

## Your Question:

You were interested in state policies and programs that support school turnaround leaders.

## Our Response:

### Legislatively mandated programs

*These programs were created by the legislature and exist in state statute.*

**Arkansas:** In 2003, Arkansas created the [Master Principal Program](#), which provides bonus incentives to principals who successfully complete the program and receive the master principal designation. Additionally, the department of education offers increased bonus incentives to those selected to serve in a “high need” school.

**Colorado:** Modified in 2018, [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 to receive the grant.

**Florida:** Enacted in 2018, [H.B. 7055](#) permanently establishes the Principal Autonomy Program Initiative, which allows principals in high need districts the ability to exchange statutory and rule exemptions for an agreement to meet performance goals to increase flexibility in turnaround efforts.

**Utah:** To increase the number of effective leaders in high-need schools, the Utah legislature created the [School Leadership Development Program](#). This training is aligned with the Utah Educational Leadership Standards and includes skills-building in data-driven decision-making, evidence-based practices and other school improvement strategies. Additionally, as part of this program, the legislature allows the state board of education to provide incentive pay to those principals and assistant principals who complete the training and agree to work, for at least five years, in a school that received an F grade or D grade in the previous school year.

### Other state-supported programs

**Connecticut:** LEAD Connecticut is a collaboration among several partners, including the Connecticut Department of Education, that provides programming that focuses on the “identification, preparation and induction of leaders who have the capacity to make significant change for the benefit of the students, families, and educators in Connecticut’s schools.” One of the programs offered by LEAD Connecticut is the [Turnaround Principal Program](#) – an intensive institute specializing in core turnaround leadership competencies including: improving academic programs, fostering a positive academic culture, managing human capital, and driving a strategic improvement process.

**North Carolina:** [The Northeast Leadership Academy \(NELA 2.0\)](#) is a partnership between North Carolina State University and 13 rural, high need school districts developed to “increase student achievement by preparing and retaining assistant principals and principals to serve as instructional leaders.” The Principal Academy is the program’s professional development component in which principals recommended by their superintendent are brought

together for professional development and coaching on how to serve rural, geographically isolated, high need schools.

**New York:** The New York State Education Department created a new initiative in 2016 called the [School Principal Mentoring Program](#) that partners principals from the highest performing schools with principals from schools that are designated as priority and focus schools.

**West Virginia:** Funded by a grant from the U.S. Department of Education, the [Building Leadership Capacity in Rural West Virginia](#) program is designed to provide principals from three rural West Virginia counties a customized and innovative principal leadership development experience to improve the quality of school leaders in the targeted districts. The goals of the project include to “improve student academic growth, decrease the principal turnover rate, [and] build a sustained infrastructure for principal development training.” The program utilizes technology as a training mechanism and includes researched-based activities in problem-based learning, along with on-site performance monitoring and feedback and self-reflection.