

Comparison of Certain Requirements of the *Elementary and Secondary Education Act of 1965*, as amended by the *No Child Left Behind Act of 2001* (NCLB), with:

- Senator Alexander’s *Every Child Ready for College or Career Act of 2015*; and
- Representative Kline’s *Student Success Act of 2015 (H.R. 5)*

<i>Elementary and Secondary Education Act (Current Law)</i>	<i>Every Child Ready for College or Career Act (2015 Senate Bill)</i>	<i>Student Success Act (2015 House Bill – H.R. 5)</i>
Academic Standards		
<ul style="list-style-type: none"> • Requires adoption of state-determined challenging standards in reading, mathematics, and science • Requires states to adopt English language proficiency standards • Prohibits the U.S. Department of Education from mandating state or local standards or instruction 	<ul style="list-style-type: none"> • Requires state assurance of adoption of state-determined challenging reading, mathematics, and science standards aligned with entrance requirements for college • Requires adoption of English language proficiency standards aligned with content standards • Allows development of alternate academic standards for students with the most significant cognitive disabilities 	<ul style="list-style-type: none"> • Requires adoption of state-determined challenging standards in reading, mathematics, and science • Incorporates requirement for English language proficiency standards into Title I • Explicitly prohibits the U.S. Department of Education from incentivizing states, divisions, or schools to adopt certain standards
Assessments		
<ul style="list-style-type: none"> • Requires annual testing in grades 3-8 and once in grades 9-12 for English/language arts and mathematics; and once per grade span in science • Requires assessment scores to be categorized into four achievement levels: below basic, basic, proficient, and advanced • Requires 1% cap on alternate assessment for students with significant cognitive disabilities • Requires 2% cap on modified assessments for students with other disabilities • Allows a 1-year reading assessment exemption for newly arrived English language learners • Requires 4th and 8th grade reading and mathematics NAEP assessments 	<ul style="list-style-type: none"> • Includes two options for HELP committee discussion: <ul style="list-style-type: none"> <u>Option 1</u>: States may choose from among several options to develop and implement various forms of assessments in English/reading/language arts, mathematics, and science (e.g., grade-level or grade-span assessments, performance-based assessments, formative assessments, multiple statewide assessments during the course of the year, or other state-developed options). <u>Option 2</u>: States must assure annual testing in grades 3-8 and once in grades 9-12 for English/language arts and mathematics; and once per grade span in science. Local assessments allowed with state approval. • Allows English language learner testing to begin after 3 consecutive years in the U.S. • Eliminates 1% cap on alternate assessment for students with significant cognitive disabilities • Eliminates 2% modified assessment option 	<ul style="list-style-type: none"> • Requires annual testing in grades 3-8 and once in grades 9-12 for English/language arts and mathematics; and once per grade span in science. Assessments could be single annual assessments or multiple assessments resulting in a summative score. • Assessments may, at the state’s discretion, measure individual growth • Allows local pilot assessments • Removes requirement for four achievement levels in current law: below basic, basic, proficient, and advanced • Allows states to measure student academic proficiency above or below grade level and use those scores in the accountability system • Allows the delay of inclusion of scores in the accountability system for newly arrived English language learners for two years for English/language

	<ul style="list-style-type: none"> Eliminates NAEP assessment requirement 	<ul style="list-style-type: none"> arts and three years for mathematics Eliminates 1% cap on alternate assessment for students with significant cognitive disabilities Eliminates 2% modified assessment option Requires 4th and 8th grade reading and mathematics NAEP assessments
Accountability System		
<ul style="list-style-type: none"> Requires states to establish Adequate Yearly Progress (AYP) targets for English/language arts and mathematics increasing to 100% by 2013-2014 for all students and subgroups, and targets for Other Academic Indicators (OAI) including graduation rates for all students Requires separate annual measurable objectives for the English language learner subgroup which measure progress and proficiency in mastering English 	<ul style="list-style-type: none"> Allows states to determine accountability measures, categories, and consequences Requires state-determined annual measure of student achievement, including subgroup performance, gaps, and graduation rates Eliminates the requirement for separate annual measurable objectives for the English language learner subgroup which measure progress and proficiency in mastering English 	<ul style="list-style-type: none"> Requires annual measurement of student achievement based on state assessments for reading and mathematics Requires the evaluation of each school based on performance of subgroups and achievement gaps Allows states to use multiple measures of school success, including growth Requires low-performing Title I schools to implement interventions Prohibits the Secretary of Education to influence any aspect of a state's accountability system
School Improvement		
<ul style="list-style-type: none"> Requires progressive tiered school improvement sanctions for Title I schools that miss AYP targets: school choice, supplemental educational services, corrective action, restructuring, and alternative governance Caps state set-aside for Title I funds at 4% Authorizes separate school improvement grants (SIG) and with prescriptive transformation models codified in regulation 	<ul style="list-style-type: none"> Allows states to determine intervention strategies for Title I schools Makes school divisions responsible for providing assistance to struggling schools, with express permission for the state to provide assistance as needed Raises cap for state set-aside of Title I funds from 4% to 8% Eliminates SIG and prescriptive transformation models Eliminates required school improvement sanctions such as choice and supplemental educational services 	<ul style="list-style-type: none"> Allows states to determine intervention strategies for Title I schools Raises cap for state set-aside of Title I funds from 4% to 7% Requires states to reserve 3% of Title I funds to provide competitive grants to divisions to offer public school choice and supplemental educational services Eliminates SIG and prescriptive transformation models
Teacher Requirements and Evaluation		
<ul style="list-style-type: none"> Prescribes the use of Title II funds for teacher and principal professional development and class size reduction Creates Highly Qualified Teacher (HQT) requirements for all staff paid with Title I funds Does not mandate teacher and principal evaluation system 	<ul style="list-style-type: none"> Eliminates HQT requirements in favor of state-determined licensing and endorsement requirements Does not mandate teacher and principal evaluation system Allows use of Title II funds for evaluation 	<ul style="list-style-type: none"> Eliminates HQT requirements Does not mandate teacher and principal evaluation system Allows use of Title II funds for evaluation Creates Teacher and School Leader Flexibility Grant for reform of certification, licensing, and tenure systems

