



GEORGIA COMPENSATORY EDUCATION LEADERS CONFERENCE

MARCH 2015

THE AMERICAN ASSOCIATION OF SCHOOL
ADMINISTRATORS NAMED
GEORGIA SUPERINTENDENT

DR. PHILIP LANOUE

SUPERINTENDENT OF THE CLARKE COUNTY
SCHOOL DISTRICT

**NATIONAL SUPERINTENDENT OF
THE YEAR**

WHAT COLOR IS THIS DRESS?



OVERVIEW

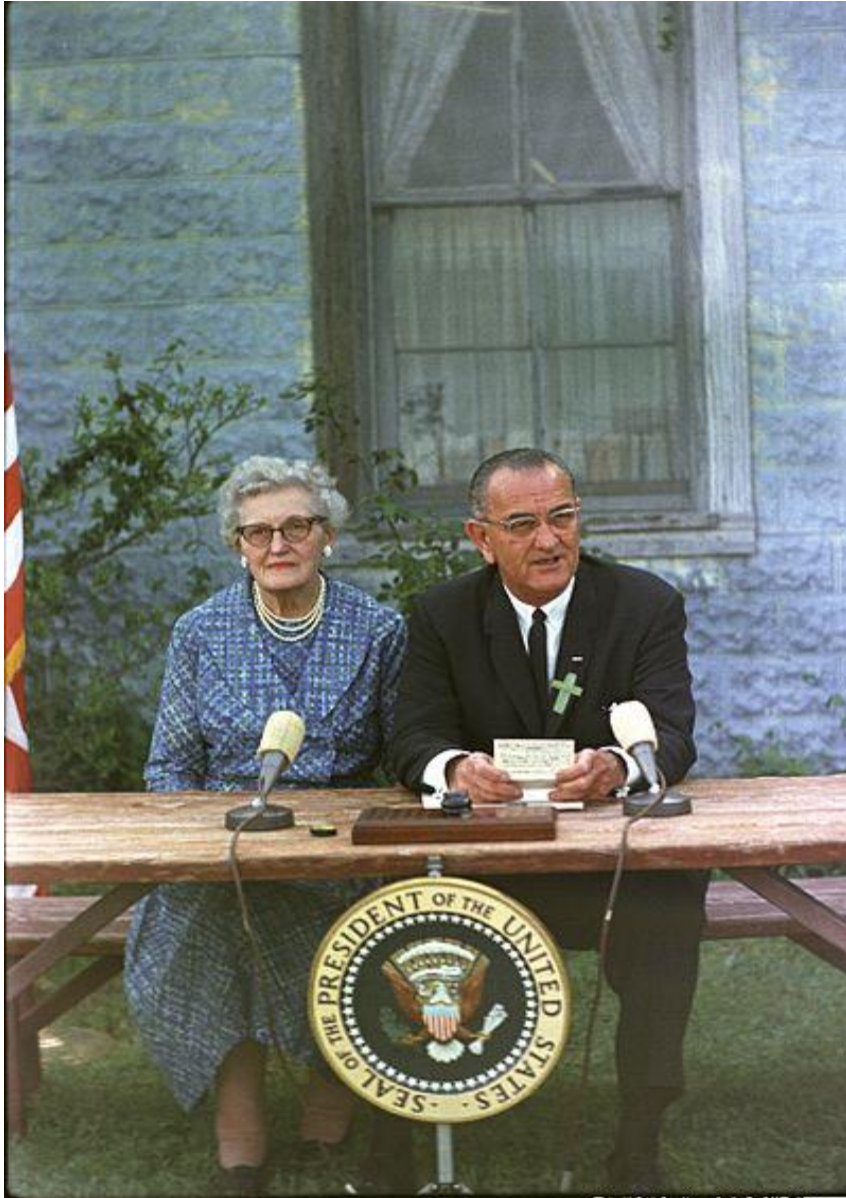
- Our Progress
- Our Challenge
- Adaptive Leadership
- Promising Practices



The Focus On Equity and Opportunity

- 1954 Brown vs. Board of Education – 60 Years
- 1964 March on Washington – 50 Years
- 1964 Civil Rights Act – 50 Years
- 1964 War on Poverty 50 Years





Lyndon B. Johnson

At the ESEA signing ceremony, with his childhood schoolteacher Ms. Kate Deadrich Loney

Our Work

Mission Critical

- Protecting Underserved Children & Youth
- Removing Barriers
- Raising Expectations
- Closing Opportunity Gaps
- Improving Student Outcomes

**THE GOOD NEWS:
AMERICA'S PROGRESS
IN IMPROVING EDUCATION**

PROGRESS: GREAT GAINS

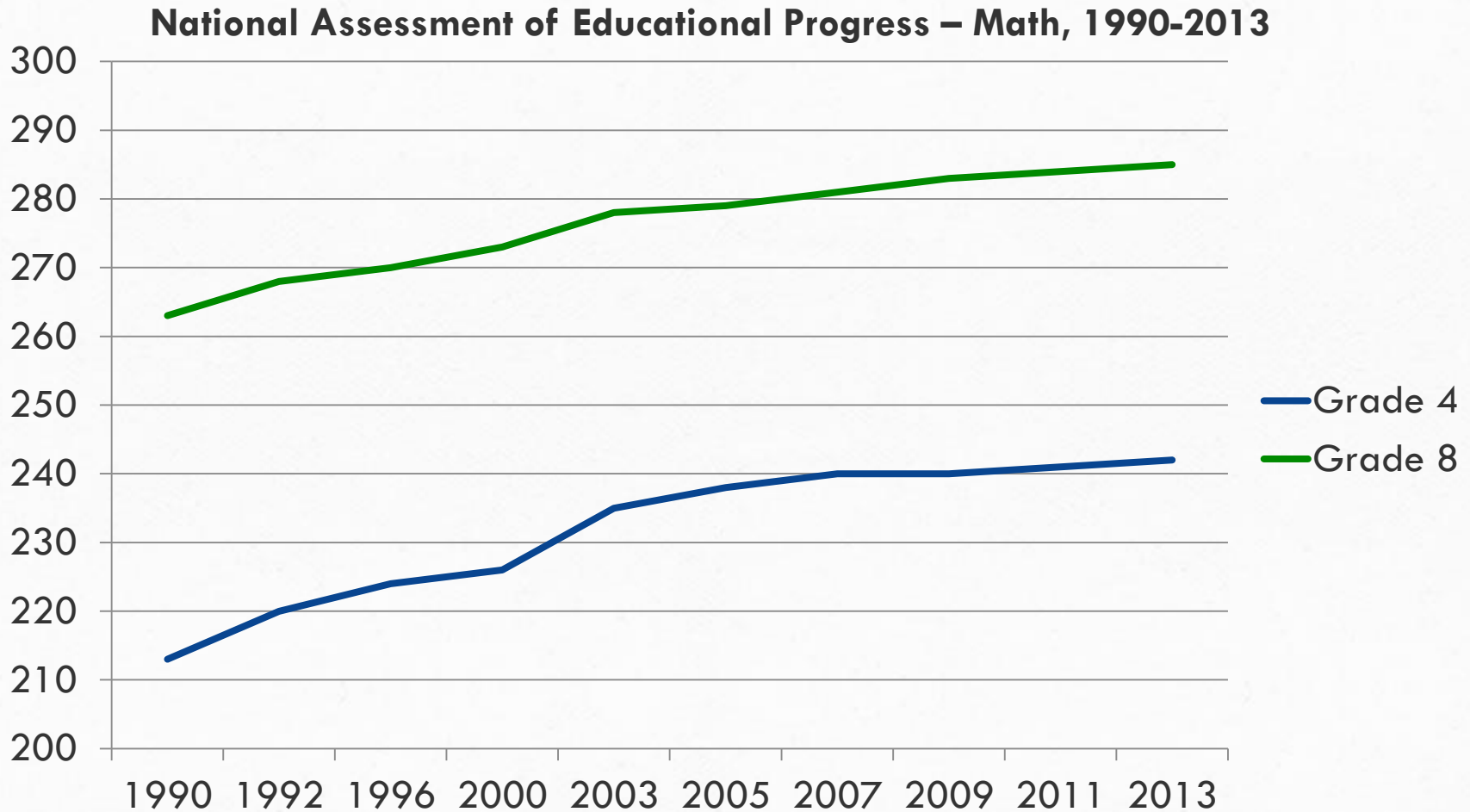
RESULTS DRIVEN BY REFORM

- Students' test scores are one way to measure progress—and they're going up—especially on the highly reliable National Assessment of Educational Progress (NAEP).
 - In 2013, our nation's elementary and middle school students earned the highest math and reading scores in history.
 - Some of the greatest gains have been made in states that volunteered for the Race to the Top grant program and stayed committed to the change efforts.



PROGRESS: RESULTS FOR STUDENTS

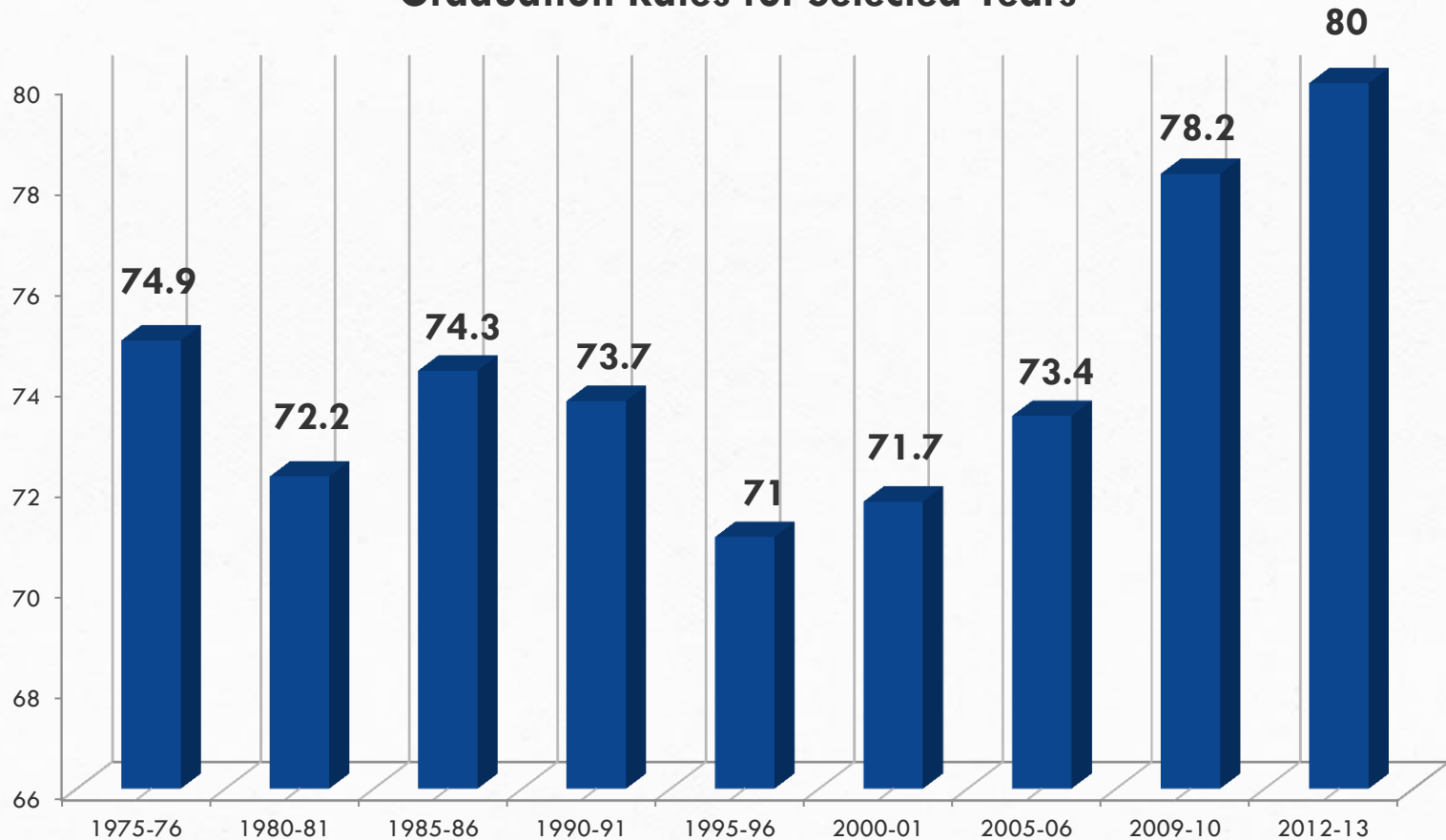
HIGHEST 4TH AND 8TH GRADE SCORES EVER ON NATION'S REPORT CARD



PROGRESS: RESULTS FOR STUDENTS

THE HIGHEST HIGH SCHOOL GRADUATION RATE IN U.S. HISTORY

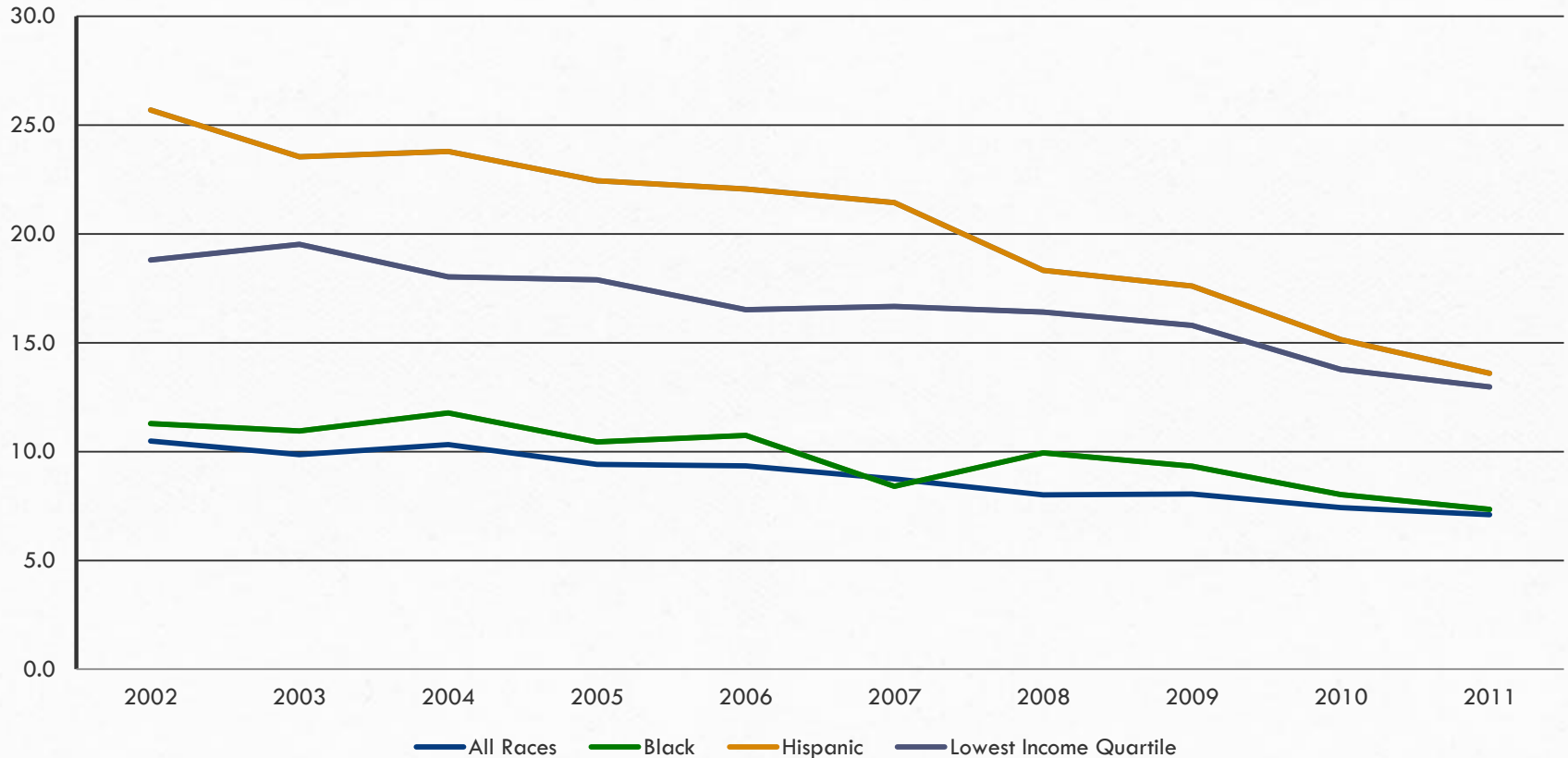
Graduation Rates for Selected Years



PROGRESS: RESULTS FOR STUDENTS

DROPOUT RATES DECREASING

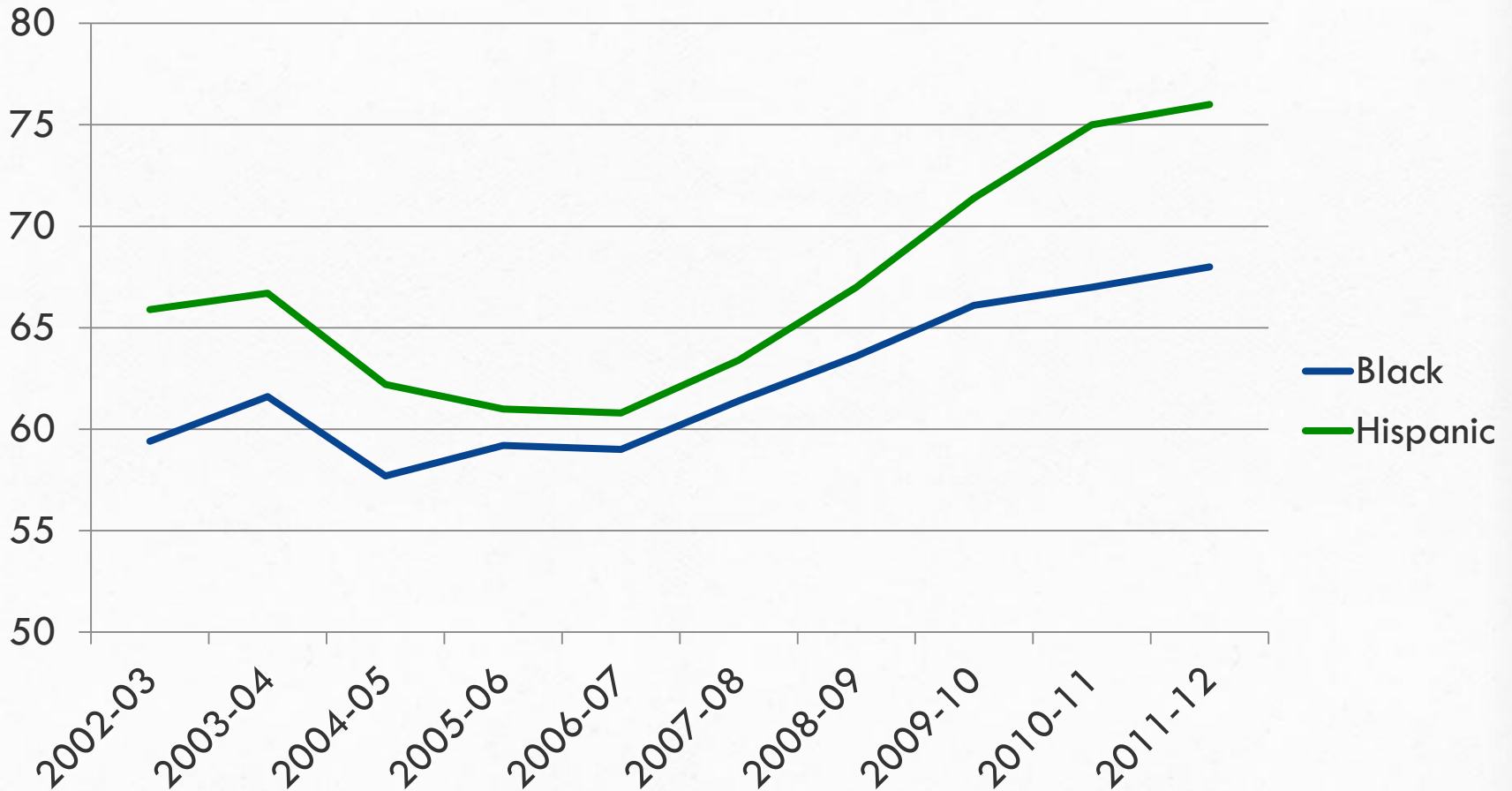
Status Dropout Rate, 2002-2011



PROGRESS: RESULTS FOR STUDENTS

MORE HISPANIC AND AFRICAN-AMERICAN STUDENTS GRADUATING

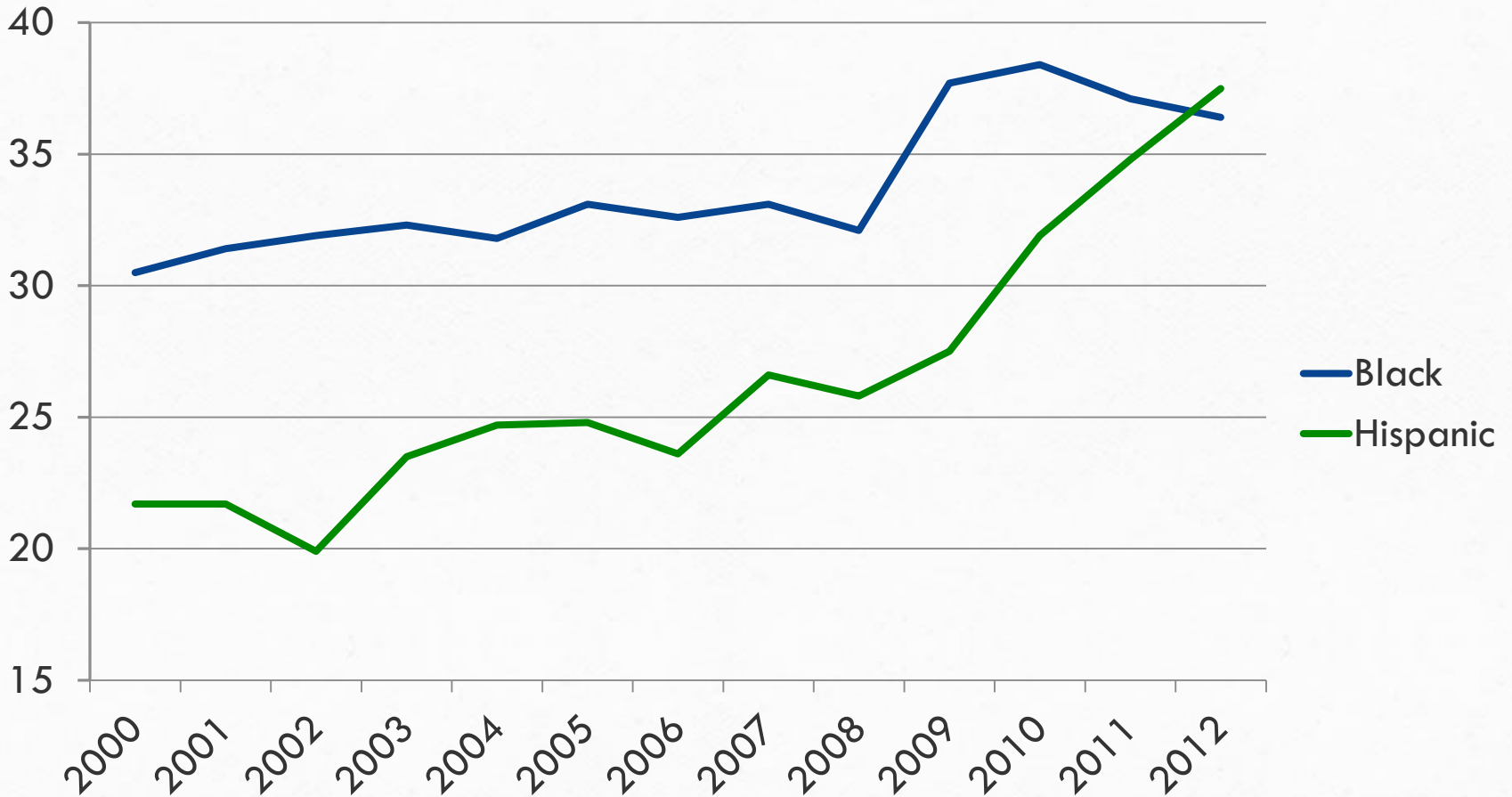
High school graduation rates: School years 2002-2003 through 2011-2012



PROGRESS: RESULTS FOR STUDENTS

MORE HISPANIC AND AFRICAN-AMERICAN STUDENTS ATTENDING COLLEGE

Enrollment Rates of 18 to 24-year-olds



THE CHALLENGES AHEAD

OPPORTUNITY GAPS

Closely related to [achievement gap](#) and [learning gap](#), the term **opportunity gap** refers to the ways in which race, ethnicity, socioeconomic status, English proficiency, community wealth, familial situations, or other factors contribute to or perpetuate lower educational aspirations, achievement, and attainment for certain groups of students.

Opportunity Gaps Refer to Inputs —

The unequal or inequitable distribution of resources and opportunities



WHAT OPPORTUNITY GAPS LOOK LIKE

The absence of:

- equitable funding
- safe and healthy schools
- challenging college-preparatory classes;
- adequate instructional resources;
- technology;
- effective teachers and leaders; and
- effective early learning opportunities.



OUTCOME GAPS

- Achievement/Performance Gaps
- High School Graduation rates
- College entrance rates
- College completion rates
- Careers/Wages



OUR CHALLENGE:

MANY LOW-INCOME STUDENTS FAIL TO COMPLETE HIGH SCHOOL

Lowest
Quartile



63%

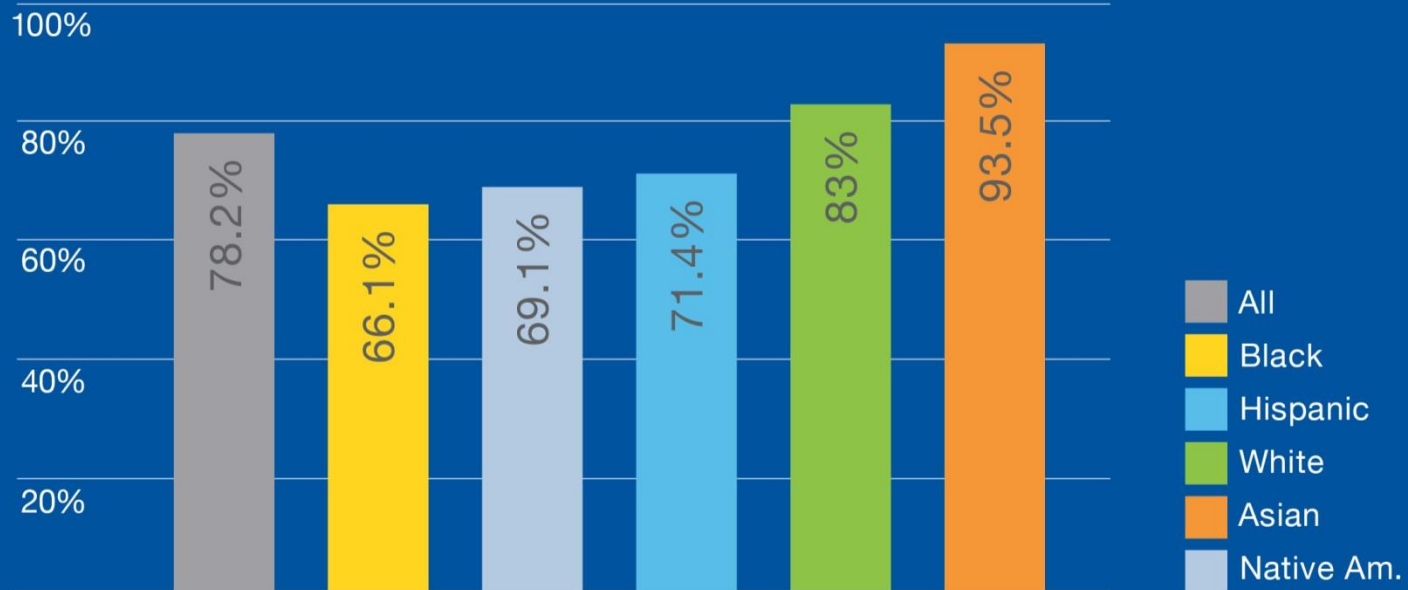
Highest
Quartile



96%

OUR CHALLENGE:

DISPARITIES IN HIGH SCHOOL GRADUATION



OUR CHALLENGE:

ACCESS TO CHALLENGING COURSEWORK

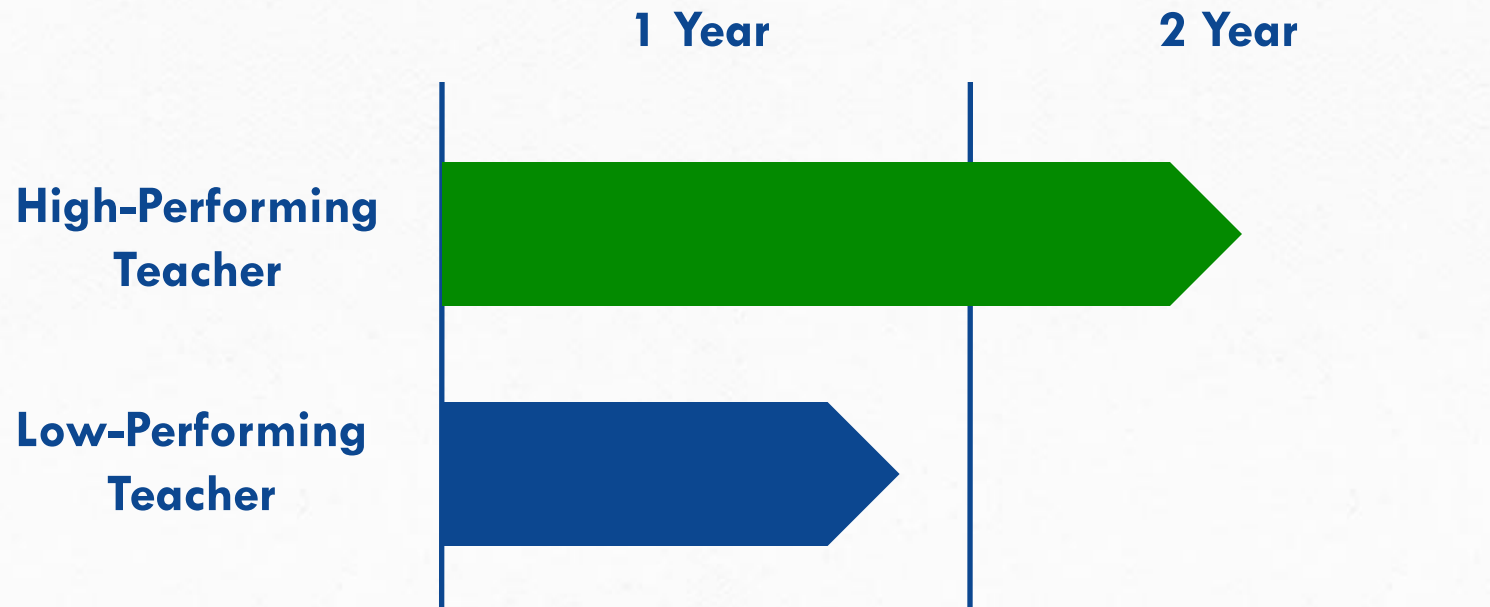
- Nationwide, between 10-25 percent of high schools do not offer more than one of the core courses in the typical sequence of high school math and science learning—such as Algebra I and II, geometry, biology, and chemistry.
- Nationwide, only 50 percent of high schools offer calculus, and only 63 percent offer physics.



GREAT TEACHERS MATTER:

KEY TO STUDENT SUCCESS

Teachers in the top 20 percent of performance generate five to six more months of student learning each year than low-performing teachers.



GREAT TEACHERS MATTER:

THE IMPACT OF QUALITY TEACHING ENDURES

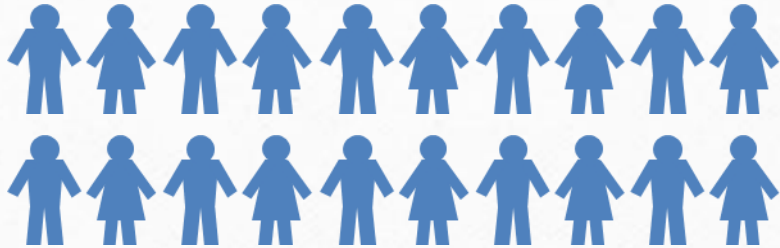
Elementary and middle school students who are taught by a more effective teacher for just one year attend college at higher rates by age 20.



THE NEED FOR TALENTED TEACHERS:

WHERE WE ARE AND WHERE WE'RE GOING

Teachers Trained in 2011-12



 = 10,000 teachers

350,000 Teachers Potentially Needed Annually by 2020



OUR UNFINISHED TASK:

ONLY 29% OF LOW-INCOME STUDENTS GO TO COLLEGE

Lowest
Quartile



29%

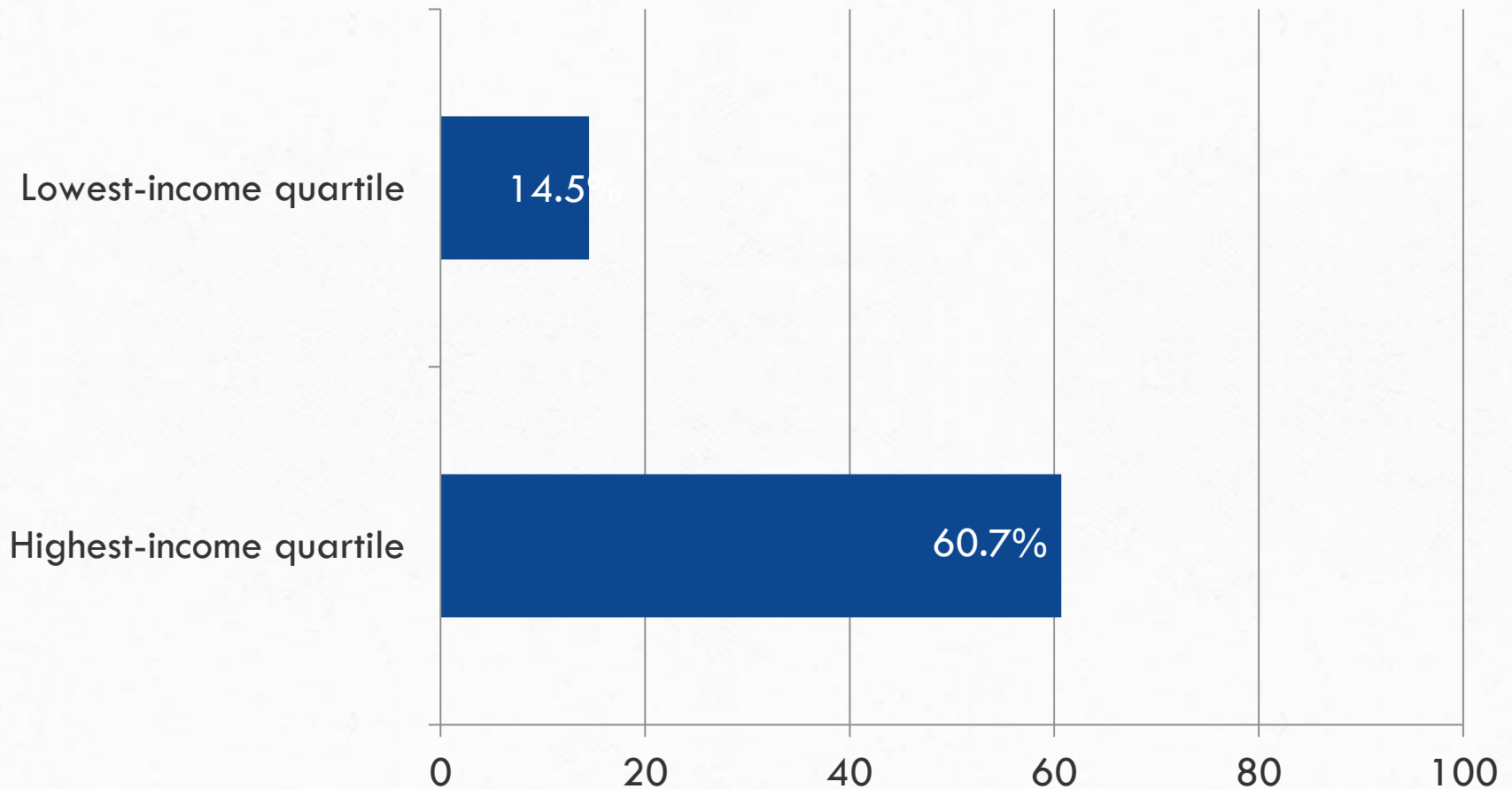
Highest
Quartile



80%

OUR CHALLENGE:

ONLY 14 PERCENT OF LOW-INCOME STUDENTS COMPLETE COLLEGE



K-12 REFORM: THE NEED

REMEDIAL EDUCATION

- Too many students arrive at college and discover they are underprepared for college-level work.
- The need for remediation is widespread. When considering all first-time undergraduates, studies have shown between 28 to 40 percent of students enroll in at least one remedial course. For community college students, several studies have found remediation rates surpassing 50 percent.



Our Call

Improving Systems

- Policies
- Programs
- Procedures
- Practice

To Ensure Equitable Access

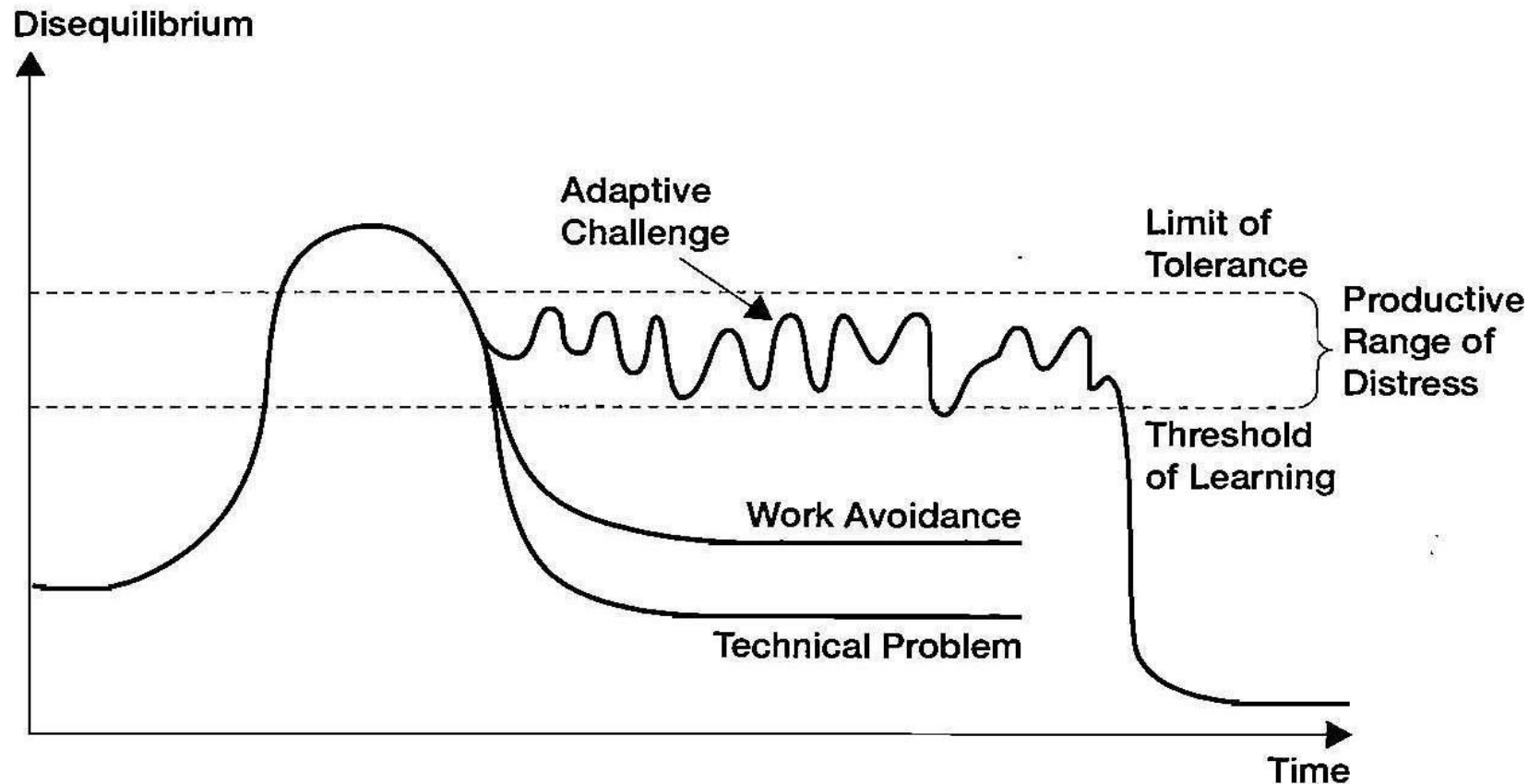
World Without Boundaries

President Obama

“We all possess all of the qualities that this world without boundaries demands. Youth and drive; diversity and openness; and endless capacity for risk and a gift for reinvention. We are made for this moment and will seize it- so long as we seize it together.”

– January 2013

Technical Problem or Adaptive Challenge?



Source: Ronald A. Heifetz and Donald C. Laurie, "Mobilizing Adaptive Work: Beyond Visionary Leadership," in Jay A. Conger, Gretchen M. Spreitzer, and Edward E. Lawler III, eds., *The Leader's Change Handbook: An Essential Guide to Setting Direction and Taking Action* (New York: John Wiley & Sons, 1998).

SUSTAINING EFFECTIVE SYSTEMS

1. Policies, procedures, and practices in place to sustain improvements.
2. **Maximized Human Capital** including streamlined coordination of various personnel, departments, and external organizations to sustain results
3. There is **coherence and clarity of purpose** across programs in order to efficiently leverages resources to match the operational needs.
4. **Differentiated and targeted services** to address specific operational and performance gaps
5. Ability to **scale up** successful practices.



Technical Problem or Adaptive Challenge?

t h i n k i n g



TURNAROUND SCHOOLS

“The number [of dropout factories] declined by 583 or 29 percent between 2002 and 2011. Nearly 1.1 million fewer students attended dropout factories in 2011 than in 2002.”

— PBS NewsHour

TURNAROUND SCHOOLS

REFORMS AT WORK

- **School Improvement Grants (SIG)** are helping to change the odds for students.
- On average, proficiency rates in schools receiving support from the SIG program have increased in both math and reading.
 - 39 percent of schools demonstrated gains of 10 percentage points or more in math
 - 30 percent of schools demonstrated gains of 10 percentage points or more in reading





TURNAROUND SCHOOLS:

SNAPSHOT FROM THE FIELD: SIGNS OF PROGRESS

Promising Practices from Recipients of federal School Improvement Grant funds:

- **Grim Open Campus High School** Atlanta Public Schools, Atlanta, GA
 - Job Embedded Professional Development
- **Burke County High School**, Burke County School District Waynesboro, GA
 - Changing Leadership Practices



BURKE COUNTY HIGH SCHOOL

DEMOGRAPHICS

- Transformation Model
 - Rural Fringe
 - Enrollment 1,213 students
 - 79% Free or Reduced – Price Lunch
 - 68% Black, 30% White, 1% Hispanic, 1% Other
 - Student with Disabilities 8%



BURKE COUNTY HIGH SCHOOL

Shared Leadership Model

- Redefining the roles and responsibilities of school administrators.
 - AP's provide additional instructional support for teacher evaluation and support.
 - AP's additional support to students by monitoring progress toward on-time graduation.
 - New staff positions to reduce administrative burdens placed on AP's and teachers.



BURKE COUNTY HIGH SCHOOL

- Shared Leadership Model
 - Redefining the roles and responsibilities of school administrators.
 - AP for academics
 - AP of instructional technology
 - AP of operations
 - AP of student affairs
 - AP of community affairs
 - AP of alternative education



BURKE COUNTY HIGH SCHOOL

BIGGEST CHALLENGES & CRITICAL FACTORS

■ **Biggest Challenges**

- getting people to embrace the urgency
- expecting higher performance for administrators, teachers and students

■ **Critical Factors**

- shared vision
- willingness to work hard



“It is not the critic who counts; not the man who points out how the strong man stumbles, or where the doer of deeds could have done better. The credit belongs to the man who is actually in the arena, whose face is marred by dust and sweat and blood, who strives valiantly; who errs and comes short again and again He who at the best knows in the end the triumph of high achievement and who at the worst, if he fails, at least he fails while daring greatly. So that his place shall never be with those cold and timid souls who know neither victory not defeat.

President Theodore Roosevelt



