

110TH CONGRESS
1ST SESSION

H. R. 3611

To establish the Bringing Success to Scale program in the Department
of Education.

IN THE HOUSE OF REPRESENTATIVES

SEPTEMBER 20, 2007

Ms. SHEA-PORTER (for herself and Mr. HODES) introduced the following bill;
which was referred to the Committee on Education and Labor

A BILL

To establish the Bringing Success to Scale program in the
Department of Education.

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 “Bringing Success to
5 Scale Act”.

6 **SEC. 2. BRINGING SUCCESS TO SCALE PROGRAM.**

7 (a) **ACADEMIC ACHIEVEMENT AWARDS PROGRAM.**—

8 The Secretary is authorized to establish a Bringing Suc-
9 cess to Scale program for making academic achievement
10 awards that recognize local educational agencies and

1 schools that meet the requirements described in subsection
2 (b). The Bringing Success to Scale program shall—

3 (1) award grants that designate and reward as
4 Distinguished School Districts such local educational
5 agencies that have made the greatest gains in clos-
6 ing the achievement gap as described in subsection
7 (b)(1), in order that such local educational agencies
8 may serve as models for and provide support to
9 other school districts;

10 (2) award grants that designate and reward—

11 (A) as Distinguished Schools such schools
12 that meet the criteria described in subsection
13 (b)(1); and

14 (B) as Distinguished School Support Orga-
15 nizations, school management or support orga-
16 nizations, nonprofit organizations and human
17 capital providers in order to allow them to work
18 in partnerships with the private sector and phil-
19 anthropic community in order to—

20 (i) ensure their sustainability and
21 growth;

22 (ii) sustain and expand innovative
23 programs that produce results; and

24 (iii) identify and document the best
25 practices that can be shared with schools

1 and local educational agencies in commu-
2 nities across the country.

3 (b) REQUIREMENTS.—To receive an award under
4 subsection (a), a local educational agency or school shall—

5 (1) have significantly closed the achievement
6 gap between the groups of students described in sec-
7 tion 1111(b)(2) of the Elementary and Secondary
8 Education Act of 1965;

9 (2) exceeded the State’s Annual Measurable
10 Objectives consistent with such section 1111(b)(2)
11 for two or more consecutive years;

12 (3) have made significant improvement on other
13 meaningful data such as graduation rates and in-
14 creased recruitment and placement of high quality
15 teachers and principals; and

16 (4) demonstrate that they have established
17 partnerships with the private sector, which may in-
18 clude philanthropic organizations, and will provide
19 matching funds in order to help bring results to
20 scale.

21 (c) CRITERIA.—The Secretary shall select, for awards
22 under subsection (a), local educational agencies and
23 schools based on the following criteria:

24 (1) Demonstrated impact in realizing signifi-
25 cant gains in student achievement.

1 (2) Demonstrated improvement in at least one
2 of the following indicators:

3 (A) Increased graduation rates.

4 (B) Increased recruitment and placement
5 of outstanding teachers and principals.

6 (C) Increase in the quality of professional
7 development including facilitating use of forma-
8 tive assessments and use of data to improve in-
9 struction and the implementation of these prac-
10 tices into classrooms.

11 (D) Increased parental and community in-
12 volvement.

13 (3) Demonstrate a clear strategy for taking the
14 implications of their work to scale and a sound orga-
15 nizational and growth plan to expand the impact of
16 the organization or program.

17 (4) Demonstrate the establishment of clear
18 measures of success that will be used in the ongoing
19 evaluation and management of the program.

20 (d) AUTHORIZED ACTIVITIES.—Grant funds provided
21 under this section may be used to carry out the following
22 activities:

23 (1) Expansion of highly successful school man-
24 agement organizations.

1 (2) Supporting the growth of human capital or-
2 ganizations, which could include—

3 (A) supporting teacher training programs
4 in order to expand the number of teachers they
5 prepare or the number of sites in which they
6 place teachers; and

7 (B) supporting principal training programs
8 in order to expand the number of principals
9 they prepare or the number of sites in which
10 they place principals; including

11 (C) expanding support for residency based
12 training models in order to host more residents
13 through funding more mentors.

14 (3) Supporting the replication of highly success-
15 ful practices within local educational agencies, which
16 may include—

17 (A) expanding teacher recruitment, train-
18 ing and development strategies;

19 (B) expanding innovative teacher com-
20 pensation strategies;

21 (C) supporting principals to become more
22 effective leaders; and

23 (D) supporting and training teachers to be
24 more effective grade level and school leaders

1 and to be more effective in identifying and
2 meeting the specific needs of each child.

3 (4) Promoting more effective parent and com-
4 munity involvement in schools, which could include
5 programs that systematically engage networks of
6 parents to support student learning.

7 (5) Supporting the building and dissemination
8 of educational tools that improve student learning
9 and which could include—

10 (A) high quality assessment systems that
11 teachers can use to modify instruction;

12 (B) classroom technology aids that help
13 target the learning needs of individual students
14 based on past performance; and

15 (C) supporting technical assistance and
16 training which improves: principals' ability to
17 manage change, teachers' ability to improve
18 achievement, and district teams' ability to im-
19 plement instructional reform at the school or
20 network level.

21 (6) Supporting nonprofit organizations or local
22 educational agencies working with networks of
23 schools with site-based decisionmaking authority, in-
24 cluding supporting guidance, technical assistance,
25 and training for implementing a site-based decision-

1 making model and scaling up the best and proven
2 practices from these schools across a school network.

3 (7) Supporting educational support organiza-
4 tions that provide high quality before school, after
5 school, or in school academic, emotional, and behav-
6 ioral supports that may include—

7 (A) high quality exposure to arts, athletic,
8 and service opportunities for students;

9 (B) mentoring programs that provide in-
10 structional and behavioral support; and

11 (C) wrap-around service programs that
12 provide social, emotional, or behavioral support
13 to students and parents through school or com-
14 munity-based programming.

15 **SEC. 3. AUTHORIZATION OF APPROPRIATIONS.**

16 There are authorized to be appropriated to carry out
17 this Act such sums as may be necessary.

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