

111TH CONGRESS
2^D SESSION

H. R. 5467

To authorize the Secretary of Education to award contracts to nonprofit organizations with national experience that enter into partnerships with local educational agencies to turn around low-performing public high schools.

IN THE HOUSE OF REPRESENTATIVES

MAY 28, 2010

Mrs. MCCARTHY of New York introduced the following bill; which was referred to the Committee on Education and Labor

A BILL

To authorize the Secretary of Education to award contracts to nonprofit organizations with national experience that enter into partnerships with local educational agencies to turn around low-performing public high schools.

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 “Turning Around Low-
5 Performing Public High Schools Act”.

6 **SEC. 2. FINDINGS.**

7 The Congress makes the following findings:

1 (1) Only 70 percent of United States students
2 graduate on time with a regular diploma and about
3 1,200,000 students drop out regularly. Almost 50
4 percent of public high school students in the 50 larg-
5 est cities of the United States fail to graduate.

6 (2) Only 50 percent of all Black students and
7 53 percent of Hispanic students graduate from high
8 school. Males fare even worse, with only 43 percent
9 of Black male students and 48 percent of Hispanic
10 male students graduating.

11 (3) High school dropouts are more likely to live
12 in poverty, join gangs, and use drugs. They are more
13 than 8 times as likely to be in jail as a person with
14 a diploma. This results in a lifetime cost for a drop-
15 out who moves to a life of crime and drugs of
16 \$1,700,000 to \$2,300,000.

17 (4) High school turnaround requires a system-
18 atic and comprehensive approach that addresses
19 changes in instructional improvement and structural
20 changes in the school organization.

21 (5) Effective turnaround organizations that
22 partner with low-performing local educational agen-
23 cies and schools can build the capacity of the agen-
24 cies and schools to reform services and systems.

1 (6) Turnaround partner organizations with ex-
2 perience and expertise at the high school level that
3 have the capacity and flexibility to work nationally
4 are in short supply.

5 (7) Although the funds made available under
6 section 14006 of division A of the American Recov-
7 ery and Reinvestment Act of 2009 are designed to
8 help States reform low-performing schools, not all
9 States will qualify to receive the funds, even though
10 they contain low-performing high schools.

11 (8) Not all failing high schools are eligible to
12 receive school improvement grants under section
13 1003 of the Elementary and Secondary Education
14 Act of 1965.

15 (9) The challenge of high school turnaround ex-
16 ceeds the capacity of many local educational agen-
17 cies, requiring the expertise of external partnership
18 organizations.

19 (10) Alternative turnaround strategies that do
20 not involve charter schools or were not addressed in
21 the American Recovery and Reinvestment Act of
22 2009 turnaround model are needed to be able reach
23 all low-performing public high schools.

24 **SEC. 3. HIGH SCHOOL TURNAROUND.**

25 (a) PURPOSES.—The purposes of this section are—

1 (1) to turn around low-performing high schools
2 and increase graduation rates and college readiness
3 for poor and minority graduating high school stu-
4 dents;

5 (2) to improve teacher and principal quality in
6 high schools that serve students at risk of dropping
7 out of school;

8 (3) to provide support and assistance to organi-
9 zations that serve as high school turnaround part-
10 ners for schools and local educational agencies that
11 may not be eligible to receive funds made available
12 under section 14006 of division A of the American
13 Recovery and Reinvestment Act of 2009 in order to
14 improve secondary school graduation, postsecondary
15 program attendance, and postsecondary completion
16 rates for low-income students; and

17 (4) to promote the establishment of new pro-
18 grams to implement high school turnaround that do
19 not involve charter schools or were not addressed in
20 the American Recovery and Reinvestment Act of
21 2009 turnaround model.

22 (b) DEFINITIONS.—In this section:

23 (1) COMPREHENSIVE HIGH SCHOOL TURN-
24 AROUND MODEL.—The term “comprehensive high

1 school turnaround model” means a research-based
2 high school turnaround model that—

3 (A) defines and guides school turnaround,
4 enabling schools to develop strategies for school
5 design that are customized to meet the unique
6 needs of schools and local educational agencies;
7 and

8 (B) includes the following:

9 (i) Establishment of a 5-year partner-
10 ship between a school district partnership
11 turnaround organization and a local edu-
12 cational agency that begins with a plan-
13 ning period during which the school dis-
14 trict turnaround partnership organization
15 works with the local educational agency
16 and school staff to assist them to articu-
17 late a school vision, identify staff, recruit
18 students, and implement parent outreach.

19 (ii) A college preparatory instructional
20 program that encourages students to view
21 themselves as future college students, and
22 prepares students for admission to, and
23 success in, college.

24 (iii) A student support structure that
25 personalizes the educational experience,

1 providing students with a caring, safe, and
2 supportive learning environment.

3 (iv) A staffing structure that—

4 (I) personalizes the school envi-
5 ronment;

6 (II) creates strong, long-term
7 connections between students and
8 their teachers and counselors;

9 (III) ensures that the support
10 network is engaged and knowledge-
11 able;

12 (IV) generates strong relation-
13 ships that enable teachers to elicit
14 higher levels of student performance;
15 and

16 (V) can include maintaining the
17 same set of core subject teachers and
18 guidance counselors throughout the
19 four years of high school.

20 (v) Standards of professional practice
21 to build capacity as a professional commu-
22 nity and develop a sense of collective re-
23 sponsibility for student and school out-
24 comes.

1 (vi) An extended day and extended
2 school year to enable staff to provide stu-
3 dents with structured time, individual at-
4 tention, and other supports necessary for
5 their success with the school’s challenging,
6 college-preparatory curriculum.

7 (vii) An expectation that parents will
8 take an active role in school activities to
9 share their knowledge of their child with
10 teachers and counselors and to give staff
11 feedback on their children’s experience and
12 progress.

13 (viii) Use of multiple mechanisms to
14 assess a school’s organizational and pro-
15 gram effectiveness.

16 (2) LOW-INCOME STUDENT.—The term “low-in-
17 come student” means a student who is determined
18 by a local educational agency to be from a low-in-
19 come family using the measures described in section
20 1113(a)(5) of the Elementary and Secondary Edu-
21 cation Act of 1965 (20 U.S.C. 6313(a)(5)).

22 (3) SCHOOL DISTRICT PARTNERSHIP TURN-
23 AROUND ORGANIZATION.—The term “school district
24 partnership turnaround organization” means a non-
25 profit education organization that—

1 (A) has as its primary purpose the im-
2 provement of secondary school graduation and
3 postsecondary attendance and completion rates
4 for low-income students;

5 (B) has a comprehensive high school turn-
6 around model that can be successful in mul-
7 tiple, varied schools and States; and

8 (C) has a proven success rate and the abil-
9 ity to implement high school turnaround activi-
10 ties on a large scale.

11 (4) SECRETARY.—The term “Secretary” means
12 the Secretary of Education.

13 (c) CONTRACTS AUTHORIZED.—From the amount
14 appropriated to carry out this section, the Secretary is au-
15 thorized to award 5-year contracts to school district part-
16 nership turnaround organizations that employ comprehen-
17 sive high school turnaround models. Such a contract shall
18 be used to carry out the requirements of subsection (d)
19 and to implement and sustain integrated and sustained
20 education reform services through subcontractor activities
21 described in subsection (e) at low-performing high schools.

22 (d) REQUIREMENTS OF CONTRACTS.—A contract re-
23 ferred to in subsection (c) shall require a school district
24 partnership turnaround organization to accomplish the
25 following:

1 (1) Partner with local educational agencies
2 that—

3 (A) serve a substantial number or percent-
4 age of low-income students; and

5 (B) have made a commitment to imple-
6 ment a comprehensive high school turnaround
7 model.

8 (2) Provide a program based on a comprehen-
9 sive high school turnaround model that reflects the
10 needs of the local educational agencies.

11 (3) Improve teacher quality and develop the ca-
12 pacity of the local educational agencies to continue
13 to implement the comprehensive high school turn-
14 around model after the turnaround partnership has
15 been completed.

16 (4) Develop activities for the purpose of imple-
17 menting new turnaround sites.

18 (5) Implement activities for the purpose of pro-
19 moting greater public awareness of the relationship
20 between personalized and academically rigorous high
21 schools and improved attendance, graduation, and
22 college-going rates for low-income students.

23 (e) ACTIVITIES AT EACH SITE.—At each turnaround
24 site, the school district partnership turnaround organiza-
25 tion shall carry out the following activities:

1 (1) Partner with the school community to de-
2 sign and implement a customized plan of how the
3 comprehensive high school turnaround model is to be
4 implemented so as to produce an increase in the
5 number of students who graduate college-ready.

6 (2) Train school personnel in establishing and
7 implementing student support structures which will
8 result in greater student engagement and school af-
9 filiation and promote school safety.

10 (3) Provide student performance data and im-
11 plementation reports for the purpose of assessing
12 the status of the comprehensive high school turn-
13 around model implementation and school improve-
14 ment.

15 (4) Provide offsite professional development op-
16 portunities, school-based, job-embedded professional
17 development, and opportunities for networking with
18 staff from other turnaround schools and local edu-
19 cational agencies.

20 (5) Work with local educational agency and
21 school administrators, teachers, and counselors to
22 provide guidance regarding turnaround strategies as
23 well as specific content area development.

24 (6) Provide customized professional develop-
25 ment activities and technical assistance and onsite

1 coaching to address local needs and interests with
2 the goal of improving teacher quality.

3 (7) Provide assistance in designing and imple-
4 menting parent engagement activities.

5 (8) Provide assistance with staff and student
6 recruitment.

7 (f) ACTIVITIES OF ASSISTED SCHOOLS.—Each school
8 assisted under this Act shall carry out the following:

9 (1) Assign an administrator as liaison to the
10 school district partnership turnaround organization
11 who will be responsible for ensuring that the re-
12 quired local educational agency policies, schedules,
13 space, staffing, resources, and other supports are in
14 place to facilitate the implementation of the com-
15 prehensive high school turnaround model.

16 (2) Construct a schedule that includes common
17 planning time for school staff and regular meetings
18 of the administration so that all students realize the
19 maximum benefit from the personalization aspects of
20 the program.

21 (3) Assign sufficient teaching staff in the core
22 discipline areas as well as for non-core areas.

23 (4) Ensure that teachers have expertise in the
24 areas they teach, demonstrate commitment to the

1 comprehensive high school turnaround model, and
2 meet local certification requirements.

3 (5) Assign at least one full-time counselor.

4 (6) Design a student support program in col-
5 laboration with the school district partnership turn-
6 around organization.

7 (7) Schedule and implement parent orientation
8 and engagement activities.

9 (8) Ensure that staff and administration com-
10 mit to attending offsite professional development ac-
11 tivities.

12 (9) Participate in data collection activities con-
13 ducted by the school district partnership turnaround
14 organization.

15 (g) LIMITATION ON ADMINISTRATIVE COSTS.—Of
16 the funds made available to carry out a contract under
17 this section, a school district partnership turnaround orga-
18 nization shall not use more than 8 percent to pay for ad-
19 ministration of the contract.

20 (h) EVALUATION.—

21 (1) EVALUATION BY SECRETARY.—The Sec-
22 retary shall select an independent entity to evaluate,
23 every 3 years, the performance of students who at-
24 tend a turnaround school. The evaluation—

1 (A) shall be conducted using a rigorous re-
2 search design for determining the effectiveness
3 of the comprehensive high school turnaround
4 model; and

5 (B) shall compare course achievement, sec-
6 ondary school graduation rates, and post-sec-
7 ondary attendance and completion rates of stu-
8 dents who attend schools assisted under this
9 section with those indicators for students of
10 similar backgrounds who do not attend such
11 schools.

12 (2) EVALUATION BY ORGANIZATION.—A school
13 district partnership turnaround organization—

14 (A) shall require each partner school to
15 provide the turnaround organization access to
16 data on student demographics, student attend-
17 ance, course grades, suspensions, student safety
18 incidents, graduation rates, relevant test scores,
19 teacher retention, and other such agreed upon
20 information needed to prepare implementation
21 reports; and

22 (B) shall prepare an annual report describ-
23 ing the implementation of the comprehensive
24 high school turnaround model and student
25 achievement in partner schools.

1 (3) AVAILABILITY OF EVALUATION.—Copies of
2 any evaluation or report prepared under this sub-
3 section shall be made available to the Secretary and
4 the Congress.

5 (i) AUTHORIZATION OF APPROPRIATIONS.—There
6 are authorized to be appropriated to carry out this Act
7 such sums as may be necessary for fiscal year 2011 and
8 each of the 5 succeeding fiscal years.

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