

Prioritizing Leadership: An Analysis of State ESSA Plans

Appendix: Data & Methodology

After the passage of the Every Student Succeeds Act (ESSA), each state education agency was required to develop and submit to the U.S. Department of Education a plan explaining how it will comply with and carry out the requirements of the new law. New Leaders reviewed each ESSA plan, including those developed by all 50 states as well as the District of Columbia and Puerto Rico, to understand whether and how states intend to invest their federal funding in school leadership to support their goals for student achievement and school improvement. Our findings are summarized in [Prioritizing Leadership: An Analysis of State ESSA Plans](#).

New Leaders undertook this research to better understand overall trends in the leadership strategies states proposed in their plans, including whether states intend to take advantage of new opportunities in ESSA to invest in school leadership (e.g., an optional 3 percent leadership set-aside in Title II). Given [our mission](#), we were especially interested in whether and how leadership was addressed in states' plans to improve high-need schools and ensure historically underserved children have equitable access to great teachers. Further, we wanted to understand whether and how states intend to use the new evidence-based requirements and opportunities in ESSA to support educational investments in interventions with a proven track record of success or in innovative models grounded in strong research. Finally, we also hoped to uncover examples of leadership initiatives or investments addressing challenges in a particular state that could be useful to officials and advocates in other contexts.

When we read each plan, we reviewed Title II, Part A: Supporting Effective Instruction, which focuses on educator quality. We also reviewed select sections of Title I, Part A: Improving Basic Programs Operated by Local Education Agencies, focusing on two topics of interest: school improvement and educator equity. (Note: the specific section number and title varied depending on which plan template a state opted to use.)

We looked for language describing specific strategies or value statements, which could be new initiatives or existing approaches being undertaken with renewed commitment under ESSA, across the leadership cycle (please see Figure A). We also looked at the use of the term “evidence-based” with regard to school leadership or school improvement (for which school leadership could be an evidence-based solution). We looked at whether and how leadership appeared with regard to educator equity, and we analyzed how leadership appeared (or didn't) in states' plans to address gaps and invest resources in schools identified for improvement and other high-need schools.

We limited our review to content written within each plan. The plans reflected varying levels of detail and often included ambiguous language. We did not consult external sources (e.g., state department of education websites) if the information provided was unclear or vague. Our protocol did include a process through which such content was reviewed and discussed by a team before final analyses were complete.

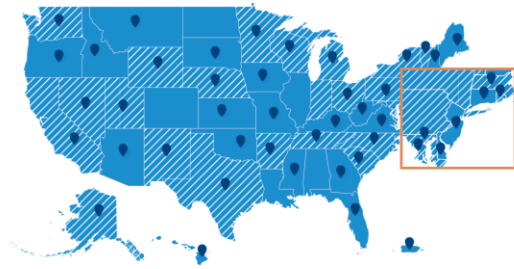
Our analyses do not assess the quality of the plans overall nor of the specific strategies included within.

We are grateful to our colleagues at the Learning Policy Institute, Results for America, and the University Council for Educational Administration for allowing us to share and discuss our data at various points in the review process.

Questions? Email policyteam@newleaders.org.



MAP 1



- 52** states, including DC and Puerto Rico, intend to **invest in leadership**, from teacher leaders to principals and their supervisors
- 24** states plan to use the Title II **3 percent set-aside for school leadership**¹
- 46** states identify, require, or prioritize **evidence-based strategies** to support school leadership or school improvement

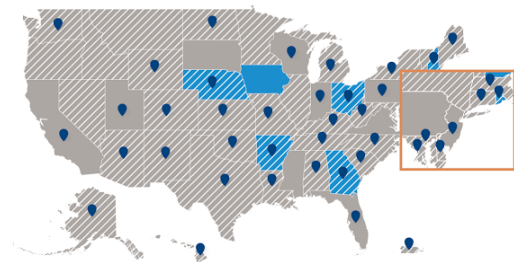
Investing in Leadership: Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Puerto Rico, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming

3% Leadership Set-Aside: Alaska, Arkansas, California, Indiana, Maryland, Massachusetts, Michigan, Minnesota, Nebraska, Nevada, New Mexico, New York, North Carolina, Ohio, Pennsylvania, Rhode Island, South Carolina, Tennessee, Texas, Utah, Vermont, Washington, Wisconsin, Wyoming

Evidence-Based Strategies: Alaska, Arizona, Arkansas, California, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Iowa, Kansas, Kentucky, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, Ohio, Oklahoma, Oregon, Pennsylvania, Puerto Rico, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming

MAP 2

Excellent, Equitable, Diverse Instructional Leadership



- 8** states plan to **upgrade school leadership standards**, including to align with or adapt the Professional Standards for Education Leaders
- 41** states acknowledge leadership in their plans to improve the **lowest-performing schools**, those with **large, persistent achievement gaps**, or **other high-need schools**
- 41** states address **leadership in educator equity plans**

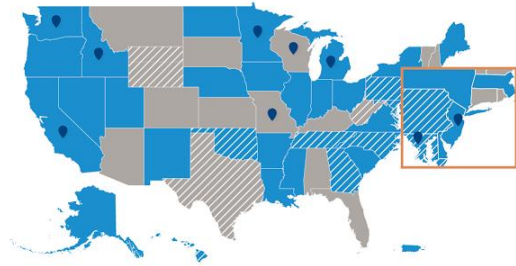
Leadership Standards: Arkansas, District of Columbia, Georgia, Iowa, Nebraska, New Hampshire, Ohio, Rhode Island

Leadership in High-Need Schools: Alabama, Alaska, Arizona, Arkansas, Colorado, Connecticut, Delaware, District of Columbia, Georgia, Hawaii, Idaho, Illinois, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Puerto Rico, Rhode Island, South Carolina, Tennessee, Texas, Vermont, Washington, West Virginia, Wyoming

Leadership and Educator Equity: Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Indiana, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Missouri, Nebraska, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Pennsylvania, Puerto Rico, Rhode Island, South Carolina, Tennessee, Texas, Utah, Washington, West Virginia, Wisconsin, Wyoming

MAP 3

Distributed Leadership & Leadership Pipelines



- 36** states are investing in **teacher leadership**
- 10** states are focused on strategically rethinking and investing in **assistant principals**
- 9** states are advancing shared leadership models by strengthening **school leadership teams**

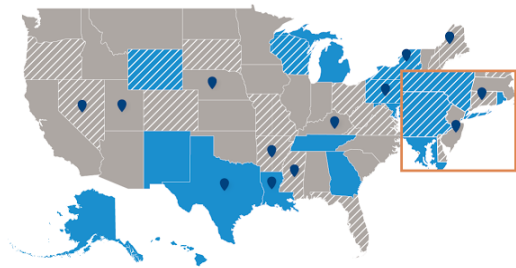
Teacher Leadership: Alaska, Arkansas, California, Delaware, District of Columbia, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Nebraska, Nevada, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Puerto Rico, South Carolina, Tennessee, Utah, Virginia, Washington, Wyoming

Assistant Principals: Georgia, Hawaii, Maryland, North Carolina, Oklahoma, Pennsylvania, Tennessee, Texas, West Virginia, Wyoming

Leadership Teams: California, Idaho, Maryland, Michigan, Minnesota, Missouri, New Jersey, Washington, Wisconsin

MAP 4

School Leader Preparation



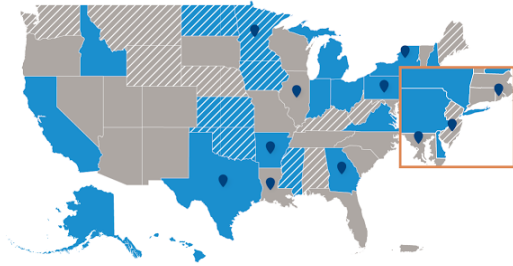
- 14** states are investing in **promising new principal residencies and academies**, including innovative models operated by the state, districts, or nonprofits
- 21** states are **expanding high-quality existing preparation programs**, including those run by universities
- 13** states are upgrading **principal certification or licensure**

New Principal Residencies & Academies: Alaska, Georgia, Hawaii, Louisiana, Maryland, Michigan, New Mexico, New York, Pennsylvania, Rhode Island, Tennessee, Texas, Wisconsin, Wyoming

Expanding High-Quality Principal Prep: Arkansas, Colorado, Connecticut, Delaware, Florida, Maine, Michigan, Mississippi, Missouri, Nevada, New Hampshire, New York, Ohio, Oregon, Pennsylvania, Puerto Rico, South Dakota, Virginia, West Virginia, Wisconsin, Wyoming

Principal Licensure: Arkansas, Connecticut, Kentucky, Louisiana, Maine, Mississippi, Nebraska, Nevada, New Jersey, New York, Pennsylvania, Texas, Utah

MAP 5



School Leader Support

- 21** states are investing in **induction support** for new school leaders
- 16** states will **strengthen performance management systems** for principals, including by tying evaluation results to tailored, high-quality PD and support
- 11** states are rethinking and investing in **principal supervisor** roles and management systems

Induction for Novice Leaders: Alaska, Arkansas, California, Delaware, Georgia, Hawaii, Idaho, Indiana, Iowa, Kansas, Michigan, Minnesota, Mississippi, New Hampshire, New York, North Dakota, Ohio, Oklahoma, Pennsylvania, Tennessee, Virginia

Principal Evaluation and Support: Alabama, District of Columbia, Iowa, Kansas, Kentucky, Maine, Minnesota, Mississippi, Montana, Nebraska, New Jersey, North Dakota, Oklahoma, Washington, West Virginia, Wyoming

Principal Supervisors: Arkansas, Georgia, Illinois, Louisiana, Maryland, Minnesota, New Jersey, New York, Pennsylvania, Rhode Island, Texas