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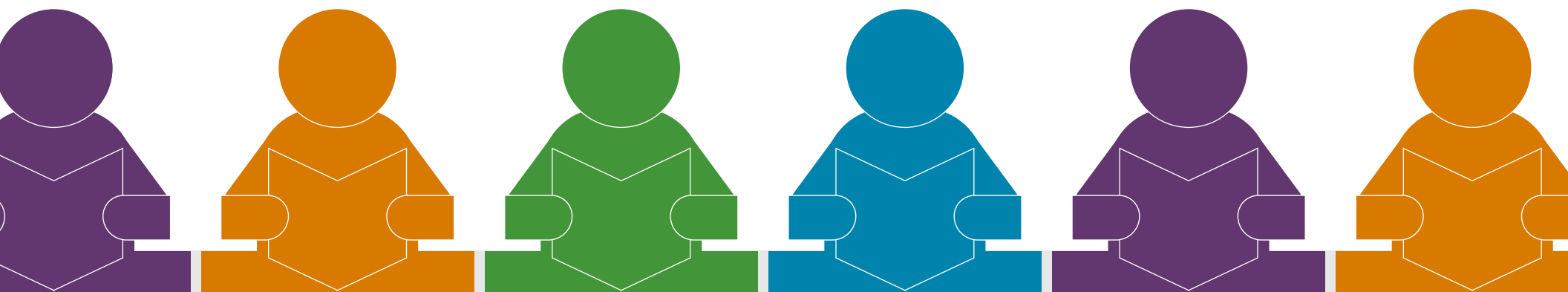at American Institutes for Research ■

Principals Action Plan for the Every Student Succeeds Act

Providing All Students With a Well-Rounded and Complete Education

Read this interactive guide

FEBRUARY 2017

How to Use This Interactive Guide

Principals Action Plan for the Every Student Succeeds Act (ESSA): Providing All Students With a Well-Rounded and Complete Education is an interactive tool designed to guide principals in engaging with state and district leaders as they prepare to submit ESSA consolidated plans and work over the coming years to implement the new law. This tool offers principals an overview of the concept of a well-rounded and complete education, as well as actionable policy points for which to advocate with their states and districts on the following topics:

- Standards and Assessments
- Accountability
- School Improvement
- District Title I Plans and Resources
- Provide Professional Support
- Student Supports and Academic Enrichment
- High-Quality Early Learning

Finally, the tool highlights suggestions and resources on engaging and communicating with state and district leaders around ESSA.

The guide's contents page and section divider pages are completely interactive. Users may click on a selected entry to navigate directly to that page of the guide. In addition, users may use the toolbar at the right side of each page to navigate to different sections. Finally, users can turn "pages" by clicking on the backward and forward arrows ◀ ▶ at the bottom of each page.

Acknowledgments

This interactive tool, initiated by the National Association of Elementary School Principals (NAESP), was written by its agents Kelly Pollitt and Reg Leichty and developed through a collaborative partnership with the Center on Great Teachers and Leaders (GTL Center), led by Angela Minnici. Special thanks are extended to Gail Connelly (NAESP Executive Director) and Dana Chambers and Cortney Rowland (GTL Center) for their review and contributions to the tool.

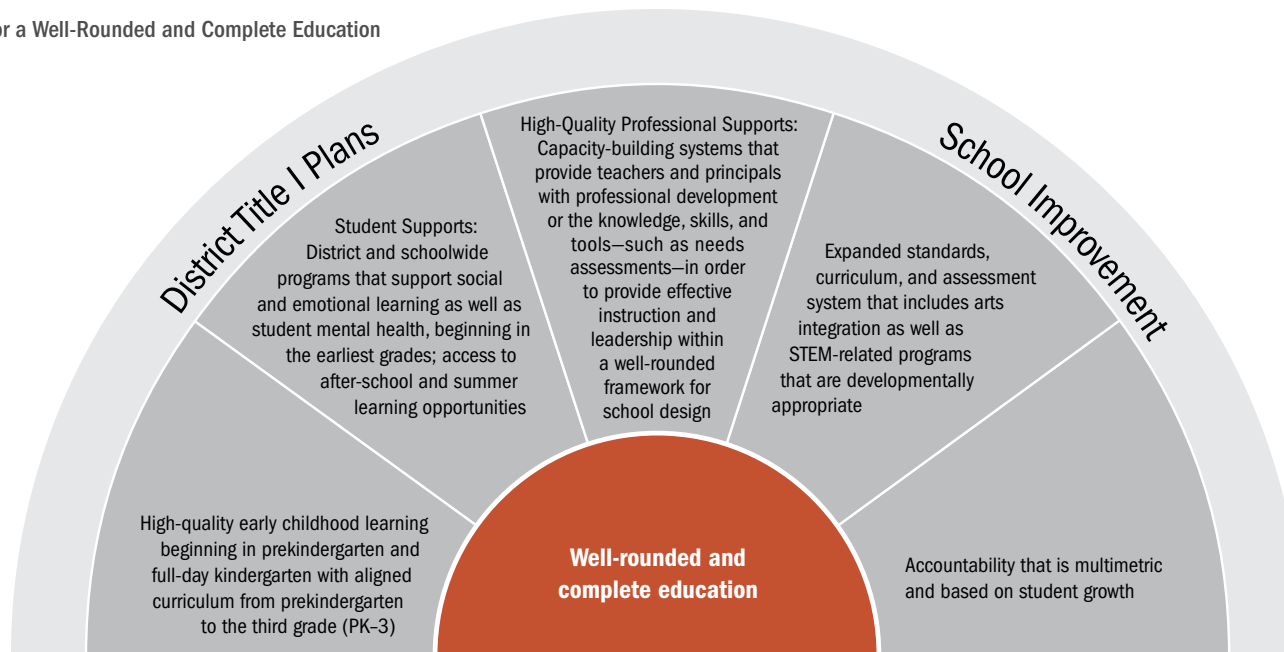**Click on the topic** to learn more about

Contents

Introduction

The Every Student Succeeds Act (ESSA)[1] offers an important opportunity for elementary principals to work directly with state and school district leaders to craft plans to deliver instruction, activities, and programming designed to provide a well-rounded and complete education to all students. The National Association of Elementary School Principals (NAESP) broadly defines a well-rounded and complete education as one that provides students with access to positive, developmentally appropriate learning environments that meets students' learning and related needs, including through services, conditions, and teaching practices around content that is aligned across grade levels, particularly in the early years from prekindergarten to the third grade. This interactive tool encapsulates this vision within a theory of action that suggests ways in which principals can use ESSA implementation to cultivate and support this balanced, holistic vision for teaching and learning that will provide an equitable educational experience for every student.

Purpose of This Interactive Tool

The following materials are meant to serve as a guide for principals and all school leaders to help them understand how to engage in ESSA implementation with state and local officials, parents, families, students, and the entire learning community around a theory of action that yields a well-rounded and complete education for every child. In order to realize the full potential of this well-rounded vision, principals must understand first how ESSA can achieve this vision—in essence, how they can take meaningful actions by engaging in dialogue and other advocacy on behalf of their students and their families.

Figure 1. Vision for a Well-Rounded and Complete Education

District Title I Plans

School Improvement

Student Supports: District and schoolwide programs that support social and emotional learning as well as student mental health, beginning in the earliest grades; access to after-school and summer learning opportunities

High-Quality Professional Supports: Capacity-building systems that provide teachers and principals with professional development or the knowledge, skills, and tools—such as needs assessments—in order to provide effective instruction and leadership within a well-rounded framework for school design

Expanded standards, curriculum, and assessment system that includes arts integration as well as STEM-related programs that are developmentally appropriate

High-quality early childhood learning beginning in prekindergarten and full-day kindergarten with aligned curriculum from prekindergarten to the third grade (PK–3)

Well-rounded and complete education

Accountability that is multimetric and based on student growth

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[1] *Every Student Succeeds Act*, P.L. 114-95, signed December 2015 (hereinafter ESSA).

This interactive tool is based on a vision of a well-rounded and complete education (Figure 1) that is enacted through five systems: early learning; student supports; standards, curriculum, and assessment; accountability; and professional supports for educators. To achieve this systemic vision, districts and principals can leverage local Title I and school improvement plans to guide implementation.

ESSA in Brief

Moving beyond the more rigid federal policy framework of the No Child Left Behind (NCLB) Act, ESSA includes significant changes that were sought by the NAESP:

- Returns greater decision-making authority to the state and local leaders;
- Opens the door for schools to offer and emphasize a broader array of educational experiences, such as expanding early childhood experiences through the third grade and programs to address social and emotional learning (SEL);
- Empowers states to use new and better indicators of accountability that include student growth for measuring student and school performance;
- Permits principals and district leaders to work with their communities to identify needs of the school and students and decide how to improve underperforming schools and close achievement gaps;
- Targets greater support for principals by allowing states and districts to provide comprehensive systems of support from recruitment and preparation to ongoing, job-embedded support; and
- Provides greater flexibility to states and districts for using federal funds to address local needs to fill important opportunity gaps, including making greater investments in the enriched curriculum and educational experiences inherent to a well-rounded and complete education.

Context and Opportunity

As state education agencies (SEAs) and school districts undertake ESSA implementation, they have even greater responsibility for effectively using the law's flexibility and programs to enable schools to take a more holistic approach to meeting each student's needs. Over the next few months, ESSA requires SEAs to enter into the final phase of developing consolidated plans for implementing the law. States must submit their plans to the U.S. Department of Education in April or September 2017, which must include describing new statewide accountability, assessment, intervention, and other policies that will significantly influence schools' focus and work. The plans offer an opportunity for states to place a greater emphasis on ensuring that all students have access to equitable educational experiences in order to graduate equipped with the well-rounded knowledge, skills, and experiences required to thrive in school and before and after graduation.

What Can Principals Do Now?

ESSA *requires* state and local district leaders to consult with education stakeholders, including principals, during the consolidated planning process. Principals should use the opportunity to champion state- and district-level policies that will enable schools to deliver a well-rounded and complete education to their students—and work with them directly to define what "well-rounded" can mean for school learning communities. Whether it means an expanded curricular experience through arts integration and/or offering additional programs that address SEL, there is a real opportunity to reimagine the opportunities that can be provided for all students.

Likewise, principals should work with colleagues and their district leaders to ensure that they recognize the law's potential to provide greater support for school leaders. In addition, they should use their decision-making authority not only to broaden learning opportunities for more students but also to strengthen learning supports for the educators who must implement specific interventions and strategies, such as programs to address student mental health and school safety, or Multi-Tiered Systems of Support (MTSS).

Unless principals take the initiative, state policy and district practice may remain fixed in an "NCLB-like" purgatory, which fails to acknowledge the importance of fundamentally transforming state accountability, intervention, capacity building, and other systems to help schools deliver on the promise of a complete and well-rounded and complete education that fully meets the needs of students and their families.

What Will Principals Gain?

This interactive tool provides principals with important ESSA insights and ideas to ensure that the law supports, rather than hinders, schools' efforts to provide a high-quality, well-rounded and complete education to all learners. More importantly, the tool describes *how* to take action to engage state and local policymakers in creating key policies and priorities. In reviewing this interactive tool overall, principals will gain

a working definition of a well-rounded and complete education based on what they believe ESSA should support as a matter of important dialogue during the planning and engagement process with state and local leaders;

research and evidence that supports best practice to achieve areas that encompass a well-rounded and complete educational experience;

a high-level summary of significant ESSA provisions, along with planning and implementation ideas and opportunities; and

strategies for working effectively with state and district leaders to influence the ESSA implementation process.

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1. What Is a Well-Rounded and Complete Education?

Access to a well-rounded and complete education includes not only best-in-class instruction in English language arts and mathematics but also opportunities focused on the humanities, sciences, social sciences, and more. ESSA sets the stage for states and districts to embrace this approach by reshaping the Elementary and Secondary Education Act (ESEA) to provide the flexibility that states and districts need to help their schools transition to, or expand, well-rounded and complete education models.

> **Need a Primer on Well-Rounded Education in ESSA?**
>
> Education Commission of the States offers an excellent summary of this concept within the law: ESSA's Well-Rounded Education (Jones and Workman, 2016).

Congress embedded a well-rounded education vision in ESSA, including as a prominent part of Title I planning requirements[2] and across other significant provisions and programs.[3] These direct references to a well-rounded and complete education are tied together by a common definition. ESSA defines *well-rounded and complete education* as "courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education (CTE), health, physical education, and any other subject, as determined by the state or local education agency (LEA), with the purpose of providing all students access to an enriched curriculum and educational experience."[4] However, NAESP envisions a more expanded version of the definition of the term *well-rounded* that must be "complete," such as reorienting programs and

services to be "student-centered" to ensure that they provide for the developmental, social, and emotional as well as cognitive needs of all students.

All students deserve access to positive, developmentally appropriate learning environments beginning with high-quality early learning opportunities, including an aligned PK–3 continuum, that set them on a solid pathway to later success in college, career, and life. This vision includes ensuring

- developmentally appropriate practice, or an approach to teaching that meets children where they are, and
- teaching practices, strategies, and content that align developmentally to the classroom and to individual abilities and cultures, especially for low-income, minority, and other underserved student populations.

> **Supporting an Aligned PK–3 Continuum**
>
> ► Identify quality indicators of effective PK–3 systems.
>
> ► Understand how to provide a student-centered, personalized, and well-rounded approach from ages 3 to 8.
>
> ► Use the principal's role as a vital link between prekindergarten and the primary grades and as a bridging force between school and community.
>
> ► Build understanding among parents, community members, and others who are part of the learning community about the benefits of early learning.
>
> ► Build capacity to work effectively with parents and families.
>
> ► Increase awareness among policymakers at the local level about the professional supports that educators need to deliver quality PK–3 learning systems.
>
> ► Develop a keen understanding of the role of appropriate assessments in early learning.

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2 ESSA § 1111(b)(1)(A).
3 See, e.g., ESSA § 4107 (Activities to Support Well-Rounded Educational Opportunities).
4 ESSA § 8002(52).

To fully realize this vision, educational systems must also provide the conditions necessary for educators to provide a well-rounded and complete education, such as

- sufficient professional development that is differentiated for teachers and principals, and

- accountability that includes multiple measures of achievement and that is based on student growth plus equitable opportunities through access to resources.

These conditions are particularly vital for schools that serve a greater number of disadvantaged students. Without explicit state and local district support for the optimum conditions for effective teaching and learning in schools in ESSA plans, there will be little opportunity to adjust systems that will better meet the needs of students. Therefore, the time to act is now.

Additional Guidance on Defining "Well-Rounded and Complete Education"

Non-Regulatory Guidance: Student Support and Academic Enrichment Grants *U.S. Department of Education* (2016)

This is one of two important U.S. Department of Education guidance documents released to support states in including a well-rounded and complete education within their ESSA plans. Funds received under new Title IV formula grants must be used to support a well-rounded and complete education. The guidance expands on the letter of the ESSA law by discussing all the potential academic and nonacademic components that states might embed into their own definitions of a well-rounded and complete education, including SEL, advanced coursework, and CTE coursework. It also includes links to more than 40 resources on a range of topics regarding well-rounded and complete education.

Leveraging the Every Student Succeeds Act to Support State Visions for College and Career Readiness *College and Career Readiness and Success Center* (2016)

This brief describes the importance of using ESSA's well-rounded and complete education provision to support states' visions and definitions of college and career readiness (CCR), particularly through the opportunity to include employability skills, CTE pathways, and advanced coursework in definitions of a well-rounded and complete education. In addition, the brief provides an overall framework for thinking about CCR under ESSA, under which a well-rounded and complete education, accountability systems, and assessment systems interact with and inform each other.

Although these ESSA statutory and guidance provisions help make the policy concept of a well-rounded and complete education more concrete, the law permits state and local leaders to adapt and build on it. Principals may work with their peers, parents, community-based organizations, district leaders, and state officials to establish their own state- and districtwide definitions of *well-rounded and complete* and to align policies that uniquely define and apply the well-rounded and complete education vision that they themselves set for their state, school district, and schools to allow the vision to become a reality. However, agreement on a shared, well-rounded, and complete education vision or definition is merely the first step.

The following section describes the key ESSA provisions and well-rounded education policy levers that principals should use to ensure that their states and districts implement the law in a way that fosters a well-rounded and complete education model at the school level.

U.S. Department of Education Guidance

The U.S. Department of Education's new ESSA, Title IV-A guidance states that a "well-rounded education starts with early learning opportunities that make time for exploration and continues with K–12 education that helps students make important connections among their studies, their curiosities, their passions, and the skills they need to become critical thinkers and productive members of society. In addition, a well-rounded education promotes a diverse set of learning experiences that engages students across a variety of courses, activities, and programs in subjects such as English, reading/language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, and physical education."

2. Where to Focus: Which ESSA Provisions Should Principals Focus on When Championing Well-Rounded and Complete Education Policies and Practices?

Principals should understand the fundamental policy building blocks of ESSA so that they can encourage state and district leaders to implement the measures in ways that cultivate, rather than discourage, well-rounded and complete educational opportunities. ESSA foundational requirements call on states to

1. set high standards, goals, and interim targets for all students;

2. annually administer standards-aligned assessments;

3. establish differentiated accountability systems that include a new school quality measure and continue disaggregated reporting; and

4. target additional supports for improving a school district's lowest performing schools.

Unlike NCLB, and many state NCLB flexibility plans, ESSA provides additional discretion to states to specify the characteristics of these four pillars, including with regard to setting long-term goals, assigning weight to accountability indicators, and selecting the kind of support needed by the lowest performing schools. In addition, the law includes other provisions and programs designed to help states and school districts better serve low-income families and promote improved outcomes for all students, including direct investments in well-rounded and complete education activities, creating better conditions for learning, and better aligning preschool to the early elementary grades.

This section further explores the foundational pillars and other key provisions of ESSA, and recommends policy ideas and levers that principals can share across all titles of the law with their state and district partners. This is a necessary part of the ESSA consolidated planning process to advance the schools' goals for providing a well-rounded and complete education for all students.

Seven topic areas are covered in this section:

- Standards and Assessments
- Accountability
- School Improvement
- District Title I Plans and Resources
- Provide Professional Support
- Student Supports and Academic Enrichment
- High-Quality Early Learning

Readers may pursue these sections in any order, using the navigation menu on the right to move among topics based on their own interests and priorities.

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Standards, Assessments, and Well-Rounded Education

ESSA requires states to adopt "challenging academic content standards and aligned academic achievement standards" in mathematics, reading or language arts, and science. The standards must include a focus on both knowledge and skills and must align with entrance requirements for credit-bearing coursework in higher education and state CTE standards (if the state has CTE standards). Each state's ESSA consolidated plan must provide assurance that the state meets these and other standards requirements.[5]

Principals Talking Points

Principals should encourage states to work with them, as well as other stakeholders, to develop and set a clear and comprehensive definition of *well-rounded and complete education*, related policy, and implementation strategies that are embedded in the state's ESSA consolidated plan. Principals should work collectively in their professional learning communities, through "town hall"-style meetings and other convenings, to review state plans to ensure that they significantly widen the narrow focus on reading and mathematics that became the hallmark of NCLB. For example, states should

- adopt a shared, definition of *well-rounded education*, which could be drawn from the ESSA definition described earlier, and include "complete" as part of the state's consolidated plan;

- include language in their ESSA plan that describes state standards in areas beyond mathematics, reading or language arts, and science and fully describe the broad range of knowledge and skills that the state expects students to acquire by graduation;

- develop balanced assessment systems that move beyond basic summative assessments in reading and mathematics, and focus more on formative tools, projects, and performance tasks designed to support student progress across a broader array of courses, activities, and programming; and

- include language in their ESSA plan that creates the conditions for and describes the differentiated professional development required for principals and teachers to deliver a high-quality, equitable, well-rounded, and complete education for every student.

Principals should work with states and local leaders to describe the assessment strategies that work best in their local learning communities, such as eliminate duplicative or unnecessary assessments, include those that are the least burdensome and most informative for instructional purposes, and recommend policies that would help schools provide the least punitive testing environment. These principal-informed recommendations must be reflected in state and local district consolidated plans and should explain how the recommendations align with the overarching, well-rounded and complete education policy vision.

Key Resources
Click on the icon for a full description.

Standards

⊙ **Guidance:** College, Career, & Civic Life C3 Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K–12 Civics, Economics, Geography, and History *National Council for the Social Studies* (2013)

⊙ **Guidance:** Guide to Implementing the Next Generation Science Standards *National Research Council of the National Academies* (2015)

Assessments

Brief: Comprehensive Standards-Based Assessment Systems Supporting Learning *The Center on Standards and Assessment Implementation* (2016)

Video: Designing Assessments for College and Career Readiness: Performance Tasks *College and Career Readiness Success Center* (2016)

Toolkit: Are You Ready to Assess Social and Emotional Development? *American Institutes for Research* (AIR) (2015)

Report: "Assessing Students' Readiness for College and Careers" from Closing the Expectations Gap 2014 *Achieve* (2015)

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5 ESSA § 1111(b)(1).

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Contents

Accountability and Well-Rounded Education

ESSA expands the indicators that states may use for accountability systems. This important policy change offers states the opportunity to develop accountability strategies that deemphasize—although they are still required—reading and mathematics proficiency outcomes and to begin using other indicators aligned to a well-rounded educational model. ESSA's more flexible accountability framework requires states to use at least four indicators—rather than focusing almost exclusively on mathematics and reading outcomes—for annually measuring the performance of elementary and middle schools:

- Academic Achievement on Statewide Test (Reading or Language Arts and Mathematics in Grades 3–8 and once in high school; grade span testing in Science)
- Another Academic Indicator (may be growth or focus on proficiency in other subjects)
- English Language Proficiency (for English learners)
- School Quality or Student Success[6]

Principals Talking Points

Principals should encourage their states to adopt a well-rounded and complete education measure for the "School Quality or Student Success" indicator. States have the option to identify more than one School Quality or Student Success measure in consultation with stakeholders as part of the planning process. State accountability systems should

- use impactful measures such as kindergarten readiness, school climate and safety, student access to SEL opportunities, or student access to fine arts, foreign language, or other diverse learning opportunities (this indicator must meaningfully differentiate school performance);
- include an "Another Academic Indicator" that measures

student performance or growth on a broader range of well-rounded academic subjects, such as history, social studies, or the humanities; and

- ensure that their ESSA plans comprehensively describe these systems as well as embed and describe their well-rounded education vision.

At the forefront of ESSA discussions, there must be an effort to provide a more robust perspective on accountability measures and to point out those that do not work, as well as the imperative that all states and districts must shift to multimetric systems. State and district leaders must understand how narrow accountability measures and a test-and-punish system are a disservice to students, their families, and their schools. Principals must identify a variety of specific, quantifiable metrics, such as those noted above, and the criteria for which schools and students are to be held accountable. The new system must be based on growth rather than a single snapshot in time that does not reflect the overall progress of students and schools.

Key Resources   Click on the icon for a full description.

Accountability

- **Website:** School Climate Measurement *National Center on Safe Supportive Learning Environments* (n.d.)
- **Website:** National Core Arts Standards *National Coalition for Core Arts Standards* (n.d.)
- **Report:** Innovation in Accountability *Center for American Progress* (2016)
- **Report:** Should Non-cognitive Skills Be Included in School Accountability Systems? Preliminary Evidence From California's CORE Districts *The Brookings Institution* (2016)
- **Report:** Pathways to New Accountability Through the Every Student Succeeds Act *Learning Policy Institute* (2016)
- **Event:** ESSA's Non-Academic Measure: What States Should Know About School Climate and SEL *Education Policy Center at AIR* (2016)

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[6]   ESSA § 1111.

School Improvement and Well-Rounded Education

ESSA requires states to use their accountability systems to identify at least the following two categories of low-performing schools: (1) comprehensive support and improvement (CSI)[7] and (2) targeted support and improvement (TSI).[8]

CSI and TSI schools must conduct a needs assessment, develop and implement an improvement plan, and implement "evidence-based interventions" that are "supported by research." Any school in which any subgroup, on its own, would be identified in the lowest 5% of Title I schools must also identify and address resource inequities.[9] School districts—and in the case of CSI schools, states—must approve and monitor implementation of the school's turnaround plans. In addition, ESSA permits states to set aside 7% of Title I funds for school improvement activities. Ninety-five percent of these funds must pass through to districts to support CSI and TSI schools, consistent with the state's new accountability system.[10]

ESSA's provisions regarding identification and support of CSI and TSI schools do not expressly reference well-rounded and complete educational models, but they provide a clear opportunity to emphasize the concept through the required needs assessment, improvement planning, and intervention requirements.

Principals Talking Points

Principals should urge state and district leaders to embed well-rounded and complete education concepts in their school turnaround strategies. For example, states and districts should

- ensure that schools and districts provide principals with the knowledge and skills required to develop the needs assessments for schools identified for support and improvement, and related resource inequity measurements,

which must be assessed from the perspective of the consolidated plan's well-rounded and complete education vision, policies, and objectives;

- develop a needs assessment model or tool for CSI and TSI schools, which must be grounded in a shared, state-district-school vision for delivering a well-rounded and complete education to all students; and

- use the same needs assessment model or tool across ESSA programs, and other related state policies, to ensure that investments are aligned with the state's well-rounded learning vision and goals.

Principals also should advocate for allocation of federal, state, and district school improvement resources, including professional development, according to a plan aligned to a needs assessment and reflective of a shared, well-rounded and complete education vision. For example, principals should

- encourage state leaders to use the ESSA consolidated plan to describe how the state will effectively use the state's Title I funding set aside to promote school improvement and turnaround consistent with a well-rounded and complete education vision, and

- urge states to set a high bar for how districts should use their 95% share of Title I school improvement funding, including driving districts to invest in evidence-based turnaround strategies (as required by ESSA), such as investment in early childhood learning and MTSS, that are consistent with a shared, well-rounded and complete education vision and strategies.

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[7] ESSA § 1111(d)(1).
[8] ESSA § 1111(d)(2).
[9] ESSA § 1111(d).
[10] ESSA § 1003(b).

Key Resources

School Improvement

Guide: Turning Around Chronically Low-Performing Schools: A Practice Guide *Institutes of Education Sciences* (2008)

Podcast: Research to Practice Connection in School Improvement *Education Policy Center at AIR* (2016)

Research: How Leadership Influences Student Learning *Wallace Foundation* (2004)

Book: Coaching Matters *Learning Forward* (2012)

Book: Leverage Leadership: A Practical Guide to Building Exceptional Schools *Uncommon Schools* (2012)

Guidance: Promises to Keep: Transforming Educator Preparation to Better Serve a Diverse Range of Learners *Council of Chief State School Officers and The Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center* (2016)

10

District Title I Plans and Resources

The district planning requirements for ESSA Title I expressly reference delivery of a well-rounded and complete education. ESSA requires school districts to craft plans for using Title I resources, including plans for monitoring students' progress in meeting state standards by developing and implementing a "well-rounded educational program."[11] Similarly, schools using Title I resources (Schoolwide Programs and Targeted Assistance Schools) must use the funding to help children meet state academic standards through "programs, activities, and academic courses necessary to provide a well-rounded education."[12]

Principals Talking Points

Principals should work with district leaders to ensure that district Title I plans reflect a fundamental commitment to a well-rounded and complete education for every student and to provide the resources and support necessary for educators and schools to deliver on this promise. To achieve this goal, principals should begin by working with state leaders to reach a statewide consensus on a well-rounded vision and corresponding policies, such as a state-adopted definition of the terms *well-rounded* and *complete education*, as part of the state's consolidated ESSA plan. This consensus will promote "braiding" state and local resources together to accomplish shared goals and flexibility for schools to access funding for key programs and services that are consistent with state and locally adopted policies. Principals should work with their superintendents to ensure that the school

district's Title I plan independently codifies a well-rounded and complete education goal and describes related strategies for using ESSA Title I resources to accomplish that goal. In other words, principals and superintendents should draft their own definition of a well-rounded and complete education and provide it for consideration, as many states may have "placeholder" language in their plans related to a definition of *well-rounded*.

🔑 Key Resources   Click on the icon for a full description.

District Title I Plans and Resources

➡ **Guidance:** Supporting School Reform by Leveraging Federal Funds in a Schoolwide Program: Non-Regulatory Guidance *U.S. Department of Education* (2016)

💼 **Toolkit:** The Money You Don't Know You Have for School Turnaround: Maximizing the Title I Schoolwide Model *State Development Network for School Turnaround* (2013)

💼 **Toolkit:** Maximizing Federal Education Funds for Student Achievement: A Toolkit for States Seeking to Enhance Flexibility and Reduce Burden *CCSSO* (2013)

📖 **Article:** The Quest for a Targeted and Effective Title I ESEA: Challenges in Designing and Implementing Fiscal Compliance Rules *Russell Sage Foundation Journal of the Social Science* (2015)

📖 **Report:** Disadvantaged Students: School Districts Have Used Title I Funds Primarily to Support Instruction *Government Accountability Office* (2011).

📹📖 **Video and Brief:** Title I at 50: A Retrospective *AIR* (2015)

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[11] ESSA § 1112(b)(1)(A).
[12] ESSA § 1114(a)(1), 1115(b)(2)(A).

11

Professional Supports for Educators

ESSA's professional development provisions, which are described in Title II, aim to help schools provide low-income and minority students with greater access to effective teachers, principals, and other school leaders and to build the capacity of educators.[13] Notably, the law's definition of professional development integrates the concept of enabling "students to succeed in a well-rounded education."[14] Districts must meaningfully consult with teachers, principals, other school leaders, specialized instructional support personnel, and others in developing their plans for using Title II resources.[15]

A district's Title II plans must address the learning needs of all students and must include a description of the LEA's system for professional growth and improvement, which should address the knowledge and skills required to deliver a well-rounded and complete education.[16] Title II funding may be used for a broad range of activities, including induction, peer interaction, addressing chronic absenteeism, supporting the identification of students who are gifted and talented, and supporting students affected by trauma or mental illness.[17] Notably, ESSA permits states to reserve up to 3% of Title II funds for programs to improve principal and school leader capacity.[18] States determine how this funding will be used and could elect to focus on building capacity in an array of leadership areas related to delivering a well-rounded and complete education, including establishing stronger prekindergarten programs, emphasizing new opportunities for enrichment, and developing access to expanded curriculum.

Title II also authorizes several competitive grants and other initiatives with implications for a well-rounded and complete education, including the STEM Master Teacher Corps program,[19] an American history and civics education program.[20] Title IV authorizes investments in professional development related to well-rounded and complete education opportunities. For example, the Student Support and Academic Enrichment Grants (SSAEG) program may be invested in capacity building in an array of related arrays, including arts, STEM, and other subjects, as well as professional development focused on effectively using technology to support teaching and learning.[21]

Principals Talking Points

Principals should work with their superintendents and other relevant senior district leaders to ensure that their district's Title II plan strategically addresses the knowledge and skills required to deliver a well-rounded and complete education. Principals also should ensure that the district's plans for using the Title IV, SSAEG for well-rounded and complete education investments include some investment in necessary areas of professional development. In addition, in those instances in which the district plans to use ESSA Title II resources to support a local educator evaluation system, principals should advocate to ensure that the evaluation model adopted by the school or district is aligned meaningfully to a well-rounded and complete education vision and goals, as well as to professional learning opportunities tied to any evaluative measures.

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[13] ESSA § 2001.
[14] ESSA § 8101(42)(A).
[15] ESSA § 2101(d)(3).
[16] ESSA § 2101.
[17] ESSA § 2101(c)(4).
[18] ESSA § 2101(c)(3).
[19] ESSA § 2245.
[20] ESSA § 2231.
[21] ESSA § 4641.

Principals also should urge state leaders to use, in its entirety, their new 3% ESSA, Title II funding set aside to provide school leaders with focused support on delivering a well-rounded and complete education to all students. Specifically, principals should call on states to

- exercise their right to use the 3% set aside for leadership professional development;

- focus on capacity building related to well-rounded and complete education leadership;

- ensure that principal preparation programs and mentoring and induction programs also incorporate a well-rounded and complete framework; and

- apply for the SSAEG (Title IV).

🗝 Key Resources   Click on the icon for a full description.

Professional Supports

Report: School Leadership Interventions Under the Every Student Succeeds Act: Evidence Review *Rand Corporation* (2017)

Report: Rethinking Principal Evaluation: A New Paradigm Informed by Research and Practice *National Association of Elementary School Principals and National Association of Secondary School Principals* (n.d.)

Video: The Learning Classroom: Theory Into Practice *Annenberg Learner* (2003)

Standards: Professional Standards for Educational Leaders *National Policy Board for Educational Administration* (2015)

Guide: PSEL 2015 and Promoting Principal Leadership for the Success of Students With Disabilities *Council of Chief State School Officers and The CEEDAR Center* (2017)

Article: Core Practices Fuel Superintendents' Equity Focus *Learning Forward* (2016)

Brief: Principal Professional Development: New Opportunities for a Renewed State Focus *Education Policy Center at AIR* (2017)

Contents

Student Supports and Academic Enrichment

ESSA created a significant new block grant for states and districts, which includes a primary focus on promoting students' access to well-rounded learning opportunities. The new SSAEG program authorizes up to $1.65 billion in annual formula funding for states and school districts. The program offers a relatively flexible funding source for activities in three policy and practice areas:

- Providing all students with access to a well-rounded and complete education;
- Improving school conditions for learning; and
- Improving the use of technology in order to improve the academic achievement, academic growth, and digital literacy of all students.[22]

State SSAEG funding allocations are determined based on ESSA's Title I formulas. States and districts must provide statutorily specified assurances to receive their SSAEG funding. In most cases, this involves conducting a needs assessment and promoting equitable access to the activities supported by the program.[23] Following allocation of program resources to states by the U.S. Department of Education (funding for the program will begin in calendar year 2017), most program funding (95%) flows from states to school districts. States may reserve 1% of the state's aggregate formula allocation for administration, and they may use up to 4% for state activities to support districts' work, including well-rounded and complete education initiatives.

The SSAEG program represents a flexible source of funding for districts that can support a wide array of well-rounded and complete education investments, including but not limited to programs and activities that use music and the arts as tools to support student success, STEM education, accelerated learning, history, civics, economics, geography, government, foreign languages, environmental, and volunteerism and community engagement initiatives. The program's

"conditions for learning" and "use of technology" elements also could be used to support well-rounded and complete education models. For example, strategically targeted technology investments could help provide access to high-quality digital resources, including open educational resources, supporting instruction, activities, and programming designed to provide a well-rounded and complete education. Likewise, the program's conditions for learning investments could support health, wellness, and other initiatives that are part of a well-rounded and complete education.

Principals Talking Points

Principals should work with their partners to

- urge state leaders to use their consolidated plans to describe how they will support districts in effectively using the SSAEG to deliver a well-rounded and complete education to their students. A strong state SSAEG plan, connected to a shared, statewide, well-rounded vision statement, will help ensure that the funding aids schools in delivering the array of curriculum, programs, and activities that students need.

- encourage superintendents to ensure that the required SSAEG needs assessment—and later, the district SSAEG application to the state—focus heavily on examining the areas that must be addressed to deliver a well-rounded and complete education to their students. At least 20% of SSAEG funding must be set aside by states and districts for the program's well-rounded and complete education element; however, in practice, up to 80% may be used for this purpose.

- develop shared strategies for maximizing the use of this important flexible, federal resource for well-rounded and complete educational opportunities.

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[22] ESSA § 4101.
[23] ESSA § 4103.

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Student Supports and Academic Enrichment

Webinars: ESSA Title IV, Part A Student Support and Academic Enrichment Non-Regulatory Guidance Webinar Series *The National Center on Safe Supportive Learning Environments* (2017)

Website: The SEL School: Connecting Social and Emotional Learning to Effective Teaching *Center on Great Teachers and Leaders* (n.d.)

Website: National Core Arts Standards *National Coalition for Core Arts Standards* (n.d.)

Website: Summer Learning *RAND Corporation* (2016)

Website: Afterschool Alliance *Afterschool Alliance* (n.d.)

Guidance: Non-Regulatory Guidance: Student Support and Academic Enrichment Grants *U.S. Department of Education* (2016)

Report: Advancing Equity Through ESSA: Strategies for State Leaders *Council of Chief State School Officers and The Aspen Institute* (2016)

Report: The Arts Leading the Way to Student Success: A 2020 Action Agenda for Advancing the Arts in Education *Arts Education Partnership* (n.d.)

Brief: Expanding the Definition of Student Success Under ESSA: Opportunities to Advance Social-Emotional Mindsets, Skills, and Habits for Today's Students *Transforming Education* (n.d.)

Planning Tool: The Future Ready Framework *Alliance for Excellent Education* (n.d.)

High-Quality Early Learning

Recognizing the importance of increasing kindergarten readiness rates and promoting alignment of the preschool curriculum with the early elementary grades, Congress embedded early learning provisions across ESSA. State and districts may use Title I, Title II, Title III, Title IV, and other resources—including a new preschool development grants program—to expand access to preschool and better equip educators and school leaders with the expertise and skills necessary to serve the nation's youngest learners.

Principals Talking Points

Principals should encourage state leaders to make preschool a core part of the state ESSA plan. Principals should ensure that

- their state's ESSA plan includes a focus on (a) expanding access to high-quality early learning, (b) encouraging alignment and collaboration from birth through the third grade, and (c) initiatives to better support teachers and leaders;

- district leaders use ESSA Title I funds to provide early education services in their schools, or in preschool centers operated by the district, as well as in community-based preschool programs; and

- district leaders use ESSA, Title II resources to equip elementary educators with the knowledge and skills required to effectively serve young learners through developmentally appropriate strategies and practices.

Key Resources

Click on the icon for a full description.

High-Quality Early Learning

Brief: Investing in Our Future: The Evidence Base on Preschool Education *Society for Research in Child Development and the Foundation for Child Development* (2013)

Report: Title I and Early Childhood Programs: A Look at Investments in the NCLB Era *Center for Law and Social Policy* (2007)

Report: Leading PreK–3 Learning Communities: Competencies for Effective Principal Practice *National Association of Elementary School Principals* (2017)

Policy Report: Ten Questions Local Policymakers Should Ask About Expanding Access to Preschool *Education Policy Center at AIR* (2016)

Research: The Effects of Universal Pre–K In Oklahoma: Research Highlights and Policy Implications *Policy Studies Journal* (2005)

Research: Informing Investments in Preschool Quality and Access in Cincinnati: Evidence of Impacts and Economic Returns From National, State, and Local Preschool Programs *Rand Corporation* (2016)

Research: Condition of Children Birth to Age Five and Status of Early Childhood Services in California: Synthesis of Recent Research *AIR* (2012)

Website: What Early Learning in ESSA Can Look Like for States and Districts *First Five Years Fund* (2016)

3. How to Successfully Engage With State and District Leaders

State education agencies have already started developing their ESSA consolidated plans in anticipation of filing them with the U.S.

Innovative Engagement Approach

Public Agenda's Choicework Discussion Starters

Available for free download, these discussion starters on K–12 education are designed to help average citizens think and talk productively about public problems. Many are also available on YouTube and in Spanish. Principals may find these useful in engaging parents and other stakeholders around early childhood learning, after-school programs, new standards, and equitable access to excellent teachers.

Department of Education in April or September 2017 (as required by the Department's ESSA accountability and state planning regulations). ESSA requires states to work with stakeholders, such as principals, to develop the plans. SEAs also must consult with other state leaders, including state board members and governors, and post the plans publicly before filing them with the U.S. Department of Education. Many states are now sharing their draft plans with local districts and holding sessions throughout regions across their state. Although the next two months will be important for principals and other education stakeholders to directly weigh in on the state plans, the information provided in this document can inform district plans and support efforts through implementation of the plans over the coming years at both the state and local levels. Principals should work quickly—leveraging their peers and professional associations, district and community partners, and other like-minded policy advocates—to ensure that the state plan sets the stage for helping schools deliver a well-rounded and complete education to their students.

Specifically, principals should consider the following engagement strategies, using the policy ideas suggested previously, to maximize their impact on their state's ESSA planning process:

ESTABLISH A PLANNING GROUP TO DEVELOP A SHARED, WELL-ROUNDED, AND COMPLETE EDUCATION VISION. Principals should identify peers and other stakeholders—such as teachers, superintendents, and community-based organization allies—to develop a shared, well-rounded, and complete education vision. This work should be informed by ESSA's definition of a well-rounded and complete education, described earlier, yet should be tailored to reflect local priorities, needs, and goals. Crafting this vision statement is a crucial first step in ensuring that the state ESSA plan—and later, district practice—reflect appropriate, well-rounded, and complete education objectives, goals, and strategies to support subsequent work at the school level.

IDENTIFY WAYS TO PARTICIPATE IN THE ESSA PLANNING PROCESS AND EFFECTIVELY ENGAGE STATE LEADERS. Principals should identify opportunities to engage state leaders about development of the ESSA consolidated plan—which begins by understanding the state's ESSA planning process. Principals should ensure that they are familiar with their state's ESSA website, contacts, and related information. Principals are encouraged to work with their state principals' association to learn how they are engaged with the state and planning.

SEAs must move quickly to ensure their ESSA planning processes are on track to meet the U.S. Department of Education's April and September deadlines and ESSA's requirement that the law be fully implemented by the 2018–19 school year. The rapid pace of the process, combined with the many voices urging SEAs to adopt policies across a diverse range of areas, may seem like an insurmountable obstacle. However, a motivated school leader, leveraging like-minded principals, can have a significant impact on state decision making.

PRINCIPALS AND SCHOOLS

Building a Communications Strategy: How to Make Your Message Resonate *NAESP* (2017)

DISTRICTS

Guidance: A District Guide to ESSA and the Importance of Stakeholder Engagement: Participation, Preparation and What Comes Next *Partners for Each and Every Child* (2016; updated 2017)

STATES

Handbook: A Handbook for Meaningful Stakeholder Engagement: A Tool to Support State Education Agencies in Planning and Implementation of ESSA *Partners for Each and Every Child* (2016)

Toolkit: Let's Get This Conversation Started: Strategies, Tools, Examples, and Resources to Help States Engage With Stakeholders to Develop and Implement Their ESSA Plans *Council of Chief State School Officers* (2016)

Toolkit: Equitable Access Implementation Playbook and Stakeholder Engagement Guide *Center on Great Teachers and Leaders* (2015)

Communication Plan. Principals should develop and execute a plan for communicating their well-rounded and complete education vision statement to the SEA, state board of education, governor, and education leaders in the legislature. Among other strategies, this outreach should include

- sending a letter to state officials and participating in the required ESSA planning stakeholder engagement process (in most cases, information about the process can be found on your SEA's website);

- briefing other local stakeholder groups (e.g., unions and community organizations) about your well-rounded and complete education vision so that they also can urge state and district leaders to adopt it;

- explaining your vision to students' families and encouraging parents to contact their state officials to express support for policies designed to support well-rounded and complete approaches; and

- providing research and evidence to support your concept of a well-rounded and complete education for every student.

Advocacy Focus. This engagement should focus on persuading state leaders to position delivery of a well-rounded and complete education as a guiding "North Star" for the state plan. Among other strategies, principals should

- urge state leaders to adopt the policy ideas described in section 2, such as legislative definitions of the terms *well-rounded* and *complete education;*

- advocate strongly for their state to adopt a well-rounded and complete indicator or indicators in their state accountability system, ensure that the vision is embedded in the school improvement process, and use ESSA resources (such as Title I, Title II, and Title IV) to deliver a well-rounded and complete education at the school level; and

- urge district leaders to embed the well-rounded and complete education concept in their mandatory district Title I plans, including describing how they will leverage their share of Title II and Title IV funding to accomplish this goal.

DEVELOP MODEL TOOLS FOR ESSA IMPLEMENTATION
Key ESSA provisions require needs assessments, which must be used to guide the law's major investments, including using Title I school improvement and Title II professional development funds and the Title IV block grant. Needs assessments are effective only if they focus on the right issues and areas. The author of the needs assessment will have a significant impact on spending decisions. Therefore, principals should volunteer to develop, or oversee, needs assessments for their districts and/or play a role in developing a high-quality, statewide needs assessment. This strategy will help ensure that the needs

assessments are written from the perspective of well-rounded and complete educational models, which could have a powerful impact on whether or not the resources are ultimately used effectively to provide students with access to the array of opportunities they need.
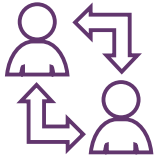
WORK WITH DISTRICT LEADERS TO INFLUENCE TITLE I, II, AND OTHER DISTRICT-LEVEL PLANNING. In addition to supporting development of the state ESSA plan, principals should actively participate in developing required ESSA plans for school districts, including the Title I and Title II plans. Most ESSA funding flows to districts. District leaders must submit plans explaining how they intend to use these resources in a manner consistent with the law. Like the state plan, these plans should include a core focus on delivering a well-rounded and complete education to all students. With this goal in mind, principals should

- contact their superintendents and offer to participate in the district's ESSA planning efforts;
- educate school board members about the process;
- brief community partners to secure their support and involvement;
- gather research and evidence on any proposed concepts related to a well-rounded and complete education;
- engage parents in understanding their vision of a well-rounded education; and
- educate local media about the importance of a planning process that is aligned to the provision of a well-rounded and complete education for every student.

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Conclusion and Summary

ESSA provides a significant opportunity for expanding students' access to a well-rounded and complete education. Over the past 10 years, NAESP has been committed to reorienting ESEA to provide this opportunity for students, families, and schools. We encourage principals to use these policy ideas and suggested talking points to ensure that applications of state policy and district practice recognize and pursue this important goal. This policy and action guide does not describe the full depth and breadth of ESSA; therefore, we encourage you to think creatively about how to use the law to support your work in other ways. Successful implementation of ESSA will depend in large part on principals' leadership, and we hope these ideas and resources offer a strong foundation for working with your state and district partners.

Resource List

To make it easy for readers to locate a resource from the sections above, this resource list is organized by topical section. Full citations are provided following each resource description.

Standards and Assessment

The Role of Language and Literacy in College- and Career-Ready Standards: Rethinking Policy and Practice in Support of English Language Learners *Alliance for Excellent Education* (2012)

This policy brief describes the implementation of new college- and career-ready (CCR) standards, with a focus on the implications for English learners; discusses the challenges of language acquisition; and addresses the importance of connecting language proficiency and rigorous content standards for learners. It highlights a number of initiatives already under way to analyze the language demands embodied in the CCR standards, and it outlines the substantive changes needed at the secondary school level. Finally, the report offers recommendations for state and local policymakers.

> Haynes, M. (2012). *The role of language and literacy in college- and career-ready standards: Rethinking policy and practice in support of English language learners.* Washington, DC: Alliance for Excellent Education. Retrieved from http://all4ed.org/wp-content/uploads/2013/06/LangAndLiteracyInStandardsELLs.pdf

Improving College and Career Readiness for Students With Disabilities *College and Career Readiness and Success Center* (2013)

This resource describes how to integrate strategies for moving students with disabilities toward CCR across all policy domains, including integrating such students' needs into overall educational goals and standards and assessment strategies.

> Brand, B., Valent, A., & Danielson, L. (2013). *Improving college and career readiness for students with disabilities.* Washington, DC:

American Institutes for Research, College and Career Readiness and Success Center. Retrieved from http://www.ccrscenter.org/sites/default/files/Improving%20College%20and%20Career%20Readiness%20for%20Students%20with%20Disabilities.pdf

"Assessing Students' Readiness for College and Careers" from *Closing the Expectations Gap* Achieve (2014)

This brief provides a comprehensive yet economical overview of CCR assessment issues, including a coherent assessment system aligned with graduation requirements and multiple paths to postsecondary success.

> Achieve. (2015). *Closing the expectations gap: 2014 annual report on the alignment of state K–12 policies and practices with the demands of college and careers.* Washington, DC: Author. Retrieved from http://www.achieve.org/files/Achieve-ClosingExpectGap2014%20Feb5.pdf

Designing Assessments for College and Career Readiness: Performance Tasks *College and Career Readiness and Success Center* (2016)

How can educators assess students' CCR, particularly the deep content knowledge and complex skills required by the new standards? Performance tasks are one way to assess students' CCR because they require students to produce authentic work that demonstrates their mastery of specific skills and content. This video from the CCRS Center, produced in cooperation with the Center on Standards and Assessment Implementation, explores how educators can design and score performance tasks and connects performance tasks with other education initiatives, including competency-based education, deeper learning, and employability skills.

> College and Career Readiness and Success Center. (n.d.). *Designing assessments for college and career readiness: performance tasks* [Video]. Washington, DC: American Institutes for Research. Retrieved from http://www.ccrscenter.org/products-resources/designing-assessments-college-and-career-readiness-performance-tasks

Assessing 21st Century Skills: Summary of a Workshop *Committee on the Assessment of 21st Century Skills* **(2011)**

This summary of research focuses on strategies for assessing 21st century skills—that is, employability skills that include applied academic skills as well as interpersonal and intrapersonal skills. The summary includes a discussion of how employability skills might be 21st century skills, what assessments are available, what needs to be done to develop additional assessments, and how such assessment results should be used.

> National Research Council. (2011). *Assessing 21st century skills: Summary of a workshop.* J. A. Koenig, Rapporteur. Committee on the Assessment of 21st Century Skills, Board on Testing and Assessment, Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press. Retrieved from https://www.ncbi.nlm.nih.gov/books/NBK84218/pdf/Bookshelf_NBK84218.pdf

Common Core State Standards & Career and Technical Education: Bridging the Divide Between College and Career Readiness *Achieve* **(2012)**

The Every Student Succeeds Act (ESSA) requires that academic standards and career and technical education (CTE) standards be aligned, where applicable. This resource provides detailed considerations of and guidance for integrating CTE and academic curricula through standards and classroom-level instruction.

> Achieve. (2012). *Common core state standards and career & technical education: Bridging the divide between college and career readiness.* Washington, DC: Author. Retrieved from http://www.achieve.org/files/CCSS-CTE-BridgingtheDivide.pdf

College, Career & Civic Life C3 Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K–12 Civics, Economics, Geography, and History *National Council for the Social Studies* **(2013)**

The result of a 3-year, state-led collaborative effort, the *College, Career & Civic Life C3 Framework for Social Studies State Standards* was developed to help states upgrade their state social studies standards and to aid practitioners—local school districts, schools, teachers, and curriculum writers—in strengthening their social studies programs.

> National Council for the Social Studies. (2013). *The College, career, & civic life C3 framework for social studies state standards: Guidance for enhancing the rigor of K–12 civics, economics, geography, and history.* Silver Spring, MD: Author. Retrieved from http://www.socialstudies.org/sites/default/files/c3/C3-Framework-for-Social-Studies.pdf

A Path of Progress: State and District Stories of High Standards Implementation *Council of Chief State School Officers* **(2016)**

This report by the Council of Chief State School Officers (CCSSO) provides examples of how CCR standards are being implemented across the country. It serves as a resource for those who want to know how educators at the state and local levels have implemented CCR standards and shares implementation strategies that may be borrowed or adapted.

> Council of Chief State School Officers. (2016). *A path of progress: State and district stories of high standards implementation.* Washington, DC: Author. Retrieved from http://www.ccsso.org/Documents/2016/State%20District%20Project/State%20and%20District%20project%209.27.16.pdf

Guide to Implementing the Next Generation Science Standards *National Research Council* **(2015)**

This guidance supports district and school leaders and teachers tasked with developing a plan and implementing the Next Generation Science Standards as they change their curriculum, instruction, professional learning, policies, and assessment to align with the new standards.

> National Research Council. (2015). *Guide to implementing the next generation science standards.* Committee on Guidance on Implementing the Next Generation Science Standards, Board on Science Education, Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press. Retrieved from https://www.nap.edu/catalog/18802/guide-to-implementing-the-next-generation-science-standards

Comprehensive Standards-Based Assessment Systems Supporting Learning *The Center on Standards and Assessment Implementation* (**2016**)

This brief provides a common foundation by laying out a general framework for a comprehensive, learning-based assessment system. The framework incorporates different types of assessment to serve the distinctive information needs of different stakeholders, but all of the assessments are closely coordinated. This coordination ensures uniform focus and strategic action across levels to fuel students' achievement of state CCR standards.

Herman, J. (2016). *Comprehensive standards-based assessment systems supporting learning*. San Francisco, CA: WestEd, The Center on Standards and Assessment Implementation. Retrieved from http://www.csai-online.org/sites/default/files/resources/4666/CAS_SupportingLearning.pdf

Measurement Matters: Assessing Personal Qualities Other Than Cognitive Ability for Educational Purposes *Educational Researcher* (**2015**)

This article discusses the advantages and limitations of using various measures of "noncognitive factors" and describes some of the issues concerning terminology related to social and emotional skills.

Duckworth, A., & Yeager, D. L. (2015). Measurement matters: Assessing personal qualities other than cognitive ability for educational purposes. *Educational Researcher, 44*(4), 237–251. Retrieved from http://journals.sagepub.com/stoken/rbtfl/hixxiPxVRpaxg/full

The Limitations of Self-Report Measures of Non-cognitive Skills *The Brookings Institution* (**2014**)

This article discusses the limitations of using a self-report measure for noncognitive skills and ensures a clear understanding of the strengths and limitations of current measures of social and emotional skills.

West, M. R. *The limitations of self-report measures of non-cognitive skills.* (2014). Washington, DC: The Brookings Institution. Retrieved from https://www.brookings.edu/research/the-limitations-of-self-report-measures-of-non-cognitive-skills/

Measures of Social and Emotional Skills for Children and Young People: A Systematic Review *Educational and Psychological Measurement* (**2011**)

Social and emotional skills are critical for CCR. This literature review provides an overview of valid and reliable instruments for the measurement of such skills.

Humphrey, N., Kalambouka, A., Wiglesworth, M., Lendrum, A., Deighton, J., & Wolpert, M. (2011). Measures of social and emotional skills for children and young people: A systematic review. *Educational and Psychological Measurement, 71*(4), 617–637. Retrieved from http://journals.sagepub.com/doi/pdf/10.1177/0013164410382896

Social-Emotional Learning Assessment Measures for Middle School Youth *Social and Development Research Group, University of Washington* (**2011**)

This resource provides a compendium of social and emotional measures for middle school students.

Haggerty, K., Elgin, J., & Woolley, A. (2011). *Social-emotional learning assessment measures for middle school youth.* Seattle, WA: University of Washington, Social Development Research Group. Retrieved from http://www.search-institute.org/sites/default/files/a/DAP-Raikes-Foundation-Review.pdf

Compendium of Preschool Through Elementary School Social-Emotional Learning and Associated Assessment Measures *Chicago, IL: University of Illinois at Chicago and The Collaborative for Academic, Social, and Emotional Learning* (**2010**)

This resource provides a compendium of social and emotional learning (SEL) measures from preschool through elementary school.

Denham, S. A., Ji, P., & Hamre, B. (2010). *Compendium of preschool through elementary school social-emotional learning and associated*

assessment measures. Chicago, IL: University of Illinois at Chicago and The Collaborative for Academic, Social, and Emotional Learning. Retrieved from http://static1.squarespace.com/static/513f79f9e4b05ce7b70e9673/t/527815bbe4b057bbfd8adb2e/1383601595064/compendium-of-preschool-through-elementary-school-social-emotional-learning-and-associated-assessment-measures.pdf

Are You Ready to Assess Social and Emotional Development? *American Institutes for Research (AIR)* **(2015)**

The Ready to Assess Suite of tools provides education leaders with three tools as they make decisions to assess social and emotional development, including a brief on the state of the field, a decision tree to help leaders think about some of the key considerations for selecting assessments, and a compendium of SEL measures.

American Institutes for Research. (2015). Are you ready to assess social and emotional development? [Website]. Retrieved from http://www.air.org/resource/are-you-ready-assess-social-and-emotional-development

What Are the Key Features of High-Quality Standards for Emotional Learning (SEL)? Recommendations and Examples for the Collaborating States Initiative *The Collaborative for Academic, Social, and Emotional Learning (CASEL)* **(2016)**

This resource provides a description of key features of high-quality SEL policies and guidelines, including example resources for each of the six key features.

Dusenbury, L., & Yoder, N. (2016). *What are the key features of high-quality standards for emotional learning (SEL)? Recommendations and examples for the Collaborating States Initiative.* Chicago, IL: The Collaborative for Academic, Social, and Emotional Learning. Retrieved from https://www.casel.org/wp-content/uploads/2016/08/PDF-23-What-are-the-Key-Features-of-High-Quality-Standards-7-26-16.pdf

Next Generation Science Standards

The Next Generation Science Standards were developed by educators from 26 states. This webpage may be used as a guide to improve student learning and performance to help students become better prepared for future careers in not only science, technology, engineering, or mathematics but also any other career in the 21st century.

NGSS Lead States. (2013). *Next Generation Science Standards: For states, by states.* Washington, DC: The National Academies Press. Available at https://www.nap.edu/catalog/18290/next-generation-science-standards-for-states-by-states

Accountability

Innovation in Accountability: Designing Systems to Support School Quality and Student Success *Center for American Progress* **(2016)**

This report describes how a well-rounded education may be embedded into accountability systems.

Batel, S., Sargrad, S., & Jimenez, L. (2016). *Innovation in accountability: Designing systems to support school quality and student success.* Washington, DC: Center for American Progress. Retrieved from https://www.americanprogress.org/issues/education/reports/2016/12/08/294325/innovation-in-accountability/

Should Non-cognitive Skills Be Included in School Accountability Systems? Preliminary Evidence From California's CORE Districts *The Brookings Institution* **(2016)**

This article discusses a preliminary analysis from the CORE districts in California, which are using measures of school climate and social and emotional skills within their accountability metric.

West, M. R. (2016). *Should non-cognitive skills be included in school accountability systems? Preliminary evidence from California's CORE districts.* Washington, DC: The Brookings Institution. Retrieved from https://www.brookings.edu/research/should-non-cognitive-skills-be-included-in-school-accountability-systems-preliminary-evidence-from-californias-core-districts/

School Climate Measurement *National Center on Safe and Supportive Learning Environments* (n.d.)

This webpage from the National Center on Safe Supportive Learning Environments provides resources on measuring school climate, including a compendium of school climate surveys and a link to the free U.S. Department of Education School Climate Surveys and corresponding tools and supports.

National Center on Safe and Supportive Learning Environments. (n.d.). *School climate measurement* [Website]. Retrieved from https://safesupportivelearning.ed.gov/topic-research/school-climate-measurement

Pathways to New Accountability Through the Every Student Succeeds Act *Learning Policy Institute* (2016)

This report provides an overview of key provisions of ESSA and highlights research-based policies and strategies to leverage the new requirements and opportunities. In addition, the report draws on the work of innovative states and school systems in the United States and elsewhere to explore ways of rethinking systems of accountability and support to ensure students are college, career, and life ready.

Darling-Hammond, L., Bae, S., Cook-Harvey, C., Lam, L., Mercer, C., Podolsky, A., & Lelsy Stosich, E. (2016). *Pathways to new accountability through the Every Student Succeeds Act.* Palo Alto, CA: Learning Policy Institute. Retrieved from https://learningpolicyinstitute.org/product/pathways-new-accountability-through-every-student-succeeds-act

A Call to Action for Inspiring and Motivating Our Children and Teachers to Learn and Grow in Social, Emotional, and Cognitive Arenas

This letter, written by David Osher and Tim Shriver, discusses ways in which ESSA can be used to leverage SEL and school climate, including ways in which measurement should and should not be used within ESSA.

Osher, D., & Shriver, T. (n.d.). A call to action for inspiring and motivating our children and teachers to learn and grow in social, emotional, and cognitive arenas [Call-to-action letter]. Seattle, WA: Committee for Children. Retrieved from http://www.cfchildren.org/Portals/1/Advcy/advcy_doc/2016/essa-consensus-letter-secretary-king.pdf

Assessing Social-Emotional Learning *National Association of State Boards of Education* (2016)

This article discusses the case for assessing SEL but also provides a caveat about using SEL assessment for accountability.

Rikoon, S. H., Brenneman, M. W., & Petway, II, K. T. (2016). *Assessing social-emotional learning.* Alexandria, VA: National Association of State Boards of Education. Retrieved from http://www.nasbe.org/wp-content/uploads/Assessing-Social-Emotional-Learning_September-2016-Standard.pdf

ESSA's Non-Academic Measure: What States Should Know About School Climate and SEL *Education Policy Center at AIR* (2016)

This event brought together SEL and school climate experts—from state education, research, and journalism—who offered suggestions for policymakers based on decades of research and field experience.

American Institutes for Research. (2016). *ESSA's non-academic measure: What states should know about school climate and SEL* [Video]. Retrieved from http://www.air.org/event/essa-s-non-academic-measure-what-states-should-know-about-school-climate-and-sel

Using the "Additional Indicator" Under ESSA to Drive College and Career Readiness: Prioritizing Multiple Pathways and Employability Skills *College and Career Readiness and Success Center* (2016)

This webinar recording discusses multiple different measures that may be used as the fifth indicator in new state accountability systems, including school climate and employability skills.

College and Career Readiness and Success Center. (2016). *Using the "additional indicator" under ESSA to drive college and

career readiness: Prioritizing multiple pathways and employability skills [Webinar recording]. Retrieved from http://www.ccrscenter.org/products-resources/ccrs-center-webinars-events/using-additional-indicator-under-essa-drive-college

National Core Arts Standards *National Coalition for Core Arts Standards* (n.d.)

This website offers a host of resources, including handbooks, that support understanding and implementation of the National Core Art Standards, which offer a process that guides educators in providing a unified quality arts education for students in prekindergarten through high school.

National Coalition for Core Arts Standards. (n.d.). *National core arts standards.* Retrieved from http://www.nationalartsstandards.org/

School Improvement

Turning Around Chronically Low-Performing Schools: A Practice Guide *Institutes of Education Sciences* (2008)

The purpose of this practice guide is to formulate specific and coherent, evidence-based recommendations for use by educators in addressing the multifaceted challenge of turning around low-performing schools.

Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., & Darwin, M. (2008). *Turning around chronically low-performing schools: A practice guide* (NCEE 2008-4020). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. Retrieved from https://ies.ed.gov/ncee/wwc/Docs/Practice Guide/Turnaround_pg_04181.pdf

Research to Practice Connection in School Improvement *Education Policy Center at AIR* (2016)

In an interview with two researchers and technical assistance experts, this two-part podcast highlights (1) how teachers and leaders work together to support school improvement and (2) three key ideas for supporting school improvement.

American Institutes for Research. (2016). *Research to practice connection in school improvement* [Audio podcast]. Retrieved from http://educationpolicy.air.org/publications/research-practice-connection-school-improvement

How Leadership Influences Student Learning *The Wallace Foundation* (2004)

This report examines the questions of how leadership matters, how important those effects are on student learning, and what qualities a successful leader possesses.

Leithwood, K., Louis, K. S., Anderson, S., & Wahlstrom, K. (2004). *How leadership influences student learning.* New York, NY: The Wallace Foundation. Retrieved from http://www.wallacefoundation.org/knowledge-center/school-leadership/key-research/documents/how-leadership-influences-student-learning.pdf

Coaching Matters *Learning Forward* (2012)

This book shares how coaching can make a difference in teaching practices.

Killion, J., Harrison, C., Bryan, C., & Clifton, H. (2012). *Coaching matters.* Oxford, OH: Learning Forward. Available at https://www.amazon.com/Coaching-Matters-Joellen-Killion/dp/1936630052

Leverage Leadership: A Practical Guide to Building Exceptional Schools *Uncommon Schools* (2012)

By using the seven principles (levers) identified, school leaders can understand what an effective leader should do and how and when to do it.

Bambrick-Santoyo, P. (2012). *Leverage leadership: A practical guide to building exceptional schools.* Hoboken, NJ: Jossey-Bass. Available at http://www.uncommonschools.org/our-approach/thought-leadership/leverage-leadership-book-paul-bambrick-santoyo-doug-lemov

Three Things We Learned From the Study of School Turnaround *Education Policy Center at AIR* (2016)

This blog summarizes the initial results from *The Study of School Turnaround*, a multiyear study of a Race to the Top and School

Improvement Grant initiative implementation and impacts in K–12 schools. The blog includes links to audio clips in which the study investigators explain initial findings. For full study results, visit https://ies.ed.gov/ncee/projects/evaluation/other_racetotop.asp

> Carlson Le Floch, K. (2016, April 14). Three things we learned from the study of school turnaround [Web log post]. Retrieved from http://educationpolicy.air.org/blog/three-things-we-learned-study-school-turnaround

Promises to Keep: Transforming Educator Preparation to Better Serve a Diverse Range of Learners *Council of Chief State School Officers and The Collaboration for Effective Educator Development, Accountability, and Reform Center* (**2016**)

This resource outlines key policy actions that state education agencies (SEAs) can take to ensure that teacher and leader preparation prepares teachers to work with all learners, particularly those who have the greatest learning and behavioral needs.

> Council of Chief State School Officers (CCSSO) and The Collaboration for Effective Educator Development, Accountability, and Reform Center. (2016). Promises to keep: Transforming educator preparation to better serve a diverse range of learners. Washington, DC: CCSSO. Retrieved from http://ceedar.education.ufl.edu/wp-content/uploads/2015/06/Promises-to-Keep.pdf

District Title I Plans and Resources

Supporting School Reform by Leveraging Federal Funds in a Schoolwide Program: Non-Regulatory Guidance *U.S. Department of Education* (**2016**)

This resource offers the most recent information about the U.S. Department of Education's nonregulatory guidance on using Title 1 funds under ESSA.

> U.S. Department of Education. (2016). *Supporting school reform by leveraging federal funds in a schoolwide program: Non-regulatory guidance.* Washington, DC: Author. Retrieved from https://www2.ed.gov/policy/elsec/leg/essa/essaswpguidance9192016.pdf

The Money You Don't Know You Have for School Turnaround: Maximizing the Title I Schoolwide Model *State Development Network for School Turnaround* (**2013**)

This toolkit clarifies rules that apply to ESEA Title I spending for schoolwide programs and outlines considerations for states, districts, and schoolwide schools that desire to rethink Title I spending.

> Junge, M., & Krvaric, S. (2013). *The money you don't know you have for school turnaround: Maximizing the Title I schoolwide model.* Boston, MA: Mass Insight Education, State Development Network for School Turnaround. Retrieved from http://www.fededgroup.com/uploads/FedEd_SDN_supplemental_funds_toolkit_FINAL_7_11_13.pdf

Maximizing Federal Education Funds for Student Achievement: A Toolkit for States Seeking to Enhance Flexibility and Reduce Burden *CCSSO* (**2013**)

The Council of Chief State School Officers (CCSSO), in partnership with the Federal Education Group, offers this toolkit for states that want to reexamine the ways in which they and their school districts spend federal K–12 formula grants to support student achievement. Although the specific steps that individual states take will vary, there is a core set of practices that states may consider before undertaking this work.

> Council of Chief State School Officers and the Federal Education Group, PLLC. (2013). *Maximizing federal education funds for student achievement: A toolkit for states seeking to enhance flexibility and reduce burden.* Washington, DC: CCSSO. Retrieved from http://www.ccsso.org/Documents/2013/CCSSO Toolkit on Maximizing Funds.pdf

The Quest for a Targeted and Effective Title I ESEA: Challenges in Designing and Implementing Fiscal Compliance Rules *Russell Sage Foundation Journal of the Social Science* (**2015**)

This journal article focuses on the Elementary and Secondary Education Act (ESEA) yet offers relevant suggestions for putting Title I funds to their best uses. The report notes that Title I ESEA faced a fundamental tension in achieving its goal of improving outcomes for disadvantaged

students. On the one hand, districts often failed to target federal funds to the intended recipients. On the other hand, regulations meant to ensure proper targeting sometimes interfered with the efficient use of funds. Despite the increasing uptake of the schoolwide option, misconceptions of Title I's fiscal rules likely still prevented many schools operating schoolwide programs from taking full advantage of the flexibility the schoolwide designation allows.

Gordon, N., & Reber, S. (2015). The quest for a targeted and effective Title I ESEA: Challenges in designing and implementing fiscal compliance rules. *The Russell Sage Foundation Journal of the Social Sciences, 1*(3), 129–147. Retrieved from http://www.rsfjournal.org/doi/full/10.7758/RSF.2015.1.3.07

Disadvantaged Students: School Districts Have Used Title I Funds Primarily to Support Instruction *Government Accountability Office* (**2011**).

This descriptive study examines how a sample of 12 districts in four states used Title I funds under the Elementary and Secondary Education Act (ESEA). Specifically, it found that most districts used funds primarily for instructional purposes (e.g., salaries and benefits for teachers) and targeted their funding at the elementary level. This included reducing class sizes, extending class time, and coaching Title I teachers.

United States Government Accountability Office. (2011). *Disadvantaged students: School districts have used Title I funds primarily to support Instruction.* Washington, DC: Author. Retrieved from http://www.gao.gov/new.items/d11595.pdf

Title I at 50: A Retrospective *AIR* (**2016**)

Title I made educational equity a federal priority by providing financial assistance to local education agencies serving children of low-income families. In recent years, the policy's scope has expanded to serve more than 21 million children. In April 2015, the Elementary and Secondary Education Act celebrated its 50th anniversary. AIR takes a look at the history of Title I; how the program has changed over time;

and how it affects children, schools, families, and education policy. This webpage offers a retrospective brief, blogs, and a video series exploring the history and future of Title I.

Boyle, A., & Lee, K. (2016). *Title I at 50: A retrospective.* Washington, DC: American Institutes for Research. Retrieved from http://www.air.org/sites/default/files/downloads/report/Title-I-at-50-rev.pdf

Professional Supports for Educators

School Leadership Interventions Under the Every Student Succeeds Act: Evidence Review *Rand Corporation* (**2017**)

This report describes the opportunities for supporting school leadership under ESSA, discusses the standards of evidence under ESSA, and synthesizes the research base with respect to those standards, including for principal professional development and support.

Epstein, R. H., Gates, S. M., Arifkhanova, A., Bega, A., Chavez-Herrerias, E., Han, E., … & Wrabel, S. (2017). *School leadership interventions under the Every Student Succeeds Act: Evidence review.* Santa Monica, CA: RAND Corporation. Retrieved from http://www.rand.org/content/dam/rand/pubs/research_reports/RR1500/RR1550-2/RAND_RR1550-2.pdf

Aligning Evaluation Results and Professional Development: Driving Systemic Human Capital Management Reform *Teacher Incentive Fund, U.S. Department of Education* (**2012**)

This report discusses the need and strategies for aligned professional learning with teacher evaluation results.

Behrstock-Sherratt, E., & Jacques, C. (2012). *Aligning evaluation results and professional development: Driving systemic human capital management reform.* Washington, DC: U.S. Department of Education, Teacher Incentive Fund. Retrieved from http://files.eric.ed.gov/fulltext/ED565885.pdf

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The Learning Classroom: Theory Into Practice *Annenberg Learner* (2003)

Stanford University's Linda Darling-Hammond hosts 13 half-hour programs that illustrate a variety of learning theories and include classroom applications. The resource includes a printable guide to supplement the videos, background resources, discussion questions, and assignments to transform the theoretical into the practical for teachers.

> Annenberg Learner. (2003). *The learning classroom: Theory into practice* [Video file]. Retrieved from http://www.learner.org/resources/series172.html

Principals Boost Coaching's Impact: School Leaders' Support Is Critical to Collaboration *Learning Forward* (2015)

This article describes the role of the principal in promoting successful instructional coaching in their schools.

> Foltos, L. (2015). Principals boost coaching's impact: School leaders' support is critical to collaboration. *JSD, 36*(1). Retrieved from https://learningforward.org/docs/default-source/jsd-february-2015/principals-boost-coaching's-impact.pdf

Professional Standards for Educational Leaders *National Policy Board for Educational Administration* (2015)

The Professional Standards for Educational Leaders, released in 2015, outline foundational principles of leadership to guide the practice of educational leaders, enabling them to "move the needle" on student learning to achieve more equitable outcomes. Standard 6, "Professional Capacity of School Personnel," discusses the school leader's role in growing teachers through professional development and support opportunities.

> National Policy Board for Educational Administration. (2015). *Professional standards for educational leaders.* Reston, VA: Author. Retrieved from http://www.ccsso.org/Documents/2015/ProfessionalStandardsforEducationalLeaders2015forNPBEAFINAL.pdf

Core Practices Fuel Superintendent's Equity Focus *Learning Forward* (2016)

This article describes a practical example of a network of superintendents that can be instructive for developing a network of support and learning for principals.

> Thompson, S. (2016). Core practices fuel superintendents' equity focus. *JSD, 37*(6), 32–36. Retrieved from https://learningforward.org/docs/default-source/jsd-december-2016/core-practices-fuel-superintendents-equity-focus-december16.pdf

Data Resources for Classroom Use *Council of State Science Supervisors* (n.d.)

This site provides reviewed science, social studies, mathematics, and collaborative lessons for Grades K–12 that provide high-quality learning opportunity for students. Teachers also are provided with examples of high-quality resources that lead to a deeper understanding of and ability to evaluate additional instructional materials.

> Council of State Science Supervisors. (n.d.). *Data resources for classroom use.* Retrieved from http://www.csss-science.org/classroom.shtml

Science Professional Learning Standards *Council of State Science Supervisors* (2017)

This document provides a set of Science Professional Learning Standards (SPLS) developed by the Council of State Science Supervisors (science supervisors at the SEAs). The purpose of this resource is to aid the design and implementation of high-quality professional learning for teachers, guide leaders about criteria for evaluating professional development plans, and empower teachers with a clear set of expectations of what professional development should be available to them.

> Council of State Science Supervisors. (2017). *Science Professional Learning Standards.* Retrieved from http://www.csss-science.org/downloads/SPLS.pdf

Common Core State Standards Video Series: Mathematics *SEDL* **(2012)**

Each video in this series focuses on one or more specific standards through examples and illustrations designed to enhance understanding of the Common Core State Standards in mathematics. The goal of each content-focused video is to clarify the meaning of the individual standard rather than to serve as a guide on how to teach each standard, although the examples may be adapted for instructional use.

> SEDL. (2012). *Common Core State Standards video series: Mathematics* [Video file]. Washington, DC: American Institutes for Research. Retrieved from http://www.sedl.org/pubs/catalog/items/ms104.html

PSEL 2015 and Promoting Principal Leadership for the Success of Students With Disabilities *Council of Chief State School Officers and The Collaboration for Effective Educator Development, Accountability, and Reform Center* **(2017)**

This resource outlines key steps for states to take in ensuring all school principals are prepared to create and lead learning environments that meet the needs of struggling learners with a particular focus on students with disabilities. By highlighting the aspects of leadership practices in the PSEL 2015 standards along with key competencies that are particularly important for supporting students with disabilities, this tool can assist states in working with stakeholders in setting policies or programs to promote these core practices and competencies.

> Council of Chief State School Officers (CCSSO) and The Collaboration for Effective Educator Development, Accountability, and Reform Center. (2017). *PSEL 2015 and promoting principal leadership for the success of students with disabilities.* Washington, DC: CCSSO.

Principal Professional Development: New Opportunities for a Renewed State Focus *Education Policy Center at AIR* **(2017)**

Principals influence student learning by leading efforts to improve school climate; recruiting, retaining, and supporting effective teachers; and organizational change. Too often, however, states and districts focus on teachers rather than principals when planning for professional supports. The Every Student Succeeds Act (ESSA) consolidated planning process and the release of the new Professional Standards for Educational Leaders (PSEL) make this the perfect time to change this story and improve supports for school leaders. The policy brief explores these two options for states to revisit and refocus principal professional development.

> Rowland, C. (2017). *Principal professional development: New opportunities for a renewed state focus.* Washington, DC: Education Policy Center at American Institutes for Research. Retrieved from http://educationpolicy.air.org/publications/principal-professional-development-new-opportunities-renewed-state-focus

Rethinking Principal Evaluation: A New Paradigm Informed by Research and Practice *National Association of Elementary School Principals and National Association of Secondary School Principals* **(n.d.)**

Rethinking Principal Evaluation is a set of policy recommendations and practical guidelines designed to help states and districts adopt a new paradigm, including the institution of multiple and meaningful measurement systems of principal and assistant principal effectiveness. Developed by practicing principals, the report reflects the best of their expertise and knowledge about principal evaluation and identifies six key domains of school leadership, describes essential features of comprehensive evaluation systems, and offers a road map for policymakers on principal evaluation based on the latest research.

> National Association of Elementary School Principals and National Association of Secondary School Principals. (n.d.). *Rethinking principal evaluation: A new paradigm informed by research and practice.* Retrieved from http://www.naesp.org/sites/default/files/PrincipalEvaluationReport.pdf

Student Supports and Academic Enrichment

ESSA Title IV, Part A Webinar Series *The National Center on Safe Supportive Learning Environments* **(2017)**

The National Center on Safe Supportive Learning Environments offers a series of online learning events on the Student Support and Academic Enrichment Grants (Title IV), including an overview of nonregulatory

guidance, allowable activities to support well-rounded educational opportunities, and the role of SEAs.

U.S. Department of Education. (2016). *Non-regulatory guidance: Student support and academic enrichment grants.* Washington, DC: U.S. Department of Education. Retrieved from https://www2.ed.gov/policy/elsec/leg/essa/essassaegrantguid10212016.pdf

National Center on Safe Supportive Learning Environments. (2017). *ESSA, Title IV, Part A* [Webinar series]. Washington, DC: American Institutes for Research. Retrieved from https://safesupportive learning.ed.gov/resources/essa-title-iv-part-A-SSAE-non-regulatory-guidance-webinar-series

Non-Regulatory Guidance: Student Support and Academic Enrichment Grants *U.S. Department of Education* (October 2016)

This is one of two important U.S. Department of Education guidance documents released to support states in including well-rounded education within their ESSA plans. Funds received under new Title IV formula grants must be used to support a well-rounded education. The guidance expands on the letter of the ESSA law by discussing all the potential academic and nonacademic components that states might embed into their own well-rounded education definitions, including SEL, advanced coursework and CTE coursework. It also includes links to more than 40 resources on a range of well-rounded education topics.

U.S. Department of Education. (2016). *Non-regulatory guidance: Student support and academic enrichment grants.* Washington, DC: U.S. Department of Education. Retrieved from https://www2.ed.gov/policy/elsec/leg/essa/essassaegrantguid10212016.pdf

Advancing Equity Through ESSA: Strategies for State Leaders *Council of Chief State School Officers and The Aspen Institute* (2016)

This report from CCSSO and the Aspen Institute's National Commission on Social, Emotional, and Academic Development provides multiple strategies to state leaders on how to advance equity, including SEL and discipline, and offers suggestions on how Student Supports and Academic Enrichment Grants may be used to support this work.

Council of Chief State School Officers and The Aspen Institute. (2016). *Advancing equity through ESSA: Strategies for state leaders.* Retrieved from http://www.ccsso.org/Documents/2016ESSA/AdvancingEquityThroughESSA101316.pdf

Expanding the Definition of Student Success Under ESSA: Opportunities to Advance Social-Emotional Mindsets, Skills, and Habits for Today's Students *Transforming Education* (n.d.)

This brief discusses how ESSA can be leveraged to support social and emotional skills, including through measurement and use of funding within the block grants.

Larocca, R., & Bartolino Krachman, S. (n.d.). *Expanding the definition of student success under ESSA: Opportunities to advance social-emotional mindsets, skills, and habits for today's students* [Policy brief]. Boston, MA: Transforming Education. Available at http://www.transformingeducation.org/essa/

The SEL School: Connecting Social and Emotional Learning to Effective Teaching *Center on Great Teachers and Leaders* (n.d.)

Great teachers do more than promote the student's academic learning; they teach the whole child. SEL is critical to the introduction of CCR standards, which increase the demands on students' ability to engage in deeper learning and shift the focus and rigor of instruction. The SEL School helps teachers, school and district leaders, and SEAs collaborate in connecting SEL to effective teaching. The site includes briefs, webinars, professional learning materials, and self-assessments for educators as well as state and district leaders.

Center on Great Teachers and Leaders. (n.d.). *The SEL School: Connecting social and emotional learning to effective teaching.* Washington, DC: American Institutes for Research. Retrieved from http://www.gtlcenter.org/sel-school

The Arts Leading the Way to Student Success: A 2020 Action Agenda for Advancing the Arts in Education *Arts Education Partnership* (n.d.)

This resource provides arts and education leaders and other like-minded stakeholders with a blueprint for collective action and systemic change. It establishes an ambitious set of goals and strategies that articulates the role and contribution of the arts in education improvement efforts.

Arts Education Partnership. (n.d.). *The arts leading the way to student success: A 2020 action agenda for advancing the arts in*

education. Retrieved from http://www.aep-arts.org/wp-content/uploads/AEP-Action-Agenda-Web-version.pdf

National Core Arts Standards *National Coalition for Core Arts Standards* (n.d.)

This website offers a host of resources, including handbooks, that support understanding and implementation of the National Core Art Standards, which offer a process that guides educators in providing a unified quality arts education for students in prekindergarten through high school.

> National Coalition for Core Arts Standards. (n.d.). *National core arts standards.* Retrieved from http://www.nationalartsstandards.org/

Afterschool Alliance *Afterschool Alliance* (n.d.)

The Afterschool Alliance is dedicated to raising awareness of the importance of after-school programs and advocating for more afterschool investments to ensure that all children have access to affordable, quality after-school programs. The website offers a wide variety of resources including policy topics, toolkits, and research on after-school programs.

> Afterschool Alliance. (n.d.). *Afterschool Alliance* [Webpage]. Retrieved from http://www.afterschoolalliance.org/

Summer Learning *RAND Corporation* (2016)

This website offers a compendium of resources from RAND researchers that examine approaches and strategies for summer learning initiatives and their effect on student outcomes. Resources include research reports, blogs, articles, and multimedia.

> RAND Corporation. (2016). *Summer learning.* Retrieved from http://www.rand.org/topics/summer-learning.html

The Future Ready Framework *Alliance for Excellent Education* (n.d.)

The premise of the Future Ready Framework is that when high-quality teaching is infused with the dynamic use of technology, personalized student learning becomes possible. This framework is designed to create a road map for achieving that success and for committing districts to move as quickly as possible toward a shared vision of preparing students for success in college, career, and citizenship. The Future Ready Framework, which requires a systemic approach to change, begins with personalized student learning at its core. A district must align each of the seven key categories, called gears, to ensure a successful digital conversion. The seven *gears* are curriculum, instruction, and assessment; use of space and time; robust infrastructure; data and privacy; community partnerships; personalized professional learning; and budget and resources.

> Alliance for Excellent Education. (n.d.). *The future ready framework.* Retrieved from http://dashboard.futureready schools.org/framework

High-Quality Early Learning

Investing in Our Future: The Evidence Base on Preschool Education *Society for Research in Child Development and Foundation for Child Development* (2013)

For the first time in a generation, national legislation on publicly funded preschool education is the focus of prominent debate. The research brief *Investing in Our Future: The Evidence Base on Preschool Education* reviews rigorous evidence on why early skills matter, which children benefit from preschool, the short- and long-term effects of preschool programs on children's school readiness and life outcomes, the importance of program quality, and the costs versus benefits of preschool education.

> Yoshikawa, H., Weiland, C., Brooks-Gunn, J., Burchinal, M., Espinosa, L., Gormley, W. T., … & Zaslow, M. (2013). *Investing in our future: The evidence base on preschool education.* Washington, DC: Society for Research in Child Development. Retrieved from https://www.fcd-us.org/assets/2016/04/Evidence-Base-on-Preschool-Education-FINAL.pdf

Title I and Early Childhood Programs: A Look at Investments in the NCLB Era *Center for Law and Social Policy* (2007)

This paper explores the wide variety of ways in which school districts are using Title I funds to finance early childhood programs.

Introduction

1. What Is a Well-Rounded and Complete Education?

2. Where to Focus?

3. How to Successfully Engage With State and District Leaders

Conclusion and Summary

Resource List

Ewen, D., & Matthews, H. (2007). *Title I and early childhood programs: A look at investments in the NCLB era.* Washington, DC: Center for Law and Social Policy. Retrieved from https://www.fcd-us.org/title-i-and-early-childhood-programs-a-look-at-investments-in-the-NCLB-Era/

The Effects of Universal Pre-K in Oklahoma: Research Highlights and Policy Implications *Policy Studies Journal* (2005)

This journal article describes how preschool affects children from different social, economic, and cultural groups. Although the benefits for disadvantaged children are more dramatic, high-quality preschool benefits all children. Oklahoma is one of only three states in the nation to offer a free prekindergarten program to all students in participating school districts on a voluntary basis. Fortuitous circumstances in Tulsa, Oklahoma, the state's largest school district, permitted an unusually rigorous evaluation of the prekindergarten program in Tulsa. The evaluation showed strong positive effects of the prekindergarten program on children's language and cognitive test scores.

Gormley, W. T., & Phillips, D. (2005). The effects of universal pre-k in Oklahoma: Research highlights and policy implications. *Policy Studies Journal, 33,* 65–82. Retrieved from http://onlinelibrary.wiley.com/doi/10.1111/j.1541-0072.2005.00092.x/abstract

Ten Questions Local Policymakers Should Ask About Expanding Access to Preschool *Education Policy Center at American Institutes for Research* (2016)

This report explores 10 locally funded preschool initiatives, some school based and some in a variety of settings. The authors examine 10 questions around the following topics: universal or targeted, whether they serve 3- or 4-year-olds, the qualifications of the teachers, the adult-child ratios, the hours of operation, the cost per child, the finance mechanism, and the ways in which public support was built.

Muenchow, S., & Weinberg, E. (2016). *Ten questions local policymakers should ask about expanding access to preschool.* Washington, DC: American Institutes for Research, Education Policy Center. Retrieved from http://educationpolicy.air.org/sites/default/files/10-Preschool.pdf

Informing Investments in Preschool Quality and Access in Cincinnati: Evidence of Impacts and Economic Returns From National, State, and Local Preschool Programs *Rand Corporation* (2016)

This report analyzes the economic impact of preschool programs at various levels and the implications for the city of Cincinnati.

Karoly, L. A., & Auger, A. (2016). I*nforming investments in preschool quality and access in Cincinnati: Evidence of impacts and economic returns from national, state, and local preschool programs.* Santa Monica, CA: RAND Corporation. Retrieved from http://www.rand.org/content/dam/rand/pubs/research_reports/RR1400/RR1461/RAND_RR1461.pdf

Condition of Children Birth to Age Five and Status of Early Childhood Services in California: Synthesis of Recent Research *AIR* (2012)

The synthesis reviews research on access to early learning and care, program quality assessment, family engagement, early childhood workforce development, dual language learners, developmental screening, assistance to children with special needs, early childhood mental health, facilities, kindergarten transition, and finance and governance.

American Institutes for Research. (2012). *Condition of children birth to age five and status of early childhood services in California: Synthesis of recent research.* Washington, DC: Author. Retrieved from http://www.cde.ca.gov/sp/cd/ce/documents/airmetanalysis.pdf

What Early Learning in ESSA Can Look Like for States and Districts *First Five Years Fund* (2017)

This sharable, downloadable resource is a helpful tool for states as they write innovative ESSA early learning plans. The resource highlights the law's express early learning provisions, as well as other provisions that could strengthen and expand early childhood initiatives at the state and local levels.

First Five Years Fund. (2017). *What early learning in ESSA can look like for states and districts.* Washington, DC: Author. Retrieved from http://ffyf.org/resources/early-learning-essa-can-look-like-states-districts/

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<u>Leading Pre-K–3 Learning Communities: Competencies for Effective Principal Practice</u> *National Association of Elementary School Principals* (2014)

The newly updated competency guide, *Leading Pre-K-3 Learning Communities: Competencies for Effective Principal Practice,* represents a new vision for school leadership that focuses on the education of young children from age three to Grade 3 and provides practical guidance that takes into account research and knowledge on child development and early childhood education. The vision entails a corresponding set of competencies and practical knowledge to help every principal acquire and demonstrate the practical skills necessary to ensure the academic, social, emotional, and physical development success of all young children in the nation.

> National Association of Elementary School Principals. (2014). *Leading pre-k–3 learning communities: Competencies for effective principal practice.* Alexandria, VA: Author. Retrieved from http://www.naesp.org/sites/default/files/leading-pre-k-3-learning-communities-executive-summary.pdf
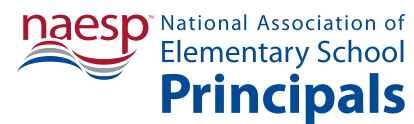
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