

**RRCNA Analysis of
House (Miller-McKeon) Discussion Draft and
Senate (Kennedy-Enzi) Discussion Draft
Elementary and Secondary Education Act (ESEA)
October 2007**

In late August/early September, the House Education and Labor Committee released a bi-partisan discussion draft of the ESEA reauthorization. The Senate Health, Education, Labor and Pensions (HELP) Committee released a **partial** draft in October 2007.

This is not an exhaustive analysis of the House and Senate ESEA discussion drafts, but rather an opportunity to explore aspects of potential interest to Reading Recovery and the educational systems that support it. This framework will expand as the U.S. House and Senate continue working on the bill. Your insights and analysis of how these proposals impact Reading Recovery are very important to our advocacy efforts.

Also be aware that the drafts contain *changes* to the current law. Therefore, parts of the ESEA not amended by the draft do not appear in the draft. In addition, some sections have not been released and are forthcoming. It's a work in progress! For more information, contact Lucy Gettman, director of government affairs, Reading Recovery Council of North America: lgettman@readingrecovery.org or 614.310.7323.

TITLE I

Section	House Draft	Senate Draft
	A summary plus the full text of each part of the draft is available on the House Education and Labor Committee website at: http://edworkforce.house.gov/micro/nclb.shtml .	
Section 1111 - State Plans for making Adequate Yearly Progress	Growth model plan may <i>establish individual student growth objectives</i> that are based on meeting the State's proficient level of academic achievement on the State assessments...and are not based on individual student background characteristics (emphasis added).	Parts A and B of Title I will be released at a later date.
Section 1111	Disaggregated data for student subgroups – N size set at 30 unless Secretary approves a higher number up to 40	
Section 1112 - Local Educational Agency (LEA) Plans	Retains language with 1 key exception requiring LEAs to take into account the experience of model programs for educationally disadvantaged and the findings of relevant scientifically <i>valid</i> research indicating that services may be most effective if focused on students in the earliest grades...(emphasis added).	
Section 1114 –	NEW component for schoolwide programs: Reform	

Schoolwide Title I programs	<p>strategies that:</p> <p>1) “coordinate with <i>early intervening services</i> in the IDEA</p> <p>2) “<i>provide high quality instruction and intervention activities matched to student needs</i>, using learning rates over time and proficiency levels to make education decisions.”</p> <p>(emphasis added)</p>	
	Retains* “safety net” language to ensure that students who experience difficulty mastering the proficiency of academic achievement standards...are provided with effective, timely additional assistance, which shall include measure to ensure that students’ difficulties are identified on a timely basis...	
Section 1116 – School assistance and improvement plans	There are opportunities for teacher professional development and instructional intervention for Priority and High Priority schools not making AYP. “Priority schools” designation takes the place of schools in need of improvement.	
	School improvement measures can include “evidence-based instructional programs aligned with State standards for all students including students with diverse learning needs.”	
	The school may also implement other evidence-based activities...that substantially increase the likelihood of improving the academic achievements of (1) low-performing students...”	
Section 1117	School Support, Recognition of Success and Bringing Success to Scale -	
	States must coordinate with USDE Comprehensive Technical Assistance Centers (not the same as the Reading First TA Ctrs.) and Regional Educational Laboratories to provide support services to schools	
	Academic Achievement Awards Program – the Secretary is authorized to issue awards to LEAs that have made the greatest gains in closing achievement gaps.	
	Award funds could be used for teacher training programs.	

NEW Section 1124	Graduation Rates – includes definitions of cohort rate, extra-year adjusted cohort rate, graduations rate,	
PART C Section 104	Migratory Children – Changes program “Purpose” language	Also changes “Purpose” language, but appears closer to the current law than House version. Includes out-of-school migratory youth.
PART E Section 106	National Assessment of Title I – adds graduation rates and supplemental educational services to the issues studies in the national assessment; the Institute for Educational Sciences (IES) will conduct the assessment	Part E of Title I will be released at a later date.
NEW Section 1505	National Academy of Sciences will issues a report on magnitude of changes in the achievements gap one year from the date of enactment.	No comparable language in Senate draft
PART F Section 1601	Comprehensive School Reform (CSR) – Establishes the “next generation” of Comprehensive School Reform as “a national demonstration program of public-private partnerships in which LEAs partner with nonprofit organizations, school networks, and the philanthropic community to provide school districts with guidance, technical assistance, and training for implementing site-based management and scaling up best practices.”	No comparable language in Senate draft
Section 1603	LEA use of CSR funds includes employing “proven strategies and proven methods for student learning, teaching, and school management that based on research and effective practices that have been replicated successfully in schools.”	“
Section 1605	CSR demonstration grants for site-based management strategies should include...”The scaling up best practice strategy...supporting and training teachers to be in identifying and meeting specific needs of each child;”	“
NEW PART I Section 1851	Core Curriculum Development – Authorizes grants to support systemic comprehensive education reform by strengthening instruction in music, arts, foreign languages, civics & government, economics, history, geography, phys led and health.	Part I in Senate draft is Student Math Skills Improvement Grants

PART J Section 1875	Expanded Learning Time and School Redesign Implementation Grants	No comparable language in Senate draft
------------------------	---	--

TITLE II

Section	House Draft “Teacher Excellence for All Children”	Senate Draft “Preparing, Training, and Recruiting High Quality Teachers & Principals”
Part A Section 2111 – Premium pay	Grant to LEAs to provide higher salaries to exemplary, highly qualified teacher agreeing to teach in a high-need school.	Part A of Title II will be released at a later date.
	SEA develops system for defining exemplary, highly-qualified teacher in collaboration w/ local teacher organization.	
Section 2122 – Improving Professional Development (PD) Opportunities	Teacher Center Grants - for the establishment of new teacher centers or the support of existing teacher centers. Centers have several required and permitted responsibilities, and <u>may provide intensive support to staff to improve instruction in literacy, math, science, and other curricular areas necessary to provide a well-rounded education to students.</u>	
Part B – Teacher & Principal Quality State Grants Section 2211 –	Assurance of progress toward equitable access to teacher quality. SEA plans must articulate how they will measure and address disparities of poor and minority students being taught by out-of-field or inexperienced teachers.	Part B – Mathematics and Science Partnerships
Section 2223 – Local uses of funds	Teacher & principal professional development. LEAs shall deliver high quality professional development to teachers, principals and specialized instructional support personnel.	
	High quality professional development to teachers to assist them in improving their knowledge, skills and teaching practices in order to help students meet challenging State academic achievement... ...intensive support to staff to improve instruction in literacy, mathematics, science, and other curricular areas...	

Part G – John Glenn Academies	Funding authorized for institutions of higher education and others to create regional consortia for STEM (science, technology, engineering and math) education. Establishes a national advisory board to include two members from schools of education with established expertise in the preparation of STEM teachers.	No comparable language in Senate draft
-------------------------------	--	--

TITLE III

Section	House Draft “Language Instruction for Limited English Proficient and Immigrant Students”	Senate Draft “Language Instruction for Limited English Proficient and Immigrant Students”
Part A	Purposes – language instruction must be scientifically valid, not scientifically based.	Language instruction must be scientifically research based (no definition).
	SEAs and LEAs must provide access to the full curriculum in a manner that is comprehensible to such children and appropriately addresses the linguistic needs of such children.	
Local Plans	Must be based on scientifically based research <i>including research on native languages spoken by children under this title.</i> (emphasis added)	

TITLE IV

Section	House Draft “21 st Century Schools”	Senate Draft “21 st Century Schools”
Sec. 401 - Purpose	For development and dissemination of strategies for teaching individuals w/ LEP based on scientifically valid research...	Must be scientifically research based
Schools	Nat’l Academy of Sciences charges to conduct a study expanding the definition of what constitutes student success and identifying strategies for helping student acquire such skills	
Section 4207 – New Day for Learning Study		
PART D – Full-Service Community	Full service community schools participate in a community-based effort to coordinate educational,	No comparable language in Senate draft

Schools	developmental, family, health, and other comprehensive services through community-based organizations and public and private partnerships.	
PART E		Summer Term Education programs

TITLE V

Section	House Draft “Promoting Informed Parental Choice and Innovative Programs”	Senate Draft “Promoting Informed Parental Choice and Innovative Programs”
Section 504	Magnet Schools Assistance	Sec. 531 – Magnet Schools Assistance
Section 505	Fund for the Improvement of Education	Sec. 541 - Fund for the Improvement of Education
Subpart 5	Reading is Fundamental	Sec. 544 - Reading is Fundamental
Subpart 24	Innovative, Integrated Curricula Grant program – new competitive grant program to support the development of innovative, integrated and interdisciplinary curricula in core academic subject.	
		Sec. 5494 – K-12 Foreign Language Incentive Program

TITLE VI

Section	House Draft “Flexibility and Accountability”	Senate Draft “Flexibility and Accountability”
Part A	Grants for State Assessments and Related Activities -...to develop, field test, and use formative assessments and technology-based assessments aligned with State standards to provide teacher and administrators with timely and accurate student and classroom level information that may be used to inform and improve classroom instruction and <i>target academic assistance to student in need of help</i> (emphasis added).	Part A of Title VI will be released at a later date.
		Part B - Rural Education Initiative

TITLE VII

Section	House Draft “Improvement of Academic Success of Indian students Through Native American Languages Program”	Senate Draft “Indian, Native Hawaiian, and Alaska Native Education”

TITLE VIII

Section	House Draft “Impact Aid”	Senate Draft Not yet released
---------	-----------------------------	----------------------------------

TITLE IX

Section	House Draft “General Provisions”	Senate Draft Not yet released
Section 901 -	Definitions	
	English language learner – means an individual with limited English proficiency	
	Highly qualified	
	<p>Principles of Scientific Research - The term ‘principles of scientific research’ means research that—</p> <p>“(A) applies rigorous, systematic, and objective methodology to obtain reliable and valid knowledge relevant to education activities and programs;</p> <p>“(B) presents findings and makes claims that are appropriate to and supported by methods that have been employed; and</p> <p>“(C) includes, appropriate to the research being conducted—</p> <p>“(i) use of systematic, empirical methods that draw on observation or experiment;</p> <p>“(ii) use of data analyses that are adequate to support the general findings;</p> <p>“(iii) reliance on measurements or observational methods that provide reliable and generalizable findings;</p> <p>“(iv) strong claims of causal relationships only in research designs that eliminate plausible competing explanation for observed results, which may include but shall not be limited to random assignment experiments;</p> <p>“(v) presentation of studies and methods in sufficient detail and clarity to allow for replication or at a minimum, to offer the opportunity to build systematically on the findings of the research;</p> <p>“(vi) acceptance by a peer-reviewed journal or critique by</p>	

	a panel of independent experts through a comparably rigorous, objective, and scientific review; and “(vii) consistency of findings across multiple studies or sites to support the generality of results and conclusions.”.	
	Professional Development – “to be supplied”	
	Scientifically Valid Research - The term ‘scientifically valid research’ includes applied research, basic research, and field-initiated research in which the rationale, design, and interpretation are soundly developed in accordance with accepted principles of scientific research.”.	
	Specialized School Support Personnel	

TITLE X

Section	House Draft “Student Reading Skills Improvement Grants – Reading First, Early Reading First, Even Start, Striving Readers”	Senate Draft “Amendments to Other Laws”
Section 1001	Reading First – a significant enhancement integrates limited English proficient students and linguistically appropriate approaches throughout the statute, including assessments, instruction, professional development, evaluation, and coordination with other statutes.	Part A – McKinney-Vento Homeless Assistance Act
	Reading First Advisory Committee – Two experts added to Committee: “(v) an individual who has expertise in reading instruction for English language learners that is based on scientifically based reading research; and (vi) an individual who has expertise in improving the academic achievement of children who are below grade level in reading through reading instruction that is based on scientifically based reading research.	
	Committee and subcommittees shall not be dominated by members from one nominating authority (USDE, NICHD, NIFL, NAS)	
	Department shall provide guidance to Committee with regard to grant reviews, transparency, etc.	
	External evaluation of RF shall not be conducted by an RF	

	contractor.	
	Technical Assistance - separation of websites, balanced presentation, etc. per OIG findings.	
Section 1002	Early Reading First	
Section 1003	Even Start	
Section 1004	Striving Readers – Adolescent literacy initiative	
		Sec. 1011. Youths
Section 1265	State Uses of funds - <i>Mandatory SEA activities include Preservice Coursework Review</i> (emphasis added). The SEA shall strengthen and enhance preservice course for student preparing, at all public institutions of higher education in the State, to teach any of grades 4 – 12 by: (i) reviewing course content for consistency with research based elements of effective adolescent literacy...recommendation to IHEs to offer course that meet the highest standards...preparing a report for public review on the SEA website.	
Section 1270	Prohibition on Federal Government – clarifies that nothing in this subpart shall be construed to alter or lesson the prohibition on mandates contained elsewhere in the Act.	

TITLE XI

	Homeless Education	No Title XI in Senate draft Homeless education in Title X
--	---------------------------	---

*For more information, contact Lucy Gettman, director of government affairs, Reading Recovery Council of North America:
lgettman@readingrecovery.org or 614.310.7323.*