

**Selected Summary of Title II, Preparing, Training, and Recruiting High-Quality Teachers,
Principles and Other School Leaders, the Every Child Achieves Act of 2015**

April 13, 2015

The following comments are offered regarding legislative language of *Title II of the Every Child Achieves Act of 2015*, a bill released on April 7, 2015, prepared jointly by the Chairman Lamar Alexander and Ranking Member Patty Murray of the Senate Health, Education, Labor and Pensions Committee. The Committee deliberations begin on April 14, 2015.

Key Points (General)

- Restores authority for the development of accountability models to states and local school districts; thereby eliminating the federal accountability system.
- Maintains federally required two tests in reading and math in grades 3-8 per child and once in high school; test for science required to be given three times between grades 3 and 12.
- Establishes clear requirement for evidenced-based interventions.
- Prohibits the Secretary from mandating, prescribing or defining specific steps school districts and states must take to improve low-performing schools.
- Sustains requirements for disaggregated achievement data and challenging academic standards.
- Authorizes modified assessments for 1% of students with the most significant cognitive disabilities.
- Eliminates “highly qualified teachers” requirements defined by the federal government.
- Eliminates federal mandates for teacher evaluation programs, allowing states to make determination.
- Provides resources to support English Language Learner programs, including access by immigrant children and youth as well as professional development for teachers.
- Provides increased flexibility to expand charter schools.
- Modifies MOE requirements, providing additional flexibility for states and local school districts.
- Sustains support for homeless students, including unaccompanied children, to have access to programs.
- Permits funds to be used for early childhood education

Reauthorizes Literacy Education for All, Results for the Nation (LEARN)

- Sustains use of funding: 35% based on number of students age 5 – 17; 65% based on percentage of students age 5 – 17 from families with net income below poverty line in the state; but no less than 1% to states.
- Sustains use of funding: 15% for children from birth through kindergarten; 40% for children in grades kindergarten through grade 5; 40% to students in grades 6 through 12.
- State plans must indicate how it will improve identified students learning needs, including low literacy levels. (p. 238)
- Establishes requirement for state comprehensive literacy instruction plans
- Supports comprehensive literacy for early childhood education through grade 12. (P 292-)
- Authorizes states to provide target grants to state-designated early childhood education programs; and to LEAs with private or public partners.
- Provides definition of comprehensive literacy (pp 295-296).
- Duration of grants to LEAS not more than 5 years; may be renewed for 2 additional years (p 299)