

114TH CONGRESS
1ST SESSION

S. 476

To recruit, support, and prepare principals to improve student academic achievement at eligible schools.

IN THE SENATE OF THE UNITED STATES

FEBRUARY 12, 2015

Mr. FRANKEN (for himself and Mr. BENNET) introduced the following bill; which was read twice and referred to the Committee on Health, Education, Labor, and Pensions

A BILL

To recruit, support, and prepare principals to improve student academic achievement at eligible 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”.

6 **SEC. 2. PRINCIPAL RECRUITMENT AND TRAINING.**

7 (a) IN GENERAL.—Part A of title II of the Elemen-
8 tary and Secondary Education Act of 1965 (20 U.S.C.
9 6601 et seq.) is amended by adding at the end the fol-
10 lowing:

1 **“Subpart 6—Principal Recruitment and Training**

2 **“SEC. 2161. PRINCIPAL RECRUITMENT AND TRAINING**
3 **GRANT PROGRAM.**

4 “(a) DEFINITIONS.—In this section:

5 “(1) ASPIRING PRINCIPAL.—The term ‘aspiring
6 principal’ means an individual who is enrolled in a
7 principal preparation program’s preservice residency
8 that provides training in instructional leadership, or-
9 ganizational management, and the development of
10 teachers.

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

16 “(3) ELIGIBLE ENTITY.—The term ‘eligible en-
17 tity’ means—

18 “(A) a local educational agency, including
19 an educational service agency, that serves an el-
20 igible school or a consortium of such agencies;

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

23 “(C) a State educational agency in part-
24 nership with 1 or more local educational agen-
25 cies or educational service agencies that serve
26 an eligible school;

1 “(D) an entity described in subparagraph
2 (A), (B), or (C) in partnership with 1 or more
3 nonprofit organizations or institutions of higher
4 education; or

5 “(E) an institution of higher education or
6 a nonprofit organization, if the institution or
7 nonprofit organization can demonstrate a
8 record of—

9 “(i) preparing principals who have
10 been able to improve student achievement
11 substantially; and

12 “(ii) placing a significant percentage
13 of such principals in eligible schools.

14 “(4) ELIGIBLE SCHOOL.—The term ‘eligible
15 school’ means a public school, including a public
16 charter school, that meets 1 or more of the following
17 criteria:

18 “(A) Is a high-need school.

19 “(B) Is a persistently low-achieving school,
20 as determined by the State educational agency.

21 “(C) Is an achievement gap school, as de-
22 termined by the State educational agency.

23 “(D) In the case of a public school con-
24 taining middle grades, feeds into a public high

1 school that has less than a 60-percent gradua-
2 tion rate.

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

6 “(5) HIGH-NEED SCHOOL.—

7 “(A) IN GENERAL.—The term ‘high-need
8 school’ means—

9 “(i) an elementary school or middle
10 school in which not less than 50 percent of
11 the enrolled students are children from
12 low-income families; or

13 “(ii) a high school in which not less
14 than 40 percent of the enrolled students
15 are children from low-income families,
16 which may be calculated using comparable
17 data from feeder schools.

18 “(B) LOW-INCOME FAMILY.—For purposes
19 of subparagraph (A), the term ‘low-income fam-
20 ily’ means a family—

21 “(i) in which the children are eligible
22 for a free or reduced price lunch under the
23 Richard B. Russell National School Lunch
24 Act (42 U.S.C. 1751 et seq.);

1 “(ii) receiving assistance under a
2 State program funded under part A of title
3 IV of the Social Security Act (42 U.S.C.
4 601 et seq.); or

5 “(iii) in which the children are eligible
6 to receive medical assistance under the
7 Medicaid program.

8 “(6) MENTOR PRINCIPAL.—The term ‘mentor
9 principal’ means an individual with the following
10 characteristics:

11 “(A) Strong instructional leadership skills
12 in an elementary school or secondary school set-
13 ting.

14 “(B) Strong verbal and written commu-
15 nication skills, which may be demonstrated by
16 performance on appropriate assessments.

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

18 “(i) establish and maintain a profes-
19 sional learning community that effectively
20 extracts information from data to improve
21 the school culture and personalize instruc-
22 tion for all students to result in improved
23 student achievement;

24 “(ii) create and maintain a learning
25 culture within the school that provides a

1 climate conducive to the development of all
2 members of the school community, includ-
3 ing one of continuous learning for adults
4 tied to student learning and other school
5 goals;

6 “(iii) engage in continuous profes-
7 sional development, utilizing a combination
8 of academic study, developmental simula-
9 tion exercises, self-reflection, mentorship
10 and internship;

11 “(iv) understand youth development
12 appropriate to the age level served by the
13 school and from this knowledge sets high
14 expectations and standards for the aca-
15 demic, social, emotional, and physical de-
16 velopment of all students; and

17 “(v) actively engage the community to
18 create shared responsibility for student
19 academic performance and successful de-
20 velopment.

21 “(7) MIDDLE GRADE.—The term ‘middle grade’
22 means any of grades 5 through 8.

23 “(8) SCHOOL-LEVEL STUDENT OUTCOMES.—
24 The term ‘school-level student outcomes’ means, at
25 the whole school level and for each subgroup of stu-

1 dents described in section 1111(b)(2)(C)(v) who are
2 served by the school—

3 “(A) student academic achievement and
4 student growth; and

5 “(B) additional outcomes, including, at the
6 high school level, graduation rates and the per-
7 centage of students taking college-level
8 coursework.

9 “(b) PROGRAM AUTHORIZED.—

10 “(1) PRINCIPAL RECRUITMENT AND TRAINING
11 GRANT PROGRAM.—From amounts appropriated to
12 carry out this section, the Secretary shall award
13 grants to eligible entities to enable such entities to
14 recruit, prepare, place, and support principals in eli-
15 gible schools.

16 “(2) DURATION.—

17 “(A) IN GENERAL.—

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

21 “(ii) RENEWAL.—The Secretary
22 may—

23 “(I) renew a grant awarded
24 under this section based on perform-
25 ance; and

1 “(II) in renewing a grant under
2 subclause (I), award the grantee in-
3 creased funding to scale up or rep-
4 licate the grantee’s program.

5 “(B) PERFORMANCE.—In evaluating per-
6 formance for purposes of subparagraph
7 (A)(ii)(I)—

8 “(i) the Secretary’s primary consider-
9 ation shall be the extent to which the prin-
10 cipals recruited, prepared, placed, or sup-
11 ported by the grantee have improved
12 school-level student outcomes in eligible
13 schools; and

14 “(ii) the Secretary shall also consider
15 the percentage of program graduates—

16 “(I) who become principals in eli-
17 gible schools;

18 “(II) who remain principals in eli-
19 gible schools for multiple years; and

20 “(III) who are highly rated prin-
21 cipals, as determined by the State
22 educational agency.

23 “(c) APPLICATION AND SELECTION CRITERIA.—

24 “(1) APPLICATION.—An eligible entity that de-
25 sires a grant under this section shall submit to the

1 Secretary an application at such time, in such man-
2 ner, and accompanied by such information as the
3 Secretary may require.

4 “(2) SELECTION CRITERIA.—In awarding
5 grants under this section, the Secretary shall con-
6 sider—

7 “(A) the extent to which the entity has the
8 capacity to implement the activities described in
9 subsection (e) that the entity proposes to imple-
10 ment;

11 “(B) the extent to which the entity has a
12 demonstrated record of effectiveness or an evi-
13 denced-based plan for preparing principals to
14 improve school-level student outcomes in eligible
15 schools;

16 “(C) the extent to which the entity has a
17 demonstrated record of effectiveness or an evi-
18 dence-based plan for providing principals
19 trained by the entity with the guidance, sup-
20 port, and tools they need to improve school-level
21 student outcomes in eligible schools, including
22 providing principals with resources, such as
23 funding to ensure supports for quality teaching,
24 access to best practices, and decisionmaking au-

1 thority over areas such as personnel, budget,
2 curriculum, or scheduling;

3 “(D) the likelihood of the entity sustaining
4 the project with funds other than funds pro-
5 vided under this section, which other funds may
6 include funds provided under this title other
7 than this section, once the grant is no longer
8 available to the entity; and

9 “(E) the extent to which the proposed
10 project will serve rural areas or high-poverty
11 areas.

12 “(d) AWARDING GRANTS.—

13 “(1) PRIORITY.—In awarding grants under this
14 section, the Secretary shall give priority to an eligi-
15 ble entity with a record of preparing or developing
16 principals who—

17 “(A) have improved school-level student
18 outcomes;

19 “(B) have become principals in eligible
20 schools; and

21 “(C) remain principals in eligible schools
22 for multiple years.

23 “(2) GRANTS FOR RURAL SCHOOLS AND LOW-
24 EST PERFORMING SCHOOLS.—In awarding grants

1 under this section, the Secretary shall, consistent
2 with the quality of applications—

3 “(A) award not less than 1 grant to an eli-
4 gible entity that intends to establish a program
5 that focuses on training or supporting prin-
6 cipals and other school leaders for rural schools;
7 and

8 “(B) award not less than 1 grant to an eli-
9 gible entity that intends to establish a program
10 to train and support principals and other school
11 leaders to lead reform efforts in persistently
12 low-achieving schools in a State or more than 1
13 State.

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

17 “(A) during the first year of the grant,
18 shall use grant funds—

19 “(i) to bring together experts and
20 stakeholders who are committed to dra-
21 matic and effective reform of persistently
22 low-achieving schools who can provide
23 input about what the evidence base shows
24 regarding effective school leadership in
25 such schools;

1 “(ii) to collect and develop, in con-
2 sultation with experts and stakeholders, a
3 core body of knowledge regarding effective
4 school reform leadership in persistently
5 low-achieving schools, which is evidence
6 based; and

7 “(iii) to develop, drawing on the core
8 body of knowledge developed in clause (ii),
9 a leadership training program for prin-
10 cipals, mentors, and other school leaders,
11 to prepare and support the principals,
12 mentors, and leaders to lead effective
13 school reform efforts in persistently low-
14 achieving schools; and

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

17 “(i) to carry out the leadership train-
18 ing program described in subparagraph
19 (A)(iii);

20 “(ii) to ensure that the leadership
21 training program described in subpara-
22 graph (A)(iii) is informed, on an ongoing
23 basis, by consultation with experts and
24 stakeholders, and by the program’s track-
25 ing of the performance of its graduates in

1 leading school reform efforts in persistently
2 low-achieving schools;

3 “(iii) to select cohorts of trained or
4 experienced principals to lead school re-
5 form efforts in persistently low-achieving
6 schools;

7 “(iv) to provide support for, and en-
8 courage interaction among, cohorts of prin-
9 cipals after completion of the leadership
10 training program described in subpara-
11 graph (A)(iii); and

12 “(v) to disseminate information to
13 principals, mentors, and other school lead-
14 ers engaging in reform efforts in persist-
15 ently low-achieving schools.

16 “(e) ACTIVITIES.—Each eligible entity that receives
17 a grant under this section shall use grant funds to carry
18 out all of the following:

19 “(1) Recruiting and selecting, using rigorous,
20 competency-based, selection criteria, and training
21 and supporting a diverse group of aspiring principals
22 or current principals, or both, for work in eligible
23 schools.

24 “(2) Tracking participants to determine if such
25 individuals are attaining, or have attained, the com-

1 petencies needed to complete the training and enter
2 into an effective leadership role, and providing coun-
3 seling and, if appropriate, separation, to participants
4 who the entity determines will not attain, or have
5 not attained, those competencies.

6 “(3) If the eligible entity provides a program
7 for aspiring principals—

8 “(A) candidates shall demonstrate aware-
9 ness of and have experience with the knowledge,
10 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
20 all members of the school community, in-
21 cluding one of continuous learning for
22 adults tied to student learning and other
23 school 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, set high
7 expectations and standards for the aca-
8 demic, social, emotional, and physical de-
9 velopment 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; and

14 “(B) the program shall provide aspiring
15 principals with—

16 “(i) a preservice residency that is not
17 less than 1 year in length, and that in-
18 cludes coaching from a mentor principal,
19 and instructional leadership and organiza-
20 tional management experience;

21 “(ii) focused coursework on instruc-
22 tional leadership, organizational manage-
23 ment, and the use of a variety of data for
24 purposes of—

25 “(I) instruction;

1 “(II) evaluation and development
2 of teachers; and

3 “(III) development of highly ef-
4 fective school organizations; and

5 “(iii) ongoing support, mentoring, and
6 professional development for not less than
7 2 years after the aspiring principals com-
8 plete the residency and commence work as
9 assistant principals and principals.

10 “(4) Training mentors for principals who are
11 serving or who wish to serve in eligible schools or for
12 aspiring principals who wish to serve in such eligible
13 schools, or for both.

14 “(5) Providing differentiated training to partici-
15 pants in competencies that evidence shows are criti-
16 cal to improving school-level student outcomes in el-
17 igible schools, such as—

18 “(A) recruiting, training, supervising, sup-
19 porting, and evaluating teachers and other
20 staff;

21 “(B) developing teams of effective school
22 staff, and distributing among members of such
23 teams responsibilities for leading and improving
24 their schools;

1 “(C) establishing learning communities
2 where principals and teachers—

3 “(i) share a school mission and goals
4 with an explicit vision of quality teaching
5 and learning that guides all instructional
6 decisions;

7 “(ii) commit to improving student
8 outcomes and performances;

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

11 “(iv) foster a culture of collaboration
12 where teachers and principals work to-
13 gether on a regular basis to analyze and
14 improve teaching and learning; and

15 “(v) support and share leadership;

16 “(D) where applicable for participants
17 serving elementary schools, offering high-quality
18 early childhood education to the students such
19 participants are serving and facilitating the
20 transition of children from early learning set-
21 tings to elementary school;

22 “(E) setting high expectations for student
23 achievement;

24 “(F) addressing the unique needs of spe-
25 cific student populations served, such as stu-

1 dents who are children with disabilities, stu-
2 dents who are limited English proficient, and
3 students who are homeless or in foster care;

4 “(G) managing budget resources and
5 school time to support high-quality instruction
6 and improvements in student achievement, such
7 as by extending the school day and year and
8 providing common planning time to teachers
9 and staff;

10 “(H) working effectively with students’
11 parents and other members of the community;

12 “(I) using technology and multiple sources
13 of data to personalize instruction;

14 “(J) monitoring and improving the align-
15 ment and effectiveness of curriculum, instruc-
16 tion, and assessment, using a variety of data
17 providing evidence of student and school out-
18 comes; and

19 “(K) developing and maintaining a positive
20 school culture where students, teachers, and
21 other staff are motivated to collaborate and
22 work together to achieve goals.

23 “(6) Delivering high-quality, differentiated,
24 school-level support services and training to current
25 principals of eligible schools, if the eligible entity

1 provides a program for current principals, or during
2 the period described in paragraph (3)(B)(iii) to indi-
3 viduals who have completed the aspiring principal
4 residency, if the eligible entity provides a program
5 for aspiring principals, to help meet the specific
6 needs of the eligible schools they serve, which may
7 include—

8 “(A) training and support for the design of
9 school-wide improvement plans based on the di-
10 agnosis of school conditions and needs informed
11 by data and analysis of classroom and school
12 practices; and

13 “(B) support in organizing and training
14 the teams described in paragraph (5)(B).

15 “(7) Making available any training materials
16 funded under the grant, such as syllabi, assign-
17 ments, or selection rubrics, to the Department for
18 public dissemination.

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

21 “(A) school-level student outcomes at the
22 schools where program graduates have served
23 as principals;

24 “(B) the percentage of program graduates
25 who become principals in eligible schools; and

1 “(C) the percentage of program graduates
2 who remain principals in eligible schools for
3 multiple years.

4 “(9) Using the data on the effectiveness of the
5 program for, among other purposes, the continuous
6 improvement of the program.

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

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

13 “(2) data on—

14 “(A) the percentage of program graduates
15 who become principals in eligible schools;

16 “(B) the percentage of graduates who re-
17 main principals in eligible schools for multiple
18 years; and

19 “(C) the percentage of program graduates
20 who are highly rated, as determined by the
21 State educational agency.

22 “(g) MATCHING REQUIREMENT.—

23 “(1) MATCHING REQUIREMENT.—

24 “(A) IN GENERAL.—An eligible entity that
25 receives a grant under this section shall con-

1 tribute annually to the activities assisted under
2 such grant matching funds from non-Federal
3 sources in an amount equal to not less than 20
4 percent of the amount of the grant.

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

8 “(i) contributions that are in cash or
9 in kind, fairly evaluated; and

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

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

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

22 “(i) RESEARCH, EVALUATION, AND DISSEMINA-
23 TION.—

24 “(1) AVAILABLE FUNDS.—Of the amounts ap-
25 propriated to carry out this section for a fiscal year,

1 the Secretary may use not more than 5 percent to
2 carry out this subsection.

3 “(2) ESTABLISHMENT OF PERFORMANCE
4 METRICS.—The Secretary, acting through the Direc-
5 tor of the Institute of Education Sciences, shall es-
6 tablish performance metrics to evaluate the effective-
7 ness of the activities carried out under this program.

8 “(3) ANNUAL REPORT.—Each eligible entity
9 that receives a grant under this section shall, in the
10 entity’s annual report to the Secretary required
11 under subsection (f), submit information relevant to
12 the performance metrics described in paragraph (2).

13 “(4) EVALUATION.—The Secretary shall—

14 “(A) acting through the Director of the In-
15 stitute of Education Sciences—

16 “(i) evaluate the implementation and
17 impact of the activities supported under
18 the grant program authorized under this
19 section, including progress measured by
20 the metrics established under paragraph
21 (2); and

22 “(ii) identify best practices to improve
23 school leadership; and

24 “(B) disseminate, in consultation with the
25 regional educational laboratories established

1 under part D of the Education Sciences Reform
 2 Act of 2002 and comprehensive centers estab-
 3 lished under the Educational Technical Assist-
 4 ance Act of 2002, research on best practices in
 5 school leadership.

6 “(j) REPORT TO CONGRESS.—Not later than 5 years
 7 after the date of enactment of the School Principal Re-
 8 cruitment and Training Act, the Secretary shall submit
 9 a report to the Committee on Health, Education, Labor,
 10 and Pensions of the Senate, the Committee on Appropria-
 11 tions of the Senate, the Committee on Education and the
 12 Workforce of the House of Representatives, and the Com-
 13 mittee on Appropriations of the House of Representatives,
 14 on lessons learned through programs funded with grants
 15 awarded under this section.

16 “(k) AUTHORIZATION OF APPROPRIATIONS.—There
 17 are authorized to be appropriated to carry out this section
 18 such sums as may be necessary for fiscal year 2016 and
 19 each of the 4 succeeding fiscal years.”.

20 (b) TABLE OF CONTENTS.—The table of contents in
 21 section 2 of the Elementary and Secondary Education Act
 22 of 1965 is amended by inserting after the item relating
 23 to section 2151 the following:

“SUBPART 6—PRINCIPAL RECRUITMENT AND TRAINING

“Sec. 2161. Principal recruitment and training grant program.”.

1 (c) CONFORMING AMENDMENT.—Section 2103(a) of
2 the Elementary and Secondary Education Act of 1965 (20
3 U.S.C. 6603(a)) is amended by inserting “or subpart 6”
4 after “subpart 5”.

○