

<u>Roles</u>	<u>Completed Survey</u>	<u>Surveys Started</u>
Board Member	9	10
Building-Level Administrator	4	6
District Central Office Role	4	5
Other	8	10
Teacher	64	93
	89	124

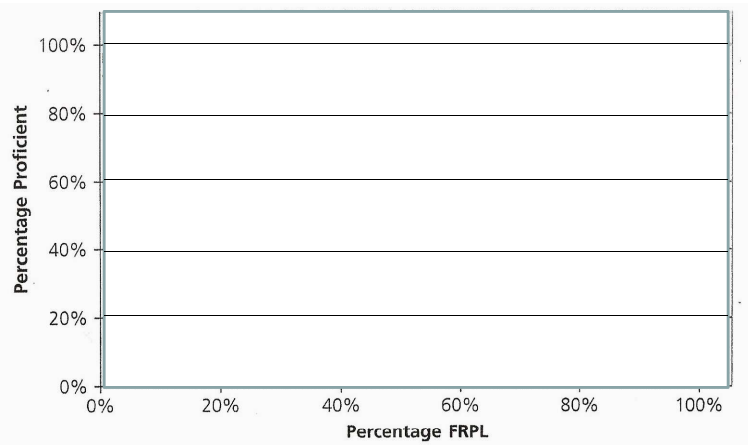


FIGURE 1.3. New York State Grade 7, ELA: FRPL Versus Proficiency

Note: FRPL means free and reduced price lunch, the standard measure of poverty in the education sector.

Source: Analysis by Uncommon Schools from New York State Department of Education data.

Teach Like a Champion, Doug Lemov ©2010

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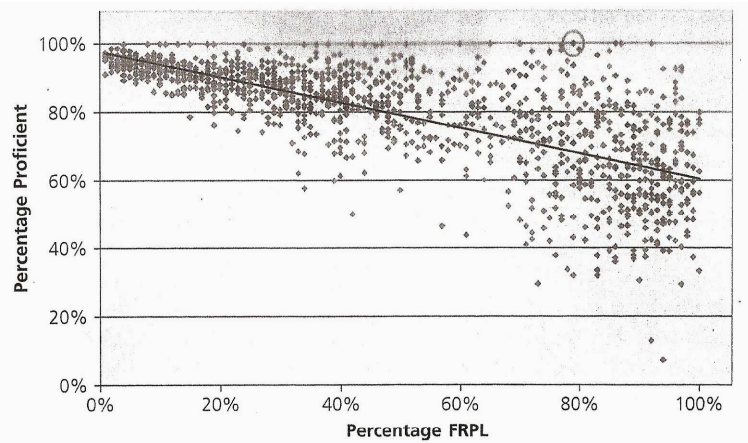


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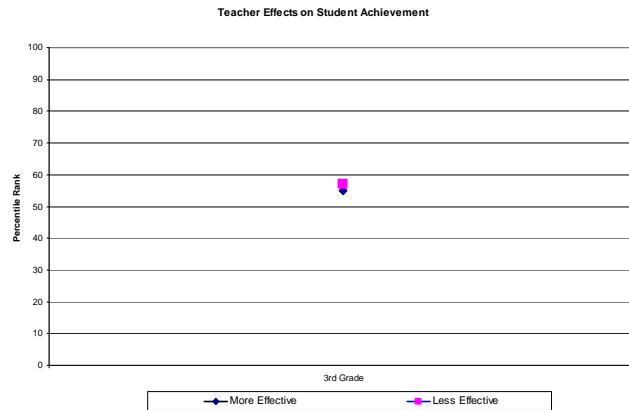
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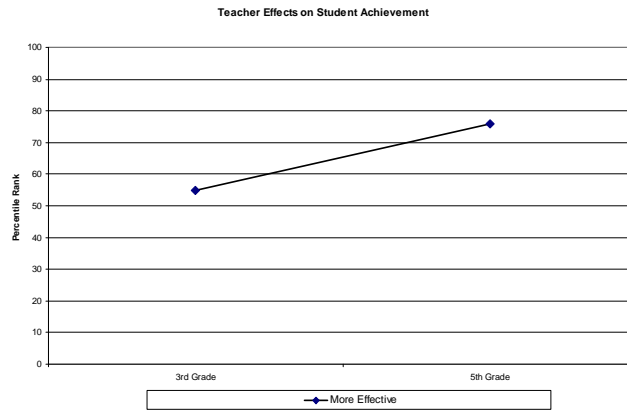
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Texas Study - Cumulative Effects On Students' Math Scores: Dallas (Grades 3-5)



Source: Heather Jordan, Robert Mendro, & Dash Weerasinghe, "Teacher Effects On Longitudinal Student Achievement".

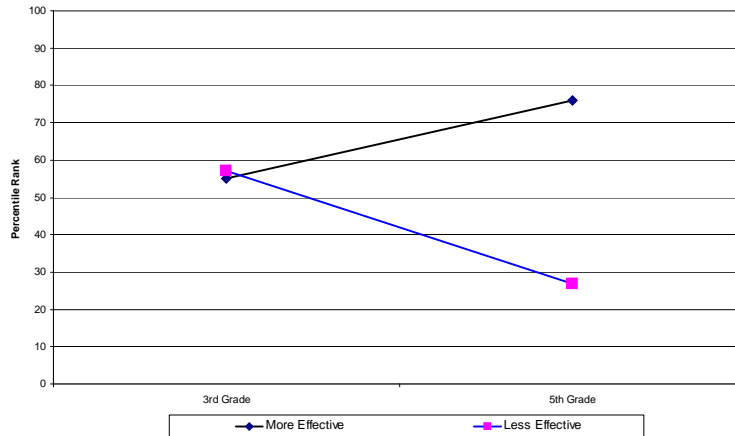
Cumulative Effects On Students' Math Scores: Dallas (Grades 3-5)



Source: Heather Jordan, Robert Mendro, & Dash Weerasinghe, "Teacher Effects On Longitudinal Student Achievement".

Cumulative Effects On Students' Math Scores: Dallas (Grades 3-5)

Teacher Effects on Student Achievement



Source: Heather Jordan, Robert Mendro, & Dash Weerasinghe, "Teacher Effects On Longitudinal Student Achievement".

Effects of High & Low Support

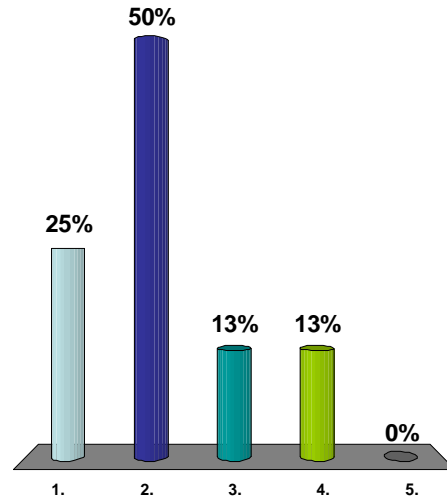
Home Support & Classroom Support

	High Home Support	Low Home Support
High Classroom Support	100%	
Mixed Classroom Support	100%	
Low Classroom Support	60%	

Snow, Barnes, Chandler, Goodman, and Hemphill. *Unfulfilled Expectations: Home and School Influences on Literacy*, p. 161. Harvard University Press.

What do you expect to see where class support is high, but home support is low?

1. 100%
2. 75%
3. 50%
4. 25%
5. 0%



Effects of High & Low Support

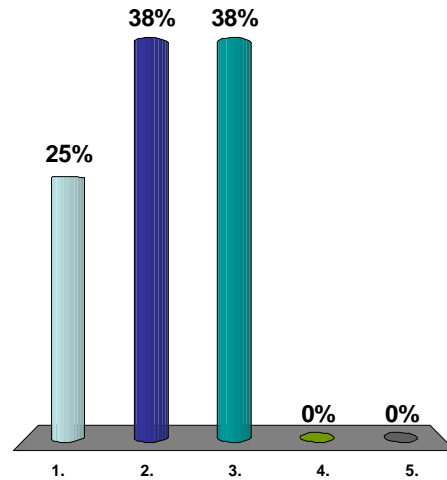
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What do you expect to see where class support is mixed, and home support is low?

1. 100%
2. 75%
3. 50%
4. 25%
5. 0%



Effects of High & Low Support

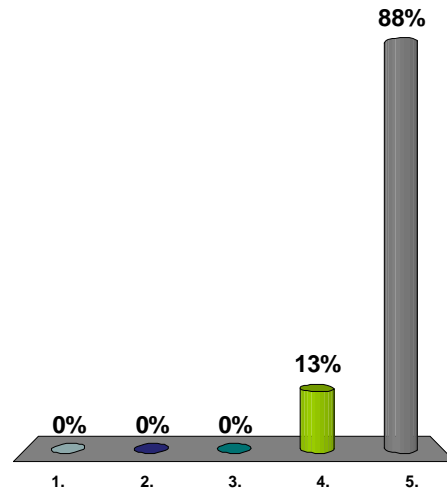
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What do you expect to see where class support is low, and home support is low?

1. 100%
2. 75%
3. 50%
4. 25%
5. 0%



Effects of High & Low Support

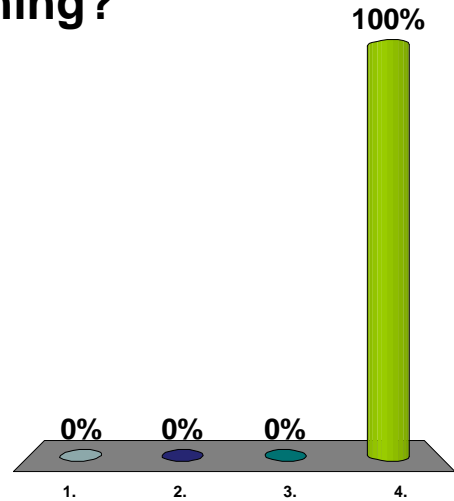
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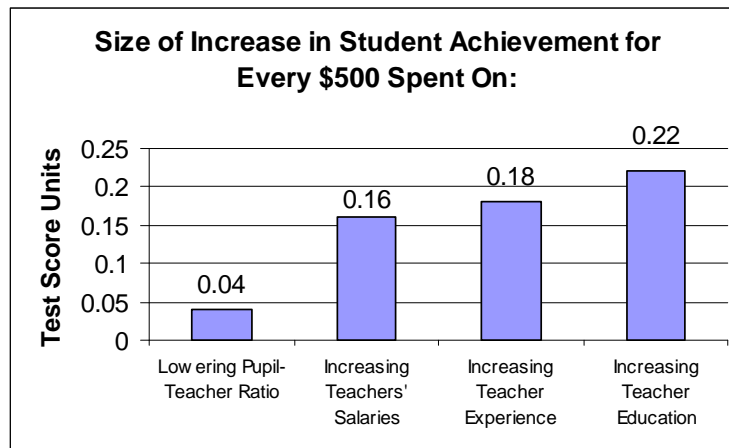
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For every \$500 spent, which of these has the greatest effect on student learning?

1. Lowering pupil/teacher ratio
2. Increasing teacher salaries
3. Increasing teacher experience
4. Increasing teacher education (PD)



Effects of Educational Investments



Source: Greenwald, R., L.V. Hedges, and R.D.Laine "The Effect of School Resources on Student Achievement," Review of Education Research 66 (3), pp. 362-396

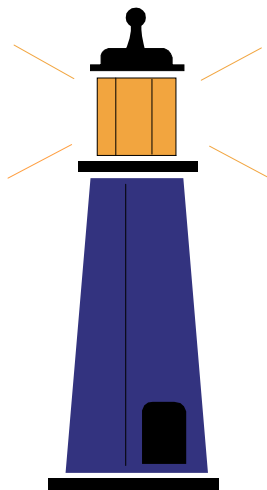
How many do you need to see?

“How many effective schools would you have to see to be persuaded of the educability of all children? If your answer is more than one, then I submit that you have reasons of your own for preferring to believe that basic pupil performance derives from family background instead of school response to family background. Whether or not we will ever effectively teach the children of the poor is probably far more a matter of politics than of social science and that is as it should be.

We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need to do that.

Whether or not we do it must finally depend on how we feel about the fact that we haven't so far.”

Ron Edmonds

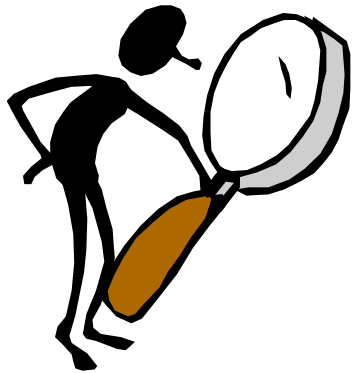


ISBF Lighthouse Study

1998 - 2000

***Iowa Association of
School Boards***

Differences



Differences



**Differences between the
Improving and Stuck
districts fell into two
categories:**

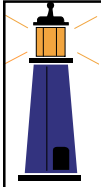
- Beliefs**
- Conditions for change**

“Stuck” Beliefs. . .

- “With the kind of students we have, we are going to have low achievement scores.” *a Board Member*
- “You can’t overlook the need for parents to send better kids to our schools.” *a Board Member*

“Improving” Beliefs. . .

- “This is a place for all kids to excel. No one feels left out.” *a Board Member*
- “Sometimes people say the poor students have limits. I say all kids have limits. I believe we have not reached the limits of any of the kids in our system.” *a Board Member*



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