

112TH CONGRESS
1ST SESSION

S. 812

To build capacity and provide support at the leadership level for successful school turnaround efforts.

IN THE SENATE OF THE UNITED STATES

APRIL 13, 2011

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

A BILL

To build capacity and provide support at the leadership level for successful school turnaround efforts.

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 “Lead Act”.

5 **SEC. 2. FINDINGS.**

6 Congress finds the following:

7 (1) Research shows that school leadership qual-
8 ity is second only to teacher quality among school-
9 related factors in the factors’ impact on student
10 learning.

1 (2) Research shows that nearly 60 percent of a
2 school's impact on student achievement is attrib-
3 utable to teacher and principal effectiveness, with 25
4 percent being attributable directly to the principal.

5 (3) As of May of 2010, there are 3,419 schools
6 implementing restructuring under section 1116(b)(8)
7 of the Elementary and Secondary Education Act of
8 1965 (20 U.S.C. 6316(b)(8)).

9 (4) Research shows that only 2,000 high
10 schools, 12 percent of all high schools, produce one-
11 half of the Nation's high school dropouts. In order
12 to turn those schools around, the United States will
13 need effective principals in those schools.

14 (5) Developing an effective method and delivery
15 system for training and supporting effective prin-
16 cipals in these schools is essential to the success of
17 the students and the economy of the United States.

18 **SEC. 3. PURPOSE.**

19 The purposes of this Act are—

20 (1) to build the capacity and increase the sup-
21 ply of effective principals and other school leaders to
22 successfully lead school transformation and turn-
23 around efforts;

1 (2) to train and support a cohort of expert
2 principals and other school leaders to lead successful
3 school transformations and turnarounds;

4 (3) to recruit and train effective mentors and
5 coaches to support and increase the effectiveness of
6 turnaround leaders;

7 (4) to collect, build on, and disseminate infor-
8 mation about effective leadership practice for school
9 transformations and turnarounds;

10 (5) to support the development of open source
11 professional development materials for principals
12 and other school leaders; and

13 (6) to support school transformation and turn-
14 around efforts.

15 **SEC. 4. PRINCIPAL AND SCHOOL LEADERSHIP DEVELOP-**
16 **MENT.**

17 (a) PRINCIPAL AND SCHOOL LEADERSHIP DEVELOP-
18 MENT.—Part A of title II of the Elementary and Sec-
19 ondary Education Act of 1965 (20 U.S.C. 6601 et seq.)
20 is amended by adding at the end the following:

21 **“Subpart 6—Principal and School Leadership**

22 **Development**

23 **“SEC. 2161. DEFINITIONS.**

24 “In this subpart:

1 “(1) ELIGIBLE ENTITY.—The term ‘eligible en-
2 tity’ means a partnership between—

3 “(A) a nonprofit organization with a dem-
4 onstrated commitment and capacity to develop
5 and support principals and other school leaders;
6 and

7 “(B) an institution of higher education.

8 “(2) LEARNING COMMUNITY.—

9 “(A) IN GENERAL.—The term ‘learning
10 community’ means a community within a school
11 in which—

12 “(i) adults and students work together
13 to demonstrate a commitment to contin-
14 uous and substantial improvement of
15 school performance; and

16 “(ii) the turnaround leaders and
17 teachers have established the core at-
18 tributes described in subparagraph (B).

19 “(B) CORE ATTRIBUTES.—The core at-
20 tributes of a learning community are—

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

1 “(ii) turnaround leader and teacher
2 commitment to student outcomes and im-
3 proving performance;

4 “(iii) the establishment of a contin-
5 uous cycle of improvement for the learning
6 community;

7 “(iv) fostering a culture of account-
8 ability and teamwork where teachers, prin-
9 cipals, and other school leaders work to-
10 gether on a daily basis to analyze and im-
11 prove practice;

12 “(v) engagement by turnaround lead-
13 ers and teachers in data analysis, improve-
14 ment, and inquiry about what is working
15 and what is not working; and

16 “(vi) supporting and sharing leader-
17 ship of the school, including fostering ac-
18 tive community and family engagement.

19 “(3) QUALIFIED PARTNERSHIP.—The term
20 ‘qualified partnership’ means a partnership between
21 or among—

22 “(A)(i) a nonprofit organization with a
23 demonstrated commitment and capacity to de-
24 velop and support principals and other school
25 leaders;

1 “(ii) an institution of higher education; or

2 “(iii) a nonprofit organization described in
3 clause (i) and an institution of higher edu-
4 cation; and

5 “(B) one or more State educational agen-
6 cies or local educational agencies.

7 “(4) SCHOOL LEADERSHIP ACADEMY.—The
8 term ‘school leadership academy’ means the school
9 leadership academy established under section
10 2162(d)(1).

11 “(5) TURNAROUND LEADER.—The term ‘turn-
12 around leader’ means an experienced principal or
13 other school leader who—

14 “(A) is selected for participation in a lead-
15 ership training program under this subpart on
16 the basis of rigorous, competency-based, criteria
17 determined by the school leadership academy;

18 “(B) participates in a leadership training
19 program provided through the school leadership
20 academy or through a school leadership center
21 of excellence established under section 2163;
22 and

23 “(C) makes a commitment to serve, for not
24 less than 4 years, in a turnaround school, as
25 described in section 2164(a)(1).

1 “(6) TURNAROUND MENTOR.—The term ‘turn-
2 around mentor’ means a mentor or coach who—

3 “(A) participates in a leadership training
4 program provided through the school leadership
5 academy or through a school leadership center
6 of excellence established under section 2163;

7 “(B) provides ongoing, individualized sup-
8 port to turnaround leaders; and

9 “(C) makes a commitment, for not less
10 than 4 years, to support turnaround leaders.

11 “(7) TURNAROUND SCHOOL.—The term ‘turn-
12 around school’ means a school that—

13 “(A) is subject to corrective action or re-
14 structuring under paragraph (7) or (8) of sec-
15 tion 1116(b); or

16 “(B) in the case of a secondary school, has
17 a 4-year graduation rate of less than 60 per-
18 cent.

19 **“SEC. 2162. SCHOOL LEADERSHIP ACADEMY.**

20 “(a) SCHOOL LEADERSHIP ACADEMY AUTHOR-
21 IZED.—

22 “(1) IN GENERAL.—From amounts made avail-
23 able to carry out this subpart, the Secretary shall
24 award, on a competitive basis, not more than 1
25 grant to an eligible entity to enable the eligible enti-

1 ty to establish not more than 1 school leadership
2 academy for the development of turnaround leaders
3 and turnaround mentors, in order to transform and
4 improve turnaround schools.

5 “(2) GRANT RENEWAL.—Notwithstanding para-
6 graph (1), the Secretary may renew the grant under
7 this section on the basis of the performance of the
8 eligible entity under the grant.

9 “(b) APPLICATION.—An eligible entity desiring the
10 grant under this section shall submit to the Secretary an
11 application at such time, in such manner, and containing
12 such information as the Secretary may require.

13 “(c) AWARD BASIS.—In awarding the grant under
14 this section, the Secretary shall give a competitive pref-
15 erence to eligible entities—

16 “(1) with a demonstrated capacity to train
17 principals and other school leaders to serve high-
18 need local educational agencies; and

19 “(2) that are committed to training principals
20 and other school leaders to serve rural areas.

21 “(d) USES OF FUNDS.—

22 “(1) SCHOOL LEADERSHIP ACADEMY AND CORE
23 PRINCIPLES.—The eligible entity receiving the grant
24 under this section shall use the grant funds to estab-
25 lish a school leadership academy for the development

1 of turnaround leaders and turnaround mentors, in
2 order to improve low-performing schools. The school
3 leadership academy supported under this section,
4 and the activities carried out by the school leader-
5 ship academy, shall be based on the following core
6 principles for school leadership:

7 “(A) Developing a school culture, instruc-
8 tional program, and professional development
9 program, with a primary focus on improving
10 the learning of all students.

11 “(B) Ensuring effective management of
12 the organization, operation staff, and resources
13 of the school for a safe, efficient, and effective
14 learning environment.

15 “(C) Supporting school faculty and com-
16 munity members, responding to diverse commu-
17 nity interests and needs, and mobilizing com-
18 munity resources.

19 “(D) Acting with integrity and fairness,
20 and in an ethical manner.

21 “(E) Understanding and influencing the
22 political, social, legal, and cultural context of
23 the school.

1 “(F) Utilizing student level data to drive
2 instructional improvement and school level data
3 to drive decisionmaking.

4 “(2) INITIAL YEAR OF THE GRANT.—During
5 the first year of the grant under this section, the
6 school leadership academy shall use grant funds—

7 “(A) to bring together experts in school
8 leadership who are committed to dramatic and
9 effective turnaround of low-performing schools
10 and who can provide input about what the evi-
11 dence base shows regarding effective school
12 leadership in turnaround schools, such as—

13 “(i) representatives of institutions of
14 higher education;

15 “(ii) representatives of teacher labor
16 organizations;

17 “(iii) principals;

18 “(iv) teachers;

19 “(v) administrators;

20 “(vi) representatives from the Na-
21 tional Board for Professional Teaching
22 Standards;

23 “(vii) academic experts in the field of
24 school transformations and turnarounds;

1 “(viii) principals and individuals who
2 have successfully turned around low-per-
3 forming schools;

4 “(ix) Governors or the Governors’ rep-
5 resentatives;

6 “(x) school support staff;

7 “(xi) parents;

8 “(xii) representatives of community-
9 based organizations;

10 “(xiii) business leaders;

11 “(xiv) representatives of organizations
12 that represent principals; and

13 “(xv) other stakeholders;

14 “(B) to collect and develop, in consultation
15 with the experts described in subparagraph (A),
16 a core body of knowledge regarding effective
17 school leadership, which is evidence-based and
18 tested over time;

19 “(C) to create the infrastructure to sup-
20 port the development of open source profes-
21 sional development materials for principals and
22 other school leaders;

23 “(D) to develop a leadership training pro-
24 gram, for turnaround leaders and turnaround

1 mentors, that provides training in areas such
2 as—

3 “(i) designing and implementing data-
4 driven school improvement plans;

5 “(ii) using student assessment data,
6 including formative and summative assess-
7 ments and program evaluation data, for
8 the purpose of making instructional deci-
9 sions and improving school-based pro-
10 grams;

11 “(iii) building relationships within the
12 learning community and supporting the
13 school community, including parents of
14 students and community stakeholders;

15 “(iv) designing professional develop-
16 ment approaches that are school-based and
17 evidence-based;

18 “(v) facilitating and conducting group
19 meetings;

20 “(vi) building relationships and com-
21 municating effectively with State and local
22 educational agency officials and teacher
23 labor organizations;

24 “(vii) ensuring that rigorous, relevant,
25 and effective teaching practices are imple-

1 mented through strong instructional lead-
2 ership;

3 “(viii) preparing turnaround leaders
4 to provide teachers with useful feedback to
5 improve the practice of the teachers;

6 “(ix) understanding staff recruitment,
7 hiring, and dismissal courses of action to
8 create highly functional instructional
9 teams;

10 “(x) understanding collective bar-
11 gaining rules;

12 “(xi) understanding the needs of adult
13 learners;

14 “(xii) creating a high-performance
15 culture by cultivating a commitment to
16 achievement and accountability for results
17 from all adults and students in the school;

18 “(xiii) establishing performance
19 benchmarks, identifying leading indicators
20 of change, and assessing progress against
21 goals;

22 “(xiv) understanding high-need stu-
23 dent populations, particularly special edu-
24 cation students, English language learners,
25 and high-poverty students; and

1 “(xv) enforcing a safe, disciplined en-
2 vironment with flexible, yet clear, orders of
3 behavior;

4 “(E)(i) to select an initial cohort of turn-
5 around leaders and turnaround mentors from
6 the individuals who seek to participate in the
7 leadership training programs using rigorous,
8 competency-based, selection criteria determined
9 by the school leadership academy;

10 “(ii) to carry out the leadership training
11 program described in subparagraph (D) for the
12 cohort; and

13 “(iii) to ensure that the leadership training
14 program described in subparagraph (D) is in-
15 formed, on an ongoing basis, by evidence re-
16 garding effective school leadership;

17 “(F) to provide stipends for turnaround
18 leaders and turnaround mentors to support
19 their participation in the leadership training
20 program; and

21 “(G) to provide support for, and encourage
22 interaction among, the initial cohort of partici-
23 pants after the cohort’s completion of the lead-
24 ership training program.

1 “(3) SUCCEEDING GRANT YEARS.—For the sec-
2 ond year, and each succeeding year, of the grant
3 under this section, the school leadership academy
4 shall—

5 “(A) continue supporting the development
6 of open source professional development mate-
7 rials for principals and other school leaders;

8 “(B) for the second year only, select a sec-
9 ond cohort of turnaround leaders and turn-
10 around mentors from the individuals who seek
11 to participate in the leadership training pro-
12 grams and carry out the leadership training
13 program described in paragraph (2)(D) for the
14 cohort;

15 “(C) provide support for, and encourage
16 interaction among, turnaround leaders and
17 turnaround mentors in the leadership training
18 programs conducted by the school leadership
19 academy and by the school leadership centers of
20 excellence supported under section 2163; and

21 “(D) disseminate information to turn-
22 around leaders, turnaround mentors, the school
23 leadership centers of excellence established
24 under section 2163, and others engaging in
25 transformation and turnaround efforts, about

1 lessons learned from, and best practices in-
2 formed by, past school transformation and
3 turnaround efforts.

4 **“SEC. 2163. SCHOOL LEADERSHIP CENTERS OF EXCEL-**
5 **LENCE.**

6 “(a) PROGRAM AUTHORIZED.—

7 “(1) IN GENERAL.—Beginning in the first
8 school year after the initial cohort of turnaround
9 leaders and turnaround mentors have been trained
10 by the school leadership academy under section
11 2162(d)(2)(E), the Secretary shall award, from
12 amounts made available to carry out this subpart
13 and on a competitive basis, grants to qualified part-
14 nerships (as defined in section 2161(3)) to enable
15 the qualified partnerships to establish school leader-
16 ship centers of excellence.

17 “(2) RENEWAL.—The Secretary may renew a
18 grant under this section on the basis of the perform-
19 ance of the qualified partnership under the grant.

20 “(b) APPLICATION.—A qualified partnership desiring
21 to receive a grant under this section shall submit an appli-
22 cation to the Secretary at such time, in such manner, and
23 containing such information as the Secretary may require.

24 “(c) RURAL AREA.—The Secretary shall award not
25 less than 1 grant under this section to a qualified partner-

1 ship that intends to establish a school leadership center
2 of excellence that focuses on training turnaround leaders
3 and turnaround mentors to serve rural areas.

4 “(d) AUTHORIZED ACTIVITIES.—A qualified partner-
5 ship receiving a grant under this section shall use the
6 grant funds to establish a school leadership center of ex-
7 cellence to support cohorts of turnaround leaders and
8 turnaround mentors to be served under the grant as the
9 turnaround leaders and turnaround mentors lead school
10 transformation and school turnaround efforts. Each school
11 leadership center of excellence shall carry out the following
12 activities:

13 “(1) Adopt and adapt the turnaround leader
14 and turnaround mentor training program described
15 in section 2162(d)(2)(D)—

16 “(A) to meet the needs of the local edu-
17 cational agencies proposed to be served by the
18 qualified partnership; and

19 “(B) so that the program is informed, on
20 an ongoing basis, by the evidence regarding ef-
21 fective school leadership.

22 “(2) Beginning in the school year after the sec-
23 ond cohort of turnaround leaders and turnaround
24 mentors have been trained by the school leadership

1 academy under section 2162(d)(3)(B), and for each
2 succeeding school year of the grant—

3 “(A) select, from individuals desiring to be
4 turnaround leaders and turnaround mentors,
5 using rigorous, competency-based, selection cri-
6 teria that is adapted from the criteria described
7 in section 2162(d)(2)(E) to meet the needs of
8 the local educational agencies proposed to be
9 served by the qualified partnership in accord-
10 ance with section 2164, the cohort of the turn-
11 around leaders and turnaround mentors who
12 will—

13 “(i) participate in the leadership
14 training program in order to effectively
15 lead school transformation and turnaround
16 efforts; and

17 “(ii) receive stipends to support their
18 participation in the leadership training
19 program; and

20 “(B) carry out the leadership training pro-
21 gram, as adapted under paragraph (1), for each
22 cohort, in cooperation with participating local
23 educational agencies.

24 “(3) Use the open source materials supported
25 by the school leadership academy under paragraphs

1 (2)(C) and (3)(A) of section 2162(d) and work with
2 the school leadership academy in order to best train
3 and support the participants.

4 **“SEC. 2164. PARTICIPATION AGREEMENTS AND APPLICA-**
5 **TIONS.**

6 “(a) AGREEMENT.—In order for a turnaround leader
7 or turnaround mentor to participate in a leadership train-
8 ing program carried out by the school leadership academy
9 or by a school leadership center of excellence under this
10 subpart, the turnaround leader or turnaround mentor, re-
11 spectively, shall enter into an agreement with the school
12 leadership academy or school leadership center of excel-
13 lence, as the case may be, under which—

14 “(1) the turnaround leader or turnaround men-
15 tor, respectively, agrees to participate in the leader-
16 ship training program and to make a commitment to
17 serve, for not less than 4 years, in a turnaround
18 school after the leadership training program, pursu-
19 ant to a mutual agreement between the turnaround
20 leader or turnaround mentor, respectively, and the
21 local educational agency that the turnaround leader
22 or turnaround mentor, respectively, will serve; and

23 “(2) the local educational agency that the turn-
24 around leader or turnaround mentor, respectively,
25 will serve agrees—

1 “(A) to provide ongoing support for the
2 turnaround leader or turnaround mentor, re-
3 spectively;

4 “(B) to support the turnaround leader or
5 turnaround mentor, respectively, in developing a
6 leadership team at the school;

7 “(C) to participate in the leadership train-
8 ing program, as appropriate;

9 “(D) to work to build community support
10 for the school transformation or turnaround ef-
11 fort by involving parents, teachers, paraprofes-
12 sionals, and other school staff in the planning
13 and implementation process;

14 “(E) to put the turnaround leader or turn-
15 around mentor, respectively, in touch with labor
16 organizations; and

17 “(F) to implement the recommendations of
18 the school leadership academy or school leader-
19 ship center of excellence to ensure success in
20 the turnaround school where the turnaround
21 leader or turnaround mentor, respectively, will
22 serve.

23 “(b) NONCOMPLIANCE WITH AGREEMENT.—If, after
24 receiving notification from the school leadership academy
25 or a school leadership center of excellence supported under

1 this subpart that a local educational agency which has en-
2 tered into an agreement described in subsection (a) has
3 failed to comply with such agreement, the Secretary deter-
4 mines that the local educational agency failed to comply
5 with such agreement, then the Secretary shall ensure that
6 no turnaround leaders or turnaround mentors from such
7 local educational agency shall be selected for participation
8 in the leadership training programs under this subpart
9 after the date of such determination.

10 “(c) APPLICATION.—Each turnaround leader, turn-
11 around mentor, and local educational agency desiring to
12 participate in the programs and activities assisted under
13 this subpart shall submit an application to the appropriate
14 eligible entity or qualified partnership at such time, in
15 such manner, and containing such information as the eligi-
16 ble entity or qualified partnership, respectively, may re-
17 quire.

18 **“SEC. 2165. RESEARCH, EVALUATION, DISSEMINATION, AND**

19 **REPORTS.**

20 “(a) IN GENERAL.—From amounts made available
21 for this subpart, the Director of the Institute of Education
22 Sciences shall support, directly or through grants or con-
23 tracts, research on identifying the skills and conditions
24 necessary for principals and other school leaders to im-
25 prove turnaround schools and evaluations of the programs

1 and activities funded by grants under sections 2162 and
2 2163, including studies and evaluations that—

3 “(1) assess the effectiveness of the programs
4 and activities carried out by each eligible entity and
5 qualified partnership receiving a grant under section
6 2162 or 2163 in—

7 “(A) providing professional development
8 for turnaround leaders that supports—

9 “(i) the core attributes of a learning
10 community, as described in section
11 2161(2)(B); and

12 “(ii) effective school leadership to im-
13 prove student and school performance;

14 “(B) creating the conditions and factors
15 that positively impact a school culture and lead
16 to improved student academic performance; and

17 “(C) sustaining school-based reforms fo-
18 cused on learner-centered models and a cycle of
19 continuous improvement;

20 “(2) assess how the programs and activities
21 carried out by each such eligible entity or qualified
22 partnership can be replicated to meet the unique
23 needs of schools; and

24 “(3) assess how such programs and activities
25 improve turnaround schools.

1 “(b) DISSEMINATION.—The Secretary shall, based on
2 the results of the studies and evaluations completed under
3 subsection (a), disseminate information and analysis to
4 the public, including information regarding the best prac-
5 tices in professional development to support principals and
6 other school leaders.

7 “(c) REPORTS.—

8 “(1) ANNUAL REPORTS TO THE SECRETARY.—
9 Each eligible entity and qualified partnership that
10 receives a grant under this subpart shall submit an
11 annual report to the Secretary at such time, in such
12 manner, and containing such information as the Sec-
13 retary may require. The report, at minimum, shall
14 include—

15 “(A) data on the number and characteris-
16 tics of individuals who have received training or
17 other support under the grant;

18 “(B) data on the schools led by such indi-
19 viduals, including—

20 “(i) characteristics of the schools and
21 the students the schools serve, including
22 the number and percentage of students in
23 each of the subgroups listed in section
24 1111(b)(2)(C)(v)(II);

1 “(ii) student academic achievement
2 growth and other evidence of student aca-
3 demic success, disaggregated, where pos-
4 sible, by the subgroups listed in section
5 1111(b)(2)(C)(v);

6 “(iii) student attendance;

7 “(iv) student secondary school grad-
8 uation and college-going rates, if applica-
9 ble;

10 “(v) Advanced Placement and Inter-
11 national Baccalaureate enrollment rates
12 and test scores, if applicable; and

13 “(vi) recruitment, development, and
14 retention of teachers who are determined
15 to be effective based on multiple measures;
16 and

17 “(C) evidence that turnaround schools led
18 by individuals described in subparagraph (A)
19 have improved in areas in which those individ-
20 uals received training or other support under
21 the grant.

22 “(2) PERMISSIBLE.—An eligible entity or quali-
23 fied partnership that receives a grant under this
24 subpart may include in the annual report under
25 paragraph (1) other evidence of progress in schools

1 led by principals trained by the eligible entity or
2 qualified partnership, respectively.

3 **“SEC. 2166. GENERAL PROVISIONS.**

4 “(a) **APPLICABILITY.**—Notwithstanding any other
5 provision of law, the provisions of subparts 1 through 5
6 shall not apply to grants under this subpart.

7 “(b) **RULE OF CONSTRUCTION.**—The rule of con-
8 struction described in section 1116(d) shall apply to this
9 subpart in the same manner as such rule applies to section
10 1116.”.

11 (b) **AUTHORIZATION OF APPROPRIATIONS.**—Section
12 2103 of the Elementary and Secondary Education Act of
13 1965 (20 U.S.C. 6603) is amended—

14 (1) in subsection (a), by striking “subpart 5”
15 and inserting “subparts 5 and 6”; and

16 (2) by adding at the end the following:

17 “(c) **PRINCIPAL AND SCHOOL LEADERSHIP.**—There
18 are authorized to be appropriated to carry out subpart 6
19 such sums as may be necessary for fiscal year 2012 and
20 each of the 4 succeeding fiscal years.”.

21 (c) **CONFORMING AMENDMENTS.**—The table of con-
22 tents in section 2 of the Elementary and Secondary Edu-
23 cation Act of 1965 is amended by inserting after the item
24 relating to section 2151 the following:

“SUBPART 6—PRINCIPAL AND SCHOOL LEADERSHIP DEVELOPMENT

“Sec. 2161. Definitions.

- “Sec. 2162. School leadership academy.
- “Sec. 2163. School leadership centers of excellence.
- “Sec. 2164. Participation agreements and applications.
- “Sec. 2165. Research, evaluation, dissemination, and reports.
- “Sec. 2166. General provisions.”.

