

NON-NEGOTIABLE GOALS FOR STUDENT ACHIEVEMENT

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MASA Great Start Workshop for New Superintendents
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Questions to Ponder...

- Does your school system have established methods or strategies which assist teachers and administrators in both determining and monitoring K-12 curriculum/ expectations?
- What *are* the non-negotiable goals around student achievement?
- How do families *know* you are preparing their students for 'what's next'?
- How does staff collaboration impact the conversation?

School District Leadership that Works: The Effect of Superintendent Leadership on Student Achievement Waters & Marzano, 2006

- As one of a continuing series of research on school, leadership, and classroom practices related to student achievement, McREL conducted a meta-analysis of research on the effect of *superintendent* leadership on student achievement
- Using a meta-analysis, McREL combined data from separate studies into a single sample, creating what is believed to be the largest-ever quantitative examination of research on superintendents
- McREL researchers identified 27 research reports conducted since 1970 that examined, using quantitative, rigorous methods, the influence of school district leaders on student performance
- Altogether, these studies involved 2,714 districts and the achievement scores of 3.4 million students
- Three major findings were generated



Finding 1: District Level Leadership Matters

- The McREL research team found a statistically significant relationship (a positive correlation of .24) between district leadership and student achievement
- Effect sizes ranged from positive correlations of .24-.33
- Cohen's work (1988) suggests these are significant as a 1.0 = 34% achievement gain



Finding 2: Effective superintendents focus their efforts on creating goal-oriented districts

- McREL researchers identified five specific district-level leadership responsibilities that have a statistically significant correlation with average student academic achievement
- *All five* of these responsibilities relate to setting and keeping districts focused on teaching and learning goals



Correlations; five district level responsibilities and student academic achievement



The five components and the corresponding effect sizes are as follows:

The goal setting process	.24
Non-negotiable goals for achievement and instruction	.33
Board alignment with and support of district goals	.29
Monitoring the goals for achievement/instruction	.27
Use of resources to support the goals for achievement/instruction	.26

Finding 3: Superintendent tenure is positively correlated with student achievement



- McREL found two studies that looked specifically at the correlations between superintendent tenure and student achievement
- The weighted average correlation in these two studies was a statistically significant .19, which suggests that length of superintendent tenure in a district positively correlates to student achievement
- These positive effects appear to manifest themselves as early as two years into a superintendent's tenure

District Leadership that Works

- 'Top down/bottom up organizational structures are termed "Defined Autonomy," a concept that focuses on district-defined, nonnegotiable, common goals and a system of accountability supported by assessment tools
- Defined Autonomy creates an effective balance of centralized direction and individualized empowerment that allows building leaders and classroom teachers to maintain stylistic freedom to respond quickly and effectively to student failure



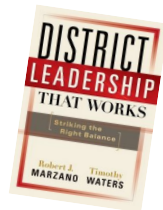
'Striking the Right Balance' - Defined Autonomy

Good news! - district leaders can unite a school district --

- establish common goals to improve overall student achievement *AND*
- maintain sites stylistic freedoms
- rather than decentralizing authority, defined autonomy puts the focus on district-defined non-negotiable goals and a system of accountability supported by assessment tools
- using district-defined goals and assessment tools, schools successfully address student achievement and respond more quickly and effectively to student needs

SO:

- set and monitor non-negotiable goals for achievement and instruction
- district and school levels
- look past typical standardized testing
- create formative assessment tools; add more variables to measurement
- focus on programs that monitor the student
- processes for taking action must include attention to resources



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Vision Cards

Can we hold ourselves accountable?

Can we make the indicators transparent?

Can we do this at *BOTH* site and district levels?

Success System in Greenwich

• From Board of Education Policy E-010: Strategic Roadmap and Goals: *"The Success System shall be comprised of measures of the District's performance in key arenas including student achievement, whole student development, resource management, learning and working environment, governance and leadership and community engagement. Annually or more often, the District shall report to the Board on the planning, goals, accomplishments and challenges encountered by the District, individual schools, program areas in achieving the aims of the Strategic Roadmap as measured by the Success System. The District will provide summary information in an easily understood, "dashboard" format that will effectively communicate the District's results to the community."*

<http://www.greenwichschools.org/page.cfm?p=63>

- Effective leadership *must involve collaborative effort* among districts, schools, teacher unions, students, and community members
- This work requires principal and teacher accountability to ensure classroom effectiveness **AND**
- Leaders' responsibility includes getting the right resources and support to the right places



Guaranteed and Viable Curriculum Teams

• In researching what works in schools, Robert Marzano (2003) found five school-level factors that promote student achievement. Using the process of statistical effect size analysis, Marzano concludes that a guaranteed and viable curriculum is the most powerful school-level factor in determining overall student achievement

Guaranteed and Viable Curriculum Teams

- A guaranteed and viable curriculum is defined as a combination of opportunity to learn and time to learn
- District leaders must ensure that the intended curriculum is implemented consistently by all teachers
- In turn, the attained curriculum — what students actually learn — should align with the intended and implemented curricula
- Teams play a vital role in this effort

Guaranteed and Viable Curriculum Teams

- According to Marzano, students have the opportunity to learn when they study a curriculum that clearly articulates required standards and ensures that all teachers have adequate time to help students acquire and integrate required content
- Opportunity to learn involves commitments from schools and school boards to ensure that the written, taught, and learned curricula are aligned and that they are organized in such a way as to provide sufficient time for learning to occur

Preparing Our Students?

- *Brainstorm 4 or 5 innovations, discoveries, and/or inventions that have occurred in the past 5 years that have had or will have an impact on the curriculum for the future.*



The Standards Problem...

- 160 national and state-level standards documents (**more** than 2000 pages)
- A synthesis yielded 255 standards and 3,968 benchmarks
- Require an additional 15,465 hours for students to learn them all
- 9 more years of education

Our Changing World

- The **capacity of technology** will **double every nine months**.
- By the year 2020, information will **double every 30 days**.
- Today we use the World Wide Web for browsing. Tomorrow we will use the **Semantic Web to create information and resolutions to problems** that are too difficult to solve by conventional methods.

Preparing For???

- Within five years, we will **be able to take a DNA test at a pharmacy** to reveal predispositions to diseases.
- **Genetic alterations are happening throughout agriculture.**
 - square watermelons in Japan
 - chickens with no feathers
 - animal protein is being grown in crops

•The **transformation of technology** from PCs to PDAs to cell phones to watches.

•**Bioformatics** – VeriChip is one of the fastest growing technologies. Can be imbedded in a patient (medical info and identification info) – size of a grain of rice.

•**In vivo technology** – nanoparticle probes on semiconductor quantum dots in the circulatory system seek out cancerous cells in tumors.

As we consider new technologies, new innovations, and new discoveries, what skills will students need to be successful in the 21st century?



- Effective leadership *must involve collaborative effort* among districts, schools, teacher unions, students, and community members
- This work requires principal and teacher accountability to ensure classroom effectiveness **AND**
- Leaders' responsibility is to get the right resources and support to the right places