

113TH CONGRESS
1ST SESSION

S. 708

To provide grants to States to ensure that all students in the middle grades are taught an academically rigorous curriculum with effective supports so that students complete the middle grades prepared for success in secondary school and postsecondary endeavors, to improve State and district policies and programs relating to the academic achievement of students in the middle grades, to develop and implement effective middle grades models for struggling students, and for other purposes.

IN THE SENATE OF THE UNITED STATES

APRIL 11, 2013

Mr. WHITEHOUSE (for himself, Mr. REED, Ms. STABENOW, and Mr. FRANKEN) introduced the following bill; which was read twice and referred to the Committee on Health, Education, Labor, and Pensions

A BILL

To provide grants to States to ensure that all students in the middle grades are taught an academically rigorous curriculum with effective supports so that students complete the middle grades prepared for success in secondary school and postsecondary endeavors, to improve State and district policies and programs relating to the academic achievement of students in the middle grades, to develop and implement effective middle grades models for struggling students, 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,*

1 **SECTION 1. SHORT TITLE.**

2 This Act may be cited as the “Success in the Middle
3 Act of 2013”.

4 **SEC. 2. FINDINGS.**

5 Congress finds the following:

6 (1) International comparisons indicate that stu-
7 dents in the United States do not start out behind
8 students of other nations in mathematics and
9 science, but that they fall behind by the end of the
10 middle grades.

11 (2) Just over one-third of 8th grade students in
12 the United States, and only 3 percent of such stu-
13 dents who are English language learners, can read
14 with proficiency, according to the 2011 National As-
15 sessment on Educational Progress (NAEP).

16 (3) In mathematics, just over one-third of stu-
17 dents in 8th grade show skills at the NAEP pro-
18 ficient level. The percentage of 8th grade students
19 scoring above the basic level was 10 points higher in
20 2011 than in 2000, but for 4th grade students, the
21 percentage increased 18 points, almost double the
22 increase for middle grades students. In 8th grade,
23 the gaps between the average mathematics scores of
24 white and black students and between white and
25 Hispanic students were approximately as wide in
26 2011 as in 1990.

1 (4) Only 13 percent of 8th graders met all of
2 the college readiness benchmarks on ACT's EX-
3 PLORE assessment, a measure which ACT found
4 displays a stronger relationship with college and ca-
5 reer readiness than any other academic factor
6 throughout secondary school.

7 (5) Lack of basic skills at the end of middle
8 grades has serious implications for students. Stu-
9 dents who enter secondary school 2 or more years
10 behind grade level in mathematics and literacy have
11 only a 50 percent chance of progressing on time to
12 the 10th grade; those not progressing are at signifi-
13 cant risk of dropping out of secondary school.

14 (6) Middle grades students are hopeful about
15 their future, with 93 percent believing that they will
16 complete secondary school and 86 percent antici-
17 pating that they will attend an institution of higher
18 education.

19 (7) Sixth grade students who do not attend
20 school regularly, who are subjected to frequent dis-
21 ciplinary actions, or who fail mathematics or English
22 have less than a 15 percent chance of graduating
23 secondary school on time and a 20 percent chance
24 of graduating 1 year late. Without effective interven-
25 tions and proper supports, these students are at risk

1 of subsequent failure in secondary school, or of drop-
2 ping out.

3 (8) Student transitions from elementary school
4 to the middle grades and to secondary school are
5 often complicated by poor curriculum alignment, in-
6 adequate counseling services, and unsatisfactory
7 sharing of student performance and academic
8 achievement data between grades.

9 (9) Middle grades improvement strategies
10 should be tailored based on a variety of performance
11 indicators and data, so that educators can create
12 and implement successful school improvement strate-
13 gies to address the needs of the middle grades, and
14 so that teachers can provide effective instruction and
15 adequate assistance to meet the needs of at-risk stu-
16 dents.

17 (10) To stem a dropout rate nearly twice that
18 of students without disabilities, students with dis-
19 abilities in the critical middle grades must receive
20 appropriate academic accommodations and access to
21 assistive technology, high-risk behaviors such as ab-
22 senteeism and course failure must be monitored, and
23 problem-solving skills with broad application must be
24 taught.

1 (11) Local educational agencies and State edu-
2 cational agencies often do not have the capacity to
3 provide support for school improvement strategies.
4 Successful models do exist for turning around low-
5 performing middle grades, and Federal support
6 should be provided to increase the capacity to apply
7 promising practices based on evidence from success-
8 ful schools.

9 **SEC. 3. DEFINITIONS.**

10 In this Act:

11 (1) ESEA DEFINITIONS.—The terms “elemen-
12 tary school”, “local educational agency”, “secondary
13 school”, and “State educational agency” have the
14 meanings given the terms in section 9101 of the Ele-
15 mentary and Secondary Education Act of 1965 (20
16 U.S.C. 7801).

17 (2) CHRONIC ABSENTEEISM.—The term
18 “chronic absenteeism” means a student misses—

19 (A) 10 percent of the school days per
20 school year; or

21 (B) not less than 20 school days per school
22 year.

23 (3) DIGITAL LITERACY SKILLS.—The term
24 “digital literacy skills” has the meaning given the

1 term in section 202 of the Museum and Library
2 Services Act (20 U.S.C. 9101).

3 (4) ELIGIBLE ENTITY.—The term “eligible enti-
4 ty” means a partnership that includes—

5 (A) not less than 1 eligible local edu-
6 cational agency; and

7 (B)(i) an institution of higher education;

8 (ii) an educational service agency (as de-
9 fined in section 9101 of the Elementary and
10 Secondary Education Act of 1965 (20 U.S.C.
11 7801)); or

12 (iii) a nonprofit organization with dem-
13 onstrated expertise in high-quality middle
14 grades intervention.

15 (5) ELIGIBLE LOCAL EDUCATIONAL AGENCY.—
16 The term “eligible local educational agency” means
17 a local educational agency that serves not less than
18 1 eligible school.

19 (6) ELIGIBLE SCHOOL.—The term “eligible
20 school” means an elementary or secondary school
21 that contains not less than 2 or more successive
22 grades beginning with grade 5 and ending with
23 grade 8 and for which—

24 (A) a high proportion of the middle grades
25 students attending such school go on to attend

1 a secondary school with a graduation rate of
2 less than 65 percent;

3 (B) more than 25 percent of the students
4 who finish grade 6 at such school, or the ear-
5 liest middle grade level at the school, exhibit 1
6 or more of the key risk factors and early risk
7 identification signs, including—

8 (i) student attendance below 90 per-
9 cent;

10 (ii) a failing grade in a mathematics
11 or reading or language arts course;

12 (iii) 2 failing grades in any courses;

13 and

14 (iv) out-of-school suspension or other
15 evidence of at-risk behavior; or

16 (C) more than 50 percent of the middle
17 grades students attending such school do not
18 perform at a proficient level on State student
19 academic assessments required under section
20 1111(b)(3) of the Elementary and Secondary
21 Education Act of 1965 (20 U.S.C. 6311(b)(3))
22 in mathematics or reading or language arts.

23 (7) INSTITUTION OF HIGHER EDUCATION.—The
24 term “institution of higher education” has the

1 meaning given the term in section 101 of the Higher
2 Education Act of 1965 (20 U.S.C. 1001).

3 (8) MIDDLE GRADES.—The term “middle
4 grades” means any of grades 5 through 8.

5 (9) PRINCIPLES OF SCIENTIFIC RESEARCH.—
6 The term “principles of scientific research” has the
7 meaning given the term in section 200 of the Higher
8 Education Act of 1965 (20 U.S.C. 1021).

9 (10) SCIENTIFICALLY VALID RESEARCH.—The
10 term “scientifically valid research” has the meaning
11 given the term in section 200 of the Higher Edu-
12 cation Act of 1965 (20 U.S.C. 1021).

13 (11) SECRETARY.—The term “Secretary”
14 means the Secretary of Education.

15 (12) STATE.—The term “State” means each of
16 the 50 States, the District of Columbia, and the
17 Commonwealth of Puerto Rico.

18 (13) STUDENT WITH A DISABILITY.—The term
19 “student with a disability” means a student who is
20 a child with a disability, as defined in section 602
21 of the Individuals with Disabilities Education Act
22 (20 U.S.C. 1401).

TITLE I—MIDDLE GRADES IMPROVEMENT

3 SEC. 101. PURPOSES.

4 The purposes of this title are to—

5 (1) improve middle grades student academic
6 achievement and prepare students for rigorous sec-
7 ondary school coursework so that such students will
8 graduate from secondary school college and career
9 ready;

10 (2) ensure that curricula and student supports
11 for middle grades education align with the curricula
12 and student supports provided for elementary and
13 secondary school grades;

14 (3) provide resources to State educational agen-
15 cies and local educational agencies to collaboratively
16 develop school improvement plans in order to deliver
17 support and technical assistance to schools serving
18 students in the middle grades; and

19 (4) increase the capacity of States and local
20 educational agencies to develop effective, sustainable,
21 and replicable school improvement programs and
22 models and evidence-based or, when available, sci-
23 entifically valid student interventions for implemen-
24 tation by schools serving students in the middle
25 grades.

1 **SEC. 102. FORMULA GRANTS TO STATE EDUCATIONAL**
2 **AGENCIES FOR MIDDLE GRADES IMPROVE-**
3 **MENT.**

4 (a) **IN GENERAL.**—From amounts appropriated
5 under section 107, the Secretary shall make grants under
6 this title for a fiscal year to each State educational agency
7 for which the Secretary has approved an application under
8 subsection (f) in an amount equal to the allotment deter-
9 mined for such agency under subsection (c) for such fiscal
10 year.

11 (b) **RESERVATIONS.**—From the total amount made
12 available to carry out this title for a fiscal year, the Sec-
13 retary—

14 (1) shall reserve not more than 1 percent for
15 the Secretary of the Interior (on behalf of the Bu-
16 reau of Indian Affairs) and the outlying areas for
17 activities carried out in accordance with this section;

18 (2) shall reserve 1 percent to evaluate the effec-
19 tiveness of this title in achieving the purposes of this
20 title and ensuring that results are peer-reviewed and
21 widely disseminated, which may include hiring an
22 outside evaluator; and

23 (3) shall reserve 5 percent for technical assist-
24 ance and dissemination of best practices in middle
25 grades education to States and local educational
26 agencies.

1 (c) AMOUNT OF STATE ALLOTMENTS.—

2 (1) IN GENERAL.—Except as provided in para-
3 graph (2), of the total amount made available to
4 carry out this title for a fiscal year and not reserved
5 under subsection (b), the Secretary shall allot such
6 amount among the States in proportion to the num-
7 ber of children, aged 5 to 17, who reside within the
8 State and are from families with incomes below the
9 poverty line for the most recent fiscal year for which
10 satisfactory data are available, compared to the
11 number of such individuals who reside in all such
12 States for that fiscal year, determined in accordance
13 with section 1124(c)(1)(A) of the Elementary and
14 Secondary Education Act of 1965 (20 U.S.C.
15 6333(c)(1)(A)).

16 (2) MINIMUM ALLOTMENTS.—No State edu-
17 cational agency shall receive an allotment under this
18 subsection for a fiscal year that is less than $\frac{1}{2}$ of
19 1 percent of the amount made available to carry out
20 this title for such fiscal year.

21 (d) SPECIAL RULE.—For any fiscal year for which
22 the funds appropriated to carry out this title are less than
23 \$500,000,000, the Secretary is authorized to award grants
24 to State educational agencies, on a competitive basis, rath-
25 er than as allotments described in this section, to enable

1 such agencies to award subgrants under section 104 on
2 a competitive basis.

3 (e) REALLOTMENT.—

4 (1) FAILURE TO APPLY; APPLICATION NOT AP-
5 PROVED.—If any State educational agency does not
6 apply for an allotment under this title for a fiscal
7 year, or if the application from the State educational
8 agency is not approved, the Secretary shall reallocate
9 the amount of the State's allotment to the remaining
10 States in accordance with this section.

11 (2) UNUSED FUNDS.—The Secretary may
12 reallocate any amount of an allotment to a State if the
13 Secretary determines that the State will be unable to
14 use such amount within 2 years of such allotment.
15 Such reallocations shall be made on the same basis
16 as allotments are made under subsection (c).

17 (f) APPLICATION.—In order to receive a grant under
18 this title, a State educational agency shall submit an appli-
19 cation to the Secretary at such time, in such manner, and
20 accompanied by such information as the Secretary may
21 reasonably require, including a State middle grades im-
22 provement plan described in section 103(a)(4).

23 (g) PEER REVIEW AND SELECTION.—The Sec-
24 retary—

1 (1) shall establish a peer-review process to as-
2 sist in the review and approval of proposed State ap-
3 plications;

4 (2) shall appoint individuals to participate in
5 the peer-review process who are educators and ex-
6 perts in identifying, evaluating, and implementing
7 effective education programs and practices (includ-
8 ing in the areas of teaching and learning, edu-
9 cational standards and assessments, school improve-
10 ment, rates of suspension and expulsion, and aca-
11 demic and behavioral supports for middle grades
12 students, and in addressing the needs of students
13 with disabilities and English language learners in
14 the middle grades), which individuals may include
15 recognized exemplary middle grades teachers and
16 middle grades principals who have been recognized
17 at the State or national level for exemplary work or
18 contributions to the field;

19 (3) shall ensure that States are given the op-
20 portunity to receive timely feedback, and to interact
21 with peer-review panels, in person or via electronic
22 communication, on issues that need clarification dur-
23 ing the peer-review process;

24 (4) shall approve a State application submitted
25 under this title not later than 120 days after the

1 date of submission of the application unless the Sec-
2 retary determines that the application does not meet
3 the requirements of this title;

4 (5) may not decline to approve a State's appli-
5 cation before—

6 (A) offering the State an opportunity to
7 revise the State's application;

8 (B) providing the State with technical as-
9 sistance in order to submit a successful applica-
10 tion; and

11 (C) providing a hearing to the State; and

12 (6) shall direct the Inspector General of the De-
13 partment of Education to—

14 (A) review final determinations reached by
15 the Secretary to approve or deny State applica-
16 tions;

17 (B) analyze the consistency of the process
18 used by peer-review panels in reviewing and rec-
19 ommending to the Secretary approval or denial
20 of such State applications; and

21 (C) report the findings of this review and
22 analysis to Congress.

23 **SEC. 103. STATE PLAN; AUTHORIZED ACTIVITIES.**

24 (a) **MANDATORY ACTIVITIES.**—

1 (1) IN GENERAL.—A State educational agency
2 that receives a grant under this title shall use the
3 grant funds—

4 (A) to prepare and implement the needs
5 analysis and middle grades improvement plan,
6 as described in paragraphs (3) and (4), of such
7 agency;

8 (B) to make subgrants to eligible local
9 educational agencies or eligible entities under
10 section 104; and

11 (C) to assist eligible local educational agen-
12 cies and eligible entities, when determined nec-
13 essary by the State educational agency or at the
14 request of an eligible local educational agency
15 or eligible entity, in designing a comprehensive
16 schoolwide improvement plan and carrying out
17 the activities under section 104.

18 (2) FUNDS FOR SUBGRANTS.—A State edu-
19 cational agency that receives a grant under this title
20 shall use not less than 80 percent of the grant funds
21 to make subgrants to eligible local educational agen-
22 cies or eligible entities under section 104.

23 (3) MIDDLE GRADES NEEDS ANALYSIS.—

24 (A) IN GENERAL.—A State educational
25 agency that receives a grant under this title

1 shall enter into a contract, or similar formal
2 agreement, to work with entities such as na-
3 tional and regional comprehensive centers (as
4 described in section 203 of the Educational
5 Technical Assistance Act of 2002 (20 U.S.C.
6 9602)), institutions of higher education, or non-
7 profit organizations with demonstrated exper-
8 tise in high-quality middle grades reform, to
9 prepare a plan that analyzes how to strengthen
10 the programs, practices, and policies of the
11 State in supporting students in the middle
12 grades, including the factors, such as local im-
13 plementation, that influence variation in the ef-
14 fectiveness of such programs, practices, and
15 policies.

16 (B) PREPARATION OF PLAN.—In preparing
17 the plan under subparagraph (A), the State
18 educational agency shall examine policies and
19 practices of the State, and of local educational
20 agencies within the State, affecting—

21 (i) middle grades curriculum instruc-
22 tion and assessment;

23 (ii) education accountability and data
24 systems;

1 (iii) teacher quality and equitable dis-
2 tribution;

3 (iv) interventions that support learn-
4 ing in school;

5 (v) family and community engagement
6 in education; and

7 (vi) student and academic support
8 services, such as effective school library
9 programs and school counseling on the
10 transition to secondary school and plan-
11 ning for entry into postsecondary edu-
12 cation and the workforce.

13 (4) MIDDLE GRADES IMPROVEMENT PLAN.—

14 (A) IN GENERAL.—A State educational
15 agency that receives a grant under this title
16 shall develop a middle grades improvement plan
17 that—

18 (i) shall be a statewide plan to im-
19 prove student academic achievement in the
20 middle grades, based on the needs analysis
21 described in paragraph (3); and

22 (ii) describes what students are re-
23 quired to know and do to successfully—

24 (I) complete the middle grades;

25 and

1 (II) make the transition to suc-
2 ceed in academically rigorous sec-
3 ondary school coursework and grad-
4 uate from secondary school college
5 and career ready.

6 (B) PLAN COMPONENTS.—A middle grades
7 improvement plan described in subparagraph
8 (A) shall also describe how the State edu-
9 cational agency will do each of the following:

10 (i)(I) Ensure that the curricula and
11 assessments for middle grades education
12 are aligned with secondary school curricula
13 and assessments and prepare students to
14 take challenging secondary school courses
15 and successfully engage in postsecondary
16 education.

17 (II) Ensure coordination, where appli-
18 cable, with the activities carried out
19 through grants for P–16 education align-
20 ment under section 6201(c)(1) of the
21 America COMPETES Act (20 U.S.C.
22 9871).

23 (III) Ensure that the transition from
24 elementary school to the middle grades is
25 supported through programs that promote

1 successful social, emotional, and cognitive
2 development.

3 (ii) Ensure that professional develop-
4 ment is provided to school leaders, teach-
5 ers, and other school personnel in—

6 (I) addressing the needs of di-
7 verse learners, including students with
8 disabilities and English language
9 learners;

10 (II) using challenging and rel-
11 evant research-based best practices
12 and curricula; and

13 (III) using data to inform in-
14 struction.

15 (iii) Identify and disseminate informa-
16 tion on effective schools and instructional
17 strategies for middle grades students based
18 on high-quality research.

19 (iv) Include specific provisions for stu-
20 dents most at risk of not graduating from
21 secondary school, including English lan-
22 guage learners and students with disabil-
23 ities.

24 (v) Provide technical assistance to eli-
25 gible entities to develop and implement

1 their early warning indicator and interven-
2 tion systems, as described in section
3 104(d)(2)(D).

4 (vi) Define a set of comprehensive
5 school performance indicators that shall be
6 used, in addition to the indicators used to
7 determine adequate yearly progress, as de-
8 fined in section 1111(b)(2)(C) of the Ele-
9 mentary and Secondary Education Act of
10 1965 (20 U.S.C. 6311(b)(2)(C)), to evalu-
11 ate school performance, and guide the
12 school improvement process, such as—

13 (I) student attendance and ab-
14 senteeism;

15 (II) earned on-time promotion
16 rates from grade to grade;

17 (III) percentage of students fail-
18 ing a mathematics, reading or lan-
19 guage arts, or science course, or fail-
20 ing 2 or more of any courses;

21 (IV) teacher quality and attend-
22 ance measures;

23 (V) in-school and out-of-school
24 suspension or other measurable evi-
25 dence of at-risk behavior; and

1 (VI) additional indicators pro-
2 posed by the State educational agen-
3 cy, and approved by the Secretary
4 pursuant to the peer-review process
5 described in section 102(g).

6 (vii) Ensure that such plan is coordi-
7 nated with State activities to turn around
8 other schools in need of improvement, in-
9 cluding State activities to improve sec-
10 ondary schools and elementary schools.

11 (viii) Ensure that such plan includes
12 specific provisions to improve family and
13 community engagement in education in the
14 middle grades.

15 (b) PERMISSIBLE ACTIVITIES.—A State educational
16 agency that receives a grant under this title may use the
17 grant funds to—

18 (1) develop and encourage collaborations among
19 researchers at institutions of higher education, State
20 educational agencies, educational service agencies
21 (as defined in section 9101 of the Elementary and
22 Secondary Education Act of 1965 (20 U.S.C.
23 7801)), local educational agencies, and nonprofit or-
24 ganizations with demonstrated expertise in high-
25 quality middle grades interventions, to expand the

1 use of effective practices in the middle grades and
2 to improve middle grades education;

3 (2) support local educational agencies in imple-
4 menting effective middle grades practices, models,
5 and programs that—

6 (A) are evidence-based or, when available,
7 scientifically valid; and

8 (B) lead to improved student academic
9 achievement;

10 (3) support collaborative communities of middle
11 grades teachers, administrators, school librarians,
12 and researchers in creating and sustaining informa-
13 tional databases to disseminate results from rigorous
14 research on effective practices and programs for
15 middle grades education; and

16 (4) increase middle grades student and aca-
17 demic support services, such as effective school li-
18 brary programs and school counseling on the transi-
19 tion to secondary school and planning for entry into
20 postsecondary education and the workforce.

21 **SEC. 104. COMPETITIVE SUBGRANTS TO IMPROVE LOW-**
22 **PERFORMING MIDDLE GRADES.**

23 (a) IN GENERAL.—A State educational agency that
24 receives a grant under this title shall make competitive
25 subgrants to eligible local educational agencies and eligible

1 entities to enable the eligible local educational agencies
2 and eligible entities to improve low-performing middle
3 grades in schools served by the agencies or entities.

4 (b) PRIORITIES.—In making subgrants under sub-
5 section (a), a State educational agency shall give priority
6 to eligible local educational agencies or eligible entities
7 based on—

8 (1) the respective populations of children de-
9 scribed in section 102(c)(1) served by the eligible
10 local educational agencies participating in the
11 subgrant application process; and

12 (2) the respective populations of children served
13 by the participating eligible local educational agen-
14 cies who attend eligible schools.

15 (c) APPLICATION.—An eligible local educational
16 agency or eligible entity that desires to receive a subgrant
17 under subsection (a) shall submit an application to the
18 State educational agency at such time, in such manner,
19 and accompanied by such information as the State edu-
20 cational agency may reasonably require, including—

21 (1) a comprehensive schoolwide improvement
22 plan described in subsection (d);

23 (2) a description of how activities described in
24 such plan will be coordinated with activities specified
25 in plans for schoolwide programs under section 1114

1 of the Elementary and Secondary Education Act of
2 1965 (20 U.S.C. 6314) and school improvement
3 plans required under section 1116(b)(3) of such Act
4 (20 U.S.C. 6316(b)(3)); and

5 (3) a description of how activities described in
6 such plan will be complementary to, and coordinated
7 with, school improvement activities for elementary
8 schools and secondary schools in need of improve-
9 ment that serve the same students within the par-
10 ticipating local educational agency.

11 (d) COMPREHENSIVE SCHOOLWIDE IMPROVEMENT
12 PLAN.—An eligible local educational agency or eligible en-
13 tity that desires to receive a subgrant under subsection
14 (a) shall develop a comprehensive schoolwide improvement
15 plan for the middle grades that shall—

16 (1) include the information described in sub-
17 section (c)(2);

18 (2) describe how the eligible local educational
19 agency or eligible entity will—

20 (A) identify eligible schools;

21 (B) ensure that funds go to the highest
22 priority eligible schools first, based on the eligi-
23 ble schools' populations of children described in
24 section 102(c)(1);

1 (C) use funds to close achievement gaps
2 and improve the academic achievement of all
3 students, including English language learners
4 and students with disabilities, in eligible
5 schools;

6 (D) implement an early warning indicator
7 and intervention system to alert schools when
8 students begin to exhibit outcomes or behaviors
9 that indicate the student is at increased risk for
10 low academic achievement or is unlikely to
11 progress to secondary school graduation, and to
12 create a system of evidence-based interventions
13 to be used by schools to effectively intervene,
14 by—

15 (i) identifying and analyzing, such as
16 through the use of longitudinal data of
17 past cohorts of students, the academic and
18 behavioral indicators in the middle grades
19 that most reliably predict dropping out of
20 secondary school, such as attendance,
21 chronic absenteeism, behavior measures
22 (including suspensions, officer referrals, or
23 conduct marks), academic performance in
24 core courses, and earned on-time pro-
25 motion from grade-to-grade;

- 1 (ii) analyzing student progress and
2 performance on the indicators identified
3 under clause (i) to guide decisionmaking;
- 4 (iii) analyzing academic indicators to
5 determine whether students are on track to
6 graduate on time, and developing appro-
7 priate evidence-based intervention; and
- 8 (iv) identifying or developing a mecha-
9 nism for regularly collecting and report-
10 ing—
- 11 (I) student-level data on the indi-
12 cators identified under clause (i);
- 13 (II) student-level progress and
14 performance, as described in clause
15 (ii);
- 16 (III) student-level data on the in-
17 dicators described in clause (iii); and
- 18 (IV) information about the im-
19 pact of interventions on student out-
20 comes and progress;
- 21 (E) increase academic rigor and foster stu-
22 dent engagement to ensure students are enter-
23 ing secondary school prepared for success in a
24 rigorous college- and career-ready curriculum,

1 including a description of how such readiness
2 will be measured;

3 (F) implement a systemic transition plan
4 for all students and encourage collaboration
5 among elementary grades, middle grades, and
6 secondary school grades to support the success-
7 ful transition between grades;

8 (G) increase community and family en-
9 gagement in education in the middle grades to
10 support student success; and

11 (H) provide evidence that the strategies,
12 programs, supports, and instructional practices
13 proposed under the schoolwide improvement
14 plan are new and have not been implemented
15 before by the eligible local educational agency
16 or eligible entity; and

17 (3) provide evidence of an ongoing commitment
18 to sustain the plan for a period of not less than 4
19 years.

20 (e) REVIEW AND SELECTION OF SUBGRANTS.—In
21 making subgrants under subsection (a), the State edu-
22 cational agency shall—

23 (1) establish a peer-review process to assist in
24 the review and approval of applications under sub-
25 section (c); and

1 (2) appoint individuals to participate in the
2 peer-review process who are educators and experts in
3 identifying, evaluating, and implementing effective
4 education programs and practices, including—

5 (A) experts in areas of teaching and learn-
6 ing, educational standards and assessments,
7 school improvement, in addressing the needs of
8 students with disabilities and English language
9 learners in the middle grades, and in the aca-
10 demic and behavioral supports for middle
11 grades students; and

12 (B) recognized exemplary middle grades
13 teachers and principals who have been recog-
14 nized at the State or national level for exem-
15 plary work or contributions to the field.

16 (f) REVISION OF SUBGRANTS.—If a State edu-
17 cational agency, using the peer-review process described
18 in subsection (e), determines that an application for a
19 grant under subsection (a) does not meet the requirements
20 of this title, the State educational agency shall notify the
21 eligible local educational agency or eligible entity of such
22 determination and the reasons for such determination, and
23 offer—

1 (1) the eligible local educational agency or eligi-
2 ble entity an opportunity to revise and resubmit the
3 application; and

4 (2) technical assistance to the eligible local edu-
5 cational agency or eligible entity, by the State edu-
6 cational agency or a nonprofit organization with
7 demonstrated expertise in high-quality middle grades
8 interventions, to revise the application.

9 (g) MANDATORY USES OF FUNDS.—An eligible local
10 educational agency or eligible entity that receives a
11 subgrant under subsection (a) shall carry out the fol-
12 lowing:

13 (1) Align the curricula for grades kindergarten
14 through 12 for schools within the local educational
15 agency to improve transitions from elementary
16 grades to middle grades to secondary school grades.

17 (2) In each eligible school served by the eligible
18 local educational agency receiving or participating in
19 the subgrant:

20 (A) Align the curricula for all grade levels
21 within eligible schools to improve grade to grade
22 transitions.

23 (B) Implement evidence-based or, when
24 available, scientifically valid instructional strate-
25 gies, programs, and learning environments that

1 meet the needs of all students and ensure that
2 school leaders and teachers receive professional
3 development on the use of these strategies.

4 (C) Ensure that school leaders, teachers,
5 pupil service personnel, school librarians, and
6 other school staff understand the developmental
7 stages of adolescents in the middle grades and
8 how to deal with those stages appropriately in
9 an educational setting.

10 (D) Implement organizational practices
11 and school schedules that allow for effective
12 leadership, collaborative staff participation, pro-
13 fessional development, effective teacher instruc-
14 tional teaming, and parent and community in-
15 volvement.

16 (E) Create a more personalized and engag-
17 ing learning environment for middle grades stu-
18 dents by developing a personal academic plan
19 for each student and assigning not less than 1
20 adult to help monitor student progress.

21 (F) Provide all students, and the students'
22 families, with information about, and assistance
23 with, the requirements for secondary school
24 graduation, admission to an institution of high-
25 er education, and career success.

1 (G) Utilize data from an early warning in-
2 dicator and intervention system described in
3 subsection (d)(2)(D) to identify struggling stu-
4 dents and assist the students as the students
5 transition from elementary school to middle
6 grades to secondary school.

7 (H) Implement academic supports, such as
8 effective school library programs, and effective
9 and coordinated additional assistance programs
10 to ensure that students have a strong founda-
11 tion in reading, writing, mathematics, and
12 science skills.

13 (I) Implement evidence-based or, when
14 available, scientifically valid schoolwide pro-
15 grams and targeted supports to promote posi-
16 tive academic outcomes, such as increased at-
17 tendance rates and the promotion of physical,
18 personal, and social development.

19 (J) Develop and use effective formative as-
20 sessments to inform instruction.

21 (h) PERMISSIBLE USES OF FUNDS.—An eligible local
22 educational agency or eligible entity that receives a
23 subgrant under subsection (a) may use the subgrant funds
24 to carry out the following:

1 (1) Implement extended learning opportunities
2 in core academic areas including more instructional
3 time in literacy, mathematics, science, history, and
4 civics in addition to opportunities for language in-
5 struction and understanding other cultures and the
6 arts.

7 (2) Provide evidence-based professional develop-
8 ment activities with specific benchmarks to enable
9 teachers and other school staff to appropriately
10 monitor academic and behavioral progress of, and
11 modify curricula and implement accommodations
12 and assistive technology services for, students with
13 disabilities, consistent with the students' individual-
14 ized education programs under section 614(d) of the
15 Individuals with Disabilities Education Act (20
16 U.S.C. 1414(d)).

17 (3) Employ and use instructional coaches, in-
18 cluding literacy, mathematics, and English language
19 learner coaches.

20 (4) Provide professional development for con-
21 tent-area teachers and school librarians on working
22 effectively with English language learners and stu-
23 dents with disabilities, as well as professional devel-
24 opment for English as a second language educators,
25 bilingual educators, and special education personnel.

1 (5) Provide professional development in areas
2 that support decreasing rates of suspension and ex-
3 pulsion.

4 (6) Encourage and facilitate the sharing of data
5 among elementary grades, middle grades, secondary
6 school grades, and postsecondary educational institu-
7 tions.

8 (7) Create collaborative study groups composed
9 of principals or middle grades teachers, or both,
10 among eligible schools within the eligible local edu-
11 cational agency receiving or participating in the
12 subgrant, or between such eligible local educational
13 agency and another local educational agency, with a
14 focus on developing and sharing methods to increase
15 student learning and academic achievement.

16 (i) PLANNING SUBGRANTS.—

17 (1) IN GENERAL.—In addition to the subgrants
18 described in subsection (a), a State educational
19 agency may (without regard to the preceding provi-
20 sions of this section) make planning subgrants, and
21 provide technical assistance, to eligible local edu-
22 cational agencies and eligible entities that have not
23 received a subgrant under subsection (a) to assist
24 the local educational agencies and eligible entities in
25 meeting the requirements of subsections (c) and (d).

1 (2) AMOUNT AND DURATION.—Each subgrant
2 under this subsection shall be in an amount of not
3 more than \$100,000 and shall be for a period of not
4 more than 1 year in duration.

5 **SEC. 105. DURATION OF GRANTS; SUPPLEMENT NOT SUP-**
6 **PLANT.**

7 (a) DURATION OF GRANTS.—

8 (1) IN GENERAL.—Except as provided in para-
9 graph (2), grants under this title and subgrants
10 under section 104(a) may not exceed 3 years in du-
11 ration.

12 (2) RENEWALS.—

13 (A) IN GENERAL.—Grants and subgrants
14 under this title may be renewed in 2-year incre-
15 ments.

16 (B) CONDITIONS.—In order to be eligible
17 to have a grant or subgrant renewed under this
18 paragraph, the grant or subgrant recipient shall
19 demonstrate, to the satisfaction of the granting
20 entity, that—

21 (i) the recipient has complied with the
22 terms of the grant or subgrant, including
23 by undertaking all required activities; and

1 (ii) during the period of the grant or
2 subgrant, there has been significant
3 progress in—

4 (I) student academic achieve-
5 ment, as measured by the annual
6 measurable objectives established pur-
7 suant to section 1111(b)(2)(C)(v) of
8 the Elementary and Secondary Edu-
9 cation Act (20 U.S.C.
10 6311(b)(2)(C)(v)); and

11 (II) other key risk factors such
12 as attendance, rates of chronic absen-
13 teeism, and on-time promotion.

14 (b) FEDERAL FUNDS TO SUPPLEMENT, NOT SUP-
15 PLANT, NON-FEDERAL FUNDS.—

16 (1) IN GENERAL.—A State educational agency,
17 eligible local educational agency, or eligible entity
18 shall use Federal funds received under this title only
19 to supplement the funds that would, in the absence
20 of such Federal funds, be made available from non-
21 Federal sources for the education of pupils partici-
22 pating in programs assisted under this title, and not
23 to supplant such funds.

24 (2) SPECIAL RULE.—Nothing in this title shall
25 be construed to authorize an officer, employee, or

1 contractor of the Federal Government to mandate,
2 direct, limit, or control a State, local educational
3 agency, or school's specific instructional content,
4 academic achievement standards and assessments,
5 curriculum, or program of instruction.

6 **SEC. 106. EVALUATION AND REPORTING.**

7 (a) EVALUATION.—Not later than 180 days after the
8 date of enactment of this Act, and annually thereafter for
9 the period of the grant, each State receiving a grant under
10 this title shall—

11 (1) conduct an evaluation of the State's
12 progress regarding the impact of the changes made
13 to the policies and practices of the State in accord-
14 ance with this title, including—

15 (A) a description of the specific changes
16 made, or in the process of being made, to poli-
17 cies and practices as a result of the grant;

18 (B) a discussion of any barriers hindering
19 the identified changes in policies and practices,
20 and implementation strategies to overcome such
21 barriers;

22 (C) evidence of the impact of changes to
23 policies and practices on behavior and actions
24 at the local educational agency and school level;
25 and

1 (D) evidence of the impact of the changes
2 to State and local policies and practices on im-
3 proving measurable learning gains by middle
4 grades students;

5 (2) use the results of the evaluation conducted
6 under paragraph (1) to adjust the policies and prac-
7 tices of the State as necessary to achieve the pur-
8 poses of this title; and

9 (3) submit the results of the evaluation to the
10 Secretary.

11 (b) AVAILABILITY.—The Secretary shall make the re-
12 sults of each State’s evaluation under subsection (a) avail-
13 able to other States and local educational agencies.

14 (c) LOCAL EDUCATIONAL AGENCY REPORTING.—On
15 an annual basis, each eligible local educational agency and
16 eligible entity receiving a subgrant under section 104(a)
17 shall report to the State educational agency and to the
18 public on—

19 (1) the performance on the school performance
20 indicators (as described in section 103(a)(4)(B)(vi))
21 for each eligible school served by the eligible local
22 educational agency or eligible entity, in the aggre-
23 gate and disaggregated by the subgroups described
24 in section 1111(b)(2)(C)(v)(II) of the Elementary

1 and Secondary Education Act of 1965 (20 U.S.C.
2 6311(b)(2)(C)(v)(II)); and

3 (2) the use of funds by the eligible local edu-
4 cational agency or eligible entity and each such
5 school.

6 (d) STATE EDUCATIONAL AGENCY REPORTING.—On
7 an annual basis, each State educational agency receiving
8 grant funds under this title shall report to the Secretary
9 and to the public on—

10 (1) the performance of eligible schools in the
11 State, based on the school performance indicators
12 described in section 103(a)(4)(B)(vi), in the aggre-
13 gate and disaggregated by the subgroups described
14 in section 1111(b)(2)(C)(v)(II) of the Elementary
15 and Secondary Education Act of 1965 (20 U.S.C.
16 6311(b)(2)(C)(v)(II)); and

17 (2) the use of the funds by each eligible local
18 educational agency in the State and by each eligible
19 school.

20 (e) REPORT TO CONGRESS.—Every 2 years, the Sec-
21 retary shall report to the public and to Congress—

22 (1) a summary of the State reports under sub-
23 section (d); and

24 (2) the use of funds by each State under this
25 title.

1 **SEC. 107. AUTHORIZATION OF APPROPRIATIONS.**

2 There are authorized to be appropriated to carry out
3 this title \$1,000,000,000 for fiscal year 2014 and such
4 sums as may be necessary for each of the 5 succeeding
5 fiscal years.

6 **TITLE II—RESEARCH**
7 **RECOMMENDATIONS**

8 **SEC. 201. PURPOSE.**

9 The purpose of this title is to facilitate the genera-
10 tion, dissemination, and application of research needed to
11 identify and implement effective practices that lead to con-
12 tinual student learning and high academic achievement in
13 the middle grades.

14 **SEC. 202. RESEARCH RECOMMENDATIONS.**

15 (a) **STUDY ON PROMISING PRACTICES.—**

16 (1) **IN GENERAL.—**Not later than 60 days after
17 the date of enactment of this Act, the Secretary
18 shall enter into a contract with the Center for Edu-
19 cation of the National Academies to study and iden-
20 tify promising practices for the improvement of mid-
21 dle grades education.

22 (2) **CONTENT OF STUDY.—**The study described
23 in paragraph (1) shall identify promising practices
24 currently being implemented for the improvement of
25 middle grades education. The study shall be con-
26 ducted in an open and transparent way that provides

1 interim information to the public about criteria
2 being used to identify—

3 (A) promising practices;

4 (B) the practices that are being consid-
5 ered; and

6 (C) the kind of evidence needed to docu-
7 ment effectiveness.

8 (3) REPORT.—The contract entered into pursu-
9 ant to this subsection shall require that the Center
10 for Education of the National Academies submit to
11 the Secretary, the Committee on Health, Education,
12 Labor, and Pensions of the Senate, and the Com-
13 mittee on Education and the Workforce of the
14 House of Representatives a final report regarding
15 the study conducted under this subsection not later
16 than 1 year after the date of the commencement of
17 the contract.

18 (4) PUBLICATION.—The Secretary shall make
19 public and post on the website of the Department of
20 Education the findings of the study conducted under
21 this subsection.

22 (b) SYNTHESIS STUDY OF EFFECTIVE TEACHING
23 AND LEARNING IN MIDDLE GRADES.—

24 (1) IN GENERAL.—Not later than 60 days after
25 the date of enactment of this Act, the Secretary

1 shall enter into a contract with the Center for Edu-
2 cation of the National Academies to review existing
3 research on middle grades education, and on factors
4 that might lead to increased effectiveness and en-
5 hanced innovation in middle grades education.

6 (2) CONTENT OF STUDY.—The study described
7 in paragraph (1) shall review research on education
8 programs, practices, and policies, as well as research
9 on the cognitive, social, and emotional development
10 of children in the middle grades age range, in order
11 to provide an enriched understanding of the factors
12 that might lead to the development of innovative and
13 effective middle grades programs, practices, and
14 policies. The study shall focus on—

15 (A) the areas of curriculum, instruction,
16 and assessment (including additional supports
17 for students who are below grade level in read-
18 ing, writing, mathematics, and science, and the
19 identification of students with disabilities) to
20 better prepare all students for subsequent suc-
21 cess in secondary school, postsecondary edu-
22 cation, and cognitively challenging employment;

23 (B) the quality of, and supports for, the
24 teacher workforce;

1 (C) aspects of student behavioral and so-
2 cial development, and of social interactions
3 within schools that affect the learning of aca-
4 demic content;

5 (D) the ways in which schools and local
6 educational agencies are organized and operated
7 that may be linked to student outcomes;

8 (E) how development and use of early
9 warning indicator and intervention systems can
10 reduce risk factors for dropping out of school
11 and low academic achievement; and

12 (F) identification of areas where further
13 research and evaluation may be needed on these
14 topics to further the development of effective
15 middle grades practices.

16 (3) REPORT.—The contract entered into pursu-
17 ant to this subsection shall require that the Center
18 for Education of the National Academies submit to
19 the Secretary, the Committee on Health, Education,
20 Labor, and Pensions of the Senate, and the Com-
21 mittee on Education and the Workforce of the
22 House of Representatives a final report regarding
23 the study conducted under this subsection not later
24 than 2 years after the date of commencement of the
25 contract.

1 (4) PUBLICATION.—The Secretary shall make
2 public and post on the website of the Department of
3 Education the findings of the study conducted under
4 this subsection.

5 (c) OTHER ACTIVITIES.—The Secretary shall carry
6 out each of the following:

7 (1) Create a national clearinghouse, in coordi-
8 nation with entities such as What Works and the
9 Doing What Works Clearinghouses, for research in
10 best practices in the middle grades and in the ap-
11 proaches that successfully take those best practices
12 to scale in schools and local educational agencies.

13 (2) Create a national middle grades database
14 accessible to educational researchers, practitioners,
15 and policymakers that identifies school, classroom,
16 and system-level factors that facilitate or impede
17 student academic achievement in the middle grades.

18 (3) Require the Institute of Education Sciences
19 to develop a strand of field-initiated and scientif-
20 ically valid research designed to enhance perform-
21 ance of schools serving middle grades students, and
22 of middle grades students who are most at risk of
23 educational failure, which may be coordinated with
24 the regional educational laboratories established
25 under section 174 of the Education Sciences Reform

1 Act of 2002 (20 U.S.C. 9564), institutions of higher
2 education, agencies recognized for their research
3 work that has been published in peer-reviewed jour-
4 nals, and organizations that have such regional edu-
5 cational laboratories. Such research shall target spe-
6 cific issues such as—

7 (A) effective practices for instruction and
8 assessment in mathematics, science, technology,
9 and literacy;

10 (B) academic interventions for adolescent
11 English language learners;

12 (C) school improvement programs and
13 strategies for closing the academic achievement
14 gap and decreasing rates of suspension and ex-
15 pulsion;

16 (D) evidence-based or, when available, sci-
17 entifically valid professional development plan-
18 ning targeted to improve pedagogy and student
19 academic achievement;

20 (E) the effects of increased learning or ex-
21 tended school time in the middle grades; and

22 (F) the effects of decreased class size or
23 increased instructional and support staff.

24 (4) Strengthen the work of the existing national
25 research and development centers under section

1 133(c) of the Education Sciences Reform Act of
2 2002 (20 U.S.C. 9533(c)), as of the date of enact-
3 ment of this Act, by adding an educational research
4 and development center dedicated to addressing—

5 (A) curricular, instructional, and assess-
6 ment issues pertinent to the middle grades
7 (such as mathematics, science, technological flu-
8 ency, the needs of English language learners,
9 and students with disabilities);

10 (B) comprehensive reforms for low-per-
11 forming middle grades; and

12 (C) other topics pertinent to improving the
13 academic achievement of middle grades stu-
14 dents.

15 (5) Provide grants to nonprofit organizations,
16 for-profit organizations, institutions of higher edu-
17 cation, and others to partner with State educational
18 agencies and local educational agencies to develop,
19 adapt, or replicate effective models for turning
20 around low-performing middle grades.

21 **SEC. 203. AUTHORIZATION OF APPROPRIATIONS; RESERVA-**
22 **TIONS.**

23 (a) AUTHORIZATION.—There are authorized to be ap-
24 propriated to carry out this title \$100,000,000 for fiscal

1 year 2014 and such sums as may be necessary for each
2 of the 5 succeeding fiscal years.

3 (b) RESERVATIONS.—From the total amount made
4 available to carry out this title, the Secretary shall re-
5 serve—

6 (1) 2.5 percent for the studies described in sub-
7 sections (a) and (b) of section 202;

8 (2) 5 percent for the clearinghouse described in
9 section 202(c)(1);

10 (3) 5 percent for the database described in sec-
11 tion 202(c)(2);

12 (4) 42.5 percent for the activities described in
13 section 202(c)(3);

14 (5) 15 percent for the activities described in
15 section 202(c)(4); and

16 (6) 30 percent for the activities described in
17 section 202(c)(5).

○