

113TH CONGRESS
1ST SESSION

H. R. 1736

To amend the Elementary and Secondary Education Act of 1965 to recruit, prepare, and support principals through capacity-building measures that will improve student academic achievement in high-need schools.

IN THE HOUSE OF REPRESENTATIVES

APRIL 25, 2013

Mrs. DAVIS of California (for herself, Mr. POLIS, Mr. BEN RAY LUJÁN of New Mexico, Ms. BORDALLO, and Ms. ROYBAL-ALLARD) introduced the following bill; which was referred to the Committee on Education and the Workforce

A BILL

To amend the Elementary and Secondary Education Act of 1965 to recruit, prepare, and support principals through capacity-building measures that will improve student academic achievement in high-need schools.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the “School Principal Re-
5 cruitment and Training Act of 2013”.

1 **SEC. 2. PURPOSE.**

2 The purpose of this Act is to recruit, prepare, and
3 support principals through capacity-building measures
4 that will improve student academic achievement in high-
5 need schools.

6 **SEC. 3. PROGRAM ESTABLISHMENT AND ACTIVITIES.**

7 Part A of title II of the Elementary and Secondary
8 Education Act of 1965 (20 U.S.C. 6601 et seq.) is amend-
9 ed by adding at the end the following:

10 “SUBPART 6—PRINCIPAL RECRUITMENT AND TRAINING
11 **“SEC. 2161. PRINCIPAL RECRUITMENT AND TRAINING**
12 **GRANT PROGRAM.**

13 “(a) DEFINITIONS.—In this section:

14 “(1) CURRENT PRINCIPAL.—The term ‘current
15 principal’ means an individual who, as of the date of
16 the determination of participation in a program
17 under this section, is employed as a principal or has
18 been employed as a principal.

19 “(2) ELIGIBLE ENTITY.—The term ‘eligible en-
20 tity’ means—

21 “(A) a local educational agency that serves
22 an eligible school or a consortium of such agen-
23 cies;

24 “(B) a State educational agency or a con-
25 sortium of such agencies;

1 “(C) a State educational agency in part-
2 nership with one or more local educational
3 agencies that serve an eligible school; or

4 “(D) an entity described in subparagraph
5 (A) or (B), or in partnership with one or more
6 nonprofit organizations or institutions of higher
7 education.

8 “(3) ELIGIBLE SCHOOL.—The term ‘eligible
9 school’ means a public school, including a public
10 charter school, that meets one or more of the fol-
11 lowing criteria:

12 “(A) Is a high-need school.

13 “(B) Is a persistently low-achieving school,
14 as described in section 1116.

15 “(C) Is an achievement gap school, as de-
16 scribed in section 1116.

17 “(D) In the case of a public school con-
18 taining middle grades, feeds into a public high
19 school that has less than a 60-percent gradua-
20 tion rate.

21 “(E) Is a rural school served by a local
22 educational agency that is eligible to receive as-
23 sistance under part B of title VI.

1 “(4) MENTOR PRINCIPAL.—The term ‘mentor
2 principal’ means an individual with the following
3 characteristics:

4 “(A) Strong instructional leadership skills
5 in an elementary school or secondary school set-
6 ting.

7 “(B) Strong verbal and written commu-
8 nication skills, which may be demonstrated by
9 performance on appropriate assessments.

10 “(C) Knowledge, skills, and attitudes to—

11 “(i) establish and maintain a profes-
12 sional learning community that effectively
13 extracts information from data to improve
14 the school culture and personalize instruc-
15 tion for all students to result in improved
16 student achievement;

17 “(ii) create and maintain a learning
18 culture within the school that provides a
19 climate conducive to the development of all
20 members of the school community, includ-
21 ing one of continuous learning for adults
22 tied to student learning and other school
23 goals;

24 “(iii) engage in continuous profes-
25 sional development, utilizing a combination

1 of academic study, developmental simula-
2 tion exercises, self-reflection, mentorship
3 and internship;

4 “(iv) understand youth development
5 appropriate to the age level served by the
6 school and from this knowledge sets high
7 expectations and standards for the aca-
8 demic, social, emotional and physical devel-
9 opment of all students; and

10 “(v) actively engage the community to
11 create shared responsibility for student
12 academic performance and successful de-
13 velopment.

14 “(5) MIDDLE GRADES.—The term ‘middle
15 grades’ means any of grades 5 through 8.

16 “(6) SCHOOL-LEVEL STUDENT OUTCOMES.—
17 The term ‘school-level student outcomes’ means, at
18 the whole school level and for each subgroup of stu-
19 dents described in section 1111(a)(2)(B)(ix) served
20 by the school—

21 “(A) student academic achievement and
22 student growth; and

23 “(B) additional outcomes, including, at the
24 high school level, graduation rates and the per-

1 centage of students taking college-level course-
2 work.

3 “(b) PROGRAM AUTHORIZED.—

4 “(1) PRINCIPAL, RECRUITMENT AND TRAINING
5 GRANT PROGRAM.—The Secretary shall award
6 grants to eligible entities to enable such entities to
7 recruit, prepare, place, and support principals in eli-
8 gible schools.

9 “(2) DURATION.—

10 “(A) IN GENERAL.—

11 “(i) NOT MORE THAN 5 YEAR DURA-
12 TION.—A grant awarded under this section
13 shall be not more than 5 years in duration.

14 “(ii) RENEWAL.—The Secretary
15 may—

16 “(I) renew a grant awarded
17 under this section based on perform-
18 ance; and

19 “(II) in renewing a grant under
20 subclause (I), award the grantee in-
21 creased funding to scale up or rep-
22 licate the grantee’s program.

23 “(B) PERFORMANCE.—In evaluating per-
24 formance for purposes of subparagraph
25 (A)(ii)(1)—

1 “(i) the Secretary’s primary consider-
2 ation shall be the extent to which the prin-
3 cipals recruited, prepared, placed, or sup-
4 ported by the grantee have improved
5 school-level student outcomes in eligible
6 schools; and

7 “(ii) the Secretary shall also consider
8 the percentage of program graduates—

9 “(I) who become principals in eli-
10 gible schools;

11 “(II) who remain principals in el-
12 igible schools for multiple years; and

13 “(III) who are highly rated prin-
14 cipals under a teacher and principal
15 evaluation system, if applicable.

16 “(c) APPLICATION AND SELECTION CRITERIA.—

17 “(1) APPLICATION.—An eligible entity that de-
18 sires a grant under this section shall submit to the
19 Secretary an application at such time, in such man-
20 ner, and accompanied by such information as the
21 Secretary may require.

22 “(2) SELECTION CRITERIA.—In awarding
23 grants under this section, the Secretary shall con-
24 sider—

1 “(A) the extent to which the entity has the
2 capacity to implement the activities described in
3 subsection (e) that the entity proposes to imple-
4 ment;

5 “(B) the extent to which the entity has a
6 demonstrated record of effectiveness or an evi-
7 denced-based plan for preparing principals to
8 improve school-level student outcomes in eligible
9 schools;

10 “(C) the extent to which the entity has a
11 demonstrated record of effectiveness or an evi-
12 dence-based plan for providing principals
13 trained by the entity with the guidance, sup-
14 port, and tools they need to improve school-level
15 student outcomes in eligible schools, including
16 providing principals with resources, such as
17 funding to ensure supports for quality teaching,
18 and decisionmaking authority over areas such
19 as personnel, budget, curriculum, or scheduling;
20 and

21 “(D) the likelihood of the entity sustaining
22 the project with funds other than funds pro-
23 vided under this section, which other funds may
24 include funds provided under this title other

1 than this section, once the grant is no longer
2 available to the entity.

3 “(d) AWARDING GRANTS.—

4 “(1) PRIORITY.—In awarding grants under this
5 section, the Secretary shall, give priority to an eligi-
6 ble entity that has the ability to provide data on
7 principal preparation or a record of preparing or de-
8 veloping principals who—

9 “(A) have improved school-level student
10 outcomes;

11 “(B) have become principals in eligible
12 schools; and

13 “(C) remain principals in eligible schools
14 for multiple years.

15 “(2) GRANTS FOR RURAL SCHOOLS AND LOW-
16 PERFORMING SCHOOLS.—In awarding grants under
17 this section, the Secretary shall, consistent with the
18 quality of applications—

19 “(A) award not less than one grant to an
20 eligible entity that intends to establish a pro-
21 gram that focuses on training or supporting
22 principals and other school leaders for rural
23 schools; and

24 “(B) award not less than one grant to an
25 eligible entity that intends to establish a pro-

1 gram to train and support principals and other
2 school leaders to lead reform efforts in a State
3 or more than one State, as determined under
4 section 1116.

5 “(3) REFORM EFFORTS.—An eligible entity
6 that receives a grant under this section to carry out
7 a program described in paragraph (2)(B)—

8 “(A) during the first year of the grant,
9 shall use grant funds—

10 “(i) to bring together experts and
11 stakeholders who are committed to dra-
12 matic and effective reform of persistently
13 low-achieving schools who can provide
14 input about what the evidence base shows
15 regarding effective school leadership in
16 such schools;

17 “(ii) to collect and develop, in con-
18 sultation with experts and stakeholders, a
19 core body of knowledge regarding effective
20 school reform leadership in persistently
21 low-achieving schools, which is evidence
22 based;

23 “(iii) to develop, drawing on the core
24 body of knowledge developed in clause (ii),
25 a leadership training program for prin-

1 cipals, mentors, and other school leaders,
2 to prepare and support the principals,
3 mentors, and leaders to lead effective
4 school reform efforts in persistently low
5 achieving schools; and

6 “(B) during each year of the grant after
7 the first year, shall use grant funds—

8 “(i) to carry out the leadership train-
9 ing program described in subparagraph
10 (A)(iii);

11 “(ii) to ensure that the leadership
12 training program described in subpara-
13 graph (A)(iii) is informed, on an ongoing
14 basis, by consultation with experts and
15 stakeholders, and by the program’s track-
16 ing of the performance of its graduates in
17 leading school reform efforts in persistently
18 low-achieving schools;

19 “(iii) to select cohorts of experienced
20 principals to lead school reform efforts in
21 persistently low-achieving schools;

22 “(iv) to provide support for, and en-
23 courage interaction among, cohorts of prin-
24 cipals after completion of the leadership

1 training program described in subpara-
2 graph (A)(iii); and

3 “(v) to disseminate information to
4 principals, mentors, and other school lead-
5 ers engaging in reform efforts in persist-
6 ently low-achieving schools.

7 “(e) ACTIVITIES.—Each eligible entity that receives
8 a grant under this section shall use grant funds to carry
9 out the following:

10 “(1) To recruit and select, using rigorous, com-
11 petency-based, selection criteria, and train and sup-
12 port a diverse group of aspiring or current prin-
13 cipals, or both, for work in eligible schools.

14 “(2) Tracking participants to determine if such
15 individuals are attaining, or have attained, the com-
16 petencies needed to complete the training and enter
17 into an effective leadership role, and provide coun-
18 seling and, if appropriate, separation, to participants
19 who the entity determines will not attain, or have
20 not attained, those competencies.

21 “(3) If the eligible entity provides a program
22 for aspiring principals—

23 “(A) candidates must demonstrate aware-
24 ness of and have experience with the knowledge,
25 skills and attitudes to—

1 “(i) establish and maintain a profes-
2 sional learning community that effectively
3 extracts information from data to improve
4 the school culture and personalize instruc-
5 tion for all students to result in improved
6 student achievement;

7 “(ii) create and maintain a learning
8 culture within the school that provides a
9 climate conducive to the development of
10 all members of the school community, in-
11 cluding one of continuous learning for
12 adults tied to student learning and other
13 school goals;

14 “(iii) engage in continuous profes-
15 sional development, utilizing a combination
16 of academic study, developmental simula-
17 tion exercises, self-reflection, mentorship
18 and internship;

19 “(iv) understand youth development
20 appropriate to the age level served by the
21 school and from this knowledge set high
22 expectations and standards for the aca-
23 demic, social, emotional and physical devel-
24 opment of all students; and

1 “(v) actively engage the community to
2 create shared responsibility for student
3 academic performance and successful de-
4 velopment; a preservice residency that is
5 not less than 1 year in length, and that in-
6 cludes coaching from a mentor principal,
7 and instructional leadership and organiza-
8 tional management experience; and

9 “(B) the program shall provide aspiring
10 principals with—

11 “(i) a preservice residency that is not
12 less than 1 year in length, and that in-
13 cludes coaching from a mentor principal,
14 and instructional leadership and organiza-
15 tional management experience;

16 “(ii) focused coursework on instruc-
17 tional leadership, organizational manage-
18 ment, and the use of a variety of data for
19 purposes of—

20 “(I) instruction;

21 “(II) evaluation and development
22 of teachers; and

23 “(III) development of highly ef-
24 fective school organizations; and

1 “(iii) ongoing support, mentoring, and
2 professional development for not less than
3 2 years after the aspiring principals com-
4 plete the residency and commence work as
5 assistant principals and principals.

6 “(4) To train mentors for principals and assist-
7 ant principals who are serving or who wish to serve
8 in eligible schools or for aspiring principals who wish
9 to serve in such eligible schools, or for both.

10 “(5) Providing differentiated training to partici-
11 pants in competencies that evidence shows are crit-
12 ical to improving school-level student outcomes in el-
13 igible schools, such as—

14 “(A) recruiting, training, supervising, sup-
15 porting, and evaluating teachers and other
16 staff;

17 “(B) establishing learning communities
18 where principals and teachers—

19 “(i) share a school mission and goals
20 with an explicit vision of quality teaching
21 and learning that guides all instructional
22 decisions;

23 “(ii) commit to improving student
24 outcomes and performances;

1 “(iii) set a continuous cycle of collec-
2 tive inquiry and improvement;

3 “(iv) foster a culture of collaboration
4 where teachers and principals work to-
5 gether on a regular basis to analyze and
6 improve teaching and learning; and

7 “(v) support and share leadership;

8 “(C) where applicable for participants serv-
9 ing elementary schools, offering high-quality
10 early childhood education to the students such
11 participants are serving and facilitating the
12 transition of children from early learning set-
13 tings to elementary school;

14 “(D) setting high expectations for student
15 achievement that will prepare them for college
16 and career;

17 “(E) addressing the unique needs of spe-
18 cific student populations served, such as stu-
19 dents with disabilities, students who are
20 English learners, and students who are home-
21 less or in foster care;

22 “(F) managing budget resources and
23 school time to support high-quality instruction
24 and improvements in student achievement, such
25 as by extending the school day and year and

1 providing common planning time to teachers
2 and staff;

3 “(G) working effectively with students’
4 parents and other members of the community;

5 “(H) using technology and multiple
6 sources of data to personalize instruction;

7 “(I) monitoring and improving the align-
8 ment and effectiveness of curriculum, instruc-
9 tion, and assessment, using a variety of data
10 providing evidence of student and school out-
11 comes; and

12 “(J) developing and maintaining a positive
13 school culture where students, teachers and
14 other staff are motivated to collaborate and
15 work together to achieve goals.

16 “(6) Delivering high-quality, differentiated,
17 school-level support services and training to current
18 principals of eligible schools, if the eligible entity
19 provides a program for current principals, or during
20 the period described in paragraph (3)(B)(iii) to indi-
21 viduals who have completed the aspiring principal
22 residency, if the eligible entity provides a program
23 for aspiring principals, to help meet the specific
24 needs of the eligible schools they serve, which may
25 include—

1 “(A) training and support for the design of
2 school-wide improvement plans based on the di-
3 agnosis of school conditions and needs informed
4 by data and analysis of classroom and school
5 practices; and

6 “(B) support in organizing and training
7 the teams described in paragraph (5)(B).

8 “(7) Making available any training materials
9 funded under the grant, such as syllabi, assign-
10 ments, or selection rubrics, to the department for
11 public dissemination.

12 “(8) Tracking the effectiveness of the program
13 based on, at a minimum—

14 “(A) school-level student outcomes at the
15 schools where program graduates have served
16 as principals;

17 “(B) the percentage of program graduates
18 who become principals in eligible schools;

19 “(C) the percentage of program graduates
20 who remain principals or assistant principals in
21 eligible schools for multiple years; and

22 “(D) the percentage of program graduates
23 who are highly rated under a teacher and prin-
24 cipal evaluation system, if applicable.

1 “(9) Using the data on the effectiveness of the
2 program for, among other purposes, the continuous
3 improvement of the program.

4 “(f) ANNUAL REPORT.—An eligible entity that re-
5 ceives a grant under this section shall submit an annual
6 report, beginning in the third year of the grant, to the
7 Secretary regarding—

8 “(1) school-level student outcomes resulting
9 from implementation of the grant activities; and

10 “(2) data on—

11 “(A) the percentage of program graduates
12 who become principals or assistant principals in
13 eligible schools;

14 “(B) the percentage of graduates who re-
15 main principals or assistant principals in eligi-
16 ble schools for multiple years; and

17 “(C) the percentage of program graduates
18 who are highly rated under a teacher and prin-
19 cipal evaluation system, if applicable.

20 “(g) MATCHING REQUIREMENT.—

21 “(1) MATCHING REQUIREMENT.—

22 “(A) IN GENERAL.—An eligible entity that
23 receives a grant under this section shall con-
24 tribute annually to the activities assisted under
25 such grant matching funds in an amount equal

1 to not less than 20 percent of the amount of
2 the grant from non-Federal sources.

3 “(B) MATCHING FUNDS.—The matching
4 funds requirement under subparagraph (A) may
5 be met by—

6 “(i) contributions that are in cash or
7 in-kind, fairly evaluated; and

8 “(ii) payments of a salary or stipend
9 to an aspiring principal during the aspiring
10 principal’s residency year.

11 “(2) WAIVER.—The Secretary may waive or re-
12 duce the matching requirement under paragraph (1)
13 if the eligible entity demonstrates a need for such
14 waiver or reduction due to financial hardship.

15 “(h) SUPPLEMENT, NOT SUPPLANT.—Grant funds
16 provided under this section shall be used to supplement,
17 and not supplant, any other Federal, State, or local funds
18 otherwise available to carry out the activities described in
19 this section.

20 “(i) EVALUATION AND DISSEMINATION OF BEST
21 PRACTICES.—In accordance with section 9601, the Sec-
22 retary shall—

23 “(1) carry out an evaluation of programs fund-
24 ed under this section; and

1 “(2) identify and disseminate research and best
2 practices related to such programs.

3 “(j) REPORT TO CONGRESS.—Not later than 5 years
4 after the date of the enactment of the School Principal
5 Recruitment and Training Act of 2013, the Secretary shall
6 submit a report to the Committee on Health, Education,
7 Labor, and Pensions of the Senate, the Committee on Ap-
8 propriations of the Senate, the Committee on Education
9 and the Workforce of the House of Representatives, and
10 the Committee on Appropriations of the House of Rep-
11 resentatives on lessons learned through programs funded
12 with grants awarded under this section.

13 “(k) AUTHORIZATION OF APPROPRIATIONS.—There
14 are authorized to be appropriated to carry out this section
15 such sums as may be necessary for fiscal year 2014 and
16 each of the succeeding 5 years.”.

○