The Nuts and Bolts of ESSA Series: What Principals Need to Know to Support High Quality Early Childhood Education and Leadership

Thursday, April 21, 2016
4 pm to 5 pm ET

Presented by:

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Theory of Action: Build the Capacity of our Nation’s Principals to Improve School and Student Outcomes

Better schools and higher levels of student achievement require an investment in the preparation of and support for effective principals.

Eight Evidence-Based Recommendations for Federal Policymaking
#1: Growing Body of Evidence on School Leadership

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.
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
Principals have an inextricable correlation to teaching quality.

Supporting Principals in Implementing Teacher Evaluation Systems

Recommendations from practicing principals to improve instruction and learning
Pre-K-3 and the Impact on Schools Serving Young Children

- Shift in instructional leadership and teaching practice in response to early learners
- Setting goals to drive transition and support learning across early learning and K-12 settings
- Effective solutions: Pre-K-3 leadership and instructional strategies that are developmentally appropriate
How would early childhood education change the lives of 20 children living in poverty?

**Educational Benefits**

<table>
<thead>
<tr>
<th>Metric</th>
<th>PRESCHOOL</th>
<th>NO PRESCHOOL</th>
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<tbody>
<tr>
<td>Ready for school at age 5</td>
<td>28%</td>
<td>67%</td>
</tr>
<tr>
<td>Basic achievement at age 1/4</td>
<td>15%</td>
<td>49%</td>
</tr>
<tr>
<td>Do not require special education</td>
<td>66%</td>
<td>83%</td>
</tr>
<tr>
<td>Graduate high school on time</td>
<td>45%</td>
<td>66%</td>
</tr>
<tr>
<td>Graduate high school/earn GED</td>
<td>60%</td>
<td>77%</td>
</tr>
</tbody>
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**Lifelong Benefits**

- **Five more adults** would earn more than $2,000/month by age 27
- **Twice as many men** would raise their own children
- **Homeownership** would increase by **32%**
- **Car ownership** would increase by **37%**
- **46** fewer total arrests by age 27 (2.3 per person)
- **440** fewer lifetime months spent in prison (22 per person)
Supporting a Pre-K-3 Continuum of Learning

- Alignment of early learning and K-12 standards with a focus on “Pre-K-3”

- Critical role of principal as the key to collaboration at all levels of school reform

- Supporting effective instruction and the whole child
#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

✓ Oppose any efforts to include Title I public or private school “portability”—even if it limits portability to public schools.

✓ Differentiate and support the role of principals consistent with the Principal Recruitment and Training Act of 2015.

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

✓ Include early childhood education and support for Pre-K-3 alignment.

✓ Set authorization levels that are consistent with the needs of schools and students.
The Every Student Succeeds Act
P.L. 114-95
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
- Charters
ESSA: Implications for States and Districts

- Focus on transition (procedures), consultation, planning
- Use scarce resources in smarter ways
- Monitor LEA implementation
“Transition” to ESSA

Effective dates, timelines and new regulations.

☑ July 1, 2016 – noncompetitive formula grants in effect
☑ August 1, 2016 – sec. 1111(b)(2) standards set
☑ School year 2017-2018 – sec. 1111(c) and (d) assessments and accountability systems
☑ August 31, 2016 – waivers no longer have impact
☑ October 1, 2016 – appropriations for competitive discretionary programs into effect
“Transition” to ESSA

- Planning and procedures in place, state plans likely due Spring or even early Summer 2017
- “Neg Reg” process started on select areas of Title I
- FY 2017 appropriations cycle begin to align to ESSA programs

ESSA in full implementation
SY 2017-2018
Early Learning Opportunities in the Every Student Succeeds Act (ESSA)

www.naecs-sde.org
Now
What...

So
What...

What...
Early Childhood is woven throughout ESSA
- Title I, II, III, IV, VI, with definitions in IX
- Title I & II noteworthy for NAESP and NAECS-SDE
- State Education Agencies (SEA) and Local Education Agencies (LEA) make key decisions, therefore,
- Efforts to co-produce plans that intentionally address early childhood will benefit everyone
Improving the Academic Achievement of the Disadvantaged

- Approximately $14 billion to individual schools and school districts who serve high-percentages or numbers of low-income families
  - Funds come with requirements for accountability, assessment, and school improvement.
  - Requires states to describe how they will help schools and school districts to support early childhood programs. The plan should be consistent with local needs and could be subject to federal regulations and/or guidance when it is issued.
The What of ESSA for Early Childhood

Engage your local Early Childhood Councils, your State Early Childhood Council and Head Start

Strategize with your 619 and Early Intervention Coordinators (B-3)

Utilize your family engagement resources
Coordination is the Key: Broker relationships to leverage action

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Utilize your family engagement resources

EC State Specialists

619 Coordinator/Part C Services

Title 1 Coordinator
The What of ESSA for Early Childhood

Title II: Preparing, Training, and Recruiting High-Quality Teachers, Principals, and other School Leaders

• Professional Development Formula Funds
The What of ESSA for Early Childhood

What could this look like?

- Engage Higher Education Institutions
- Access your state’s PD or QRIS early childhood systems
- Utilize local PD delivery mechanisms
Coordination is the Key: Broker relationships to leverage action

Engage Higher Education Institutions

Utilize local PD delivery mechanisms

Access your state’s PD or QRIS early childhood systems

Coordination Coordinator

Title 2

EC Higher Ed Coordinators

EC State Specialists

National Association of Early Childhood Specialists in State Departments of Education
Science is the key

Brains are built over time, from the bottom up.

When children have opportunities to develop executive function and self-regulation skills, individuals and society experience lifelong benefits.

The emotional and physical health, social skills, and cognitive-linguistic capacities that emerge in the early years are all important for success in school, the workplace, and in the larger community.

Source: Center on the Developing Child Harvard
It is easier and less costly to form strong brain circuits during the early years than it is to intervene or “fix” them later. Graph Source: Pat Levitt (2009).
So
What...
Now What...
State EC Directory at CEELO.org

https://title2.ed.gov/Public/contactsState.aspx

Title 2 Coordinators
Early Learning Opportunities in the Every Student Succeeds Act (ESSA)
Impact on Principals and Practitioners: Develop your own ESSA action plan!

✓ Identify issues impacting your learning community, ie. student mental health, Pre-K, afterschool, etc.
✓ Create your own roadmap of new opportunities in ESSA (how to use funds in Titles I, III, and IV to meet school conditions and learning needs).
✓ Advocate for your school and students.
NAESP Leading Pre-K-3 Learning Communities: Competencies for Effective Principal Practice

• Aligns to latest research on child development to help refocus instructional leadership

www.naesp.org/llc
A Shared Vision For Success for Early Learners

- Aligns to latest research on child development
- Focus on age three to grade three:
  - Academic
  - Social
  - Emotional
  - Physical
NAESP Competencies for Effective Principal Practice

1) Embrace the Pre-K-3 Early Learning Continuum
2) Ensure Developmentally Appropriate Teaching
3) Provide Personalized Blended Learning Environments
4) Use Multiple Measures To Guide Growth in Student Learning
5) Build Professional Capacity Across the Learning Community
6) Make Your School a Hub of Pre-K-3 Learning for Families and Communities
NAESP Supporting The Profession

• National Distinguished Principals Program

• National Mentor Certification Program

• Federal Advocacy, State Support (research, consultation)

• National Panel of New Principals

• Best Practices for Better Schools™ Conference
  ▫ National Harbor, MD 2016
Join us at NAESP’s Best Practices for Better Schools™
July 6-8  National Harbor, Maryland
www.naespconference.org
Building upon the great work of others who have analyzed the ESSA through an early childhood lens:

BUILD Webinar on ESSA February 18, 2016:
ESSA Opportunities for Early Learning
The Ounce Valuing the Early Years in State Accountability Systems Under the ESSA
The First Five Years Fund Summary and Analysis or Early Learning in ESSA
National Association of Elementary School Principals

National Association of Early Childhood Specialists in State Departments of Education