

110TH CONGRESS
1ST SESSION

S. 164

To modernize the education system of the United States.

IN THE SENATE OF THE UNITED STATES

JANUARY 4, 2007

Mr. KENNEDY introduced the following bill; which was read twice and referred to the Committee on Health, Education, Labor, and Pensions

A BILL

To modernize the education system of the United States.

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 “States Using Collabo-
5 ration and Coordination to Enhance Standards for Stu-
6 dents Act of 2007” or the “SUCCESS Act”.

7 **SEC. 2. FINDINGS.**

8 Congress finds the following:

9 (1) Throughout our Nation’s history, the skills
10 and education of our workforce have been a major
11 determinant of the standard of living of the people
12 of the United States.

1 (2) According to the most recent National As-
2 sessment of Educational Progress, only 36 percent
3 of the students in grade 4 and 30 percent of the stu-
4 dents in grade 8 reach the proficient level in mathe-
5 matics. In reading, only 31 percent of the students
6 in grades 4 and 8 reach the proficient level. In
7 science, only 29 percent of the students in grades 4
8 and 8 reach the proficient level.

9 (3) A State-by-State comparison of the 2005
10 National Assessment of Educational Progress aver-
11 age scale scores for 8th grade mathematics reveals
12 that 31 States—more than $\frac{1}{2}$ of the States in the
13 Nation—scored more than 10 points (about 1 grade
14 level) below the highest scoring State, Massachu-
15 setts.

16 (4) Student achievement in mathematics and
17 science in elementary school and secondary school in
18 the United States lags behind other nations, accord-
19 ing to the Trends in International Mathematics and
20 Science study and other studies, including the Pro-
21 gramme for International Student Assessment, that
22 recently ranked United States secondary school stu-
23 dents 28th out of 40 first- and second-world nations,
24 and tied with Latvia, in mathematics performance
25 and problem solving.

1 (5) According to a report released in August,
2 2006, the Nation loses more than \$3,700,000,000 a
3 year in the costs of remedial education and in indi-
4 viduals' reduced earning potential because students
5 are not learning the basic skills they need to succeed
6 after high school.

7 **SEC. 3. PURPOSES.**

8 The purposes of this Act are the following:

9 (1) To ensure students receive an education
10 competitive with other industrialized countries.

11 (2) To assist States in improving the rigor of
12 standards and assessments.

13 (3) To provide for the establishment of pre-
14 kindergarten through grade 16 student preparedness
15 councils to better link early childhood education and
16 school readiness with elementary school success, ele-
17 mentary student skills with success in secondary
18 school, and secondary student skills and curricula,
19 especially with respect to reading, mathematics, and
20 science, with the demands of higher education, the
21 21st century workforce, and the Armed Forces, in
22 order to ensure that greater number of students, es-
23 pecially low-income and minority students, complete
24 secondary school with the coursework and skills nec-
25 essary to enter—

1 (A) credit-bearing coursework in higher
2 education without the need for remediation;

3 (B) high-paying employment in the 21st
4 century workforce; or

5 (C) the Armed Forces.

6 (4) To establish a system that encourages local
7 educational agencies to adopt a curriculum that
8 meets State academic content standards and student
9 academic achievement standards and prepares all
10 students for success in elementary school, secondary
11 school, and post-secondary endeavors in the 21st
12 century.

13 **SEC. 4. DEFINITIONS.**

14 In this Act:

15 (1) **IN GENERAL.**—The terms “elementary
16 school”, “limited English proficient”, “local edu-
17 cational agency”, “scientifically based research”,
18 “secondary school”, “Secretary”, and “State edu-
19 cational agency” have the meanings given such
20 terms in section 9101 of the Elementary and Sec-
21 ondary Education Act of 1965 (20 U.S.C. 7801).

22 (2) **21ST CENTURY CURRICULUM.**—The term
23 “21st century curriculum” means a course of study
24 identified by a State as preparing secondary school
25 students for entrance into credit-bearing coursework

1 in higher education without the need for remedi-
2 ation, employment in the 21st century workforce, or
3 entrance into the Armed Forces. A State shall define
4 the 21st century curriculum in terms of content as
5 well as course names.

6 (3) ACADEMIC CONTENT STANDARDS; STUDENT
7 ACADEMIC ACHIEVEMENT STANDARDS.—The terms
8 “academic content standards” and “student aca-
9 demic achievement standards”, when used with re-
10 spect to a particular State, mean the academic con-
11 tent standards and student academic achievement
12 standards adopted by a State under section
13 1111(b)(1) of the Elementary and Secondary Edu-
14 cation Act of 1965 (20 U.S.C. 6311(b)(1)).

15 (4) CRITICAL-NEED FOREIGN LANGUAGE.—The
16 term “critical-need foreign language” means a lan-
17 guage included on the list of critical-need foreign
18 languages that the Secretary shall develop and up-
19 date in consultation with the head official, or a des-
20 ignee of such head official, of the National Security
21 Council, the Department of Homeland Security, the
22 Department of Defense, the Department of State,
23 the Federal Bureau of Investigation, the Depart-
24 ment of Labor, and the Department of Commerce,
25 and the Director of National Intelligence.

1 (5) END OF COURSE EXAMINATION.—The term
2 “end of course examination” means an assessment
3 of student learning given at the end of a particular
4 course that is used to measure student learning of
5 State academic content standards in the subject
6 matter of the course.

7 (6) ENGINEERING AND TECHNOLOGY EDU-
8 CATION.—The term “engineering and technology
9 education” means a curriculum and instruction
10 that—

11 (A) uses technology as a knowledge base or
12 as a way of teaching innovation using an engi-
13 neering design process and context;

14 (B) develops an appreciation and funda-
15 mental understanding of technology through de-
16 sign skills and the use of materials, tools, proc-
17 esses, and limited resources;

18 (C) is taught in conjunction with applied
19 mathematics, science, language arts, fine arts,
20 and social studies as a part of a comprehensive
21 education;

22 (D) applies the use of tools and skills em-
23 ployed by a globalized skilled 21st century
24 workforce that are necessary for communica-
25 tion, manufacturing, construction, energy sys-

1 tems, biomedical systems, transportation sys-
2 tems, and other related fields; and

3 (E) through the application of engineering
4 principles and concepts, develops proficiency in
5 abstract ideas and in problem-solving tech-
6 niques that build a comprehensive education.

7 (7) INSTITUTION OF HIGHER EDUCATION.—The
8 term “institution of higher education” has the
9 meaning given the term in section 101(a) of the
10 Higher Education Act of 1965 (20 U.S.C. 1001(a)).

11 (8) PROFESSIONAL DEVELOPMENT.—The term
12 “professional development” includes activities that—

13 (A) improve and increase teachers’ knowl-
14 edge of the academic subjects the teachers
15 teach, and enable teachers to become highly
16 qualified;

17 (B) are an integral part of broad edu-
18 cational improvement plans across the school
19 and across the local educational agency;

20 (C) give teachers, principals, and adminis-
21 trators the knowledge and skills to provide stu-
22 dents with the opportunity to meet the State
23 academic content standards and student aca-
24 demic achievement standards and the 21st cen-
25 tury curriculum demands;

1 (D) are high-quality, sustained, intensive,
2 and classroom-focused, in order to have a posi-
3 tive and lasting effect on classroom instruction
4 and the teacher's performance in the classroom;

5 (E) advance teacher understanding of ef-
6 fective instructional strategies that are based on
7 scientifically based research and are directly
8 aligned with the State academic content stand-
9 ards and State assessments;

10 (F) are designed to give teachers the
11 knowledge and skills to provide instruction and
12 appropriate language and academic support
13 services to limited English proficient students
14 and students with special needs, including the
15 appropriate use of curricula and assessments;

16 (G) are, as a whole, regularly evaluated for
17 their impact on increased teacher effectiveness
18 and improved student academic achievement,
19 with the findings of the evaluations used to im-
20 prove the quality of professional development;
21 and

22 (H) include instruction in the use of data
23 and assessments to inform and instruct class-
24 room practice.

1 (9) STATE.—The term “State” means each of
2 the several States of the United States, the District
3 of Columbia, the Commonwealth of Puerto Rico, the
4 United States Virgin Islands, Guam, American
5 Samoa, the Commonwealth of the Northern Mariana
6 Islands, the Republic of the Marshall Islands, the
7 Federated States of Micronesia, and the Republic of
8 Palau.

9 (10) STATE ASSESSMENT.—The term “State
10 assessment”, when used with respect to a particular
11 State, means the student academic assessments im-
12 plemented by the State pursuant to section
13 1111(b)(3) of the Elementary and Secondary Edu-
14 cation Act of 1965 (20 U.S.C. 6311(b)(3)).

15 (11) STUDENT PREPAREDNESS.—The term
16 “student preparedness” means preparedness based
17 on the knowledge and skills that—

- 18 (A) are prerequisites for entrance into—
- 19 (i) credit-bearing coursework in higher
20 education without the need for remedi-
21 ation;
- 22 (ii) the 21st century workforce; and
- 23 (iii) the Armed Forces;

1 (B) can be measured and verified objec-
2 tively using widely accepted professional assess-
3 ment standards; and

4 (C) are consistent with widely accepted
5 professional assessment standards and competi-
6 tive with international levels of preparedness of
7 students for postsecondary success.

8 **SEC. 5. ALIGNING STATE STANDARDS WITH NATIONAL**
9 **BENCHMARKS.**

10 (a) REPORT ON RESULTS OF STATE ASSESSMENTS
11 AND NATIONAL ASSESSMENT.—Not later than 90 days
12 after each release of the results of the National Assess-
13 ment of Educational Progress (as carried out under sec-
14 tion 303(b)(2) of the National Assessment of Educational
15 Progress Authorization Act (20 U.S.C. 9622(b)(2)) and
16 section 1111(c)(2) of the Elementary and Secondary Edu-
17 cation Act of 1965 (20 U.S.C. 6311(c)(2))) in reading or
18 mathematics (or, beginning in 2009, science) in grades 4
19 and 8, the Secretary shall—

20 (1) prepare and submit to Congress the report
21 described in subsection (b) on the results of the
22 State assessments and the assessments of reading
23 and mathematics, and, beginning in 2009, science,
24 in grades 4 and 8, required under section 1111(c)(2)

1 of the Elementary and Secondary Education Act of
2 1965; and

3 (2) identify States with significant discrepancies
4 in performance between the 2 assessments, as de-
5 scribed in subsection (b)(3).

6 (b) CONTENTS OF REPORT.—

7 (1) IN GENERAL.—The report described in this
8 subsection shall include the following information for
9 each subject area and grade described in subsection
10 (a)(1) in each State:

11 (A) The percentage of students who per-
12 formed at or above the basic level on the State
13 assessment—

14 (i) for the most recent applicable year;

15 (ii) for the preceding year; and

16 (iii) for the previous year in which the
17 assessment required under section
18 1111(c)(2) of the Elementary and Sec-
19 ondary Education Act of 1965 was given
20 in such subject,

21 and the change in such percentages between
22 those assessments.

23 (B) The percentage of students who per-
24 formed at or above the proficient level on the
25 State assessment—

1 (i) for the most recent applicable year;
2 (ii) for the preceding year; and
3 (iii) for the previous year in which the
4 assessment required under section
5 1111(c)(2) of the Elementary and Sec-
6 ondary Education Act of 1965 was given
7 in such subject,
8 and the change in such percentages between
9 those assessments.

10 (C) The percentage of students who per-
11 formed at or above the basic level on the assess-
12 ment required under section 1111(c)(2) of the
13 Elementary and Secondary Education Act of
14 1965—

15 (i) for the most recent applicable year;
16 and
17 (ii) for the previous such assessment,
18 and the change in such percentages between
19 those assessments.

20 (D) The percentage of students who per-
21 formed at or above the proficient level on the
22 assessment required under section 1111(c)(2)
23 of the Elementary and Secondary Education
24 Act of 1965—

1 (i) for the most recent applicable year;

2 and

3 (ii) for the previous such assessment,

4 and the change in such percentages between

5 those assessments.

6 (E) The difference between—

7 (i) the percentage of students who

8 performed at or above the basic level for

9 the most recent applicable year on the as-

10 sessment required under section

11 1111(c)(2) of the Elementary and Sec-

12 ondary Education Act of 1965; and

13 (ii) the percentage of students who

14 performed at or above the basic level on

15 the State assessment for such year.

16 (F) The difference between—

17 (i) the percentage of students who

18 performed at or above the proficient level

19 for the most recent applicable year on the

20 assessment required under section

21 1111(c)(2) of the Elementary and Sec-

22 ondary Education Act of 1965; and

23 (ii) the percentage of students who

24 performed at or above the proficient level

25 on the State assessment for such year.

1 (2) ANALYSIS.—In addition to the information
2 described in paragraph (1), the Secretary shall in-
3 clude in the report—

4 (A) an analysis of how the achievement of
5 students in grades 4, 8, and 12, and the pre-
6 paredness of students in grade 12 (when such
7 data on preparedness exists from assessments
8 described in section 303 of the National Assess-
9 ment of Educational Progress Authorization
10 Act (as amended by this Act)), in the United
11 States compares to the achievement and pre-
12 paredness of students in other industrialized
13 countries; and

14 (B) possible reasons for any deficiencies
15 identified in the achievement or preparedness of
16 United States students compared to students in
17 other industrialized countries.

18 (3) RANKING.—The Secretary shall—

19 (A) using the information described in
20 paragraph (1), rank the States according to the
21 degree to which student performance on State
22 assessments differs from performance on the
23 assessments required under section 1111(c)(2)
24 of the Elementary and Secondary Education
25 Act of 1965; and

1 (B) identify those States with the most
2 significant discrepancies in performance be-
3 tween the State assessments and the assess-
4 ments required under section 1111(c)(2) of the
5 Elementary and Secondary Education Act of
6 1965.

7 (c) REPORT ON STATE PROGRESS.—Beginning 5
8 years after the date of enactment of this Act, the Sec-
9 retary shall include in the report described in subsection
10 (a)(1) the following:

11 (1) Information about the progress made by
12 States to decrease discrepancies in student perform-
13 ance on the State assessments and the assessments
14 required under section 1111(c)(2) of the Elementary
15 and Secondary Education Act of 1965.

16 (2) The differences that exist in States across
17 subject areas and grades.

18 **SEC. 6. NATIONAL ASSESSMENT OF EDUCATIONAL**
19 **PROGRESS CHANGES.**

20 (a) NATIONAL ASSESSMENT GOVERNING BOARD.—
21 Section 302 of the National Assessment of Educational
22 Progress Authorization Act (20 U.S.C. 9621) is amend-
23 ed—

1 (1) in subsection (a), by striking “shall formu-
2 late” and all that follows through the period at the
3 end and inserting “shall—

4 “(1) formulate policy guidelines for the Na-
5 tional Assessment of Educational Progress (carried
6 out under section 303); and

7 “(2) carry out, upon the request of a State, an
8 alignment analysis (under section 304) comparing a
9 State’s academic content standards and student aca-
10 ademic achievement standards adopted under section
11 1111(b)(1) of the Elementary and Secondary Edu-
12 cation Act of 1965, assessment specifications, as-
13 sessment questions, and performance standards with
14 national benchmarks reflected in the assessments
15 authorized under this Act.”;

16 (2) in subsection (b)(1), by adding at the end
17 the following:

18 “(O) One representative of the Armed
19 Forces with expertise in military personnel re-
20 quirements and military preparedness, who
21 shall serve as an ex-officio, nonvoting mem-
22 ber.”;

23 (3) in subsection (c), by striking paragraph (4);

24 (4) in subsection (e)—

25 (A) in paragraph (1)—

1 (i) in subparagraph (B), by inserting
2 “and grade 12 student preparedness lev-
3 els” after “achievement levels”;

4 (ii) in subparagraph (D), by inserting
5 “members of the business and military
6 communities,” after “parents,”;

7 (iii) in subparagraph (E), by inserting
8 “and” after “subject matter,”;

9 (iv) by redesignating subparagraphs
10 (G), (H), (I), and (J) as subparagraphs
11 (H), (I), (K), and (L), respectively;

12 (v) by inserting after subparagraph
13 (F) the following:

14 “(G) consistent with section 303, measure
15 grade 12 student preparedness;”;

16 (vi) by inserting after subparagraph
17 (I) (as redesignated by clause (iv)) the fol-
18 lowing:

19 “(J) ensure the rigor of the National As-
20 sessment of Educational Progress framework
21 and assessments, taking into consideration—

22 “(i) the knowledge and skills that are
23 prerequisite to credit-bearing coursework
24 in higher education without the need for

1 remediation, the 21st century workforce,
2 and the Armed Forces; and

3 “(ii) rigorous international content
4 and performance standards, and how the
5 achievement of students in grades 4, 8,
6 and 12, and the preparedness of students
7 in grade 12, in the United States compare
8 to the achievement and the preparedness of
9 students in other industrialized coun-
10 tries;”;

11 (vii) in subparagraph (K) (as redesign-
12 nated by clause (iv)), by striking “and”
13 after the semicolon;

14 (viii) in subparagraph (L) (as redesign-
15 nated by clause (iv)), by striking the period
16 at the end and inserting “; and”;

17 (ix) by inserting after subparagraph
18 (L) the following:

19 “(M) conduct an alignment analysis as de-
20 scribed in section 304 for each State that re-
21 quests such analysis.”; and

22 (x) in the flush matter at the end—

23 (I) by inserting “for an assess-
24 ment” after “data”;

1 (II) by inserting “Assessment
2 Board’s” after “prior to the”; and

3 (III) by striking “(J)” and in-
4 serting “(L)”;

5 (B) in paragraph (4), by inserting “of
6 Educational Progress” after “National Assess-
7 ment”;

8 (C) in paragraph (5), in the paragraph
9 heading, by inserting “ADVICE” after “TECH-
10 NICAL”; and

11 (D) in paragraph (6), by inserting “or
12 grade 12 student preparedness levels” after
13 “student achievement levels”; and

14 (5) in subsection (g)(1), by inserting “of Edu-
15 cational Progress” after “National Assessment”.

16 (b) NATIONAL ASSESSMENT OF EDUCATIONAL
17 PROGRESS.—Section 303 of the National Assessment of
18 Educational Progress Authorization Act (20 U.S.C. 9622)
19 is amended—

20 (1) in subsection (b)—

21 (A) in the subsection heading, by striking
22 “PURPOSE” and inserting “PURPOSES”;

23 (B) by striking paragraph (1) and insert-
24 ing the following:

1 “(1) PURPOSES.—The purposes of this section
2 are—

3 “(A) to provide, in a timely manner, a fair
4 and accurate measurement of student achieve-
5 ment and grade 12 student preparedness in
6 reading, mathematics, science, and other sub-
7 ject matter as specified in this section; and

8 “(B) to report trends in student achieve-
9 ment and grade 12 student preparedness in
10 reading, mathematics, science, and other sub-
11 ject matter as specified in this section.”;

12 (C) in paragraph (2)—

13 (i) in subparagraph (B), by striking
14 “reading and mathematics” and inserting
15 “reading, mathematics, and science”;

16 (ii) by striking subparagraph (C) and
17 inserting the following:

18 “(C) conduct a national assessment and
19 collect and report assessment data, including
20 achievement and student preparedness data
21 trends, in a valid and reliable manner on stu-
22 dent academic achievement and student pre-
23 paredness in public and private schools in read-
24 ing, mathematics, and science at least once
25 every 2 years in grade 12;”;

1 (iii) in subparagraph (D)—

2 (I) by striking “subparagraph
3 (B) are implemented and the require-
4 ments described in subparagraph (C)
5 are met,” and inserting “subpara-
6 graphs (B) and (C) are imple-
7 mented,”; and

8 (II) by striking “science,”;

9 (iv) in subparagraph (E)—

10 (I) by striking “reading and
11 mathematics” and inserting “reading,
12 mathematics, and science”; and

13 (II) by striking “subparagraph
14 (B)” and inserting “subparagraphs
15 (B) and (C)”; and

16 (v) in subparagraph (H), by striking
17 “achievement data” and inserting “student
18 achievement data and grade 12 student
19 preparedness data”;

20 (D) in paragraph (3)—

21 (i) in subparagraph (A)—

22 (I) in clause (i), by striking
23 “reading and mathematics” and in-
24 serting “reading, mathematics, and
25 science”;

- 1 (II) in clause (ii)—
2 (aa) by inserting “and grade
3 12 student preparedness” after
4 “achievement”; and
5 (bb) by striking “reading
6 and mathematics” and inserting
7 “reading, mathematics, and
8 science”; and
9 (III) in clause (iv), by striking
10 “an evaluation” and inserting “a re-
11 view”; and
12 (ii) in subparagraph (C)(ii), by strik-
13 ing “reading and mathematics” and insert-
14 ing “reading, mathematics, and science”;
15 (E) in paragraph (4)(B), by striking “, re-
16 quire, or influence” and inserting “or require”;
17 and
18 (F) in paragraph (5)(B), by striking “aca-
19 demic achievement” and inserting “academic
20 achievement or grade 12 student prepared-
21 ness”;
22 (2) in subsection (c)(3)(A), by striking “aca-
23 demic achievement” and inserting “academic
24 achievement or grade 12 preparedness”;
25 (3) in subsection (d)(3)—

1 (A) in subparagraph (A), by striking
2 “reading and mathematics in grades 4 and 8”
3 and inserting “reading, mathematics, and
4 science in grades 4 and 8”; and

5 (B) in subparagraph (B), by striking
6 “reading and mathematics assessments in
7 grades 4 and 8” and inserting “reading, mathe-
8 matics, and science assessments in grades 4
9 and 8”;

10 (4) in subsection (e)—

11 (A) in the subsection heading, by inserting
12 “AND GRADE 12 STUDENT PREPAREDNESS
13 LEVELS” after “LEVELS”;

14 (B) in paragraph (1)—

15 (i) by striking the paragraph heading
16 and inserting “DEVELOPMENT.—”; and

17 (ii) by inserting “, and develop grade
18 12 student preparedness levels” after
19 “subsection (b)(2)(F)”;

20 (C) in paragraph (2)—

21 (i) by striking subparagraph (A) and
22 inserting the following:

23 “(A) STUDENT ACHIEVEMENT AND GRADE
24 12 PREPAREDNESS LEVELS.—

1 “(i) STUDENT ACHIEVEMENT LEV-
2 ELS.—The student achievement levels de-
3 scribed in paragraph (1) shall be deter-
4 mined by—

5 “(I) identifying the knowledge
6 and skills that—

7 “(aa) are prerequisite to
8 credit-bearing coursework in
9 higher education without the
10 need for remediation in English,
11 mathematics, or science, partici-
12 pation in the 21st century work-
13 force, and the Armed Forces or,
14 in the case of grade 4 and grade
15 8 students, are prerequisite to
16 grade 12 preparedness;

17 “(bb) are competitive with
18 rigorous international content
19 and performance standards; and

20 “(cc) can be measured and
21 verified objectively using widely
22 accepted professional assessment
23 standards; and

24 “(II) developing student achieve-
25 ment levels that are—

1 “(aa) based on the knowl-
2 edge and skills identified in sub-
3 clause (I);

4 “(bb) based on the appro-
5 priate level of subject matter
6 knowledge for the grade levels to
7 be assessed, or the age of the
8 students, as the case may be; and

9 “(cc) consistent with rel-
10 evant widely accepted profes-
11 sional assessment standards.

12 “(ii) GRADE 12 STUDENT PREPARED-
13 NESS LEVELS.—The grade 12 student pre-
14 paredness levels described in paragraph (1)
15 shall be determined by—

16 “(I) identifying the knowledge
17 and skills that—

18 “(aa) are prerequisite to
19 credit-bearing coursework in
20 higher education without the
21 need for remediation in English,
22 mathematics, or science, partici-
23 pation in the 21st century work-
24 force, and the Armed Forces;

1 “(bb) are competitive with
2 rigorous international content
3 and performance standards; and

4 “(cc) can be measured and
5 verified objectively using widely
6 accepted professional assessment
7 standards; and

8 “(II) developing grade 12 student
9 preparedness levels that are—

10 “(aa) based on the knowl-
11 edge and skills identified in sub-
12 clause (I); and

13 “(bb) consistent with widely
14 accepted professional assessment
15 standards.”; and

16 (ii) in subparagraph (C), by striking
17 “achievement levels” and inserting “stu-
18 dent achievement levels and grade 12 stu-
19 dent preparedness levels”;

20 (D) in paragraph (3)—

21 (i) by striking “After determining
22 that such levels” and inserting “After de-
23 termining that the student achievement
24 levels and grade 12 student preparedness
25 levels”; and

1 (ii) by striking “an evaluation” and
2 inserting “a review”; and

3 (E) in paragraph (4), by inserting “or
4 grade 12 student preparedness levels” after
5 “achievement levels”; and

6 (5) in subsection (f)(1)—

7 (A) in subparagraph (A), by inserting
8 “and grade 12 student preparedness levels”
9 after “student achievement levels”; and

10 (B) in subparagraph (B)—

11 (i) in clause (i), by inserting “or
12 grade 12 student preparedness” after
13 “achievement”;

14 (ii) in clause (ii), by inserting “and
15 grade 12 student preparedness levels”
16 after “achievement levels”;

17 (iii) by striking clause (iii) and insert-
18 ing the following:

19 “(iii) whether any authorized assess-
20 ment is being administered as a random
21 sample and is reporting the trends in stu-
22 dent achievement or grade 12 student pre-
23 paredness in a valid and reliable manner in
24 the subject areas being assessed;”;

1 (iv) in clause (iv), by striking “and”
2 after the semicolon;

3 (v) in clause (v), by striking “and
4 mathematical knowledge.” and inserting
5 “and mathematical knowledge and sci-
6 entific knowledge; and”; and

7 (vi) by adding at the end the fol-
8 lowing:

9 “(vi) whether the appropriate author-
10 ized assessments are measuring, consistent
11 with this section, the preparedness of stu-
12 dents in grade 12 in the United States for
13 entry into—

14 “(I) credit-bearing coursework in
15 higher education without the need for
16 remediation in English, mathematics,
17 or science;

18 “(II) the 21st century workforce;

19 and

20 “(III) the Armed Forces.”.

21 (c) NATIONAL BENCHMARKS.—The National Assess-
22 ment of Educational Progress Authorization Act (20
23 U.S.C. 9621 et seq.) is amended—

24 (1) by redesignating sections 304 and 305 as
25 sections 305 and 306, respectively; and

1 (2) by inserting after section 303 the following:

2 **“SEC. 304. NATIONAL BENCHMARKS.**

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

4 “(1) to encourage the coordination of, and con-
5 sistency between—

6 “(A) a State’s academic content standards
7 and student academic achievement standards
8 adopted under section 1111(b)(1) of the Ele-
9 mentary and Secondary Education Act of 1965,
10 assessment specifications, and assessment ques-
11 tions; and

12 “(B) national benchmarks, as reflected in
13 the National Assessment of Educational
14 Progress;

15 “(2) to assist States in increasing the rigor of
16 their State academic content standards, student aca-
17 demic achievement standards, assessment specifica-
18 tions, and assessment questions, to ensure that such
19 standards, specifications, and questions are competi-
20 tive with rigorous national and international bench-
21 marks; and

22 “(3) to improve the instruction and academic
23 achievement of students, beginning in the early
24 grades, to ensure that secondary school graduates
25 are well-prepared to enter—

1 “(A) credit-bearing coursework in higher
2 education without the need for remediation;

3 “(B) the 21st century workforce; or

4 “(C) the Armed Forces.

5 “(b) ALIGNMENT ANALYSIS.—

6 “(1) IN GENERAL.—When the chief State
7 school officer of a State identifies a need for, and re-
8 quests the Assessment Board to conduct, an align-
9 ment analysis for the State in reading, mathematics,
10 or science in grades 4 and 8, the Assessment Board
11 shall perform an alignment analysis of the State’s
12 academic content standards and student academic
13 achievement standards adopted under section
14 1111(b)(1) of the Elementary and Secondary Edu-
15 cation Act of 1965 (20 U.S.C. 6311(b)(1)), assess-
16 ment specifications, and assessment questions, for
17 the identified subject in grades 4 and 8. Such anal-
18 ysis shall begin not later than 180 days after the
19 alignment analysis is requested.

20 “(2) ASSESSMENT BOARD RESPONSIBILITIES.—

21 As part of the alignment analysis, the Assessment
22 Board shall—

23 “(A) identify the differences between the
24 State’s academic content standards and student
25 academic achievement standards, assessment

1 specifications, and assessment questions for the
2 subject identified by the State, and national
3 benchmarks reflected in the National Assess-
4 ment of Educational Progress in such subject in
5 grades 4 and 8;

6 “(B) at the State’s request, recommend
7 steps for, and policy questions such State
8 should consider regarding, the alignment of the
9 State’s academic content standards and student
10 academic achievement standards in the identi-
11 fied subject, with national benchmarks reflected
12 in the National Assessment of Educational
13 Progress in such subject in grades 4 and 8; and

14 “(C) at the State’s request, and in con-
15 junction with a State prekindergarten through
16 grade 16 student preparedness council estab-
17 lished under section 7 of the States Using Col-
18 laboration and Coordination to Enhance Stand-
19 ards for Students Act of 2007, assist in the de-
20 velopment of a plan described in section
21 7(e)(1)(C) of such Act.

22 “(3) CONTRACT.—At the discretion of the As-
23 sessment Board, the Assessment Board may enter
24 into a contract with an entity that possesses the

1 technical expertise to conduct the analysis described
2 in this subsection.

3 “(4) STATE PANEL.—The chief State school of-
4 ficer of a State participating in an alignment anal-
5 ysis described in this subsection shall appoint a
6 panel of not less than 6 individuals to partner with
7 the Assessment Board in conducting the alignment
8 analysis. Such panel—

9 “(A) shall include—

10 “(i) local and State curriculum ex-
11 perts;

12 “(ii) relevant content and pedagogy
13 experts, including representatives of enti-
14 ties with widely accepted national edu-
15 cational standards and assessments; and

16 “(iii) not less than 1 entity that pos-
17 sesses the technical expertise to assist the
18 State in implementing standards-based re-
19 form, which may be the same entity with
20 which the Assessment Board contracts to
21 conduct the analysis under paragraph (3);
22 and

23 “(B) may include other State and local
24 representatives and representatives of organiza-
25 tions with relevant expertise.”.

1 (d) DEFINITION OF SECRETARY.—Section 305 of the
2 National Assessment of Educational Progress Authoriza-
3 tion Act (as redesignated by subsection (c)(1)) is amend-
4 ed—

5 (1) by redesignating paragraph (2) as para-
6 graph (3); and

7 (2) by inserting after paragraph (1) the fol-
8 lowing:

9 “(2) SECRETARY.—The term ‘Secretary’ means
10 the Secretary of Education.”.

11 (e) AUTHORIZATION OF APPROPRIATIONS.—Section
12 306(a) of the National Assessment of Educational
13 Progress Authorization Act (as redesignated by subsection
14 (c)(1)) is amended—

15 (1) by striking paragraph (1) and inserting the
16 following:

17 “(1) for fiscal year 2008—

18 “(A) \$7,500,000 to carry out section 302;

19 “(B) \$200,000,000 to carry out section
20 303; and

21 “(C) \$10,000,000 to carry out section 304;
22 and”; and

23 (2) in paragraph (2)—

24 (A) by striking “5 succeeding” and insert-
25 ing “4 succeeding”; and

1 (B) by striking “and 303, as amended by
2 section 401 of this Act” and inserting “, 303,
3 and 304”.

4 (f) CONFORMING CHANGES AND AMENDMENTS.—

5 (1) CONFORMING CHANGES TO THE ELEMEN-
6 TARY AND SECONDARY EDUCATION ACT OF 1965.—

7 (A) STATE PLANS.—Section 1111(c)(2) of
8 the Elementary and Secondary Education Act
9 of 1965 (20 U.S.C. 6311(c)(2)) is amended by
10 striking “and mathematics” and inserting “,
11 mathematics, and science”.

12 (B) LOCAL EDUCATIONAL AGENCY
13 PLANS.—Section 1112(b)(1)(F) of the Elemen-
14 tary and Secondary Education Act of 1965 (20
15 U.S.C. 6312(b)(1)(F)) is amended by striking
16 “reading and mathematics” and inserting
17 “reading, mathematics, and science”.

18 (2) CONFORMING AMENDMENT.—Section
19 113(a)(1) of the Education Sciences Reform Act of
20 2002 (20 U.S.C. 9513(a)(1)) is amended by striking
21 “section 302(e)(1)(J)” and inserting “section
22 302(e)(1)(L)”.

23 **SEC. 7. PREKINDERGARTEN THROUGH GRADE 16 STUDENT**
24 **PREPAREDNESS COUNCIL GRANTS.**

25 (a) PROGRAM AUTHORIZED.—

1 (1) IN GENERAL.—From amounts appropriated
2 under subsection (g) for a fiscal year, the Secretary
3 is authorized to award, on a competitive basis,
4 grants to States for the purpose of allowing the
5 States to establish State prekindergarten through
6 grade 16 student preparedness councils (referred to
7 in this section as “councils”) that—

8 (A) convene stakeholders within the State
9 and create a forum for identifying and delib-
10 erating on educational issues that cut across
11 prekindergarten through grade 12 education
12 and higher education, and transcend any single
13 system of education’s ability to address;

14 (B) develop and implement a plan for im-
15 proving the rigor of a State’s academic content
16 standards, student academic achievement stand-
17 ards, assessment specifications, and assessment
18 questions as necessary, to ensure such stand-
19 ards and assessments meet national and inter-
20 national benchmarks as reflected in the assess-
21 ments required under section 303(b)(2) of the
22 National Assessment of Educational Progress
23 Authorization Act (20 U.S.C. 9622(b)(2)) or as
24 defined by the council as necessary for success
25 in credit-bearing coursework in higher edu-

1 cation without the need for remediation, the
2 21st century workforce, or the Armed Forces;

3 (C) inform the design and implementation
4 of integrated prekindergarten through grade 16
5 data systems, which—

6 (i) will allow the State to track the
7 progress of individual students from pre-
8 kindergarten through grade 12 and into
9 higher education; and

10 (ii) shall be capable of being linked
11 with appropriate databases on service in
12 the Armed Forces and participation in the
13 21st century workforce; and

14 (D) develop challenging—

15 (i) school readiness standards;

16 (ii) curricula for elementary schools
17 and middle schools; and

18 (iii) 21st century curricula for sec-
19 ondary schools.

20 (2) DURATION.—The Secretary shall award
21 grants under this section for a period of not more
22 than 5 years.

23 (3) EXISTING STATE COUNCIL.—A State with
24 an existing State council may qualify for the pur-
25 poses of a grant under this section if—

1 (A) such council—

2 (i) has the authority to carry out this
3 section; and

4 (ii) includes the members required
5 under subsection (b); or

6 (B) the State amends the membership or
7 responsibilities of the existing council to meet
8 the requirements of subparagraph (A).

9 (b) COMPOSITION.—

10 (1) REQUIRED MEMBERS.—The members of a
11 council described in subsection (a) shall include—

12 (A) the Governor of the State or the des-
13 ignee of the Governor;

14 (B) the chief executive officer of the State
15 public institution of higher education system, if
16 such a position exists;

17 (C) the chief executive officer of the State
18 higher education coordinating board;

19 (D) the chief State school officer;

20 (E) not less than 1 representative each
21 from—

22 (i) the business community; and

23 (ii) the Armed Forces;

24 (F) a public elementary school teacher em-
25 ployed in the State; and

1 (G) a public secondary school teacher em-
2 ployed in the State.

3 (2) OPTIONAL MEMBERS.—The council de-
4 scribed in subsection (a) may also include—

5 (A) a representative from—

6 (i) a private institution of higher edu-
7 cation;

8 (ii) the Chamber of Commerce for the
9 State;

10 (iii) a civic organization;

11 (iv) a civil rights organization;

12 (v) a community organization; or

13 (vi) an organization with expertise in
14 world cultures;

15 (B) the State official responsible for eco-
16 nomic development, if such a position exists; or

17 (C) a dean or similar representative for a
18 school of education at an institution of higher
19 education or a similar teacher certification or li-
20 censure program.

21 (c) TIMELINE.—A State receiving a grant under this
22 section shall establish a council (or use or amend an exist-
23 ing council in accordance with subsection (a)(3)) not later
24 than 60 days after the receipt of the grant.

25 (d) APPLICATION.—

1 (1) IN GENERAL.—Each State desiring a grant
2 under this section shall submit an application to the
3 Secretary at such time, in such manner, and accom-
4 panied by such information as the Secretary may
5 reasonably require.

6 (2) CONTENTS.—Each application submitted
7 under paragraph (1) shall—

8 (A) demonstrate that the opinions of the
9 larger education, business, and military commu-
10 nity, including parents, students, teachers,
11 teacher educators, principals, school administra-
12 tors, and business leaders, will be represented
13 during the determination of the State academic
14 content standards and student academic
15 achievement standards, assessment specifica-
16 tions, assessment questions, and the develop-
17 ment of curricula, if applicable;

18 (B) include a comprehensive plan to pro-
19 vide high-quality professional development for
20 teachers, paraprofessionals, principals, and
21 school administrators;

22 (C) explain how the State will provide as-
23 sistance to local educational agencies in imple-
24 menting rigorous State standards through sub-
25 stantive curricula, including scientifically based

1 remediation and acceleration opportunities for
2 students; and

3 (D) explain how the State and the council
4 will leverage additional State, local, and other
5 funds to pursue curricular alignment and stu-
6 dent success.

7 (e) USE OF FUNDS.—

8 (1) REQUIRED ACTIVITIES.—A State receiving
9 a grant under this section shall use the grant funds
10 to establish a council that shall carry out the fol-
11 lowing:

12 (A) Design and implement an integrated
13 prekindergarten through grade 16 longitudinal
14 data system for the State, if such system does
15 not exist, that will allow the State to track the
16 progress of students from prekindergarten,
17 through grade 12, and into higher education,
18 the 21st century workforce, and the Armed
19 Forces. The data system shall—

20 (i) include—

21 (I) a unique statewide student
22 identifier for each student;

23 (II) student-level enrollment, de-
24 mographic, and program participation

- 1 information, including race or eth-
2 nicity, gender, and income status;
- 3 (III) the ability to match indi-
4 vidual students' test records from year
5 to year to measure academic growth;
- 6 (IV) information on untested stu-
7 dents;
- 8 (V) a teacher identifier system
9 with the ability to match teachers to
10 students;
- 11 (VI) student-level transcript in-
12 formation, including information on
13 courses completed and grades earned;
- 14 (VII) student-level college pre-
15 paredness examination scores;
- 16 (VIII) student-level graduation
17 and dropout data;
- 18 (IX) the ability to match student
19 records between the prekindergarten
20 through grade 12 and the postsec-
21 ondary systems;
- 22 (X) a State data audit system as-
23 sessing data quality, validity, and reli-
24 ability;

1 (XI) rates of student attendance
2 at institutions of higher education;

3 (XII) rates of student enrollment
4 and retention in the Armed Forces;
5 and

6 (XIII) student nonmilitary post-
7 secondary employment information;

8 (ii) to the extent possible, coordinate
9 with other relevant State databases, such
10 as criminal justice or social services data
11 systems;

12 (iii) allow the State to analyze correla-
13 tions between course-taking patterns in
14 prekindergarten through grade 12 and out-
15 comes after secondary school graduation,
16 including—

17 (I) entry into higher education;

18 (II) the need for, and cost of, re-
19 mediation in higher education;

20 (III) graduation from higher edu-
21 cation;

22 (IV) entry into the 21st century
23 workforce;

24 (V) entry into the Armed Forces;
25 and

1 (VI) to the extent possible
2 through linkages with appropriate
3 databases on service in the Armed
4 Forces and participation in the 21st
5 century workforce, persistence in the
6 Armed Forces and continued partici-
7 pation in the 21st century workforce;
8 and

9 (iv) ensure that the use of any avail-
10 able data does not allow for the public
11 identification of the individual student's
12 personally identifiable information, and
13 that all data shall be collected and main-
14 tained in accordance with section 444 of
15 the General Education Provisions Act (20
16 U.S.C. 1232g; commonly referred to as the
17 Family Educational Rights and Privacy
18 Act of 1974).

19 (B) If an integrated prekindergarten
20 through grade 16 longitudinal data system ex-
21 ists or is currently being built, ensure that it
22 complies with the requirements described in
23 subparagraph (A).

24 (C) Develop and implement a plan to in-
25 crease the rigor of standards or assessments in

1 reading, mathematics, or science in order to
2 better align such standards or assessments with
3 national benchmarks reflected in the National
4 Assessment of Educational Progress in grades 4
5 and 8 (in accordance with the results of the
6 alignment analysis conducted under section 304
7 of the National Assessment of Educational
8 Progress Authorization Act), and in other
9 grades to ensure the alignment of kindergarten
10 through grade 12 standards or assessments
11 with the revisions made in grades 4 and 8, or
12 to align such standards or assessments with the
13 demands of higher education, the 21st century
14 workforce, or the Armed Forces or other na-
15 tional and international benchmarks identified
16 by the council. Such plan may include—

17 (i) an articulation of the steps nec-
18 essary—

19 (I) for revising the State aca-
20 demic content standards and student
21 academic achievement standards, as-
22 sessment specifications, and assess-
23 ment questions for the identified sub-
24 ject; and

1 (II) to better align the standards
2 and the assessment specifications and
3 questions described in subclause (I)
4 with—

5 (aa) national benchmarks as
6 reflected in the National Assess-
7 ment of Educational Progress re-
8 quired under section 303 of the
9 National Assessment of Edu-
10 cational Progress Authorization
11 Act (20 U.S.C. 9622) for the
12 identified subject; or

13 (bb) the demands of higher
14 education, the 21st century work-
15 force, or the Armed Forces or
16 other national or international
17 benchmarks identified by the
18 council;

19 (ii) an articulation of the steps nec-
20 essary and the process the State will un-
21 dertake to revise standards or assessments,
22 or both, in the identified subject;

23 (iii) a description of the partners the
24 State will work with to revise standards or
25 assessments, or both; and

1 (iv) a description of the activities the
2 State will undertake to implement the re-
3 vised standards or assessments, or both, at
4 the State educational agency level and the
5 local educational agency level, which activi-
6 ties may include—

7 (I) preservice and in-service
8 teacher, paraprofessional, principal,
9 and school administrator training;

10 (II) statewide meetings to pro-
11 vide professional development oppor-
12 tunities for teachers and administra-
13 tors;

14 (III) development of curricula
15 and instructional methods and mate-
16 rials;

17 (IV) the redesign of existing as-
18 sessments, or the development or pur-
19 chase of new high-quality assess-
20 ments, with a focus on ensuring that
21 such assessments are rigorous, meas-
22 ure significant depth of knowledge,
23 use multiple measures and formats
24 (such as student portfolios), and are
25 sensitive to inquiry-based, project-

1 based, or differentiated instruction;
2 and

3 (V) other activities necessary for
4 the effective implementation of the
5 new State standards or assessments,
6 or both.

7 (D) Analyze the State's level of prekindergarten
8 through grade 16 curricular alignment
9 and the success of the State's education system
10 in preparing students for higher education, the
11 21st century workforce, and the Armed Forces
12 by—

13 (i) using the data produced by a data
14 system described in subparagraph (A) or
15 (B), or other information as appropriate;
16 and

17 (ii) exploring a possible agreement between
18 the State educational agency and
19 the higher education system in the State
20 on a common assessment or assessments
21 that—

22 (I) shall follow established guidelines
23 to guarantee reliability and validity;
24

1 (II) shall provide adequate ac-
2 commodations for students who are
3 limited English proficient and stu-
4 dents with disabilities; and

5 (III) may be a placement exam-
6 ination, end of course examination,
7 college, workforce, or Armed Forces
8 preparedness examination, or admis-
9 sions examination, that measures sec-
10 ondary students' preparedness to suc-
11 ceed in postsecondary, credit-bearing
12 courses.

13 (E) If the State has an officially des-
14 ignated college preparatory curriculum at the
15 time the State applies for a grant under this
16 section—

17 (i) describe the extent to which stu-
18 dents who completed the college pre-
19 paratory curriculum are more or less suc-
20 cessful than other students, including stu-
21 dents who did not complete a college pre-
22 paratory curriculum, in entering and grad-
23 uating from a program of study at an in-
24 stitution of higher education or entering

1 the 21st century workforce or the Armed
2 Forces;

3 (ii) examine the extent to which the
4 expectations of the college preparatory cur-
5 riculum are aligned with the entry stand-
6 ards of the State's institutions of higher
7 education, including whether such cur-
8 riculum enables secondary school students
9 to enter credit-bearing coursework in high-
10 er education without the need for remedi-
11 ation; and

12 (iii) examine the extent to which the
13 curriculum allows graduates to attain the
14 skills necessary to enter the 21st century
15 workforce or the Armed Forces.

16 (F) If the State has not designated a col-
17 lege preparatory curriculum at the time the
18 State applied for a grant under this section, or
19 if the curriculum described in subparagraph (E)
20 does not result in a higher number of students
21 enrolling in and graduating from institutions of
22 higher education or entering the 21st century
23 workforce or the Armed Forces, or is not
24 aligned with the entry standards described in

1 subparagraph (E)(ii), develop a 21st century
2 curriculum that—

3 (i) may be adopted by the local edu-
4 cational agencies in the State for use in
5 secondary schools;

6 (ii) enables secondary school students
7 to enter credit-bearing coursework in high-
8 er education without the need for remedi-
9 ation;

10 (iii) allows graduates to attain the
11 skills necessary to enter the 21st century
12 workforce or the Armed Forces;

13 (iv) reflects the input of teachers,
14 principals, school administrators, and col-
15 lege faculty; and

16 (v) focuses on providing rigorous core
17 courses that reflect the State academic
18 content standards and student academic
19 achievement standards.

20 (G) Develop and make available specific
21 opportunities for extensive professional develop-
22 ment for teachers, paraprofessionals, principals,
23 and school administrators, to improve instruc-
24 tion and support mechanisms for students using

1 a curriculum described in subparagraph (E) or
2 (F).

3 (H) Develop a plan to provide remediation
4 and additional learning opportunities for stu-
5 dents below grade level to ensure that all stu-
6 dents will have the opportunity to meet the cur-
7 ricular standards of a curriculum described in
8 subparagraph (E) or (F).

9 (I) Use data gathered by the council to im-
10 prove instructional methods, better tailor stu-
11 dent support services, and serve as the basis for
12 all school reform initiatives.

13 (J) Implement activities designed to ensure
14 the enrollment of all students in rigorous
15 coursework, which may include—

16 (i) specifying the courses and per-
17 formance levels required for acceptance
18 into public institutions of higher education;

19 (ii) collaborating with institutions of
20 higher education or other State educational
21 agencies to develop assessments aligned to
22 State academic content standards and a
23 curriculum described in subparagraph (E)
24 or (F), which assessments may be used as
25 measures of student achievement in sec-

1 ondary school as well as for entrance or
2 placement at institutions of higher edu-
3 cation;

4 (iii) creating ties between elementary
5 schools and secondary schools, and institu-
6 tions of higher education, to offer—

7 (I) accelerated learning opportu-
8 nities, particularly with respect to
9 mathematics, science, engineering,
10 technology, and critical-need foreign
11 languages to secondary school stu-
12 dents, which may include—

13 (aa) granting postsecondary
14 credit for secondary school
15 courses;

16 (bb) providing early enroll-
17 ment opportunities in postsec-
18 ondary education for secondary
19 students enrolled in postsec-
20 ondary-level coursework;

21 (cc) creating dual enrollment
22 programs;

23 (dd) creating satellite sec-
24 ondary school campuses on the

- 1 campuses of institutions of high-
2 er education; and
- 3 (ee) providing opportunities
4 for higher education faculty who
5 are highly qualified, as such term
6 is defined in section 9101 of the
7 Elementary and Secondary Edu-
8 cation Act of 1965 (20 U.S.C.
9 7801), to teach credit-bearing
10 postsecondary courses in sec-
11 ondary schools; and
- 12 (II) professional development ac-
13 tivities for teachers, which may in-
14 clude—
- 15 (aa) mentoring opportuni-
16 ties; and
- 17 (bb) summer institutes;
- 18 (iv) expanding or creating higher edu-
19 cation awareness programs for middle
20 school and secondary school students;
- 21 (v) expanding opportunities for stu-
22 dents to enroll in highly rigorous postsec-
23 ondary preparatory courses, such as Ad-
24 vanced Placement and International Bac-
25 calaureate courses; and

1 (vi) developing a high-quality profes-
 2 sional development curriculum to provide
 3 professional development opportunities for
 4 paraprofessionals, teachers, principals, and
 5 administrators.

6 (2) PLANNING AND IMPLEMENTATION.—A
 7 State receiving a grant under this section may use
 8 grant funds received for the first fiscal year to form
 9 the council and plan the activities described in para-
 10 graph (1). Grant funds received for subsequent fiscal
 11 years shall be used for the implementation of the ac-
 12 tivities described in such paragraph.

13 (f) REPORTS AND PUBLICATION.—

14 (1) REPORTS.—

15 (A) INITIAL REPORT.—Not later than 9
 16 months after a State receives a grant under
 17 this section, the State shall submit a report to
 18 the Secretary that includes—

19 (i) an analysis of alignment and ar-
 20 ticulation across the State’s systems of
 21 public education for prekindergarten
 22 through grade 16, including data that indi-
 23 cates the percent of students who—

- 1 (I) graduate from secondary
2 school with a regular diploma in the
3 standard number of years;
- 4 (II) complete a curriculum de-
5 scribed in subparagraph (E) or (F) of
6 subsection (e)(1);
- 7 (III) matriculate into an institu-
8 tion of higher education
9 (disaggregated by 2-year and 4-year
10 degree-granting programs);
- 11 (IV) are secondary school grad-
12 uates who need remediation in read-
13 ing, writing, mathematics, or science
14 before pursuing credit-bearing post-
15 secondary courses in English, mathe-
16 matics, or science;
- 17 (V) persist in an institution of
18 higher education into the second year;
19 and
- 20 (VI) graduate from an institution
21 of higher education within 150 per-
22 cent of the expected time for degree
23 completion (within 3 years for a 2-
24 year degree program and within 6
25 years for a baccalaureate degree);

1 (ii) an analysis of the strengths and
2 weaknesses of the State—

3 (I) in transitioning students from
4 the prekindergarten through grade 12
5 education system into higher edu-
6 cation, the 21st century workforce,
7 and the Armed Forces; and

8 (II) in transitioning students
9 from the prekindergarten through
10 grade 12 education system into math-
11 ematics, science, engineering, tech-
12 nology, and critical-need foreign lan-
13 guage degree programs at institutions
14 of higher education;

15 (iii) an analysis of the quality and
16 rigor of the State’s curriculum described in
17 subparagraph (E) or (F) of subsection
18 (e)(1), and the accessibility of the cur-
19 riculum to all students in prekindergarten
20 through grade 12;

21 (iv) an analysis of the strengths and
22 weaknesses of the State in recruiting, re-
23 taining, and supporting qualified teachers,
24 including—

1 (I) whether the State needs to re-
2 cruit additional teachers at the sec-
3 ondary level for specific subjects (such
4 as mathematics, science, engineering
5 and technology education, and critical-
6 need foreign languages), particular
7 schools, or local educational agencies;
8 and

9 (II) recommendations on how to
10 set and achieve goals in this pursuit;
11 and

12 (v) a detailed action plan that de-
13 scribes how the council will accomplish the
14 goals and tasks required by the grant
15 under this section, including a timeline for
16 accomplishing all activities under the
17 grant.

18 (B) ANNUAL REPORTS.—Not later than 1
19 year following the submission of the initial re-
20 port described in subparagraph (A), and annu-
21 ally thereafter for the duration of the grant, a
22 State receiving a grant under this section shall
23 prepare and submit to the Secretary a report
24 that describes the State's progress in accom-
25 plishing the goals and tasks required by the

1 grant, including progress on each item de-
 2 scribed in subparagraph (A). The final annual
 3 report under this subparagraph shall be sub-
 4 mitted 1 year after the expiration of the grant.

5 (2) PUBLICATION.—A State submitting a re-
 6 port in accordance with this subsection shall publish
 7 and widely disseminate the report to the public, in-
 8 cluding posting the report on the Internet.

9 (g) AUTHORIZATION OF APPROPRIATIONS.—There
 10 are authorized to be appropriated to carry out this section
 11 \$200,000,000 for fiscal year 2008, and such sums as may
 12 be necessary for each of the 4 succeeding fiscal years.

13 **SEC. 8. COLLABORATIVE STANDARDS AND ASSESSMENTS**
 14 **GRANTS.**

15 (a) DEFINITIONS.—In this section:

16 (1) ELIGIBLE STATE.—The term “eligible
 17 State” means a State that demonstrates that it has
 18 analyzed and, where applicable, revised the State
 19 standards and assessments, through participation in
 20 a prekindergarten through grade 16 student pre-
 21 paredness council described in section 7 or through
 22 other State action, to ensure the standards and as-
 23 sessments—

24 (A) are aligned with the demands of the
 25 21st century; and

- 1 (B) prepare students for entry into—
 2 (i) credit-bearing coursework in higher
 3 education without the need for remedi-
 4 ation;
 5 (ii) the 21st century workforce; and
 6 (iii) the Armed Forces

7 (2) ELIGIBLE CONSORTIUM.—

8 (A) IN GENERAL.—The term “eligible con-
 9 sortium” means a consortium of 2 or more eli-
 10 gible States that agrees to allow the Secretary,
 11 under subsection (e), to make available any as-
 12 sessment developed by the consortium under
 13 this section to a State that so requests, includ-
 14 ing a State that is not a member of the consor-
 15 tium.

16 (B) ADDITIONAL MEMBERS.—An eligible
 17 consortium may include, in addition to 2 or
 18 more eligible States, an entity with the tech-
 19 nical expertise to carry out a grant under this
 20 section.

21 (b) PROGRAM AUTHORIZED.—From amounts author-
 22 ized under subsection (f), the Secretary shall award
 23 grants, on a competitive basis, to eligible consortia to en-
 24 able the eligible consortia to develop common standards
 25 and assessments that—

1 (1) are highly rigorous, internationally competi-
2 tive, and aligned with the demands of higher edu-
3 cation, the 21st century workforce, and the Armed
4 Forces; and

5 (2) in the case of assessments, set rigorous per-
6 formance standards comparable to rigorous national
7 and international benchmarks.

8 (c) APPLICATION.—An eligible consortium desiring a
9 grant under this section shall submit an application to the
10 Secretary at such time, in such manner, and containing
11 such information as the Secretary may require.

12 (d) REPORT.—Not later than 90 days after the end
13 of the grant period, an eligible consortium receiving a
14 grant under this section shall prepare and submit a report
15 to the Secretary describing the grant activities.

16 (e) AVAILABILITY OF ASSESSMENTS.—The Secretary
17 shall—

18 (1) make available, to a State that so requests
19 and at no charge to the State, any rigorous, high-
20 quality assessment developed by an eligible consor-
21 tium under this section; and

22 (2) notify potential eligible States, at reasonable
23 intervals, of all assessments currently under develop-
24 ment by eligible consortia under this section.

1 (f) AUTHORIZATION OF APPROPRIATIONS.—There
2 are authorized to be appropriated to carry out this section
3 \$75,000,000 for fiscal year 2008 and such sums as are
4 necessary for each of the 4 succeeding fiscal years.

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