

113TH CONGRESS  
1ST SESSION

# S. 840

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

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IN THE SENATE OF THE UNITED STATES

APRIL 25, 2013

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

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## 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 or edu-  
 19 cational service agency that serves an eligible  
 20 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.—The Secretary shall award  
12       grants to eligible entities to enable such entities to  
13       recruit, prepare, place, and support principals in eli-  
14       gible schools.

15               “(2) DURATION.—

16               “(A) IN GENERAL.—

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

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

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

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 the following:

19 “(1) To recruit and select, using rigorous, com-  
20 petency-based, selection criteria, and train and sup-  
21 port a diverse group of aspiring principals or current  
22 principals, or both, for work in eligible schools.

23 “(2) Tracking participants to determine if such  
24 individuals are attaining, or have attained, the com-  
25 petencies needed to complete the training and enter

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

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

7 “(A) candidates shall demonstrate aware-  
8 ness of and have experience with the knowledge,  
9 skills, and attitudes to—

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

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

23 “(iii) engage in continuous profes-  
24 sional development, utilizing a combination  
25 of academic study, developmental simula-

1 tion exercises, self-reflection, mentorship  
2 and internship;

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

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

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

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

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

24 “(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) To train 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 with disabilities, students who are  
2 English learners, and students who are home-  
3 less 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)(C) to individ-  
3 uals who have completed the aspiring principal resi-  
4 dency, if the eligible entity provides a program for  
5 aspiring principals, to help meet the specific needs  
6 of the eligible schools they serve, which may in-  
7 clude—

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 in an amount equal  
3           to not less than 20 percent of the amount of  
4           the grant from non-Federal sources.

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 2014 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.”.

