

School and District Leadership

NOV 2018

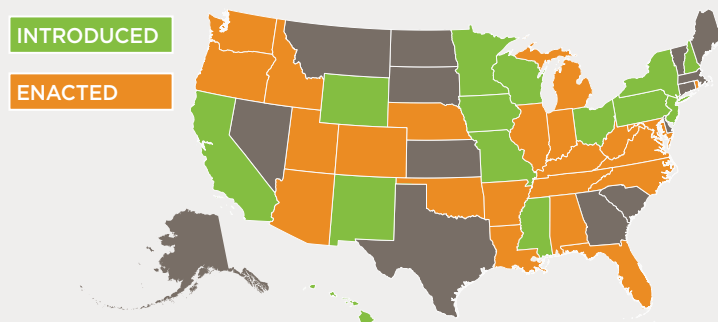
What Is the Issue and Why Does It Matter?

In the era of the Every Student Succeeds Act (ESSA), there has been heightened attention on the role that effective school and district leaders play in a wide range of issues, including school improvement, quality classroom instruction and broader discussions of equity. At the same time, districts across the country continue to experience high turnover rates for leadership — with the average tenure of a school principal being less than five years — and similar numbers for district superintendents.¹ ESSA's inclusion of new funding sources for states to invest in leadership, coupled with decades of research identifying the important roles leaders play in student success, have motivated states to look at new ways to support superintendents, principals and other school leaders. In fact, at least 24 states indicate that they intend to use these new funds to strengthen leadership through a variety of efforts, including pre-service training and on-the-job support.² State activities to support school and district leaders extend beyond state ESSA plans as policymakers look at ways to advance these priorities through legislation.

In 2017, Education Commission of the States [reviewed](#) legislation related to school and district leadership and highlighted state examples, trends and key takeaways. Overall trends showed a strong interest in updating certification and licensure policies, with a particular focus on expanding non-traditional routes to certification. This Policy Snapshot summarizes 2018 legislative activities related to school and district leadership organized around the career continuum and includes legislation related to the following:

2018 School and District Leadership Legislation

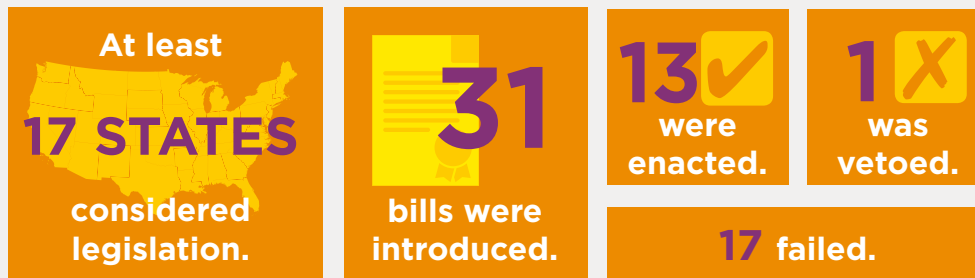
This year, at least 36 states introduced legislation targeting superintendents, principals and other school leaders.



- Preparation, certification and licensure.
- Induction, mentoring and professional development.
- Evaluation.
- Compensation, incentives and contracts.




Preparation, Certification and Licensure





COMPARED WITH 2017

Modification to certification and licensing continues to serve as a key policy lever to help alleviate principal shortages. This year's focus is on expanding access to certain individuals, such as veterans or administrators previously licensed in another state.

Examples of Enacted State Legislation

 **Florida:** [H.B. 29](#) creates a pathway for veterans to become school principals. This bill requires the state department of education to issue a temporary certificate to an individual who served as a commissioned or noncommissioned military officer for three years, earned a passing score on the required leadership exam, currently works in a full-time position that requires a Florida educators' certificate and is at a school with an approved district-level principal preparation program.

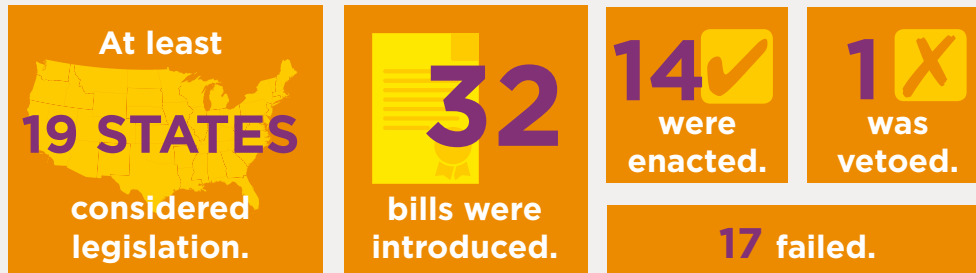
 **Idaho:** [H.B. 566](#) creates a new charter school administrator certificate as an alternative to a traditional administrator certificate. To meet the eligibility requirements for this certificate, an administrator must: hold a bachelor's degree, pass a criminal background check, receive training on teacher evaluation and show that a charter school board of directors intends to hire them. As a result, charter school administrators could continue to hold a traditional administrator certificate or hold a charter school administrator certificate. Gov. C.L. "Butch" Otter [vetoed](#) this bill.

 **Tennessee:** [H.B. 1549/S.B. 1804](#) exempts certain supervisors and principals, along with other educators, from an assessment requirement to advance or renew a license if they: (1) hold an active professional license in a state with a reciprocal agreement, (2) are employed to serve in the area of endorsement in a public school in Tennessee and (3) earned an overall performance effectiveness level of above expectations or significantly above expectations in each of the first two years immediately following the issuance of their initial license.

SCHOOL LEADERSHIP									
State	Legislation	Status	State	Legislation	Status	State	Legislation	Status	
Arizona	H.B. 2534	Enacted	Louisiana	H.B. 796	Enacted	Oregon	S.B. 1520	Enacted	
Colorado	S.B. 147	Failed	Missouri	S.B. 1044	Failed	Rhode Island	H.B. 7296	Failed	
	S.B. 160	Enacted		Mississippi	H.B. 1401		Failed	Tennessee	H.B. 1549/ S.B. 1804
Florida	H.B. 29	Enacted	H.B. 1402		Failed		H.B. 1764/ S.B. 1738		Failed
	H.B. 1191	Failed	S.B. 2063		Failed		H.B. 2009/ S.B. 2011		Enacted
Idaho	H.B. 566	Vetoed	Nebraska	L.B. 803	Enacted	Virginia	H.B. 2/ S.B. 103	Enacted	
Illinois	H.B. 2898	Enacted	New Hampshire	H.B. 1559	Failed		H.J. 56	Failed	
	H.B. 5170	Failed	New York	A. 3141/ S. 3815	Failed		Wisconsin	S.B. 825	Failed
	S.B. 2439	Enacted		A. 4004/ S. 3550	Failed				
DISTRICT LEADERSHIP									
State	Legislation	Status	State	Legislation	Status	State	Legislation	Status	
Illinois	H.B. 5627	Enacted	New York	A. 5755/ S. 4470	Failed	Utah	H.B. 46	Enacted	
Mississippi	H.B. 753	Failed							



Induction, Mentoring and Professional Development



COMPARED WITH 2017

States continue to invest in professional learning for principals, particularly in funding for development programs.

Examples of Enacted State Legislation

Alabama: [H.B. 175](#) appropriates \$438,907 to the Alabama Principal Mentoring Program. This two-year program supports new school leaders and provides mentorship by a leadership coach.

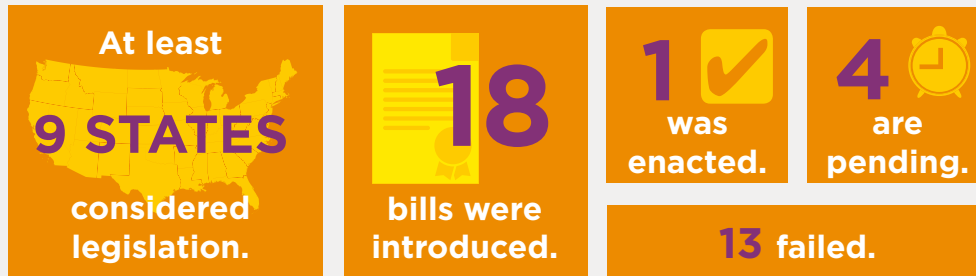
Colorado: [H.B. 1355](#) expands the existing School Turnaround Leaders Development program and renames it the School Transformation Grant program. This program provides grants for the development of school turnaround leaders and requires the state board to consider how the applying district will support educator professional development; provide services, support and materials to transform instruction; and implement one or more rigorous school redesign strategies.

West Virginia: [H.B. 4619](#) directs a percentage of funding (if available) to support district-level implementation of comprehensive systems for teacher and leader induction and professional growth.

SCHOOL LEADERSHIP								
State	Legislation	Status	State	Legislation	Status	State	Legislation	Status
Alabama	H.B. 175	Enacted	Hawaii	H.B. 2562	Failed	North Carolina	H.B. 1068	Failed
Arizona	S.B. 1223 S.B. 1520	Failed Enacted	Illinois	S.B. 3466 S.B. 3579 S.B. 3600	Enacted Failed Failed	Rhode Island	H.B. 7007	Failed
Arkansas	S.B. 37	Enacted	Indiana	S.B. 230	Enacted	Tennessee	H.B. 1240/ S.B. 1386	Enacted
California	A.B. 2686	Failed	Kentucky	H.B. 30	Enacted	Washington	S.B. 6032 S.B. 6508	Enacted Failed
Colorado	H.B. 1159 H.B. 1355 H.B. 1367	Enacted Enacted Failed	Michigan	H.B. 4313	Enacted	West Virginia	H.B. 2031 H.B. 2524 H.B. 4006 H.B. 4619	Failed Failed Enacted Enacted
Florida	H.B. 1135 H.B. 4503 H.B. 5001 S.B. 1334 S.B. 2500	Failed Vetoed Enacted Failed Failed	Missouri	H.B. 1363	Failed	Wisconsin	S.B. 329	Failed
			New York	A. 3673/ S. 3742	Failed			



Evaluation



COMPARED WITH 2017

States continue to consider moving away from utilizing measures of student growth in principal evaluations, with at least five states looking to do so in 2018. To date, no states have enacted such legislation this year; however, legislation is pending action in **New Jersey** and **Michigan**.

Example of Enacted State Legislation

Rhode Island: H.B. 8341 extends privacy protections to all public employees — previously exclusive to teachers — to ensure that the public cannot access any individually identifiable performance evaluations.

SCHOOL LEADERSHIP					
State	Legislation	Status	State	Legislation	Status
Arizona	S.B. 1497	Failed	New York (CONT'D)	A. 4016	Failed
California	A.B. 2584	Failed		A. 10475/ S. 8301	Failed
				S. 267	Failed
				S. 8992	Failed
				S. 9098	Failed
Louisiana	H.B. 651	Failed	Ohio	H.B. 540	Pending
Michigan	H.B. 5707	Pending		S.B. 240	Pending
			Rhode Island	H.B. 8341*	Enacted
New Jersey	A. 675	Pending	Tennessee	H.B. 2207/	Failed
				S.B. 2564	
				H.B. 2727	Failed
New York	A. 2417	Failed	* State also introduced companion bills.		
	A. 2815	Failed			
	A. 3420	Failed			

* State also introduced companion bills.

Compensation, Incentives and Contracts



COMPARED WITH 2017

States saw a significant increase in legislation related to school and district leader compensation.

Examples of Enacted State Legislation

Florida: H.B. 7055 permanently establishes the Principal Autonomy Program Initiative, which allows high-need districts the ability to exchange statutory and rule exemptions for an agreement to meet performance goals.



Idaho: [S. 1347](#) appropriates \$2.7 million for a 3 percent base salary increase for administrative staff. Other states, such as [Alabama](#) and [Oklahoma](#), also increased compensation for principals and other school employees.

SCHOOL LEADERSHIP					
State	Legislation	Status	State	Legislation	Status
Alabama	H.B. 154	Failed	Maryland	S.B. 639	Enacted
	H.B. 174*	Enacted	Michigan	H.B. 5479 S.B. 778	Pending Pending
California	A.B. 45	Vetoed	Minnesota	H.F. 4255	Failed
Florida	H.B. 427	Failed	Missouri	S.B. 810	Failed
	H.B. 7055*	Enacted	New Mexico	S.B. 317	Failed
S.B. 1324	Failed				
Idaho	S. 1347	Enacted	Oklahoma	H.B. 1023	Enacted
Illinois	H.B. 4777	Failed		H.B. 2009	Enacted
	S.B. 3183	Failed		S.B. 1191	Failed
Indiana	S.B. 267	Failed	Washington	S.B. 6362	Enacted
Iowa	H.F. 2139	Failed			
DISTRICT LEADERSHIP					
State	Legislation	Status	State	Legislation	Status
Alabama	H.B. 12/ S.B. 153	Failed	New York	A. 5157	Failed
Hawaii	H.B. 389	Failed		A. 5532	Failed
	H.B. 2561	Failed		A. 5534	Failed
Maryland	H.B. 103	Failed		A. 6310/ S. 4815	Failed
	S.B. 1162	Enacted		A. 7499/ S. 5474	Failed
Missouri	S.B. 1054	Failed		A. 8108	Failed
Nebraska	L.B. 851	Failed		S. 1148	Failed
New Jersey	A. 501	Pending	North Carolina	H.B. 611	Enacted
	A. 663	Pending	Oklahoma	S.B. 1232	Failed
	A. 2252	Pending		S.B. 1286	Failed
	A. 3700	Pending	Pennsylvania	H.B. 2630	Pending
	A. 3713	Pending	Virginia	H.B. 81	Enacted
	A. 3775/ S. 692	Pending	Wyoming	H.B. 83	Failed
	S. 1720	Pending			
	S. 1812	Pending	* States also introduced companion bills.		
	S. 1933	Pending			
	S. 2414	Pending			

* States also introduced companion bills.

Additional Resources

- [2017 State Policy Review: School and District Leadership](#)
- [School Leadership: A Primer for Policymakers](#)
- [50-State Comparison: School Leader Certification and Preparation Programs](#)



ENDNOTES

1. National Teacher and Principal Survey, 2015-16, U.S. Department of Education, National Center for Education Statistics, accessed September 28, 2018, https://nces.ed.gov/surveys/ntps/tables/Table_6_042717.asp; and Thomas Glass and Louis A. Franceschini, *The 2006 Study of the State of the American School Superintendency* (Alexandria: The School Superintendents Association, 2018), 51.
2. *Prioritizing Leadership: Opportunities in the Every Student Success Act* (New York: New Leaders, 2018), https://newleaders.org/wp-content/uploads/2018/02/2018.NL_.ESSA-State-Plan-Policy-Brief-FINAL.pdf.

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AUTHOR

Deven Scott is a state relations associate at Education Commission of the States. She earned a bachelor's degree in political science and history and a master's degree in public administration, both from the University of South Dakota. In her spare time, she can be found hiking, watching true crime documentaries or cheering on the Minnesota Vikings. Contact Deven at dscott@ecs.org or **303.299.3622**.

About Education Commission of the States Legislative Tracking

Education Commission of the States tracks legislation on education issues from early learning through postsecondary and workforce. The team follows the bill's status from introduction through its final action, summarizes key provisions and assigns topics. The policy tracking helps keep an eye on trends, innovative policy approaches and the overall landscape of education-focused activity. This information is leveraged for several purposes, including Policy Snapshots that offer a brief background on a topic, a visual take on recent bills and summaries of selected state legislation.

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