

112TH CONGRESS
1ST SESSION

S. 959

To improve outcomes for students in persistently low-performing schools, to create a culture of recognizing, rewarding, and replicating educational excellence, to authorize school turnaround grants, and for other purposes.

IN THE SENATE OF THE UNITED STATES

MAY 12, 2011

Mrs. HAGAN (for herself and Mr. LIEBERMAN) introduced the following bill; which was read twice and referred to the Committee on Health, Education, Labor, and Pensions

A BILL

To improve outcomes for students in persistently low-performing schools, to create a culture of recognizing, rewarding, and replicating educational excellence, to authorize school turnaround grants, 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,*

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the “School Turnaround
5 and Rewards Act of 2011” or the “STAR Act of 2011”.

6 **SEC. 2. PURPOSES.**

7 The purposes of this Act are to—

1 (1) significantly improve outcomes for students
2 in persistently low-performing schools by—

3 (A) building the capacity of State edu-
4 cational agencies and local educational agencies
5 to improve student academic achievement in
6 low-performing and persistently low-performing
7 schools;

8 (B) supporting States and local edu-
9 cational agencies in implementing school inter-
10 vention models; and

11 (C) targeting State and local supports and
12 strategies on the persistently lowest-performing
13 schools in each State; and

14 (2) create a culture of recognizing, rewarding,
15 and replicating educational excellence in every State
16 by—

17 (A) providing financial and other incen-
18 tives and rewards to schools that are identified
19 as Reward Schools; and

20 (B) supporting State educational agency
21 efforts to identify, collect, and disseminate ef-
22 fective practices for increasing student aca-
23 demic achievement used by Reward Schools.

1 **TITLE I—ADDITIONAL**
2 **ACCOUNTABILITY PROVISIONS**

3 **SEC. 101. ADDITIONAL ACCOUNTABILITY PROVISIONS.**

4 (a) IN GENERAL.—The Elementary and Secondary
5 Education Act of 1965 (20 U.S.C. 6301 et seq.) is amend-
6 ed by inserting after section 1116 the following:

7 **“SEC. 1116A. REWARD SCHOOLS.**

8 “(a) IN GENERAL.—Notwithstanding section 1116 or
9 any other provision of this part, each State educational
10 agency that receives funds under this part shall identify
11 Reward Schools in the State and take the actions de-
12 scribed with respect to those schools, in accordance with
13 this section.

14 “(b) IDENTIFICATION OF REWARD SCHOOLS.—

15 “(1) IN GENERAL.—Each State educational
16 agency that receives funds under this part shall an-
17 nually identify as Reward Schools public elementary
18 schools or secondary schools served by the State that
19 are making significant progress, as determined by
20 the State educational agency, in closing the achieve-
21 ment gap and increasing student academic achieve-
22 ment, student growth, and, at the high school level,
23 graduation rates, for students in the aggregate and
24 for 1 or more subgroups of students identified under
25 section 1111(b)(2)(C)(v)(II).

1 “(2) REWARD SCHOOLS.—Each school that is
2 identified as a Reward School under paragraph
3 (1)—

4 “(A) is eligible for recognition and rewards
5 under subsection (c); and

6 “(B) may use funds provided under this
7 Act, except for those funds related to serving
8 special populations under parts C and D of title
9 I, title III, and title VII, in a comprehensive
10 and coordinated manner, to design innovative
11 programs consistent with the requirements of
12 title IX.

13 “(c) REWARD SCHOOLS.—

14 “(1) ALLOTMENTS; ALLOCATION TO STATES.—

15 “(A) IN GENERAL.—

16 “(i) ALLOTMENT.—In accordance
17 with clause (ii), the Secretary shall allot
18 among each of the 50 States, the District
19 of Columbia, the Commonwealth of Puerto
20 Rico, and the Secretary of the Interior for
21 programs under this subsection in schools
22 operated or funded by the Bureau of In-
23 dian Education, the total amount made
24 available to carry out this subsection under

1 paragraph (6) for any fiscal year, to carry
2 out activities under this subsection.

3 “(ii) DETERMINATION OF ALLOT-
4 MENTS.—The Secretary shall use the
5 amount made available under clause (i) for
6 a fiscal year to award a grant to each enti-
7 ty described in clause (i) in an amount
8 that bears the same relation to such
9 amount made available under clause (i) as
10 the amount the entity received under this
11 part for the preceding fiscal year bears to
12 the amount received by all the entities de-
13 scribed in clause (i) under this part for the
14 preceding fiscal year.

15 “(B) REALLOTMENT.—If an entity de-
16 scribed in subparagraph (A)(i) does not receive
17 funds under this subsection, the Secretary shall
18 reallocate those funds to other entities described in
19 subparagraph (A)(i) in the same proportion in
20 which funds are allotted under subparagraph
21 (A).

22 “(2) STATE APPLICATION.—Each State edu-
23 cational agency desiring to receive a grant under
24 this subsection shall submit an application to the
25 Secretary at such time, in such manner, and con-

1 taining such information as the Secretary may re-
2 quire. At a minimum, each application shall in-
3 clude—

4 “(A) a description of how the State edu-
5 cational agency will distribute funds under this
6 program, by formula or through a competitive
7 process, to local educational agencies serving
8 Reward Schools identified under subsection (b);

9 “(B) a description of how the State edu-
10 cational agency will take into account poverty
11 rates within local educational agencies and
12 schools proposed to be served when distributing
13 funds under this program;

14 “(C) an assurance that the State edu-
15 cational agency will provide rewards and incen-
16 tives under this subsection that are large
17 enough to motivate changes in behavior by
18 schools throughout the State;

19 “(D) a description of how the State edu-
20 cational agency will identify, collect, and dis-
21 seminate information on effective practices for
22 increasing student achievement that are used by
23 the Reward Schools and how the State will cre-
24 ate communities of practice among Reward
25 Schools, in order to share best practices and

1 replicate successful strategies to assist lower-
2 performing schools and districts; and

3 “(E) a description of how the State will
4 create mentoring partnerships between Reward
5 Schools and other schools and local educational
6 agencies in the State.

7 “(3) STATE USE OF FUNDS.—

8 “(A) STATE RESERVATION.—A State edu-
9 cational agency that receives a grant under
10 paragraph (1) shall use not less than 90 per-
11 cent of the grant funds to make subgrants to
12 local educational agencies serving Reward
13 Schools to carry out the activities described in
14 paragraph (4).

15 “(B) STATE ACTIVITIES.—A State edu-
16 cational agency that receives a grant under
17 paragraph (1) shall use any portion of its grant
18 funds that it does not use under subparagraph
19 (A) to carry out activities, which may include
20 the following:

21 “(i) Identifying, collecting, and dis-
22 seminating information on effective prac-
23 tices that are used by Reward Schools to
24 increase student achievement.

1 “(ii) Supporting mentoring partner-
2 ships between Reward Schools and other
3 schools and local educational agencies.

4 “(iii) Creating communities of prac-
5 tice among Reward Schools.

6 “(iv) Administration of this sub-
7 section.

8 “(4) SUBGRANTS TO LOCAL EDUCATIONAL
9 AGENCIES.—

10 “(A) IN GENERAL.—From funds available
11 under paragraph (3), a State educational agen-
12 cy shall make 1-year subgrants to local edu-
13 cational agencies serving Reward Schools.

14 “(B) ACTIVITIES.—A local educational
15 agency that receives a subgrant under this sub-
16 section shall use the funds—

17 “(i) to provide financial rewards for
18 principals, teachers, and other staff in Re-
19 ward Schools; and

20 “(ii) to provide financial rewards to
21 Reward Schools, which may be used at the
22 school’s discretion, including for financial
23 rewards or to improve or enrich the
24 school’s or local educational agency’s pro-
25 gram.

1 “(5) OTHER REWARDS FOR REWARD
2 SCHOOLS.—A local educational agency may provide
3 Reward Schools with increased flexibility in making
4 budgeting and staffing decisions, by—

5 “(A) providing Reward Schools with pri-
6 ority in receiving Federal or State funds;

7 “(B) reducing reporting requirements of
8 Reward Schools; or

9 “(C) taking other actions to provide Re-
10 ward Schools with greater autonomy.

11 “(6) AUTHORIZATION OF APPROPRIATIONS.—
12 There are authorized to be appropriated to carry out
13 this subsection \$300,000,000 for fiscal year 2012
14 and such sums as may be necessary for each of the
15 5 succeeding fiscal years.”.

16 (b) TABLE OF CONTENTS.—The table of contents in
17 section 2 of the Elementary and Secondary Education Act
18 of 1965 is amended by inserting after the item relating
19 to section 1116 the following:

 “Sec. 1116A. Reward schools.”.

20 **TITLE II—SCHOOL**
21 **TURNAROUND GRANTS**

22 **SEC. 201. DEFINITIONS.**

23 The terms used in this title have the meanings given
24 the terms in section 9101 of the Elementary and Sec-
25 ondary Education Act of 1965 (20 U.S.C. 7801).

1 **SEC. 202. IDENTIFICATION OF PERSISTENTLY LOW-PER-**
2 **FORMING SCHOOLS.**

3 (a) IN GENERAL.—Each State educational agency
4 that receives funds under part A of title I of the Elemen-
5 tary and Secondary Education Act of 1965 (20 U.S.C.
6 6311 et seq.) shall annually identify as a Persistently
7 Low-Performing School a public elementary school or sec-
8 ondary school that, based on the percentage of students
9 scoring at or above the proficient level in each of the sub-
10 jects included in a State’s accountability system under
11 such part, is not making progress and—

12 (1) if the school is an elementary school, is in
13 the bottom 5 percent of the State’s public elemen-
14 tary schools;

15 (2) if the school is a secondary school that does
16 not award a high school diploma, is in the bottom
17 5 percent of the State’s public secondary schools
18 that do not award a high school diploma; or

19 (3) if the school is a secondary school that does
20 award a high school diploma, is in the bottom 5 per-
21 cent of the State’s public secondary schools that
22 award a high school diploma or has a graduation
23 rate below 60 percent, or both.

24 (b) RANKING.—

25 (1) SCHOOLS THAT DO NOT AWARD HIGH
26 SCHOOL DIPLOMAS.—To determine if a school that

1 does not award a high school diploma is a Persist-
2 ently Low-Performing School, the State educational
3 agency shall, not less frequently than once every 3
4 years, rank all such public elementary schools and
5 secondary schools served by the State on the basis
6 of the combined or averaged percentages across sub-
7 jects of students who are proficient or above on the
8 reading or language arts and mathematics assess-
9 ments required under section 1111(b)(3) of the Ele-
10 mentary and Secondary Education Act of 1965 (20
11 U.S.C. 6311(b)(3)).

12 (2) SCHOOLS THAT AWARD HIGH SCHOOL DI-
13 PLOMAS.—To determine if a school that awards a
14 high school diploma is a Persistently Low-Per-
15 forming school, the State educational agency shall,
16 not less frequently than once every 3 years, rank all
17 such schools on the basis of—

18 (A) the combined or averaged percentages
19 across subjects of students who are proficient
20 or above on the reading or language arts and
21 mathematics assessments required by section
22 1111(b)(3) of the Elementary and Secondary
23 Education Act of 1965 (20 U.S.C. 6311(b)(3));
24 and

1 (B) the graduation rate, with such rate
2 given weight equal to the weight of the factor
3 described in subparagraph (A).

4 (c) SCHOOLS MAKING PROGRESS.—The State edu-
5 cational agency shall not identify as a Persistently Low-
6 Performing school a school that is making significant
7 progress as defined by the State, subject to any limitations
8 specified in regulation by the Secretary.

9 (d) NO IDENTIFICATION OF CERTAIN SCHOOLS.—
10 The State may choose not to identify those schools in
11 which the total number of students assessed is below the
12 minimum group size used by the State to ensure the valid-
13 ity and reliability of State assessments or to protect the
14 privacy of individual students.

15 (e) SCHOOL INTERVENTION MODELS.—Each local
16 educational agency that serves a school identified as a Per-
17 sistently Low-Performing School under this section and
18 receives a grant under this title shall select and implement
19 1 of the 4 school intervention models described in section
20 207 in such school, and provide for family and community
21 engagement in the choice and implementation of the model
22 selected in each case.

23 **SEC. 203. RESERVATION AND ALLOTMENTS.**

24 (a) RESERVATION FOR ACTIVITIES OF NATIONAL
25 SIGNIFICANCE.—From the total amount appropriated

1 under section 208 for a fiscal year, the Secretary may re-
2 serve not more than 10 percent to carry out activities of
3 national significance, such as—

4 (1) building State and local educational agency
5 turnaround capacity, including through technical as-
6 sistance and support, identification and dissemina-
7 tion of best practices, and facilitating the creation
8 and operation of communities of practice;

9 (2) supporting the use of school quality review
10 teams by making grants to State educational agen-
11 cies, consortia of such agencies, or partnerships of
12 State educational agencies or State consortia and
13 public or private nonprofit organizations to develop
14 and implement school quality review teams that re-
15 view and provide support and technical assistance to
16 local educational agencies and schools for activities
17 such as expanded learning time;

18 (3) identifying and disseminating effective rural
19 turnaround practices, making available targeted
20 technical assistance, and expanding the availability
21 and capacity of turnaround partners that operate in
22 rural areas;

23 (4) identifying schools and school improvement
24 partners that are effectively implementing school
25 intervention models and other effective strategies to

1 improve schools, and making information on those
2 schools available to State educational agencies, local
3 educational agencies, and schools in a manner that
4 facilitates replication of effective practices; and

5 (5) other activities designed to support State
6 and local efforts to turn around persistently low-per-
7 forming schools.

8 (b) ALLOTMENT TO STATES.—

9 (1) IN GENERAL.—

10 (A) ALLOTMENT.—In accordance with sub-
11 paragraph (B), the Secretary shall allot among
12 each of the 50 States, the District of Columbia,
13 the Commonwealth of Puerto Rico, the outlying
14 areas, and the Secretary of the Interior for pro-
15 grams under this title in schools operated or
16 funded by the Bureau of Indian Education, the
17 total amount made available to carry out this
18 title under section 208 for any fiscal year and
19 not reserved under subsection (a), to carry out
20 activities under this title.

21 (B) DETERMINATION OF ALLOTMENTS.—

22 The Secretary shall use the amount made avail-
23 able under subparagraph (A) for a fiscal year
24 to award a grant to each entity described in
25 subparagraph (A) in an amount that bears the

1 same relation to such amount made available
2 under subparagraph (A) as the amount the en-
3 tity received under part A of title I of the Ele-
4 mentary and Secondary Education Act of 1965
5 (20 U.S.C. 6311 et seq.) for the preceding fis-
6 cal year bears to the amount received by all the
7 entities described in subparagraph (A) under
8 such part for the preceding fiscal year.

9 (2) REALLOTMENT.—If an entity described in
10 paragraph (1)(A) does not receive funds under this
11 title, the Secretary shall reallocate those funds to other
12 entities described in paragraph (1)(A) in the same
13 proportion in which funds are allotted under para-
14 graph (1).

15 **SEC. 204. APPLICATION.**

16 Each State educational agency that desires to receive
17 a grant under this title shall submit an application to the
18 Secretary at such time, in such manner, and containing
19 such information as the Secretary may reasonably require.
20 At a minimum, each application shall include—

21 (1) a copy of the application form and instruc-
22 tions that the State will use in making competitive
23 subgrants under this title;

1 (2) the criteria the State educational agency
2 will use to determine whether each eligible applicant
3 applying for a subgrant under section 206—

4 (A) has analyzed the needs of each school
5 the eligible applicant seeks to serve and has se-
6 lected an appropriate intervention model;

7 (B) has the capacity to implement fully
8 and effectively the selected school intervention
9 model; and

10 (C) has submitted a budget that includes
11 sufficient funds to implement fully and effec-
12 tively the selected school intervention model;

13 (3) a description of how the State educational
14 agency will set priorities for subgrants if the State
15 educational agency does not have sufficient funds to
16 support all persistently low-performing schools that
17 eligible applicants have applied to serve;

18 (4) the criteria the State educational agency
19 will use to determine the quality of applications the
20 State educational agency receives;

21 (5) a description of how the State educational
22 agency will—

23 (A) monitor each subgrantee to ensure
24 that the subgrantee is fully and effectively im-
25 plementing the selected school intervention

1 model and is improving student achievement
 2 and making progress on leading indicators; and

3 (B) communicate to each subgrantee in a
 4 timely fashion about what expectations the
 5 State has for the subgrantee to make progress;

6 (6) a description of how the State educational
 7 agency, subject to section 205(b)(1), will use the
 8 funds it reserves at the State level to provide tech-
 9 nical assistance and other support to subgrantees;
 10 and

11 (7) a description of how the State will—

12 (A) help develop pipelines of teachers and
 13 leaders trained for turnaround schools;

14 (B) collect and report data that inform the
 15 work of subgrantees;

16 (C) encourage the clustering of turnaround
 17 schools under a turnaround office or other lead
 18 turnaround partner;

19 (D) support effective extended learning
 20 time strategies; and

21 (E) build capacity in the State educational
 22 agency for assisting turnaround schools.

23 **SEC. 205. STATE USE OF FUNDS.**

24 (a) STATE RESERVATION.—

1 (1) IN GENERAL.—Except as provided in para-
2 graph (2), a State educational agency that receives
3 a grant under section 203(b) shall use not less than
4 90 percent of the grant funds to make competitive
5 subgrants to eligible applicants under section 206 to
6 carry out the purposes of this title.

7 (2) EXCEPTION FOR SCHOOL TAKEN OVER BY
8 THE STATE.—Notwithstanding paragraph (1), a
9 State may, subject to regulations of the Secretary,
10 reserve from the amount to be used to make sub-
11 grants under paragraph (1) such funds as are nec-
12 essary to implement a school intervention model, ei-
13 ther directly or through a turnaround partner des-
14 ignated by the State, in a school that has been taken
15 over by the State.

16 (b) STATE ACTIVITIES.—A State educational agency
17 that receives a grant under section 203(b) shall use any
18 portion of the grant funds that the State educational agen-
19 cy does not use to make subgrants under subsection (a)
20 to carry out activities designed to build State capacity to
21 support school improvement. These activities may in-
22 clude—

23 (1) providing technical assistance and other
24 support, either directly, or through the creation of a
25 school turnaround office, or through turnaround

1 partners, to eligible applicants, which may include
2 the use of school quality review teams or regular site
3 visits to monitor the implementation of selected
4 models;

5 (2) evaluating State and local implementation
6 of school intervention models and other improvement
7 activities, and using the results to improve State
8 strategies for supporting and providing flexibility for
9 targeted schools;

10 (3) providing subgrants to turnaround partners
11 and expanded learning time partners to enable the
12 partners to increase their capacity to help turn
13 around schools;

14 (4) developing pipelines of teachers and leaders
15 trained for turnaround schools;

16 (5) collecting and reporting data that inform
17 the work of subgrantees;

18 (6) clustering turnaround schools; and

19 (7) building capacity in the State educational
20 agency for assisting turnaround schools.

21 **SEC. 206. SUBGRANTS TO ELIGIBLE APPLICANTS.**

22 (a) **AUTHORITY.**—

23 (1) **IN GENERAL.**—From the funds available
24 under section 205(a), a State educational agency

1 shall make subgrants, on a competitive basis, to eli-
2 gible applicants.

3 (2) ELIGIBLE APPLICANT.—In this title, the
4 term “eligible applicant” means—

5 (A) a local educational agency that receives
6 funds under part A of title I of the Elementary
7 and Secondary Education Act of 1965 (20
8 U.S.C. 6311 et seq.) and serves at least 1 per-
9 sistent low-performing school; or

10 (B) a local educational agency described in
11 subparagraph (A) in partnership with a turn-
12 around partner or an expanded learning time
13 partner, or both, with experience supporting
14 successful school turnaround efforts.

15 (b) DURATION.—A State educational agency—

16 (1) shall award subgrants under this section for
17 a period of not more than 3 years; and

18 (2) may extend such a subgrant for an addi-
19 tional 2-year period if the State educational agency
20 determines that schools served by the subgrantee are
21 making significant progress, as described in sub-
22 section (h).

23 (c) CRITERIA.—Subgrants awarded under this sec-
24 tion shall be of sufficient size to enable subgrantees to im-

1 plement the selected intervention model fully and effec-
2 tively.

3 (d) APPLICATION.—In order to receive a subgrant
4 under this section, an eligible applicant shall submit an
5 application to the State educational agency at such time,
6 in such form, and including such information as the State
7 educational agency may reasonably require. Each applica-
8 tion shall include, at a minimum—

9 (1) a description of the process the applicant
10 has used for selecting an appropriate school inter-
11 vention model for each school to be served (which
12 process shall include family and community input as
13 to which of the school intervention models is most
14 likely to improve student achievement), including
15 how the applicant has analyzed the needs of each
16 such school;

17 (2) the school intervention model to be used in
18 each school to be served and the timeline for imple-
19 menting the selected school intervention model in
20 each school to be served;

21 (3) a detailed budget covering the grant period,
22 including planned expenditures at the school level
23 and by the eligible applicant for activities supporting
24 full and effective implementation of the selected
25 intervention model;

1 (4) a description of how the eligible applicant
2 will—

3 (A) design and implement interventions
4 consistent with the requirements of the selected
5 school intervention model, including how the ap-
6 plicant will use appropriate leading indicators
7 and student achievement measures to monitor
8 the effectiveness of implementation;

9 (B) use a rigorous review process to re-
10 cruit, screen, and select turnaround partners
11 with which the local educational agency will
12 partner;

13 (C) align other Federal, State, and local
14 resources with the interventions;

15 (D) modify practices and policies, if nec-
16 essary, to provide operational flexibility that en-
17 ables full and effective implementation of the
18 selected school intervention model;

19 (E) collect and use data on an ongoing
20 basis to adjust implementation of the school
21 intervention model during implementation
22 (while maintaining consistency with the require-
23 ments of section 207) in order to achieve the
24 desired outcomes;

1 (F) ensure that the implementation of the
2 school intervention model addresses the needs
3 of all subgroups described in section
4 1111(b)(2)(C)(v)(II) of the Elementary and
5 Secondary Education Act of 1965 (20 U.S.C.
6 6311(b)(2)(C)(v)(II)) in each school to be
7 served; and

8 (G) sustain successful reforms and prac-
9 tices after the funding period ends;

10 (5) a description of the technical assistance and
11 other support that the eligible applicant will provide
12 to ensure effective implementation of intervention
13 models in eligible schools, which may include—

14 (A) assistance in data analysis;

15 (B) recruiting staff;

16 (C) teacher evaluation;

17 (D) professional development;

18 (E) coordination of services to address stu-
19 dents' social, emotional, and health needs;

20 (F) facilitating the creation and operation
21 of professional learning communities and com-
22 munities of practice; and

23 (G) progress monitoring;

24 (6) an assurance that each school the applicant
25 proposes to serve will receive all of the State and

1 local funds it would have received in the absence of
2 these funds; and

3 (7) a description of how the eligible applicant
4 will strengthen its capacity improvement for the im-
5 plementation of intervention models, including
6 through partnerships with entities that have dem-
7 onstrated the ability to effectively support school im-
8 provement efforts.

9 (e) PRIORITY.—In making subgrants under this sec-
10 tion, a State educational agency shall give priority to an
11 eligible applicant if the applicant—

12 (1) demonstrates that it has a sufficient pool of
13 effective educators within or outside the local edu-
14 cational agency to staff low-performing schools or a
15 comprehensive plan to recruit retain, reward, and
16 improve staff using comprehensive evaluation sys-
17 tems;

18 (2) demonstrates the support of school manage-
19 ment, teachers, parents, community partners, and
20 public stakeholders to implement strategies de-
21 scribed in section 207;

22 (3) demonstrates a commitment to an expanded
23 school day, expanded school week, or expanded
24 school year schedule that increases the total number
25 of school hours for the school year at a school by not

1 fewer than 300 hours (which shall include hours in
2 which a student is engaged in academic activities,
3 experiential learning, work-based learning, and en-
4 richment) and that includes a strong partnership
5 with a quality expanded learning time partner;

6 (4) demonstrates that the school leaders serving
7 the school that will be supported through the
8 subgrant, have sufficient flexibility in making budg-
9 eting, staffing, and program decisions; and

10 (5) demonstrates the ability to collect, report,
11 and use data to inform decisionmaking and to target
12 resources at the school level.

13 (f) LOCAL ACTIVITIES.—An eligible applicant that
14 receives a subgrant under this section—

15 (1) shall use the subgrant funds to implement
16 1 or more of the school intervention models de-
17 scribed in section 207 in persistently low-performing
18 schools; and

19 (2) may use such funds to carry out local edu-
20 cational agency-level activities that directly support
21 the implementation of the school intervention model
22 selected for implementation, such as—

23 (A) carrying out pre-implementation activi-
24 ties at the school or local educational agency
25 level during the school year prior to the school

1 year in which the local educational agency will
2 fully implement the school intervention model;

3 (B) recruiting effective teachers and prin-
4 cipals for the schools at which the local edu-
5 cational agency will fully implement the school
6 intervention model;

7 (C) implementing a rigorous process to
8 evaluate the quality of charter management or-
9 ganizations or education management organiza-
10 tions applying to operate restart schools as de-
11 scribed in section 206;

12 (D) developing rigorous, transparent, and
13 equitable teacher and principal evaluation sys-
14 tems; or

15 (E) in the case of a school closing, estab-
16 lishing and supporting a local transition team,
17 composed of parents from both the closing
18 school community and any receiving school
19 community, to ensure a smooth transition and
20 mutual academic benefit for all students as a
21 result of the school closing.

22 (g) REPORTING.—Each eligible applicant that re-
23 ceives a subgrant under this section shall—

24 (1) comply with the reporting and account-
25 ability requirements of part A of title I of the Ele-

1 mentary and Secondary Education Act of 1965 (20
2 U.S.C. 6311 et seq.) for each of the schools the eli-
3 gible applicant serves with subgrant funds; and

4 (2) monitor and report data that include, with
5 respect to students served by the applicant with
6 grant funds received under this section—

7 (A) core academic indicators, such as—

8 (i) percentage of students at or above
9 each proficiency level on State assessments
10 in reading or language arts and mathe-
11 matics;

12 (ii) progress toward core academic
13 benchmarks, as determined under the
14 State’s accountability system;

15 (iii) average scale scores on State as-
16 sessments in reading or language arts and
17 in mathematics;

18 (iv) percentage of English language
19 learner students who attain English lan-
20 guage proficiency on the State’s summative
21 language assessments;

22 (v) graduation rates; and

23 (vi) college enrollment rates, including
24 data for all students and for all subgroups
25 of students identified under section

1 1111(b)(2)(C)(v)(II) of the Elementary
2 and Secondary Education Act of 1965 (20
3 U.S.C. 6311(b)(2)(C)(v)(II)); and
4 (B) leading indicators such as—
5 (i) student attendance rates;
6 (ii) number and percentage of stu-
7 dents completing advanced coursework;
8 (iii) student participation rates on
9 State assessments in reading or language
10 arts and mathematics;
11 (iv) dropout rates;
12 (v) discipline incident rates;
13 (vi) teacher attendance rates;
14 (vii) distribution of teachers by per-
15 formance level on the applicant’s teacher
16 evaluation system; and
17 (viii) reduction in the percentage of
18 students in the bottom level of achievement
19 on State assessments in reading or lan-
20 guage arts and mathematics, including
21 data for all students and all subgroups of
22 students identified under such section
23 1111(b)(2)(C)(v)(II).
24 (h) ACCOUNTABILITY.—

1 (1) IN GENERAL.—Each eligible applicant that
 2 receives a subgrant under this section shall dem-
 3 onstrate sufficient progress, as defined by the State,
 4 on the core academic indicators and leading indica-
 5 tors described in subsection (g).

6 (2) ADDITIONAL TWO-YEAR GRANT PERIOD FOR
 7 SUFFICIENT PROGRESS.—An eligible applicant that
 8 makes sufficient progress, as described under para-
 9 graph (1) and determined by the State educational
 10 agency, shall be eligible for an extension of the ap-
 11 plicant’s subgrant for an additional 2-year period.

12 (3) INSUFFICIENT PROGRESS.—An eligible ap-
 13 plicant that does not make sufficient progress, as
 14 described under paragraph (1) and determined by
 15 the State educational agency, shall be required to—

16 (A) modify its existing school intervention
 17 model;

18 (B) restart the school using the restart
 19 model described in section 207(a)(2); or

20 (C) close the school using the school clo-
 21 sure model described in section 207(a)(3).

22 **SEC. 207. SCHOOL INTERVENTION MODELS.**

23 (a) IN GENERAL.—Each eligible applicant that re-
 24 ceives a subgrant under section 206 may choose to imple-
 25 ment any 1 of the following 4 school intervention models:

1 (1) TRANSFORMATION MODEL.—A trans-
2 formation model is one in which the local edu-
3 cational agency—

4 (A) if the principal has led the school for
5 2 or more years, replaces the principal with a
6 new principal who has demonstrated effective-
7 ness in turning around a low-performing school;

8 (B) uses rigorous, transparent, and equi-
9 table evaluation systems to—

10 (i) identify and reward school leaders,
11 teachers, and other staff who, in imple-
12 menting the model, increase student
13 achievement and, if applicable, high school
14 graduation rates; and

15 (ii) identify and remove school lead-
16 ers, teachers, and other staff who, after
17 ample opportunities have been provided for
18 such individuals to improve their profes-
19 sional practice—

20 (I) do not increase student
21 achievement;

22 (II) if applicable, do not increase
23 high school graduation rates; and

1 (III) have not demonstrated ef-
2 fectiveness according to the local edu-
3 cational agency's evaluation system;

4 (C) provides staff with ongoing, high-qual-
5 ity, job-embedded professional development that
6 is aligned with the school's instructional pro-
7 gram and evaluation system and facilitates ef-
8 fective teaching and learning, and supports the
9 implementation of school-reform strategies;

10 (D) implements strategies, such as finan-
11 cial incentives, increased opportunities for pro-
12 motion and career growth, and more flexible
13 work conditions that are designed to recruit,
14 place, and retain staff with the skills necessary
15 to meet the needs of the students in the school;

16 (E) uses data to identify and implement a
17 research-based instructional program that—

18 (i) is aligned with State challenging
19 academic content standards and chal-
20 lenging student academic achievement
21 standards; and

22 (ii) has proven to raise student aca-
23 demic achievement by not less than 10 per-
24 cent in 1 year;

1 (F) establishes schedules and strategies
2 that provide increased learning time, which may
3 include offering full-day kindergarten or a high-
4 quality preschool program or using a longer
5 school day, week, or year that increases the
6 total number of school hours for the school year
7 at a school by not fewer than 300 hours to sig-
8 nificantly increase the total number of school
9 hours to include additional time for—

10 (i) instruction in core academic sub-
11 jects, instructions in such core academic
12 subjects as, English, reading or language
13 arts, mathematics, science, foreign lan-
14 guages, civics and government, economics,
15 arts, history, and geography; and

16 (ii) instruction in other subjects and
17 enrichment activities that contribute to a
18 well-rounded education, such as physical
19 education, service learning, and experien-
20 tial and work-based learning opportunities
21 that are provided by partnering, as appro-
22 priate, with other organizations;

23 (G) promotes the continuous use of stu-
24 dent data to provide instruction that meets the
25 academic needs of individual students, which

1 may include, in elementary school, individual
2 students' levels of school readiness;

3 (H) establishes schedules and strategies
4 that provide increased learning time, which may
5 include expanding the school program to offer
6 full-day kindergarten or a high-quality pre-
7 school program;

8 (I) provides ongoing mechanisms for family
9 and community engagement;

10 (J) gives the school sufficient operational
11 flexibility in programming, staffing, budgeting,
12 and scheduling to fully implement a comprehen-
13 sive strategy designed to substantially improve
14 student achievement and, if applicable, increase
15 the graduation rate;

16 (K) ensures that the school receives ongo-
17 ing, intensive technical assistance and related
18 support from the local educational agency, the
19 State educational agency, or a designated exter-
20 nal lead partner organization; and

21 (L) provides appropriate social-emotional
22 and community-oriented services and supports
23 for students and, at the discretion of the local
24 educational agency, uses not more than 10 per-
25 cent of the funds available for such school

1 under this part to provide services to meet
2 those needs.

3 (2) RESTART MODEL.—A restart model is one
4 in which the local educational agency—

5 (A) converts a school or closes and reopens
6 the school—

7 (i) under a charter school operator, a
8 charter management organization, or an
9 education management organization; or

10 (ii) as an autonomous or redesigned
11 school;

12 (B) implements a rigorous review process
13 to select such a charter school operator, charter
14 management organization, or education man-
15 agement organization, as applicable, which in-
16 cludes an assurance from such operator or or-
17 ganization that it will make significant changes
18 in the leadership and staffing of the school; and

19 (C) enrolls in the school, within the grades
20 it serves, any former student who wishes to at-
21 tend the school.

22 (3) SCHOOL CLOSURE.—A school closure model
23 is one in which the local educational agency—

24 (A) closes a school and enrolls the students
25 who attended such school in other public

1 schools served by the local educational agency
2 that are higher performing, provided the other
3 schools are within reasonable proximity to the
4 closed school; and

5 (B) provides information, in a timely fash-
6 ion, in the appropriate language, and prior to
7 closing the school, to children who attended
8 such closed school and their parents, about
9 high-quality educational options and transition
10 and support services.

11 (4) TURNAROUND MODEL.—A turnaround
12 model is one in which the local educational agency—

13 (A) if the principal has led the school for
14 2 or more years, replaces the principal with a
15 new principal who has demonstrated effective-
16 ness in turning around a low-performing school;

17 (B) gives the new principal sufficient oper-
18 ational flexibility (including over staffing, the
19 school day and school calendar, and budgeting)
20 to fully implement a comprehensive approach to
21 improve student outcomes;

22 (C) using comprehensive evaluation sys-
23 tems, including the use of student achievement
24 data to measure the effectiveness of staff who

1 can work within the turnaround environment to
2 meet the needs of students—

3 (i) screens all existing staff and re-
4 tains not more than 50 percent of such
5 staff; and

6 (ii) requires the principal to justify
7 personnel decisions, such as hiring, dis-
8 missal, and providing rewards, based on
9 results of such evaluations;

10 (D) provides staff with ongoing, high-qual-
11 ity, job-embedded professional development that
12 is aligned with the school’s instructional pro-
13 gram, facilitates effective teaching and learning,
14 and supports the implementation of school-re-
15 form strategies;

16 (E) adopts a new governance structure for
17 the school, which may include requiring the
18 school to report to a new turnaround office in
19 the local educational agency or State edu-
20 cational agency, hire a turnaround leader who
21 reports directly to the Superintendent or Chief
22 Academic Officer, or enter into a multi-year
23 agreement with the local educational agency or
24 State educational agency to obtain added flexi-
25 bility in exchange for greater accountability;

1 (F) uses data to identify and implement a
2 research-based instructional program and pro-
3 motes the continuous use of data to evaluate
4 school improvement strategies and to inform
5 the differentiated instruction in order to meet
6 the academic needs of individual students;

7 (G) encourages the use of extended learn-
8 ing time partnerships;

9 (H) establishes schedules and strategies
10 that provide increased learning time, which may
11 include offering full-day kindergarten or a high-
12 quality preschool program or using a longer
13 school day, week, or year that increases the
14 total number of school hours for the school year
15 at a school by not fewer than 300 hours to sig-
16 nificantly increase the total number of school
17 hours to include additional time for—

18 (i) instruction in such core academic
19 subjects as English, reading or language
20 arts, mathematics, science, foreign lan-
21 guages, civics and government, economics,
22 arts, history, and geography;

23 (ii) instruction in other subjects and
24 enrichment activities that contribute to a
25 well-rounded education, such as physical

1 education, service learning, and experien-
2 tial and work-based learning opportunities
3 that are provided by partnering, as appro-
4 priate, with other organizations; and

5 (iii) teachers to collaborate, plan, and
6 engage in professional development within
7 and across grades and subjects;

8 (I) provides ongoing mechanisms for family
9 and community engagement;

10 (J) provides appropriate social-emotional
11 and community-oriented services and supports
12 for students; and

13 (K) may include any of the strategies de-
14 scribed in paragraph (1).

15 (b) USING FUNDS FOR COMPREHENSIVE SERVICES
16 TO ADDRESS ISSUES.—In implementing any of the school
17 intervention models described in subsection (a), the local
18 educational agency—

19 (1) shall identify and address issues that may
20 contribute to low academic achievement in those
21 schools; and

22 (2) may use funds under this title to provide
23 comprehensive services to address those issues and
24 meet the full range of student needs.

1 **SEC. 208. AUTHORIZATION OF APPROPRIATIONS.**

2 There are authorized to be appropriated to carry out
3 this title \$600,000,000 for fiscal year 2012 and such sums
4 as may be necessary for each of the 5 succeeding fiscal
5 years.

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