

State Draft ESSA Plan Synopses for State UPPI PLC Discussion

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Full state ESSA plans may be downloaded from the State UPPI PLC Basecamp site.

Prework synopsis of state ESSA plan references to school leadership

The State UPPI PLC meeting agenda provides opportunities to discuss inclusion of principal preparation and school leadership in your state’s draft ESSA plan. During the meeting, you will be paired with members from two states who can serve as thought partners during team planning sessions. We have asked each state to submit Title I and II sections of the draft ESSA plans, as a means of fostering informed discussion. As prework, we also asked each state to complete this summary page highlighting state support for principal preparation and other supports. The summary form will be disseminated to State UPPI PLC members.

 <p>California</p>	<p>Draft ESSA plan status</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Draft completed (August 3, 2017) <input type="checkbox"/> Submitted for governor signature <input type="checkbox"/> Under review by U.S. Department of Education <input type="checkbox"/> Returned by U.S. Department of Education for adjustment <input type="checkbox"/> Approved by U.S. Department of Education
<p>The following school leadership strategies and goals have been synthesized from the draft state ESSA plan’s Title I and II descriptions, based on draft plans submitted to AIR on August 30, 2017.</p>	

	Goal Statement	Strategy	Context
Title I	Continue to improve assessments of student performance as a feedback mechanism for state, school system, and school performance (p. 15).	<p>Long-term goals, and the ability for local education agencies (LEAs) or schools to determine interim progress goals, are built into the California Model (http://www.cde.ca.gov/ta/ac/cm/), which provides 25 school improvement conditions. LEA and school goal setting is informed by student assessments. Performance goals are set on a 7-year timeline (p. 20). The California Model includes a dashboard of metrics, including student growth.</p> <p>The state is committed to providing reliable assessments in multiple subject areas and languages. Student assessments include mathematics, ELA, science (currently being revised), English language proficiency (transitioning to a new statewide test).</p> <p>A College/Career indicator is slated for use in 2018–19 (p. 21). The indicator will be composed of the following data</p>	Since 2014, California has developed statewide assessments of student performance in multiple languages to increase accountability system sensitivity to the performance of diverse race and ethnic subgroups. Data are used for feedback on system performance. California’s accountability system will be applied to all schools, including charter schools, and all student groups with 30 or more students.

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		<p>elements: (a) Grade 11 CAASPP results in ELA and mathematics; (b) dual enrollment; (c) advanced placement (AP) exam; International Baccalaureate (IB) exam; and Career Technical Education (CTE) pathway completion.</p> <p>Graduation rates are included in the California Model and based upon a 4-year cohort model (p. 22). Under ESSA, California will use 3 years of graduation rate data to identify schools with a high school graduation rate less than 67% (p. 39).</p> <p>Student absenteeism also is included in the model (p. 33). The state began using this metric in 2016–17. Student suspension rates are also included in the model.</p>	
	<p>Support school improvement with a multitiered system of support.</p>	<p>California will focus the identification of Title I schools in greatest need of support within LEAs identified for support under Local Control Funding Formula (LCFF). California will identify schools once every 3 years (p. 40).</p> <p>California will begin the identification with a “baseline methodology,” which starts with LEAs identified for technical assistance under LCFF, and then identifies Title I schools that are in greatest need of assistance. Any LEA that has a Title I school in greatest need of assistance, but is not identified for technical assistance under LCFF, will be identified for technical assistance.</p> <p>California is building a statewide system of support that will help LEAs and their schools meet the needs of each student they serve, with a focus on building local capacity to sustain improvement and to address disparities in opportunities and outcomes effectively. Inspired by the conceptual framework behind a Multi-Tiered System of Supports (MTSS), California’s statewide system of support will align state and regional resources to support improvement for all schools and districts. This multitiered approach will provide support to LEAs and schools within California’s integrated local, state, and federal accountability and continuous improvement system. It builds on three levels of supports:</p> <ul style="list-style-type: none"> • Support for all. Various state and local agencies provide an array of support resources, tools, and voluntary technical assistance that all LEAs may use to improve student performance at the LEA and school level and 	<p>In 2013–14 California enacted the LCFF, which is the foundation for California’s integrated accountability system. LCFF, enacted in 2013, fundamentally changed how all local LEAs in the state are funded, how they are measured for results, and the services and supports they receive to enable all students to succeed to their greatest potential.</p> <p>Under LCFF, LEAs are the primary focus for improving outcomes and opportunities for students and addressing disparities. LCFF required the California State Board of Education (SBE) to adopt criteria for identifying LEAs that will be offered technical assistance based on low performance by one or more student groups across the statutory priority areas. The SBE approved criteria tied to state and local indicators included in the California School Dashboard, and LEA assistance will begin for the 2017–18 school year based on the fall 2017 dashboard release (p. 38).</p>

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		<p>narrow disparities among student groups across the LCFF priorities, including recognition for success.</p> <ul style="list-style-type: none"> • Differentiated assistance. County superintendents and the California Collaborative for Educational Excellence provide differentiated assistance for LEAs and schools, in the form of individually designed technical assistance, to address identified performance issues, including significant disparities in performance among student groups. • Intensive intervention. The Superintendent of Public Instruction may require more intensive interventions for LEAs and/or schools with persistent performance issues and a lack of improvement over a specified time period. <p>The statewide exit criteria are whether the performance of the student group(s) at the school has improved so that it no longer meets the criteria used initially to identify these schools for additional targeted support. Any LEA with schools that fail to meet exit criteria after 4 years will be required to partner with an external entity, agency, or individual with demonstrated expertise and capacity to conduct a deep, comprehensive, evidence-based review of the LEA and school.</p>	
Title II	Strengthen school leaders' abilities to identify areas of need and to implement and sustain local actions that result in improvements while addressing inequities.	<p>California will use the optional 3% reservation of the Title II, Part A LEA subgrant allocation to develop school leaders and leadership teams to support teachers and staff in engaging students in differentiated teaching and learning so that all students have access to high-quality, standards-based instruction and graduate ready for success in college and careers.</p> <p>Key strategies and activities for principals and other school leaders will include, but not be limited to:</p> <ul style="list-style-type: none"> • Using California's standards and frameworks to build instructional leadership capacity to meet the needs of all students; • Collecting and analyzing data related to student achievement and well-being; • Implementing cycles of continuous improvement based on data; • Making evidence-based decisions to solve problems of practice; 	<p>The SBE first adopted statewide academic content standards (standards) for English language arts (ELA) and mathematics in 1997. Since that time, California has been building an educational system based upon some of the most rigorous and well-respected standards in the nation. The SBE has approved standards for ELA, English language development (ELD), mathematics, science, career technical education, health education, history-social science, model school library, physical education, visual and performing arts, and world language. California's SBE-adopted curriculum frameworks (frameworks), described in greater detail in section D.4 below, provide guidance for implementing SBE-adopted standards.</p> <p>Since 2010, California has been steadily supporting the transition to new standards for ELA/literacy, mathematics, ELD, and science. The SBE has updated the frameworks for each of these sets of standards and</p>

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		<ul style="list-style-type: none"> ● Establishing and maintaining evidence-based professional learning opportunities focused on building instructional capacity to improve student outcomes; ● Developing cultural competence and improving access to instructional resources; ● Implementing strategies to support equitable distribution of the educator workforce and labor-management collaboration; and <p>Implementing strategies for establishing and supporting distributed or shared leadership at the school site that includes teacher leaders and site administrators in communities of practice (p. 73).</p>	also has updated the framework for the history-social science standards.
	Improve school leader induction.	<p>California teachers and administrators are required to participate in a 2-year induction program to clear their preliminary credentials and become fully licensed. The California Professional Standards for Education Leaders serves as the basis for administrator induction programs. The heart of the clear credential program for administrators is a coaching-based professional induction process contextualized through the job the administrator currently holds while still continuing to develop candidates for future leadership positions. This new structure is designed to provide the best career preparation for effective leadership in California's 21st century schools. More information regarding administrator induction is available on the Commission on Teacher Credentialing (CTC) Clear Administrative Services Credential Web page at http://www.ctc.ca.gov/educator-prep/clear-asc%5Cdefault.html.</p>	The CTC operates as an independent standards board and works in conjunction with the California Department of Education to serve California's teachers. The CTC is statutorily responsible for the design, development, and implementation of standards that govern educator preparation for the public schools of California and for the licensing and credentialing of professional educators in California.

Prework synopsis of state ESSA plan references to school leadership

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 <p>Connecticut</p>	<p>Draft ESSA plan status</p> <ul style="list-style-type: none"> <input type="checkbox"/> Draft completed <input type="checkbox"/> Submitted for governor signature <input type="checkbox"/> Under review by U.S. Department of Education <input type="checkbox"/> Returned by U.S. Department of Education for adjustment <input checked="" type="checkbox"/> Approved by U.S. Department of Education
<p>The following school leadership strategies and goals have been synthesized from the draft state ESSA plan’s Title I and II descriptions, based on draft plans submitted to AIR on August 30, 2017.</p>	

	Goal Statement	Strategy	Context
Title I	Improve assessments of school performance and leadership performance (p. 39).	Connecticut’s New Generation Accountability System provides for a more holistic picture of school performance and leadership performance. The New Generation Accountability System includes measures of academic performance, academic progress, graduation rate, student absenteeism, student postsecondary and career readiness, progress toward English language proficiency, student preparation for postsecondary exams, postsecondary entrance, school quality, student success, physical fitness, and arts access. The accountability system will be differentiated by grade level of school. Performance will be calculated using a weighted formula for schools, with certain subgroups receiving more weight.	The approach responds to educator and community member concern about narrowing performance metrics to a narrow set of subjects and a lack of ownership for accountability processes when outcomes are narrowed.

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	Provide differentiated supports to schools and school leaders (p. 48).	<p>Connecticut will continue to provide tiered support to schools and school leaders, based on school performance. Comprehensive support schools (turnaround) are in the lowest 5% for school performance and schools that graduate less than 70% of students on a 6-year, adjusted cohort, graduation rate. Target Support and Improvement Schools meet the “consistently underperforming” criteria, which includes schoolwide and subgroup performance. New criteria for Target Support and Improvement Schools will begin in 2018–19 to include a broad array of measures. The state will also recognize Schools of Distinction for high overall growth and performance (p. 52).</p> <p>The state is also proposing to use 1003 funding for school improvement grants under Title I to schools performing in the lowest 10%.</p>	<p>The state will continue to monitor schools according to the Connecticut Department of Education Turnaround Framework, but with an expanded set of metrics. Monitoring will drive differentiated supports for principals and schools. The state will channel efforts through the LEA.</p> <p>The state will continue to use the Differentiated Support and Guidance framework for differentiated support to schools and educators.</p>
Title II	Ensure students are supported by great leaders (p. 58).	The mission of the Connecticut State Department of Education’s (CSDE’s) Talent Office is to develop and deploy talent management and human capital development strategies to districts and schools statewide so that each and every student is ensured equitable access to effective teachers and school/district leaders to be prepared for success in college, career, and life (p. 58).	
	Provide annual feedback to educator preparation programs, including principal preparation programs (p. 60).	The CSDE will also provide a new public-facing data dashboard that will publish data on numerous measures of the effectiveness of Connecticut educator preparation programs.	
	Increase the number of preservice administrators who are learner- and school-ready on day one of their careers (p. 66).	Implement the Educator Preparation Advisory Council’s (EPAC) recommendation to adopt the Council for the Accreditation of Educator Preparation standards preparation program approval.	

	Goal Statement	Strategy	Context
		<p>Provide continued professional supports on use of observation tools to preservice candidates.</p> <p>Provide ongoing consultation on induction supports to LEAs by the CSDE (p. 66).</p>	
	<p>Address equitable access to experienced, well-trained principals by students located in high-poverty, high-minority schools (p. 68).</p>	<p>A series of activities has been proposed by the state. The activities include:</p> <ul style="list-style-type: none"> ● Development of P-20 partnerships to focus on educator recruitment, preparation, placement and retention. ● Develop cultural competence resources and training for educators. ● Develop a data dashboard for education preparation programs. ● Continue the Community Practice learning series for principals. ● Continue LEADCT, a turnaround principal academy. ● Develop a repository of LEA resources on educator recruitment, selection, and retention. ● Highlight and disseminate promising practices in educator talent management. ● Convene a summit to activate P-20 partnerships. ● Develop a plan with the Department of Labor to target career changers to attract them to the education field. ● Revise certification systems to increase flexibility. ● Increase the percentage of newly certified, minority educators. 	

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	<p>Florida</p>	<p>Draft ESSA plan status</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Draft completed <input type="checkbox"/> Submitted for governor signature <input type="checkbox"/> Under review by U.S. Department of Education <input type="checkbox"/> Returned by U.S. Department of Education for adjustment <input type="checkbox"/> Approved by U.S. Department of Education
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	Goal Statement	Strategy	Context
Title I	Increase the percentage of students achieving grade-level or above performance by 6 percentage points in each subject area by 2020 from the baseline performance in 2014–15.	The state’s accountability system will continue to monitor school performance, disaggregated by subgroup. The accountability system, which includes school report cards, provides school-level feedback, and informs supports provided to schools. The accountability system includes ELA, mathematics, science, and social studies at the elementary, middle, and high school levels (p. 21).	
	Reducing the achievement gap by one third between each subgroup in each subject area by 2020 from baseline performance in 2014–15.	The state will continue to use student achievement, student growth, and other metrics to monitor school performance. School performance measures will be used to identify schools for placement in the Multitiered System of Support, a tiered approach to supporting schools (p. 14).	The strategy is described in s. 1008.33 (4)(b), F.S.

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		<p>If schools do not make adequate progress within two years (moving from an “F” or “D” to a “C” score), the following options will be pursued:</p> <ul style="list-style-type: none"> ● Reassign students to another school; ● Close the school; ● Contract with an outside entity that has demonstrated a record of effectiveness to operate the school. 	
	Provide tiered professional supports to leaders, based upon school performance (p. 29).	<p>Florida proposes to continue its approach to tiered systems of support. Tier 1 support is provided to schools, which includes meeting with district teams and visiting schools to understand the situation at the site level to provide assistance with school improvement planning and problem solving. Tier 2 support is provided to schools that received their first “D” or “F.” A specialized turnaround plan is created by the school, district, and state for these schools. Schools that do not meet a “C” score after 3 years of being identified, more intensive supports are provided (p. 73).</p>	
Title II	Ensure that every leader is prepared, developed, supported, and supervised (p. 40).	<p>A host of strategies for leaders is mentioned, including: promoting the growth and development of school leaders; incentives for leaders to recognize practice excellence; support for LEA recruitment and retention improvement efforts; increasing expectations for preparation programs to include deeper engagement with data and meaningful, extensive clinical experiences; continued implementation of performance evaluation and tools development; and job-embedded training (p. 41).</p>	<p>The Florida Principal Leadership Standards are the foundation for school leader personnel evaluations and professional development systems, school leadership preparation programs, and leadership certification requirements (Rule 6A-5.080, F.A.C.).</p> <p>Florida offers two levels of training and certification for school administrators that require graduate-level coursework and training aligned with the FPLS, in addition to passing the four subtests of the Florida Educational Leadership Examination. Level I programs prepare educators for initial certification in Educational Leadership, and practicing school administrators engage in Level II programs that prepare them to progress to certification in ‘School Principal.’</p>

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	Improve principal and school leader abilities to identify learning needs for all students (p. 43).	The Florida Department of Education (FDOE) will build statewide communities of practice to engage in meaningful job-embedded and actionable professional learning with clearly articulated and measurable outcomes.	
	Increase school leader capacity to recruit, develop, retain, and support effective educators (p. 43).		
	Improve the principal preparation candidate pool size and quality (p. 45).	Florida has revised its principal preparation program Florida Statutes and State Board of Education rules to support and ensure that school leaders are better prepared for leading schools (s. 1012.562, F.S., and Rule 6A-5.081, F.A.C.). Florida is examining ways to improve admission requirements to its two-level school leader preparation/certification programs. Discussions among state leaders, higher education institutions, and school districts are in progress to explore innovative ways to build an effective principal pipeline in Florida that will meet the needs of the diverse population and geographical areas across the state with plans to potentially implement a more rigorous review process for these school leader preparation programs that is similar to Florida’s teacher preparation review process.	

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 <p style="font-size: 1.2em; font-weight: bold; margin-left: 10px;">Georgia</p>	<p>Draft ESSA plan status</p> <p><input type="checkbox"/> Draft completed</p> <p><input checked="" type="checkbox"/> Submitted for governor signature</p> <p><input type="checkbox"/> Under review by U.S. Department of Education</p> <p><input type="checkbox"/> Returned by U.S. Department of Education for adjustment</p> <p><input type="checkbox"/> Approved by U.S. Department of Education</p>
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	Goal Statement	Strategy	Context
Title I	Provide tiered professional supports to leaders, based upon school performance (p. 45).	All 1003 funding from the Georgia State Department of Education (GADOE) to districts/schools will be tied to goals identified in common improvement plans, which are informed by a common needs assessment. GADOE and regional education service agencies (RESAs) will support district/school improvement planning and monitoring.	Georgia’s Systems for Continuous Improvement—Tiered Supports identifies increasingly intensive professional development support for educators based on Title I performance tiers. Professional supports include research-based professional learning, best practice reports, self-assessments and data sets. Tiered 1 supports will be universally available, and Tiers 2 and 3 supports will be provided to comprehensive and targeted schools, per the federal definitions. Tier 4 supports are provided to turnaround schools.
		GADOE’s School and District Effectiveness (SDE) team has reorganized to take a regional approach for work with districts and schools. The SDE will focus on leadership, with an emphasis on district-focused supports for school-level leadership (p. 49).	GADOE’s SDE team is responsible for providing intensive support to districts and schools.

	Goal Statement	Strategy	Context
	Ensure new leaders are prepared, acclimated, and aware of resources, tools, and systems available to support schools (p. 47).	Support principal preparation program improvement by encouraging use of the Georgia Systems of Continuous Improvement as a foundation for leadership preparation.	The State Network for Transforming Education Preparation (NTEP) will use the Georgia Systems of Continuous Improvement as a foundation for leadership preparation through P-20 collaboratives. Although GADOE does not have the authority to establish preparation program requirements, ongoing discussions, presentations, and awareness efforts will directly encourage the inclusion of all of GADOE's current school improvement efforts.
	Increase leader retention rates and empower professionals.		
Title II	Improve the district's principal induction programs to provide personalized, evidence-based, professional learning opportunities to increase the self-efficacy, knowledge, and skills of novice principals and their mentors (p. 66).	GADOE's Teacher and Leader Support and Development team will work with public and private education preparation programs, RESAs, and other state organizations to guide and support the district's induction program design and implementation.	
	Require principals seeking recertification to develop a professional learning goal and plan, and to participate in professional learning communities (p. 66).	Effective July 1, 2017, the Georgia certificate renewal process requires the development of professional learning goals and/or plans and participation in professional learning communities.	Professional learning goals and plans will be gathered through an online platform and analyzed for alignment with available professional learning resources.
	Support principal supervisors as accurate, effective evaluators of performance and professional supports (p. 66).	GADOE's Teacher and Leader Support and Development team will continue to facilitate statewide training to principal supervisors on performance evaluation accuracy and feedback quality.	GADOE's Teacher and Leaders Support and Development team will continue to refine learning resources over time by leveraging educator workforce data and discussing needs/directions of LEAs in supporting leaders.
		GADOE is exploring working with internal and external stakeholders to adopt, adapt or develop principal supervisor standards to support principal evaluation and development (p. 67).	

	Goal Statement	Strategy	Context
	Support principals in implementing systemwide continuous improvement processes in schools (p. 67).	GADOE’s State Leadership Collaborative will develop, disseminate, and support the Georgia Systems for Continuous Improvement, a framework used to assess LEA and school-level capacity for continuous educational improvement.	
		GADOE will work with P-20 collaboratives and principal preparation programs to integrate the Georgia Systems for Continuous Improvement into principal preparation and professional learning supports.	
	Support improved principal professional learning.	State law 20-14-49.4 creates a Joint Study Committee on the establishment of a statewide leadership academy, which will be used to update and expand leadership skills (p. 67).	
		Using the Georgia Systems for Continuous Improvement, GADOE will provide professional learning, resources, and intensive coaching to increase principal and other school leader effectiveness.	
	Improve equitable distribution and representation of leaders.	The State Network for Transforming Educator Preparation will continue to study LEA equity gaps through targeted recruitment of leader candidates (p. 75). GaNTEP analyzes teacher shortage data and workforce reports to help guide the work of the P-20 Collaboratives as they seek to recruit and prepare educators to meet specific LEA staffing needs and strengthen the teacher and leader pipelines.	

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	<h3>Kentucky</h3>	<p>Draft ESSA plan status</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Draft completed (8/16/17) <input type="checkbox"/> Submitted for governor signature <input type="checkbox"/> Under review by U.S. Department of Education <input type="checkbox"/> Returned by U.S. Department of Education for adjustment <input type="checkbox"/> Approved by U.S. Department of Education
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Title I	<p>Improve and incorporate new academic standards and assessments into statewide curriculum and instruction, in accordance with Kentucky Senate Bill 1 (p. 34).</p>	<p>Reading and writing, mathematics, health, physical education, computer science and career studies standards will be the first content areas to undergo revision in 2017, followed by social studies, world languages, and library/media (2017–18). The science content area will be revised in 2020 and art in 2021. New standards will be accompanied by development of criterion-referenced assessments statewide, which will be developed and implemented according to schedule (p. 34).</p> <p>Local principals, other administrators, and teacher-leaders are critical to standards implementation. The Kentucky Department of Education (KDE) will engage teacher-leaders and local administrators in extensive professional development to build understanding of instruction and assessments required through standards revision.</p> <p>Further, KDE will establish local school-based, decision making councils to promote shared leadership of curriculum and instruction. Each council in the state will include school administrators and others (p. 36).</p>	<p>The goals and strategies are supported by Kentucky Senate Bill 1. The strategies represent an extension of work currently underway in the state.</p>

	Goal Statement	Strategy	Context
	Improve the state accountability system by including additional subject-area data.	The state will include: growth in reading and mathematics at the elementary and middle schools; separate academic indicators for science and social studies at elementary, middle, and high school; transition readiness metrics at elementary, middle, and high school; and achievement gap closure (p. 53). Additional metrics, such as whole child support, also will be included in school performance metrics as a means of measuring opportunity and access to educational services (p. 66).	The new accountability system will be incorporated into data reporting systems and Comprehensive Support and Improvement (CSI) systems.
	Provide tiered professional supports to leaders, based upon school performance (p. 74).	Revisions to the tiered professional supports for leaders are proposed. Kentucky will identify the lowest 5% of Title I schools and non-Title I schools annually. Kentucky also will identify all high schools having a below 80% graduation rate, using a 4-year adjusted cohort graduation rate, annually. A school will be identified as Tier II for CSI if the school does not exit that status after 3 years. If identified for CSI support, the school will undergo a comprehensive assessment of capacity, which includes assessment of the principal’s ability to lead turnaround; quality of relationship between principal and central office staff (p. 81).	The turnaround process is supported by the Comprehensive School Improvement Process (CSIP), which outlines school and district improvement efforts to include learning targets and professional learning for educators. KDE will provide Education Recovery staff members to support school improvement and monitor progress. Education Recovery staff members will work to set 30-/60-/90-day plans with the school leaders and district leaders.
	Continue to build leadership capacity through distributed leadership, increase recruitment and retention of effective leaders (p. 89).	KDE will continue to work with the National Institute for School Leadership (NISL) to provide leadership training to school and district leaders. NISL will employ a train-the-trainer implementation model statewide called LEAD-Kentucky, wherein local trainers will implement the NISL approach and coach other leaders.	
Title II	Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools.	The plan provides a strategy for attracting teachers, but principal strategies are not specifically named.	
	Increase the quality and effectiveness of teachers, principals, and other leaders.	The plan provides a strategy for increasing quality and effectiveness of teachers, but principal strategies are not specifically named.	
	Provide low-income and minority students greater access to effective teachers, principals and other leaders.	The plan provides a strategy pertaining to teachers, but principal strategies are not specifically named.	

Pework synopsis of state ESSA plan references to school leadership

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 <p>New York</p>	<p>Draft ESSA plan status</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Draft completed <input type="checkbox"/> Submitted for governor signature <input type="checkbox"/> Under review by U.S. Department of Education <input type="checkbox"/> Returned by U.S. Department of Education for adjustment <input type="checkbox"/> Approved by U.S. Department of Education
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Title I	Establish ambitious goals for improving student academic achievement and promoting greater equity in educational outcomes (p. 36).	<p>The state plans to use its current accountability measures, which include growth metrics, and will reevaluate those measures for improvement and potential inclusion of alternative approaches (p. 52). The Board of Regents will establish workgroups to consider additional metrics under ESSA.</p> <p>Currently, New York State will use the following process for measuring interim progress in ELA; mathematics; graduation rates (secondary only); English proficiency for ELL/MLL students; college, career, and civic readiness; science; social studies (secondary only); student absenteeism; and out-of-school suspensions.</p> <p>ELA and mathematics score accountability measures are based upon student growth formulae (p. 51). Mean growth percentiles and student growth percentiles are used in ELA and mathematics in elementary and middle schools. The state also sets long-term goals for statewide and schoolwide achievement (it is now 202–2022) and</p>	<p>In addition, NYSED is submitting a waiver request to continue to exempt the following:</p> <p>7th grade students who take high school mathematics courses from the mathematics assessment typically administered in seventh grade, provided that the students take the end-of-course high school mathematics assessment in which the students are enrolled 8th grade (p.22) to continue to exempt eighth-grade students who take high school science courses from the mathematics assessment typically administered in seventh grade, provided that the students take the end-of-course high school mathematics assessment in which the students are enrolled assessment in high school that is more advanced than the assessment taken in eighth-grade (p. 22).</p>

	Goal Statement	Strategy	Context
		achievement gap reduction, which are routinely revisited and adjusted to ensure ambitiousness (for process, see p. 42). The New York State Department of Education (NYSED) will develop a data dashboard for metrics included in the accountability system.	
	Provide tiered professional supports to educators, including leaders, based upon school performance (p. 74).	New York State will differentiate all public schools in the state, including charter schools, into three categories for accountability and support purposes: Comprehensive Support and Improvement Schools, Targeted Support and Improvement Schools, Schools in Good Standing, and Recognition Schools (p. 61). A set of decision rules is available beginning on p 63. Schools will be a focus of tiered support. Any school not identified for Comprehensive Improvement and Support or Targeted Improvement and Support that performs at Level 1 on any accountability measure for any subgroup will be required to conduct a needs assessment to determine the additional support that the school needs to improve performance. Additionally, the state will identify and support target districts with one or more Comprehensive Support or Targeted Improvement and Support Schools.	The state will continue to use a process for tailoring supports to the schools, including: <ul style="list-style-type: none"> ● Supporting the Comprehensive Diagnostic Needs Assessment process ● Supporting the development and implementation of schoolwide plans ● Supporting the implementation of Evidence-based Interventions and Improvement Strategies ● Promoting Districtwide Improvement Through Training and Support to Districts ● Providing data to inform plans and call attention to inequities ● Connecting schools and districts with other schools, districts, and professionals ● Allocating and monitoring school improvement funds ● Providing additional support and oversight for schools not making progress Targeted Support and Improvement Schools will be supported by the district. This will allow the state to direct its focus toward Comprehensive Support and Improvement Schools (p. 71). A graphic of interventions is located on pp. 72–75.
	Build educator capacity for school improvement.	The state will continue to provide professional learning, which engages local educators, systems administrators, and school boards. The professional learning will be responsive to emergent needs. Additionally, the state will build networks of schools in Comprehensive Support and Targeted Improvement categories, to share information and expertise on change strategies (p. 87). The state aims to provide additional flexibility in the use of School Improvement funding, with extensive monitoring processes planned yearly (p. 89).	

	Goal Statement	Strategy	Context
	<p>Ensure students have equitable access to great school leaders.</p>	<p>The Department has focused its initiatives on a single goal: ensuring that all students across New York State, regardless of their physical location, acquire the knowledge, skills, and abilities that they need to realize personal success in college, career, and life. Central to this goal is the belief that we must increase student achievement for all students in New York State while at the same time close gaps in student achievement between our lowest and highest performing students. Taken together, these initiatives have been designed to create a comprehensive, systemic approach to advance excellence in teaching and learning and to promote equity in educational opportunity throughout New York State (p. 135). The Department believes and research consistently demonstrates that among school-based factors teaching matters most to improving student outcomes and leadership is second only to classroom instruction as an influence on student learning (citation provided). As such the Department proposes to use its Title , Part A funding to promote initiatives that similarly focus educational improvement efforts in New York State on the cornerstone belief that students thrive in the presence of great teachers and great school leaders . . . The Department believes that the best way to ensure equitable access to great teachers and school leaders is to assist LEAs and Institutions of Higher Education (IHEs) in developing comprehensive systems of educator support and development that are focused on the following key components that are organized around an educator talent management framework that addresses: (1) preparation; (2) recruitment and hiring; (3) professional development and growth; (4) retention of effective educators; and (5) extending the reach of the most effective educators to the most high-need students (p. 136). A graphic appears on page 137 that illustrates the “Educator Effectiveness Framework.”</p> <p>The Department will support LEAs and IHEs to implement educator talent management to:</p> <ul style="list-style-type: none"> A. Attract more diverse, culturally competent, and highly effective teachers, principals, and other school leaders to the profession; B. Provide options, opportunities, and pathways for those aspiring teachers, principals, and other school leaders to acquire the knowledge, skills, and abilities—both through coursework and 	<p>Items 1 through 11 in this section list recommendations emerging from the Principal Preparation Project in NYS. These represent work in NYS that in many ways mirrors the efforts of the UPPI grantee states.</p>

	Goal Statement	Strategy	Context
		<p>rich clinical experiences—that educators need to better meet the needs of all students;</p> <p>C. Provide early career and ongoing support to ensure that those better-prepared teachers, principals, and other school leaders can enter the profession, have the support that they need to stay in the profession, and improve their practice over time; and</p> <p>D. Create opportunities for teachers, principals, and other school leaders who are recognized by their peers and administrators as highly effective practitioners to take on differentiated roles and responsibilities that extend the reach of these educators and allow them to share their expertise with their colleagues.</p> <p>...to ensure that all school building leaders can be visionary instructional leaders, as described in Section A(4) of this application, requires addressing a series of obstacles.</p> <p>Three in particular arise:</p> <ul style="list-style-type: none"> • Many principals are certified but are not adequately prepared to be effective. • Too many principals are not adequately prepared to address the learning needs of an increasingly diverse student population. • Better alignment is needed between what is expected on the job; what is taught in principal preparation programs; and the knowledge, skills, and dispositions that are assessed to determine candidate readiness for initial school building leader certification. <p>To develop recommendations to address these issues, a 37-member advisory team met for 9 months under the auspices of the Principal Preparation Project. This diverse group of stakeholders consensually agreed to present 11 recommendations for the Commissioner and Regents [that] are designed to overcome the obstacles that impede progress:</p> <p>1) Base initial principal certification on the most current national standards for educational leaders, but with emphasis added on educating all students to high levels of performance, the necessity of cultural competence, the utility of culturally relevant curricula, and the role school leaders should play in efforts to instill a love of learning in young people.</p>	

	Goal Statement	Strategy	Context
		<ol style="list-style-type: none"> 2) Make initial school building leader certification competency-based. To accomplish this, translate the Professional Standards for Educational Leaders into competencies that become the basis for determining certification readiness. That is to say, aspiring school building leaders become eligible for certification by applying the knowledge, skill, and dispositions (acquired in a university-based preparation program) in a school setting to improve staff functioning, student learning, or school performance. 3) Provide better and set different pathways, options, and/or opportunities leading to full-time, extended-period, school-based internships for all aspiring principal candidates. As practical, furnish candidates with an internship that enables them to experience the full range of roles and duties of a principal. 4) Provide incentives and set expectations that promote stronger and more sustainable P-20 partnerships involving districts and universities (and if useful, BOCES and/or third-party organizations with interest and expertise in this arena). 5) Pair internships with high-quality coaching and mentoring support that extends through the first full year that a candidate is in the principal job (enumerating what will be done to ensure quality mentoring). 6) Consistent with existing language within NYS regulations pertaining to competency-based practices and the internship, create a mechanism that: (a) employs a clinically rich experience; (b) calls upon a knowledgeable in-district expert to observe and attest that a candidate has demonstrated competency with respect to a particular certification standard; (c) culminates in issuance of a microcredential that is recognized by NYS; and (d) provides a mechanism whereby microcredentials can be combined in partial fulfillment of requirements for State Building Leader (SBL) certification. Microcredentials may take the form of an annotation to an SBL certificate that signals particular expertise of the bearer of the certificate. 7) Revise expectations within Continuing Teacher and Leader Education (CTLE) requirements so that to reregister once every 5 years, principals must demonstrate they have acquired the 	

	Goal Statement	Strategy	Context
		<p>knowledge, skill, and dispositions (i.e., culturally responsive practices) that prepare them to supervise instruction in ways that address the learning needs of a diverse student population.</p> <p>8) Create funding opportunities and nonpecuniary incentives to encourage districts and universities (and if desired, Boards of Cooperative Education Services) to implement models of continuous professional learning for and support to educators during the first 3 years of their career as school building leaders. These include (but are not limited to) sustainable induction models that may be tied to a principal preparation portfolio in ways that provide feedback to the individual school building leader, to the university-based SBL program, and to the school district leadership. Take steps to furnish school building leaders ongoing, job-embedded professional learning and authentic experiences with diverse student populations (including English language learners, students with disabilities, etc.) during preparation and the first year on the job.</p> <p>9) Reinforce expectations in current NYS statutes/regulations that require university-based preparation programs to maintain national accreditation (via Council for the Accreditation of Educator Preparation or CAEP). In part, these expectations call for higher education institutions to set goals, targets, and milestones (and report success in efforts) to increase the number and percentage of candidates from historically underrepresented populations who enroll and complete programs of study. Similarly, create expectations and incentives that prompt districts to set goals (and report on success in efforts) to recruit, select, develop, and place individuals from historically underrepresented populations within the ranks of school building leaders</p> <p>10) In support of the above, identify and deploy nonpublic sources of funds to improve the ability of district hiring managers to identify, recruit, select, place, and develop talented principals (both aspiring and current school building leaders). Design and implement indicators and measures to gauge the efficacy of SED efforts to: (a) support and enhance the growth of individual principals and the staff members in schools they lead; and (b) support P-20 partnerships in their efforts to improve the identification, recruitment, selection, placement and development</p>	

	Goal Statement	Strategy	Context
		<p>of aspiring school building leaders (especially but not exclusively those from historically underrepresented populations).</p> <p>11) As a possible option (prior to full-scale implementation of state-adopted changes to the process of school building leader certification), design and offer a step-up plan that includes meaningful incentives and that makes possible a pilot involving a P-20 partnership (opt-in participation for BOCES) and a process of learning from the pilot.</p>	
Title II	Assist LEAs to identify inequitable distribution of leaders.	<p>The NYSED will analyze educator distribution patterns according to student subgroup to identify inequities, provide data to LEAs, and work with LEAs on plans to address inequitable distribution of educator talent and support improved educator talent management (p. 138). LEA educator talent metrics will be developed and a series measures are identified on page 139.</p> <p>The department will host a series of convenings or labs for LEAs to work on educator talent management together.</p>	
	Explore enhanced principal certification requirements (p. 141).	<p>The new Clinical Practice Work Group and the Principal Preparation Project will consider the following:</p> <ul style="list-style-type: none"> ● Organize certification around the 2015 Professional Standards for Educational Leaders (PSEL). ● Strengthen university-based School Building Leader (SBL) programs by closely linking the 2015 PSEL with extended school-based internship. ● Create pathways, options, and/or opportunities leading to full-time, year-long, school-based internships for aspiring principals. ● Adapt preparation to account for a variety of settings Add a competency-based expectation to initial certification. ● Expand clinical experiences, with consideration to advanced residency models. 	
	Improve feedback and communication between LEAs and principal preparation programs.	<p>The Department will consider development and use of postgraduation surveys of educators and employers or other tools to gather feedback on educator preparation. The department also will consider development of a data dashboard that is accessible to LEAs and educator preparation programs.</p>	

	Goal Statement	Strategy	Context
	Improve educator diversity to better reflect student demographics (p. 143).	<p>The Department will engage P-20 partnerships and BOCES in efforts to enhance the quality of principal and other educator pipelines. Steps include:</p> <ul style="list-style-type: none"> • Developing recruitment plans with strategies that are designed to increase the diversity of students entering educator preparation programs • Ensuring that the financial needs of students with lower socioeconomic status are being met • Creating pilot programs that recruit and select applicants who are committed to and appreciate the needs of urban and rural school communities • Creating formative assessments of cultural competence and other qualities and support the admission and retention of excellent teacher and school leader candidates 	
	Improve new school principal retention (p. 144).	<p>In 2016, New York passed legislation that requires educators to engage in professional learning to be recertified. The new law supports development of an educator career continuum.</p> <p>Building upon experiences with the Teacher Incentive Fund, the Department is moving toward a career continuum pathway model that aligns with educator effectiveness frameworks, provides LEAs guidance and flexibility, and emphasizes continuous systems improvement processes.</p> <p>The Department will work to ensure that LEAs adopt systems for leadership continuum pathways that focus on clearly defined leadership roles and responsibilities that provide high-performing educators with meaningful opportunities for career advancement, ultimately aiding in the attraction, development, and retention of great educators who can best meet the needs of the LEA and all students (p. 148).</p>	
	Increase principal access to high-quality professional learning.	<p>The Department has worked to develop a statewide framework for educator learning that addresses improved professional learning systems coherence, improved coordination with state professional development partners, and investment in regional expertise. These activities are potential candidates for use of set-aside funding for statewide principal improvement efforts (p. 147).</p>	

	Goal Statement	Strategy	Context
	<p>Improve capacity of LEAs to recognize the most effective principals (p. 148).</p>	<p>In 2016, New York passed legislation that requires educators to engage in professional learning to be recertified. The new law supports development of an educator career continuum.</p> <p>Building upon experiences with the Teacher Incentive Fund, the department is moving toward a career continuum pathway model that aligns with educator-effectiveness frameworks, provides LEAs guidance and flexibility, and emphasizes continuous systems improvement processes.</p> <p>The Department will work to ensure that LEAs adopt systems for leadership continuum pathways that focus on clearly defined leadership roles and responsibilities that provide high-performing educators with meaningful opportunities for career advancement, ultimately aiding in the attraction, development, and retention of great educators who can best meet the needs of the LEA and all students (p. 148).</p>	

Prework synopsis of state ESSA plan references to school leadership

The State UPPI PLC meeting agenda provides opportunities to discuss inclusion of principal preparation and school leadership in your state’s draft ESSA plan. During the meeting, you will be paired with members from two states who can serve as thought partners during team planning sessions. We have asked each state to submit Title I and II sections of the draft ESSA plans, as a means of fostering informed discussion. As prework, we also asked each state to complete this summary page highlighting state support for principal preparation and other supports. The summary form will be disseminated to State UPPI PLC members.

	<h3>North Carolina</h3>	<p>Draft ESSA plan status</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Draft completed (July 28, 2017) <input type="checkbox"/> Submitted for governor signature <input type="checkbox"/> Under review by U.S. Department of Education <input type="checkbox"/> Returned by U.S. Department of Education for adjustment <input type="checkbox"/> Approved by U.S. Department of Education
<p>The following school leadership strategies and goals have been synthesized from the draft state ESSA plan’s Title I and II descriptions, based on draft plans submitted to AIR on August 30, 2017.</p>		

	Goal Statement	Strategy	Context
Title I	Increase student academic growth and reduce the achievement gap (p. 2).	<p>North Carolina sets 10-year goals and interim progress goals for student performance in each grade and subject based on trend data, which include subgroup data. The 10-year goals address achievement gaps (p. 24).</p> <p>The foundation for North Carolina’s accountability system is ELA and mathematics assessments, science assessments, and graduation rates. In transitioning to ESSA, North Carolina focused on aligning the School Performance Grades model with the requirements of ESSA to optimize accountability for all students and to have a single accountability system.</p> <p>Under ESSA, North Carolina anticipates extending mathematics accountability by developing NC3, an end of course assessment at Grade 8 by 2018–19.</p>	<p>Since the 2012–13 school year, the EVAAS™ (Education Value-Added Assessment System) reports were school level; however, with the implementation of ESSA and with the use of growth as the School Quality or Student Success indicator for all schools and all grade spans, beginning in the 2017–18 school year, EVAAS designations will be disaggregated by subgroups as well (p. 36).</p> <p>Since the 2013–14 school year, North Carolina has been reporting the School Performance Grades for each public school and public charter school. This model designates schools as earning an A, B, C, D, or F based on accountability measures. As initially implemented, the indicators for the A–F grading model included test scores (ELA/reading, mathematics, and science) and growth (measured by the same assessments) for elementary and middle schools. The School Performance Grades model for high schools included test scores and growth (NC Math I, English II, and</p>

Goal Statement	Strategy	Context
		Biology) as well as student performance on ACT, ACT WorkKeys, and math course rigor (percentage of students passing the NC Math 3 course) (pp. 31, 33).
Provide tiered professional supports to educators, including leaders, based upon school performance (pp. 40–45).	<p>North Carolina will use the approved NC statewide system of annual meaningful differentiation described in section A.4.v.(a–c) of this plan to identify the lowest 5% of Title I schools. The resulting total score of the accountability model for the All Students group will be used to rank schools and identify the lowest 5% of all schools receiving Title I funds.</p> <p>Selected schools will be identified first for tiered support following the 2017–18 school year for services during the 2018–19 school year. Identification is based on schoolwide and subgroup growth and schoolwide graduation rate. For graduation rate, high schools with a 4-year cohort graduation rate of less than 66.7% will receive comprehensive supports.</p> <p>Through this coordinated system, the NCDPI leverages state resources to address specific needs of schools and districts and to provide customized support organized within three levels:</p> <p>Intensive Support With Modeling through facilitated and external needs assessment, data-based priority alignment, school improvement planning (using NCStar system), district and/or school leadership coaching to support effective systems and processes, and instructional modeling and coaching to support student growth and achievement.</p> <p>Moderate Support With Coaching through internal self-assessment to identify areas of improvement, school improvement planning (using NCStar), collaborative leadership coaching to support effective decision making and customized professional development for district and school personnel.</p> <p>General Support With Consultation through consultative dialogue with agency staff (p. 52).</p> <p>LEAs with more than 50% of schools identified for comprehensive or targeted support are considered to</p>	<p>In 2016, the North Carolina General Assembly established in law an Achievement School District, created to improve continually low-performing elementary schools across the state. This model has been reenvisioned 1 year later, with a focus on creating innovative conditions in local communities and schools, where accountable, data-driven partnerships can come together with a single vision for equity and opportunity for all students and is now renamed in state statute as the North Carolina Innovative School District (ISD). Through the ISD, the NCDPI will engage in local communities to design and implement two distinct strategies for school improvement.</p> <p>In the event a local school district partners with the ISD for the transfer of a low-performing elementary school to be managed as an Innovative School, that district may apply and be considered for the creation and operation of a locally controlled I-Zone. The I-Zone is a strategy that provides a group of low-performing schools within a local school district the opportunity to benefit from additional flexibilities, often aligned with those provided to charter schools in the state.</p> <p>The NCDPI engages LEAs in evidence-based practices of the Multi-Tiered System of Support (MTSS) framework and the Whole School, Whole Community, Whole Child (WSCC) model. The NCDPI supports LEAs with the installation of MTSS to address the school conditions for student learning. MTSS is a school improvement framework that address academics, behavior, chronic absenteeism, and social emotional domains vertically throughout the LEA. LEAs use multiple sources of data to build a full continuum of supports for students in each of these areas. The NCDPI guides LEAs to problem-solve with all staff and students in mind first. This means LEA teams look at internal and</p>

	Goal Statement	Strategy	Context
		have a significant percentage. The NCDPI will provide additional support to these LEAs through coordinated cross-agency efforts under its Statewide System of Support.	external factors that have been designed and are affecting an array of results (p. 62).
Title II	Provide statewide and regional support current and future school principals.	<p>Great teachers and leaders are the key to success in North Carolina’s public schools. Equipping school leaders with skills to provide high-quality instructional support within school and district systems is the core priority for supporting effective instruction statewide. Title II, Part A state-level activities funds will be used to provide ongoing, targeted professional development to support educators and district and school leaders across the state. The NCDPI will reserve 3% of Title II, Part A funds for one or more of the activities for principals or service support teams that are advancing professional learning statewide by offering services that seek to transform the culture of professional learning. The proposed standards of work include strengthening school leadership. This strand is guided by the North Carolina Standards for School Executives and the Professional Teaching Standards, the primary tools within this pathway are Principal READY (PREADY) and Assistant Principal READY (APREADY). These learning sessions are held statewide in the fall and spring. The series, designed based on participants’ feedback, features several sessions on how school administrators can support teachers’ professional growth.</p> <p>Professional learning for principals and assistant principals include:</p> <ul style="list-style-type: none"> ● Provision of teacher feedback using observational and EVAAS data; ● Customized and flexible leadership content based on feedback from principal supervisors; ● Coaching teachers; ● Educational technology; ● Development of a principal professional development repository of materials; and ● Improving coordination of principal professional development services providers (p. 91). 	

Prework synopsis of state ESSA plan references to school leadership

The State UPPI PLC meeting agenda provides opportunities to discuss inclusion of principal preparation and school leadership in your state’s draft ESSA plan. During the meeting, you will be paired with members from two states who can serve as thought partners during team planning sessions. We have asked each state to submit Title I and II sections of the draft ESSA plans, as a means of fostering informed discussion. As prework, we also asked each state to complete this summary page highlighting state support for principal preparation and other supports. The summary form will be disseminated to State UPPI PLC members.

 Virginia	Draft ESSA plan status <input checked="" type="checkbox"/> Draft completed <input checked="" type="checkbox"/> Submitted for governor signature <input type="checkbox"/> Under review by U.S. Department of Education <input type="checkbox"/> Returned by U.S. Department of Education for adjustment <input type="checkbox"/> Approved by U.S. Department of Education
The following school leadership strategies and goals have been synthesized from the draft state ESSA plan’s Title I and II descriptions, based on draft plans submitted to AIR on August 30, 2017.	

	Goal Statement	Strategy	Context
Title I	Provide training on procedural components of school improvement such as data analysis, professional development, implementation, and monitoring.	Training to be customized/focused on schools identified for comprehensive/targeted support.	
	Continue to provide quality professional development opportunities to effectively use the state standards for instruction and assessment. Examples of the types of activities that may be provided follow (p. 40).	Experiential interdisciplinary learning	Virginia will bring together teams of educators, including principals, to develop action plans for implementing experiential interdisciplinary learning.
		Principal preparation (under consideration)	Convene a summit of university and school leaders to highlight effective leadership development practices.
		Principal mentoring/induction (additional potential area of focus)	

	Goal Statement	Strategy	Context
	Improve preparation programs and support principals.	Continue to partner with Virginia State University on Wallace Foundation grant.	The Virginia Department of Education will convene representatives from colleges and universities preparing school leaders to learn from the work of the grant recipients and collaborate with Virginia State University.
	Support principal pipeline improvement	<i>Aspiring Special Education Leaders</i> —The Aspiring Special Education Leaders Academies are designed for educators who aspire to be in a leadership position and who are not currently special education directors (p. 45).	This is a yearlong program that includes workshops, seminars, observations, assignments, and field experiences. Participants have opportunities to gain knowledge, skills, and experiences that will help them excel in positions of special education leadership (p. 45).

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