

“SEC. 2103. LOCAL USES OF FUNDS. (Group 1)

“(a) IN GENERAL.—A local educational agency that receives a subgrant under section 2102 shall use the funds made available through the subgrant to develop, implement, and evaluate comprehensive programs and activities described in subsection (b), which may be carried out—

“(1) through a grant or contract with a for-profit or nonprofit entity; or

“(2) in partnership with an institution of higher education or an Indian tribe or tribal organization (as such terms are defined under section 4 of the Indian Self-Determination and Education Assistance Act (25 U.S.C. 450b)).

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“(b) TYPES OF ACTIVITIES.—The programs and activities described in this subsection—

“(1) shall be in accordance with the purpose of this title;

“(2) shall address the learning needs of all students, including children with disabilities, English learners, and gifted and talented students; and

“(3) may include, among other programs and activities—

“(A) developing or improving a rigorous, transparent, and fair evaluation and support system for teachers, principals, or other school leaders that—

“(i) is based in part on evidence of student achievement, which may include student growth; and

“(ii) shall include multiple measures of educator performance and provide clear, timely, and useful feedback to teachers, principals, or other school leaders;

“(B) developing and implementing initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards, to improve within-district equity in the distribution of teachers, consistent with section 1111(g)(1)(B), such as initiatives that provide—

- “(i) expert help in screening candidates and enabling early hiring;
- “(ii) differential and incentive pay for teachers, principals, or other school leaders in high-need academic subject areas and specialty areas, which may include performance-based pay systems;
- “(iii) teacher, paraprofessional, principal, or other school leader advancement and professional growth, and an emphasis on leadership opportunities, multiple career paths, and pay differentiation;
- “(iv) new teacher, principal, or other school leader induction and mentoring programs that are designed to—
 - “(I) improve classroom instruction and student learning and achievement; and
 - “(II) increase the retention of effective teachers, principals, or other school leaders;
- “(v) the development and provision of training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions; and
- “(vi) a system for auditing the quality of evaluation and support systems;
- “(C) recruiting qualified individuals from other fields to become teachers, principals, or other school leaders, including mid-career professionals from other occupations, former military personnel, and recent graduates of institutions of higher education with records of academic distinction who demonstrate potential to become effective teachers, principals, or other school leaders;
- “(D) reducing class size to a level that is evidence based, to the extent the State (in consultation with local

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educational agencies in the State) determines that such evidence is reasonably available, to improve student achievement through the recruiting and hiring of additional effective teachers;

“(E) providing high-quality, personalized professional development that is evidence-based, to the extent the State (in consultation with local educational agencies in the

State) determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning and achievement, including supporting efforts to train teachers, principals, or other school leaders to—

“(i) effectively integrate technology into curricula and instruction (including education about the harms of copyright piracy);

“(ii) use data to improve student achievement and understand how to ensure individual student privacy is protected, as required under section 444 of the General Education Provisions Act (commonly known as the ‘Family Educational Rights and Privacy Act of 1974’) (20 U.S.C. 1232g) and State and local policies and laws in the use of such data;

“(iii) effectively engage parents, families, and community partners, and coordinate services between school and community;

“(iv) help all students develop the skills essential for learning readiness and academic success;

“(v) develop policy with school, local educational agency, community, or State leaders; and

“(vi) participate in opportunities for experiential learning through observation;