



SLN Results 2011

SLN Creates Change Agents

School Principals have significant effect on student outcomes, second only to teachers. While multiple variables influence student achievement, only the principal is able to leverage them all¹. These school leaders can influence teacher behaviors, school cultures and climates. They change systemic inequities resulting in improved student success measured in test scores, greater likelihood to graduate, and increased college readiness. SLN develops SLN Principals capable of successfully combining these variables by aligning the content of the SLN Program to the most current research about what effective leaders do to influence student achievement.²

The results below paint a national portrait of the ways in which the SLN program is influencing the professional lives and school communities of SLN Principals.

SLN Students Outperform Their Peers

SLN Schools made greater gains in 2010 -11 than non-SLN schools. Principals who have been in the SLN Program for multiple years showed even more significant gains:

SLN Student Achievement Gains in NEW YORK CITY:

SLN cohorts in each borough outperformed the city average for gains in ELA and math. For K-8th SLN Schools, these gains were dramatically better than the NYC average. The K-8th SLN Schools also did better than average in comparison to peer schools on all factors in NYC progress report. SLN High Schools achievement scores also improved. By analyzing peer school data, we find that SLN High Schools are outperforming peer schools by 10% on nearly all of the factors contributing to progress, performance, school environment and graduation rate.

- SLN K-8th students had higher average math pass rate than 81% of peer schools and a higher average ELA pass rate than 86% of peer schools.
- SLN High Schools outperformed 59% of peer schools in 4-year graduation rate.
- 60.5% of SLN Schools improved English Language Arts “ELA” scores.
- 72.1% of SLN Schools showed improved math scores.
- SLN High Schools had higher weighted English Regents pass rates than 65% of peer schools.
- 72% of SLN K-8 Schools received an A or B on the 2011 New York City Progress Report.
- 64% of SLN High Schools received an A or B (10% better than the NYC average).

¹ Wallace Foundation. (2011). *The school principal as leader: Guiding schools to better teaching and learning*. New York: The Wallace Foundation.

² Wahlstrom, K. L., Louis, K. S., Leithwood, K. A., & Anderson, S. E. (2010). *Learning from leadership: Investigating the links to improved student learning*. Alexandria, VA: Educational Research Service.

SLN Student Achievement Gains in WASHINGTON, D.C. METRO:

Students enrolled in elementary and secondary schools led by SLN Principals are outperforming students attending the average DC-Metro public school. The graduation rate for students led by SLN Principals gained an impressive 7.8% from 2010 to 2011, whereas the DC-Metro Public School System experienced an overall decline in graduation rate. In 2010-11 SLN Elementary Schools saw strong increases in reading scores. SLN High Schools also saw some increases in reading scores. Additional analyses showed that SLN Principals were very successful in raising the performance of students classified as "far below average." The results indicate that SLN Principals are affecting positive increases in achievement levels of their students, and these gains are increasing each year.

- SLN Schools showed an 8% increase in math proficient, compared to other DC-Metro public schools, where there was *no change* in math achievement scores.
- 66% of SLN High Schools improved their graduation rate. Graduation rates at SLN Schools increased by 7.8% from 2010 to 2011. The overall graduation rate across DC-Metro public schools *decreased* by 1.7%.
- SLN Schools experienced a 3.4% gain in student testing scores compared to other DC-Metro public schools, which saw a decline of 1.4% *fewer* students meeting proficiency.
- SLN Schools reduced "below average" reading scores by nearly 7% in elementary and middle schools and SLN Schools reduced "below average" reading scores by 3.2% in high schools. DC-Metro public schools *increased* the number of students testing below average for reading.

SLN Student Achievement Gains in LOS ANGELES:

Members of the first SLN Los Angeles network showed remarkable gains in achievement scores across an average of all California Standards Tests (CST) exams. SLN Schools increased scores by an average of more than 10 points over the previous year, a unique achievement that exceeds the California requirements for schools of similar academic status.

- Half of all SLN Schools have achieved the benchmark of academic excellence score of 800 on the Academic Performance Index (API).
- The gains in API are evaluated by using baseline performance to establish an achievement goal set by California Standards. These standards indicate that schools with a score of 800 or greater maintain a score above 800. 100% of the SLN Schools in this category have achieved this goal.
- SLN Schools with a 2010 baseline below 800 have achieved greater than expected growth in 2011 with nearly double the expectations for school wide performance.
- In English, students testing as *below average* in ELA decreased by 28% in SLN Schools, where non-SLN schools saw only a 4% decrease in students testing below average.
- The rate of graduation among students enrolled in SLN Schools is 85%, compared to the average rate of graduation in Los Angeles Unified School district, which is 77%.

SLN Student Achievement Gains in HAWAII:

The analysis of SLN Schools shows clear trends of rapidly improving achievement in math and reading. In addition, SLN schools are *outperforming the state average by more than 20%*. The evidence indicates that while non-SLN Hawaiian schools showed mixed improvements and declines, SLN Schools maintained consistent and steady improvements. These findings were clarified through our analyses showing that greatest change was evident among the most “at risk” students.

- The Hawaiian State Assessment (HSA) scores indicate that SLN Schools increased in both HSA reading and math scores from the previous school year to 2010-11.
- The gains in SLN Schools were greater than that of the overall state, with the greatest shift in scores relate to a reduction in students far below average.
- While both SLN and Hawaii experienced an overall decrease in students classified as “far below average,” SLN Schools had a 12% decrease in low scores whereas the state only had a 9% decrease.

SLN Student Achievement Gains in SAN ANTONIO:

The SLN Schools in San Antonio showed promising gains, outperforming city –wide average for gains in SY 2010 - 2011. The most exciting news is SLN High Schools have gained momentum in better preparing students for college and in improving graduation scores.

- 60% of SLN Schools in San Antonio improved Math scores in 2011, increasing by an average of 3%.
- The graduation rate of SLN Schools grew by 5% compared to average of 1.62% in non member schools.
- 90% SLN Schools increased graduation rates compared to only 56% of schools in the region with graduation gains.

SLN Student Achievement Gains in MASSACHUSETTS:

SLN Schools in the Berkshire area of Massachusetts are stronger in ELA level and graduation rate trends than non-SLN schools in their region as well as state-wide. Within the Berkshires region, SLN is leading with higher achievement levels in all statistics.

- 64% of SLN Schools achieved ELA increases compared to 54% of non-member schools.
- 66% of SLN High Schools increased the graduation rate compared to 58% of schools in MA.

Changes Attributable to SLN

SLN Principals report that changes occur at their schools because of the SLN learning and experience.

- 86% of all SLN Principals reported growth – 97% attributed this growth to SLN.

- 100% reported that the SLN experience had helped them be a better leader, and each principal in the first three years of school leadership report SLN as “crucial” to their development.
- Over 97% of SLN Principals describe the program as “the most or among the most useful and meaningful” professional development experience they have had in their career.

Before: “I felt as though I was doing most of the work myself. I worked extremely late hours and was often overwhelmed.”

Now “We had school wide inquiry where all departments focused on curriculum, aligned assessment, implemented benchmark assessments, and closely monitored scholar progress.” –SLN Principal, New York City, New York

Before “I was focused more on managerial issues instead of instructional issues. I felt overwhelmed and under prepared.”

Now “I am able to consistently do 25 walk-throughs each week and use that data to plan professional development. Most of what I do now is spent on improving the quality of teaching.” –SLN Principal, San Antonio, Texas

Before “I used to try to do everything at once”.

Now “I have learned to choose a focused strategy, and then follow up on the strategy to determine if development is taking place.” - SLN Principal, Los Angeles