AMENDMENT TO H.R. 5, AS REPORTED
OFFERED BY MR. POLIS OF COLORADO

(Page and line nos. refer to Committee Print 113-18)

Amend section 104 to read as follows:

SEC. 104. SCHOOL PERFORMANCE.

Section 1003 (20 U.S.C. 6303) is amended to read as follows:

“SEC. 1003. SCHOOL PERFORMANCE.

“(a) SCHOOL ACCOUNTABILITY AND IMPROVEMENT SYSTEM.—

“(1) IN GENERAL.—Each State receiving a grant under this part shall establish a school accountability and improvement system that—

“(A) is part of the accountability system required under section 1111(b)(3) and implements the requirements of such system;

“(B) supports schools that are not meeting the State’s performance targets under section 1111(b)(4)(C) for all students; and

“(C) identifies the public elementary schools and secondary schools in the State that will need local interventions under subsection (b), that are focus schools under subsection (c),
and that are priority schools under subsection (d), and the processes to be used to improve schools in each category, in accordance with this section and section 2123(b).

“(2) REVIEW AND APPROVAL.—The State shall include information describing the school accountability and improvement system in the State plan under section 1111(b), which shall be subject to peer review and approval by the Secretary as part of the State plan, in accordance with such section.

“(b) LOCAL INTERVENTIONS; REPORTING.—

“(1) LOCAL INTERVENTIONS.—Beginning in the 2015-2016 school year, each local educational agency receiving a subgrant under this part shall—

“(A) identify each school that, after 2 consecutive years, has not met the same performance target described in section 1111(b)(4)(C) for the same subgroup described in section 1111(b)(3)(B)(ii)(II); and

“(B) ensure that such school, in collaboration with the local educational agency, develops and implements a locally designed intervention to improve student achievement in each such subgroup.
“(2) REPORTING.—Each local educational agency that implements locally designed interventions under paragraph (1) to support schools that have not met performance targets for a subgroup will report to the State educational agency regarding the resources and interventions used to address the achievement of students in the subgroup, and the outcomes of those efforts. The State educational agency shall annually select the interventions with exemplary outcomes, share such interventions and outcomes with the public, and communicate such interventions and outcomes to the Secretary.

“(3) LACK OF IMPROVEMENT.—Each school served under this subpart that has been identified as a school that has not met the same subgroup performance target, as described in paragraph (1), for the preceding 3 consecutive years shall work with the State educational agency to implement a State-approved intervention based on established best practices within State.

“(c) FOCUS SCHOOLS.—

“(1) IDENTIFICATION.—Beginning in the 2015-2016 school year, a State shall identify as a focus school, for the 3-year period following the school’s
identification period (except as provided in paragraph (2))—

“(A) each public school in the State that—

“(i) is not identified as a priority school under subsection (d); and

“(ii) is in the 10 percent of such schools with the greatest achievement gaps among the subgroups described in section 1111(b)(3)(B)(ii)(II) as compared to the statewide average, as determined by the State academic assessments under section 1111(b)(2); and

“(B) each public high school in the State that—

“(i) is not identified as a priority school under subsection (d); and

“(ii) is in the 10 percent of such schools with the greatest graduation rate gaps among such subgroups as compared to the statewide averages.

“(2) IMPROVEMENT STRATEGIES.—For each focus school identified under paragraph (1), the local educational agency serving the school shall, in accordance with the State accountability system described in section 1111(b)(3), develop and imple-
ment a measurable and data-driven correction plan
to improve the performance of low-achieving sub-
groups in the school in order to close achievement
gaps. A correction plan under this paragraph shall
be developed with input from teachers, parents, com-
munity members, and other stakeholders.

“(3) IMPROVEMENT.—The State educational
agency shall no longer identify a school that has
been identified as a focus school for any remainder
of the school’s 3-year identification period if at any
time during the 3-year period for which a school is
so identified, the school has met all of its perform-
ance targets as described in section 1111(b)(4)(C)
for the school year.

“(d) PRIORITY SCHOOLS.—

“(1) IDENTIFICATION.—Beginning in the 2015-
2016 school year, a State shall identify as a priority
school, for the 3-year period following the school’s
identification (except as provided in paragraph
(5))—

“(A) each school served under this subpart
in the State that is in the lowest-achieving 5
percent of elementary schools;
“(B) each school served under this subpart in the State that is in the lowest-achieving 5 percent of secondary schools;

“(C) each public high school in the State with a graduation rate of less than 60 percent;

and

“(D) each school served under this subpart that has been identified as a focus school under subsection (c) for the 6 preceding consecutive years.

“(2) Needs Analysis.—Each local educational agency receiving assistance under this part shall conduct a data-driven needs analysis, which may involve an external partner with expertise in conducting such needs analysis, of each school identified as a priority school, as the case may be, to determine the most appropriate school improvement strategies to improve student performance. Such needs analysis shall include—

“(A) a diagnostic review of data related to students and instructional staff;

“(B) an analysis of the school governance, curriculum, instruction, student supports, conditions for learning, and parent and family en-
gagement practices relative to the needs of the student population; and

“(C) the resources, which may include community-based supports and early childhood education, available at the school, local educational agency, and community levels to meet student needs and support improved student achievement and outcomes and the implementation of any school improvement strategy.

“(3) State and local responsibilities for identified schools.—

“(A) State responsibilities.—Each State receiving a grant under this part shall ensure that a local educational agency receiving assistance under this part carries out the requirements of subparagraph (B) for each school identified as a priority school under paragraph (1) in the State.

“(B) Local educational agency responsibilities.—Each local educational agency receiving assistance under this part shall, consistent with the State’s accountability system under section 1111(a)(3)—

“(i) establish a process for selecting an appropriate school improvement strat-
egy for each school described in subpara-
graph (A) that is served by the local edu-
cational agency;

“(ii) select the school improvement
strategy to be used in each such school and
the timeline for implementing the selected
school improvement strategy in such
school;

“(iii) develop a detailed budget cov-
ering the 3-year identification period, in-
cluding planned expenditures at the school
level for activities supporting full and ef-
effective implementation of the selected
school improvement strategy;

“(iv) implement a school improvement
strategy at the school in accordance with
the requirements of paragraph (4);

“(v) use appropriate measures to
monitor the effectiveness of the implement-
tion;

“(vi) review and select turnaround
partners to assist in implementing school
improvement strategies;
“(vii) align other Federal, State, and local resources with the school improvement strategy;

“(viii) provide the school with the operational flexibility, including autonomy over staffing, time, and budget, needed to enable full and effective implementation of the selected strategy, including through the modification of practices or policies, if necessary;

“(ix) collect and use data on an ongoing basis to adjust implementation of the school improvement strategy to improve student achievement;

“(x) provide an assurance that the implementation of the selected school improvement strategy addresses the needs of all the subgroups of students described in section 1111(b)(3)(B)(ii)(II)) in the school;

“(xi) take steps to sustain successful reforms and practices after the school is no longer identified as a priority school;

“(xii) provide technical assistance and other support to ensure students graduate from high school college- and career-ready,
as determined by the State’s academic content standards under section 1111(b)(1), through the effective implementation of the school improvement strategy in the school, which—

“(I) may include assistance in—

“(aa) data collection and analysis;

“(bb) recruiting and retaining staff;

“(cc) teacher and principal evaluation;

“(dd) professional development;

“(ee) parent and family engagement;

“(ff) coordination of services with high-quality early childhood education providers;

“(gg) coordination of services to address students’ social, emotional, and health needs; and

“(hh) monitoring the implementation of the school improve-
ment strategy selected under paragraph (4); and

“(II) shall include assistance in the implementation of schoolwide positive behavior supports, school-based mental health programs, and other approaches with evidence of effectiveness, for improving the learning environment in the school and reducing the need for suspensions, expulsions, and other actions that remove students from instruction, including effective strategies for improving coordination of community resources;

“(xiii) establish partnerships with employers, institutions of higher education, service providers, and others to assist in implementing school improvement strategies described in paragraph (4); and

“(xiv) review school discipline and climate data, disaggregated by each subgroup described in section 1111(b)(3)(B)(ii)(II), in assessing the needs of the school and, if low-achieving subgroups receive a disproportionate amount of suspensions, ex-
pulsions, or other forms of exclusionary
discipline, incorporate evidence-based strat-
egies to reduce out-of-classroom punish-
ment and promote student engagement in
the school’s improvement plan.

“(C) STATE AS LOCAL EDUCATIONAL
AGENCY.—If a school identified as a priority
school under this subsection for a 3-year identi-
fi cation period is re-identified as a priority
school for the subsequent 3-year period, the
State may take over the school and act as the
local educational agency for purposes of this
subsection, if permitted under State law.

“(4) SCHOOL IMPROVEMENT STRATEGIES.—

“(A) REQUIRED ACTIVITIES FOR ALL
SCHOOL IMPROVEMENT STRATEGIES.—A local
educational agency implementing any strategies
under this paragraph for a school shall—

“(i) provide staff at the school with
ongoing professional development, con-
sistent with the needs analysis described in
paragraph (2);

“(ii) conduct regular evaluations for
the teachers and principals at the school
that provide specific feedback on areas of
strength and in need of improvement;

“(iii) provide time for collaboration
among instructional staff at the school to
improve student achievement;

“(iv) provide instructional staff at the
school with timely access to student data
to inform instruction and meet the aca-
demic needs of individual students, which
may include, in elementary school, school
readiness data;

“(v) collaborate with parents and fam-
ilies, the community, teachers, other school
personnel at the school, and representa-
tives of Indian tribes located in the area
served by the local educational agency, on
the selection and implementation of the
strategy;

“(vi) use data to identify and imple-
ment a research-based instructional pro-
gram that—

“(I) analyzes student progress
and performance and develops appro-
priate interventions for students who
are not making adequate progress; and

“(II) provides differentiated instruction and related instructional supports;

“(III) meets the unique cultural, language, and educational needs of all students served by such school;

“(vii) in the case of an elementary school with kindergarten entry—

“(I) examine factors that contribute to school readiness as part of the needs analysis conducted under paragraph (2);

“(II) coordinate with appropriate high-quality early childhood programs, such as programs under the Child Care Development and Block Grant Act of 1990, the Head Start Act, pre-kindergarten programs, and other similar Federal, State, and local programs, in order to align instruction to better prepare students for elementary school; and
“(III) develop a plan to improve or expand high-quality early childhood options which may include the use of funds under this part for such purposes;

“(viii) provide ongoing mechanisms for parent and family engagement;

“(ix) provide appropriate services and evidence-based, integrated supports for students as identified in the school’s needs analysis;

“(x) describe, in a report to the State educational agency and made available to the public upon request, how the local educational agency or school will adopt and implement policies or practices to develop, implement, improve, or expand positive behavioral interventions and supports, early intervening services, and school-based mental health programs in accordance with the requirements of clauses (xi) through (xiv);

“(xi)(I) review and analyze the school’s efforts to address behavioral or disciplinary problems; and
“(II) assist the school in developing, expanding, or improving the use of schoolwide positive behavioral interventions and supports that are aligned with activities carried out under the Individuals with Disabilities Education Act; and

“(xii) review and analyze the school’s efforts to identify and assist students with poor academic achievement and students who are children with disabilities, and assist the school in developing, implementing, or improving early intervening services that are coordinated with activities carried out under the Individuals with Disabilities Education Act;

“(xiii) review the number of discipline incidents in the school and use that information to assist the school to implement schoolwide positive behavioral interventions and supports or other early intervening services, or both; and

“(xiv) review and analyze the school’s efforts to address mental health needs among students and assist the school in developing or improving school-based men-
tal health programs that are coordinated with activities carried out under the Individuals with Disabilities Education Act.

“(B) STRATEGIES.—A local educational agency shall identify a school improvement strategy for a school identified as a priority school under paragraph (1) from among the following strategies:

“(i) TRANSFORMATION STRATEGY.—A local educational agency implementing a transformation strategy in a school shall—

“(I) replace the principal, if the principal has served in that role at the school for more than 2 years, with a principal who has a demonstrated record of success in increasing student achievement and—

“(aa) training or experience in raising student achievement;

or

“(bb) training or experience in turning around low-performing schools;
“(II) require existing instructional staff and school leadership to reapply for their positions; and

“(III) require that all instructional staff and school leadership hiring be done at the school through mutual consent.

“(ii) TURNAROUND STRATEGY.—A local educational agency implementing a turnaround model as a strategy for a school shall—

“(I) replace the principal, if the principal has served in that role at the school for more than 2 years, with a principal who has the demonstrated record of success, training, or experience described in clause (i)(I); and

“(II) screen all teachers in the school and retain not more than 65 percent of them.

“(iii) RESTART STRATEGY.—A local educational agency implementing a restart strategy in a school shall carry out the following:
“(I)(aa) Convert the school into a public charter school, or close and re-open the school as a public charter school in partnership with a nonprofit charter school operator, a nonprofit charter management organization, or a nonprofit education management organization, that has a demonstrated record of improving student achievement for students similar to those served by the school; or

“(bb) convert the school to a magnet school or create a new, innovative school, as defined by the State.

“(II) Ensure that the new school—

“(aa) serves the grade levels as the original school for which the strategy is being implemented; and

“(bb) enrolls any former student of the original school who requests to attend the school and then, after all such students are enrolled, admits additional stu-
students, using a random lottery system if more students apply for admission than can be accommodated.

“(iv) SCHOOL CLOSURE STRATEGY.—
A local educational agency implementing a school closure strategy for a school—

“(I) shall close the school and enroll the students who attended the school in other schools, including charter schools, served by the local educational agency that are within reasonable proximity to the closed school, as determined by the local educational agency, and that are higher-performing than the school that is being closed;

“(II) shall provide transportation, or shall pay for the provision of transportation, for each such student to the student’s new school, consistent with State law and local educational agency policy;

“(III) shall provide information about high-quality educational op-
tions, as well as transition and support services to students, who attended the closed school and the students’ parents; and

“(IV) may use school improvement funds provided under subsection (f) to pay for the expenses of—

“(aa) transitioning students from the school that is being closed to the new school;

“(bb) supporting the new school; and

“(cc) expanding and offering student supports and services within the new school, which may include high-quality prekindergarten programs and services.

“(C) FLEXIBILITY.—

“(i) FLEXIBILITY FOR CERTAIN LOCAL EDUCATIONAL AGENCIES.—Notwithstanding any other provision of this paragraph—

“(I) a local educational agency that is eligible for services under subpart 5 of part A, as determined by the
Secretary, may modify not more than
1 of the elements or activities required
under subparagraph (A) of a school
improvement strategy selected for a
school identified under paragraph (4)
in order to better meet the needs of
students in such school; and

“(II) a State educational agency
may apply to the Secretary for a waiv-
er of clauses (i)(I) and (ii)(I) of sub-
paragraph (B).

“(ii) STATE FLEXIBILITY.—Notwith-
standing any other provision of this para-
graph, a State educational agency may,
with the approval of the Secretary, estab-
lish an alternative State-determined, evi-
dence-based, school improvement strategy
that may be used by local educational
agencies in the State in addition to the
strategies described in subparagraph (B),
extpect that funds provided under this title
shall not be used for school vouchers.

“(D) PUBLIC SCHOOL CHOICE.—
“(i) IN GENERAL.—In addition to the
requirements of subparagraph (A) and the
school improvement strategy determined under subparagraph (B) or (C)(ii), a local educational agency shall, not later than 3 months before the first day of the school year following identification as a priority school under paragraph (1), provide all students enrolled in the identified school with the option to transfer to another public school served by the local educational agency that has not been identified under such paragraph, unless such an option is prohibited by State law.

“(ii) PRIORITY.—In providing students the option to transfer to another public school, the local educational agency shall give priority to the lowest-achieving children from low-income families, as determined by the local educational agency for the purposes of allocating funds to schools under section 1113(a)(3).

“(iii) TREATMENT.—Students who use the option to transfer to another public school shall be enrolled in classes and other activities in the public school to which the students transfer in the same
manner as all other children at the public school.

“(iv) SPECIAL RULE.—A local educational agency shall permit a child who transfers to another public school under this subparagraph to remain in that school until the child has completed the highest grade in such school.

“(5) IMPROVEMENT.—

“(A) IN GENERAL.—The State educational agency shall no longer identify a school that has been identified as a priority school for any remainder of the school’s 3-year identification period if—

“(i) after 2 years of the 3-year period for which a school is identified as a priority school under paragraph (1), the school has met all of the school’s performance targets as described in section 1111(b)(4)(C); or

“(ii) after 2 years of the 3-year period, the State determines, based on the most current data, that the school’s rate of improvement is sufficient to enable the school to meet all of the school’s perform-
ance targets by the end of the 3-year pe-

“(B) CONTINUED ELIGIBILITY FOR

SCHOOL IMPROVEMENT FUNDS.—If an eligible

entity, as defined in subsection (f)(1), was re-

ceiving school improvement funds under sub-

section (f) for a school that improves as de-

scribed in subparagraph (A), the eligible entity

shall continue to receive such grant funds, and

use such funds to carry out the grant activities

in such school, for the full period of such grant.

“(6) REPEATED CLASSIFICATION AS A PRIORITY

SCHOOL.—

“(A) IN GENERAL.—For each public school

that is identified as a priority school under

paragraph (1) for any portion of a 3-year pe-

period and is re-identified under such paragraph

for the subsequent time period, the local edu-

cational agency shall carry out the requirements

of this subsection for such subsequent period by

implementing, with respect to such school, the

restart strategy or school closure strategy under

clause (iv) or (v) of paragraph (4)(B).

“(B) SPECIAL RULE.—Notwithstanding

subparagraph (A), a local educational agency
serving a school described in such paragraph, may, in coordination with the State educational agency and based on a community needs assessment, apply to the Secretary for a waiver to implement another school improvement model not previously used by the local educational agency for the school.

“(e) REPORT ON PROFESSIONAL DEVELOPMENT FUNDS FOR PRIORITY SCHOOLS.—Each local educational agency that receives subgrant funds under this part shall prepare and submit a report to the State educational agency, at the end of each school year, regarding—

“(1) the local educational agency’s use of funds for professional development, as authorized under section 2123(2)(B), in schools identified as priority schools under subsection (d) that did not receive funds under subsection (f); and

“(2) any changes in, or effects on, student performance at such schools during such school year.

“(f) SCHOOL IMPROVEMENT FUNDS.—

“(1) DEFINITIONS.—In this subsection:

“(A) ELIGIBLE ENTITY.—the term ‘eligible entity’ means—

“(i) a State educational agency;
“(ii) a local educational agency that receives funds under this part and serves at least 1 eligible school;

“(iii) a consortium of such local educational agencies; or

“(iv) an educational service agency that serves at least 1 local educational agency described in clause (ii).

“(B) Eligible school.—The term ‘eligible school’ means a school identified as a priority school under subsection (d).

“(2) Allotments to States.—

“(A) In general.—From the funds made available to carry out this subsection under section 3(a)(1) for a fiscal year, the Secretary shall provide States that submit an application described in paragraph (3) with school improvement funds through an allotment, as determined under subparagraph (B) and in addition to the amounts made available to States under subpart 2, to enable the States to award subgrants and carry out the activities described in this subsection to assist eligible schools.

“(B) Allotments to States.—From the funds made available to carry out this sub-
section under section 3(a)(1) for a fiscal year, the Secretary shall allot to each State with an approved application an amount that bears the same relation to such funds as the amount that the State received under subpart 2 for the preceding fiscal year bears to the amount that all States receive under such subpart for such fiscal year.

“(3) STATE APPLICATION.—A State that desires to receive school improvement funds under this subsection shall submit an application to the Secretary at such time, in such manner, and accompanied by such information as the Secretary may require. Each application shall include a description of—

“(A) the process and the criteria that the State will use to award subgrants under paragraph (5)(A)(i);

“(B) the process and the criteria the State will use to determine whether the eligible entity’s proposal for each eligible school meets the requirements of paragraphs (2) and (4), and subparagraphs (A) and (B) of paragraph (3), of subsection (d);
'“(C) how the State will ensure geographic diversity in making subgrants;

“(D) how the State will set priorities in awarding subgrants to eligible entities;

“(E) how the State will monitor and evaluate the implementation of school improvement strategies by eligible entities, including how the State will use the results of the evaluation to improve State strategies for supporting schools identified under subsection (d); and

“(F) how the State will reduce barriers for schools in the implementation of school improvement strategies, including operational flexibility that would enable complete implementation of the selected school improvement strategy.

“(4) STATE ADMINISTRATION AND TECHNICAL ASSISTANCE.—A State that receives an allotment under this subsection may reserve not more than a total of 5 percent of such allotment for the administration of this subsection, which may include activities aimed at building State capacity to support the local educational agency and school improvement, such as providing technical assistance and other support (including regular site visits to monitor imple-
mentation of selected school improvement strategies to eligible entities serving eligible schools), either directly or through educational service agencies or other public or private organizations.

“(5) SCHOOL IMPROVEMENT ACTIVITIES.—

“(A) IN GENERAL.—A State that receives school improvement funds under this subsection shall use not less than 95 percent of such allotment to carry out school improvement activities for eligible schools by—

“(i) awarding subgrants, on a competitive basis, to eligible entities to enable the eligible entities to carry out the activities described in subparagraph (C) for eligible schools; or

“(ii) if the State chooses and the local educational agency serving an eligible school agrees, directly providing the activities described in subparagraph (C)(ii) to the eligible school and the local educational agency, or arranging for other entities, such as school support teams or educational service agencies, to provide such activities to the school.

“(B) SUBGRANTS.—
“(i) APPLICATIONS.—An eligible entity that desires a subgrant under this paragraph shall submit an application to the State at such time, in such manner, and including such information as the State shall require. The application shall include a description of how the eligible entity will carry out the requirements of paragraphs (2) and (4), and subparagraphs (A) and (B) of paragraph (3), of subsection (d) for each eligible school to be served by the grant.

“(ii) DEMONSTRATION OF ADDITIONAL RESPONSIBILITIES.—Each eligible entity that desires a subgrant under this paragraph shall demonstrate in its application that the eligible entity has—

“(I) adopted human resource policies that prioritize the recruitment, retention, and placement of effective staff in eligible schools;

“(II) ensured that eligible schools have access to resources to implement the school improvement strategies described in subsection (d)(4), such as
facilities, professional development, and technology;

"(III) identified opportunities to reduce duplication, increase efficiency, and assist eligible schools in complying with reporting requirements of State and Federal programs;

"(IV) developed an early warning indicator system that monitors school-level data, and alerts the eligible school when a student indicates slowed progress toward high school graduation, so that the school can provide appropriate student interventions; and

"(V) facilitated alignment and coordination between high-quality early childhood education programs and services serving students who will attend eligible schools that are elementary schools, and teachers and principals of such eligible schools.

"(iii) SUBGRANT SIZE.—A State shall award subgrants under this paragraph of sufficient size to enable subgrant recipients
to fully and effectively implement the selected school improvement strategies.

“(iv) **Subgrant Period.—**Each subgrant awarded under this paragraph shall be for a 5-year period.

“(v) **Withholding Final Funding.**—In order for a State to award subgrant funds to an eligible entity for the final 2 years of the subgrant cycle, the eligible entity shall demonstrate that the schools receiving funds under this paragraph have made significant progress on the leading indicators.

“(C) **Use of Subgrant Funds.**—An eligible entity that receives a subgrant under this paragraph shall use the subgrant funds to—

“(i) carry out the requirements of subparagraphs (A) and (B) of paragraph (3), and paragraphs (2) and (4), of subsection (d) in an eligible school that has been identified under such subsection as of the date of the grant award, which may include a maximum 1-year planning period; and
“(ii) carry out activities at the local educational agency level that directly support such implementation, such as—

“(I) assistance in data collection and analysis;

“(II) recruiting and retaining staff;

“(III) teacher and principal evaluation;

“(IV) professional development;

“(V) coordination of services to address students’ social, emotional, and health needs; and

“(VI) progress monitoring.

“(D) SUPPLEMENT, NOT SUPPLANT.—An eligible entity or State shall use Federal funds received under this subsection only to supplement the funds that would, in the absence of such Federal funds, be made available from non-Federal sources for the education of pupils participating in programs funded under this subsection.

“(E) INTERVENTION BY STATE.—In the case of a State educational agency that has taken over a school or local educational agency,
the State may use an amount of funds under this subsection similar to the amount that the school or local educational agency would receive, under this subsection, in order to carry out the activities described in subparagraph (C) for the school and local educational agency, either directly or through an eligible entity designated by the State educational agency.

“(6) NATIONAL ACTIVITIES.—From amounts appropriated and reserved for this paragraph under section 3(a)(2)(B), the Secretary shall carry out the following national activities:

“(A) Activities focused on building State and local educational agency capacity to turn around eligible schools and schools in rural areas through activities such as—

“(i) identifying and disseminating effective school improvement strategies, including in rural areas;

“(ii) making available targeted technical assistance, including planning and implementation tools; and

“(iii) expanding the availability of turnaround partners capable of assisting in
turning around eligible schools, including in rural areas.

“(B) Activities focused on building capacity to turn around eligible schools, including in rural areas.

“(C) The use of data, research, and evaluation to—

“(i) identify schools that are implementing school improvement strategies effectively;

“(ii) identify effective school improvement strategies; and

“(iii) collect and disseminate that information to States and local educational agencies in a manner that facilitates replication of effective practices.

“(D) Other activities designed to support State and local efforts to improve eligible schools.

“(7) EVALUATION.—The Director of the Institute of Education Sciences shall conduct an evaluation of the programs carried out under this subsection.

“(g) CONSTRUCTION.—Nothing in this section shall be construed to alter or otherwise affect the rights, rem-
edies, and procedures afforded school or school district employees under Federal, State, or local laws (including applicable regulations or court orders) or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements between such employees and their employers.”.

Page 23, after line 9, insert the following:

“(F) PERFORMANCE TARGETS.—Each State educational agency shall set ambitious, but achievable annual performance targets separately for each category of students described in paragraph (2)(B)(xii), for each grade level and in English language arts and math, to assist the State educational agency in achieving its academic achievement goals established under subparagraph (B) that either—

“(i) within 6 years of setting such performance targets, reduce by half the percentage of all students and each category described in paragraph (2)(B)(xii), who are not, according to student performance as of the year such targets are set, at the on-target or advanced level of achievement; or
“(ii) result in ambitious, but achievable annual targets for local educational agencies and schools for all students and each category of students described in paragraph (2)(B)(xii) within a specified period of time, approved by the Secretary, such that—

“(I) the targets are equally rigorous as those set under clause (i); and

“(II) the targets reflect the progress required for all students and each subgroup of students described in paragraph (3)(A) to reach the on-target or advanced level of achievement within the specified period of time.

“(G) GROWTH TARGETS.—Each State educational agency shall set ambitious but achievable growth targets that—

“(i) assist the State in achieving the academic achievement goals described in subparagraph (B); and—

“(I) include targets that ensure all students, including the categories
of students described in paragraph (2)(B)(xii), meet the growth standards described in subparagraph (H).

“(H) GRADUATION RATE GOALS AND TARGETS.—

“(i) GRADUATION GOALS.—Each State educational agency shall set a graduation goal of not less than 90 percent.

“(ii) GRADUATION RATE TARGETS.—Each State educational agency shall establish graduation rate targets which shall not be less rigorous than the targets approved under section 200.19 of title 34, Code of Federal Regulations (or a successor regulation).

“(iii) EXTENDED-YEAR GRADUATION RATE TARGETS.—In the case of a State that chooses to use an extended-year graduation rate in the accountability and school improvement system described under this subsection, the State shall set extended-year graduation rate targets that are more rigorous than the targets set under clause (ii) and, if applicable, are not less rigorous than the targets approved under section
Page 36, line 7, strike “and”.

Page 36, line 20, strike the period and insert “; and”.

Page 36, after line 20, insert the following new sub-paragraph:

“(C) how the State educational agency will set ambitious, but achievable annual performance targets separately for each subgroup of students described in paragraph (3)(B)(ii)(II), for each grade level and in English language arts and math, to assist the State educational agency in achieving its academic achievement goals that either—

“(i) within 6 years of setting such performance targets, reduce by half the percentage of all students and each subgroup described in paragraph (3)(B)(ii)(II), who are not, according to student performance as of the year such targets are set, at the on-target or advanced level of achievement; or
“(ii) result in ambitious, but achievable annual targets for local educational agencies and schools for all students and each subgroup of students described in paragraph (3)(B)(ii)(II) within a specified period of time, approved by the Secretary, such that—

“(I) the targets are equally rigorous as those in subsection (i); and

“(II) the targets reflect the progress required for all students and each subgroup of students described in paragraph (3)(B)(ii)(II) to reach the on-target or advanced level of achievement within the specified period of time.”.