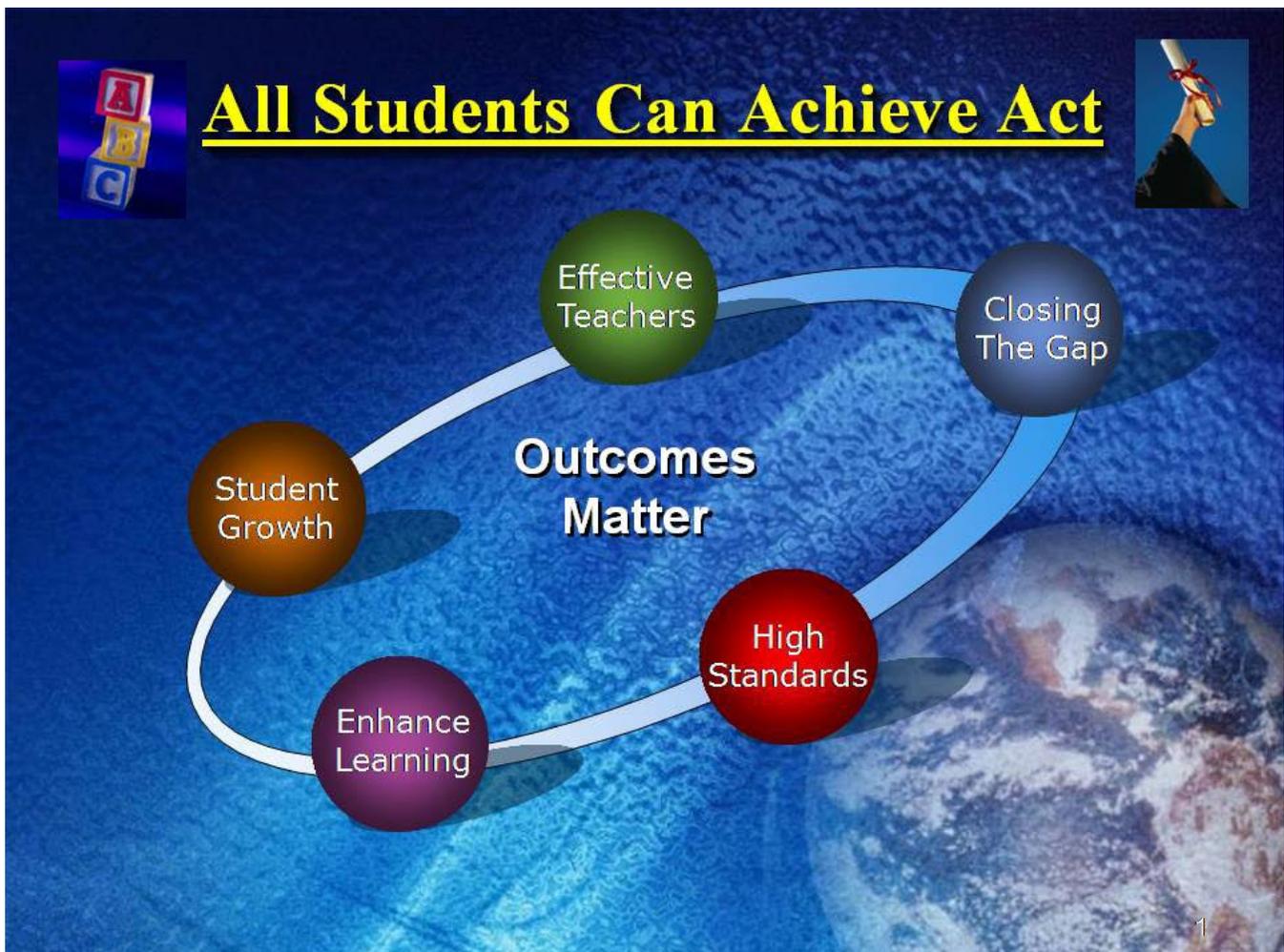


All Students Can Achieve Act (S. 2001)

Lieberman-Landrieu-Coleman

Section-by-Section Summary

This legislation strives to improve the quality and equality of our education system. A good education is the best way to help every child realize their American dream. No Child Left Behind must adhere to the basic principle that each child can learn, and that all children, no matter where they live in the country, are entitled to an education that prepares them to succeed in life.



TITLE I—GROWTH MODELS, DATA SYSTEMS, AND
EFFECTIVE TEACHERS



Section 101. Purpose.

The purposes of Title I of the All Students Can Achieve Act are to—

- (1) fund the development of State or State consortia data systems to measure outcomes and permit growth models;
- (2) provide States with the option to opt out of the current Highly Qualified Teacher (HQT) requirements once a State implements a highly effective teacher system; and
- (3) provide enhanced funding flexibility for States and local educational agencies with highly effective teacher and principal systems.

All Students Can Achieve Act (S. 2001)

Section 102. Authorization of appropriations.

Sections 104 (Data Systems), 105 (Highly Effective Teachers and Principals) and 106 (Permitting Growth Model Systems) are authorized to be appropriated at the levels of:

- \$400,000,000 for fiscal year 2008
- \$400,000,000 for fiscal year 2009
- \$500,000,000 for fiscal year 2010
- \$500,000,000 for fiscal year 2011
- \$600,000,000 for fiscal year 2012

Half of the funds are distributed to States based on student population and the other half through equal shares to States. This distribution reflects the facts that all States will need to take steps to meet the needs of students, their families and education professions while States with larger populations will require more resources.

Section 103. Requiring States to measure teacher effectiveness and permitting growth models.

Not later than 4 years after the date of enactment of the All Students Can Achieve Act, States are required to implement systems for identifying highly effective teachers and principals. States with plans to measure teacher effectiveness may adopt growth models.

Section 104. Data systems.

Not later than 4 years after the date of enactment of the All Students Can Achieve Act, each State receiving funding must develop and implement a longitudinal data system for the State or as part of a State consortium that meets the requirements of this section.

The data system shall include the following:

- (1) A unique statewide student identifier.
- (2) The ability to match the assessment records to each individual student.
- (3) The collection and processing of data at the student level, including—
 - (A) information on students who have not participated in the State academic assessments and the reasons those students did not participate;
 - (B) student enrollment, demographic, including English language proficiency and native language, and academic and intervention program participation information;
 - (C) information regarding student participation in supplemental educational services including—
 - (i) the type of supplemental educational services provided;
 - (ii) the dates of such services; and
 - (iii) the identification of the providers of such services.

All Students Can Achieve Act (S. 2001)

- (D) student transcript data.
- (E) the existence of an individualized educational plan and other evaluations.
- (4) Data for each subgroup described in No Child Left Behind for on-time graduation rates and other additional indicators used by the State.
- (5) A statewide audit system to ensure the validity and reliability of data in such system.
- (6) A unique statewide teacher identifier for each teacher employed in the State that—
 - (A) remains stable over time and matches student records, including assessments, to the appropriate teacher; and
 - (B) provides access to teacher data elements, including—
 - (i) grade levels and subjects of teaching assignment;
 - (ii) preparation program participation; and
 - (iii) professional development program participation.
- (7) Ability to link information from the data system to public higher education data systems in the State, to gather information on postsecondary education enrollment, placement, persistence, and attainment.

A State implementing a data system required under this section shall ensure the privacy of student records in the data system. A State that has developed and implemented a longitudinal data system before the date of enactment of the All Students Can Achieve Act may utilize such system for purposes of this section. A regional consortium may receive a grant under this section to develop data systems for multi-State use.

Section 105. Highly effective teachers and principals.

State receiving assistance shall implement a highly effective teacher and principal system by determining the requirements necessary to become a highly effective teacher in the State. This determination must be based primarily on objective measures of student achievement and, at a minimum, include that the teacher has demonstrated success in effectively conveying and explaining academic subject matter. The teacher should be employing strategies that are based on scientifically based research and that are specific to the academic subject matter being taught. In addition, the teacher should focus on the identification of, and tailoring of academic instruction to, students' specific learning needs, particularly children with disabilities, students with limited English proficient, and students who are gifted and talented. States will also need to determine the requirements necessary to become a highly effective principal in the State, which shall be based primarily on increased student academic achievement.

States establishing highly effective teacher and principal system under this section may request a waiver of the highly qualified teacher (HQT) requirements currently required under No Child Left Behind. An independent peer review must determine the State's system for measuring effectiveness to be meritorious. Those States with meritorious systems may increase from 50% to 100% the amount that may be transferred from other ESEA Titles into Title I.

All Students Can Achieve Act (S. 2001)

If a local educational agency evaluates a teacher or principal and finds that he or she is not highly effective, the local educational agency shall provide the teacher or principal with professional development and other support specifically designed to enable him or her to become highly effective. After continuously being rated as not highly effective during the last five years, for teachers, or three years, for principals, these teachers or principals would no longer be permitted to be employed by Title I schools.

A local educational agency or State educational agency shall not enter into a new contract or collective bargaining agreement that prevents the local educational agency or State educational agency from meeting the requirements of this section after the date of enactment of this Act.

Section 106. Permitting growth model systems.

This section defines growth models as systems that:

- (1) calculate the academic growth of each individual student served by a school in the State over time;
- (2) establish growth targets for each student, including students who already meet or exceed the proficient or advanced level of academic achievement on State assessments; and
- (3) meet minimum standards regarding data systems and data quality.

Students are successful under growth models if: (1) the students meet or exceed the proficient level of academic achievement on the State assessment or (2) the students are on a 3-year growth trajectory toward meeting or exceeding the proficient level.

A State that, as of the day before the date of enactment of the All Students Can Achieve Act, has been approved by the Secretary to carry out a growth model as a pilot program, may continue to participate in the pilot program instead of the requirements of this section, at the Secretary's discretion.

Section 107. Innovative teacher and school incentive programs.

This section provides discretionary grant funds to States for innovative programs to evaluate professional development activities and to reform teacher compensation, assignment and tenure policies in public schools. These reforms include providing incentives to encourage the best teachers to teach high-need subjects or in high-need schools. States will develop plans for future activities that better meet the needs of teachers and the students the teachers serve. The grants also provide funding to local education agencies to increase the number of professional development release days. This section also award grants, on a competitive basis, to States to enable the States to implement school-based reward systems that recognize the teamwork (for example, among teachers, administrators, counselors, resource staff, media specialists, and other staff) necessary to improve eligible schools in low-income areas.

TITLE II—CLOSING THE ACHIEVEMENT GAP



Section 201. Purpose.

The purpose of this title is to:

- (1) require the equitable distribution of effective teachers and non-Federal funding;
- (2) increase authorizations for school-improvement funds; and
- (3) provide incentives for States to maintain rigorous assessments by distributing these school-improvement funds according to the number of schools in need of improvement.

Other mechanisms for closing the achievement gap appear in other sections of the bill including funds for students in failing schools to attend public schools across district lines (Section 503), disaggregation of graduation rate data to work to close the achievement gaps in subgroups falling behind (Section 511), developmental screens and assessments for incoming preschool and kindergarten students (Section 409), universal design for learning to reduce barriers (Section 507), and enhancements to the Charter Schools Program (Sections 404 and 504).

Section 202. Equitable distribution of highly effective teachers and non-Federal funding.

Local educational agencies will report to the State and the public on the equitable distribution of highly effective teachers and principals and the specific steps the local educational agency is taking to address any disproportionate assignment of teachers or principals who are not highly effective (or highly qualified teachers if effectiveness evaluations have not yet been implemented). The report will include the percentage of public elementary school and secondary school teachers who are not highly effective or highly qualified; the specific steps the local educational agency is taking to address any disproportionate assignment of teachers who are not

All Students Can Achieve Act (S. 2001)

highly effective or highly qualified; and, for comparing schools with the highest and lowest incomes and minority enrollment, the annual teacher attrition rates, the percentage of classes taught by highly effective teachers, and the percentage of schools with highly effective principals. A similar report is required at the State level.

Not later than 180 days after the date of enactment of the All Students Can Achieve Act, local educational agencies will submit plans to the State educational agency that describes how they will achieve equitable assignment of highly effective teachers (or, in the case of a local educational agency in a State that has not yet implemented a highly effective teacher system, highly qualified teachers) to high-poverty and high-minority enrollment schools.

Not later than 3 years after the date of enactment of the All Students Can Achieve Act, each State educational agency will provide evidence that the non-Federal funds used by the State for public elementary and secondary education, including those funds used for actual, and not estimated or averaged, teacher salaries, are distributed equitably across the schools within each local educational agency.

If, for a fiscal year, a school receives significantly less than the average non-Federal school funding provided to schools in the local educational agency for such year, the local educational agency shall include in its school report card to the public the amount by which the school's non-Federal school funding is below the average served by the local educational agency.

Not later than 180 days after the receipt of the State educational agency's guidelines, each local educational agency in the State that receives assistance under this part shall develop and submit to the State educational agency a plan that describes how the local educational agency will ensure the equitable distribution of non-Federal funds.

Section 203. Strengthen and focus State capacity for school improvement efforts.

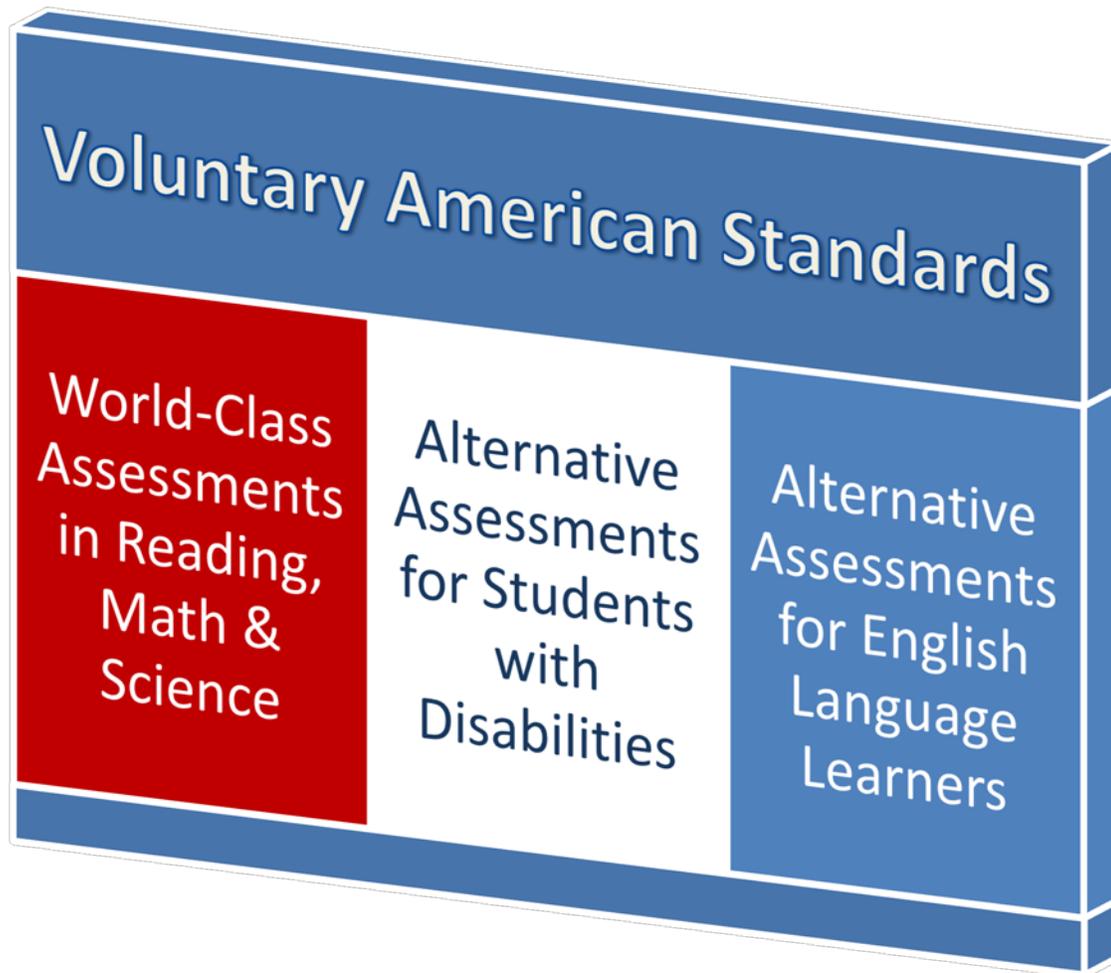
This section increases the authorizations for School Improvement Grants by including:

- \$600,000,000 for fiscal year 2008
- \$700,000,000 for fiscal year 2009
- \$800,000,000 for fiscal year 2010
- \$900,000,000 for fiscal year 2011
- \$1,000,000,000 for fiscal year 2012.

It also extends the authorization for the 4% reserves from Title I for school improvement. States may use additional amounts of these funds to diagnose problems and assist in other ways persistently low-performing schools where the State provides matching funds.

Importantly, it distributes new funds to States according to the number of schools they have under improvement. This change in how the funds are distributed provides incentives for a more accurate portrayal of schools not meeting Adequate Yearly Progress as States with more schools under improvement will receive a larger share of funds.

TITLE III—ACHIEVING HIGH STANDARDS



Section 301. Purposes.

The purposes of this title are to—

- (1) expand the National Assessment Governing Board and the Board's responsibilities to develop 21st century performance-based American standards and assessments, including world-class alternate assessments for students with disabilities and English-language learners, with incentives for States to adopt voluntarily the American standards and assessments;
- (2) align State curricula with college and workplace needs through State P-16 commissions covering pre-kindergarten through college in the subjects of reading or language arts, history, science, technology, engineering, and mathematics; and
- (3) require the Department of Education to report annually on the quality and rigor of the model American and the State standards and assessments.

All Students Can Achieve Act (S. 2001)

Section 302. Authorization of appropriations.

For the purpose of carrying out this title and the amendments made by this title, in addition to other amounts already authorized, there are authorized to be appropriated \$250,000,000 for fiscal year 2008 and for each of the 4 succeeding fiscal years.

PART A—American Standards and Assessments

Section 311. American standards and assessments.

This section addresses the need to promote rigorous standards and assessments of student learning to ensure that students succeed in life. Nothing in this section would interfere with local flexibility on how to teach. The National Assessment Governing Board, with local, state and national representatives, is expanded with more business leaders and teachers. They will develop world-class voluntary American learning standards and assessments in reading, math and science while ensuring that the standards and assessments are aligned with life, college and workplace readiness skills.

States may choose to adopt these standards and assessments. In return, they will receive the assessments, including alternative assessments designed specifically for students with disabilities and English language learners, and the infrastructure for administering them. This will free these states to concentrate their education resources in other critical need areas. States may also build their own assessments based upon the American learning standards or keep their existing rigorous standards and tests. State standards and tests, however, will be compared to the rigorous voluntary American standards.

PART B—P-16 Education Stewardship Systems

This Part expands upon the provisions in the America Competes Act by requiring states to ensure that they have the standards, assessments and curriculum aligned to meet life, college and workplace needs, including critical thinking and problem solving skills, from preschool to college, through P-16 Commissions. These Commissions, headed by the Governor or the Governor's designee, will also address ways that economically disadvantaged students, students from each major racial and ethnic group, students with disabilities, and English language learners will increase their success in postsecondary education.

Section 321. P-16 education stewardship commission.

Not later than 18 months after a State receives relevant funds, and annually thereafter, the State P-16 education stewardship commission informed by the higher education institutions in the State shall—

- (1) develop recommendations to better align the content knowledge requirements for secondary school graduates with the knowledge and skills needed to succeed in postsecondary education and the workforce in the subjects of reading or language arts, history, mathematics, science, technology, and engineering, and, at the discretion of the Commission, additional academic content areas;
- (2) develop recommendations regarding the prerequisite skills and knowledge, patterns of coursework, and other academic factors including—

All Students Can Achieve Act (S. 2001)

(A) the prerequisite skills and knowledge expected of incoming freshmen at institutions of higher education to successfully engage in and complete postsecondary-level general education coursework without the prior need to enroll in developmental coursework; and

(B) patterns of coursework and other academic factors that demonstrate the highest correlation with success in completing postsecondary-level general education coursework and degree or certification programs, particularly with respect to science, technology, engineering, and mathematics; and

(3) develop recommendations and enact policies to increase the success rate of students in the students' transition from secondary school to postsecondary education, including policies to increase success rates for—

(A) students of economic disadvantage;

(B) students of racial and ethnic minorities;

(C) students with disabilities; and

(D) students with limited English proficiency.

Section 322. P–16 education State plans.

States will develop plans that include:

(1) A demonstration that the State will work with the State P–16 education stewardship commission and others, as necessary, to examine the relationship among the content of postsecondary education admission and placement exams, the prerequisite skills and knowledge required to successfully take postsecondary-level general education coursework, the pre-kindergarten through grade 12 courses and academic factors associated with academic success at the postsecondary level, particularly with respect to science, technology, engineering, and mathematics, and existing academic standards and aligned academic assessments.

(2) A description of how the State will, using the information from the State P–16 education stewardship commission, increase the percentage of students taking courses that have the highest correlation of academic success at the postsecondary level, for each of the following groups of students:

(A) Economically disadvantaged students.

(B) Students from each major racial and ethnic group within the State.

(C) Students with disabilities.

(D) Students with limited English proficiency.

(3) A description of how the State will distribute the information in the P–16 education stewardship commission's report to the public in the State, including public secondary schools, local educational agencies, school counselors, P–16 educators, institutions of higher education, students, and parents.

(4) An assurance that the State will continue to pursue effective P–16 education

All Students Can Achieve Act (S. 2001)

alignment strategies.

Section 323. P–16 education stewardship system grants.

The Secretary of Education shall provide grants to States to establish P–16 education stewardship commissions described in section 321.

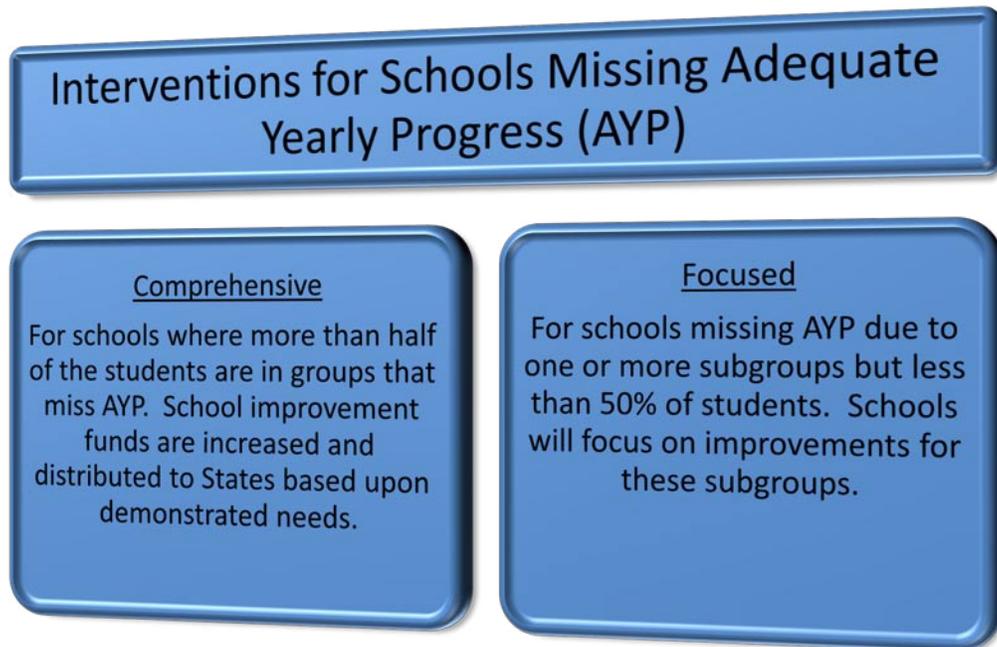
Section 324. Reports.

Not later than 18 months after a State receives funds under this section, and annually thereafter, the State P–16 education stewardship commission shall prepare and submit to the Governor, and make easily accessible and available to the public, a clear and concise report that shall include the recommendations described in section 321.

Not later than 60 days after the submission of the report to the Governor, each State P–16 education stewardship commission shall publish and widely distribute the information in the report in various concise and understandable formats to targeted audiences such as—

- (1) all public secondary schools and local educational agencies;
- (2) school counselors;
- (3) P–16 educators;
- (4) institutions of higher education; and
- (5) students and parents.

TITLE IV—STRENGTHENING ACCOUNTABILITY



Section 401. Purposes.

The purposes of this title are:

- 1) to divide the accountability structure for schools to provide—
 - (A) comprehensive intervention for schools that do not make adequate yearly progress because groups comprising collectively 50 percent or more of the students in the school have not achieved the State objectives; and
 - (B) focused intervention for schools that do not make adequate yearly progress because groups comprising collectively less than 50 percent of the students in the school that have not achieved State objectives;
- (2) to strengthen the program of providing supplemental educational services;
- (3) to count all children and increase rigor by ensuring that the State calculations of adequate yearly progress have limits on student thresholds and also on statistical confidence intervals;
- (4) to add existing science assessments to the subjects included in the adequate yearly progress calculations;
- (5) to support research and development for mathematics and science partnerships;
- (6) to amend the provisions regarding the accountability for students with disabilities and English-language learners;
- (7) to screen children entering schools identified as in need of comprehensive intervention for developmental delays; and

All Students Can Achieve Act (S. 2001)

(8) to develop the Adjunct Teacher Corps to meet the country's needs for teachers in critical foreign languages and science, technology, engineering, and mathematics.

Section 402. Authorizations.

For the purpose of carrying out this title and the amendments made by this title, there are authorized to be appropriated \$250,000,000 for fiscal year 2008 and for each of the 4 succeeding fiscal years.

Section 403. School intervention plan development.

A school that does not make adequate yearly progress for the first year shall, not later than the end of the first year following such identification—

- (1) develop, in conjunction with the local educational agency and in consultation with parents, teachers, administrators, students, and school-intervention specialists from the local educational agency or the State educational agency, a school-intervention plan;
- (2) obtain approval of the plan from the local educational agency and certification from the superintendent that the plan meets the requirements of this subparagraph and is reasonably designed to ensure that the school will meet adequate yearly progress targets for the following year; and
- (3) after approval, make the school-intervention plan publicly available.

A school plan under this section shall—

- (1) analyze and address systemic causes for the school's inability to make adequate yearly progress;
- (2) identify the specific reasons why the school did not make adequate yearly progress;
- (3) articulate a plan to improve instruction and achievement that addresses how the school will—
 - (A) implement curriculum and benchmark assessments that are aligned with the State academic content standards and student academic achievement standards, if collectively more than 50 percent of students are contained within groups that did not meet adequate yearly progress;
 - (B) expand instructional time for students who have not met the proficient level or are not making sufficient progress toward reaching such level on the State academic assessments;
 - (C) ensure that first-year teachers are not disproportionately assigned to students;
 - (D) ensure that all teachers in the school receive assistance and support in implementing the curriculum, evidence-based intervention models, benchmark assessments, and additional instructional time;
 - (E) if the subgroup of limited English proficient students does not make adequate yearly progress, articulate how the school will work with the local educational agency to redeploy, as permitted, funds made available to the local educational agency under title III;

All Students Can Achieve Act (S. 2001)

(F) if the subgroup of students with disabilities did not make adequate yearly progress, articulate how the school will work with the local educational agency to redeploy, as permitted, funds made available to the local educational agency under the Individuals with Disabilities Education Act;

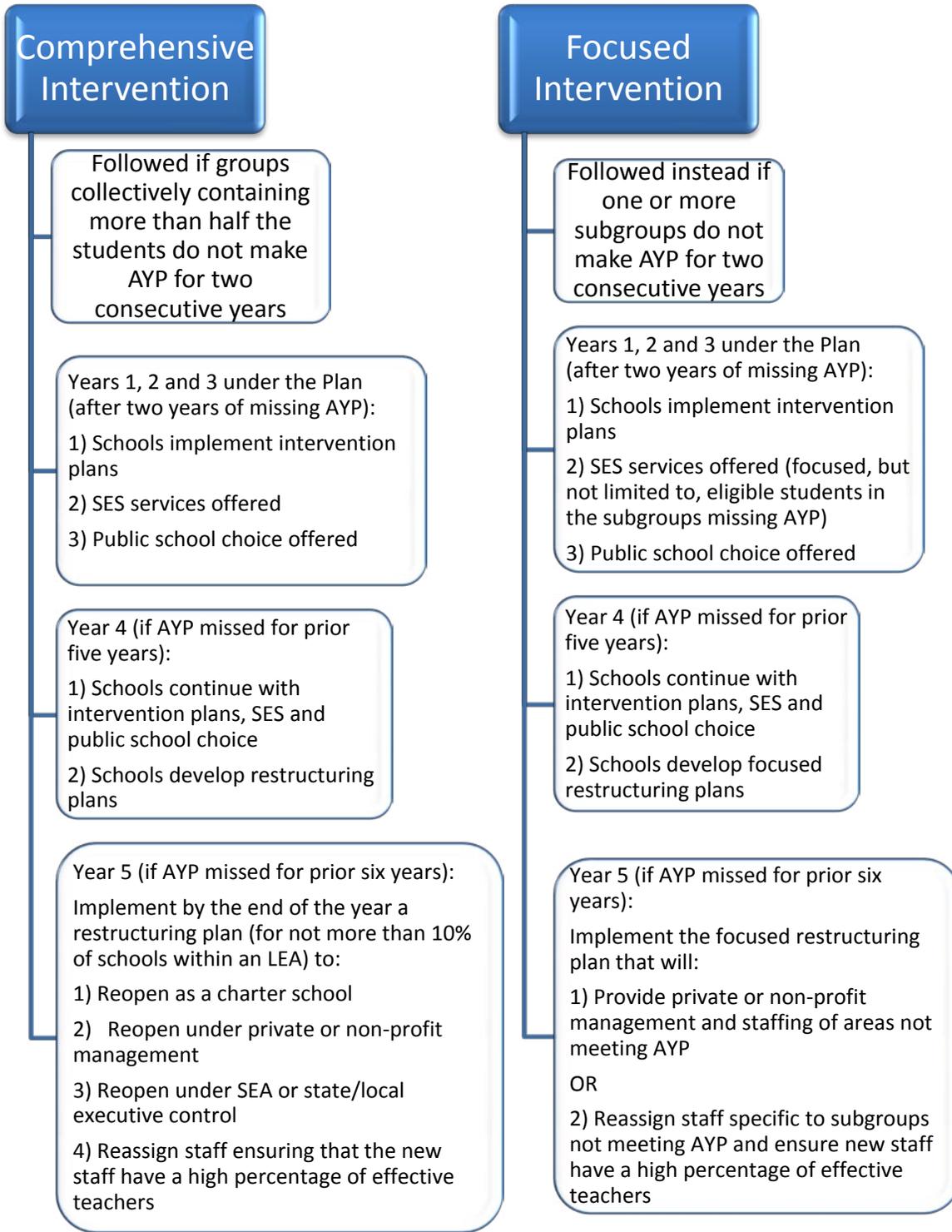
(G) include data on the school, relevant to the factors identified in the plan, from the local educational agency's report; and

(H) identify specific actions that the local educational agency will take to make supplemental educational services and public school transfer available.”.

All Students Can Achieve Act (S. 2001)

Section 404. Comprehensive and focused intervention.

If schools do not make AYP for a second consecutive year, the school will follow one of the following:



All Students Can Achieve Act (S. 2001)

TRANSFER FROM COMPREHENSIVE TO FOCUSED INTERVENTION.—In the case of a school that has been identified as in need of comprehensive intervention, the school shall be transferred to the year under the focused intervention timeline where the school would have fallen if the school had never needed comprehensive intervention, if the school—

- (1) makes adequate yearly progress for 2 consecutive years for groups that collectively contain more than 50 percent of the students; and
- (2) does not make adequate yearly progress for one or more subgroups for 2 or more consecutive years for the same subgroups.

TRANSFER FROM FOCUSED TO COMPREHENSIVE INTERVENTION.—In the case of a school that has been identified as in need of focused intervention, the school will no longer be under focused intervention if the school does not make adequate yearly progress for 2 consecutive years for groups that collectively contain more than 50 percent of the students.

EXITING FOCUSED INTERVENTION.—In the case of a school that has been identified as in need of focused intervention, the school shall continue to be identified as in need of focused intervention and subject to the requirements of this section until the focused group meets or exceeds the objectives set by the State for 2 consecutive years.

EXITING COMPREHENSIVE INTERVENTION.—In the case of a school that has been identified as in need of comprehensive intervention, the school shall continue to be identified as in need of comprehensive intervention and subject to the requirements of this section until—

- (1) the school makes adequate yearly progress for 2 consecutive years for groups that collectively contain more than 50 percent of the students; or
- (2) the school year following the implementation of a comprehensive restructuring plan.

Each local educational agency serving any school identified as in need of comprehensive intervention shall annually document, through an independent audit that may be conducted by the State educational agency, the space in public schools served by such agency that are making adequate yearly progress that is available for transfers.

A local educational agency shall promptly provide to parents of each student enrolled in a school identified for comprehensive intervention or each student in a focused group in a school identified for focused intervention—

- (1) an explanation of what the identification means, and how the school compares in terms of academic achievement to other elementary schools or secondary schools served by the local educational agency and the State educational agency involved;
- (2) the reasons for the identification;
- (3) an explanation of what the school identified is doing to address the problem of low achievement;
- (4) an explanation of what the local educational agency or State educational agency is doing to help the school address the achievement problem;
- (5) an explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified for school-improvement; and
- (6) an explanation of the parents' option to transfer their child to another public school or

All Students Can Achieve Act (S. 2001)

to obtain supplemental educational services for the child.

Section 405. Counting all children.

Adequate Yearly Progress calculations by States will have limits on student thresholds, N-size, no greater than 20. Limited exceptions may extend this to 30. In addition, statistical confidence intervals used in these calculations may be no greater in size than 95% confidence.

Section 406. Including already-required science assessments in adequate yearly progress.

Science assessments, already required under No Child Left Behind, will be used in Adequate Yearly Progress calculations. All students should reach proficiency in science by the 2019-2020 school year.

Section 407. Mathematics and science partnerships.

This section improves research coordination between and among programs with the intent to improve mathematics and science academic achievement in students.

Section 408. Children with disabilities and children who are limited English proficient.

States may develop modified academic achievement standards and use alternate assessments based on those modified grade-level achievement standards for students with persistent academic disabilities for up to 1% of students tested (down from current regulations of 2%). School districts showing strong evidence of a significantly larger percentage of students than the national average with disabilities within the district or an individual school, perhaps due to a facility focusing on students with disabilities, may apply to the state to use a higher percentage. States may also use alternate assessments based on alternate achievement standards for students with the most significant cognitive disabilities for up to 1% of students tested. This section also expands, from two to three years, the amount of time English language learners may be included in calculations after they become proficient and exit the subgroup. [Note that section 311 will provide alternative assessments for students with disabilities and English language learners to States wishing to use them.]

Section 409. Early childhood development.

Elementary schools identified for school improvement shall administer developmental screens and assessments to incoming preschool and kindergarten. These screens and assessments will be used to plan for and improve instruction and needed services.

Section 410. Adjunct teacher corps.

Authorize grants for an Adjunct Teacher Corps program to bring math, science and critical foreign language professionals into public secondary schools to work with teachers and students. These adjunct teachers will provide expertise and assistance to teachers during their first year and in subsequent years will be held accountable under the teacher effectiveness requirements.

TITLE V—ENHANCEMENTS

Section 501. Purposes.

The purposes of this title are to—

(1) permit low-income students in schools not making adequate yearly progress with the option to go to another public school outside of their own district and have Federal funds follow the child;

(2) provide incentives for the equitable distribution of funds to public charter schools;

(3) improve programs for parental involvement;

(4) provide evidence-based intervention models to improve access to early intervention, early identification, and improved academic outcomes for all students;

(5) incorporate universal design for learning properties to provide a research-based framework for designing curricula including goals, teaching methods, instructional materials, and assessments, that enables all individuals to gain knowledge, skills, and enthusiasm for learning;

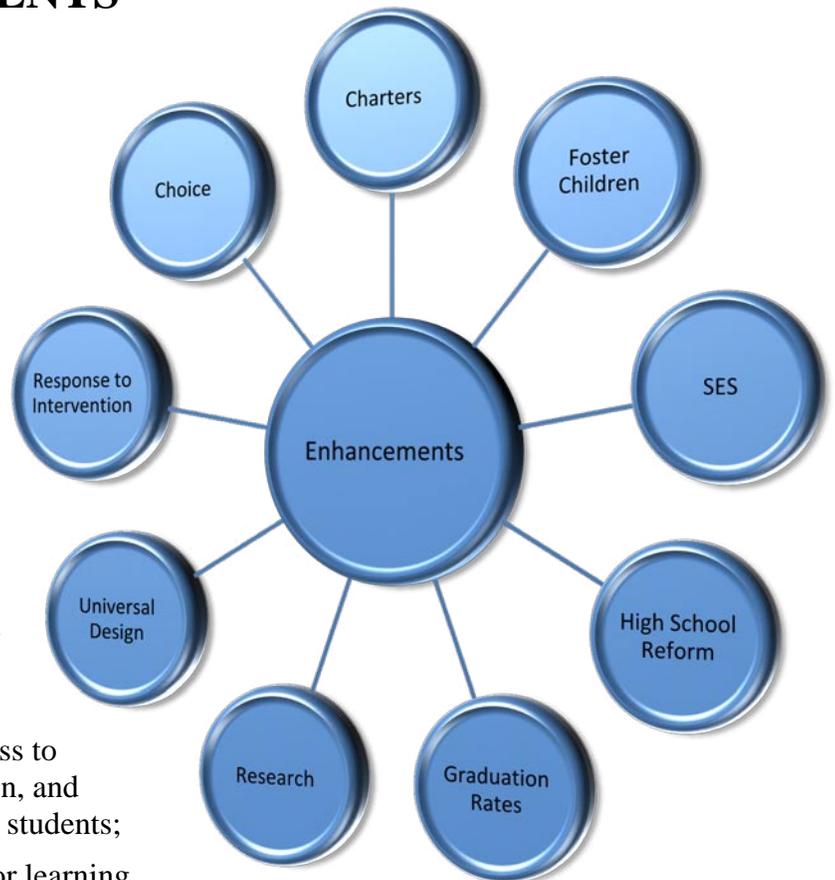
(6) double over 3 years the research and development investment to develop innovative education models and strengthen the scientifically based information necessary under the Elementary and Secondary Education Act of 1965;

(7) expand access to supplemental educational services;

(8) increase support for foster children and youth;

(9) disaggregate graduation rates and hold schools accountable for closing the achievement gap in graduation rates; and

(10) develop high school improvement plans.



Section 502. Authorizations.

For the purpose of carrying out this title, in addition to other amounts already authorized, there are to be appropriated \$750,000,000 for fiscal year 2008 and such sums as may be necessary for each of the 4 succeeding fiscal years.

All Students Can Achieve Act (S. 2001)

Section 503. Public school choice.

Permits low-income students in schools not making adequate yearly progress with the option to go to another public school outside of their own district and have Federal funds follow the child;

Section 504. Public charter schools.

Preference is given under the Charter Schools Program to States that fund charter schools commensurate with their funding of other public schools.

Section 505. Parental involvement.

Strengthen parental involvement in and notification by schools including having states designate an office or position responsible for overseeing implementation of parent involvement provisions. Parent Information and Resource Centers will be integrated into increased parental involvement plans.

Section 506. Response to intervention.

Incorporate evidence-based interventions (also known as Response to Intervention or RtI) models to increase the opportunity for all students to meet challenging academic achievement standards through early identification.

Section 507. Universal design for learning.

Include principles of universal design for learning to reduce barriers and to provide appropriate supports and challenges.

Section 508. Doubling scientific-based education research at Department of Education.

Support increased peer-reviewed research and development on innovative approaches to education and ways to improve learning to allow states, districts, schools and students to better meet the goals of No Child Left Behind.

Section 509. Supplemental educational services.

Districts that permit other non-school-affiliated entities to use school facilities will need to offer, with limitations, space in schools for private providers of SES services. In addition, permit multi-district cooperatives for administering SES programs and services.

Section 510. Increasing support for foster children and youth.

Amend the McKinney-Vento provisions to protect children in transition, including both children who lack a fixed, regular, and adequate nighttime residence, and children who are in out of home care in the custody of the public child welfare agency.

Section 511. Graduation rates.

Disaggregate graduation rate data and work to close the achievement gap where subgroups are falling significantly behind. This section also provides a common definition for determining graduation rates.

All Students Can Achieve Act (S. 2001)

Section 512. District wide high schools reform.

A local educational agency shall implement its districtwide school improvement plan if a majority of its secondary schools did not make adequate yearly progress in the prior year. The plan requires the local educational agency to determine interventions necessary to improve achievement at secondary schools served by the agency including consideration of the following—

- (1) ensuring alignment between the curriculum used by the school district and State standards;
- (2) the use of formative assessments;
- (3) the use of data to improve instruction;
- (4) the incorporation of staff-focused professional development;
- (5) the hiring, placement, and distribution of highly effective principals;
- (6) the hiring and distribution of highly effective teachers; and
- (7) the use of an extended school day and school year.

The plan requires a resource allocation analysis of the needs of the secondary schools with respect to staffing, professional development, instruction, and student attendance and behavior. It must also address instructional, curriculum, and capacity needs as well as the local educational agency's ability to assist secondary schools in increasing achievement. The plan will address necessary work to increase attendance and earned, on-time grade promotion, and discuss steps designed to ensure that students graduating from secondary school are ready for college and the workplace. The State educational agency shall provide technical assistance to local educational agencies in the development of these districtwide school improvement plans.