

NAESP 2010 Advocacy Campaign
*Reauthorization of the Elementary and
Secondary Education Act (ESEA)*
Key Highlights

School Turnaround Models

- NAESP opposes any model of school improvement that requires automatic dismissal of the principal and/or teachers as a condition of receiving funds through the School Improvement Grant program without fair evaluation and regard for school circumstances, staff training and expertise, and sufficient time (minimum of four to seven years) afforded in the school building to implement existing school reform efforts.

Preserve Formula Funding

- NAESP supports preserving the integrity of formula grants traditionally provided under the ESEA, such as the Title I and Title II funds provided to school districts by need-based formulas. We believe formulas should be based on a percentage of poverty in a school district determined by free and reduced lunch counts, not raw (and outdated) poverty numbers as in current law.
- The traditional role of federal government in public education has been to drive funding to states, districts and schools based on poverty.
- In shifting focus away from formula funding in favor of competitive funding, state and local administrators—especially those in rural areas—would not have the capacity to fairly compete for funds that they previously received through targeted formula grants.

Principal Evaluation

- NAESP supports including growth models in educator evaluations to more accurately capture student success academically and developmentally. Multiple measures of assessment and related data—both formative and summative—must be used in the local evaluation of teachers and principals.
- Student assessment data must be used among many other metrics—formative and summative—in all evaluations of principals.

High-Quality Professional Development

- NAESP is advocating for increased access to professional development funds for principals based on standards of practice. Funding provided in Title II must offer high-quality, standards-based mentoring programs, especially for principals in their first three years of service.
- NAESP supports establishing high-quality leadership immersion and mentoring programs that are designed to meet the unique needs of principals, such as specialized expertise in turning-around low-performing schools. The programs should provide for sufficient research, evaluation and dissemination of school reform strategies.
- NAESP is recommending strengthening professional development programs for elementary principals designed to provide knowledge for establishing a seamless continuum of learning from prekindergarten through third grade. These programs must support the social, emotional and intellectual needs of these young children and provide principals the foundational skills required to lead a school that supports quality early learning.