

**Comparison of Key elements of the 2013 Elementary and Secondary Education Act Reauthorization Bills Introduced by House and Senate Committee Leaders**

June 10, 2013

	Sen. Harkin	Sen. Alexander	Rep. Kline	Rep. Miller
<b>STANDARDS</b>	<ul style="list-style-type: none"> <li>States must adopt "college and career ready" academic content and achievement standards in reading/LA, and mathematics. Content standards no later than Dec. 31, 2014 and achievement standards by 2015-16 school year.</li> <li>State standards must be aligned with credit bearing higher education in the State and relevant State CTE standards and performance measures under Perkins Act; and appropriate career skills or State developed standards voluntarily adopted by a significant number of states.</li> <li>States must adopt "college and career ready" academic content standards in science, no later than Dec. 31, 2014. Integration in state accountability system is optional.</li> <li>Alternate achievement standards are permitted for</li> </ul>	<ul style="list-style-type: none"> <li>States must adopt "challenging" academic content standards and student achievement standards..." in reading/LA, mathematics and science.</li> <li>State standards must be aligned with entrance requirements for higher education and CTE performance measures in the state</li> <li>Alternate achievement standards are permitted for students with the most significant cognitive disabilities.</li> <li>Modified achievement standards may be used for students who have disabilities that preclude them from meeting State achievement standards.</li> <li>States must adopt English language proficiency standards aligned with the State's challenging content standards.</li> </ul>	<ul style="list-style-type: none"> <li>States must adopt academic content and student achievement standards for mathematics, reading or language arts, and science within two years of enactment.</li> <li>Alternate achievement standards are permitted for students with the most significant cognitive disabilities.</li> <li>States must adopt English language proficiency standards aligned with the state's academic content standards.</li> </ul>	TBD

	<p>students with the most significant cognitive disabilities.</p> <ul style="list-style-type: none"> <li>• Other "modified" achievement standards (the "2%" rule) eliminated.</li> <li>• States must adopt English language proficiency standards aligned with the State's CCR content standards.</li> <li>• States must develop early learning guidelines and standards, covering all domains of child development.</li> </ul>			
<p><b>ASSESSMENTS</b></p>	<ul style="list-style-type: none"> <li>• Requires CCR aligned, yearly academic assessments in mathematics and reading/LA for grades 3-8 and once in high school (beginning no later than 15/16 school year). System to look at performance at grade level, specific actual grade level performance, and growth.</li> <li>• States may use a single summative assessment or multiple assessments over the course of the year.</li> <li>• Science assessments must be administered at least one time in each of the following blocks: grades 3-5, grades 6-8, and 9-12. Must examine performance at grade level, specific grade</li> </ul>	<ul style="list-style-type: none"> <li>• Requires challenging standards aligned, yearly academic assessments in mathematics and reading/LA for grades 3-8 and once in high school.</li> <li>• Science assessments must be administered at least one time in each of the following blocks: grades 3-5, grades 6-8, and 9-12.</li> <li>• Permits "alternate" assessments, for students with the most significant cognitive disabilities, and "modified" assessments for students with "disabilities that preclude them from meeting State achievement standards." States must provide IEP teams with</li> </ul>	<ul style="list-style-type: none"> <li>• Requires challenging standards aligned, yearly academic assessments in mathematics and reading/LA for grades 3-8 and once in high school, within two years of enactment.</li> <li>• Science assessments must be administered at least one time in each of the following blocks: grades 3-5, grades 6-8, and 9-12.</li> <li>• States may use a single summative assessment or multiple assessments over the course of the year.</li> <li>• Must include measures that assess higher-order thinking</li> </ul>	

<p>level performance, and growth</p> <ul style="list-style-type: none"> <li>• States must annually assess English language proficiency of all ELLs, beginning no later than 15/16 school year.</li> <li>• States may use alternate assessments aligned to alternate achievement standards for students with the most significant cognitive disabilities (determined by IEP teams)</li> <li>• Involve multiple measures of full range of content and achievement standards and measure knowledge and skills.</li> <li>• Students at lowest levels of English proficiency may be exempted from reading/LA assessments for not more than 2 years after being identified as an ELL student.</li> <li>• Produce individual student interpretive, descriptive and diagnostic reports.</li> <li>• Produce student achievement and other data for principal and teacher evaluations.</li> <li>• NAEP participation required.</li> </ul>	<p>guidelines to determine when modified assessments are appropriate.</p> <ul style="list-style-type: none"> <li>• Results must be disaggregated by identified subgroups.</li> <li>• NAEP participation required.</li> </ul>	<p>skills and understanding</p> <ul style="list-style-type: none"> <li>• States must annually assess English language proficiency of all ELLs, beginning no later than 15/16 school year.</li> <li>• States may use alternate assessments aligned to alternate achievement standards for students with the most significant cognitive disabilities (determined by IEP teams)</li> <li>• Students at lowest levels of English proficiency may be exempted from reading/LA assessments for not more than 2 years after being identified as an ELL student.</li> <li>• Results must be disaggregated by identified subgroups.</li> <li>• NAEP participation required.</li> </ul>	
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## ACCOUNTABILITY

- States must, by the beginning of the 14/15 school year, develop a statewide college and career ready aligned accountability systems. System must include reading/LA and mathematics and may include science of other subjects. Existing approved systems will not be disrupted.
- Expects the continuous improvement of all public schools in the state (achievement and growth)
- Three categories of student performance:  
meeting/exceeding standard;  
below grade level, but achieving sufficient growth, below grade level and not achieving sufficient growth.
- Sufficient academic growth means the student will be on or above grade level within three years; by end of grad spans 3-5, 6-8, 9-12; another model approved by the Secretary.
- States must establish ambitious and achievable performance targets (based on approved waivers or new Secretarial approval)
- Specifies that the accountability
- States must implement single statewide accountability systems aligned to the state's challenging academic content standards and other academic indicators related to student achievement identified by the state, to ensure that all students graduate prepared for postsecondary education or the workforce. System must include reading/LA and mathematics.
- May include measures of student growth and other valid/reliable indicators "related to student achievement."
- Accountability system must take into account achievement gaps, overall performance of all students and subgroups, and "as appropriate" graduation rates.
- Specifies that the Secretary may NOT regulate on the standards or measures related to State standards, accountability systems, growth models, measures of other academic indicators or teacher and principal evaluation systems.
- Measures the annual progress of not less than 95% of students and 95% of students in each subgroup.
- States must implement a single, statewide accountability system, within two years of enactment, to ensure that all public school students graduate from high school prepared for postsecondary education or the workforce without the need for remediation. System must include reading/LA and mathematics.
- Must look at overall performance and achievement gaps. Growth measures may be used for accountability.
- Prohibits the Secretary from establishing any criteria that specifies, defines, or prescribes any aspect of a State's accountability system.
- The accountability provisions under this Act shall be overseen for charter schools in accordance with State charter school law
- Measures the annual progress of not less than 95% of students and 95% of students in each subgroup.

	<p>framework applies to charter schools.</p> <ul style="list-style-type: none"> <li>• Requires states to publish new "equity report cards"</li> <li>• Measures the annual progress of not less than 95% of students and 95% of students in each subgroup.</li> </ul>	<ul style="list-style-type: none"> <li>• Measures graduation rates.</li> <li>• Assessment formula and competitive (EAI) grants maintained.</li> </ul>		
<p><b>SCHOOL TURNAROUND</b></p>	<ul style="list-style-type: none"> <li>• Beginning in the 15/16 school year, States must identify and support "priority" schools (the lowest achieving 5% of each Title I elementary schools and Title I secondary schools, and secondary schools with a graduation rate lower than 60%. They must also identify "focus" schools (ten percent of Title I schools with the greatest achievement gaps and secondary schools with the greatest graduation rate gaps between subgroups.)"</li> <li>• LEAs must develop a measurable and data-driven correction plan for "focus" schools.</li> <li>• LEAs must conduct a "needs analysis" (including a "diagnostic review") of each priority school to determine the most appropriate improvement</li> </ul>	<ul style="list-style-type: none"> <li>• State must provide assistance to LEAs to develop and implement appropriate strategies for improving identified schools.</li> <li>• Provide a clear and understandable explanation of method for identifying schools.</li> <li>• Requires annual SEA, LEA, U.S. Ed report cards and specifies baseline contents.</li> <li>• LEA turn around strategies "may" include replacing the principal; screening and replacing ineffective teachers; giving the school operational flexibility in programming, staffing, budgeting, and scheduling to implement a comprehensive strategy; high quality PD; financial incentives for educators/leaders; using data to implement a research based approach; converting,</li> </ul>	<ul style="list-style-type: none"> <li>• States must have a system for school improvement for low-performing public schools and implement interventions in such schools that are designed to address such schools' weaknesses; and is implemented by local educational agencies serving such schools.</li> <li>• Requires annual SEA, LEA, U.S. Ed report cards and specifies baseline contents.</li> </ul>	

	<p>strategies</p> <ul style="list-style-type: none"> <li>• Priority schools are subject to 14 required improvement activities (regardless of model selected). LEA must elect from one of five improvement models: transformation; turnaround; whole school reform; restart; and closure. States may propose an alternate model for Secretarial approval. Rural districts given flexibility to change one element of whatever model they adopt for a covered school.</li> <li>• LEAs must offer "choice" to students at priority schools.</li> <li>• For all other schools, LEAs will identify schools experiencing achievement gaps across subgroups and will develop and implement a locally-designed intervention based on community input.</li> <li>• Requires school, LEA, State and U.S. Ed report cards consistent with requirements such as "concise," "uniform," "easily understandable."</li> </ul>	<p>closing or reopening a school;</p>		
<p><b>Educator Effectiveness</b></p>	<ul style="list-style-type: none"> <li>• LEAs must establish a "professional growth and improvement system" by the 15/16 school year for teachers</li> </ul>	<ul style="list-style-type: none"> <li>• LEAs may use Title II funds to develop or improve evaluation systems,; recruit/retain highly effective teachers; establish,</li> </ul>	<ul style="list-style-type: none"> <li>• In states without statewide state evaluation systems, LEAs must implement teacher evaluation systems that: use</li> </ul>	

and principals. The system must have h "multiple" categories of performance.

- For teachers, evaluations must be based "significantly" on academic achievement and growth, classroom observations and other measures that "inform teacher performance, which may include student perception surveys.
- For principals, is based in significant part on evidence of improved student academic achievement and growth and student outcomes, including the English language proficiency of English learner students, and evidence of providing strong instructional leadership and support to teachers and other staff.
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- LEAs must annually notify parents regarding the professional qualifications of teachers, including re licensing criteria and baccalaureate degree major, emergency/provisional status, use of paraprofessionals
- LEAs must describe plans for addressing disparities in the equitable distribution of

improve or expand model instructional programs; high quality PD; develop programs to effectively serve SWD and ELLs; up to date library materials and library specialists; postsecondary prep, including AP/IB programs; expanded learning time.

- State may use their Title II set-aside to reform teacher/principal certification and licensure systems; develop or improve evaluation systems (based in a "significant part" on student achievement); expand or improve alternative routes for State certification, helping LEAs and schools recruit and retain teachers and leaders; and more.
- LEAs must conduct a needs assessment to determine the schools with the most acute staffing needs and use the assessment to shape its application for Title II funds.
- Authorizes the Teacher Incentive Fund to develop, improve implement performance based compensation systems. Applicants must implement a process to evaluate "teacher, principal, and student

achievement data as a significant factor (weight determined by the LEA); uses multiple measures; shall be used to make personnel decision (determined by the LEA); based on input from stakeholders.

- States developing statewide teacher evaluation systems, must use achievement data as a significant factor (weight determined by individual LEAs); uses multiple measures; shall be used to make personnel decision (determined by individual LEAs); based on input from stakeholders.
- States must reserve up to 4% of state Title II funds for Reforming teacher and school leader certification, recertification, licensing, and tenure systems
- Repeals NCLB's highly qualified teacher requirements.
- No personally identifiable teacher or student data may be revealed in report cards.

teachers.

- States must work with LEAs to provide data on each teacher's student achievement and growth for the State assessments to teachers and LEAs, in a timely and useful manner.
- States must describe how their Title II activities will be coordinated with the State agency responsible for early childhood education.
- States must describe how they are collaborating with higher ed teacher prep programs.
- States may reserve 5 percent of funds for state level activities. 2 percent must be focused on school leader effectiveness (professional growth and improvement systems).
- LEAs must conduct a "needs assessment" to of human capital needs.
- 20% of LEA Title II funds must be used to provide PD in priority schools that do not receive school improvement funds. Excess funds may be used to target focus schools.
- Permissible uses of funds

performance under the project."

- LEAS must have plans for addressing disparities that result in poor and minority students being disproportionately taught by ineffective, out of field, or inexperienced teachers.
- LEAs must annually notify parents regarding the professional qualifications of teachers, including re licensing criteria, emergency/provisional status, use of paraprofessionals
- Teachers must meet state licensure and certification requirements.
- \$3B authorized annual through FY18

	<p>include: induction/mentoring programs; in-service training for school personnel target specified areas; partnerships with mental health programs; increasing teachers capacity to evaluate student work, reducing P-3<sup>rd</sup> Grade class size and more.</p> <ul style="list-style-type: none"> <li>• Authorizes the Teacher Incentive Fund program.</li> <li>• No personally identifiable teacher or student data may be revealed in report cards.</li> </ul>			
<b>DATA SYSTEMS</b>	<ul style="list-style-type: none"> <li>• States must provide an assurance that they have established a longitudinal data systems consistent with the elements described in the America Competes Act and consistent with the timeline provide under the State Fiscal Stabilization Act.</li> </ul>	<ul style="list-style-type: none"> <li>• No relevant provisions.</li> </ul>	<ul style="list-style-type: none"> <li>• No relevant provisions.</li> </ul>	
<b>EARLY LEARNING</b>	<ul style="list-style-type: none"> <li>• States must develop early learning guidelines and standards, covering all domains of child development.</li> <li>• Increase access to high quality literacy instruction.</li> <li>• Encourage states to provide full-day kindergarten if not currently offered</li> </ul>	<ul style="list-style-type: none"> <li>• LEA Title I plans must address how the district will coordinate and integrated services with preschool educational services and how Title I funds will be used to support preschool programs.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintains general coordination requirements of Title I, requires relevant Title I services to meet Head Start standards.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Ask lowest achieving elementary schools to develop or expand early child education to promote greater K readiness.</li> </ul>			
<p><b>Key Miscellaneous Provisions</b></p>	<ul style="list-style-type: none"> <li>• Creates a new secondary school reform competitive grant program to increase graduation rates and CCR.</li> <li>• Authorizes the successor to the state education tech grants program; Achievement Through Technology and Innovation Act</li> <li>• Ensure that local and state resources per-pupil for Title I schools are equal to or greater than the average combined local and state funds per pupil in non-Title I schools</li> </ul>	<ul style="list-style-type: none"> <li>• Maintenance of Effort requirements eliminated</li> <li>• Significant focus on reauthorizing charter school programs.</li> <li>• LEA school wide Title I plans specifically reference strategies for increasing the amount and quality of learning time (no requirement). Title II and Title II funds may be used for ELT.</li> <li>• Specifies reforms to the Department's peer review process.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintenance of Effort requirements eliminated</li> <li>• Significant focus on reauthorizing charter school programs.</li> <li>• Integrates migrant students, neglected and delinquent children, English-learners, rural students, and American Indian programs into Title I.</li> <li>• Specifies reforms to the peer review process.</li> <li>• Establishes "Local Academic Flexibility Grants" to fund a broad range of "evidence based" activities to improve school improvement that are approved under State law. May not include class size reduction and compensation for teachers, leaders, or staff.</li> </ul>	