

# Paying for principal pipelines: Tapping federal funds to support principals and raise student achievement

Wednesday, Dec. 1, 2021, 3-4 p.m.

# Today's discussion

- Brief introduction to Wallace
- Brief context on principals and principal pipelines
- Perspectives/examples from state, district and school level leaders
- Presenting the guide to using federal funds for pipelines
- Moderated discussion
- Q & A
- Stay tuned for the next webinar

# Participants in order of appearance

- **Jody Spiro**, Director of Education Leadership, The Wallace Foundation
- **Patrick Rooney**, Director of School Support and Accountability, U.S. Department of Education, Office of Elementary and Secondary Education
- **Paul Katnik**, Assistant Commissioner, Missouri Department of Elementary and Secondary Education
- **Michael Thomas**, Superintendent, Colorado Springs School District 11, CO
- **Beverly Hutton**, Senior Advisor and Consultant to the CEO, National Association of Secondary School Principals
- **Sean Worley**, Senior Policy Associate, EducationCounsel
- **Scott Palmer**, Managing Partner and Co-founder, EducationCounsel

# The Wallace Foundation

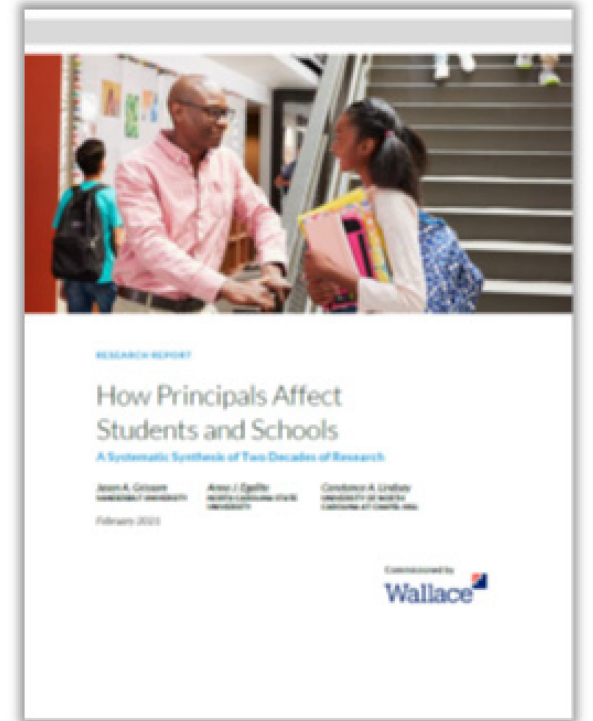
- Legacy of Lila and DeWitt Wallace, founders of Reader's Digest
- Mission
  - *To foster **equity** and **improvements** in learning and enrichment for young people and in the arts for everyone*
- A national private foundation; \$2 billion endowment
- We share only credible information and evidence
  - Full range of evidence
  - 'We say more only as we know more'
  - Non-partisan





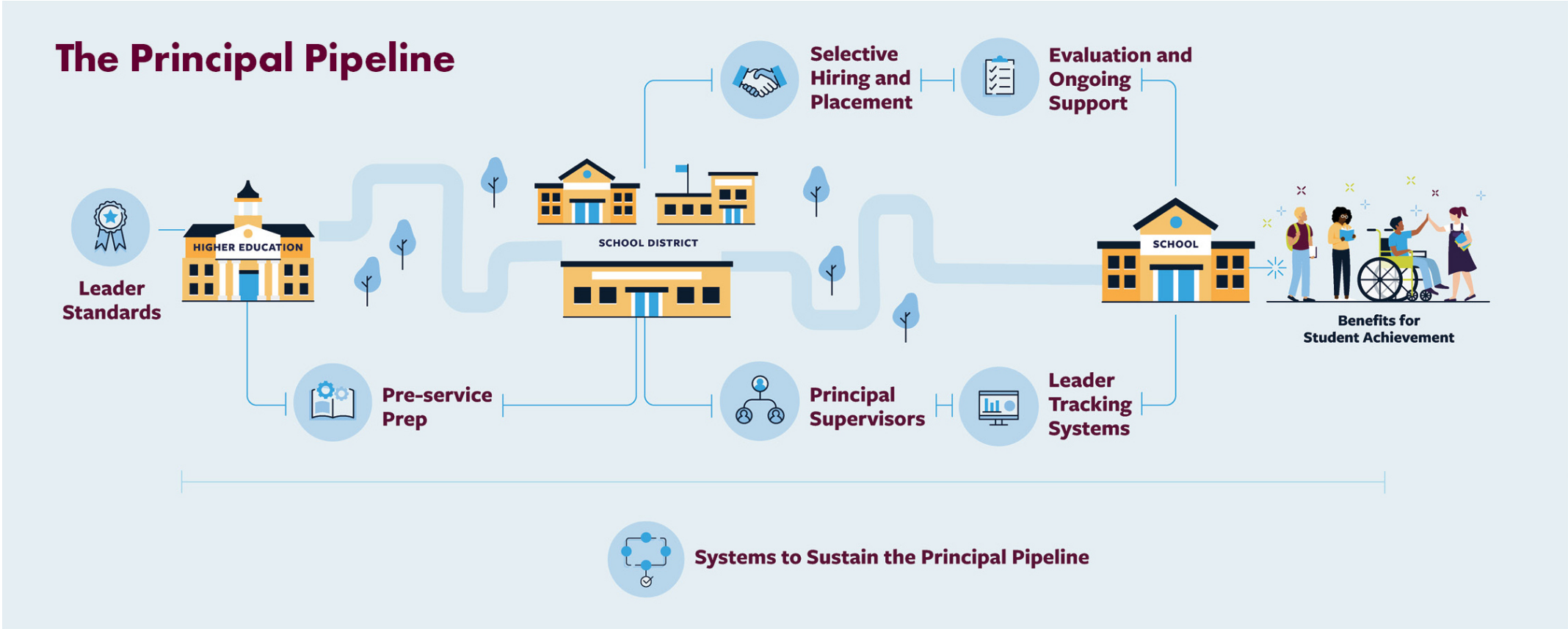
# Effective principals have large impacts

- Effective principals affect achievement at levels similar to an effective teacher – but across an entire school
  - Replacing a low-effectiveness with a high-effectiveness principal would boost student learning **by nearly 3 months in math and reading**
- Better student attendance, less exclusionary discipline, lower teacher turnover and higher satisfaction
- Principals affect student subgroups – including students of color and those from low-income households



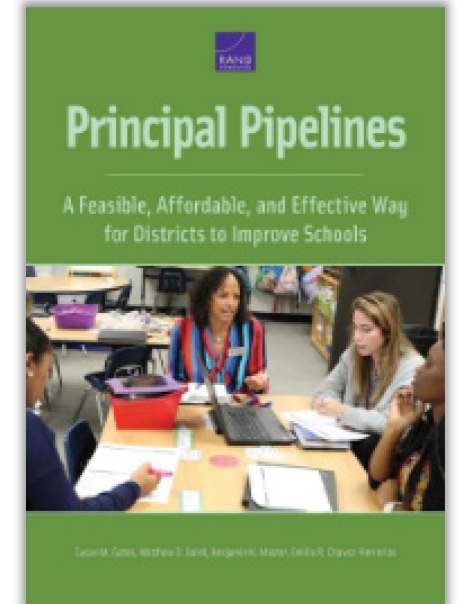
*How Principals Affect Students and Schools: A Systematic Synthesis of Two Decades of Research*, Jason A. Grissom, Anna J. Egalite, Constance A. Lindsay, 2021, The Wallace Foundation.

# Comprehensive, aligned principal pipelines: A district-wide strategy to improve student achievement



# Comprehensive, aligned principal pipelines had widespread, positive effect on achievement

- In 6 districts, outperformance in math (elementary, middle and high school) and reading (elementary and middle)
  - RAND study compared 1,100 pipeline schools to 6,300 comparison schools
- ***Notably, effects were positive and statistically significant for schools in the lowest quartile of student achievement***
- All schools in a district benefited
- Benefits kicked in early



Source: [\*Principal Pipelines: A Feasible, Affordable, and Effective Way for Districts to Improve Schools\*](#), Susan M. Gates, Matthew D. Baird, Benjamin K. Master and Emilio Chavez-Herrerias, RAND, 2019.



# In sum

- **Principals matter**

“It is difficult to envision an investment with a higher ceiling on its potential return than improving principal leadership.”

-- *How Principals Affect Students and Schools: A Systematic Synthesis of Two Decades of Research, 2021*

- **Comprehensive aligned principal pipelines are effective**

“This study provides encouraging evidence that school districts can move the needle on student achievement, the retention of newly placed principals, and other outcomes through strategic and coherent principal pipeline activities.”

-- *Principal Pipelines: A Feasible, Affordable, and Effective Way for Districts to Improve Schools, 2019*

