

111TH CONGRESS
2^D SESSION

S. _____

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

IN THE SENATE OF THE UNITED STATES

Mr. BENNET (for himself and Mr. BROWN of Ohio) introduced the following bill; which was read twice and referred to the Committee on

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 APPLICANT.—The term ‘quali-
20 fied applicant’ means an eligible entity that—

21 “(A) enters into a partnership with 1 or
22 more State educational agencies or local edu-
23 cational agencies; and

24 “(B) serves as the lead applicant submit-
25 ting the application under section 2163(b).

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

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

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

12 “(B) participates in a leadership training
13 program provided through the school leadership
14 academy or through a school leadership center
15 of excellence established under section 2163;
16 and

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

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

22 “(A) participates in a leadership training
23 program provided through the school leadership
24 academy or through a school leadership center
25 of excellence established under section 2163;

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

3 “(C) makes a commitment, for not less
4 than 4 years, to support turnaround school
5 leaders.

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

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

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

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

15 “(a) SCHOOL LEADERSHIP ACADEMY AUTHOR-
16 IZED.—

17 “(1) IN GENERAL.—From amounts made avail-
18 able to carry out this subpart, the Secretary shall
19 award, on a competitive basis, not more than 1
20 grant to an eligible entity to enable the eligible enti-
21 ty to establish not more than 1 school leadership
22 academy for the development of turnaround leaders
23 and turnaround mentors, in order to transform and
24 improve turnaround schools.

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

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

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

12 “(1) with a demonstrated capacity to train
13 principals and other school leaders to serve high-
14 need local educational agencies; and

15 “(2) that are committed to train principals and
16 other school leaders to serve rural areas.

17 “(d) USES OF FUNDS.—

18 “(1) SCHOOL LEADERSHIP ACADEMY AND CORE
19 PRINCIPLES.—The eligible entity receiving the grant
20 under this section shall use the grant funds to estab-
21 lish a school leadership academy for the development
22 of turnaround leaders and turnaround mentors, in
23 order to improve low-performing schools. The school
24 leadership academy supported under this section,
25 and the activities carried out by the school leader-

1 ship academy, shall be based on the following core
2 principles for school leadership:

3 “(A) Developing a school culture, instruc-
4 tional program, and professional development
5 program, with a primary focus on improving
6 the learning of all students.

7 “(B) Ensuring effective management of
8 the organization, operation staff, and resources
9 of the school for a safe, efficient, and effective
10 learning environment.

11 “(C) Supporting school faculty and com-
12 munity members, responding to diverse commu-
13 nity interests and needs, and mobilizing com-
14 munity resources.

15 “(D) Acting with integrity and fairness,
16 and in an ethical manner.

17 “(E) Understanding and influencing the
18 political, social, legal, and cultural context of
19 the school.

20 “(F) Utilizing student level data to drive
21 instructional improvement and school level data
22 to drive decisionmaking.

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

1 “(A) to bring together experts in school
2 leadership who are committed to dramatic and
3 effective turnaround of low-performing schools
4 and who can provide input about what the evi-
5 dence base shows regarding effective school
6 leadership in turnaround schools, such as—

7 “(i) representatives of institutions of
8 higher education;

9 “(ii) representatives of teacher labor
10 organizations;

11 “(iii) principals;

12 “(iv) teachers;

13 “(v) administrators;

14 “(vi) representatives from the Na-
15 tional Board for Professional Teaching
16 Standards;

17 “(vii) academic experts in the field of
18 school transformations and turnarounds;

19 “(viii) principals and individuals who
20 have successfully turned around low-per-
21 forming schools;

22 “(ix) Governors or the Governors’ rep-
23 resentatives;

24 “(x) school support staff;

25 “(xi) parents;

1 “(xii) representatives of community-
2 based organizations;

3 “(xiii) business leaders;

4 “(xiv) representatives of organizations
5 that represent principals; and

6 “(xv) other stakeholders;

7 “(B) to collect and develop, in consultation
8 with the experts described in subparagraph (A),
9 a core body of knowledge regarding effective
10 school leadership, which is evidence-based and
11 tested over time;

12 “(C) to create the infrastructure to sup-
13 port the development of open source profes-
14 sional development materials for principals and
15 other school leaders;

16 “(D) to develop a leadership training pro-
17 gram, for turnaround leaders and turnaround
18 mentors, that provides training in areas such
19 as—

20 “(i) designing and implementing data-
21 driven school improvement plans;

22 “(ii) using student assessment data,
23 including formative and summative assess-
24 ments and program evaluation data, for
25 the purpose of making instructional deci-

1 sions and improving school-based pro-
2 grams;

3 “(iii) building relationships within the
4 learning community and supporting the
5 school community, including parents of
6 students and community stakeholders;

7 “(iv) designing professional develop-
8 ment approaches that are school-based and
9 evidence-based;

10 “(v) facilitating and conducting group
11 meetings;

12 “(vi) building relationships and com-
13 municating effectively with State and local
14 educational agency officials and teacher
15 labor organizations;

16 “(vii) ensuring that rigorous, relevant,
17 and effective teaching practices are imple-
18 mented through strong instructional lead-
19 ership;

20 “(viii) preparing turnaround leaders
21 to provide teachers with useful feedback to
22 improve the practice of the teachers;

23 “(ix) understanding staff recruitment,
24 hiring, and dismissal courses of action to

1 create highly functional instructional
2 teams;

3 “(x) understanding collective bar-
4 gaining rules;

5 “(xi) understanding the needs of adult
6 learners;

7 “(xii) creating a high-performance
8 culture by cultivating a commitment to
9 achievement and accountability for results
10 from all adults and students in the school;

11 “(xiii) establishing performance
12 benchmarks, identifying leading indicators
13 of change, and assessing progress against
14 goals;

15 “(xiv) understanding high-need stu-
16 dent populations, particularly special edu-
17 cation students, English language learners,
18 and high-poverty students; and

19 “(xv) enforcing a safe, disciplined en-
20 vironment with flexible, yet clear, orders of
21 behavior;

22 “(E)(i) to select an initial cohort of turn-
23 around leaders and turnaround mentors from
24 the individuals who seek to participate in the
25 leadership training programs using rigorous,

1 competency-based, selection criteria determined
2 by the school leadership academy;

3 “(ii) to carry out the leadership training
4 program described in subparagraph (D) for the
5 cohort; and

6 “(iii) to ensure that the leadership training
7 program described in subparagraph (D) is in-
8 formed, on an ongoing basis, by evidence re-
9 garding effective school leadership;

10 “(F) to provide stipends for turnaround
11 leaders and turnaround mentors to support
12 their participation in the leadership training
13 program; and

14 “(G) to provide support for, and encourage
15 interaction among, the initial cohort of partici-
16 pants after the cohort’s completion of the lead-
17 ership training program.

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

22 “(A) continue supporting the development
23 of open source professional development mate-
24 rials for principals and other school leaders;

1 “(B) for the second year only, select a sec-
2 ond cohort of turnaround leaders and turn-
3 around mentors from the individuals who seek
4 to participate in the leadership training pro-
5 grams and carry out the leadership training
6 program described in paragraph (2)(D) for the
7 cohort;

8 “(C) provide support for, and encourage
9 interaction among, turnaround leaders and
10 turnaround mentors in the leadership training
11 programs conducted by the school leadership
12 academy and by the school leadership centers of
13 excellence supported under section 2163; and

14 “(D) disseminate information to turn-
15 around leaders, turnaround mentors, the school
16 leadership centers of excellence established
17 under section 2163, and others engaging in
18 transformation and turnaround efforts, about
19 lessons learned from, and best practices in-
20 formed by, past school transformation and
21 turnaround efforts.

22 **“SEC. 2163. SCHOOL LEADERSHIP CENTERS OF EXCEL-**
23 **LENCE.**

24 “(a) PROGRAM AUTHORIZED.—

1 “(1) IN GENERAL.—Beginning in the first
2 school year after the initial cohort of turnaround
3 leaders and turnaround mentors have been trained
4 by the school leadership academy under section
5 2162(d)(2)(E), the Secretary shall award, from
6 amounts made available to carry out this subpart
7 and on a competitive basis, grants to qualified appli-
8 cants (as defined in section 2161(3)) to enable the
9 qualified applicants to establish school leadership
10 centers of excellence.

11 “(2) RENEWAL.—The Secretary may renew a
12 grant under this section on the basis of the perform-
13 ance of the qualified applicant under the grant.

14 “(b) APPLICATION.—A qualified applicant desiring to
15 receive a grant under this section shall submit an applica-
16 tion to the Secretary at such time, in such manner, and
17 containing such information as the Secretary may require.

18 “(c) RURAL AREA.—The Secretary shall award not
19 less than 1 grant under this section to a qualified appli-
20 cant that intends to establish a school leadership center
21 of excellence that focuses on training turnaround leaders
22 and turnaround mentors to serve rural areas.

23 “(d) AUTHORIZED ACTIVITIES.—A qualified appli-
24 cant receiving a grant under this section shall use the
25 grant funds to establish a school leadership center of ex-

1 cellence to support cohorts of turnaround leaders and
2 turnaround mentors to be served under the grant as the
3 turnaround leaders and turnaround mentors lead school
4 transformation and school turnaround efforts. Each school
5 leadership center of excellence shall carry out the following
6 activities:

7 “(1) Adopt and adapt the turnaround leader
8 and turnaround mentor training program described
9 in section 2162(d)(2)(D)—

10 “(A) to meet the needs of the local edu-
11 cational agencies proposed to be served by the
12 qualified applicant; and

13 “(B) so that the program is informed, on
14 an ongoing basis, by the evidence regarding ef-
15 fective school leadership;

16 “(2) Beginning in the school year after the sec-
17 ond cohort of turnaround leaders and turnaround
18 mentors have been trained by the school leadership
19 academy under section 2162(d)(3)(B), and for each
20 succeeding school year of the grant—

21 “(A) select, from individuals desiring to be
22 turnaround leaders and turnaround mentors,
23 using rigorous, competency-based, selection cri-
24 teria that is adapted from the criteria described
25 in section 2162(d)(2)(E) to meet the needs of

1 the local educational agencies proposed to be
2 served by the qualified applicant in accordance
3 with section 2164, the cohort of the turnaround
4 leaders and turnaround mentors who will—

5 “(i) participate in the leadership
6 training program in order to effectively
7 lead school transformation and turnaround
8 efforts; and

9 “(ii) receive stipends to support their
10 participation in the leadership training
11 program; and

12 “(B) carry out the leadership training pro-
13 gram, as adapted under paragraph (1), for each
14 cohort, in cooperation with participating local
15 educational agencies.

16 “(3) Use the open source materials supported
17 by the school leadership academy under paragraphs
18 (2)(C) and (3)(A) of section 2162(d) and work with
19 the school leadership academy in order to best train
20 and support the participants.

21 **“SEC. 2164. PARTICIPATION AGREEMENTS AND APPLICA-**
22 **TIONS.**

23 “(a) AGREEMENT.—In order for a turnaround leader
24 or turnaround mentor to participate in a leadership train-
25 ing program carried out by the school leadership academy

1 or by a school leadership center of excellence under this
2 subpart, the turnaround leader or turnaround mentor, re-
3 spectively, shall enter into an agreement with the school
4 leadership academy or school leadership center of excel-
5 lence, as the case may be, under which—

6 “(1) the turnaround leader or turnaround men-
7 tor, respectively, agrees to participate in the leader-
8 ship training program and to make a commitment to
9 serve, for not less than 4 years, in a turnaround
10 school after the leadership training program, pursu-
11 ant to a mutual agreement between the turnaround
12 leader or turnaround mentor, respectively, and the
13 local educational agency the turnaround leader or
14 turnaround mentor, respectively, will serve; and

15 “(2) the local educational agency the turn-
16 around leader or turnaround mentor, respectively,
17 will serve agrees—

18 “(A) to provide ongoing support for the
19 turnaround leader or turnaround mentor, re-
20 spectively;

21 “(B) to support the turnaround leader or
22 turnaround mentor, respectively, in developing a
23 leadership team at the school;

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

1 “(D) to work to build community support
2 for the school transformation or turnaround ef-
3 fort by involving parents, teachers, paraprofes-
4 sionals, and other school staff in the planning
5 and implementation process;

6 “(E) to put the turnaround leader or turn-
7 around mentor, respectively, in touch with labor
8 organizations; and

9 “(F) to implement the recommendations of
10 the school leadership academy or school leader-
11 ship center of excellence to ensure success in
12 the turnaround school where the turnaround
13 leader or turnaround mentor, respectively, will
14 serve.

15 “(b) NONCOMPLIANCE WITH AGREEMENT.—If, after
16 receiving notification from the school leadership academy
17 or a school leadership center of excellence supported under
18 this subpart that a local educational agency which has en-
19 tered into an agreement described in subsection (a) has
20 failed to comply with such agreement, the Secretary deter-
21 mines that the local educational agency failed to comply
22 with such agreement, then the Secretary shall ensure that
23 no turnaround leaders or turnaround mentors from such
24 local educational agency shall be selected for participation

1 in the leadership training programs under this subpart
2 after the date of such determination.

3 “(c) APPLICATION.—Each turnaround leader, turn-
4 around mentor, and local educational agency desiring to
5 participate in the programs and activities assisted under
6 this subpart shall submit an application to the appropriate
7 eligible entity or qualified applicant at such time, in such
8 manner, and containing such information as the eligible
9 entity or qualified applicant, respectively, may require.

10 **“SEC. 2165. RESEARCH, EVALUATION, DISSEMINATION, AND**
11 **REPORTS.**

12 “(a) IN GENERAL.—From amounts made available
13 for this subpart, the Director of the Institute of Education
14 Sciences shall support, directly or through grants or con-
15 tracts, research on identifying the skills and conditions
16 necessary for principals and other school leaders to im-
17 prove turnaround schools and evaluations of the programs
18 and activities funded by grants under sections 2162 and
19 2163, including studies and evaluations that—

20 “(1) assess the effectiveness of the programs
21 and activities carried out by each eligible entity and
22 qualified applicant receiving a grant under section
23 2162 or 2163 in—

24 “(A) providing professional development
25 for turnaround leaders that supports—

1 “(i) the core attributes of a learning
2 community, as described in section
3 2161(3)(B); and

4 “(ii) effective school leadership to im-
5 prove student and school performance;

6 “(B) creating the conditions and factors
7 that positively impact a school culture and lead
8 to improved student academic performance; and

9 “(C) sustaining school-based reforms fo-
10 cused on learner-centered models and a cycle of
11 continuous improvement;

12 “(2) assess how the programs and activities
13 carried out by each such eligible entity or qualified
14 applicant can be replicated to meet the unique needs
15 of schools; and

16 “(3) assess how such programs and activities
17 improve turnaround schools.

18 “(b) DISSEMINATION.—The Secretary shall, based on
19 the results of the studies and evaluations completed under
20 subsection (a), disseminate information and analysis to
21 the public, including information regarding the best prac-
22 tices in professional development to support principals and
23 other school leaders.

24 “(c) REPORTS.—

1 “(1) ANNUAL REPORTS TO THE SECRETARY.—

2 Each eligible entity and qualified applicant that re-
3 ceives a grant under this subpart shall submit an
4 annual report to the Secretary at such time, in such
5 manner, and containing such information as the Sec-
6 retary may require. The report, at minimum, shall
7 include—

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

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

13 “(i) characteristics of the schools and
14 the students the schools serve, including
15 the number and percentage of students in
16 each of the subgroups listed in section
17 1111(b)(2)(C)(v)(II);

18 “(ii) student academic achievement
19 growth and other evidence of student aca-
20 demic success, disaggregated, where pos-
21 sible, by the subgroups listed in section
22 1111(b)(2)(C)(v);

23 “(iii) student attendance;

1 “(iv) student secondary school grad-
2 uation and college-going rates, if applica-
3 ble;

4 “(v) Advanced Placement and Inter-
5 national Baccalaureate enrollment rates
6 and test scores, if applicable; and

7 “(vi) recruitment, development, and
8 retention of teachers who are determined
9 to be effective based on multiple measures;
10 and

11 “(C) evidence that turnaround schools led
12 by individuals described in subparagraph (A)
13 have improved in areas in which those individ-
14 uals received training or other support under
15 the grant.

16 “(2) PERMISSIBLE.—An eligible entity or quali-
17 fied applicant that receives a grant under this sub-
18 part may include in the annual report under para-
19 graph (1) other evidence of progress in schools led
20 by principals trained by the eligible entity or quali-
21 fied applicant, respectively.

22 **“SEC. 2166. GENERAL PROVISIONS.**

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

1 “(b) RULE OF CONSTRUCTION.—The rule of con-
2 struction described in section 1116(d) shall apply to this
3 subpart in the same manner as such rule applies to section
4 1116.”.

5 (b) AUTHORIZATION OF APPROPRIATIONS.—Section
6 2103 of the Elementary and Secondary Education Act of
7 1965 (20 U.S.C. 6603) is amended—

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

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

11 “(c) PRINCIPAL AND SCHOOL LEADERSHIP.—There
12 are authorized to be appropriated to carry out subpart 6
13 such sums as may be necessary for fiscal year 2011 and
14 each of the 4 succeeding fiscal years.”.

15 (c) CONFORMING AMENDMENTS.—The table of con-
16 tents in section 2 of the Elementary and Secondary Edu-
17 cation Act of 1965 is amended by inserting after the item
18 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.”.