

Roundtable News



Roundtable's James Harvey and Charles Fowler, president-elect of the Horace Mann League, help release a report on international education indicators in Washington, DC, January 15, 2015

- *It's a mistake to believe one number can tell us all we need to know about national school systems.*
 - *Finland is a model of equity, in and out of school.*
 - *The United States and China demonstrate the greatest levels of economic inequity in nine key nations.*
 - *American communities and their children experience rates of social stress -- including deaths from violence and drugs -- at rates 8 to 13 times higher than other societies.*
 - *In terms of support for young families, U.S. performance is the weakest of the nations providing data.*
 - *Americans seem to be willing to spend more on schools than comparison nations, but they probably spend it in different ways.*
 - *The U.S. produces commendable results in 4th-grade reading and very solid school completion rates, but is less impressive when results for 15-year-olds are considered.*
 - *The U.S. has the most highly educated adult population in the world.*
- These are among the most significant insights of a multi-year study of education in nine nations completed by the Roundtable and the Horace Mann League and released at Washington's National Press Club in January.

What stands out in *School Performance in Context* (AKA *The Iceberg Effect*) is that the U.S. remains the wealthiest nation in the world while demonstrating the highest rates of childhood poverty among developed nations.

The release of this report, along with the Roundtable's October meeting on how to apply systems thinking to education were among the highlights of the Roundtable's past year.

This issue of *Roundtable News* summarizes these developments.

SCHOOL PERFORMANCE IN CONTEXT (AKA THE ICEBERG EFFECT)

A report released in January by the National Superintendents Roundtable and the Horace Mann League challenged the practice of ranking nations by educational test scores and questioned conventional wisdom that the U.S. educational system has fallen badly behind school systems abroad.

In *School Performance in Context: The Iceberg Effect*, the two organizations examined six dimensions related to student performance—equity, social stress, support for families, support for schools, student outcomes, and system outcomes—in the G-7 nations (Canada, France, Germany, Italy, Japan, the United Kingdom and the United States) plus Finland and China. They then examined 24 “indicators” within those dimensions.



Janet Robinson, Stratford Schools, CT

Of the nine nations, the United States remains the wealthiest with the most highly educated workforce, based on the number of years of school completed, and the proportion of adults with high school diplomas and bachelor’s degrees.

Despite high educational levels, the United States also reflects high levels of economic inequity and social stress compared to the other nations. All are related to student performance. Measures included rates of childhood poverty, income inequality and violence. For example, in American public schools today, the rate of childhood poverty is five times greater than it is in Finland. Rates of violent death are 13 times greater than the average for the other nations, with children in some

communities reporting they have witnessed shootings, knifings, and beatings as “ordinary, everyday events.”

The study is a unique analysis, which for the first time compared K-12 education internationally on an array of social and economic indicators, not just test scores.

The goal was to look at the whole iceberg, not just the tip—and provide a clearer snapshot of each country’s performance, including its wealth, diversity, community safety, and support for families and schools.

Some key findings:

- **Economic Equity:** The United States and China demonstrate the greatest gaps between rich and poor. The U.S. also contends with remarkably high rates of income inequality and childhood poverty.
- **Social Stress:** The U.S. reported the highest rates of violent death and teen pregnancy, and came in second for death rates from drug abuse.
- **Support for Families:** The U.S. performed in the lowest third on public spending for services that benefit children and families, including preschool.
- **Support for Schools:** Americans seem willing to invest in education. The U.S. leads the nine-nation group in spending per student, but the national estimates may not be truly comparable.
- **Student Outcomes:** Performance in American elementary schools is promising, while middle school performance can be improved. All nations demonstrate an achievement gap based on students’ family income and socio-economic status.
- **System Outcomes:** The U.S. leads these nations in the educational levels of its adult workforce. Measures included years of schooling completed and the proportion of adults with high-school diplomas and bachelor’s degrees. *(continued on p. 9)*

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CHANGE OR DIE

In the shadow of Seattle's iconic Space Needle, Roundtable members attending the October meeting received a primer on Total Quality Management, what the principles of TQM look like in other sectors, and brainstormed ideas for how to adopt those practices in education.

The meeting opened with a presentation by Henry Otero, M.D., a medical oncologist at Seattle's Virginia Mason Medical Center. He began with a description of the hospital over a decade ago: troubled, operating in the red, driven by the professionals within it, and regarded as a fairly pedestrian health care facility. Today's Virginia Mason is a far cry from that description. It is regarded as an exemplary hospital, operating in the black, focused on the quality of patient care and nationally recognized as one of the "finest providers of health care anywhere." So, how did this change occur?

Otero described a "ceaseless, tireless, relentless" process in which Virginia Mason as an organization, acknowledged that there were problems with how it was operating, identified needed changes in structure and practices, and went about the difficult process of reinventing itself.



Henry Otero, M.D.

Given the cost structure of American medicine, the CEO of Virginia Mason, Gary Kaplan, insisted: "We change or we die." Dr. Otero noted simply: "It begins, as you all know, with leadership."

People are not cars!

Health care professionals, accustomed to independence and deference, did not automatically salute and fall into line. Skepticism and opposition had to be overcome, much of encapsulated in an oft-heard phrase in the hospital: "People are not cars." But one of the leading opponents of the move to TQM at Virginia Mason turned that phrase on its head after a visit to Japan to see Toyota's "lean management" in practice. That's right, he agreed, "People are not cars, but if we treated our patients as well as Toyota treats its cars, we'd have the best health care system in the world."

Students aren't cars or widgets, either. But Otero reminded members that process improvement is not fundamentally about sterilizing the patient (or student) experience, it is instead about elevating the conditions in which everyone works and lives.

The blue yarn experience

Sometimes simple data collection exercises can open eyes. In one exercise, medical staff used blue yarn on a hospital diagram to track how far patients in typical procedures had to travel through the hospital to reach every service they needed – from reception through physicians, to pharmaceuticals, and so on. The visual effect was startling. Patients, many sick and feeble, were being asked to travel multiples of hundreds of yards in search of the services they required. Dissatisfied with the results, the hospital began moving toward a system in which the services to the extent possible came to the patient.

Inspect quality into the process

Virginia Mason also began, in effect, to inspect quality into, rather than at the end of, the process. It put into practice a patient-safety alert system so that safety concerns were reported and corrected immediately. The hospital promoted a cultural change where blame was not attached to people for reporting mistakes. Rather, they were thanked for catching mistakes before they had an impact on patients. Individuals were recognized with "Best Catch" awards to celebrate excellent preventative awareness in their work. This validation, Otero argued, is essential: "you have to change culture, you have to make it real."

(cont'd p. 7)

MAKING LIFE BETTER

The man widely credited with inventing Total Quality Management, W. Edwards Deming, was hailed for his role in promoting the economic miracle of post-World War II Japan. His approach emphasized *building quality into products* as they were developed, not *inspecting quality into them at the end of the production cycle*.

Deming summarized his theories in 14 famous points emphasizing such elements as consistency of purpose, the use of data, breaking down barriers, and driving out fear.

At the Seattle Roundtable meeting, members were joined by Kevin Cahill, Deming's grandson and president of the W. Edwards Deming Institute, along with David Langford, a senior Institute facilitator for education.

In a compelling statement, Cahill asserted that the purpose of total quality management is not simply the improvement of processes and products but establishing the conditions of "a better life for all." The philosophical underpinnings of TPM are what gives meaning and life to the 14 points.

As leaders, Cahill said, "You know you must develop aims for the future, not be the victim of it." He recounted a trip to visit the Toyota family Japan in 2009, at the height of a company crisis involving the malfunctioning of an accelerator pedal threatening serious life-threatening accidents. The family told him: "We owe you an apology. We have failed your grandfather's process."

Toyota had lost sight of making "life better for everyone" in the effort to become the #1 car company in the world. They sacrificed quality for expediency.

Cahill encouraged members to practice a similar exercise with their boards and administrators: challenge everyone to sit in a room together and

Deming's 14 Points

Here are Deming's 14 points in abbreviated form:

1. Create constancy of purpose toward improvement of product and service.
2. Adopt the new philosophy. Western management must awaken to the challenge, learn their responsibilities, and take on leadership for change.
3. Cease dependence on inspection to achieve quality. Build quality into the product in the first place.
4. End the practice of awarding business on the basis of a price tag. Instead, minimize total cost.
5. Improve constantly and forever the system of production and service, to improve quality and productivity, and thus constantly decrease costs.
6. Institute training on the job.
7. Institute leadership. Supervision of management is in need of overhaul, as well as supervision of production workers.
8. Drive out fear, so that everyone may work effectively for the company.
9. Break down barriers between departments. People in research, design, sales, and production must work as a team.
10. Eliminate slogans, exhortations, and targets for the work force [and the request] for zero defects. The bulk of the causes of low quality and low productivity belong to the system and thus lie beyond the power of the work force.
11. Remove barriers that rob the hourly worker of the right to pride of workmanship.
12. Remove barriers that rob people in management and in engineering of their right to pride of workmanship. Abolish annual or merit ratings.
13. Institute a vigorous program of education and self-improvement.
14. Put everybody in the company to work to accomplish the transformation. The transformation is everybody's job.

write down what they think the aim of the organization is or should be. Then compare answers. Deming's insight was that everyone in the organization must be "on board" with the vision and able to articulate it.



Kevin Cahill

The Biggest Mistake

David Langford spoke of his experiences teaching in Alaska during the 1980s in a school environment that offered flexibility along with enormous streams of money to experiment with different reforms: "If money could solve the problem of education, Alaska would have done it years ago."

Langford concluded that the "system" itself was the challenge and set out to think about how to change the system. Among his key conclusions:

- "The key to quality is prevention, not remediation." It is more important to focus on prevention, than on how to fix problems.
- "There's no sense trying to improve something that should be eliminated." That makes one efficient at doing something that should not be done.
- "It takes management to break out of the system." (continued on page 7)

UPLIFTING PERFORMANCE

Boston College's Andrew Hargreaves could not attend the meeting due to unforeseen travel changes, but the Roundtable visited with him via a recorded talk in which he considered leadership through the lens of business, sports, and education.

He focused on Fiat Motors of Italy when it verged on bankruptcy in 2004; on Singapore, when it was nothing but a "group of small tin sheds" in 1965, and Burnley FC, one of the smallest and weakest English football clubs aspiring to reach the next level.

Through all these examples, Hargreaves asked, "how would you make a lot from a little?" None of them followed the path ascribed by conventional school reform. They didn't aim to be #1. They didn't "race to the top." And they didn't follow the same path others trod before them. Instead, uplifting leadership in sports, business and education, according to Hargreaves, is made up of four essentials:

1) **An inspiring destination or dream.** "Martin Luther King, Jr. didn't say 'I have a strategic plan.' He inspired people with a vision of a United States that lived up to the better angels of its nature. Fiat didn't set out to match the American Big Three, it set out to sell small, fuel-efficient

cars in a North American market that didn't understand it was looking for them. It wound up saving not just Fiat, but Chrysler as well. (*cont'd p. 7*)



Andrew Hargreaves

SYSTEMS THINKING IN ACTION IN SCHOOLS

Three Roundtable superintendents described their efforts to improve school quality.

Tackling Graduation Rates

Gary Cohn, superintendent of Everett schools in Washington, described initiatives in his district aimed at increasing rates of on-time graduation. The vision was that 100% of students graduate from high school ready for college and career with 21st century skills. To move towards this goal, the district focused on 100% of students graduating and creating a situation in which there is no demographic student achievement difference. Cohn identified three implementing strategies: improve records' accuracy, focus on student-centered system improvement, and make progress one student at a time.

The district took steps to achieve this vision, such as hiring "success coordi-

nators" who provide support to seniors by completing regular "credit checks," redefining "success" as college success not just graduation, and developing a district-wide culture that reinforces these expectations. The underlying theme is "running through the finish line, not just reaching it."



Individual Plans of Study

Beverly Mortimer, superintendent of Concordia Public Schools in Kansas, described the district's efforts in the context of a state effort in which the Kansas

legislature was providing districts with a \$1,000 incentive for every graduate with a certificate. Concordia developed an Individual Plan of Study for each student that was more than

just a graduation plan – it included career hopes too.

A high school diploma is not a sufficient goal in Concordia; the aim is for all graduates to hold an industry-recognized certificate or one year of college credits. A partnership with a local welding firm paid great dividends for both parties, and cost the school district nothing. Mortimer's focus on developing partnerships with community-based organizations and industries meant that resources could be pooled, redundant services eliminated, and more doors opened for everyone involved

Vision of a 21st Century Graduate

Karen Woodward, superintendent of Lexington County School District #1 in South Carolina, spoke to members about a new strategic direction underway in her district: *Schools of the Future – Now!* (*Cont'd p. 6*)

This strategy is committed to preparing students for the 21st century by establishing a clear and compelling mission, and a vision of a 21st century graduate. What might that graduate look like?

For Woodward and her district this graduate needs to possess skills in leadership, learning, and living such that they would be “college, career, and citizenship ready.” In order to achieve those expectations, the initiative emphasizes and draws attention to the “Four C’s:” critical thinking, collaboration, communication, and creativity.

The program incorporates a strong emphasis on foreign language acquisition, STEM education, technology, and even the ancient Roman tradition of *mens sana in corpore sano* -- healthy minds in healthy bodies. All of these initiatives used an image of the 21st-century graduate that would provide “constancy of purpose” and, “keep our eye on what we’re about.”



Fabulous Roundtable staff make it all happen. L to R: Laura Brady, Emily Nitz-Ritter, & Rhenda Meiser

No Excuses

Brazosport, Texas adopted a “no excuses” approach to closing the achievement gap that relied heavily on formative, not punitive assessment, reported consultant Patricia Davenport, who served in the district as curriculum director. State plans to “grade” and take over “failing” schools were a major incentive.

When we stop to think about schools and health care, we realize both deal with highly credentialed people with low levels of supervision. Both are built on trust that everyone out there is working on our behalf and is on the same page.

The ultimate logic is that healing and learning are natural activities. As leaders, we have to make sure we don’t get in the way.

**Michael Gorman,
Superintendent
Pemberton Schools, NJ**

The district turned to a total quality management approach to systems change. Instead of blaming the students or staff, they set out to fix the system by working smarter, not harder. Focusing on what they had control over, Brazosport leaders defined a goal of success for *every single student*, and reorganized by putting more resources into early learning, improving the quality of professional development, and integrating time in the school day to tutor each student. One element of the district’s improvement plan dealt explicitly with data – how it was collected, how frequently collected, and how it was treated. The district also transitioned to shorter, formative assessments administered every two to three weeks to monitor student achievement. Davenport emphasized the significance of having on-going data collection for formative and instructional purposes, not as “gotchas” to punish teachers or students.

Roundtable Reactions

Mike Gorman, superintendent of New Jersey’s Pemberton schools, led small group discussions framed around three issues: the student experience in your community, your dream

of how to improve the student experience, and what legacy you hoped to leave behind on retiring from your district.

Conferring with each other, superintendents produced an array of responses:

- The locus of control should shift to students. They should own their learning.
- “I would like to leave behind an organization that is nimble, provides truly personalized learning, and is responsive to students’ needs *when they need them.*”
- The school’s vision of its boundaries should expand to include things outside the school system in order to create more varied learning environments for students.
- The ultimate would be building system capacity so that students are empowered, independent, feel hopeful, and can dream about attaining the impossible.
- The system should emphasize adult learning and group ownership not only over process but also over the results.

Gorman summarized the major themes from the share-outs: “it is all about learning.”

All of these initiatives -- improving graduation rates, developing individual plans of study, creating a vision of the 21st century, and a “no excuses” approach to schooling are about “constancy of purpose” and “keeping our eye on what we’re doing.”

CHANGE OR DIE (CONT'D)

It was not enough to simply mandate change, insisted Otero. Mistakes had to be stopped before they occurred. Once mistakes were caught, corrective action plans were used to identify root causes and keep the mistake from happening again. In some cases, this involved standardization. Otero remarked, "Without standards, there can be no improvement."

Perhaps most importantly, fear had to be driven out of the process and replaced with respect. Staff had to feel and know that they were supported, that everyone was working towards the same goals, and that their success would be recognized and celebrated.

Learners inherit the earth

Otero closed his presentation with a quotation underscoring the value of continuous improvement from Eric Hoffer, the longshoreman-philosopher: "In times of change, learners inherit the earth, while the learned find themselves beautifully equipped to deal with a world that no longer exists."

UPLIFTING PERFORMANCE (CONT'D)

2) **Find your own path.** Forge a distinctive path forward of your own. See opposing forces as an opportunity, not an obstacle. Give away your best ideas because, like Singapore, you'll find you have to invent new ones.

3) **Seek sustainable growth.** Most of the education organizations studied by Hargreaves improved at a rate of about 2 percent a year. It's steady, genuine and authentic, not based on cooking the books. But over 10 years you get 20% growth and it sustains itself.

4) **Metrics and targets are important.** The best organizations had shared targets that everyone in the organization owned together. In Tower Hamlets, London, according to Hargreaves (the poorest community in Great Britain, which the Roundtable also visited in 2012) learning targets were set together by local people, not thrown at the school from a distance.

Hargreaves concluded with: "Do not drag yourself down by focusing only on the numbers, how high you can get, and how quickly you can get there. Uplift yourself by thinking about your community and what you can do for the people in it. Then you will unlock the secret of how to do a lot with a little."

MAKING LIFE BETTER (CONT'D)

- Said Langford: "You should always stop doing something that's stupid!"
- "98% of dysfunction is coming from the system itself." Langford asked members to consider ways that the education system inhibits improvement. "If an element of a system is obsolete, redesign it."

"We can teach people statistical analysis in half an hour, but we can't convince them in half an hour to use it," concluded Langford. One needs, instead, will and belief to create change. We should trust that the "only mistake you can make is believing that you can do nothing."

Results Washington

KayLyne Newell and Wendy Korthuis-Smith, from the office of the Governor of Washington, spoke to members about their work with "Results Washington," Governor Jay Inslee's data-driven continuous improvement system. They summarized some key observations to date:

- Organizations do not have to start with training; they can learn by doing.
- Any improvement effort should begin with a new strategic framework that uses one mission statement and one vision statement.
- Deciding on how success will be defined and measured is absolutely crucial and typically requires asking who the customers are and what they need.
- Being results-driven is a big adjustment for service providers.
- It is necessary to find ways to collaborate with groups, even those with conflicting interests.
- Sometimes you have to build bridges, but sometime you have to burn them too.
- Stakeholders absolutely must be incorporated throughout the process (buy-in cannot be bought, but must be earned from the initial phases of any change).

"In times of change, learners inherit the earth."

Eric Hoffer
Longshoreman-Philosopher



Webinar participants James Harvey, Carla Santorno, Frank Hewins, Rhenda Meiser, and Jack McKay following discussion of “Iceberg Effect”

Horace Mann League president Gary Marx introduces panel at formal release of “Iceberg Effect” in Washington, DC: Charles Fowler, Janet Robinson, Joe Hairston, Jack McKay, & James Harvey



Joe Hairston (Howard University, past-president of the Horace Mann League and former superintendent in Baltimore County) checks notes at press conference. The room became noticeably quieter when Dr. Hairston reminded attendees that he recalled a time of “colored only” water fountains and segregated schools and public facilities.

“Too often, we narrow our focus to a few things that can be easily tested. To avoid that scoreboard mentality, we need to look at many measures important to shaping our future citizens. Treating education as a horse race doesn’t work,” said HML President Gary Marx.

Webinar on the report

In a webinar streamed to more than 100 members of the Roundtable and the Horace Mann League in advance of the formal release, HML and Roundtable members led a discussion of the report and its implications.

In this discussion, Carla Santorno (Tacoma Public Schools, WA) insisted the the report should not be used as an excuse for failure but evidence “that this is an endeavor not just for the school district but for the whole community in which we work.” Frank Hewins (Franklin Pierce Schools, WA) emphasized the importance of paying attention

to the “whole child and to the child’s social, emotional, and economic situation, as well as academic outcomes.”

A call for more nuanced assessments

American policymakers from both political parties have a history of relying on large, international assessments to judge United States’ performance in education. In 2013, the press reported that American students were falling behind when compared to 61 other countries and jurisdictions, including cities. In that comparative assessment—called the Program for International Student Assessment—PISA controversially reported superior scores for Shanghai.

“We don’t oppose using international assessments as one measure of performance. But as educators and policymakers, we need to compare ourselves with similar nations

and on a broader set of indicators that put school performance in context—not just a single number in an international ranking,” said Roundtable director James Harvey.

“Our study suggests the U.S. has the most educated workforce, yet students confront shockingly high rates of poverty and violence. Research shows that those larger issues, outside the classroom, are serious threats to learning,” noted HML Executive Director Jack McKay.

The report, a summary and a video are available at:

www.superintendentsforum.org

Below, l to r, Rhenda Meiser, Carla Santorno, James Harvey, Jack McKay, and Frank Hewins discuss “Iceberg Effect” report at Tacoma webinar



WHAT DO WE PAY ATTENTION TO?

Most of us know about figure-ground perception. That's the brain's tendency to organize what we see or hear into a figure (the object) and the ground (the background). We tend to focus on the figure.

Sometimes figure and ground are ambiguous. Take the well-known drawing of what looks to be a figure of an old, poorly dressed crone. Examined another way, the figure turns out to be an elegant young woman. Which is the figure and which is the ground?

As scientists have demonstrated, when we're asked to pay attention to something, we tend to ignore the background. That's as true of schools as it is of everyday life.

We've been asked to pay attention to international assessments as though they tell us all we need to know about American schools. And the figure they present is often depressing. According to PISA, American students rank 29th out of 65 countries in mathematics performance. In science, our students rank 22nd out of 65. But the background is equally interesting, and quite different.



School Performance in Context

Nations Studied

1. Canada
2. China
3. Finland
4. France
5. Germany
6. Italy
7. Japan
8. United Kingdom
9. United States

The figure we are asked to focus on does not provide a full picture. Nor are many of the nations on these lists remotely comparable to the United States in terms of wealth, democratic governance, size or diversity.

School Performance in Context (AKA *The Iceberg Effect*) challenges conventional wisdom about American schools. This analysis from the Roundtable and the Horace Mann League indicates that the science behind these assessments is flawed, the assessments compare apples with oranges, and they ignore the context in which schools function in different societies. When we factor in measures beyond test scores, the U.S. continues to be the wealthiest nation in the world with the most highly educated adult population.

Comparable Nations. *The Iceberg Effect* compared American schools with the six other members of the G-7, the wealthiest nations in the world, plus China and Finland due to widespread interest in the schools of these two nations.

School Context. The report was released at the National Press Club in Washington, DC in January 2015. It examined six broad dimensions related to student performance—equity, social stress, support for families, support for

schools, student outcomes, and system outcomes.

It then identified four “indicators” under each dimension, for a total of 24 indicators in all. Two of the indicators under equity, for example, were income inequality and the proportion of the school-aged population living in poverty. Under student outcomes, the analysis looked at reading performance in fourth grade and PISA results for 15-year-olds. Under system outcomes, the study explored the proportion of the population over the age of 25 with high school diplomas and four-year degrees.

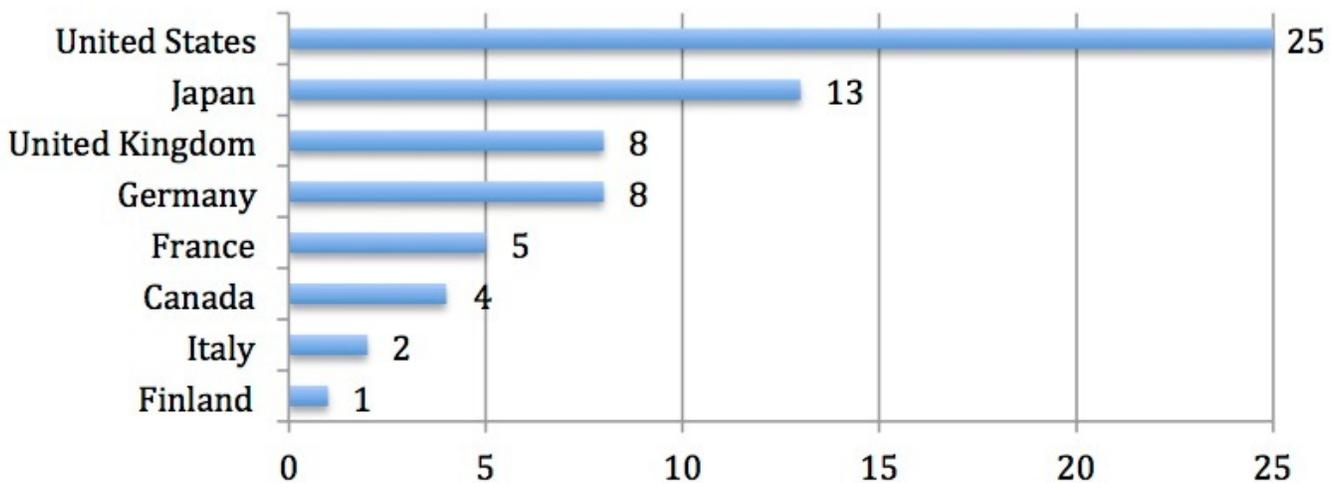
FINDINGS

Below is a summary table of the findings. The numbers in the cells are an index of the relative performance on each dimension. Assuming a nation has data on all 24 indicators, the lowest number possible is 8; the highest, 40. A blue cell is positive; it indicates the nation is in the top third of these nine nations on that dimension. Maroon is a negative finding, indicating the nation is in the bottom third. A grey cell indicates the nation is in the middle of these nine nations. Cells with large “X’s” drawn through them, indicate insufficient data to create a summary index in that cell.

	Dimension I	Dimension II	Dimension III	Dimension IV	Dimension V	Dimension VI
NATION	Economic Inequity	Social Stress	Support for Families	Support for Schools	Student Outcomes	System Outcomes
Canada	25	15	18	29	29	31
China	8	31	X	X	X	8
Finland	37	28	32	30	36	29
France	31	24	34	24	17	20
Germany	33	24	27	18	29	29
Italy	24	28	28	27	19	13
Japan	26	39	21	19	34	25
U.K.	21	18	35	34	22	30
U.S.A.	14	11	13	28	25	40

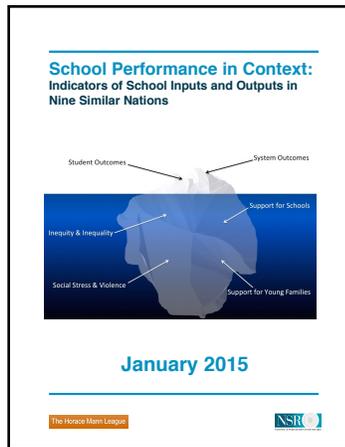
Just one of the surprising findings in *The Iceberg Effect* is that, despite all the gloom-and-doom, American schools produce fully 25% of all high-achieving high school science students in the world.

Ind. VI.4: Share of Global 15-year-old Talent in Science, 2006



Source: OECD, *Top of the Class*, 2009

Here and There



Pictured above is the *Iceberg Effect* report that has generated all the fuss. A video about the report and a copy of it can be downloaded free from the Roundtable’s website, where hard copies are also available for purchase.

New Members

2015 is another banner year for new Roundtable members including: Kevin Chase, Grandview, WA; John Deeder, Vancouver, WA; Talisa Dixon, University Heights, OH; Elliott Duchon, Jurupa Valley, CA; David Engle, Port Townsend, WA; Paul Gausman, Sioux City, IA; Jody Goeler, Hamden, CT; Joe Gothard, Burnsville, MN; Paul Gothold, Lynwood, CA; Marlene Helm, Lexington, KY; Michael Hynes, Patchogue, NY; John Kopicki, Forest City, PA; David Lussier, Wellesley, MA; Carla Santorno, Tacoma, WA; Gregory Thornton, Baltimore, MD; and Charles Ward, Los Molinos, CA.

WELCOME!!

Calendar & Contact

July 9-11

Summer Meeting, Chicago, IL
School Privatization

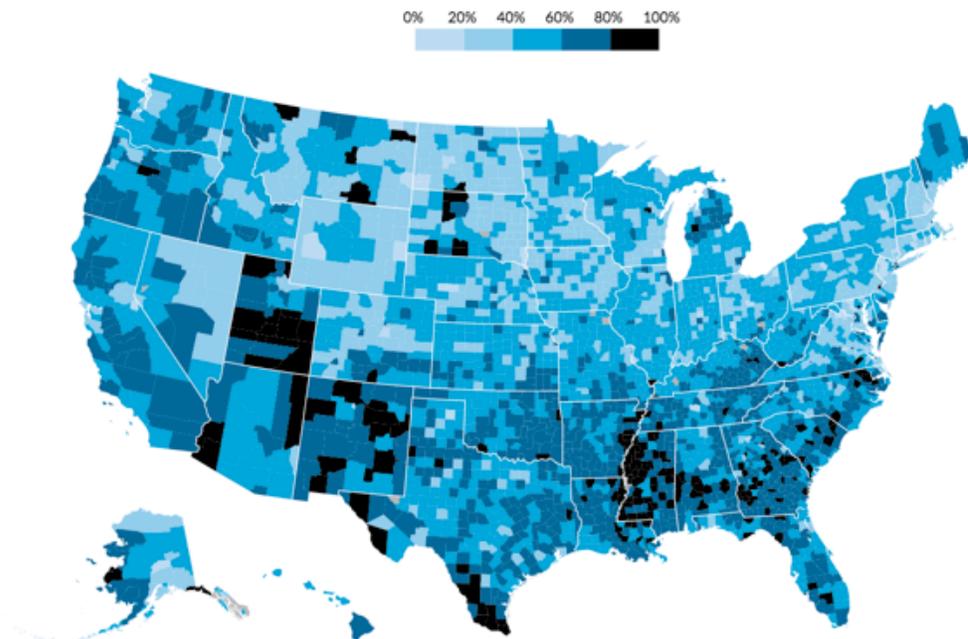
October 16-18

Fall Meeting, Washington, DC
School-Community Collaboration

The Roundtable:

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Share of children from low-income families in public schools



Source: The Urban Institute, 2015 (Data by state from Southern Education Foundation re-analyzed by county)