The Every Student Achieves Act (ESSA) Implementation: Leveraging State Opportunities to Support Principal Leadership

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Presenters:

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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 and Evidence
- State Efforts – “Consultation” and Planning Case Study
- Takeaways and Ideas for Action
Poll: Choose your level of knowledge of the Every Student Succeeds Act (ESSA):

a) I have reviewed and am familiar with the law.

b) I have reviewed the new law but need a deeper understanding of the policy shifts.

c) I have not reviewed the law and am just beginning to understand it.
Poll: Which of the following best describes your role?

a) Principal or school leader

b) Other educator (teacher, teacher leader, early childhood educator or leader, etc.)

c) State leader and/or policymaker

d) District leader and/or policymaker

e) Educational Organization (non-profit, association, etc.)
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.
#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
#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
Begun 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".

SEC. 2. TABLE OF CONTENTS.
The table of contents for this Act is as follows:

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

Part B—State Assessment Grants

Part C—Cooperation of State and Local Governments

Part D—Preschool and Head Start Programs for Children and Youth

Part E—Prevention and Intervention Programs for Children and Youth who are Neglected, Abandoned, or in Need

Part F—PrepLogic for Educational Progress, Promise

Part G—Appropriations for Education, Fiscal Year 2016

Part H—Rules of Procedure and Rules of the House
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 and additional provisions to support principals
• Parent engagement
• Evidence-based strategies
• Early childhood education and coordinating services
• Professional Development
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 for school leader recruitment and support

• Clarification of “school leader” definition as a principal IN the school building

• 3% optional reservation of Title II funds for school leader activities
No Child Left Behind

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

Congress reserved up to 4% for SEED PD grants
1% for BIA and outlying areas

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

Pass-through funding (at least 95%)

State must reserve 2.5% for higher ed.-led partnerships for professional development

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”

Pass-through funding (at least 94%)

District Subgrants

Source: Education Week
ESSA: Implications for States and Districts

• Focus on transition (procedures), consultation, planning

• Use scarce resources in smarter ways

• Monitor LEA implementation
State and Local Plans and Consultation

“In preparing for battle I have always found that plans are useless, but planning is indispensable.”

--Dwight D. Eisenhower
Learning First Alliance: “Principles on Stakeholder Engagement as Required in ESSA”
“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.
The Every Student Succeeds Act: 
Developing the State-level Consolidated Plan in Washington State
ESSA Principles: Similar to NLCB

• Holds all students to **high academic standards** that prepare them for success in college and careers.

• Ensures accountability and guarantees that when **students fall behind**, steps are taken to help them and their schools improve.

• Focuses on the **very lowest-performing schools**, **high schools with high dropout rates**, and schools where **subgroups are falling behind**.

• Continues to ensure that parents and educators have **annual assessment information** about how students are doing, while supporting states and districts in **reducing unnecessary, onerous and redundant testing**.

• Empowers state and local decision-makers to **develop their own strong systems for school improvement**.

• Protects students from low-income families, students of color, English learners, and students with disabilities from being taught at **disproportionate rates by ineffective, inexperienced, and out of field teachers**.
So, what’s different?

States have more flexibility in how to achieve these principles.
Opportunity

Challenge
The purposes are:

- To improve teaching and learning by encouraging greater cross-program coordination, planning, and service delivery.

- To provide greater flexibility to state and local authorities through consolidated plans, applications, and reporting.

- To enhance the integration of programs under this Act with state and local programs.
What must be in the State Plan?

- Challenging State Academic **Standards**
- Academic **Assessments**
- Alternate Academic Achievement Standards for Students with the **Most Significant Cognitive Disabilities**
- English **Language Proficiency Standards**
- Statewide **Accountability** System
- **School Support** and Improvement Activities
- **Report Card**
- **ESEA/ESSA Federal Programs**
- **Coordination with non-ESSA programs**
- How the State will provide support to districts and elementary schools that choose to **support early childhood programs**
Many are to be “consulted”

Developed by the state educational agency with timely and meaningful consultation with:

- The Governor
- Members of the State Legislature
- State Board of Education
- School Districts (including rural)
- Representatives of Tribes
- Teachers, Principals, other School Leaders, Specialized Instructional Support Personnel, Paraprofessionals
- Administrators
- Parents
When states think about the process...

- What form will the consultation take?
- What should the process include?
- Who will be consulted?
- What role will school leaders play?
- What role will teachers and their unions play?
- How will the final decisions be made?
- What role will the Governor play?
Washington created a Consolidated Plan Team

<table>
<thead>
<tr>
<th>Governor’s Office</th>
<th>Partnership for Learning</th>
<th>Washington Education Association</th>
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<tbody>
<tr>
<td>State Legislature</td>
<td>Professional Educator Standards Board</td>
<td>Washington State Commission on African American Affairs</td>
</tr>
<tr>
<td><strong>Association of Washington School Principals</strong></td>
<td>Special Education Advisory Council</td>
<td>Washington State Commission on Asian Pacific American Affairs</td>
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<td>Bilingual Education Advisory Committee</td>
<td>State Board of Education</td>
<td>Washington State Parent Teacher Association</td>
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<td>Commission on Hispanic Affairs</td>
<td>Title I Committee of Practitioners</td>
<td>Washington State Public School Employees</td>
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<tr>
<td>Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC)</td>
<td>Tribes</td>
<td>Washington State School Director’s Association</td>
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<tr>
<td>Educational Service Districts</td>
<td>Washington Association for Learning Alternatives</td>
<td>Washington Student Achievement Council</td>
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<tr>
<td>Office of Superintendent of Public Instruction</td>
<td>Washington Association of School Administrators</td>
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ESSA Consolidated Plan Timeline

- Teams created and have been meeting since late-spring
- The Governor has 30 days to sign-off on the Consolidated Plan.
- Goal is to have the state submit the plan in December 2016
- The U.S. Department of Education has 120 days to approve the plan.
- Goal is to have federal approval in early spring to allow time for districts to prepare plans prior to the 2017-18 school year
Washington’s ESSA
Early Childhood Workgroup

Primary Goal: How do we encourage school districts to use the added flexibility in ESSA to focus more resources in the early years?
The First Five Years Impact Success in School and Life

Current Reality When Intervention Does Not Occur

<table>
<thead>
<tr>
<th>NWEA RIT Scale</th>
<th>Birth through Age 5</th>
<th>Kindergarten through 10th Grade</th>
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</thead>
<tbody>
<tr>
<td>+3 years</td>
<td>240</td>
<td>220</td>
</tr>
<tr>
<td>+2 years</td>
<td>220</td>
<td>200</td>
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<tr>
<td>+1 year</td>
<td>200</td>
<td>180</td>
</tr>
<tr>
<td>Grade Level</td>
<td></td>
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<tr>
<td>-1 year</td>
<td>180</td>
<td>160</td>
</tr>
<tr>
<td>-2 years</td>
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<td>140</td>
</tr>
<tr>
<td>-3 years</td>
<td>140</td>
<td></td>
</tr>
</tbody>
</table>

High School Dropout Rate
- 6% for +3 years
- 7% for +2 years
- 10% for +1 year
- 26% for Grade Level
- 45% for -1 year
- 55% for -2 years
- 61% for -3 years

University Enrollment
- 81% for +3 years
- 44% for +2 years
- 25% for +1 year
- 12% for Grade Level
- 0% for -1 year
- 0% for -2 years
- 0% for -3 years
Early Childhood Education
ESSA Workgroup Membership

- Preschool Teacher
- Elementary School Principal
- Superintendent
- School Board Member
- School District Early Learning Coordinators
- State/Federal Program Coordinators
- Department of Early Learning
- Private Schools
- Early Learning Center Provider
- Head Start
What does ESSA have to say about Early Childhood?

Services for Pre-K Children
- Continues to allow Title I funds to be used to serve Pre-Kindergarten children
  - Must be consistent with Head Start Learning Standards
  - State agency to provide technical assistance
- Also allows Title III (English Learner) funds also to be used
  - However, states will need a screener for eligibility and a way to measure growth

Professional Development
- Allows state and school districts to use Title II PD funds and Title III (English Learner) funds for PD for early learning providers
  - Focus is to be on “Transitions” and “readiness”

School District Report Cards to include preschool enrollments
Early Childhood Work Group Recommendations

- Use ESSA as an opportunity to encourage districts to invest in preschools
- Create a “ESSA Early Childhood” guide that districts could use when creating school district plans
- Provide state and regional-level assistance in serving pre-K children
- Provide preschool data in the Report Card by age of students and % of Kindergarten enrollment
Principal Churn Influences School Leadership

• 25% of our nation’s principals leave their schools annually.
• 50% of them are not in the same building at the end of the third year
• A recent survey of over 500 principals revealed that 1 in 3 of them was actively considering leaving the profession.
Principal Churn Influences Student Achievement

- It takes an average of 5 years to implement a mission, vision and fully implement practices that improve instruction.
- Principal churn inhibits sustained efforts to improve teaching and learning.
- A new principal may take up to three year to regain momentum in math and language arts.
Principal Turnover Can Be Slowed

• We must invest in ongoing professional development.
• Principals need meaningful opportunities to network.
• Mentoring and coaching is key, particularly in the first 5 years.
• The central office should be restructured to better support principals by creating the conditions that allow them to lead.
What Washington’s Principals Have to Say

• I don’t have time to engage in my own professional learning.
• PD can be costly. In addition to the offering, I have travel, meal and sub costs.
• Single day or “One and Done” doesn’t provide sustainability or accountability for learning.
• I need to meet colleagues with buildings like mine. The issues aren’t always generic.
Association of Washington School Principals’ (AWSP) Response

- Professional learning occurs across time.
  - Move away from “single shot” offerings.
  - Strong belief in the “power of the cohort”.
- Concerted effort to reach areas typically not served by our offerings
  - Reduces costs for the principal and district
  - Less time away from the building.
- Use of electronic tools to continue the conversation and networking between offerings.
AWSP’s Support of Washington’s Principals

• Launching Principal Leadership
  ▫ Year long, cohort based series for new or newly assigned principals

• Building Effective Leadership
  ▫ Year long, cohort based series for principals in years 2-5. New for our principals this year.

• Mastering Principal Leadership
  ▫ Year long, cohort based series for seasoned principals; problem of practice focus.
AWSP’s Support of Washington’s Principals

• Regional Directors representing all areas of the state.
  ▫ Provide local support, guidance and resources
  ▫ Connect practicing principals to AWSP professional learning and supports.

• Partnerships with SEA’s, LEA’s and ESD’s (Educational Service Districts)
  ▫ In-kind services
  ▫ Tailored professional learning with a ”Just in time” mindset.
AWSP’s Work With ESSA In Mind

• Ensure that either one of our staff and/or a practicing principal is on every state ESSA Subgroup.

• Title II….Did I say Title II?
  ▫ Up to 3% set-aside!
  ▫ Ensure that the dollars reside with SEA.
  ▫ Targeted support of principals
ESSA and ECE

- Landmark possibilities around articulation between community providers and our public schools.
  - Potential impact to principal workload.
  - New standards, systems and resourcing.
    - Title I and II funds
    - LEARN act
  - Will require new leadership skills.
    - Partnerships with SEA
Engagement is Key!

• Become and educated consumer.
  ▫ NAESP resources
  ▫ SEA resources – Meeting agendas/minutes

• Learn about your state’s process.
  ▫ Is there room for you at the table?

• Engage in the conversation – It’s part of consultation!
  ▫ Colleagues
  ▫ State association
  ▫ Your district!
Final Thoughts

• ESSA provides some amazing opportunities. It is up to us to embrace them.
• We must advocate for the parts of the law that were created to support our profession.
• ESSA is not meant to be done TO you, it is meant to be done WITH you!
  ▪ Consultation is a major theme in ESSA. That means conversations are required to occur. Be a part of them at many levels.
Questions?