The Every Student Achieves Act (ESSA) Implementation: Developing Effective Principals and Other School Leaders

August 30, 2016
4:00 p.m. EDT
Presenters:

Cortney Rowland, Senior Technical Assistance Consultant, American Institutes for Research (AIR) and the Center on Great Teachers and Leaders (GTL)

Devon Horton, Deputy Superintendent
East St. Louis School District #189
East St. Louis, IL

Moderator: Kelly Pollitt, Chief Strategist, Policy and Alliances, NAESP
What We Will Cover

- Key Provisions to Support Leadership in the Every Student Succeeds Act (ESSA)
- Research, Evidence and Professional Standards
- State and Local Efforts
- Takeaways and Ideas for Action
Theory of Action: build the capacity of our nation’s principals to improve school and student outcomes

Eight Evidence-Based Recommendations for Federal Policymaking

Better schools and higher levels of student achievement require an investment in the preparation of and support for effective principals.
A substantial level of research over the past decade has proven two very important facts:

- Effective school leadership is second only to teaching among-school related factors in improving student achievement; and

- Strong school leadership has the greatest impact in schools with the most needs.

http://www.wallacefoundation.org/knowledge-center/
What the Research Tells Us

- Principal leadership has a “ripple effect” or an indirect correlation to student achievement
- Principal leadership is most tangible in struggling schools
- Collaboration is key to drive continuous improvement
#2: Feedback from the Field

- 2013 U.S. Department of Education’s sample of LEA use of Title II Part A funds under ESEA found only 4 percent used to support professional capacity of principals.

- 60% of principals report spending less than 1 percent of their work days per year in state or district sponsored professional development.

- 43% report that their district does not tailor professional development opportunities to meet their specific leadership needs.
Priorities for Reauthorization of ESEA

- Differentiate and support the role of principals commensurate with the research and evidence of their impact on student outcomes.

- Base accountability systems on student growth, include multiple measures, and ensure that any new policies put an end to the overuse of standardized assessments.

- Give schools the opportunity to provide programs that will contribute to a well-rounded educational experience for every child, and support them in implementation of arts-integration, afterschool programs, student health and well-being including social and emotional learning, and personalized learning through effective use of technology.

- Include early childhood education as a matter of priority in the use of federal funds, and support Pre-K-3 alignment.
The Every Student Succeeds Act
P.L. 114-95

One Hundred Fourteenth Congress
of the
United States of America

At the First Session

Began and held at the City of Washington on Tuesday,
the sixth day of January, two thousand and fifteen

An Act
To reauthorize the Elementary and Secondary Education Act of 1965 to ensure that every child succeeds.

SECTION 1. SHORT TITLE.
This Act may be cited as the “Every Student Succeeds Act”.

TITLES:

TITILE I—IMPROVING BASIC PROGRAMS OPERATED BY STATE AND LOCAL EDUCATIONAL AGENCIES

Part A—Improving Basic Programs Operated by State and Local Educational Agencies

Sec. 1001. Definition.
Sec. 1002. Elementary and secondary education program.
Sec. 1003. Improvements.
Sec. 1004. Assistance for states.
Sec. 1005. Assistance for local educational agencies.
Sec. 1006. Assistance for schools with high concentrations of disadvantaged children.
Sec. 1007. Assistance for schools with high concentrations of rural children.
Sec. 1008. Assistance for schools that serve students with disabilities.
Sec. 1009. Assistance for schools that serve students who are homeless.
Sec. 1010. Assistance for schools that serve students who are educationally disadvantaged.

Part B—State Assessment Grants

Sec. 1011. State assessment grants.

Part C—Assistance for Migrant Children

Sec. 1012. Education of migratory children.

Part D—Prevention and Intervention Programs for Students and Youth Not in School

Sec. 1013. Prevention and intervention programs for students and youth who are neglected, delinquent, or at risk.

Part E—Federal Child Nutrition Programs

Sec. 1014. Federal child nutrition programs.
Not Changing

- Annual assessment in reading and math
- Subgroup data disaggregation
- Maintenance of Effort
- Supplement not Supplant
- Formula funding (Title I)
- Parents/Report card
- Public school choice

Change and Opportunity

- Accountability
- Teacher evaluation and other requirements
- School Improvement
- Title II formula, new block
- Parent engagement
- Evidence-based strategies
- Early childhood education and coordinating services
- Professional Development and Preparation
- Charters
ESSA: Opportunity or Challenge?

✓ Shifts in accountability & authority
  • New “decision points”
  • Limitations
  • Multi-metric systems
  • Consultation

✓ Permissive Use of Funds
  • What you can do under the law

✓ Definitions
  • How it should be done

✓ New Terms
  • “Effective”
  • “Inexperienced”
  • “Well-Rounded”
Highlights of Successes for Principals

- New competitive grant and provisions to support preparation of principals and school leaders
- Clarification of “school leader” definition as a principal INSIDE the school building on a daily basis
- 3% optional reservation of Title II funds for school leader activities (“use of funds” sections for states and districts)
No Child Left Behind

Federal Appropriation Authorization: $3.2 billion
Current funding: $2.3 billion

State Grants
Distributed to states weighted by 35/65 ratio of population to poverty

Pass-through funding (at least 95%)

District Subgrants

Every Student Succeeds Act

Federal Appropriation Authorization: $2.3 billion

State Grants
FY 2017-2020: New formula phased in. By final year, weighted by a 20/80 ratio of population to poverty

State must reserve 1% for administration

State may reserve up to 3% for school leader activities

State may reserve up to 2% for preparation "academies"

District Subgrants

Source: Education Week
Title II, Part A Formula
“Supporting Effective Instruction”

- **Permissive use of 3% of state allocation to support principals and school leadership.**

- State Activities: 14/21 use of funds for leadership
  - **Recruitment** (supporting teacher leaders and leadership teams)
  - **Preparation** (prep programs or higher ed reforms, certification, licensure system)
  - **Retention** (support for early career, in-service mid-career, and incentives for career ladders and differential pay, Pre-K-3 leadership)
Title II, Part A Cont’d

- District Activities: 16 “use of funds” overall, sub-categories are intervention-specific.
  - 15 specific use of funds that correspond to support for a “principal pipeline”
  - Emphasis on job-embedded professional learning opportunities
  - Addressing issues related to school conditions such as bullying, creating a collaborative school culture, increasing coordination with mental health services, integrating technology into curricula
  - Pre-K-3 leadership
Title II, Part B - National Activities

- Reservations in 4 areas
  - Subpart I – Teacher and School Leader Incentive Fund (“Human Capital Management”)
  - Subpart II – LEARN (Comprehensive state professional learning systems for literacy instruction)
  - Subpart III – American History and Civics Education
  - Subpart IV – Programs of National Significance (SEED grants – 4 parts allocated a %)
ESSA: An Opportunity for Consultation and Planning to Create Capacity-Building Systems

• State and local districts required to submit plans.

• Plans (state and district) must be developed in “consultation” with stakeholders. Governors have new authority.

• Permissive use of funds across Titles I and II to create or develop capacity-building systems at the state and district levels to the benefit of educators, and specifically for principals.
Title II, Part B, Subpart 4 - National Activities

- Supporting Effective Educator Development
- **School Leader Recruitment and Support**
- Technical Assistance and National Evaluation
- STEM Master Teacher Corps
Statewide Strategy **Must:**

*Include programs and interventions that align to new definitions in the law:*

- **Evidence-based:** Sec. 8002(21)
- **Professional Development:** Sec. 8002(42)
- **School Leader:** Sec. 8002(44)
ESSA Supports the Entire Principal Pipeline!

1) Recruitment
   ▫ Sec 2101(c)(4)(B)(v)
   ▫ Sec 2243

2) Preparation (certification, recertification, licensure, prep program standards (PSEL-aligned)
   ▫ Sec 2101(c)(4)(B)(i)(II)
   ▫ Sec 2101(c)(4)(B)(xi); Section 2101(c)(4)(B)(xv)

3) Capacity-building Evaluation Systems
   ▫ Sec 2101(c)(4)(B)(ii); Sec 2101(c)(4)(B)(viii)
   ▫ Sec 2101(c)(4)(B)(vii)(III(bb)

4) Retention – On-going professional learning
   ▫ Sec 2101(c)(4)(B)(vii)(I) and (II)
   ▫ Sec 2211; Sec 2212; Sec 2222
“School Leadership Interventions Under the Every Student Succeeds Act”

Volume I — A Review of the Evidence Base, Initial Findings
The investment in the development and ongoing support of principals is an evidence-based strategy. States and districts must take advantage of the opportunities to direct funds to support principals to improve student and related outcomes.

Comprehensive school reform measures must include principal professional development.

Improvement of principal preparation programs can lead to greater levels of school success as an evidence-based practice.
Mission

The mission of the Center on Great Teachers and Leaders (GTL Center) is to foster the capacity of vibrant networks of practitioners, researchers, innovators, and experts to build and sustain a seamless system of support for great teachers and leaders for every school in every state in the nation.
Three Goals

- Discuss the (still new!) Professional Standards for Educational Leaders (PSEL).
- Provide examples of how the PSEL might be used.
- Share key considerations and opportunities in the Every Student Succeeds Act (ESSA) for using evidence-based standards to drive systems of training, development, and support for principals.
Leadership is second only to the quality of teaching in improving student achievement.

Principals are crucial to the successful implementation of reform efforts at the school level.

Principals can have an impact on schoolwide improvement, especially in high-need schools.

A good principal is the most important determinant of whether a school can attract and keep the high-quality teachers necessary to turn around schools.

Education leaders promote equity of educational opportunities for students.
Professional Standards for Educational Leaders (PSEL)
Role of School Leadership Standards

“Standards for principals are important because they help to define the scope of the principal’s job, including what principals should know and be able to do. They also provide an organizing frame to inform principal training, professional development, and licensing practices in states” (Manna, 2015, p. 8).
Before the 2015 Professional Standards for Educational Leaders (PSEL)

- The first standards for educational leaders—the Interstate School Leaders Licensure Consortium (ISLLC) Standards—were published in 1996, followed by a modest update in 2008. Both versions provided frameworks for policy on education leadership in 45 states and the District of Columbia.

- The majority of states have either adopted or adapted previous editions of the ISLLC Standards (either 1996 or 2008).
Interactive Map

- Created with funding from The Wallace Foundation.
- Explore what version of the ISLLC standards are in use and when they were adopted, and see an overview of state-specific versions.
- Will be updated to include latest policies on leadership standards, principal preparation, and principal performance evaluation.

http://www.principalstandards.gtlcenter.org/
Professional Standards for Educational Leaders

- Released in October 2015 by the National Policy Board for Educational Administration.
- Replaced the ISLLC Standards.
- Outlined the most important work and responsibilities of learning-focused leaders in today’s schools.
Comparing ISLLC 2008 With the Professional Standards for Educational Leaders
Aligning Leadership Standards

**Toolkit:** Aligning Leadership Standards to the *Professional Standards for Educational Leaders*

**Crosswalk:** PSEL 2015 and ISLLC 2008
## ISLLC 2008 and PSEL 2015

<table>
<thead>
<tr>
<th>ISLLC 2008</th>
<th>PSEL 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Vision</strong></td>
<td><strong>1. Mission, Vision, and Core Values</strong></td>
</tr>
<tr>
<td><strong>2. School Culture and Instructional Program</strong></td>
<td><strong>2. Ethics and Professional Norms</strong></td>
</tr>
<tr>
<td><strong>3. Operations, Management, and Resources</strong></td>
<td><strong>3. Equity and Cultural Responsiveness</strong></td>
</tr>
<tr>
<td><strong>4. Collaboration With Faculty and Community</strong></td>
<td><strong>4. Curriculum, Instruction, and Assessment</strong></td>
</tr>
<tr>
<td><strong>5. Ethics</strong></td>
<td><strong>5. Community of Care and Support for Students</strong></td>
</tr>
<tr>
<td><strong>6. Political, Social, Legal, and Cultural Contexts</strong></td>
<td><strong>6. Professional Capacity of School Personnel</strong></td>
</tr>
<tr>
<td></td>
<td><strong>7. Professional Community for Teachers and Staff</strong></td>
</tr>
<tr>
<td></td>
<td><strong>8. Meaningful Engagement of Families and Community</strong></td>
</tr>
<tr>
<td></td>
<td><strong>9. Operations and Management</strong></td>
</tr>
<tr>
<td></td>
<td><strong>10. School Improvement</strong></td>
</tr>
</tbody>
</table>
What Is Different About PSEL 2015?

- Are written at a much finer grain size than ISLLC 2008.
- Provide a stronger, clearer emphasis on the leader’s responsibility for individual students and student learning.
- Place a greater emphasis on human relationships, particularly managing educator talent.
- Adopt a future-oriented perspective.
What Is Different About PSEL 2015?

- Challenge organizations that support educational leadership development to move beyond established practices and systems and to practice continuous school improvement.
- Place a greater emphasis on ensuring equity in all aspects of education.
- Include a “why” for the leadership actions.
### Key Differences:

- PSEL 1 makes a shift from a focus on organizational effectiveness to the success of each student. Also, it provides specific guidance for areas in which an effective leader sets goals including equity and social justice. There is a new focus on core values defining the school’s culture that goes beyond simply the mission and vision that drive improvement. Finally, effective leaders are expected to model and pursue these changes in all aspects of their leadership.

### PSEL elements that align with ISLLC 2008 functions

<table>
<thead>
<tr>
<th>ISLLC 2008</th>
<th>PSEL 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1 (5 functions)—Facilitating the development, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.</td>
<td>Standard 1 (7 elements)—Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.</td>
</tr>
<tr>
<td>Key Differences:</td>
<td></td>
</tr>
<tr>
<td>• PSEL 1 makes a shift from a focus on organizational effectiveness to the success of each student. Also, it provides specific guidance for areas in which an effective leader sets goals including equity and social justice. There is a new focus on core values defining the school’s culture that goes beyond simply the mission and vision that drive improvement. Finally, effective leaders are expected to model and pursue these changes in all aspects of their leadership.</td>
<td></td>
</tr>
</tbody>
</table>

### Effective leaders:

1a—Develop an educational mission for the school to promote the academic success and well-being of each student (aligned with ISLLC 1A).

1b—In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success (aligned with ISLLC 1B).

1d—Strategically develop, implement, and evaluate actions to achieve the vision for the school (aligned with ISLLC 1C).

1e—Model and pursue the school’s mission, vision, and core values in all aspect of leadership (aligned with ISLLC 1E).

1f—Develop shared understanding of and commitment to mission, vision, and core values within the school and the community (aligned with ISLLC 1D).

<table>
<thead>
<tr>
<th>(2 of 7 PSEL elements go beyond ISLLC 2008)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective leaders:</td>
</tr>
<tr>
<td>1c—Articulate, advocate, and cultivate core values that define the school’s culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.</td>
</tr>
<tr>
<td>1g—Model and pursue the school’s mission, vision, and core values in all aspects of leadership.</td>
</tr>
</tbody>
</table>
Using PSEL to Drive Systems of Preparation, Development, and Support for Principals
“But here’s the thing. Adopting or adapting the new 2015 education leadership standards isn’t even half the battle. The revised standards won’t have impact until they are aligned with state and local policies and practices that help develop the skills and knowledge principals need to lead their schools. Principals should see, hear, and experience modern leadership standards at multiple points in their careers—first during training, then when they are hired, and later for support and evaluation” (Rowland, 2015a, para. 7).
State Examples

- **West Virginia**
  West Virginia Board of Education Policy 5800

- **Delaware**
  Through Administrative Code (1590), Delaware adopted the PSEL for administrators

- **Missouri**
  Domains, competencies, and progressions of learning

- **Iowa**
  Leadership development framework
Key Considerations and Opportunities in ESSA for Doing This Work
Key Considerations and Opportunities

- Principal Training, Professional Development, and Support:
  - Improving University Principal Preparation Programs: Five Themes From the Field
  - RAND survey about instructional leadership using the American School Leader Panel
  - Title I and Title II in ESSA
  - Evidence provided by RAND
What are your current school leadership standards, and where do they “sit” in policy?

Is your state discussing alignment between the new leadership standards and your current school leadership standards? If so, what does that discussion look like?

Do standards drive talent management systems for principals in your state? If so, how and to what extent?
Key Considerations and Opportunities

- Have your districts and states begun to think about whether and how you will support school principals going forward?
  - What is their biggest need?
  - How can you leverage ESSA to do this work?
References


References


Resources


Advancing state efforts to grow, respect, and retain great teachers and leaders for all students

Cortney Rowland
202-403-6046
crowland@air.org

1000 Thomas Jefferson Street NW
Washington, DC 20007-3835
877-322-8700
gtlcenter@air.org
www.gtlcenter.org | www.air.org

www.facebook.com/gtlcenter
www.twitter.com/gtlcenter

Advancing state efforts to grow, respect, and retain great teachers and leaders for all students
Overview of the Future Leaders Program

Relevant and rigorous one-year program for aspiring educational leaders

Preparatory program for our next generation of leaders

Required for eligibility for appointment as entry level building and district administrators in East St. Louis
Why ESTL 189 Needs a Future Leaders Program

Challenges within the district require action to answer to the following needs:

- Decrease the mobility of school administrators
- Strategically hire administrators connected to the community
- Create transformational and instructional leaders that will provide structure and support for teachers
- Increase student success
“Our nation’s underperforming schools and children are unlikely to succeed until we get serious about leadership….Clearly, the quality of training principals receive before they assume their positions, and the continuing professional development they get once they are hired and throughout their careers, has a lot to do with whether school leaders can meet the increasingly tough expectations of these jobs.”

- M. Christine DeVita, President, The Wallace Foundation
A Partnership, High Expectations, and Key Concepts

**A Partnership**
In collaboration with American Institutes for Research (AIR) and its partners, a curriculum will be designed to incorporate the Professional Standards For Educational Leaders (PSEL).

**Our Expectations**
These future administrators must be the next generation of transformational and instructional leaders who will provide structure and support for teachers to improve student success for all children in East St. Louis.

**Key concepts will include:**
- Mission, Vision, and Core Values
- Ethics and Professional Norms
- Equity and Cultural Responsiveness
- Curriculum, Instruction and Assessment
- Community of Care and Support for Students
- Professional Capacity of School Personnel
- Professional Community for Teachers and Staff
- Meaningful Engagement of Families and Community
- Operations and Management
- School Improvement

East St. Louis School District 189 - 1005 State St., East St. Louis, IL 62201 - (618)646-3000
Principal Involvement

- Principal or Direct Supervisor will write letters of recommendation for applicants.
- Current Principals will participate in the selection process.
- All first year campus administrators will be a part of Cohort I.
- Principals will place Cohort I members on their campus RACI Charts.
Cohort Member Involvement in the Schools

- Cohort I members will participate on their School Leadership Team and be assigned direct responsibilities for areas of school improvement.

- All cohort members will participate in a School-based Community Project.

- Cohort members will receive continued instructional leadership support for one year upon completion of the program.
“How to” Build a Future Leaders Program

In order to create a program or system of developing high quality leaders, the district must commit and prioritize the following:

- Commitment from School District to improve leadership quality
- Leadership Needs Assessment
- Strong University or Research Institute partnerships
- Identified funding source
- Targeted outcomes for prospective candidates
- Competitive application process
Devon Horton
Deputy Superintendent
East St. Louis SD 189

Devon.Horton@estl189.com
618-646-3020
Questions?