

112TH CONGRESS
1ST SESSION

H. R. 778

To provide grants to States to improve high schools and raise graduation rates while ensuring rigorous standards, to develop and implement effective school models for struggling students and dropouts, and to improve State policies to raise graduation rates, and for other purposes.

IN THE HOUSE OF REPRESENTATIVES

FEBRUARY 17, 2011

Mr. HINOJOSA (for himself, Mr. FATAH, Ms. HIRONO, Mr. VAN HOLLEN, Mr. GRIJALVA, Mr. POLIS, Mr. REYES, Mr. JACKSON of Illinois, Ms. JACKSON LEE of Texas, Mr. LEWIS of Georgia, Mr. BISHOP of New York, Mr. ANDREWS, Mr. LUJÁN, Mrs. NAPOLITANO, Mr. SIRES, Mr. SCOTT of Virginia, Ms. RICHARDSON, Mrs. DAVIS of California, Mr. DAVIS of Illinois, Ms. BROWN of Florida, Mr. WU, Mr. MEEKS, Ms. EDDIE BERNICE JOHNSON of Texas, Mr. PAYNE, Ms. ROYBAL-ALLARD, Mr. LARSON of Connecticut, Mrs. MCCARTHY of New York, Mr. BACA, Mr. GONZALEZ, Ms. CHU, and Mr. GENE GREEN of Texas) introduced the following bill; which was referred to the Committee on Education and the Workforce

A BILL

To provide grants to States to improve high schools and raise graduation rates while ensuring rigorous standards, to develop and implement effective school models for struggling students and dropouts, and to improve State policies to raise graduation rates, and for other purposes.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

1 **SECTION 1. SHORT TITLE; TABLE OF CONTENTS.**

2 (a) SHORT TITLE.—This Act may be cited as the
3 “Graduation Promise Act of 2011”.

4 (b) TABLE OF CONTENTS.—The table of contents for
5 this Act is as follows:

Sec. 1. Short title; table of contents.

Sec. 2. Definitions.

TITLE I—HIGH SCHOOL IMPROVEMENT AND DROPOUT
REDUCTION FUND

Sec. 101. Findings.

Sec. 102. Purposes.

Sec. 103. Definitions.

Sec. 104. Grants authorized.

Sec. 105. Secretarial peer review and approval.

Sec. 106. State plan to develop differentiated high school improvement system.

Sec. 107. Use of grant funds.

Sec. 108. Statewide differentiated high school improvement system.

Sec. 109. Subgrants to local educational agencies.

Sec. 110. Local educational agency implementation of school improvement system.

Sec. 111. School improvement activities.

Sec. 112. Evaluation and reporting.

Sec. 113. Authorization of appropriations.

TITLE II—DEVELOPMENT OF EFFECTIVE SCHOOL MODELS

Sec. 201. Purposes.

Sec. 202. Definitions.

Sec. 203. Grants authorized.

Sec. 204. Application.

Sec. 205. Secretarial peer review and approval.

Sec. 206. Use of funds.

Sec. 207. Evaluation and reporting.

Sec. 208. Authorization of appropriations.

6 **SEC. 2. DEFINITIONS.**

7 In this Act:

8 (1) IN GENERAL.—The terms “distance learn-
9 ing”, “educational service agency”, “highly quali-
10 fied”, “local educational agency”, “secondary
11 school”, and “State educational agency” have the

1 meanings given the terms in section 9101 of the Ele-
2 mentary and Secondary Education Act of 1965 (20
3 U.S.C. 7801).

4 (2) GRADUATION RATE.—The term “graduation
5 rate” has the meaning given the term in section
6 1111(b)(2)(C)(vi) of the Elementary and Secondary
7 Education Act of 1965 (20 U.S.C.
8 6311(b)(2)(C)(vi)), as clarified in section
9 200.19(b)(1) of title 34, Code of Federal Regula-
10 tions.

11 (3) HIGH SCHOOL.—The term “high school”
12 means a secondary school in which the—

13 (A) entering grade of the school is not
14 lower than grade 6; and

15 (B) highest grade of the school is—

16 (i) grade 12; or

17 (ii) in the case of a secondary school
18 approved by a State to issue a regular di-
19 ploma concurrently with a postsecondary
20 degree or with not more than 2 years’
21 worth of postsecondary academic credit,
22 grade 13.

23 (4) INSTITUTION OF HIGHER EDUCATION.—The
24 term “institution of higher education” has the

1 meaning given the term in section 101(a) of the
2 Higher Education Act of 1965 (20 U.S.C. 1001(a)).

3 (5) SECRETARY.—The term “Secretary” means
4 the Secretary of Education.

5 (6) STATE.—The term “State” means each of
6 the several States of the United States, the District
7 of Columbia, and the Commonwealth of Puerto Rico.

8 **TITLE I—HIGH SCHOOL IM-**
9 **PROVEMENT AND DROPOUT**
10 **REDUCTION FUND**

11 **SEC. 101. FINDINGS.**

12 The Senate finds the following:

13 (1) About a third of our Nation’s high school
14 students fail to graduate in 4 years, and another
15 third graduate without the skills and knowledge
16 needed to succeed in college or the workplace. The
17 outcomes for minority students are even worse: only
18 50 percent of American-Indian, 51 percent of Black,
19 and about 55 percent of Hispanic students graduate
20 on time, compared to 76 percent of White students.

21 (2) Approximately half of the Nation’s dropouts
22 attend a school where 40 percent or more of the
23 freshman class has dropped out by the time the stu-
24 dents reach their senior year. These schools, which
25 are located in nearly every State, disproportionately

1 serve minority and poor students, and have fewer re-
2 sources and less qualified teachers than schools in
3 more affluent neighborhoods. Almost half of African-
4 American students and nearly 40 percent of Latino
5 students—compared to only 11 percent of White
6 students—attend high schools in which graduation is
7 not the norm.

8 (3) A high school diploma is increasingly impor-
9 tant for success in the 21st century economy. In
10 fact, nearly 90 percent of the fastest-growing, high-
11 est-paying jobs require some sort of education be-
12 yond high school.

13 (4) For decades, Federal funding has largely
14 been spent on prekindergarten through grade 6 edu-
15 cation and higher education, with dramatically less
16 given the middle and high school grades. While chil-
17 dren in their early years must build a strong founda-
18 tion for learning, research also clearly demonstrates
19 the need to continue the investment at each stage of
20 the education process or risk losing much of the ben-
21 efit of the early effort.

22 (5) High schools receive only 10 percent of
23 funds under title I of the Elementary and Secondary
24 Education Act of 1965 (20 U.S.C. 6301 et seq.),
25 leaving millions of title I eligible, high school stu-

1 dents in low-performing schools without the focused
2 support, external assistance, and resources for im-
3 provement that title I was created to provide. Be-
4 cause title I funds serve as the trigger for school im-
5 provement requirements in the Elementary and Sec-
6 ondary Education Act of 1965, this also means that
7 most low-income, low-performing high schools are
8 not required to (or supported to) implement school
9 improvement activities.

10 (6) While the Elementary and Secondary Edu-
11 cation Act of 1965 (20 U.S.C. 6301 et seq.) includes
12 a strong focus on identifying low-performing schools,
13 America still needs a comprehensive strategy to sup-
14 port and improve chronically low-performing schools
15 and local educational agencies. School improvement
16 strategies should be tailored based on a variety of
17 indicators and data, so that educators can create
18 and implement successful school improvement strate-
19 gies to address the needs of the individual schools.

20 (7) Most local educational agencies and State
21 educational agencies do not necessarily have the ca-
22 pacity or infrastructure to guide, support, and fund
23 school improvement strategies where they are need-
24 ed, but good models for turning around low-per-
25 forming high schools do exist. Federal support

1 should be used to build this capacity based on evi-
2 dence from successful high schools.

3 (8) If the Nation is to maintain and increase its
4 competitiveness in the global economy, it must invest
5 in a systemic approach to improving its high schools
6 so that every child graduates from high school pre-
7 pared for success.

8 **SEC. 102. PURPOSES.**

9 The purposes of this title are to—

10 (1) improve high school student academic
11 achievement and graduation rates and prepare all
12 students for postsecondary education and the work-
13 force;

14 (2) help States and local educational agencies
15 develop high school improvement systems to deliver
16 support and technical assistance to high schools
17 identified for whole school reform or replacement, as
18 described in clause (ii) and (iii) of section
19 106(b)(2)(B);

20 (3) ensure students graduate from high school
21 with the education and skills necessary to compete
22 in a global economy; and

23 (4) help build the capacity to develop and im-
24 plement research-based, sustainable, and replicable
25 high school improvement models and interventions

1 that are for high schools in whole school reform and
2 replacement and that engage the whole community.

3 **SEC. 103. DEFINITIONS.**

4 In this title:

5 (1) ADEQUATE YEARLY PROGRESS.—The term
6 “adequate yearly progress” has the meaning given
7 the term in section 1111(b)(2)(C) of the Elementary
8 and Secondary Education Act of 1965 (20 U.S.C.
9 6311(b)(2)(C)).

10 (2) EXTERNAL PARTNER.—The term “external
11 partner” means an entity—

12 (A) that is an organization such as a non-
13 profit organization, community-based organiza-
14 tion, local education fund, service organization,
15 educational service agency, or institution of
16 higher education; and

17 (B) that has demonstrated expertise and
18 effectiveness in providing targeted support such
19 as data analysis, professional development, or
20 provision of nonacademic support and inte-
21 grated student services to local educational
22 agencies, schools, or students that leads to im-
23 proved teaching, learning, and outcomes for
24 students, including for those students who are
25 failing to make sufficient progress to graduate

1 in the standard amount of years or who have
2 dropped out of high school.

3 (3) LOW-INCOME LOCAL EDUCATIONAL AGEN-
4 CY.—The term “low-income local educational agen-
5 cy” means a local educational agency in which not
6 less than 15 percent of the students served by such
7 agency are from families with incomes below the
8 poverty line.

9 (4) MIDDLE GRADES.—The term “middle
10 grades” means any of grades 5 through 8.

11 (5) POVERTY LINE.—The term “poverty line”
12 means the poverty line described in section 673 of
13 the Community Services Block Grant Act (42 U.S.C.
14 9902), applicable to a family of the size involved.

15 (6) SECONDARY SCHOOL REFORM PARTNER.—
16 The term “secondary school reform partner” means
17 an organization, such as a school reform organiza-
18 tion, community-based organization, local education
19 fund, educational service agency, or institution of
20 higher education, with expertise in analyzing school
21 performance data and a track record of success in
22 improving student achievement and graduation rates
23 in low-performing high schools.

1 **SEC. 104. GRANTS AUTHORIZED.**

2 (a) IN GENERAL.—The Secretary is authorized to
3 make grants, through allotments under subsection (b), to
4 State educational agencies with approved State plans that
5 will—

6 (1) improve student achievement and gradua-
7 tion rates; and

8 (2) effectively target resources and technical as-
9 sistance to high schools in whole school reform or re-
10 placement, as described in clause (ii) or (iii) of sec-
11 tion 106(b)(2)(B).

12 (b) DETERMINATION OF ALLOTMENTS.—

13 (1) RESERVATION OF FUNDS.—From the total
14 amount appropriated under section 113, the Sec-
15 retary shall reserve not more than—

16 (A) the lesser of 3 percent or \$50,000,000,
17 to—

18 (i) provide technical assistance and
19 ongoing regional training programs that
20 are equitably distributed—

21 (I) among the different geo-
22 graphic regions of the United States;
23 and

24 (II) among State and local edu-
25 cational agencies serving urban and
26 rural areas;

1 (ii) evaluate activities authorized
2 under this title in order to determine the
3 most effective strategies for improving stu-
4 dent achievement and outcomes for stu-
5 dents attending high schools identified for
6 targeted intervention, whole school reform,
7 or replacement under section 106(b)(2);
8 and

9 (iii) disseminate the findings of such
10 evaluations;

11 (B) the lesser of 4 percent or \$75,000,000,
12 to build the capacity of secondary school reform
13 partners and external partners to provide serv-
14 ices under this Act that benefit high schools
15 and support the development or enhancement of
16 research-based whole secondary school reform
17 or new secondary school models, of which not
18 less than 35 percent of such reserved funds
19 shall be awarded, on a competitive basis, to sec-
20 ondary school reform partners or external part-
21 ners that will provide services under this Act
22 that benefit high schools designated with a
23 school locale code of Fringe Rural (41), Distant
24 Rural (42), or Remote Rural (43), as deter-
25 mined by the Secretary; and

1 (C) 2 percent to the Secretary of the Inte-
2 rior, to enable the Secretary to carry out the
3 purposes of this Act for schools operated or
4 funded by the Bureau of Indian Affairs.

5 (2) STATE ALLOTMENT.—From the total
6 amount appropriated under section 113 for a fiscal
7 year and not reserved under paragraph (1), the Sec-
8 retary shall make allotments as follows:

9 (A) LOW-INCOME LOCAL EDUCATIONAL
10 AGENCIES.—From such amount, the Secretary
11 shall allot to each State an amount that bears
12 the same ratio to 50 percent of the sums being
13 allotted as the percentage of students enrolled
14 in schools served by low-income local edu-
15 cational agencies in the State bears to the total
16 of such percentages for all the States.

17 (B) LOWEST GRADUATION RATE CALCULA-
18 TION.—From such amount, the Secretary shall
19 allot to each State for which the graduation
20 rate is within the lowest one-third of the grad-
21 uation rates for all States, an amount that
22 bears the same ratio to 25 percent of the sums
23 being allotted as the number of students en-
24 rolled in high schools in the State bears to the

1 total of such students in all of such States with
2 the lowest one-third graduation rates.

3 (C) MIDDLE GRADUATION RATE CALCULA-
4 TION.—From such amount, the Secretary shall
5 allot to each State for which the graduation
6 rate is within the middle one-third of the grad-
7 uation rates for all States, an amount that
8 bears the same ratio to 15 percent of the sums
9 being allotted as the number of students en-
10 rolled in high schools in the State bears to the
11 total of such students in all of such States with-
12 in the middle one-third graduation rates.

13 (D) HIGHEST GRADUATION RATE CAL-
14 CULATION.—From such amount, the Secretary
15 shall allot to each State for which the gradua-
16 tion rate is within the highest one-third of the
17 graduation rates for all States, an amount that
18 bears the same ratio to 10 percent of the sums
19 being allotted as the number of students en-
20 rolled in high schools in the State bears to the
21 total of such students in all of such States with-
22 in the highest one-third graduation rates.

23 (3) REALLOTMENT.—If any State does not
24 apply for an allotment under this subsection for any
25 fiscal year, the Secretary shall reallocate the amount of

1 the allotment to the remaining States in accordance
2 with this subsection.

3 (4) USING FIRST-YEAR DATA.—In calculating
4 allotments under this subsection for the second and
5 each subsequent year of the grant period, the Sec-
6 retary shall use the data relating to low-income local
7 educational agencies and graduation rates used for
8 the first year of the grant period.

9 (5) HOLD HARMLESS.—Notwithstanding any
10 other provision of this subsection but subject to
11 paragraph (6), no State shall receive an allotment
12 under this section for a fiscal year in an amount
13 that is less than the amount the State received
14 under this section for the first fiscal year of the
15 grant period.

16 (6) RATABLE REDUCTION.—If the amount ap-
17 propriated in a fiscal year is not sufficient to pay
18 the minimum allotments to all eligible institutions
19 under paragraph (5), the amount of the minimum
20 allotment to each such eligible institution shall be
21 ratably reduced.

22 (c) SUPPLEMENT, NOT SUPPLANT.—A State edu-
23 cational agency that receives a grant under this title shall
24 use the grant funds to supplement, and not supplant, Fed-
25 eral and non-Federal funds available to high schools.

1 (d) MATCHING FUNDS.—A State educational agency
2 that receives a grant under this section shall provide
3 matching funds, from non-Federal sources, in an amount
4 equal to 25 percent of the amount of grant funds provided
5 to the State to carry out the activities supported by the
6 grant. Such matching funds may be provided in cash or
7 in-kind, except that—

8 (1) not more than 10 percent of the amount of
9 grant funds may be provided through in-kind con-
10 tributions; and

11 (2) any in-kind contributions shall be directed
12 toward supporting the State educational agency’s
13 technical assistance efforts or the operation of the
14 State’s differentiated high school improvement sys-
15 tem under section 106.

16 **SEC. 105. SECRETARIAL PEER REVIEW AND APPROVAL.**

17 (a) IN GENERAL.—The Secretary shall—

18 (1) establish a peer-review process to assist in
19 the review and approval of State plans;

20 (2) appoint individuals to the peer-review proc-
21 ess who are educators and experts in educational
22 standards, assessments, accountability, high school
23 improvement, dropout prevention, academic needs of
24 English language learners, and other educational
25 needs of high school students;

1 (3) approve a State plan submitted under this
2 title not later than 120 days after the date of the
3 submission of the plan unless the Secretary deter-
4 mines that the plan does not meet the requirements
5 of this title;

6 (4) if the Secretary determines that the State
7 plan does not meet the requirements of this title, im-
8 mediately notify the State of such determination and
9 the reasons for such determination;

10 (5) if the Secretary determines that the State
11 does not have the capacity to carry out the school
12 improvement activities described in sections
13 106(b)(2) and 108, offer technical assistance to
14 carry out such activities for States directly or
15 through contracts with secondary school reform
16 partners;

17 (6) not deny a State's plan before—

18 (A) offering the State an opportunity to
19 revise the State's plan;

20 (B) providing the State with technical as-
21 sistance in order to submit a successful plan;
22 and

23 (C) providing the State an opportunity for
24 a hearing or accepting input from the State;
25 and

1 (7) have the authority to deny a State plan for
2 not meeting the requirements of this title.

3 (b) ACCURACY.—In approving a State plan, the Sec-
4 retary shall ensure that—

5 (1) the process the State educational agency
6 proposes for differentiating school improvement ac-
7 tions under sections 106(b)(2) and 108, which proc-
8 ess will assign high schools to each of the school im-
9 provement categories described in section 106(b)(2)
10 in such a way that accurately identifies the high
11 school and leads to the implementation of the inter-
12 ventions necessary to meet the needs of the students
13 attending the high school; and

14 (2) the annual growth targets proposed by the
15 State educational agency under section 106(b)(3)(D)
16 are meaningful and achievable, and demonstrate
17 continuous and substantial progress.

18 **SEC. 106. STATE PLAN TO DEVELOP DIFFERENTIATED**
19 **HIGH SCHOOL IMPROVEMENT SYSTEM.**

20 (a) IN GENERAL.—For a State to be eligible to re-
21 ceive a grant under this title, the State educational agency
22 shall submit a plan to the Secretary at such time, in such
23 manner, and containing such information as the Secretary
24 may reasonably require.

1 (b) CONTENTS.—Each plan submitted under this sec-
2 tion shall include the following:

3 (1) SCHOOL IMPROVEMENT PROCESS.—The
4 State educational agency shall describe how the
5 State educational agency will use funds authorized
6 under this title to establish or expand a statewide
7 differentiated high school improvement system de-
8 scribed in section 108.

9 (2) STATEWIDE DIFFERENTIATED HIGH
10 SCHOOL IMPROVEMENT.—

11 (A) PROCESS OF DIFFERENTIATION.—The
12 State educational agency shall describe a data-
13 driven process for categorizing high schools into
14 the categories described in subparagraph (B)
15 using—

16 (i) the indicators used to determine
17 adequate yearly progress; and

18 (ii) data from the school performance
19 indicators described in paragraph (3).

20 (B) DIFFERENTIATED HIGH SCHOOL IM-
21 PROVEMENT CATEGORIES.—The State edu-
22 cational agency shall describe how local edu-
23 cational agencies will use the process estab-
24 lished under subparagraph (A) to categorize the
25 high schools in the State that do not make ade-

1 quate yearly progress for 2 consecutive years
2 into one of the following school improvement
3 categories:

4 (i) SCHOOLS NEEDING TARGETED
5 INTERVENTIONS.—High schools whose per-
6 formance on the school performance indi-
7 cators described in paragraph (3) dem-
8 onstrate a need for targeted interventions
9 described in section 111(b) to improve stu-
10 dent outcomes and make adequate yearly
11 progress.

12 (ii) SCHOOLS NEEDING WHOLE
13 SCHOOL REFORMS.—High schools whose
14 performance on the school performance in-
15 dicators demonstrate a need for com-
16 prehensive schoolwide reform described in
17 section 111(c) to improve student out-
18 comes and make adequate yearly progress.

19 (iii) SCHOOLS NEEDING REPLACE-
20 MENT.—High schools whose school per-
21 formance indicators demonstrate a need
22 for replacement, as described in section
23 111(d).

24 (C) SPECIAL RULE.—A State educational
25 agency may propose in the plan under this sec-

1 tion additional levels of differentiation within a
2 particular school improvement category de-
3 scribed in subparagraph (B) to further target
4 and prioritize school needs and to align dif-
5 ferentiation with the State’s existing State ac-
6 countability systems.

7 (D) DEMONSTRATION OF DEVELOP-
8 MENT.—The State shall demonstrate how the
9 State plan was developed in consultation with a
10 representative group of local educational agen-
11 cies.

12 (E) CONTINUOUS IMPROVEMENT.—The
13 State educational agency shall describe how the
14 State educational agency will evaluate annually
15 the progress of high schools to ensure that each
16 high school is making continuous and substan-
17 tial improvement in accordance with the annual
18 growth targets described in paragraph (3)(D)
19 and consistent with the requirements described
20 in section 111.

21 (F) AUTOMATIC DESIGNATION.—The proc-
22 ess of categorization proposed by the State edu-
23 cational agency shall ensure that a high school
24 shall be automatically identified as a school in
25 need of whole school reform or as a school in

1 need of replacement, if the high school has a
2 graduation rate of 50 percent or less in the
3 most recent year for which data are available.

4 (3) SCHOOL PERFORMANCE INDICATORS.—

5 (A) IN GENERAL.—The State educational
6 agency shall define, in consultation with rep-
7 resentatives from urban and rural local edu-
8 cational agencies in the State, a comprehensive
9 set of school performance indicators that—

10 (i) shall be used, in addition to the in-
11 dicators used to determine adequate yearly
12 progress, to—

13 (I) analyze the performance of
14 high schools in the State;

15 (II) determine the amount, inten-
16 sity, and type of support each high
17 school needs; and

18 (III) guide the school improve-
19 ment process;

20 (ii) demonstrate whether a high school
21 is making substantial and continuous
22 progress toward the goal of graduating all
23 of the school's students prepared for suc-
24 cess in higher education and careers; and

1 (iii)(I) directly measure student
2 achievement and advancement in high
3 school; or

4 (II) have been demonstrated by re-
5 search to have a direct impact on high
6 school student achievement and advance-
7 ment.

8 (B) CATEGORIES.—

9 (i) IN GENERAL.—The comprehensive
10 set of school performance indicators re-
11 quired by subparagraph (A) shall include
12 indicators of—

13 (I) high school student engage-
14 ment and effort;

15 (II) student advancement;

16 (III) educator quality; and

17 (IV) academic learning.

18 (ii) INDICATORS OF HIGH SCHOOL
19 STUDENT ENGAGEMENT AND EFFORT.—
20 With respect to high school student en-
21 gagement and effort, the indicators—

22 (I) shall include student attend-
23 ance rates; and

24 (II) may include—

- 1 (aa) the percentage of stu-
2 dent suspensions and expulsions;
3 (bb) surveys of high school
4 student engagement and effort;
5 or
6 (cc) other indicators of stu-
7 dent engagement proposed by the
8 State educational agency and ap-
9 proved by the Secretary as part
10 of the peer review process de-
11 scribed in section 105(a).

12 (iii) INDICATORS OF STUDENT AD-
13 VANCEMENT.—With respect to student
14 achievement, the indicators—

15 (I) shall include—

16 (aa)(AA) student-earned on-
17 time promotion rates from grade
18 to grade for all grades in the
19 high school; or

20 (BB) the percentage of stu-
21 dents who have on-time credit ac-
22 cumulation at the end of each
23 grade; and

24 (bb) the percentage of stu-
25 dents—

1 (AA) failing a core,
2 credit-bearing, English lan-
3 guage arts, mathematics, or
4 science course; or

5 (BB) failing 2 or more
6 courses of any type; and

7 (II) may include—

8 (aa) measures of enrollment,
9 retention, persistence, and degree
10 attainment in two-year and four-
11 year institutions of higher edu-
12 cation;

13 (bb) measures of the em-
14 ployment success of students who
15 graduated from the high school;
16 or

17 (cc) other indicators of stu-
18 dent advancement proposed by
19 the State educational agency and
20 approved by the Secretary as
21 part of the peer review process
22 described in section 105(a).

23 (iv) INDICATORS OF EDUCATOR QUAL-
24 ITY.—With respect to educator quality, the
25 indicators—

1 (I) shall include—

2 (aa) measures of teacher at-
3 tendance, vacancies, and turn-
4 over; and

5 (bb) the percentage of highly
6 qualified teachers by grade level;
7 and

8 (II) may include other indicators
9 of educator quality proposed by the
10 State educational agency and ap-
11 proved by the Secretary as part of the
12 peer review process described in sec-
13 tion 105(a).

14 (v) INDICATORS OF ACADEMIC LEARN-
15 ING.—With respect to academic learning,
16 the indicators—

17 (I) shall include—

18 (aa) the percentage of stu-
19 dents taking a college-pre-
20 paratory curriculum, which may
21 include the percentage of stu-
22 dents taking Advanced Placement
23 courses, International Baccalaureate
24 courses, or postsec-
25 ondary courses for dual credit;

1 (bb) the percentage of stu-
2 dents reaching proficiency on the
3 State academic assessments in
4 reading and mathematics re-
5 quired under section 1111 of the
6 Elementary and Secondary Edu-
7 cation Act of 1965 (20 U.S.C.
8 6311), disaggregated by the cat-
9 egories of students identified in
10 section 1111(b)(2)(C)(v) of such
11 Act (20 U.S.C.
12 1111(b)(2)(C)(v)); and

13 (cc) student success on
14 State or local educational agency
15 end-of-course examinations or
16 performance-based assessments
17 with standardized scoring rubrics
18 aligned to State standards, where
19 such assessments are available;
20 and

21 (II) may also include—

22 (aa) student achievement on
23 college entrance and placement
24 examinations such as the ACT or

1 SAT, or Advanced Placement ex-
2 aminations; or

3 (bb) other indicators of aca-
4 demic learning proposed by the
5 State educational agency and ap-
6 proved by the Secretary as part
7 of the peer-review process de-
8 scribed in section 105(a).

9 (C) DEMONSTRATION OF CAPACITY TO
10 COLLECT AND REPORT INDICATORS.—The State
11 educational agency shall demonstrate its capaci-
12 ty to collect, report, and use the indicators de-
13 fined and used to meet the requirements of sub-
14 paragraph (A), including through the use of a
15 statewide longitudinal data system.

16 (D) ANNUAL GROWTH TARGETS.—The
17 State educational agency shall set State annual
18 growth targets that—

19 (i) include a goal and a minimum per-
20 centage of expected annual growth for each
21 school performance indicator; and

22 (ii) demonstrate continuous and sub-
23 stantial progress toward the State-defined
24 goal and making adequate yearly progress.

1 (4) DEMONSTRATION OF CAPACITY TO SUPPORT
2 SYSTEM.—The State educational agency shall dem-
3 onstrate capacity to support the statewide differen-
4 tiated high school improvement system, which shall
5 include, at a minimum, the following:

6 (A) SYSTEM ALIGNMENT.—

7 (i) ALIGNMENT WITH ACCOUNT-
8 ABILITY SYSTEM.—The State shall dem-
9 onstrate an alignment of the State ac-
10 countability system described in section
11 1111(b)(2) of the Elementary and Sec-
12 ondary Education Act of 1965 (20 U.S.C.
13 6311(b)(2)) and the school improvement
14 system under section 1116(b) of such Act
15 (20 U.S.C. 6316(b)) with the statewide
16 differentiated high school system described
17 in section 108.

18 (ii) ADDITIONAL REQUIREMENTS.—
19 The State educational agency shall dem-
20 onstrate, if the State’s statewide differen-
21 tiated high school improvement system in-
22 cludes additional requirements not required
23 under section 108, how such additional re-
24 quirements will lead to improved student

1 achievement and graduation rates and sys-
2 tem alignment.

3 (iii) STRENGTHENING AND ALIGNING
4 POLICIES.—The State educational agency
5 shall demonstrate how the State edu-
6 cational agency will strengthen and align
7 policies affecting—

8 (I) interventions in schools in
9 whole school reform or replacement
10 under clause (ii) or (iii) of paragraph
11 (2)(B);

12 (II) new school development; and

13 (III) implementation of effective
14 school improvement activities that ad-
15 dress the education needs of high
16 school students who are off-track or
17 who have dropped out.

18 (B) DATA SYSTEMS.—The State edu-
19 cational agency shall demonstrate the State
20 educational agency’s use and support of a state-
21 wide longitudinal data system, including dem-
22 onstrating—

23 (i) that such system exists, or is being
24 developed, and includes the elements de-
25 scribed in section 6401(e)(2)(D) of the

1 America COMPETES Act (20 U.S.C.
2 9871(e)(2)(D)) and any additional ele-
3 ments described in section 14005(d)(3) of
4 the American Recovery and Reinvestment
5 Act of 2009 (Public Law 111–5; 123 Stat.
6 283);

7 (ii) a commitment to the maintenance
8 and growth of such system;

9 (iii) State policies that ensure the pro-
10 tection of personally identifiable informa-
11 tion in such system and authorize such
12 system to collect, share, and link data from
13 multiple systems for the purposes of eval-
14 uations and continuous improvement;

15 (iv) governance structures to guide
16 the collection, sharing and use of the data
17 in such system; and

18 (v) that such system includes linkages
19 between kindergarten through grade 12
20 data systems with early learning, postsec-
21 ondary education, workforce, social services
22 and other critical State agency data sys-
23 tems in order to achieve interoperability
24 with systems in other States.

1 (C) CAPACITY AND TECHNICAL ASSIST-
2 ANCE.—The State educational agency shall
3 demonstrate how it will support the statewide
4 differentiated high school improvement system,
5 including—

6 (i) a description of the statewide sys-
7 tem of support, including regional support
8 services and how schools identified under
9 this Act can utilize such supports to im-
10 prove teaching, learning, and student out-
11 comes;

12 (ii) a description of how the State
13 educational agency will review, support,
14 monitor, and provide technical support for
15 local educational agency plans in accord-
16 ance with paragraph (5);

17 (iii) a description of the State edu-
18 cational agency staffing structure that is
19 designed to—

20 (I) carry out the activities de-
21 scribed in clause (ii);

22 (II) assist local educational agen-
23 cy school improvement teams de-
24 scribed in section 110(b)(2), including
25 supporting local educational agencies

1 and school officials in developing and
2 implementing school improvement
3 plans, including though the provision
4 of resources, training and technical
5 assistance; and

6 (III) coordinate services across
7 other State agencies to streamline and
8 improve support provided to schools
9 identified as needing targeted inter-
10 vention, whole school reform, or re-
11 placement under paragraph (2)(B);

12 (iv) a description of how the State
13 educational agency will develop and iden-
14 tify school improvement planning tools for
15 use by the local educational agencies and
16 schools, such as needs assessments; and

17 (v) a description of how the State
18 educational agency will ensure local edu-
19 cational agencies with high numbers of
20 schools in whole school reform and replace-
21 ment and such schools will be prioritized
22 and targeted with support.

23 (D) INCREASING LOCAL CAPACITY FOR IM-
24 PROVEMENT.—The State educational agency
25 shall demonstrate how the State educational

1 agency will align its resources and policies to
2 increase State and local capacity to ensure com-
3 prehensive support for schools identified as
4 needing targeted intervention, whole school re-
5 form, or replacement under paragraph (2)(B),
6 including how the State educational agency
7 will—

8 (i) target resources, including re-
9 sources from additional funding sources, to
10 improve teacher and principal effectiveness
11 in such schools including using data for de-
12 cision-making;

13 (ii) leverage resources from other
14 funding sources, such as school improve-
15 ment funds, technology and data funds,
16 and professional development funds;

17 (iii) provide local educational agencies
18 with support in finding and utilizing sec-
19 ondary school reform partners and other
20 external partners;

21 (iv) increase access to State and re-
22 gional technical assistance services;

23 (v) ensure an equitable distribution of
24 teachers and principals with a dem-
25 onstrated record of improving student

1 achievement and graduation rates among
2 the schools in the State that are identified
3 for targeted intervention, whole school re-
4 form, or replacement under paragraph
5 (2)(B), particularly those schools in whole
6 school reform or replacement, as compared
7 to schools not identified under paragraph
8 (2)(B);

9 (vi) ensure access to substantially
10 equal educational funding (for each stu-
11 dent in the State), such as through ad-
12 dressing per pupil expenditures or inter-
13 district funding disparities;

14 (vii) support the development of effec-
15 tive school leaders for high schools identi-
16 fied for targeted intervention, whole school
17 reform, or replacement under paragraph
18 (2)(B);

19 (viii) assist local educational agencies
20 in developing early warning indicator sys-
21 tems described in section 110(b)(6)(A);
22 and

23 (ix) assist local educational agencies
24 in developing education options as de-
25 scribed in section 110(b)(6)(B).

1 (5) STATE REVIEW OF LOCAL EDUCATIONAL
2 AGENCY PLANS.—

3 (A) REVIEW LOCAL EDUCATIONAL AGENCY
4 PLANS.—The State educational agency shall de-
5 scribe how the State educational agency will
6 collect and review high school improvement
7 plans described in section 110(b)(4), including
8 a description of—

9 (i) how the State educational agency
10 will measure and ensure local educational
11 agencies have the capacity to carry out
12 such high school improvement plans;

13 (ii) how a local educational agency
14 may propose additional levels of differen-
15 tiation within a particular school improve-
16 ment category described in paragraph
17 (2)(B) that are aligned with the State ac-
18 countability system under section
19 1111(b)(2) of the Elementary and Sec-
20 ondary Education Act of 1965 (20 U.S.C.
21 6311(b)(2)) and the local educational
22 agency’s school improvement system under
23 section 1116(b) of such Act (20 U.S.C.
24 6136(b)) existing as of the time of the
25 plan;

1 (iii) how the State educational agency
2 will allow consortia of local educational
3 agencies, particularly those in rural areas,
4 to collaborate to develop and implement
5 school improvement plans;

6 (iv) how the State educational agency
7 will review plans with the assistance and
8 advice of a peer review panel that includes
9 educators and individuals who are experts
10 in—

11 (I) educational standards, assess-
12 ments, and accountability;

13 (II) high school improvement;

14 (III) dropout prevention, inter-
15 vention, and recovery;

16 (IV) parental involvement; and

17 (V) other educational needs of
18 high school students;

19 (v) how the State, in consultation with
20 the peer review panel, shall ensure the
21 local educational agency has identified the
22 school improvement category described in
23 section 106(b)(2) for each high school
24 served by the local educational agency that
25 did not make adequate yearly progress for

1 2 consecutive years in such a way that ac-
2 curately identifies the high school and
3 leads to the implementation of the inter-
4 ventions necessary to meet student needs;

5 (vi) how the State will provide local
6 educational agencies the opportunity to re-
7 vise high school improvement plans, includ-
8 ing, if the State educational agency, in
9 consultation with the peer review panel de-
10 scribed in clause (iv), determines that the
11 local educational agency's plan does not
12 meet the requirements of this title—

13 (I) immediately notifying the
14 local educational agency of such deter-
15 mination and the reasons for such de-
16 termination; and

17 (II) offering the local educational
18 agency an opportunity to revise the
19 plan, and technical assistance for re-
20 vising the plan; and

21 (vii) how the State will make the
22 school improvement plans available to the
23 public.

24 (B) ALLOCATION OF SUBGRANTS.—The
25 State educational agency shall describe how it

1 will award subgrants to local educational agen-
2 cies consistent with section 109.

3 (C) MONITORING OF SCHOOL IMPROVE-
4 MENT PLANS.—The State educational agency
5 shall describe how the State educational agency
6 will review and monitor the implementation of
7 high school improvement plans, including how
8 the State will analyze the implementation of the
9 high school improvement plans of high schools
10 that do not meet the annual growth targets set
11 in accordance with paragraph (3)(D) and de-
12 fined in the school improvement plan described
13 in section 110(b)(4).

14 (D) PROVIDING TECHNICAL ASSIST-
15 ANCE.—The State educational agency shall de-
16 scribe how it will provide technical assistance to
17 local educational agencies and high schools that
18 need support to develop and to implement high
19 school improvement plans described in section
20 110(b)(4) and improve graduation rates and
21 student achievement, including through the use
22 of secondary school reform partners, where ap-
23 propriate.

24 (6) EVALUATION OF SUCCESS.—The State edu-
25 cational agency shall describe how, every 5 years,

1 the State educational agency will evaluate how the
2 activities assisted under this title have been success-
3 ful in improving student achievement and outcomes
4 of the cohort of students whose year of entry into
5 high school was 4 years before the evaluation, in-
6 cluding measurement of the State educational agen-
7 cy's effectiveness in carrying out the activities de-
8 scribed in the application under this subsection.

9 **SEC. 107. USE OF GRANT FUNDS.**

10 A State educational agency that receives a grant
11 under this title—

12 (1) shall reserve not more than 10 percent of
13 the grant funds—

14 (A) to carry out the activities described in
15 the State plan under section 106; and

16 (B) to establish or expand a statewide dif-
17 ferentiated high school improvement system de-
18 scribed in section 108; and

19 (2) shall use not less than 90 percent of the
20 grant funds to make subgrants to local educational
21 agencies in accordance with section 109.

1 **SEC. 108. STATEWIDE DIFFERENTIATED HIGH SCHOOL IM-**
2 **PROVEMENT SYSTEM.**

3 A Statewide differentiated high school improvement
4 system shall be designed by the State educational agency
5 to—

6 (1) use data to identify high schools for whole
7 school reform or replacement, as described in clause
8 (ii) or (iii) of section 106(b)(2)(B), within the State;

9 (2) differentiate school improvement actions
10 under section 106(b)(2) based on the amount and
11 type of supports necessary to improve student
12 achievement and graduation rates in high schools
13 within the State;

14 (3) provide resources to support the evidence-
15 based activities that school improvement teams
16 choose, based on school performance data, to carry
17 out under section 111;

18 (4) target resources and support to those high
19 schools in the State that are identified for whole
20 school reform and replacement;

21 (5) ensure that each high school identified for
22 targeted intervention, whole school reform, or re-
23 placement that is making progress on the State's
24 school performance indicators described in section
25 106(b)(3) continues to implement effective school

1 improvement strategies identified in the high
2 school's school improvement plan;

3 (6) ensure that high schools identified for whole
4 school reform or replacement making progress on
5 the State's school performance indicators have the
6 resources and supports necessary to improve high
7 school graduation rates and student achievement;

8 (7) build the capacity of the State educational
9 agency and local educational agencies to assist in
10 improving student achievement and graduation rates
11 in high schools identified for whole school reform
12 and replacement; and

13 (8) ensure that high schools identified for whole
14 school reform and replacement making progress on
15 school performance indicators continue to have the
16 resources and support necessary to further improve
17 high school graduation rates and student achieve-
18 ment.

19 **SEC. 109. SUBGRANTS TO LOCAL EDUCATIONAL AGENCIES.**

20 (a) AWARD BASIS.—

21 (1) PRIORITY OF WHOLE SCHOOL REFORM AND
22 REPLACEMENT.—In awarding subgrants under this
23 section, a State educational agency shall—

24 (A) before awarding any subgrants to local
25 educational agencies serving high schools identi-

1 fied for targeted intervention under section
2 106(b)(2), award subgrants to, on a competitive
3 basis, local educational agencies serving high
4 schools identified as needing whole school re-
5 form and replacement; and

6 (B) ensure that each subgrant awarded to
7 a local educational agency provides funding ade-
8 quate to fulfill the school improvement needs
9 outlined in the local educational agency's school
10 plan, as approved by the State educational
11 agency.

12 (2) TARGETED INTERVENTIONS.—If subgrant
13 funds remain after the application of subsection (a),
14 then the State educational agency shall award re-
15 maining subgrant funds to local educational agencies
16 serving high schools needing targeted interventions.

17 (3) COMPETITIVE BASIS.—A State educational
18 agency that receives a grant under this title shall
19 award subgrants, in accordance with subsections (a)
20 and (b), to local educational agencies on the basis
21 of—

22 (A) the quality of the school improvement
23 plan to improve student graduation rates and
24 student achievement in high schools that have

1 not made adequate yearly progress for 2 con-
2 secutive years;

3 (B) the capacity of the local educational
4 agency to implement the plan; and

5 (C) the need of the local educational agen-
6 cy, based on student high school graduation
7 rates and the percentage of students from fami-
8 lies with incomes below the poverty line.

9 (b) APPLICATION.—

10 (1) IN GENERAL.—To be eligible to receive a
11 subgrant under this title, a local educational agency
12 shall submit an application to the State educational
13 agency at such time, in such manner, and containing
14 such information as the State educational agency
15 may reasonably require.

16 (2) CONTENTS.—Each application submitted
17 under this subsection shall include—

18 (A) a description, for each high school
19 identified pursuant to section 110(b)(1), of how
20 the local educational agency will carry out ac-
21 tivities described in section 111 for the high
22 school;

23 (B) a description of the local educational
24 agency staffing structure that is designed to—

1 (i) carry out the activities described in
2 section 110(a);

3 (ii) assist school improvement teams,
4 including supporting local educational
5 agency and school officials in developing
6 and implementing high school improvement
7 plans, by providing resources, training, and
8 technical assistance, and through other
9 means; and

10 (iii) coordinate services across other
11 governmental agencies and nongovern-
12 mental organizations to streamline and im-
13 prove support provided to schools identified
14 for a school improvement category de-
15 scribed in section 106(b)(2);

16 (C) a description of the policies and proce-
17 dures the local educational agency shall imple-
18 ment to ensure the distribution and assignment
19 of high-quality teachers and leaders in a man-
20 ner that first fulfills the needs of the schools
21 identified as needing targeted intervention,
22 whole school reform, or replacement;

23 (D) an assurance that the local educational
24 agency will use subgrant funds under this title
25 first to meet the needs of high schools served

1 by the local educational agency that are identi-
2 fied for whole school reform or replacement
3 under clause (ii) or (iii) of section 106(b)(2);

4 (E) an assurance that the local educational
5 agency shall provide ongoing support and re-
6 sources to high schools identified for whole
7 school reform or replacement, and are making
8 progress on the State's school performance indi-
9 cators described in section 106(b)(3), to ensure
10 continued improvement;

11 (F) a description of how the local edu-
12 cational agency will increase its capacity to im-
13 prove high schools with low student achieve-
14 ment and graduation rates; and

15 (G) an assurance that the local educational
16 agency will conduct the capacity and needs as-
17 sessment required under subsection (b)(9) and
18 provide the results of the assessment to the
19 State educational agency and the Secretary.

20 (3) USE OF DATA.—The local educational agen-
21 cy shall describe how data will be used, consistent
22 with the requirements of this section, to inform the
23 classification of high schools, and development and
24 implementation of school improvement plans, includ-
25 ing that data described in section 110(b)(1)(A).

1 (c) SUPPLEMENT, NOT SUPPLANT.—A local edu-
2 cational agency that receives a subgrant under this section
3 shall use the subgrant funds to supplement, and not sup-
4 plant, other Federal and non-Federal funds available for
5 high schools served by the local educational agency.

6 (d) MATCHING FUNDS.—

7 (1) IN GENERAL.—A local educational agency
8 receiving a subgrant under this section shall provide
9 matching funds, from non-Federal sources, in an
10 amount equal to not less than 15 percent of the
11 total subgrant award for the local educational agen-
12 cy, which may be provided in cash or in-kind.

13 (2) USE OF MATCHING FUNDS.—The matching
14 funds shall be used to provide technical assistance to
15 high schools served by the local educational agency
16 in—

17 (A) developing the high schools' high
18 school improvement plans described in section
19 110(b)(4);

20 (B) conducting the capacity and needs as-
21 sessments described in section 110(b)(9); and

22 (C) implementing and monitoring the im-
23 plementation of the high school improvement
24 plans.

1 (3) WAIVER.—The Secretary may waive all or
2 part of the matching requirement described in para-
3 graph (1) for any fiscal year for a local educational
4 agency if the Secretary determines that applying the
5 matching requirement to such local educational
6 agency would result in serious hardship or an inabil-
7 ity to carry out the authorized activities described in
8 section 111.

9 **SEC. 110. LOCAL EDUCATIONAL AGENCY IMPLEMENTATION**
10 **OF SCHOOL IMPROVEMENT SYSTEM.**

11 (a) DISTRICT-WIDE HIGH SCHOOL IMPROVEMENT.—
12 A local educational agency that receives a subgrant under
13 section 109 shall use subgrant funds to develop, lead, and
14 implement a district-wide approach to high school im-
15 provement that meets the requirements of subsection (b)
16 and carry out the activities described in section 111.

17 (b) SYSTEM REQUIREMENTS.—

18 (1) DIFFERENTIATE HIGH SCHOOLS.—The local
19 educational agency shall—

20 (A) identify the category of high school im-
21 provement, as described in section 106(b)(2),
22 using data from the school performance indica-
23 tors as prescribed by the State educational
24 agency in accordance with section 106(b), for
25 each high school served by such agency that

1 does not make adequate yearly progress for 2
2 consecutive years; and

3 (B) publicly identify such schools by school
4 improvement category.

5 (2) SCHOOL IMPROVEMENT TEAMS.—

6 (A) IN GENERAL.—The local educational
7 agency shall convene a school improvement
8 team for each high school served by such agen-
9 cy that is assigned to one of the school improve-
10 ment categories described in section 106(b)(2).

11 (B) MEMBERS.—

12 (i) MANDATORY MEMBERS.—The
13 school improvement team for a high school
14 shall include—

15 (I) the principal of the high
16 school;

17 (II) at least 2 teachers from the
18 high school representing different
19 grade levels or disciplines; and

20 (III) local educational agency
21 staff.

22 (ii) ADDITIONAL MEMBERS.—The
23 school improvement team for a high school
24 shall include at least one of the following:

1 (I) A parent of a student in the
2 high school.

3 (II) A community representative,
4 such as a representative of nonprofit
5 organizations serving young people
6 and the business community.

7 (III) A pupil service representa-
8 tive.

9 (IV) In the case of a school in
10 whole school reform or replacement,
11 secondary school reform partners.

12 (iii) OPTIONAL MEMBERS.—The
13 school improvement team for a high school
14 may include State educational agency staff,
15 if requested by the local educational agency
16 or assigned by the State educational agen-
17 cy.

18 (C) COLLABORATION.—The local edu-
19 cational agency shall ensure collaboration—

20 (i) of school improvement teams with
21 personnel of middle grades schools served
22 by the local educational agency whose stu-
23 dents will attend high schools that are
24 identified for one of the categories de-

1 scribed in section 106(b)(2), to the extent
2 appropriate; and

3 (ii) among or between school improve-
4 ment teams at schools assigned to one of
5 the school improvement categories and
6 school leadership and other personnel at
7 schools served by the local educational
8 agency that have made adequate yearly
9 progress.

10 (3) USE OF DATA.—Consistent with the re-
11 quirements of this section, the local educational
12 agency shall use, at minimum, data on the following
13 to inform the classification of high schools:

14 (A) School performance indicators de-
15 scribed in section 106(b)(3).

16 (B) Indicators used to determine adequate
17 yearly progress.

18 (C) Information about incoming students
19 in the initial grade of the high school.

20 (D) Information about the student popu-
21 lation, including data provided through the
22 early warning indicator system described in
23 paragraph (6)(A).

24 (E) The schools' capacity and needs, as de-
25 scribed in paragraph (9).

1 (4) DEVELOP HIGH SCHOOL IMPROVEMENT
2 PLANS.—The school improvement team convened
3 under paragraph (2) for each school shall use the
4 data described in paragraph (3), and other relevant
5 data and knowledge regarding the school, to develop
6 a multiyear school improvement plan. Such plan
7 shall—

8 (A) identify the school annual growth tar-
9 gets for the State’s school performance indica-
10 tors described in section 106(b)(3) that meet or
11 exceed the State’s annual growth targets de-
12 scribed in such section;

13 (B) define the evidence-based academic
14 and nonacademic interventions and resources
15 necessary to meet the school annual growth tar-
16 gets and make adequate yearly progress;

17 (C) identify the roles of the State edu-
18 cational agency, the local educational agency,
19 the school, and secondary school reform part-
20 ners and other external partners, as appro-
21 priate, in providing such interventions and the
22 resources necessary to meet the school annual
23 growth targets and make adequate yearly
24 progress;

1 (D) provide for the involvement of business
2 and community organizations and other enti-
3 ties, including parents and institutions of high-
4 er education, in the activities to be assisted
5 under the subgrant;

6 (E) describe and direct the use of—

7 (i) any additional funding to be pro-
8 vided by the State educational agency, the
9 local educational agency, or other sources
10 to support activities carried out under this
11 title; and

12 (ii) in the case of a high school identi-
13 fied for whole school reform or replace-
14 ment, secondary school reform partners
15 and external partners.

16 (5) IMPLEMENT HIGH SCHOOL IMPROVE-
17 MENT.—The local educational agency shall use funds
18 to—

19 (A) engage in a planning period of not
20 longer than 180 days to prepare to implement
21 the school improvement plan for each high
22 school, including preparation activities such
23 as—

24 (i) creating a skilled leadership team
25 and providing professional development in

1 best practice and successful school models
2 that educate similar student populations;

3 (ii) working with secondary school re-
4 form partners to identify roles and respon-
5 sibilities to create a comprehensive ap-
6 proach and effort to implementing the
7 school improvement plan for each school
8 identified for targeted intervention, whole
9 school improvement, or replacement;

10 (iii) planning and providing profes-
11 sional development to high school teachers
12 in instruction, use of data, and working in
13 the identified schools;

14 (iv) appropriately identifying teachers
15 for each grade and course;

16 (v) establishing and implementing use
17 of the early warning indicator system de-
18 scribed in paragraph (6)(A); and

19 (vi) establishing a school schedule that
20 enables the implementation of the high
21 school improvement plan; and

22 (B) ensure the implementation of the high
23 school improvement plans for the high schools
24 identified for one of the categories described in
25 section 106(b)(2).

1 (6) IMPLEMENT DISTRICT-WIDE ACTIVITIES.—

2 The local educational agency shall support successful
3 implementation of high school improvement plans
4 and district-wide improvement through—

5 (A) establishing an early warning indicator
6 system to identify students who are at risk of
7 dropping out of high school and to guide pre-
8 ventive and recuperative school improvement
9 strategies, including—

10 (i) identifying and analyzing the aca-
11 demic risk factors that most reliably pre-
12 dict dropouts, such as by using longitu-
13 dinal data of past cohorts of students;

14 (ii) identifying specific indicators of
15 student progress and performance, such as
16 attendance, academic performance in core
17 courses, and credit accumulation, to guide
18 decisionmaking;

19 (iii) identifying or developing a mech-
20 anism for regularly collecting and ana-
21 lyzing data about the impact of interven-
22 tions on the indicators of student progress
23 and performance; and

24 (iv) analyzing academic indicators to
25 determine whether students are on track to

1 graduate secondary school in the standard
2 number of years;

3 (B) providing academically rigorous edu-
4 cation options that lead to a secondary school
5 diploma consistent with readiness for postsec-
6 ondary education and the workforce, based on
7 an analysis of data described in paragraph (3)
8 and other student-level data and designed to
9 meet the students' needs and interests, such
10 as—

11 (i) effective research-based dropout
12 prevention, credit and dropout recovery,
13 and recuperative education programs for
14 students who are not making sufficient
15 progress to graduate high school in the
16 standard number of years or have dropped
17 out of high school;

18 (ii) providing students with post-sec-
19 ondary learning opportunities, such as
20 through access to a relevant curriculum or
21 course of study that enables a student to
22 earn a secondary school diploma and—

23 (I) an associate's degree; or

- 1 (II) not more than 2 years of
2 transferable credit toward a postsec-
3 ondary degree or credential;
- 4 (iii) combining rigorous academic edu-
5 cation with career training, including
6 training that leads to postsecondary cre-
7 dentials, for students;
- 8 (iv) increasing access to Advanced
9 Placement or International Baccalaureate
10 courses and examinations; or
- 11 (v) developing and utilizing innovative,
12 high quality distance learning strategies to
13 improve student academic achievement;
- 14 (C) providing targeted research-based
15 interventions for middle schools that feed into
16 the high schools identified by the local edu-
17 cational agency as needing whole school reform
18 or replacement;
- 19 (D) identifying and implement strategies
20 for pairing academic support with integrated
21 student services and case-managed interven-
22 tions for students requiring intensive supports,
23 which may include partnership with other exter-
24 nal partners;

1 (E) providing technical assistance to high
2 schools identified for 1 of the categories de-
3 scribed in section 106(b)(2) through—

4 (i) streamlining and prioritizing re-
5 sources to organize support for schools in
6 whole school reform or replacement, such
7 as through identifying and developing cat-
8 egories or clusters of schools with similar
9 school improvement needs; and

10 (ii) assisting schools in identifying
11 secondary school reform partners and
12 other external partners; and

13 (F) supporting the use of data to improve
14 teaching and learning, including—

15 (i) improving longitudinal student
16 data systems;

17 (ii) regularly analyzing and commu-
18 nicating data to educators, parents, and
19 students that they can use; and

20 (iii) building principals' and teachers'
21 data and assessment literacy.

22 (7) ENSURE CONTINUOUS HIGH SCHOOL IM-
23 PROVEMENT.—

1 (A) IN GENERAL.—The local educational
2 agency shall ensure the continuous improve-
3 ment of high schools by—

4 (i) evaluating the progress of each
5 high school in making continuous and sub-
6 stantial progress based on the high school’s
7 annual growth targets identified under
8 paragraph (4) for the school; and

9 (ii) determining the high school’s
10 progress and taking appropriate actions, as
11 provided in subparagraphs (B) and (C).

12 (B) ON TRACK.—Each high school that is
13 meeting the school’s annual growth targets
14 identified in the high school improvement plan
15 for the high school, shall continue to implement
16 school improvement activities in accordance
17 with the high school improvement plan.

18 (C) NOT ON TRACK.—

19 (i) ANNUAL REVIEW.—For each high
20 school that is not meeting the high school’s
21 annual growth targets, the local edu-
22 cational agency shall—

23 (I) after the first year that the
24 high school fails to meet the high
25 school’s annual growth targets, review

1 the high school improvement plan and
2 develop and implement a new plan;
3 and

4 (II) after the high school fails to
5 meet the high school's annual growth
6 targets for 2 or more consecutive
7 years, reclassify the school as a school
8 in need of whole school reform or re-
9 placement, as appropriate based on
10 the State educational agency's cat-
11 egorization system described in sec-
12 tion 106(b)(2).

13 (ii) RESUBMISSION OF SCHOOL
14 PLAN.—For each high school that fails to
15 meet the high school's annual growth tar-
16 gets for 2 or more consecutive years, the
17 local educational agency may develop and
18 submit to the State educational agency for
19 review a new school improvement plan, as
20 the local educational agency determines ap-
21 propriate.

22 (8) ASSURANCES.—The local educational agen-
23 cy shall ensure that high schools receiving additional
24 students due to other high schools being replaced
25 under subsection (c) will have sufficient capacity, re-

1 sources, and funding to deliver a high quality edu-
2 cation to all students.

3 (9) CAPACITY AND NEEDS ASSESSMENT.—

4 (A) IN GENERAL.—Each school improve-
5 ment team described in subsection (b)(2) and
6 the local educational agency shall conduct a
7 high school capacity and needs assessment for
8 the high school served by the team that in-
9 cludes—

10 (i) a description and analysis of the
11 high school’s capacity to implement the
12 school improvement activities identified in
13 the high school improvement plan, includ-
14 ing an analysis of—

15 (I) the number, experience, train-
16 ing level, responsibilities, and stability
17 of existing administrative, instruc-
18 tional, and noninstructional staff for
19 the high school; and

20 (II) a review of the budget, in-
21 cluding how Federal, State, and local
22 funds are being spent, as of the time
23 of the assessment, for instruction and
24 operations at the school level for staff
25 salaries, instructional materials, pro-

1 professional development, and student
2 support services, in order to establish
3 the extent to which existing resources
4 need to and can be reallocated to sup-
5 port the needed school improvement
6 activities;

7 (ii) additional resources and staff nec-
8 essary to implement the school improve-
9 ment activities identified in the high school
10 improvement plan; and

11 (iii) an analysis of the local edu-
12 cational agency's capacity to provide tech-
13 nical assistance, additional staff, and re-
14 sources to implement the high school im-
15 provement plan and to improve the high
16 school's performance.

17 (B) ASSESSMENT REQUIREMENTS.—A
18 local educational agency shall use the informa-
19 tion provided in the capacity and needs assess-
20 ment for a high school, in coordination with the
21 high school's school improvement plan and the
22 understanding of the reform history of high
23 schools, to—

24 (i) determine the level and direct the
25 use of—

1 (I) the funds requested by the
2 local educational agency for the high
3 school under the subgrant under this
4 section; and

5 (II) any additional funding to be
6 provided by the State educational
7 agency, the local educational agency,
8 or other sources; and

9 (ii) to determine the number and di-
10 rect the use of secondary school reform
11 partners and external partners.

12 (C) TECHNICAL ASSISTANCE.—A local edu-
13 cational agency may request technical assist-
14 ance from the State educational agency in pre-
15 paring the plan and the capacity and needs as-
16 sessment required under this paragraph.

17 (c) AUTHORITY TO INTERVENE.—The State edu-
18 cational agency may intervene to develop or implement the
19 high school improvement plans, or enter into contracts
20 with secondary school reform partners to assist local edu-
21 cational agencies with the development and implementa-
22 tion of high school improvement plans, if the State edu-
23 cational agency determines that—

24 (1) a local educational agency serving a high
25 school in whole school reform or replacement has not

1 submitted an application described in section 109(b);
2 or

3 (2) a local educational agency does not have the
4 capacity to implement the school improvement activi-
5 ties described in the school improvement plan sub-
6 mitted under subsection (b)(4).

7 **SEC. 111. SCHOOL IMPROVEMENT ACTIVITIES.**

8 (a) IN GENERAL.—The school improvement team de-
9 scribed in section 110(b)(2) for each high school identified
10 for a school improvement category described in section
11 106(b)(2) shall ensure that the school improvement activi-
12 ties included in the school improvement plan are imple-
13 mented.

14 (b) TARGETED INTERVENTIONS.—A high school
15 identified for targeted interventions under section
16 110(b)(1) or the local educational agency serving such
17 high school, shall implement research-based targeted
18 interventions, using data from the school performance in-
19 dicators, the early warning indicator system, other student
20 indicators, and the capacity and needs assessment for the
21 high school. The targeted interventions shall be designed,
22 at a minimum, to address the specific problems identified
23 by the indicators, including the needs of students who are
24 not making sufficient progress to graduate in the standard
25 number of years.

1 (c) WHOLE SCHOOL REFORM.—The local educational
2 agency or State educational agency, with technical assist-
3 ance from secondary school reform partners, shall enable
4 and assist each school identified as needing whole school
5 reform pursuant to section 110(b)(1) to implement whole
6 school reform based on scientifically valid research using
7 the data described in section 110(b)(3). Such reform—

8 (1) shall address the comprehensive aspects of
9 high school reform, including—

10 (A) schoolwide needs;

11 (B) students who need targeted assistance;

12 and

13 (C) students who need intensive interven-
14 tions, including those who are not making suffi-
15 cient progress to graduate on time;

16 (2) shall address schoolwide factors to improve
17 student achievement, including—

18 (A) setting high expectations and infusing
19 relevance into learning for all students;

20 (B) personalizing the high school experi-
21 ence; and

22 (C) improving school climate, including
23 student attendance and behavior;

24 (3) shall include activities that—

25 (A) ensure continuous improvement by—

- 1 (i) ensuring the school improvement
2 plan is supported to the extent practicable
3 by all school staff;
- 4 (ii) establishing clear—
- 5 (I) goals and growth targets for
6 implementation outcomes; and
- 7 (II) school annual growth tar-
8 gets; and
- 9 (iii) regularly evaluating implementa-
10 tion of and fidelity to the high school im-
11 provement plan, such as dedicating a staff
12 member to support implementation of the
13 school improvement plan;
- 14 (B) organize the school to improve teach-
15 ing and learning, including through—
- 16 (i) strategic use of time, such as—
- 17 (I) establishing common planning
18 time for subject area teachers and
19 interdisciplinary teams who share
20 common groups of students;
- 21 (II) utilizing block scheduling or
22 redesigning the school calendar year
23 or day to create extended learning
24 time in core subjects; or

1 (III) creating a flexible school pe-
2 riod to address specific student aca-
3 demic needs and interests such as
4 credit recovery, electives, or service
5 learning;

6 (ii) alignment of resources to improve-
7 ment goals, such as through ensuring that
8 students in their initial year in the high
9 school are taught by teachers prepared to
10 meet their specific learning needs; and

11 (iii) development of effective leader-
12 ship structures, supports, and clear deci-
13 sion-making processes, such as through de-
14 veloping distributive leadership and leader-
15 ship teams;

16 (C) improve curriculum and instruction,
17 including through—

18 (i) increasing access to rigorous and
19 advanced coursework, including adoption
20 and implementation of a college- and work-
21 ready curriculum, and evidence-based, en-
22 gaging instructional materials aligned with
23 such a curriculum, for all students;

24 (ii) increasing access to contextualized
25 learning opportunities aligned with readi-

1 ness for postsecondary education and the
2 workforce, such as—

3 (I) providing work-based, project-
4 based, and service-learning opportuni-
5 ties; or

6 (II) providing a high quality, col-
7 lege preparatory curriculum in the
8 context of a rigorous career and tech-
9 nical education core;

10 (iii) regularly collecting and using
11 data to inform instruction, such as—

12 (I) through use of formative as-
13 sessments;

14 (II) creating and using common
15 grading rubrics; or

16 (III) identifying effective instruc-
17 tional approaches to meet student
18 needs; and

19 (iv) emphasizing core skills instruc-
20 tion, such as literacy, across content areas;

21 (D) provide students with academic and
22 social support to address individual student
23 learning needs, including through—

24 (i) increasing personalization through
25 learning structures that facilitate the de-

1 velopment of student and staff relation-
2 ships such as—

3 (I) implementing grade 9 acad-
4 emies or thematic smaller learning
5 communities;

6 (II) establishing teams of teach-
7 ers who work exclusively with small
8 groups of students; or

9 (III) creating advisor positions to
10 provide students with study, organiza-
11 tional, and social skills;

12 (ii) offering extended-learning, credit
13 recovery, mentoring, or tutoring options of
14 sufficient scale to meet student needs;

15 (iii) providing evidence-based acceler-
16 ated learning for students with academic
17 skill levels below grade level;

18 (iv) coordinating and increasing ac-
19 cess to integrated services, such as pro-
20 viding additional counselors, social work-
21 ers, and behavior and mental health pro-
22 viders to deliver such services; and

23 (v) providing graduation and postsec-
24 ondary planning and transition supports,
25 including college awareness and planning;

- 1 (E) increase teacher and school leader ef-
2 fectiveness, including through—
- 3 (i) professional development activities
4 that respond to student and schoolwide
5 needs as identified through the data de-
6 scribed in section 110(b)(3), such as—
- 7 (I) training teachers, leaders, and
8 administrators together with staff
9 from high schools making adequate
10 yearly progress that serve similar pop-
11 ulations and in such schools; and
- 12 (II) establishing peer learning
13 and coaching among teachers; and
- 14 (ii) facilitating collaboration, including
15 through professional communities across
16 subject area and interdisciplinary groups
17 and similar high schools; and
- 18 (F) engage families and community part-
19 ners, including community-based organizations,
20 organizations assisting parent involvement, in-
21 stitutions of higher education, and industry, in
22 school improvement activities through evidence-
23 based strategies; and
- 24 (4) may include—

1 (A) providing enabling policies, such as ad-
2 ditional flexibility regarding staffing and com-
3 pensation, budgeting, student credit attainment,
4 or use of school time, that support the imple-
5 mentation of effective school improvement ac-
6 tivities and educational options;

7 (B) implementing multiple school options
8 or effective school models that address the
9 needs of students who are not making sufficient
10 progress to graduate in the standard number of
11 years or have dropped out of high school, as in-
12 formed by analysis of school performance indi-
13 cator data described in section 106(b)(3) and
14 early warning indicator system data described
15 in section 110(b)(6)(A); and

16 (C) other activities designed to address
17 whole school needs, such as implementing a
18 comprehensive reform model for the high
19 school.

20 (d) REPLACEMENT.—The local educational agency,
21 in consultation with the State educational agency, sec-
22 ondary school reform partners, and external partners,
23 shall replace each high school that, using data under sec-
24 tion 110(b)(3), is identified for replacement pursuant to
25 section 110(b)(1). The local educational agency shall en-

1 sure successful implementation of the replacement strat-
2 egy through—

3 (1) closing and reopening the schools or imple-
4 menting multiple school options or effective school
5 models that address the needs of students in the re-
6 placed schools, including students who are not mak-
7 ing sufficient progress to graduate in the standard
8 number of years or have dropped out of high school;

9 (2) providing enabling policies, such as addi-
10 tional flexibility regarding staffing and compensa-
11 tion, budgeting, or use of school time; and

12 (3) implementing activities described in sub-
13 section (c).

14 **SEC. 112. EVALUATION AND REPORTING.**

15 (a) LOCAL EDUCATIONAL AGENCY REPORTING.—On
16 an annual basis, each local educational agency receiving
17 a subgrant under section 109 shall report to the State
18 educational agency and to the public on—

19 (1) the identified category of school improve-
20 ment for each high school in the school that failed
21 to make adequate yearly progress for the most re-
22 cent 2 consecutive years;

23 (2) the school performance indicators (as de-
24 scribed in section 106(b)(3)) for each such high
25 school, in the aggregate and disaggregated by the

1 subgroups described in section 1111(b)(2)(C)(v)(II)
2 of the Elementary and Secondary Education Act of
3 1965 (20 U.S.C. 6311(b)(2)(C)(v)(II));

4 (3) each such high school's progress in meeting
5 the high school's annual growth targets under sec-
6 tion 110(b)(4)(A); and

7 (4) the use of funds by the local educational
8 agency and each such school.

9 (b) STATE EDUCATIONAL AGENCY REPORTING.—On
10 an annual basis, each State educational agency receiving
11 a grant under this title shall prepare and submit to the
12 Secretary, and make available to the public, a report on—

13 (1) the school performance indicators (as de-
14 scribed in section 106(b)(3)) for each high school
15 served by the State educational agency that receives
16 assistance under this title, in the aggregate and
17 disaggregated by the subgroups described in section
18 1111(b)(2)(C)(v)(II) of the Elementary and Sec-
19 ondary Education Act of 1965 (20 U.S.C.
20 6311(b)(2)(C)(v)(II));

21 (2) progress in meeting the annual growth tar-
22 gets under section 110(b)(4)(A) for each such high
23 school;

1 (3) the high schools in the State that have
2 changed school improvement categories pursuant to
3 section 110(b)(7);

4 (4) the use of funds by each local educational
5 agency and each school served with such funds;

6 (5) the State definition of a new school, for
7 purposes of whole school reform or replacement;

8 (6) the number of schools closed for each local
9 educational agency in the State;

10 (7) the number of new schools for each local
11 educational agency in the State; and

12 (8) the new schools in the State that have made
13 adequate yearly progress.

14 (c) REPORT TO CONGRESS.—Every 2 years, the Sec-
15 retary shall prepare and submit to Congress and make
16 available to the public—

17 (1) a summary of the State reports under sub-
18 section (b); and

19 (2) a report on the use of funds by each State
20 under this title.

21 **SEC. 113. AUTHORIZATION OF APPROPRIATIONS.**

22 There is authorized to be appropriated to carry out
23 the activities authorized under this title, \$2,440,000,000
24 for fiscal year 2012 and each of the 4 succeeding fiscal
25 years.

1 **TITLE II—DEVELOPMENT OF**
2 **EFFECTIVE SCHOOL MODELS**

3 **SEC. 201. PURPOSES.**

4 The purposes of this title are—

5 (1) to facilitate the development and implemen-
6 tation of effective secondary school models for strug-
7 gling students and dropouts in order to raise sec-
8 ondary school graduation rates and more effectively
9 prepare students for postsecondary education and
10 the workforce; and

11 (2) to build the capacity of State educational
12 agencies, local educational agencies, nonprofit orga-
13 nizations, and institutions of higher education to im-
14 plement effective secondary school models for strug-
15 gling students and dropouts.

16 **SEC. 202. DEFINITIONS.**

17 In this title:

18 (1) DROPOUT.—The term “dropout” means an
19 individual who—

20 (A) is not older than 21;

21 (B) is not attending any school; and

22 (C) has not received a secondary school di-
23 ploma or its recognized equivalent.

24 (2) EFFECTIVE SCHOOL MODEL.—The term
25 “effective school model” means—

1 (A) an existing secondary school model
2 with demonstrated effectiveness in improving
3 student academic achievement and outcomes for
4 off-track students or dropouts; or

5 (B) a proposed new secondary school
6 model design that is based on research-based
7 organizational and instructional practices for
8 improving student academic achievement and
9 outcomes for struggling students or dropouts.

10 (3) ELIGIBLE ENTITY.—The term “eligible enti-
11 ty” means—

12 (A) a local educational agency, nonprofit
13 organization, or institution of higher edu-
14 cation—

15 (i) that proposes to enhance or ex-
16 pand an existing effective school model for
17 off-track students or dropouts; or

18 (ii) that has a track record of serving
19 struggling students or dropouts and pro-
20 poses to develop a new effective school
21 model for off-track students or dropouts;
22 or

23 (B) a partnership involving 2 or more enti-
24 ties described in subparagraph (A).

1 (4) LATE ENTRANT ENGLISH LANGUAGE
2 LEARNER.—The term “late entrant English lan-
3 guage learner” means a high school student who—

4 (A) enters a school served by a local edu-
5 cational agency at grade 9 or higher; and

6 (B) is identified by the local educational
7 agency as being limited English proficient and
8 as having experienced interrupted formal edu-
9 cation.

10 (5) STRUGGLING STUDENT.—The term “strug-
11 gling student”—

12 (A) means a high school-aged student who
13 is not making sufficient progress toward grad-
14 uating from secondary school with a regular di-
15 ploma in the standard number of years; and

16 (B) includes a student who—

17 (i) has been retained in grade level;

18 (ii) is an undercredited student; or

19 (iii) is a late entrant English language
20 learner.

21 (6) UNDERCREDITED STUDENT.—The term
22 “undercredited student” means a high school stu-
23 dent who lacks either the necessary credits or
24 courses, as determined by the relevant local edu-
25 cational agency and State educational agency, to

1 graduate from secondary school with a regular di-
2 ploma in the standard number of years.

3 **SEC. 203. GRANTS AUTHORIZED.**

4 (a) IN GENERAL.—The Secretary is authorized to
5 award grants, on a competitive basis, to eligible entities
6 to enable the eligible entities to develop and implement,
7 or replicate, effective school models for struggling students
8 and dropouts.

9 (b) PERIOD OF GRANT.—A grant awarded under this
10 section shall be for a period of 5 years.

11 **SEC. 204. APPLICATION.**

12 (a) IN GENERAL.—Each eligible entity desiring a
13 grant under this title shall submit an application to the
14 Secretary at such time, in such manner, and containing
15 such information as the Secretary may require.

16 (b) CONTENTS.—Each application submitted under
17 this section shall include a description of—

18 (1) how the eligible entity will carry out the
19 mandatory activities under section 206(a);

20 (2) the research or evidence concerning the ef-
21 fective school model that the eligible entity proposes
22 to develop and implement or replicate, including—

23 (A) for an existing effective school model
24 described in section 202(2)(A), the evidence

1 that the model has improved academic out-
2 comes for struggling students or dropouts; or

3 (B) for a proposed effective school model
4 described in section 202(2)(B), the research
5 that supports the key organizational and in-
6 structional practices of the proposed effective
7 school model;

8 (3) the eligible entity's school design elements
9 and principles that will be used in the effective
10 school model, including—

11 (A) the academic program;

12 (B) the instructional practices;

13 (C) the methods of assessment; and

14 (D) student supports and services, such as
15 the supports and services provided by the school
16 or offered by other organizations and agencies
17 in the community, to support positive student
18 academic achievement and outcomes;

19 (4) how the eligible entity will use student data
20 from the local educational agency or State edu-
21 cational agency to evaluate and improve academic
22 outcomes for struggling students or dropouts;

23 (5) for each school in which the eligible entity
24 implements or replicates an effective school model
25 under this title, how the eligibility entity will sustain

1 the implementation or replication of the effective
2 school model, including the financing mechanism to
3 be used;

4 (6) how the eligible entity will collect data and
5 information to assess the performance of the effec-
6 tive school model and will make necessary adjust-
7 ments to ensure continuous and substantial improve-
8 ment in student academic achievement and out-
9 comes; and

10 (7) how the eligible entity will make the per-
11 formance data available to State educational agen-
12 cies, local educational agencies, and schools serving
13 struggling students or dropouts.

14 **SEC. 205. SECRETARIAL PEER REVIEW AND APPROVAL.**

15 The Secretary shall—

16 (1) establish a peer-review process to assist in
17 the review and approval of applications submitted by
18 eligible entities under section 204; and

19 (2) appoint individuals to the peer-review proc-
20 ess who are experts in high school reform, dropout
21 prevention and recovery, new school development for
22 struggling students and dropouts, and adolescent
23 and academic development.

1 **SEC. 206. USE OF FUNDS.**

2 (a) MANDATORY USE OF FUNDS.—An eligible entity
3 receiving a grant under this title shall use grant funds
4 to—

5 (1) enhance and expand, or replicate an existing
6 effective school model described in section
7 202(2)(A), or develop a proposed effective school
8 model described in section 202(2)(B), for struggling
9 students and dropouts;

10 (2) assess the progress of the implementation
11 or replication of the effective school model and make
12 necessary adjustments to ensure continuous im-
13 provement;

14 (3) provide opportunities for professional devel-
15 opment associated with the continuous improvement
16 and implementation or replication of the effective
17 school model;

18 (4) collect data and information on the school
19 model's effectiveness in improving student academic
20 achievement and outcomes for struggling students
21 and dropouts and disseminate such data and infor-
22 mation to State educational agencies, local edu-
23 cational agencies, and schools; and

24 (5) build the capacity of the eligible entity to—

25 (A) sustain the implementation or replica-
26 tion of the effective school model assisted under

1 paragraph (1) after the grant period has ended;
2 and

3 (B) replicate the effective school model.

4 (b) OPTIONAL USE OF FUNDS.—An eligible entity re-
5 ceiving a grant under this title may use grant funds—

6 (1) to identify and create partnerships needed
7 to improve the academic achievement and outcomes
8 of the students attending a school assisted under
9 this title;

10 (2) to support family and community engage-
11 ment in the effective school model; and

12 (3) to carry out any additional activities that
13 the Secretary determines are within the purposes de-
14 scribed in section 201.

15 **SEC. 207. EVALUATION AND REPORTING.**

16 (a) CONTENTS OF REPORT.—Each eligible entity re-
17 ceiving a grant under this title shall annually report to
18 the Secretary on—

19 (1) the data and information being gathered to
20 assess the effective school model’s effectiveness in
21 improving student academic achievement and out-
22 comes for struggling students and dropouts;

23 (2) the implementation status of the models,
24 any barriers to implementation, and actions taken to
25 overcome the barriers;

1 (3) any professional development activities to
2 build the capacity of—

3 (A) the eligible entity to sustain or rep-
4 licate the effective school model; or

5 (B) the staff of a school assisted under
6 this title to implement or improve the effective
7 school model;

8 (4) the progress made in improving student
9 academic achievement and outcomes in the effective
10 school models for struggling students and dropouts;
11 and

12 (5) the use of grant funds by the eligible entity.

13 (b) INDEPENDENT EVALUATIONS.—The Secretary
14 shall reserve not more than \$5,000,000 to carry out an
15 independent evaluation of the grant program under this
16 title and the progress of the eligible entities receiving
17 grants under this title.

18 **SEC. 208. AUTHORIZATION OF APPROPRIATIONS.**

19 There is authorized to be appropriated to carry out
20 this title \$60,000,000 for fiscal year 2012 and each of
21 the 4 succeeding fiscal years.

○