

109TH CONGRESS
1ST SESSION

H. R. 2178

To provide for adequate and equitable educational opportunities for students
in State public school systems, and for other purposes.

IN THE HOUSE OF REPRESENTATIVES

MAY 5, 2005

Mr. FATTAH (for himself, Mr. WEINER, Mr. VAN HOLLEN, Ms. LEE, Mr. WYNN, Mr. RANGEL, Mrs. CHRISTENSEN, Ms. JACKSON-LEE of Texas, Mr. THOMPSON of Mississippi, Ms. CORRINE BROWN of Florida, Ms. CARSON, Mr. HINCHEY, Mr. STRICKLAND, Mr. ANDREWS, Mr. HINOJOSA, Mr. DAVIS of Alabama, Mr. SCOTT of Virginia, Mr. WEXLER, Ms. HERSETH, Ms. BORDALLO, Mr. GENE GREEN of Texas, Mr. GRIJALVA, Mr. BECERRA, Mr. HASTINGS of Florida, Ms. ROYBAL-ALLARD, Mr. DAVIS of Illinois, Ms. MILLENDER-McDONALD, Mr. JEFFERSON, Mr. STUPAK, Mr. OLVER, Mr. DOYLE, Mr. HOLDEN, Mr. CLAY, Mr. RUSH, Mr. CUMMINGS, Mr. MURTHA, Mr. BISHOP of Georgia, Ms. NORTON, Mr. MEEK of Florida, Mr. PAYNE, Ms. WATERS, Mrs. JONES of Ohio, Mr. LEWIS of Georgia, Mr. JACKSON of Illinois, Mr. CONYERS, Ms. EDDIE BERNICE JOHNSON of Texas, Ms. ESHOO, Mr. WATT, Ms. KILPATRICK of Michigan, Mr. BRADY of Pennsylvania, Mr. NEAL of Massachusetts, Mr. MEEKS of New York, Mr. ALLEN, Mr. ACKERMAN, Mr. MENENDEZ, Mr. MOLLOHAN, Mr. BUTTERFIELD, Mr. FILNER, Mr. OWENS, Mr. ABERCROMBIE, Mr. CLYBURN, Ms. WOOLSEY, Mr. DOGGETT, Mr. BERMAN, Mrs. MALONEY, Mr. NADLER, Mr. KUCINICH, Ms. SCHWARTZ of Pennsylvania, Mr. TIERNEY, and Mr. MOORE of Kansas) introduced the following bill; which was referred to the Committee on Education and the Workforce

A BILL

To provide for adequate and equitable educational opportunities for students in State public school systems, 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 “Student Bill of
 5 Rights”.

6 **SEC. 2. TABLE OF CONTENTS.**

7 The table of contents for this Act is as follows:

Sec. 1. Short title
 Sec. 2. Table of contents
 Sec. 3. Findings and purposes

TITLE I—EDUCATIONAL OPPORTUNITY IN STATE PUBLIC
 SCHOOL SYSTEMS

Subtitle A—Access to Educational Opportunity

Sec. 111. Adequate and equitable State public school systems
 Sec. 112. State educational adequacy and equity requirements
 Sec. 113. State-established standards for access to educational opportunity

Subtitle B—State Accountability

Sec. 121. Determination of educationally adequate and inequitable State public
 school systems
 Sec. 122. State accountability for improvement of educational opportunity
 Sec. 123. Consequences of nonremediation

Subtitle C—Public Reporting and Remedy

Sec. 131. Annual report by Secretary on adequacy and equity in State public
 school systems
 Sec. 132. Civil action for enforcement

TITLE II—EFFECTS OF EDUCATIONAL DISPARITIES ON
 ECONOMIC GROWTH AND NATIONAL DEFENSE

Sec. 201. Effects on economic growth and productivity
 Sec. 202. Effects on national defense

TITLE III—GENERAL PROVISIONS

Sec. 301. Definitions
 Sec. 302. Notice and opportunity for hearing
 Sec. 303. Rulemaking
 Sec. 304. Rule of construction

8 **SEC. 3. FINDINGS AND PURPOSES.**

9 (a) FINDINGS.—The Congress finds the following:

1 (1) A high-quality, highly competitive education
2 for all students is imperative for the economic
3 growth and productivity of the United States, for its
4 effective national defense, and for achievement of
5 the historical aspiration to be one Nation of equal
6 citizens. It is therefore necessary and proper to over-
7 come the nationwide phenomenon of educationally
8 inadequate or inequitable State public school sys-
9 tems, in which high-quality public schools serve
10 high-income communities and poor-quality schools
11 serve low-income, urban, rural, and minority commu-
12 nities.

13 (2) There exists in the States an ever-widening
14 educational opportunity gap for low-income, urban,
15 rural, and minority students characterized by the
16 following:

17 (A) Highly differential educational expend-
18 itures among public school districts within
19 States.

20 (B) Continuing disparities within the
21 States in students' access to the fundamentals
22 of educational opportunity described in section
23 112(a).

1 (C) Radically differential educational
2 achievement among public school districts with-
3 in the States, as measured by the following:

4 (i) Achievement in mathematics, read-
5 ing or language arts, and science on State
6 academic achievement tests and measures,
7 including the academic assessments de-
8 scribed in section 113(b)(1).

9 (ii) Advanced placement courses of-
10 fered and taken.

11 (iii) Scholastic Aptitude Test (SAT)
12 and ACT Assessment scores.

13 (iv) Dropout rates and graduation
14 rates.

15 (v) College-going and college-comple-
16 tion rates.

17 (vi) Job placement and retention rates
18 and indices of job quality.

19 (3) As a consequence of this educational oppor-
20 tunity gap, the quality of a child's education depends
21 largely upon where the child's family lives, and the
22 detriments of lower quality public education are im-
23 posed particularly on—

24 (A) children from low-income families;

1 (B) children living in urban and rural
2 areas; and

3 (C) minority children.

4 (4) Since 1785, the Congress of the United
5 States, exercising the power to admit new States
6 under article IV, section 3 of the Constitution (and
7 previously, the Congress of the Confederation of
8 States under the Articles of Confederation), has im-
9 posed upon every State, as a fundamental condition
10 of the State's admission, the following requirements:

11 (A) One, and sometimes two, square-mile
12 lots in every township were to be "granted and
13 . . . reserved for the maintenance and use of
14 public schools".

15 (B) "[S]chools and the means of education
16 [are to] be forever encouraged".

17 (C) "State conventions [were to] provide,
18 by ordinances irrevocable without the consent of
19 the United States and the people of said States
20 . . . that provision . . . be made for the estab-
21 lishment and maintenance of systems of public
22 schools which shall be open to all children of
23 said States".

24 (See Ordinances of May 20, 1785, and July 13,
25 1787; Act of March 3, 1845, 28th Cong. 2d Sess.,

1 5 Stat. 789, Chap. 76 (admitting Iowa and Florida);
2 Act of February 22, 1889, 50th Cong., 2d Sess.,
3 Chap. 180 (admitting States created from the Da-
4 kota Territories); and the Acts of Congress per-
5 taining to the admission of each of the States.)

6 (5) Over the years since the landmark ruling in
7 Brown v. Board of Education, when a unanimous
8 United States Supreme Court held that “the oppor-
9 tunity of an education . . . , where the state has un-
10 dertaken to provide it, is a right which must be
11 made available to all on equal terms”, courts in 44
12 of the States have heard challenges to the establish-
13 ment, maintenance, and operation of educationally
14 inadequate or inequitable State public school sys-
15 tems. (347 U.S. 483, 493 (1954)).

16 (6) In 1970, the Presidential Commission on
17 School Finance found that significant disparities in
18 the distribution of educational resources existed
19 among public school districts within States because
20 the States relied too significantly on local district fi-
21 nancing for educational revenues, and that reforms
22 in systems of school financing would increase the
23 Nation’s ability to serve the educational needs of all
24 children.

1 (7) In 1999, the National Research Council of
2 the National Academy of Sciences published a report
3 entitled “Making Money Matter, Financing Amer-
4 ica’s Schools”, which found that the concept of fund-
5 ing adequacy, which moves beyond the more tradi-
6 tional concepts of finance equity to focus attention
7 on the sufficiency of funding for desired educational
8 outcomes, is an important step in developing a fair
9 and productive educational system.

10 (8) In 2001, the Executive order establishing
11 the President’s Commission on Educational Re-
12 source Equity declared, “A quality education is es-
13 sential to the success of every child in the 21st cen-
14 tury and to the continued strength and prosperity of
15 our Nation. . . . [L]ong-standing gaps in access to
16 educational resources exist, including disparities
17 based on race and ethnicity.” (Executive Order
18 13190, § 1 (January 15, 2001); 66 Fed. Reg.
19 5424.)

20 (9) According to the Secretary of Education, as
21 stated in a letter (with enclosures) dated January
22 19, 2002, from the Secretary to States—

23 (A) racial and ethnic minorities continue to
24 suffer from lack of access to educational re-
25 sources, including “experienced and qualified

1 teachers, adequate facilities, and instructional
2 programs and support, including technology, as
3 well as . . . the funding necessary to secure
4 these resources”; and

5 (B) these inadequacies are “particularly
6 acute in high-poverty schools, including urban
7 schools, where many students of color are iso-
8 lated and where the effect of the resource gaps
9 may be cumulative. In other words, students
10 who need the most may often receive the least,
11 and these students often are students of color”.

12 (10) The Elementary and Secondary Education
13 Act of 1965 (20 U.S.C. 6301 et seq.), as amended
14 by the No Child Left Behind Act of 2001 (Public
15 Law 107–110), provides that—

16 (A) States must establish standards and
17 assessments in mathematics, reading or lan-
18 guage arts, and science;

19 (B) elementary schools and secondary
20 schools must ensure that all students are pro-
21 ficient in such subjects within 12 years after
22 the end of the 2001–2002 school year; and

23 (C) elementary schools and secondary
24 schools will be held accountable for the stu-
25 dents’ progress.

1 (11) The standards and accountability move-
2 ment will succeed only if, in addition to standards
3 and accountability, all schools have access to the
4 educational resources necessary to enable students to
5 achieve.

6 (12) Raising standards without ensuring ade-
7 quate and equitable access to educational resources
8 may, in fact, exacerbate achievement gaps and set
9 children up for failure.

10 (13) According to the World Economic Forum's
11 Global Competitiveness Report 2001–2002, the
12 United States ranks last among developed countries
13 in the difference in the quality of schools available
14 to rich and poor children.

15 (14) Each State Government has ultimate au-
16 thority in determining every important aspect and
17 priority of the public school system that provides ele-
18 mentary and secondary education to children in the
19 State, including whether children throughout the
20 State have high access to the fundamentals of edu-
21 cational opportunity described in section 112(a).

22 (15) Since 1965, the Congress, in exercising its
23 spending authority, has provided substantial Federal
24 financial assistance to the States for the improve-
25 ment of their public school systems. In their expend-

1 iture and oversight of this assistance, the States
2 have failed systematically to achieve the purpose of
3 the Congress in providing the assistance, namely the
4 effective education of all the children of the United
5 States.

6 (16) Because a well-educated populace is crit-
7 ical to the Nation’s political and economic well-being
8 and national security, the Federal Government has
9 a substantial interest in ensuring that States provide
10 a high-quality education by ensuring that all chil-
11 dren have access to the fundamentals of educational
12 opportunity described in section 112(a) to enable the
13 children to succeed academically and in life.

14 (b) PURPOSES.—The purposes of this Act are the fol-
15 lowing:

16 (1) To further the goals of the No Child Left
17 Behind Act of 2001 (Public Law 107–110) and the
18 Elementary and Secondary Education Act of 1965
19 (20 U.S.C. 6301 et seq.) by holding States account-
20 able for providing all students access to the fun-
21 damentals of educational opportunity described in
22 section 112(a).

23 (2) To ensure that all students in public ele-
24 mentary schools and secondary schools receive edu-
25 cational opportunities that enable the students—

1 (A) to acquire the knowledge and skills
2 necessary for responsible citizenship, including
3 the ability to participate fully in the political
4 process through informed electoral choice;

5 (B) to meet challenging State student aca-
6 demic achievement standards; and

7 (C) to be able to compete and succeed in
8 a global economy.

9 (3) To end the pervasive pattern of education-
10 ally inadequate or inequitable State public school
11 systems.

12 **TITLE I—EDUCATIONAL OPPOR-**
13 **TUNITY IN STATE PUBLIC**
14 **SCHOOL SYSTEMS**

15 **Subtitle A—Access to Educational**
16 **Opportunity**

17 **SEC. 111. ADEQUATE AND EQUITABLE STATE PUBLIC**
18 **SCHOOL SYSTEMS.**

19 Each State receiving Federal financial assistance for
20 elementary or secondary education shall maintain a public
21 school system that meets the requirements of section 112
22 and provides all students in the State with—

23 (1) the educational resources needed to succeed
24 academically and in life; and

25 (2) an education that enables the students—

- 1 (A) to acquire the knowledge and skills
 2 necessary for responsible citizenship;
 3 (B) to participate fully in the political
 4 process through informed electoral choice; and
 5 (C) to be able to compete and succeed in
 6 a global economy.

7 **SEC. 112. STATE EDUCATIONAL ADEQUACY AND EQUITY**
 8 **REQUIREMENTS.**

9 (a) **FUNDAMENTALS OF EDUCATIONAL OPPOR-**
 10 **TUNITY.**—A State shall provide for all public schools in
 11 the State access, at levels defined by the State under sec-
 12 tion 113 as ideal or adequate, to each of the following fun-
 13 damentals of educational opportunity:

14 (1) **HIGH-QUALITY CLASSROOM TEACHERS AND**
 15 **SCHOOL ADMINISTRATORS.**—High-quality classroom
 16 instruction and school-level administrators, as meas-
 17 ured by the following:

18 (A) The proportion of teachers in core aca-
 19 demic subjects who are highly qualified (as that
 20 term is defined in section 9101 of the Elemen-
 21 tary and Secondary Education Act of 1965 (20
 22 U.S.C. 7801)).

23 (B) Leadership, management, and guid-
 24 ance from school principals (and other school-

1 level administrators) certified under an applica-
2 ble State or national program.

3 (2) RIGOROUS ACADEMIC STANDARDS, CUR-
4 RICULA, AND METHODS OF INSTRUCTION.—Rigorous
5 academic standards, curricula, and methods of in-
6 struction, as measured by the extent to which each
7 public school district succeeds in providing high-
8 quality academic standards, curricula, and methods
9 of instruction to students in each public elementary
10 school and secondary school within the district.

11 (3) SMALL CLASS SIZES.—Small class sizes, as
12 measured by the following:

13 (A) The average class size and the range
14 of class sizes.

15 (B) The proportion of classes with 17 or
16 fewer students.

17 (4) QUALITY FACILITIES, TEXTBOOKS, AND IN-
18 STRUCTIONAL MATERIALS AND SUPPLIES.—Quality
19 school facilities, textbooks, and instructional mate-
20 rials and supplies, as measured by the following:

21 (A)(i) The physical condition of school
22 buildings and major school building features.

23 (ii) Environmental conditions in school
24 buildings.

25 (iii) The quality of instructional space.

1 (B) The proportion of students who begin
2 the school year with school-issued textbooks.

3 (C) The average age of textbooks and in-
4 structional materials and supplies used in core
5 academic subjects.

6 (5) UP-TO-DATE LIBRARY RESOURCES.—High-
7 quality, up-to-date, and state-of-the-art library re-
8 sources, as measured by the following:

9 (A) The size and qualifications of library
10 staff, including whether the library is staffed by
11 a full-time librarian certified under an applica-
12 ble State or national program.

13 (B) The size (relative to the number of
14 students) and quality of the library's collection
15 of books and periodicals.

16 (C) Hours of library operation.

17 (6) UP-TO-DATE COMPUTER TECHNOLOGY.—
18 Computer technology, as measured by the following:

19 (A) The ratio of computers to students.

20 (B) The quality of computers and software
21 available to students at school, including the
22 type, processing speed, age, or version of such
23 computers or software.

24 (C) The availability of Internet access.

1 (D) The quality of system maintenance
2 and technical assistance for the computers.

3 (E) The number of computer laboratory
4 courses taught by qualified computer instruc-
5 tors.

6 (7) PUPIL SERVICES PERSONNEL.—Access to
7 the services of qualified pupil services personnel, as
8 measured by the ratio of students to respective pupil
9 services personnel who have obtained certification
10 under a State or national program in providing di-
11 rect professional services to students.

12 (b) COMPARABLE EDUCATIONAL SERVICES.—A
13 State shall provide educational services in public school
14 districts that receive funds under part A of title I of the
15 Elementary and Secondary Education Act of 1965 (20
16 U.S.C. 6311 et seq.) that are, taken as a whole, at least
17 comparable to educational services provided in public
18 school districts not receiving such funds.

19 (c) COMPLIANCE WITH COURT ORDERS.—A State
20 shall comply with any substantive Federal or State court
21 order in any matter concerning the adequacy or equity of
22 the State's public school system, to the extent required
23 in the order.

1 **SEC. 113. STATE-ESTABLISHED STANDARDS FOR ACCESS**
2 **TO EDUCATIONAL OPPORTUNITY.**

3 (a) ESTABLISHMENT.—In carrying out section
4 112(a), a State educational agency, in consultation with
5 local educational agencies, teachers, principals, pupil serv-
6 ices personnel, administrators, other staff, and parents,
7 shall develop standards to describe and measure the extent
8 to which the State provides to the students in each public
9 school and school district in the State each of the fun-
10 damentals of educational opportunity described in section
11 112(a) in terms of ideal, adequate, and basic levels of such
12 access.

13 (b) FACTORS FOR CONSIDERATION.—In defining the
14 levels of access required under subsection (a), the State
15 shall consider, in addition to the factors described in sec-
16 tion 112(a)—

17 (1) the access available to students in schools in
18 the highest achieving decile of public elementary
19 schools and secondary schools in the State, as deter-
20 mined on the basis of student performance on state-
21 wide student academic assessments, including—

22 (A) student academic assessments in read-
23 ing or language arts, mathematics, and science
24 under section 1111(b)(3) of the Elementary
25 and Secondary Education Act of 1965 (20
26 U.S.C. 6311(b)(3));

1 (B) national student academic assessments
2 of reading and mathematics under the National
3 Assessment of Educational Progress carried out
4 under section 303(a) of the National Assess-
5 ment of Educational Progress Authorization
6 Act (20 U.S.C. 9622(a)); and

7 (C) State student academic assessments of
8 reading and mathematics under the National
9 Assessment of Educational Progress carried out
10 under section 303(b)(3) of the National Assess-
11 ment of Educational Progress Authorization
12 Act (20 U.S.C. 9622(b)(3));

13 (2) the unique needs of low-income, urban and
14 rural, and minority students; and

15 (3) other educationally appropriate factors.

16 (c) CHALLENGING STANDARDS.—The levels of access
17 required under subsection (a) shall be aligned with the
18 challenging State academic content and achievement
19 standards, and the high-quality academic assessments, re-
20 quired under the Elementary and Secondary Education
21 Act of 1965 (20 U.S.C. 6301 et seq.).

22 (d) SUBMISSION TO SECRETARY.—A State edu-
23 cational agency shall submit to the Secretary—

24 (1) a description of each of the levels of access
25 required under subsection (a);

1 (2) a description of the level of access of each
2 public school district, elementary school, and sec-
3 ondary school in the State to each of the fundamen-
4 tals of educational opportunity described in section
5 112(a), including identification of any such schools
6 that do not provide ideal or adequate levels of access
7 (as defined under subsection (a));

8 (3) an estimate of the additional cost, if any, of
9 ensuring that the public school system meets the re-
10 quirements of section 112; and

11 (4) the information required under subpara-
12 graphs (B) and (C) of paragraph (1) and paragraph
13 (2)(B) of section 131(b).

14 (e) PUBLICATION AND DISSEMINATION TO PAR-
15 ENTS.—The State annually shall publish the information
16 submitted under subsection (d) and shall disseminate the
17 information to the public and the parents of children at-
18 tending (or who may attend) public schools in the State,
19 in an understandable and uniform format and, to the ex-
20 tent practicable, in a language that the parents can under-
21 stand, through such means as the Internet, the media, and
22 public agencies.

1 **Subtitle B—State Accountability**

2 **SEC. 121. DETERMINATION OF EDUCATIONALLY ADEQUATE** 3 **AND INEQUITABLE STATE PUBLIC SCHOOL** 4 **SYSTEMS.**

5 (a) ANNUAL DETERMINATION BY SECRETARY.—Be-
6 ginning not later than October 1 of the first full school
7 year after the date of enactment of this Act, the Secretary
8 shall annually determine whether each State meets each
9 of the requirements of section 112.

10 (b) PUBLICATION BY SECRETARY.—The Secretary
11 shall publish and make available to the general public (in-
12 cluding by means of the Internet) the determinations
13 under subsection (a).

14 **SEC. 122. STATE ACCOUNTABILITY FOR IMPROVEMENT OF** 15 **EDUCATIONAL OPPORTUNITY.**

16 (a) STATE REMEDIATION PLAN.—A State deter-
17 mined under section 121 not to meet the requirements of
18 section 112 shall develop and submit to the Secretary, by
19 not later than 1 year after the determination, a remedi-
20 ation plan (which the State may amend to improve the
21 plan or to take into account significantly changed cir-
22 cumstances), as follows:

23 (1) LONG-TERM REMEDIATION FOR ACCESS TO
24 FUNDAMENTALS OF EDUCATIONAL OPPORTUNITY.—
25 If the State is determined not to meet the require-

1 ments under section 112(a) (relating to access to the
2 fundamentals of educational opportunity), the plan
3 shall provide for the following:

4 (A) A description of the actions the State
5 will take to meet the requirements of section
6 112(a), by not later than 12 years after the end
7 of the 2003–2004 school year, to provide ideal
8 or adequate access (as defined by the State
9 under section 113) to the fundamentals of edu-
10 cational opportunity for each public school in
11 the State.

12 (B) A timeline for improvement that in-
13 cludes annual interim goals for increasing the
14 number of public schools and school districts in
15 the State that have ideal or adequate levels of
16 access (as defined by the State under section
17 113) to each of the fundamentals of educational
18 opportunity, in order to achieve the required
19 levels of access within the time described in
20 subparagraph (A).

21 (C) Implementation of a single, statewide
22 accountability system to ensure that the State
23 achieves the interim goals described in subpara-
24 graph (B).

1 (2) TWO-YEAR REMEDIATION FOR COMPARABLE
2 EDUCATIONAL SERVICES.—If the State is deter-
3 mined not to meet the requirements of section
4 112(b) (relating to comparable educational services),
5 the plan shall describe the actions the State will take
6 to meet the requirements of such section by not later
7 than 2 school years after submission of the plan.

8 (b) DISAPPROVAL OF PLAN.—The Secretary may dis-
9 approve a plan (or amendment) submitted under sub-
10 section (a) that the Secretary determines does not meet
11 the requirements of such subsection.

12 **SEC. 123. CONSEQUENCES OF NONREMEDATION.**

13 (a) FAILURE TO MEET ANNUAL INTERIM ACCESS
14 GOALS.—Notwithstanding any other provision of law and
15 in addition to any other consequence under this section,
16 the Secretary shall withhold 2.75 percent of any funds
17 otherwise available to a State (or a State educational
18 agency) for administration of Federal elementary and sec-
19 ondary education programs for each annual interim goal
20 established under section 122(a)(1)(B) for a fiscal year,
21 or a prior fiscal year, that the Secretary determines the
22 State fails to meet.

23 (b) CONTINUING FAILURE TO PROVIDE COM-
24 PARABLE EDUCATIONAL SERVICES.—Notwithstanding
25 any other provision of law and in addition to any other

1 consequence under this section, the Secretary shall with-
2 hold from a State determined by the Secretary to continue
3 to fail to meet the requirements of section 112(b) (relating
4 to comparable educational services) at the end of the sec-
5 ond school year after a plan is required to be submitted
6 under section 122, up to $33\frac{1}{3}$ percent of funds otherwise
7 available to the State for administration of Federal ele-
8 mentary and secondary education programs.

9 (c) NONCOMPLIANCE WITH COURT ORDERS.—Not-
10 withstanding any other provision of law and in addition
11 to any other consequence under this section, the Secretary
12 shall withhold from a State determined by the Secretary
13 to fail to meet the requirements of section 112(c) (relating
14 to compliance with court orders) up to $33\frac{1}{3}$ percent of
15 funds otherwise available to the State for the administra-
16 tion of Federal elementary and secondary education pro-
17 grams.

18 (d) DISPOSITION OF WITHHELD FUNDS.—For each
19 State from which funds are withheld under this section,
20 the Secretary shall make a determination whether the
21 State, by not later than 1 year after a determination under
22 subsection (a), (b), or (c), has corrected the condition lead-
23 ing to a withholding of funds and shall distribute withheld
24 funds as follows:

1 (1) If the State corrects a condition leading to
2 a withholding of funds, the Secretary shall make the
3 applicable withheld funds available to the State (or
4 State educational agency).

5 (2) If the State fails to correct a condition lead-
6 ing to a withholding of funds, the Secretary shall al-
7 locate the applicable withheld funds to public schools
8 or school districts affected by the State’s failure to
9 make adequate remediation, for the purpose of ena-
10 bling the school or school district to correct such
11 condition.

12 (e) TEMPORARY WAIVER.—The Secretary may grant
13 a request by a State for a waiver of the withholding provi-
14 sions of subsections (a) through (c) for a total period of
15 not more than 1 year if—

16 (1) the Secretary is satisfied that exceptional
17 circumstances (such as a precipitous decrease in
18 State revenues) prevent a State from complying with
19 the requirements of section 112; and

20 (2) the State’s request describes the manner in
21 which the State will comply with the requirements of
22 section 112 by the end of the waiver period.

1 **Subtitle C—Public Reporting and**
2 **Remedy**

3 **SEC. 131. ANNUAL REPORT BY SECRETARY ON ADEQUACY**
4 **AND EQUITY IN STATE PUBLIC SCHOOL SYS-**
5 **TEMS.**

6 (a) ANNUAL REPORT TO CONGRESS.—Not later than
7 October 1 of the first full school year after the date of
8 enactment of this Act, the Secretary shall transmit to the
9 Congress a report that provides a detailed analysis of the
10 public school system of each State.

11 (b) CONTENTS OF REPORT.—The analysis under
12 subsection (a) shall include the following information with
13 respect to each State’s public school system:

14 (1) BASIC PUBLIC SCHOOL SYSTEM INFORMA-
15 TION.—

16 (A) The number of students, elementary
17 schools, secondary schools, and school districts
18 in the public school system.

19 (B) For each such school and school dis-
20 trict, the number and percentage of—

21 (i) children counted under section
22 1124(c) of the Elementary and Secondary
23 Education Act of 1965 (20 U.S.C.
24 6333(c)); and

1 (ii) students, disaggregated by groups
 2 described in section 1111(b)(3)(C)(xiii) of
 3 the Elementary and Secondary Education
 4 Act of 1965 (20 U.S.C.
 5 6311(b)(3)(C)(xiii)).

6 (C) For each such school, a statement
 7 whether the school is an urban, rural, or mixed
 8 school (as defined by the Commissioner for
 9 Education Statistics).

10 (D) The average per-pupil expenditure (in
 11 actual dollars and adjusted for cost and need)
 12 for the State and for each school and school
 13 district.

14 (E) The decile ranking of each school dis-
 15 trict, as measured by achievement in mathe-
 16 matics, reading or language arts, and science
 17 on the academic assessments described in sub-
 18 paragraphs (A) and (C) of section 113(b)(1).

19 (2) SUCCESS IN PROVIDING FUNDAMENTALS OF
 20 EDUCATIONAL OPPORTUNITY.—

21 (A) A description of the ideal, adequate,
 22 and basic levels of access established by the
 23 State under section 113 to each of the fun-
 24 damentals of educational opportunity described
 25 under section 112(a).

1 (B) For each school and school district,
2 the following information:

3 (i) The level of access (as established
4 under section 113) of the school or school
5 district to each of the fundamentals of
6 educational opportunity described in sec-
7 tion 112(a).

8 (ii) The percentage of students pro-
9 ficient in mathematics, reading or lan-
10 guage arts, and science, as measured
11 through assessments under section
12 1111(b)(3)(C)(v) of the Elementary and
13 Secondary Education Act of 1965 (20
14 U.S.C. 6311(b)(3)(C)(v)).

15 (iii) Whether the school or school dis-
16 trict is making adequate yearly progress
17 under section 1111(b)(2) of the Elemen-
18 tary and Secondary Education Act of 1965
19 (20 U.S.C. 6311(b)(2)).

20 (C) The number and names of each school
21 in the State that does not provide each of the
22 fundamentals of educational opportunity de-
23 scribed in section 112(a) at an ideal or ade-
24 quate level (as established under section 113).

1 (3) STATE REMEDIATION ACTIONS.—If the
2 State is determined under section 121 not to meet
3 the requirements of section 112—

4 (A) a detailed description and evaluation
5 of—

6 (i) the State’s success in carrying out
7 any remediation plan required to be sub-
8 mitted by the State under section 122; and

9 (ii) any other actions taken, or meas-
10 ures proposed to be taken, by the State to
11 meet the requirements of section 112; and

12 (B) a copy of any remediation plan re-
13 quired to be submitted by the State under sec-
14 tion 122 (including any amendments).

15 (4) EFFECTS ON ACADEMIC ACHIEVEMENT.—
16 An analysis of the effects of the average per-pupil
17 expenditure, and the level of access (as provided by
18 the State under section 113) to each of the fun-
19 damentals of educational opportunity described in
20 section 112(a) provided to students in each school
21 and school district on the outcomes of the academic
22 assessments identified in section 113(b)(1).

23 (5) OTHER INFORMATION.—

24 (A) The most recent information submitted
25 by the State under section 113(d).

1 (B) For the year covered by the report, a
2 summary of any changes in the data required
3 in paragraphs (1) and (2) for each of the pre-
4 ceding 3 years (which may be based on such
5 data as are available for the first 3 reports
6 under subsection (a)).

7 (C) Such other information as the Sec-
8 retary considers useful and appropriate to in-
9 clude.

10 (c) SCOPE OF REPORT.—The report required under
11 subsection (a) shall cover the school year ending in the
12 calendar year in which the report is required to be sub-
13 mitted.

14 (d) SUBMISSION OF DATA TO SECRETARY.—Each
15 State receiving Federal financial assistance for elementary
16 and secondary education shall submit to the Secretary, at
17 such time and in such manner as the Secretary may rea-
18 sonably require, such data as the Secretary deems nec-
19 essary to make a determination under section 121 and to
20 submit the report under this section. Such data shall in-
21 clude the information used to measure the State's success
22 in providing the fundamentals of educational opportunity
23 described in section 112(a).

1 (e) FAILURE TO SUBMIT DATA.—If a State fails to
 2 submit the data required to make a determination under
 3 section 121—

4 (1) the State shall be deemed to have been de-
 5 termined under such section not to meet the applica-
 6 ble requirements of section 112, until the State sub-
 7 mits the data and the Secretary is able to make a
 8 determination under such section based on such
 9 data; and

10 (2) the Secretary shall—

11 (A) provide, to the extent practicable, the
 12 analysis required in subsection (a) for the State
 13 based on the best data available to the Sec-
 14 retary; and

15 (B) update the analysis, as necessary, after
 16 submission of the data by the State.

17 (f) PUBLICATION.—The Secretary shall publish and
 18 make available to the general public (including by means
 19 of the Internet) the report required under subsection (a).

20 **SEC. 132. CIVIL ACTION FOR ENFORCEMENT.**

21 A student or parent of a student aggrieved by a viola-
 22 tion of this Act may bring a civil action against an appro-
 23 priate official in an appropriate United States district
 24 court seeking declaratory and injunctive relief to enforce
 25 the requirements of this Act, together with reasonable at-

1 torney fees and the costs of the action, without regard to
2 the citizenship of the parties or the amount in controversy.

3 **TITLE II—EFFECTS OF EDU-**
4 **CATIONAL DISPARITIES ON**
5 **ECONOMIC GROWTH AND NA-**
6 **TIONAL DEFENSE**

7 **SEC. 201. EFFECTS ON ECONOMIC GROWTH AND PRODUC-**
8 **TIVITY.**

9 (a) STUDY.—The Commissioner for Education Sta-
10 tistics, in consultation with the Secretaries of Commerce,
11 Labor, and the Treasury, shall conduct a comprehensive
12 study concerning the effects on economic growth and pro-
13 ductivity of eliminating disparities in public school systems
14 that do not meet the requirements of section 112. Such
15 study shall include the following:

16 (1) The economic costs to the Nation resulting
17 from the maintenance by States of public school sys-
18 tems that do not meet the requirements of section
19 112.

20 (2) The economic gains to be expected from the
21 elimination of disparities in public school systems
22 that do not meet the requirements of section 112.

23 (b) REPORT TO CONGRESS.—Not later than 1 year
24 after the date of enactment of this Act, the Commissioner
25 for Education Statistics shall submit to the Congress a

1 final report detailing the results of the study required
2 under subsection (a).

3 **SEC. 202. EFFECTS ON NATIONAL DEFENSE.**

4 (a) STUDY.—The Commissioner for Education Sta-
5 tistics, in consultation with the Secretary of Defense, shall
6 conduct a comprehensive study concerning the effects on
7 national defense of eliminating disparities in public school
8 systems that do not meet the requirements of section 112.
9 Such study shall include the following:

10 (1) The detriments to national defense resulting
11 from the maintenance by States of public school sys-
12 tems that do not meet the requirements of section
13 112, including the effects of education deficits aris-
14 ing from low-quality schools on—

15 (A) knowledge and skills necessary for the
16 effective functioning of the Armed Forces;

17 (B) the costs to the Armed Forces of
18 training; and

19 (C) efficiency resulting from the use of so-
20 phisticated equipment and information tech-
21 nology.

22 (2) The gains to national defense to be expected
23 from the elimination of disparities in public school
24 systems that do not meet the requirements of section
25 112.

1 (b) REPORT TO CONGRESS.—Not later than 1 year
2 after the date of enactment of this Act, the Commissioner
3 for Education Statistics shall submit to the Congress a
4 final report detailing the results of the study required
5 under subsection (a).

6 **TITLE III—GENERAL** 7 **PROVISIONS**

8 **SEC. 301. DEFINITIONS.**

9 In this Act:

10 (1) The terms “average per-pupil expenditure”,
11 “core academic subjects”, “elementary school”,
12 “highly qualified”, “local educational agency”, “par-
13 ent”, “pupil services”, “pupil services personnel”,
14 “secondary school”, and “State educational agency”
15 each have the meanings given those terms in section
16 9101 of the Elementary and Secondary Education
17 Act of 1965 (20 U.S.C. 7801).

18 (2) The term “public school system” means a
19 State’s system of public elementary and secondary
20 education.

21 (3) The term “Federal elementary and sec-
22 ondary education programs” means programs pro-
23 viding Federal financial assistance for elementary or
24 secondary education, other than programs under the
25 following provisions of law:

1 (A) The Individuals with Disabilities Edu-
2 cation Act (20 U.S.C. 1400 et seq.).

3 (B) Title III of the Elementary and Sec-
4 ondary Education Act of 1965 (20 U.S.C. 6801
5 et seq.).

6 (C) The Richard B. Russell National
7 School Lunch Act (42 U.S.C. 1751 et seq.).

8 (D) The Child Nutrition Act of 1966 (42
9 U.S.C. 1771 et seq.).

10 (4) The term “State” includes the several
11 States, the District of Columbia, the Commonwealth
12 of Puerto Rico, the Commonwealth of the Northern
13 Mariana Islands, American Samoa, Guam, the Vir-
14 gin Islands, and any other territory or possession of
15 the United States.

16 **SEC. 302. NOTICE AND OPPORTUNITY FOR HEARING.**

17 The Secretary may make an adverse determination
18 under this Act only after notice and opportunity for hear-
19 ing.

20 **SEC. 303. RULEMAKING.**

21 The Secretary may prescribe regulations to carry out
22 this Act.

1 **SEC. 304. RULE OF CONSTRUCTION.**

2 Nothing in this Act may be construed to require a
3 jurisdiction to increase property tax or other tax rates or
4 to redistribute revenues from such taxes.

