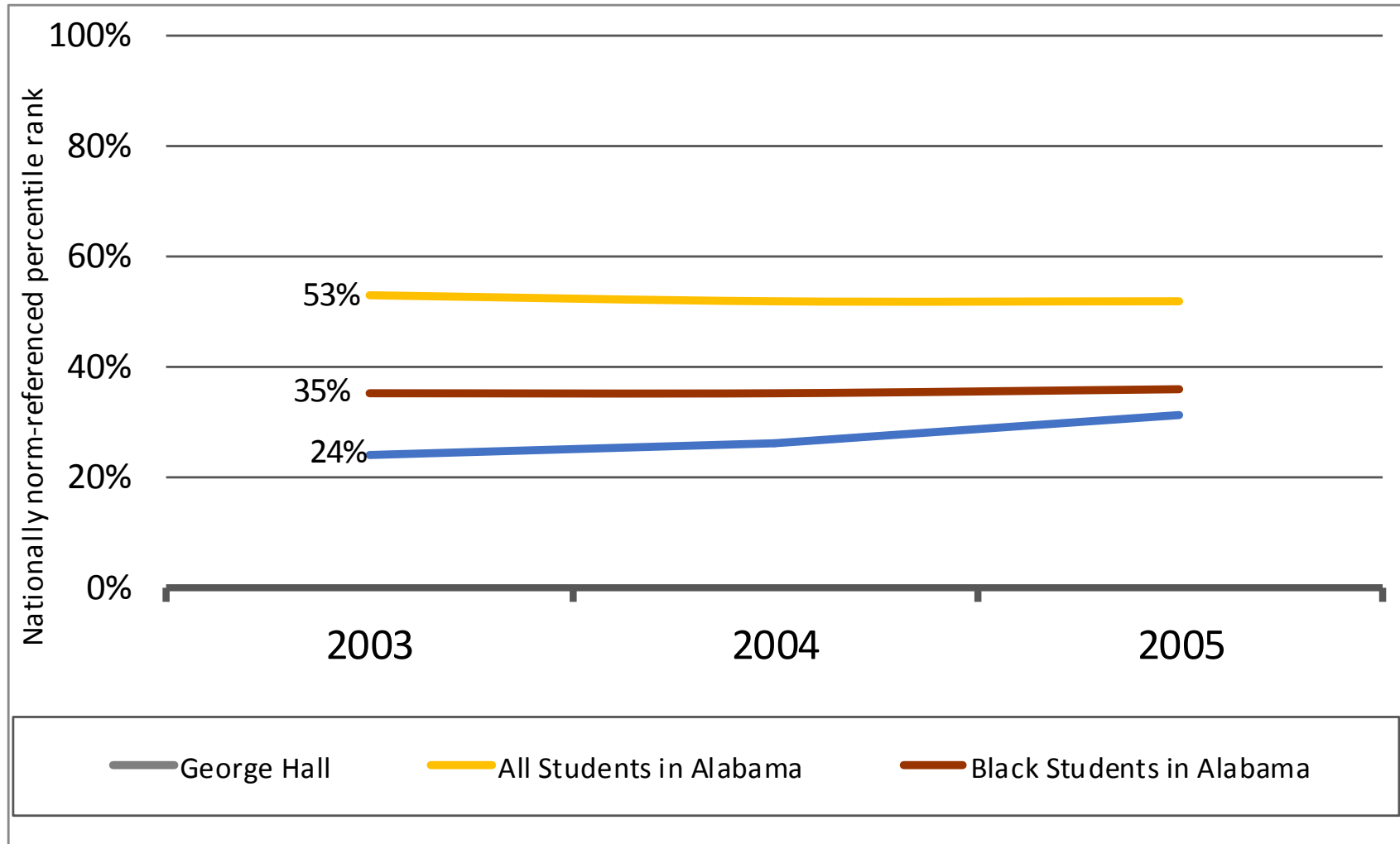
- 99 % African American
- 99% Low-Income



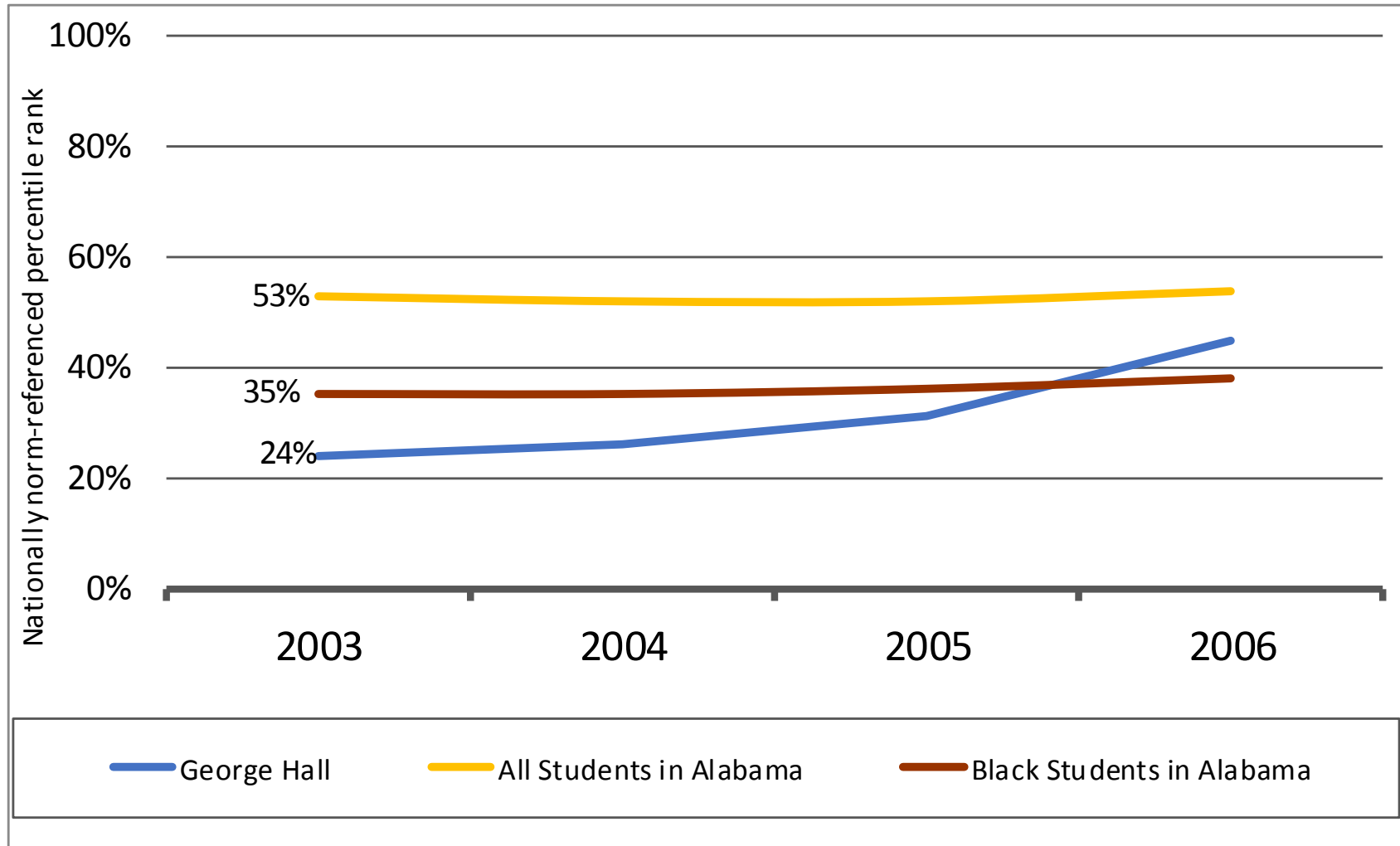
Grade 5 Reading—SAT 10 results



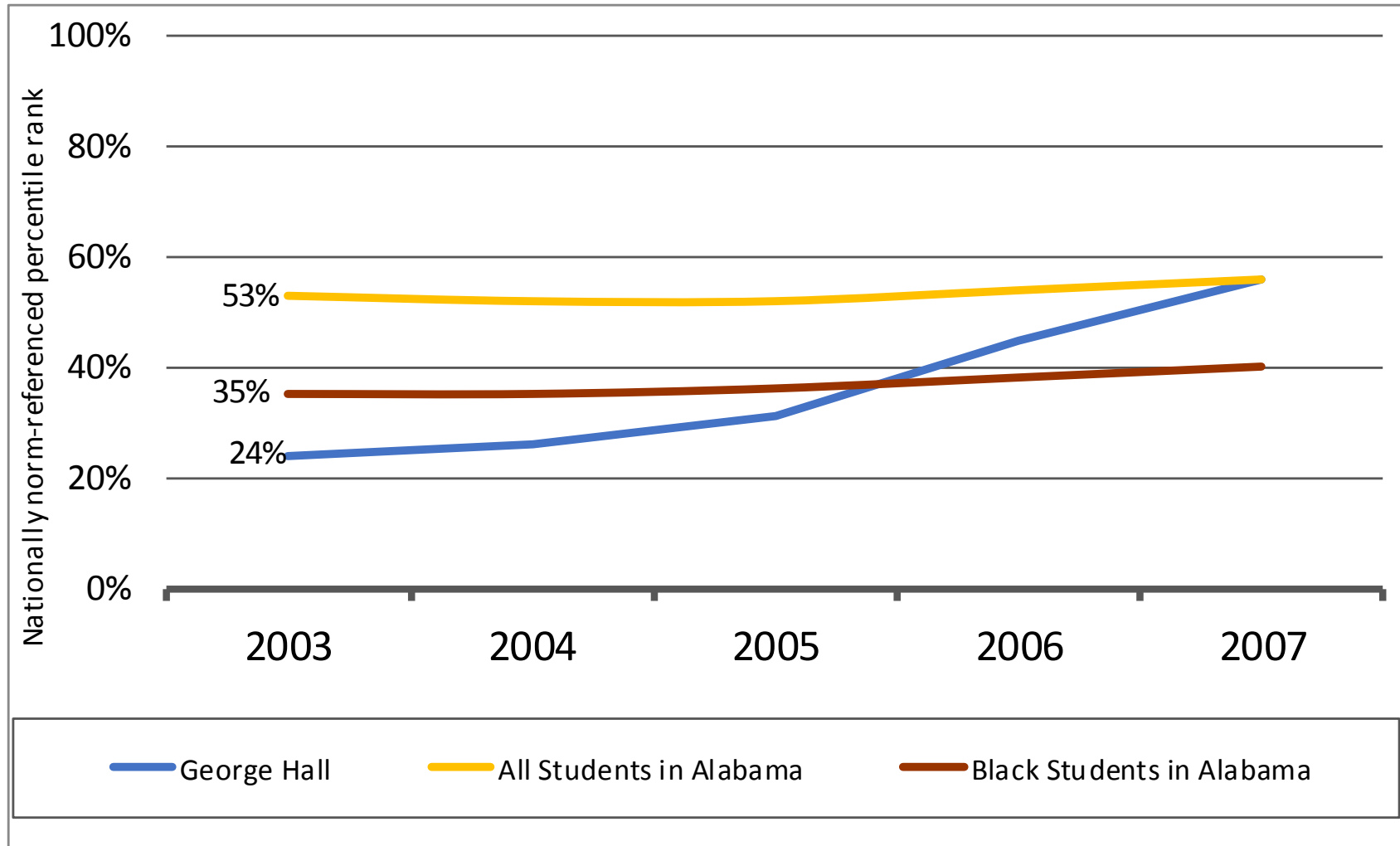
Grade 5 Reading—SAT 10 results



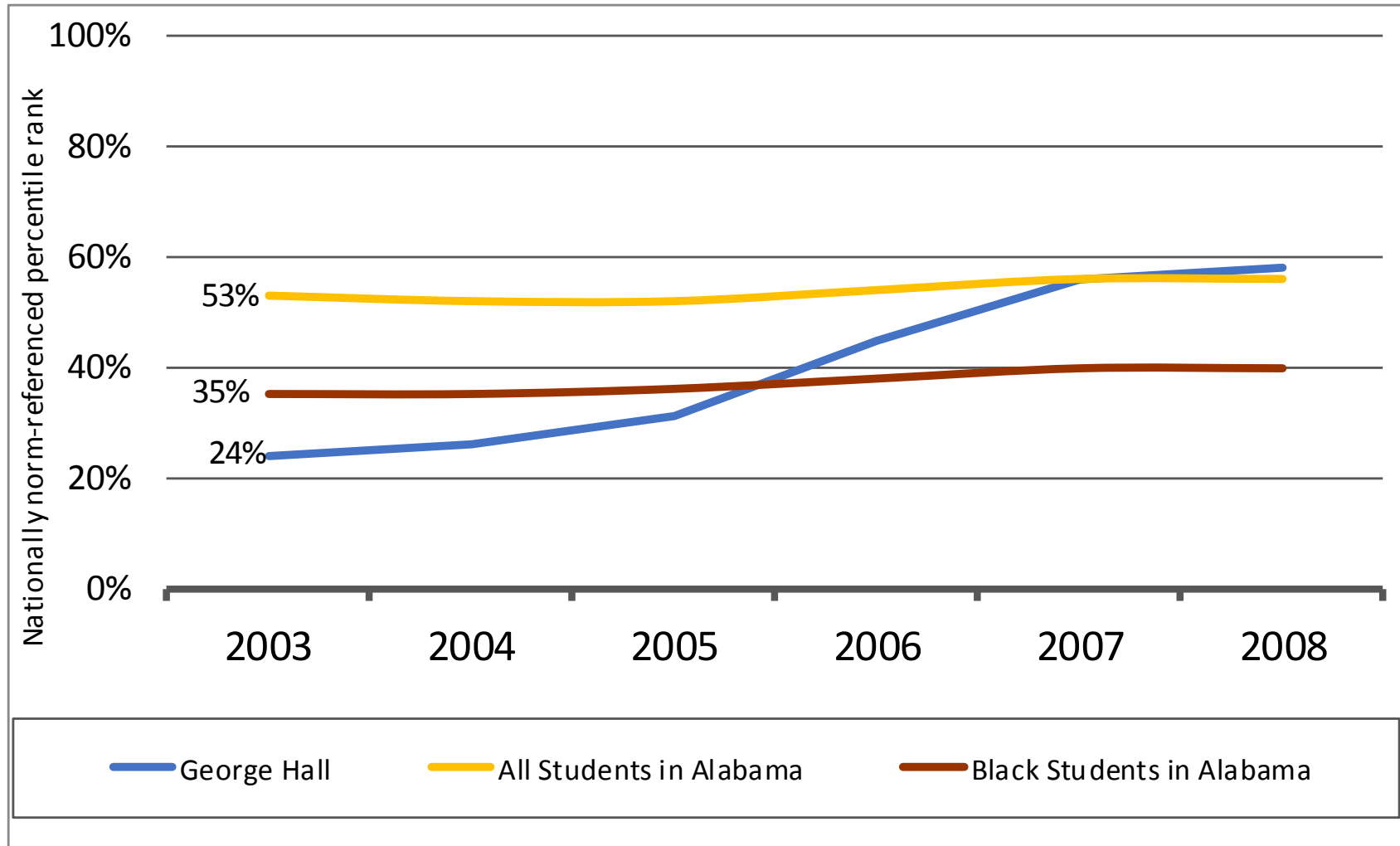
Grade 5 Reading—SAT 10 results



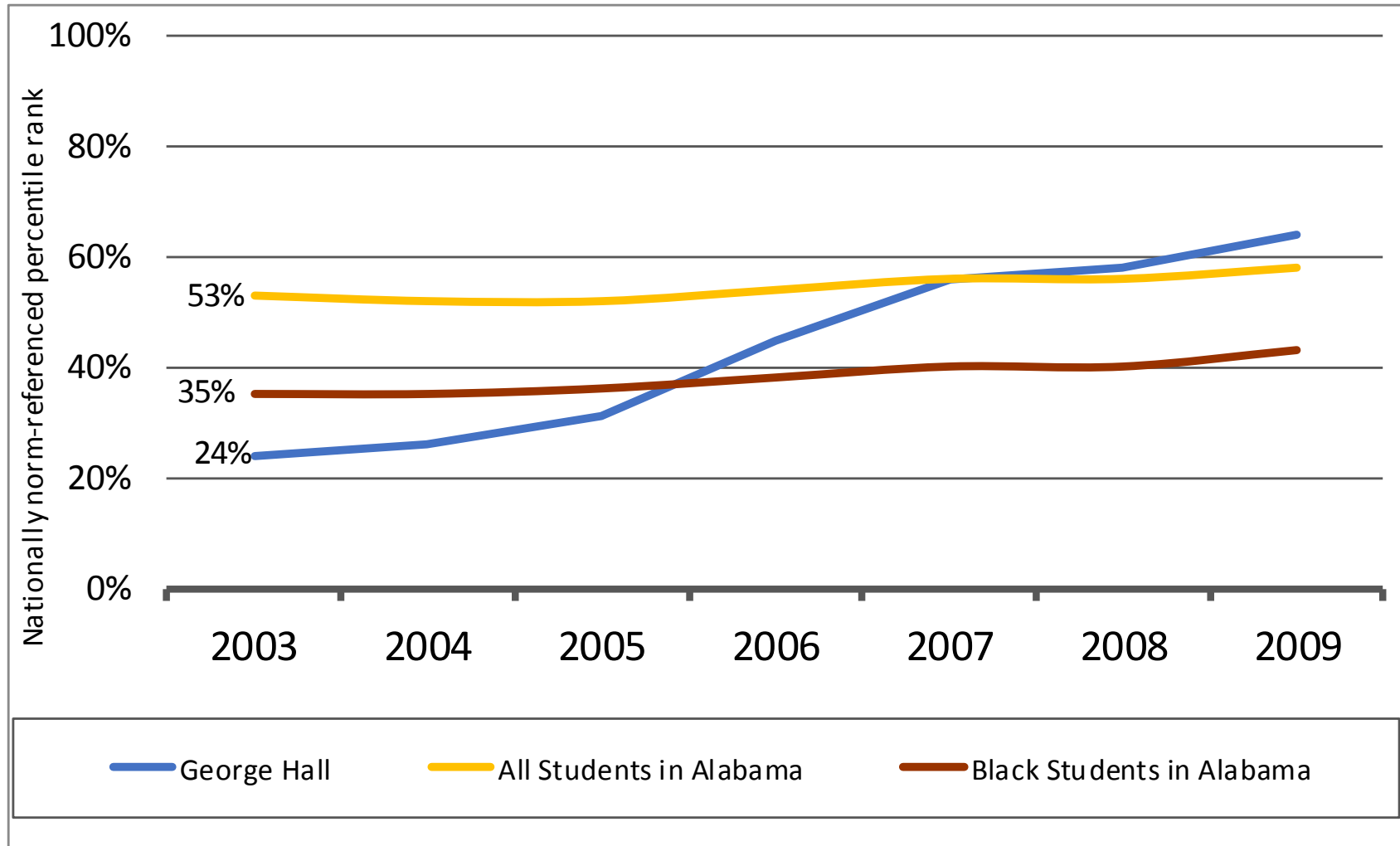
Grade 5 Reading—SAT 10 results



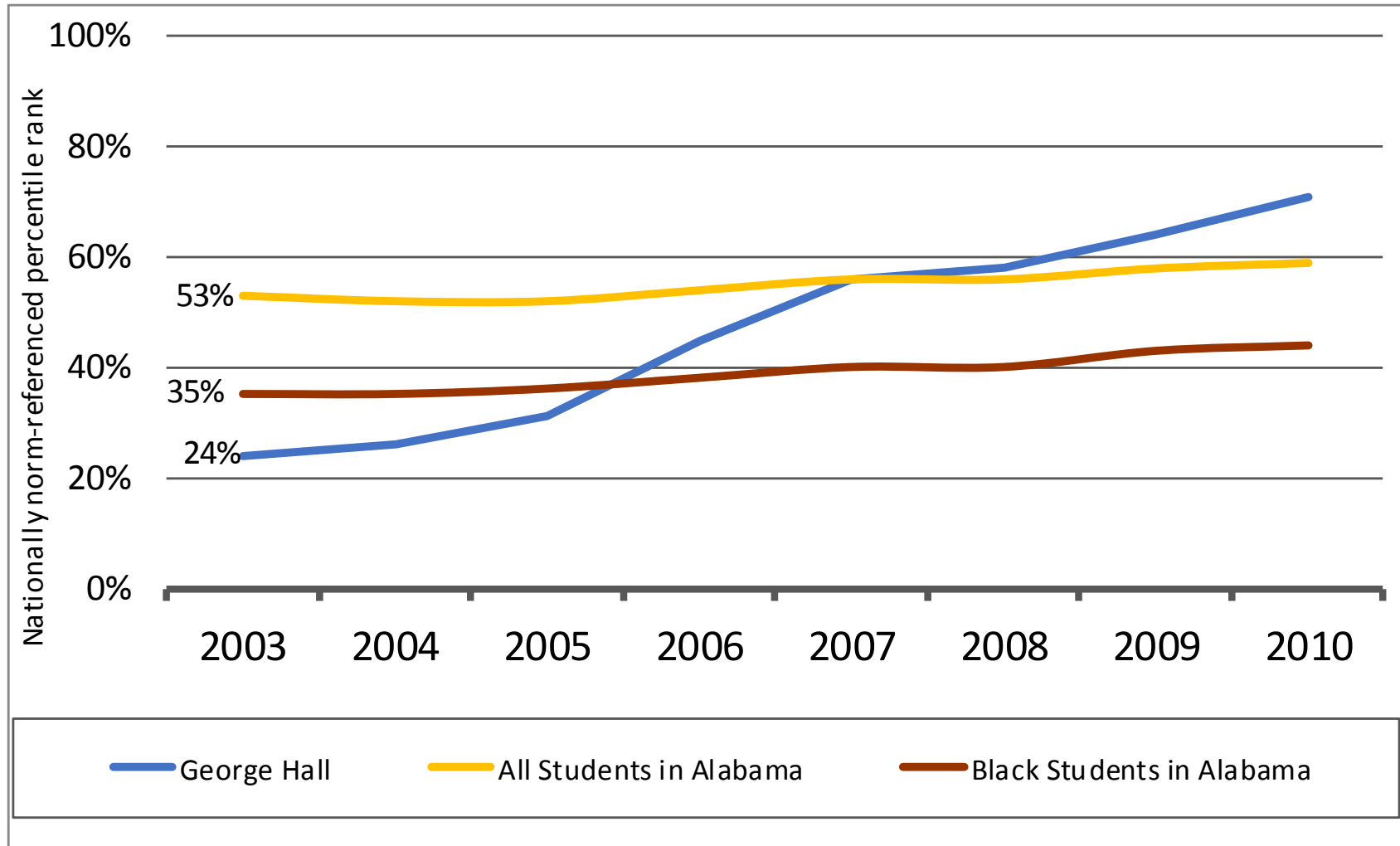
Grade 5 Reading—SAT 10 results



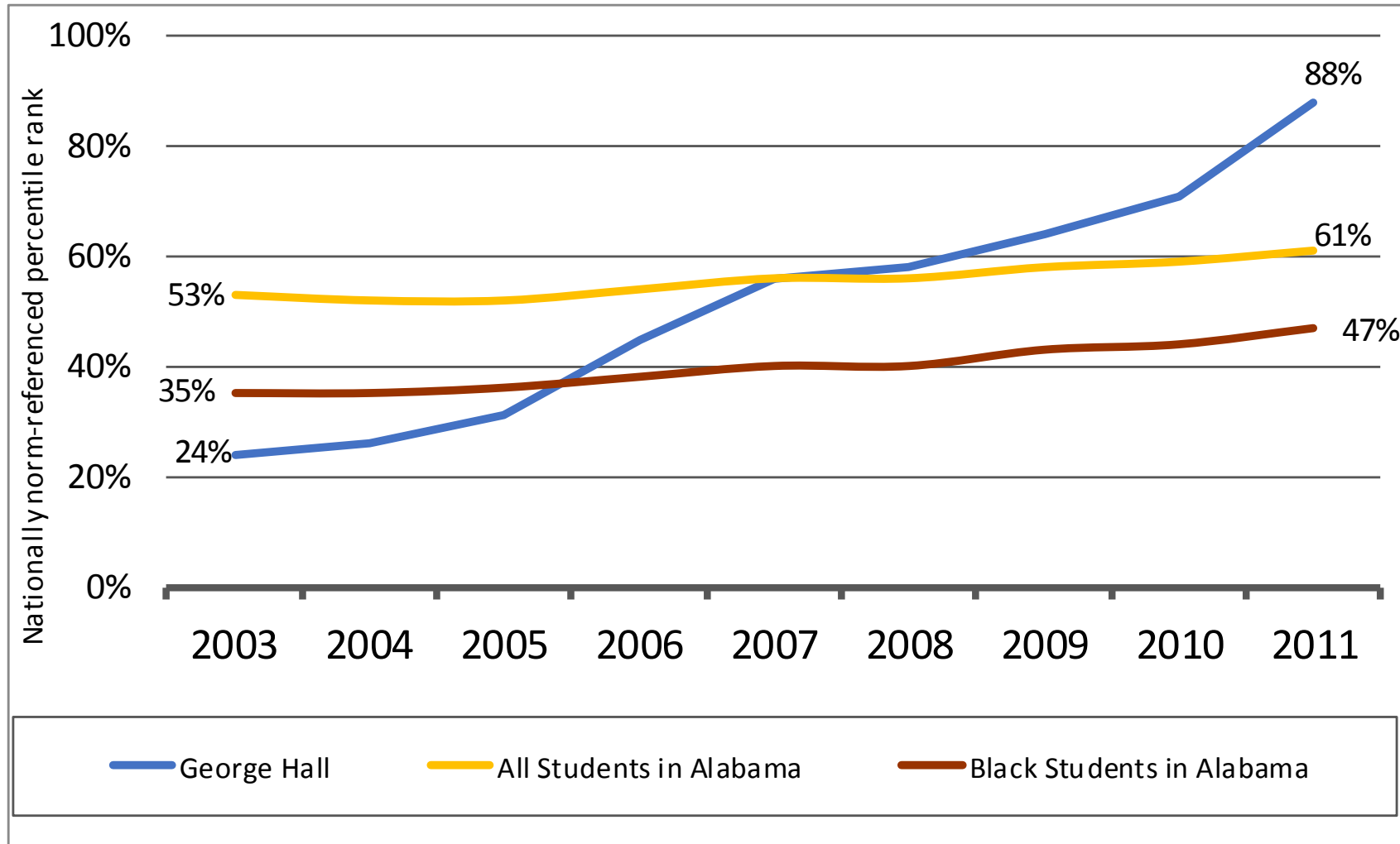
Grade 5 Reading—SAT 10 results



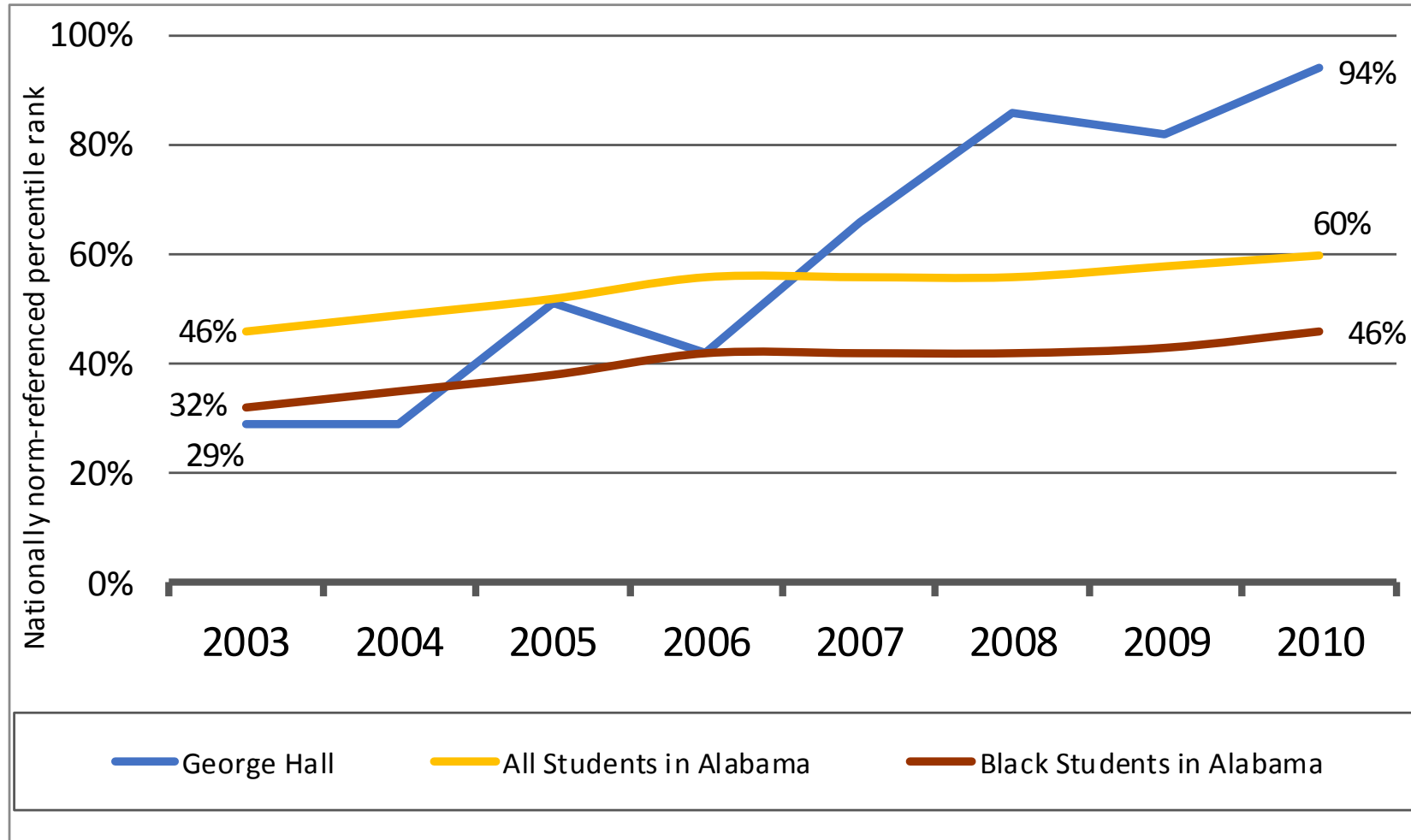
Grade 5 Reading—SAT 10 results



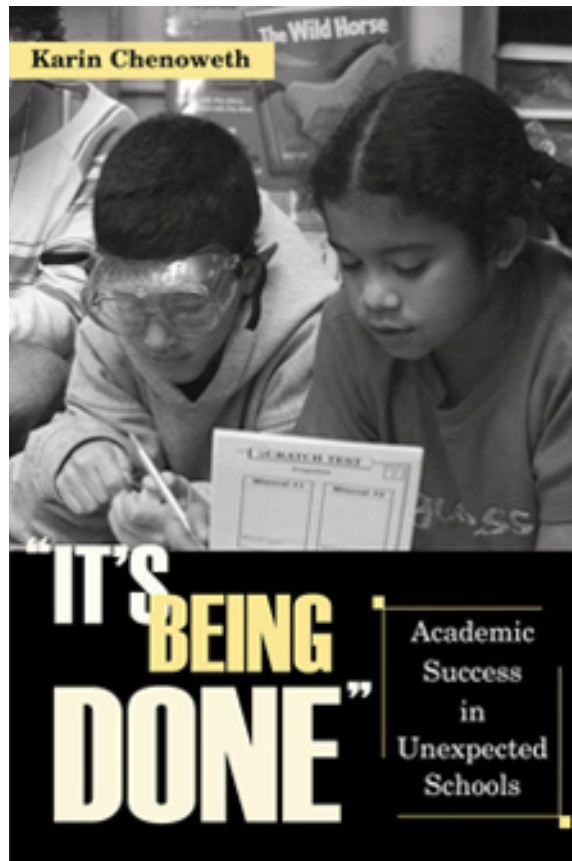
Grade 5 Reading—SAT 10 results



Grade 5 Math—SAT 10 results



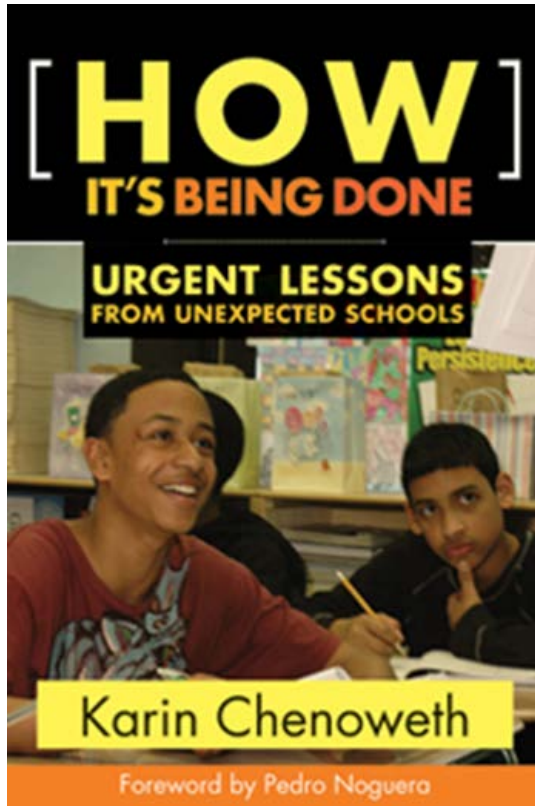
Ed Trust and I have spent more than a decade helping to identify and learn from schools like George Hall Elementary School to find out what makes those schools— I call them **Unexpected Schools**— so special.



2007

Briefly:

Unexpected schools share twenty-five characteristics, ranging from “They establish an atmosphere of respect” to “They are nice places to work.”

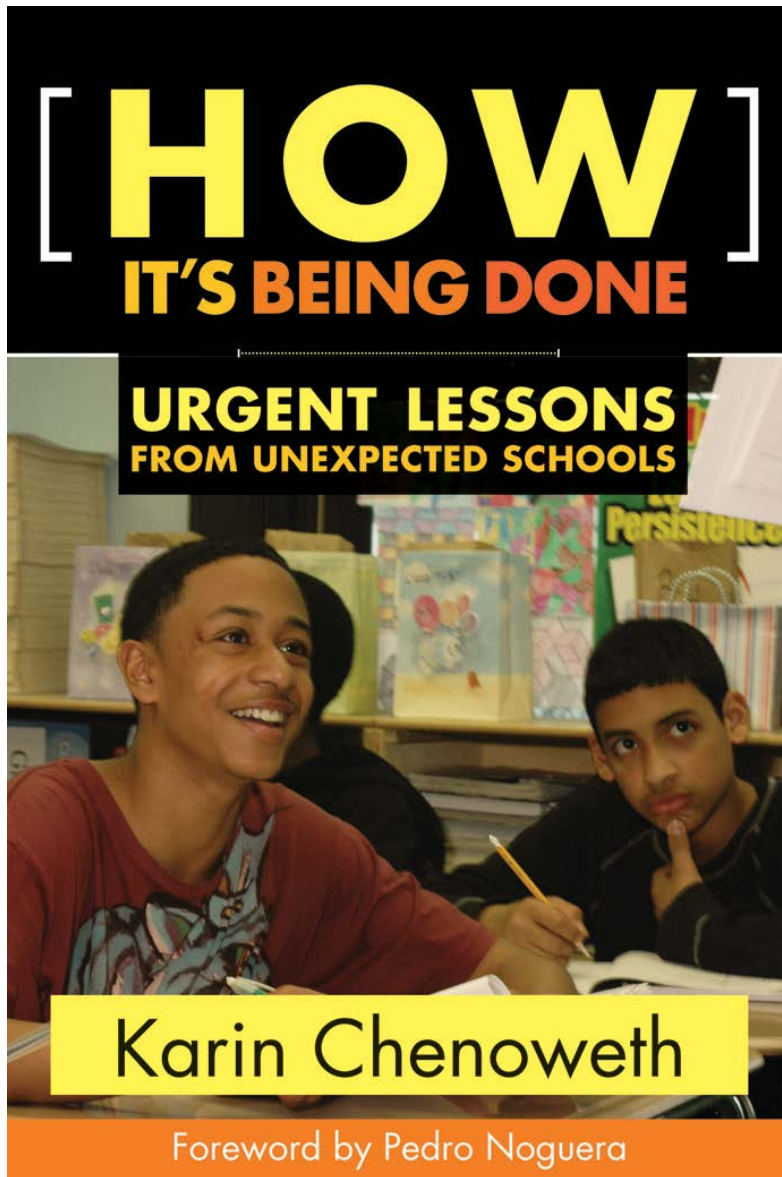


2009

Briefly:

Unexpected Schools share five processes:

- They focus on what kids need to learn;
- They collaborate on how to teach it;
- They assess frequently;
- They study data to find patterns in instruction;
- They systematically build relationships.



At the end of HOW It's Being Done I said that leadership seems to be important.

**I was hardly original in this
observation.**

Leadership is necessary to improve schools.

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

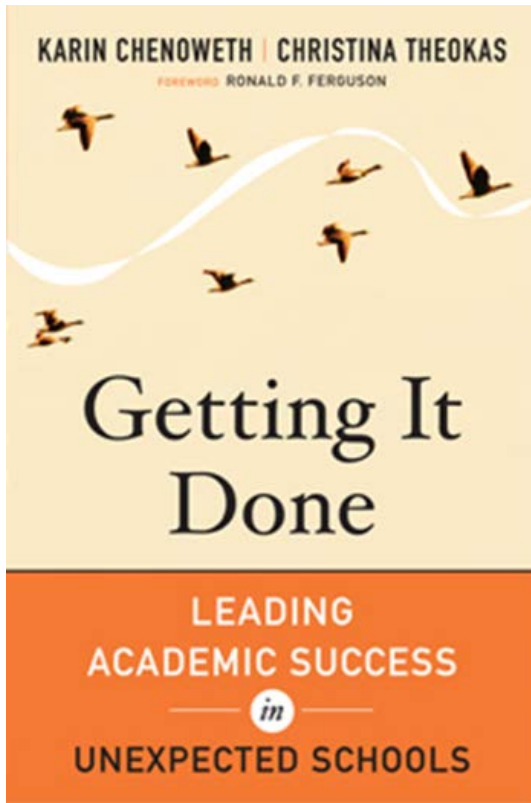
“To date, we have not found a single case of a school improving its student achievement record in the absence of talented leadership.”

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 most important.



2011

Briefly:

Unexpected Schools all have leaders who believe deeply in the capacity of their students to achieve and are willing to do the work necessary to help them do so.

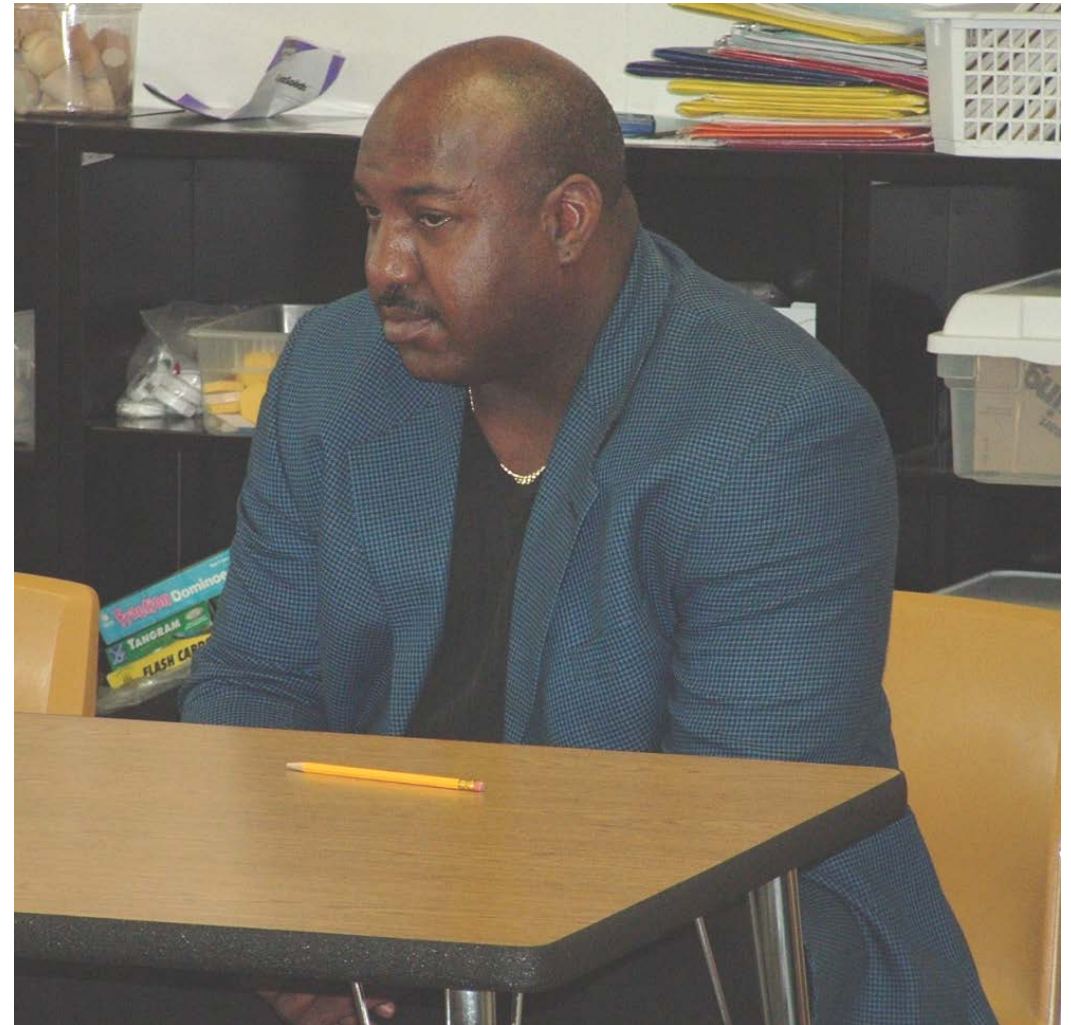


“Through my teaching experiences, I learned that my students were capable of learning just about anything I was capable of teaching.”

-Molly Bensinger-Lacy, former principal
Graham Road Elementary School
Fairfax County, Virginia

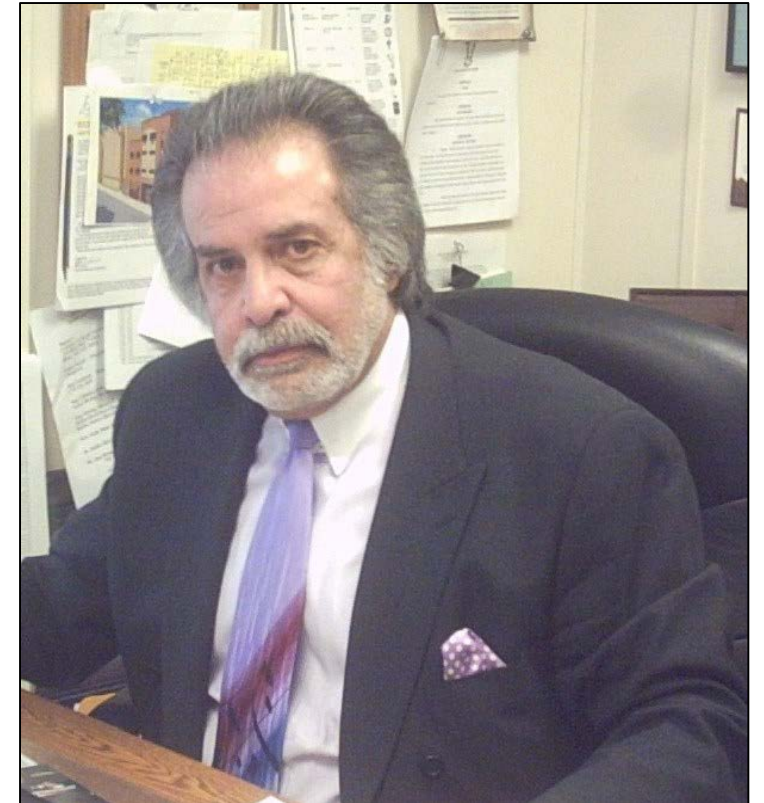
“It is so important to dispel the myth that these children can’t learn to high standards. There’s a belief system out there that they’re not as smart as white kids. We’re on a mission to conquer every myth and every test.”

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





"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, Granger, Washington



Bonnie Hess, principal, Chadwick Elementary, Baltimore County, Maryland



Dan St. Louis, principal, University Park Campus School, Worcester, Massachusetts

To sum up the beliefs of unexpected school leaders:

The kids can do it.

We can help them.

We **must** help them **now**.

But beliefs are not enough.





“Beliefs mean nothing if you don’t know
how to build a
master schedule.”

-- Conrad Lopes, former principal
Jack Britt High School
Fayetteville, North Carolina

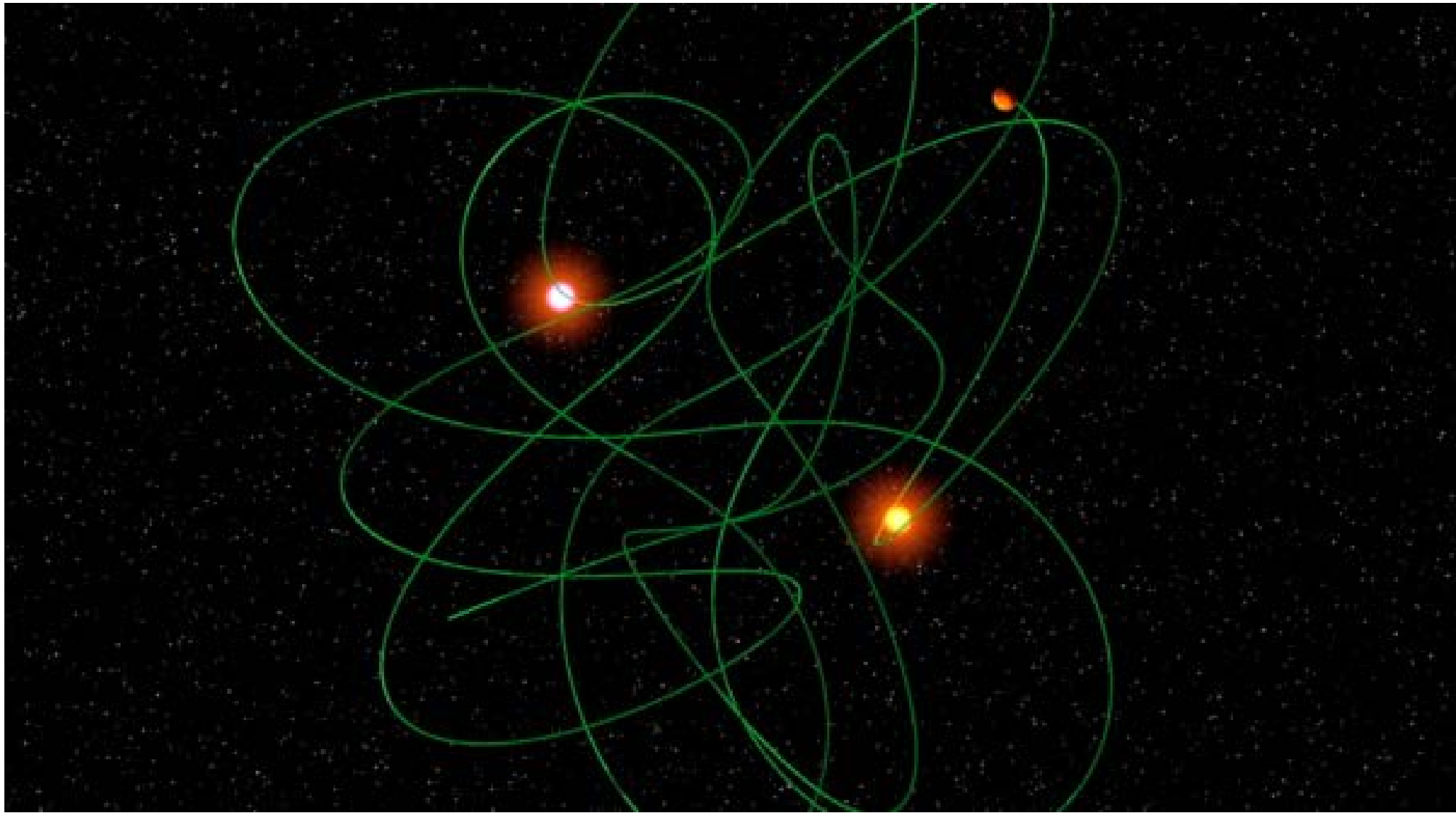
(participant in Getting It Done study)

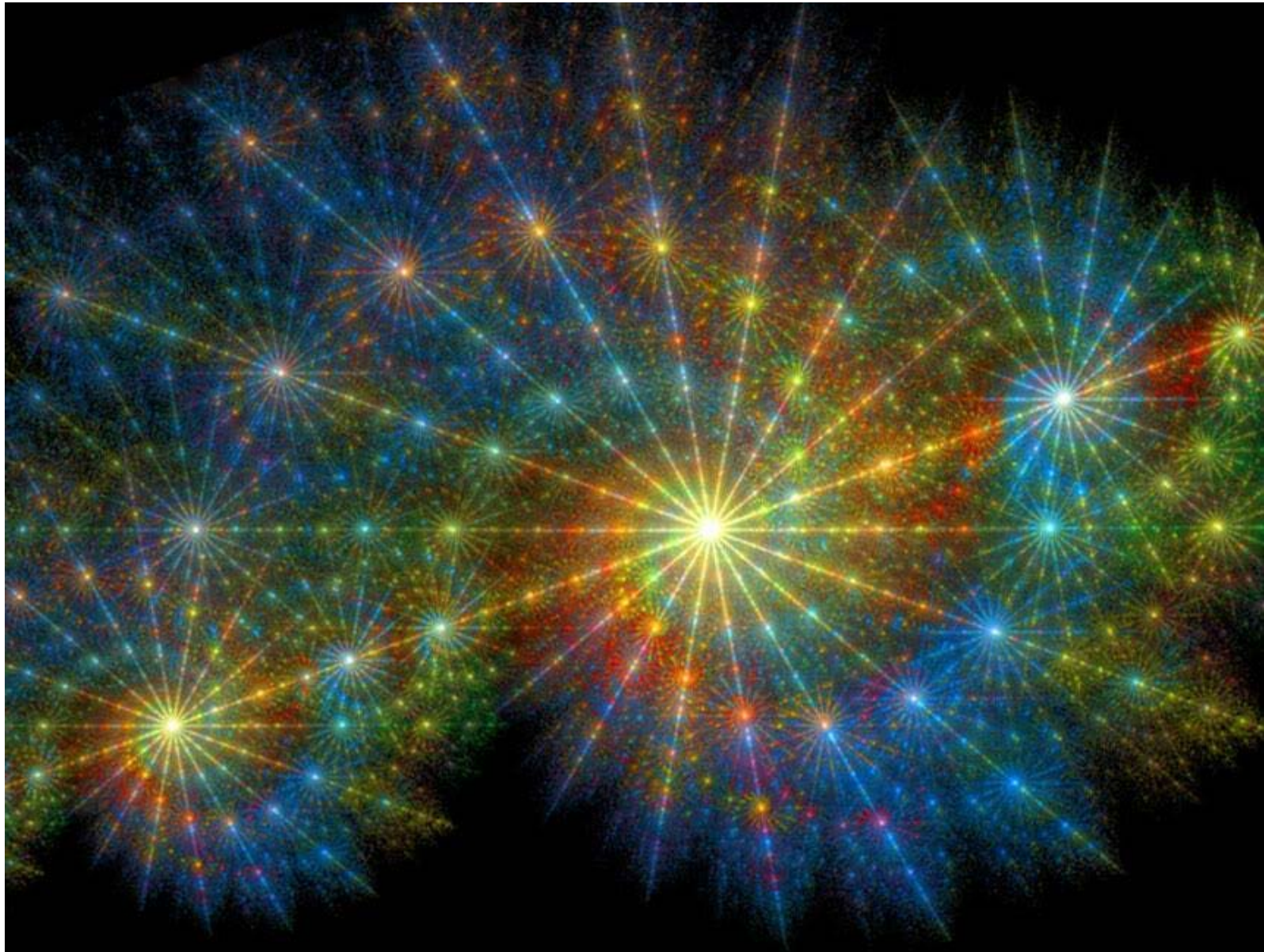
Unexpected schools have organized themselves in the service of their belief that all children can learn.



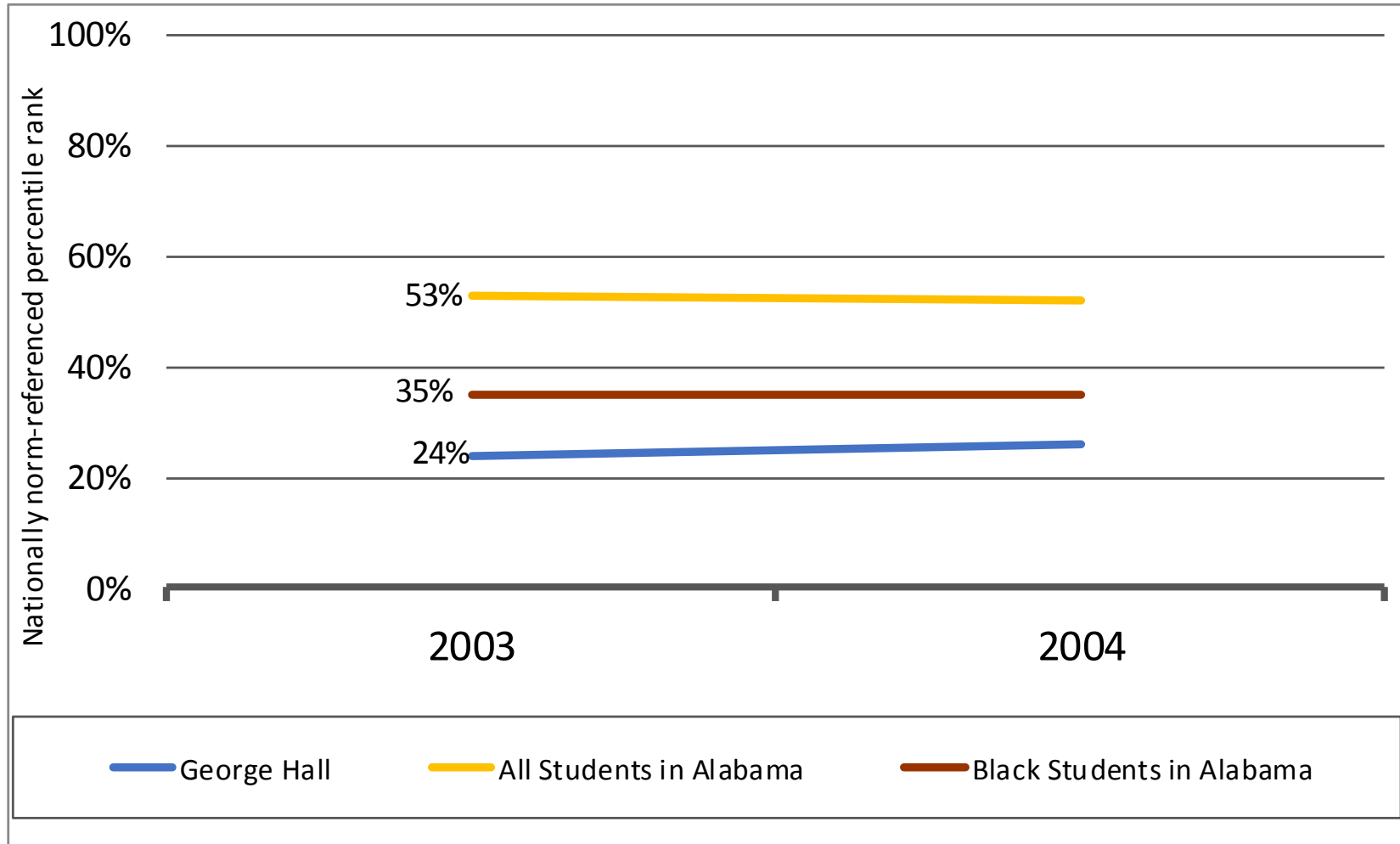
Source: Creative Commons







Grade 5 Reading—SAT 10 results





“I knew achievement wouldn’t be a problem once the systems were in place.”

-- Terri Tomlinson, principal
George Hall Elementary School, 2004-2013

What kind of systems did she mean?

Systems to use time, money, and staff to
support the learning of all students –

in other words, master schedules, budgets, hiring and
professional development, and
behavior development – or discipline – systems.

The same systems that all schools have – but that don't always
benefit all students.

Let's see what that means through the lens of a high school in California.

Artesia High School

ABC Unified District, Los Angeles County, California

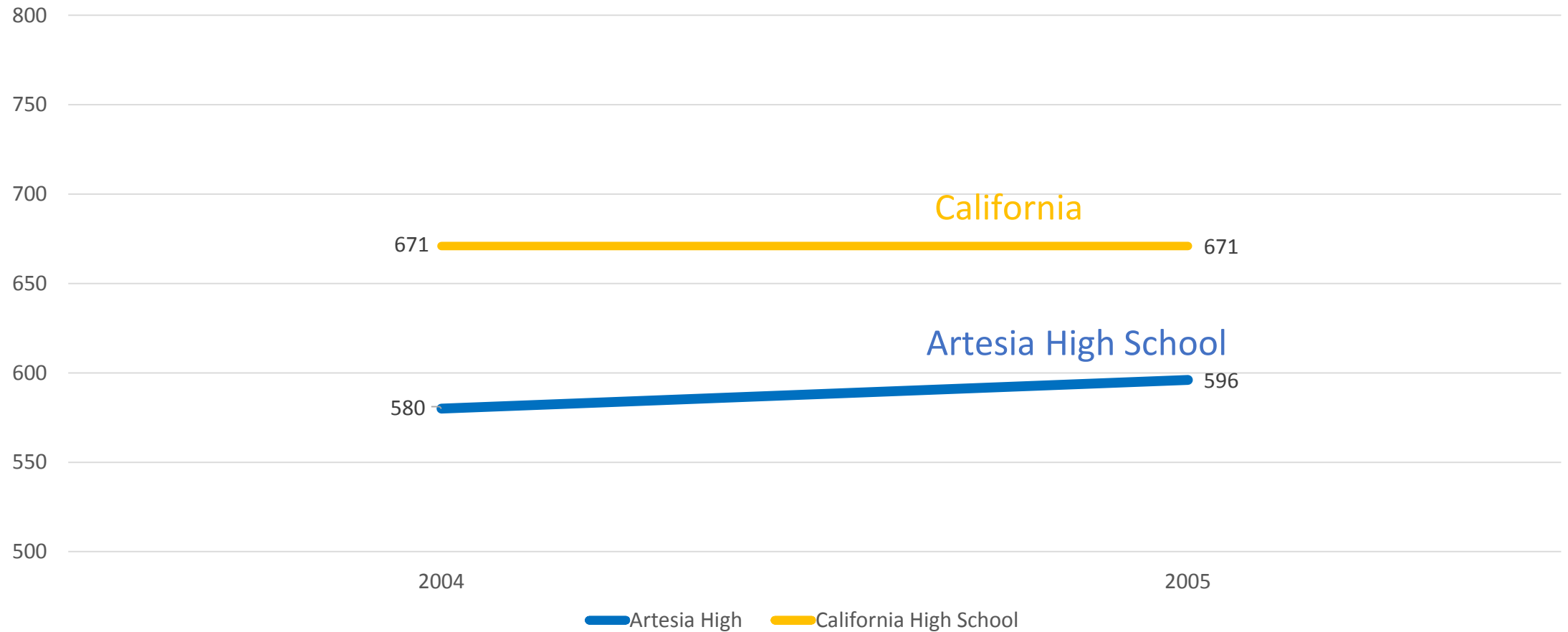
1,568 Students, Grades 9-12

- 72 % Hispanic
- 9 % African American
- 7% Filipino
- 4% White
- 77 % Socioeconomically disadvantaged
- 16% Students with disabilities



Artesia High School

API Over Time



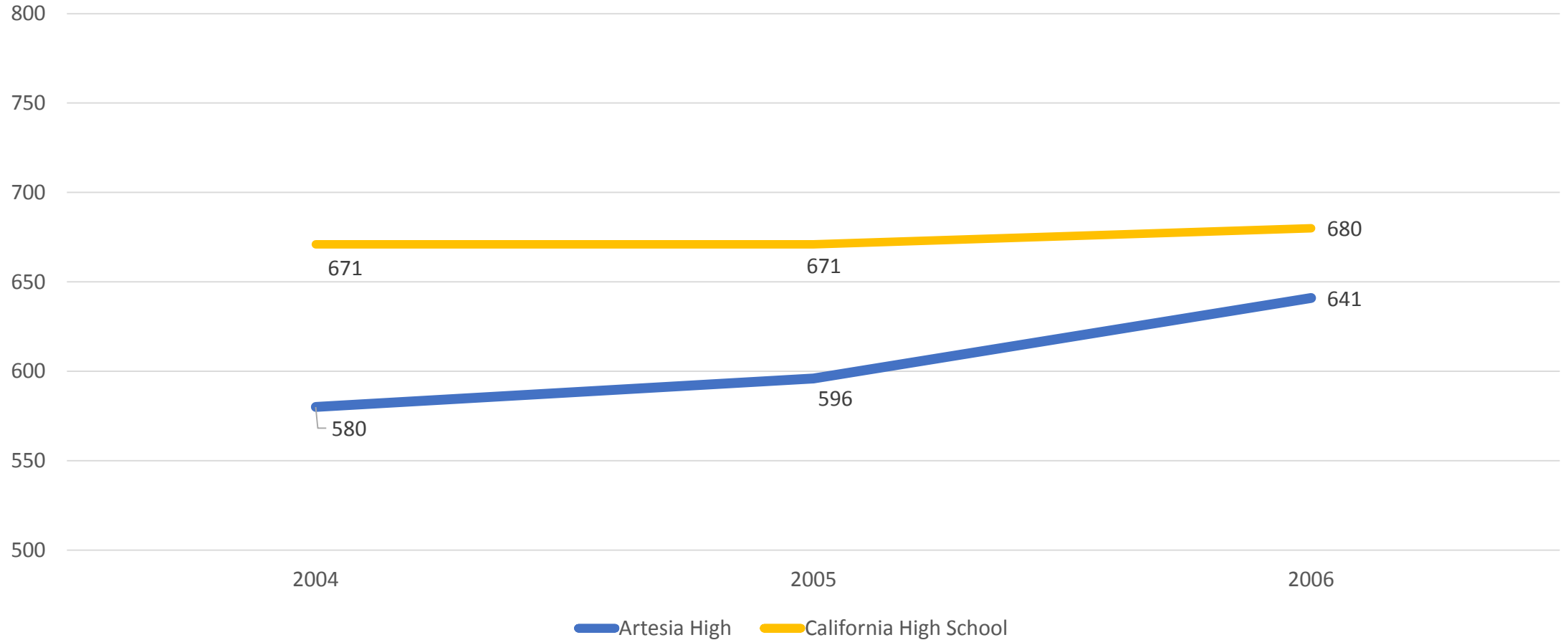


“I can’t be at a school that perpetuates the idea that these kids will be poor the rest of their lives.”

– Sergio Garcia, principal, Artesia High School

Artesia High School

API Over Time

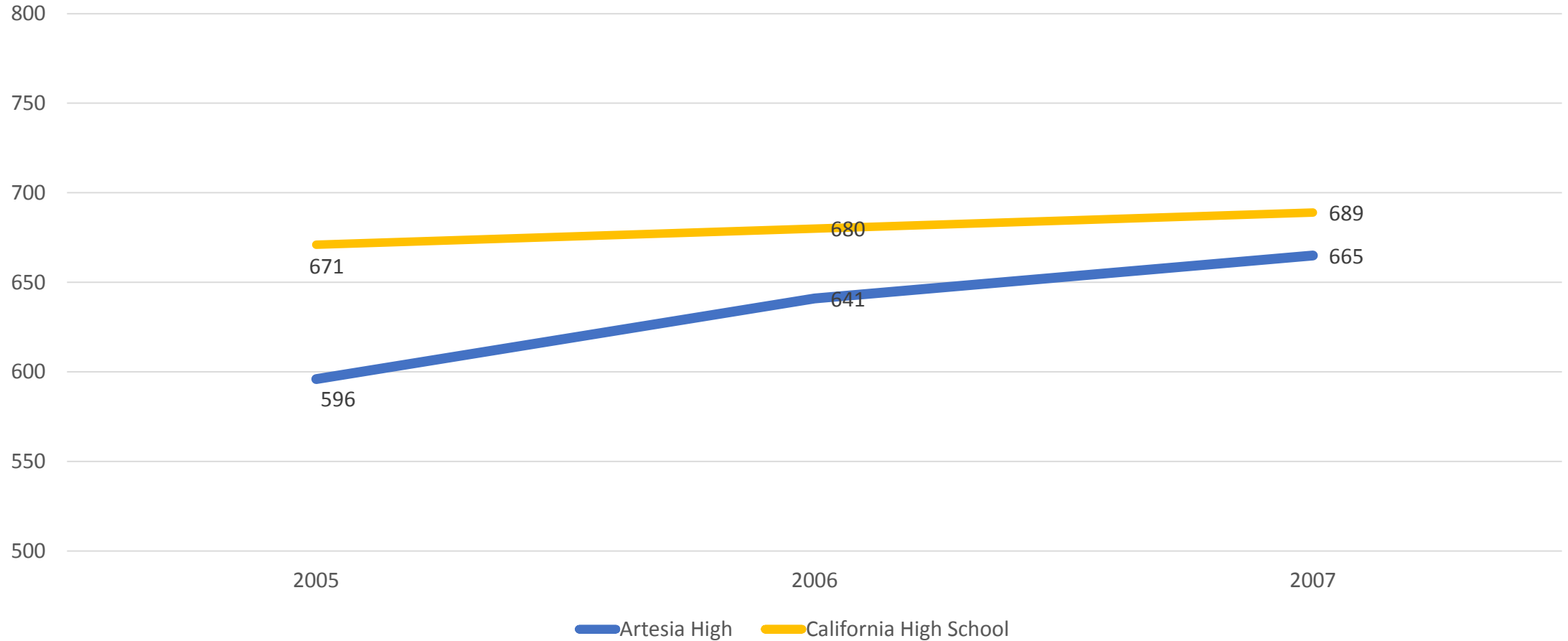


Additional systems Garcia put in place:

- Systems to develop leadership
- Systems to improve instruction
- Systems to recognize achievement and improvement
- Systems to monitor and adjust – that is, to extend and expand things that work and change or jettison things that don't
- Systems to help misbehaving students change their behavior and build relationships

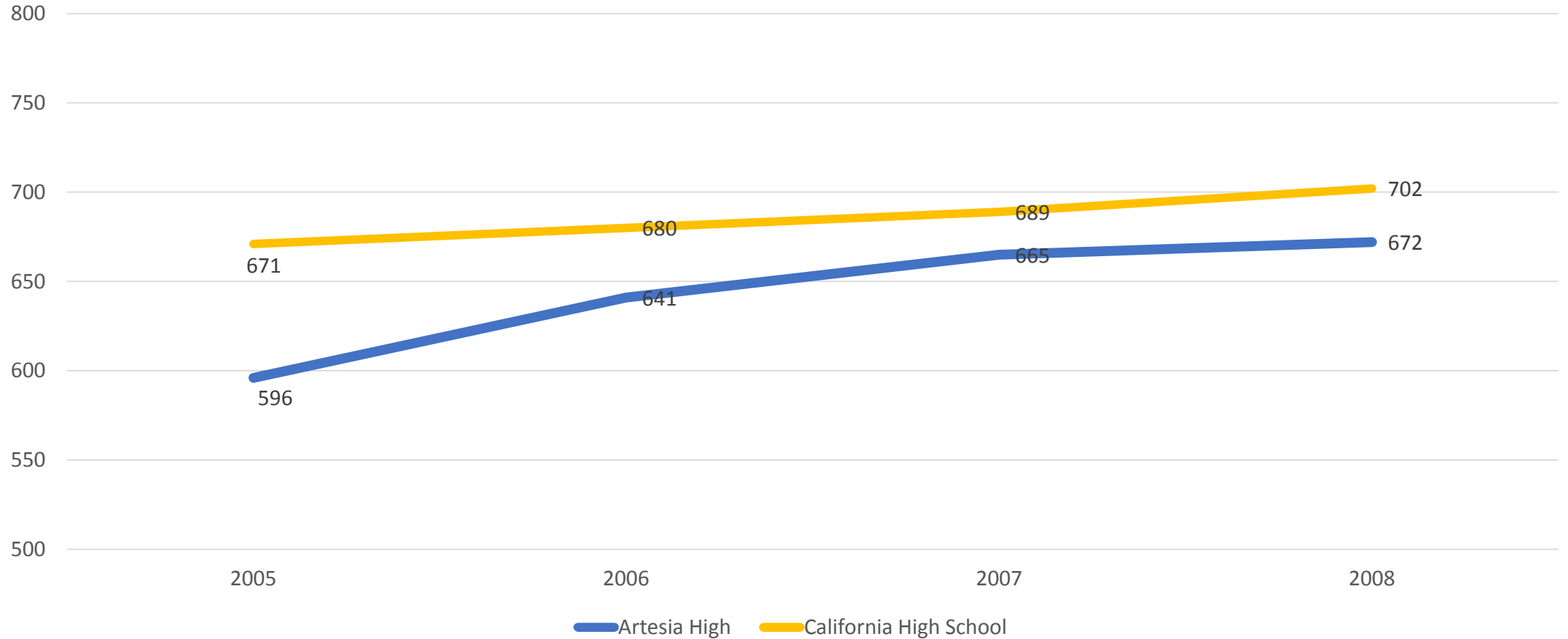
Artesia High School

API Over Time



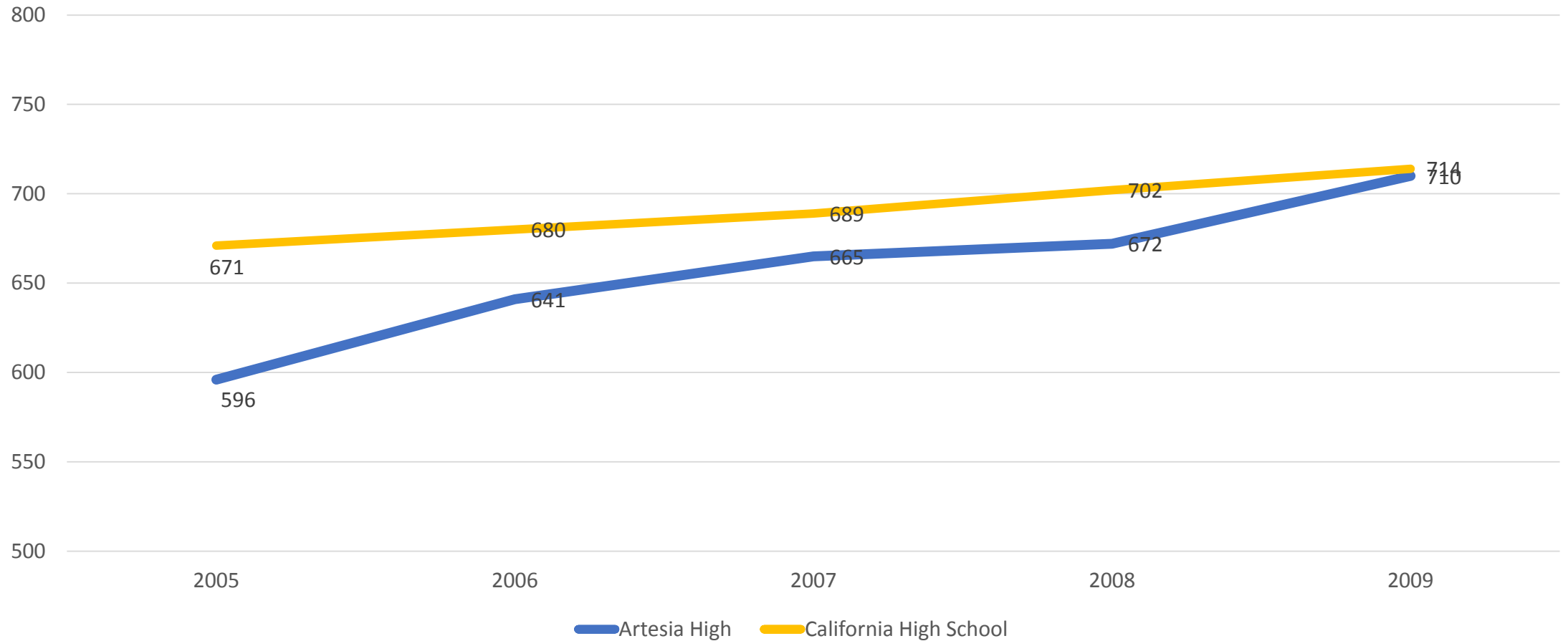
Artesia High School

API Over Time



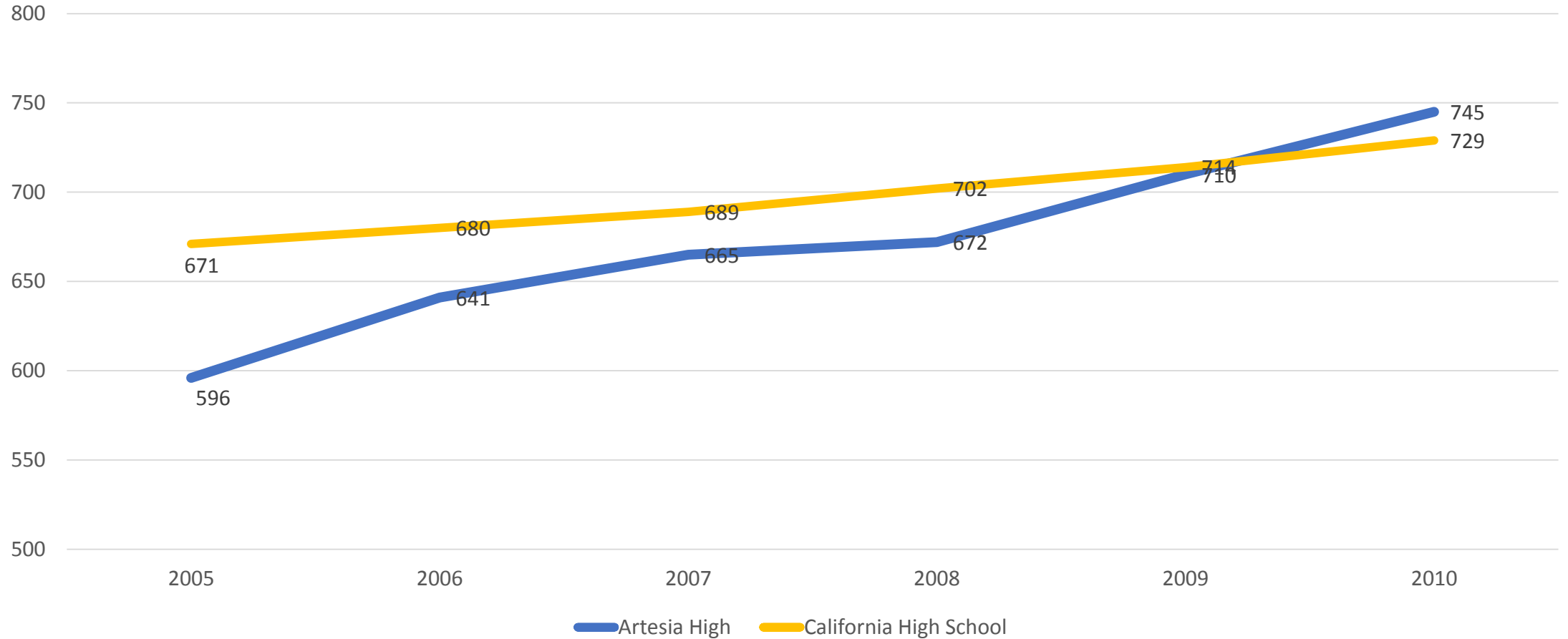
Artesia High School

API Over Time



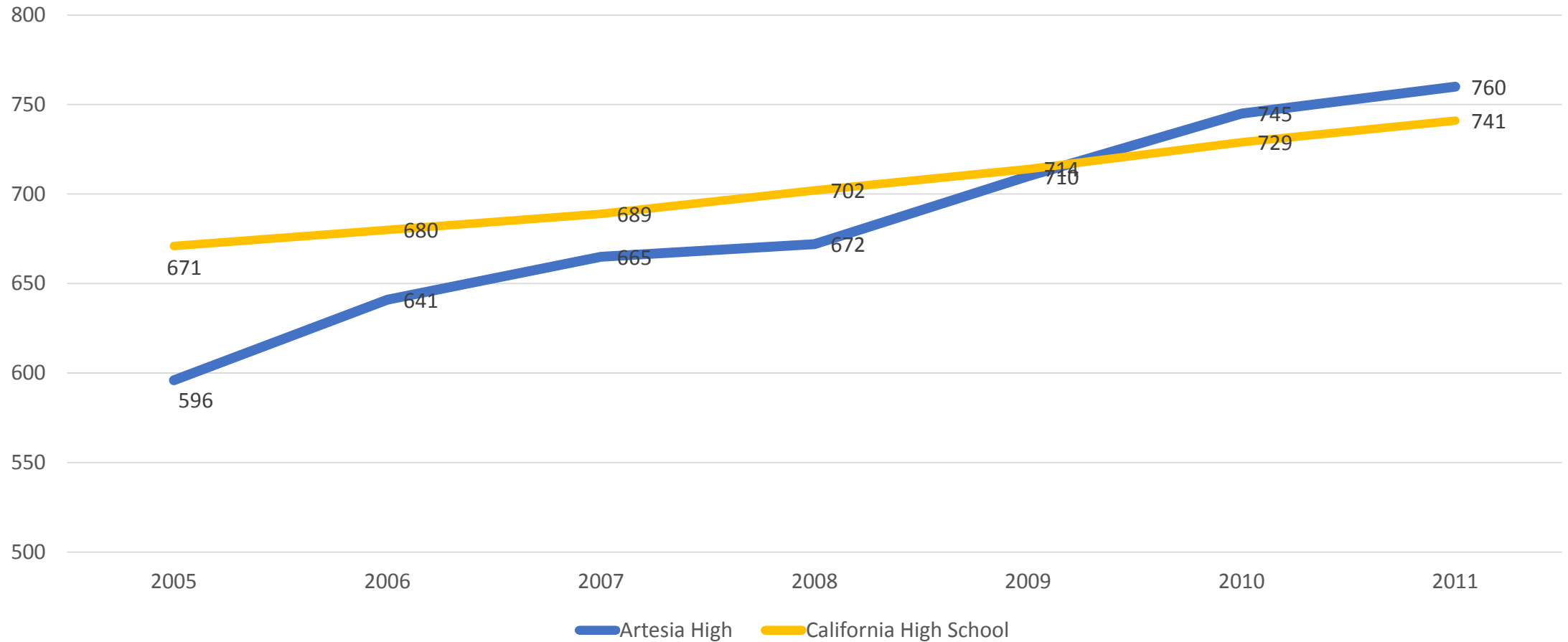
Artesia High School

API Over Time



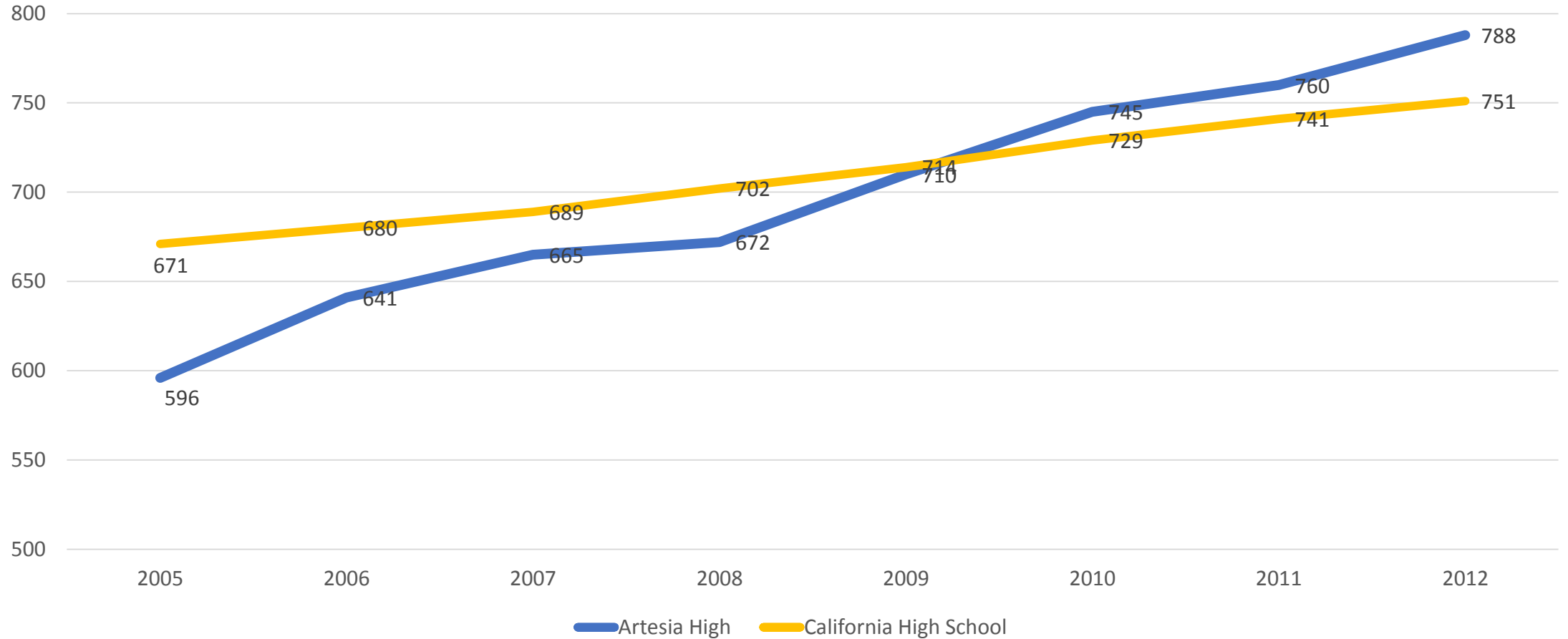
Artesia High School

API Over Time



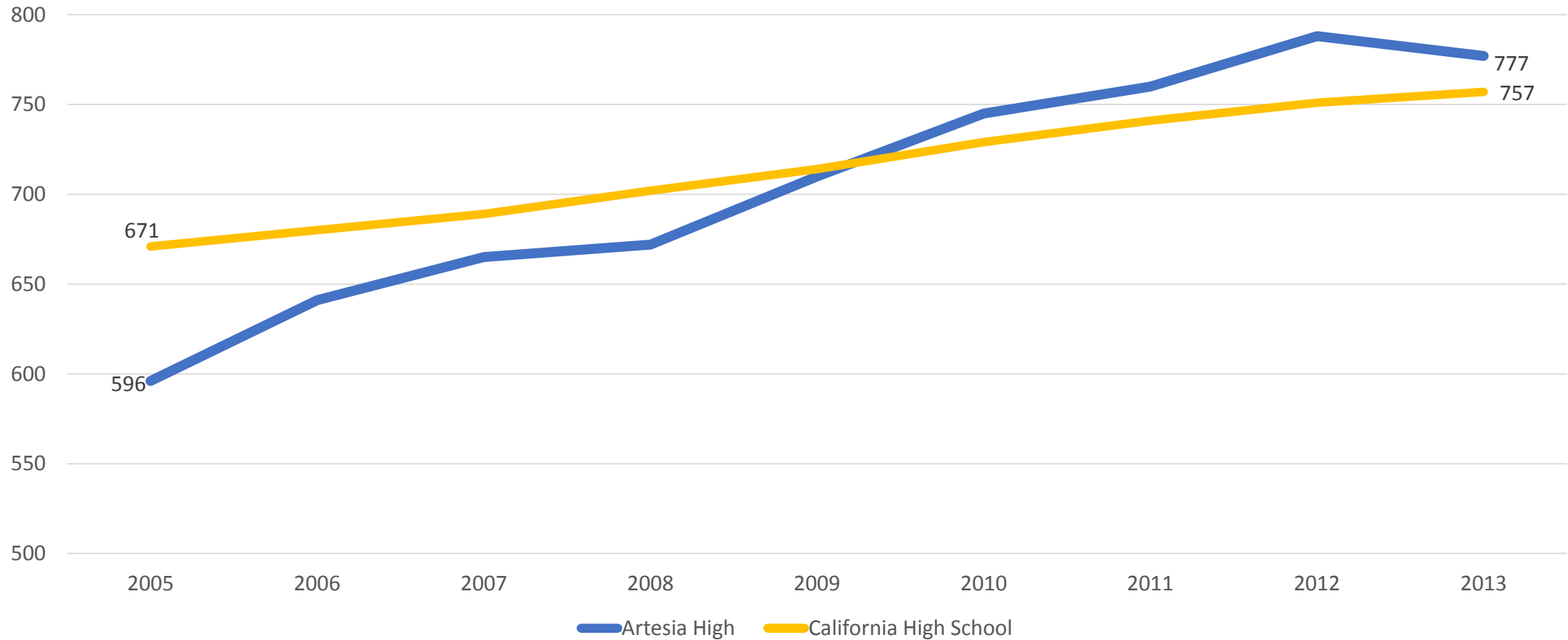
Artesia High School

API Over Time



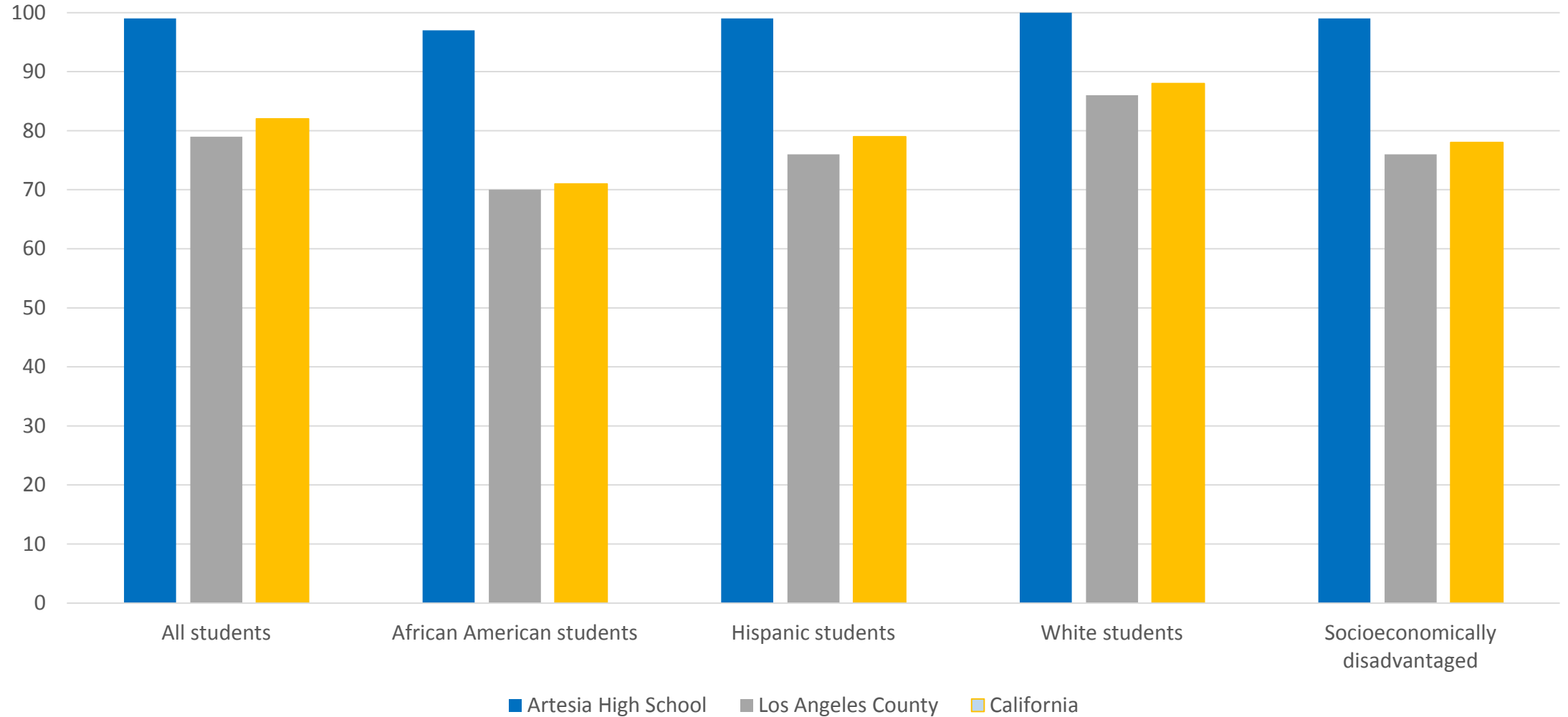
Artesia High School

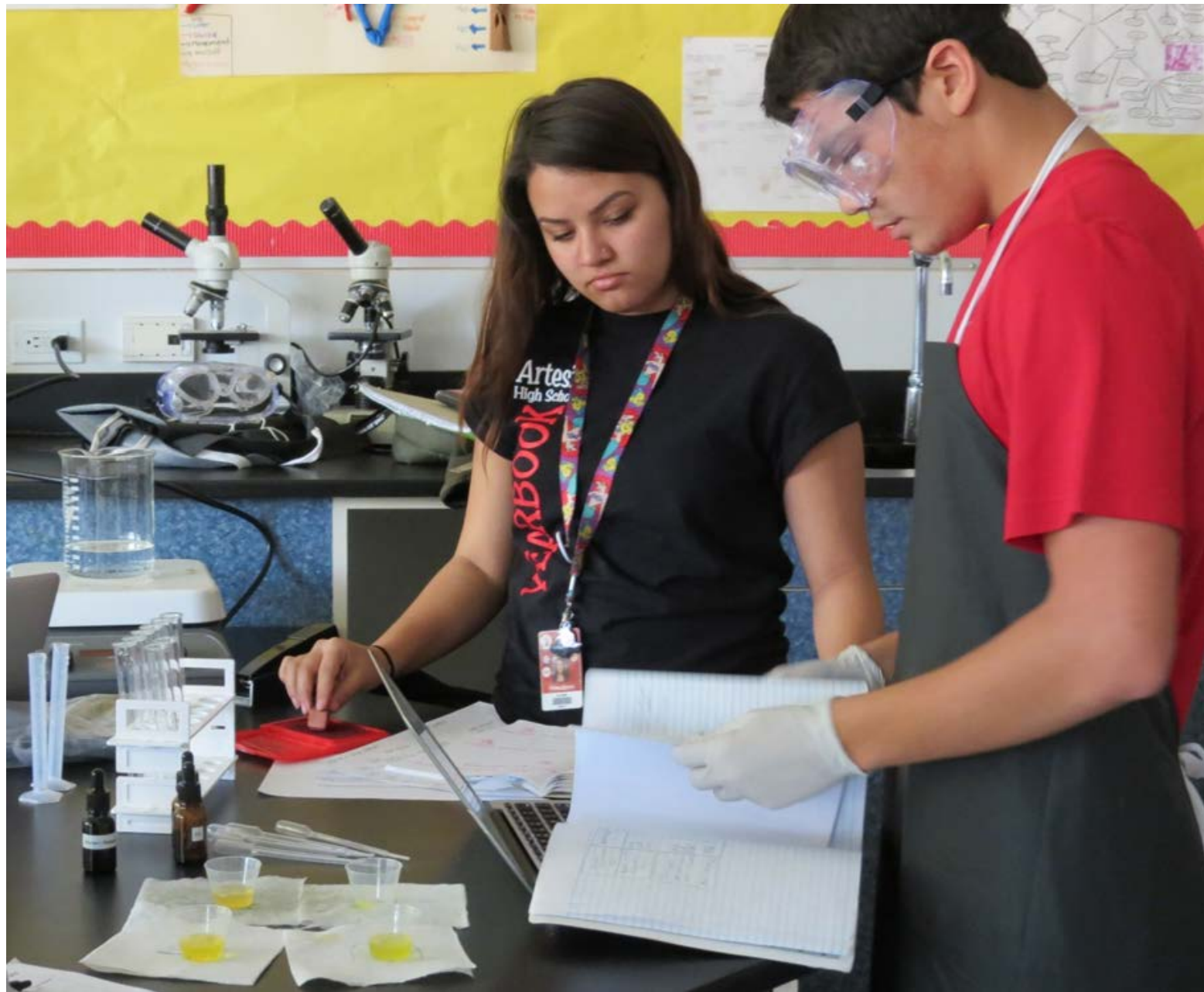
API Over Time



Graduation Rates

Cohort graduation rates, 2015







When I first called Sergio Garcia and asked what the school is doing now different from ten years ago, what do you think he said?

“You have no idea the smile on my face.”



“No one has ever asked me that before.”

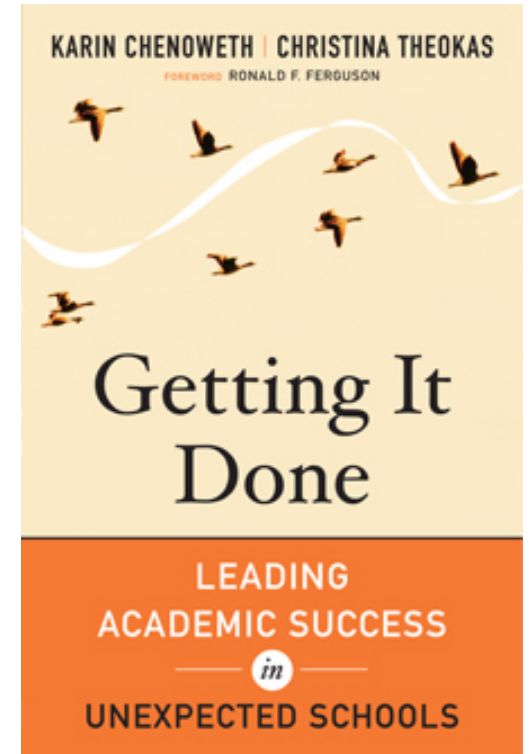
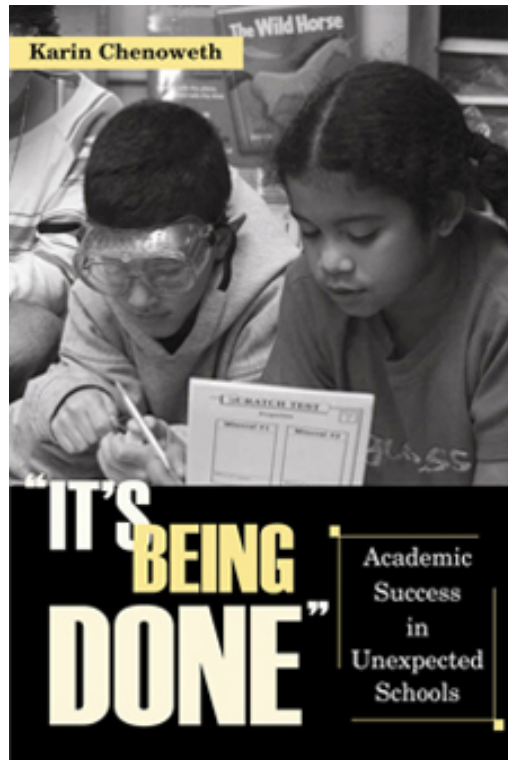
I have focused closely on Artesia High School in this talk, but educators in *all* the Unexpected Schools I have been in share two things:

- * an unwavering belief in *all* students' capacity to learn
- * the determination to organize themselves around that belief

The Education Trust has honored many such unexpected schools with its Dispel­ling the Myth award. To learn more about them go to edtrust.org/dispelling_the_myth

Or just Google “Dispel­ling the Myth”

You can also read about some of them in these books:

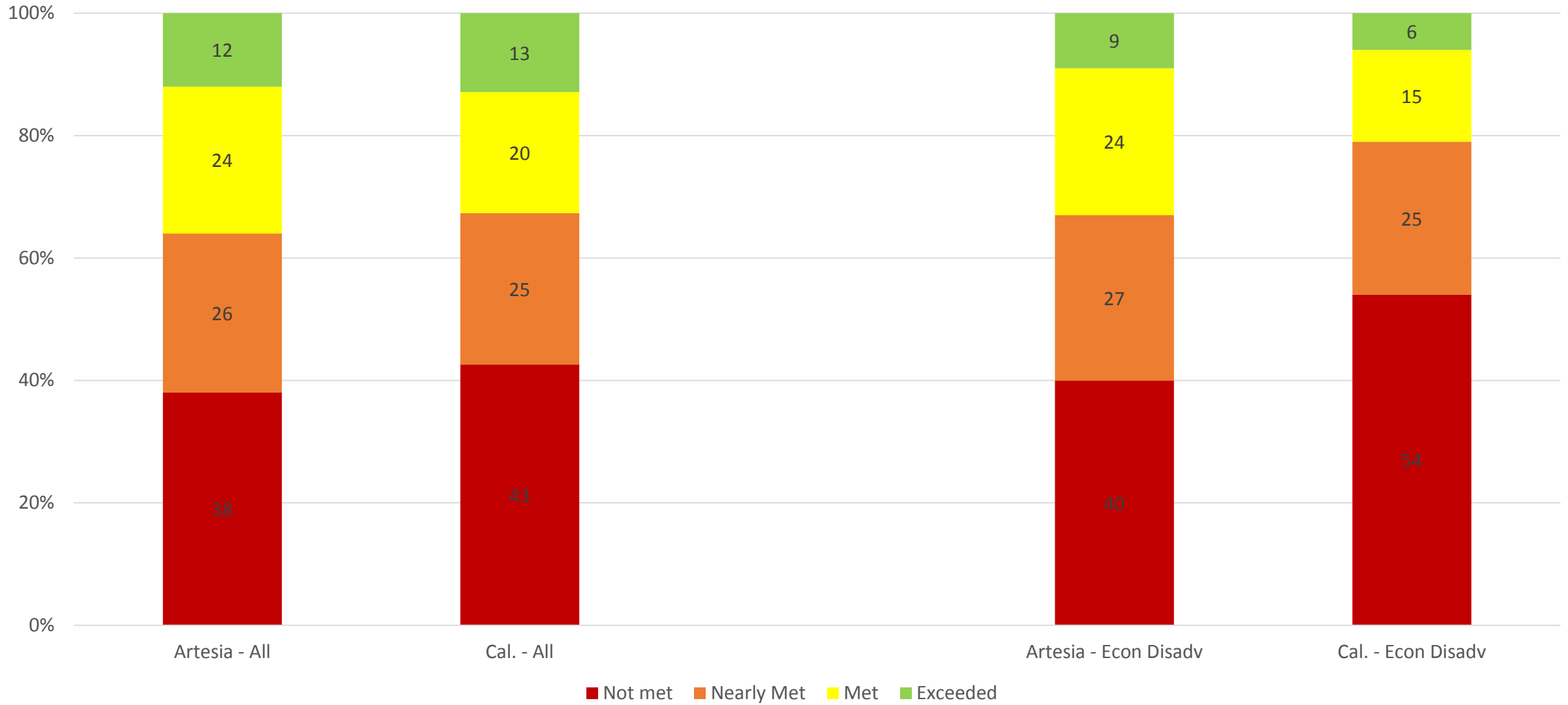


Unexpected School Leaders

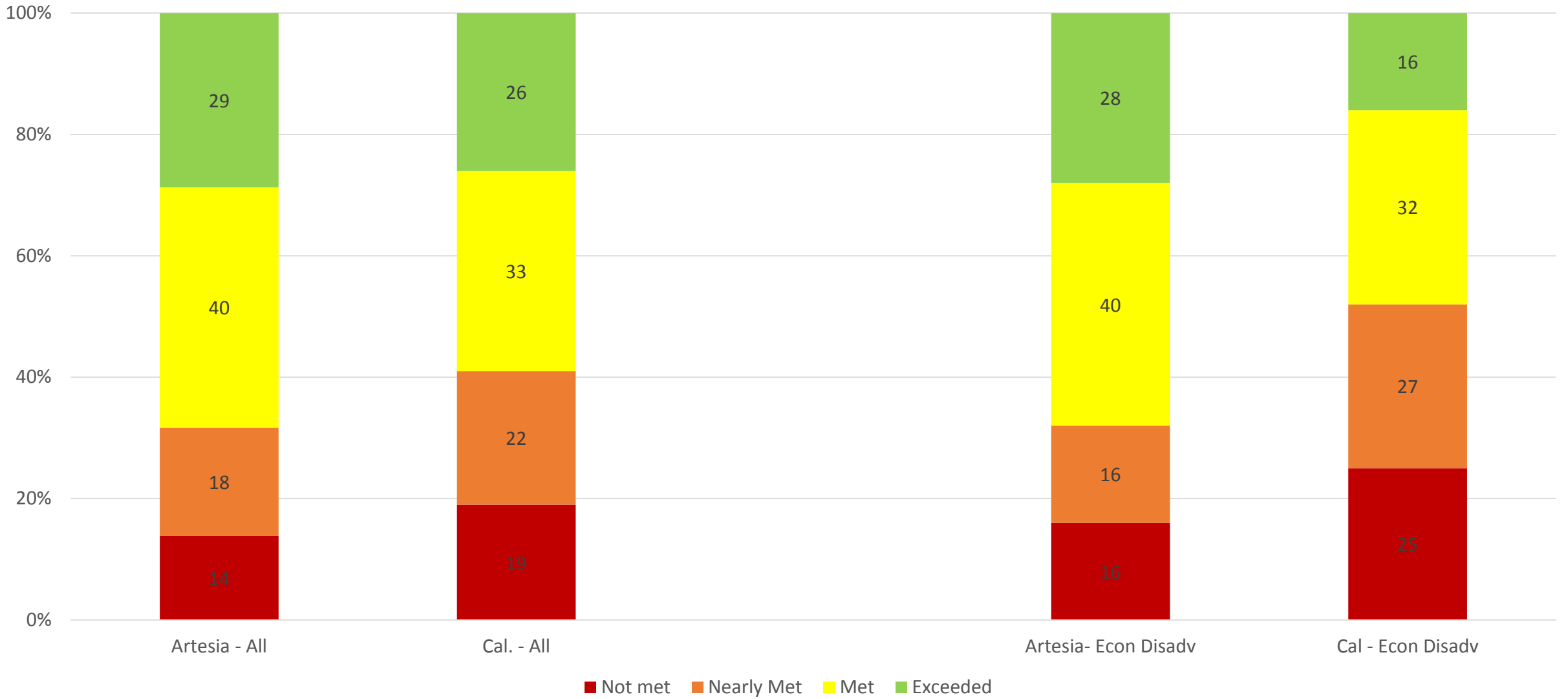
Questions?

Bonus Slides

Smarter Balanced Grade 11 Math Artesia High School, 2016



Smarter Balanced Grade 11 ELA Artesia High School, 2016



	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG	AH	AI	AJ	AK	AL	AM					
	4483-01 Math III Plus H				4483-02 Math III Plus H				4508 AP Calc BC				4484-01 Math I				4484-02 Math I				Conference													
	0	5	25	2	0	5	25	2	0	0	7	4	32	0	0	0	32	0	0	0	32	0	0	0										
	4486-01 Math III				4486-01 Math III				Conference				4993-01 AcadAchieveMath (11)				4484-04 Math I				4484-05 Math I													
	0	2	28	0	0	2	28	0					0	0	25	0	32	0	0	0	32	0	0	0										
	Conference				4485-02 Math II				4485-03 Math II				4485-04 Math II				4993-01 AcadAchieveMath (11)				4485-10 Math II													
					0	27	9	1	0	27	9	1	0	27	9	1	0	0	25	0	0	27	9	1										
	4507 AP Calc AB				4609-01 Pre-Calculus				Articulation				4609-02 Pre-Calculus				Conference				4483-03 Math III Plus H													
	0	0	4	17	0	0	2	26					0	0	2	26					0	5	25	2										
	4482-01 Math II Plus H				Articulation				4486-01 Math III				4524 AP Comp Sci A				4486-01 Math III				Conference													
	16	21	0	0					0	2	28	0	0	0	6	14	0	2	28	0														
	4484-06 Math I				4484-07 Math I				4484-03 Math I				Conference				4645-01 Stats Reason				4645-02 Stats Reason													
	32	0	0	0	32	0	0	0	32	0	0	0					0	0	0	34	0	0	0	34										
	4481-01 Math I Plus H				8111 Student Govt				Conference				Articulation				Articulation				4482-02 Math II Plus H													
	35	0	0	0	34	2	11	13																	16	21	0	0						
	4485-01 Math II				Conference				4485-06 Math II				4481-02 Math I Plus H				4481-03 Math I Plus H				4485-07 Math II													
	0	27	9	1					0	27	9	1	35	0	0	0	35	0	0	0	0	27	9	1										
	Conference				4485-05 Math II				4486-01 Math III				4486-01 Math III				4485-08 Math II				4485-09 Math II													
					0	27	9	1	0	2	28	0	0	2	28	0	0	27	9	1	0	27	9	1										
	4486-01 Math III				4486-01 Math III				4486-02 Math III				4485-04 Math II				4486-04 Math III				Conference													
	0	0	0	30	0	0	0	30	0	0	0	30	0	27	9	1	0	0	0	30														

	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG	AH	AI	AJ	AK	AL	AM	AN	AO		
36	Period 1				Period 2				Period 3				Period 4				Period 5				Period 6				Period 7							
37	5770-01 AVID 9				5770-02 AVID 9				5770-03 AVID 9				Articulation				Conference															
38	28	0	0	0	28	0	0	0	28	0	0	0																				
39	Period 1				Period 2				Period 3				Period 4				Period 5				Period 6				Period 7							
40	8022-09 US History CP				8003-02 World Hist/Geog CP				8004-01 World Hist/Geog H				8004-02 World Hist/Geog H				8003-03 World Hist/Geog CP				Conference											
41	0	0	35	0	0	34	0	0	26	13	0	0	26	13	0	0	0	34	0	0												
42	8043-01 Civics CP				8043-02 Civics CP				8003-04 World Hist/Geog CP				8003-05 World Hist/Geog CP				Conference				6056 Ath/Soccer											
43	0	0	0	35	0	0	0	35	0	34	0	0	0	34	0	0									2	8	9	9				
44	8023-01 AP US History/Geog				8022-01 US History CP				8022-02 US History CP				Conference				8023-02 AP US History/Geog				8022-03 US History CP											
45	0	0	27	0	0	0	35	0	0	0	35	0					0	0	27	0	0	0	35	0								
46	8044-01 Econ CP				8044-02 Econ CP				8090 AP Euro Hist				8043-04 Civics CP				8043-03 Civics CP				Conference											
47	0	0	0	35	0	0	0	35	0	18	0	0	0	0	0	35	0	0	0	35												
48	8022-04 US History CP				8022-05 US History CP				8022-06 US History CP				8044-04 Econ CP				8044-03 Econ CP				Conference											
49	0	0	35	0	0	0	35	0	0	0	35	0	0	0	0	35	0	0	0	35												
50	8003-01 World Hist/Geog CP				Conference				8143/8177 AP Gov/Macro US				8003-06 World Hist/Geog CP				8003-07 World Hist/Geog CP				8003-08 World Hist/Geog CP											
51	0	34	0	0					0	0	0	32	0	34	0	0	0	34	0	0	0	34	0	0	0	34	0	0				
52	Articulation				Articulation				Conference				8022-07 US History CP				8022-08 US History CP				6054 Ath/Football/PE											
53													0	0	35	0	0	0	35	0	0	17	16	11								
54	Period 1				Period 2				Period 3				Period 4				Period 5				Period 6											

