

Statute	Current Law	House Republican Bill	Senate Republican Bill	Alexander/Murray Bill
Title	No Child Left Behind	Student Success Act	Every Child Ready for College or Career Act	Every Child Achieves Act
Chairman		Rep. John Kline (R-MN)	Sen. Lamar Alexander (R-TN)	Sen. Lamar Alexander (R-TN)
Ranking Member		Rep. Bobby Scott (D-VA)	Sen. Patty Murray (D-WA)	Sen. Patty Murray (D-WA)
Standards	Math reading, science	States adopt standards in math, ELA and science	States adopt standards that prepare students to be college/career ready without need for remediation	States must establish challenging academic standards for all students
Assessments	Annual testing in gr 3-8 in math/ELA and once in high school; grade span testing in science (one per gr. 3-5; 6-9; 10-12)	Annual testing in gr 3-8 in math/ELA and once in high school; grade span testing in science (one per gr. 3-5; 6-9; 10-12)	Option A: Allows for grade span testing, competency testing, annual testing, a combination of yearly/grade span testing, multiple measures, formative assessments, etc...	Maintains current law (every child/year in Math/ELA in gr 3-8, once in high school; grade span for science)
		Tests can be computer adaptive	Option B: Annual testing in gr 3-8 in math/ELA and once in high school; grade span testing in science (one per gr. 3-5; 6-9; 10-12)	Maintains 1% cap for alternate assessments
		Tests an include out-of-grade material	Both Option A and B allow for LEAs to adopt assessment separate from that which the state identifies	May see language on a test pilot for SEA/LEA innovation
		Eliminates 1%/2% caps	Eliminates 1%/2% caps	
Accountability	Adequate yearly progress (AYP) requires all student to perform with 100% proficiency by 2013-14	Eliminates AYP, Annual Measurable Objectives (AMOs)/performance targets, and SES	Eliminates AYP, Annual Measurable Objectives (AMOs)/performance targets, and SES	Eliminates AYP, Annual Measurable Objectives (AMOs)/performance targets, and SES
	Student performance disaggregated by subgroup (race, economic, English Language Learner, migrant students, and students with disabilities)	Student performance disaggregated by subgroup (race, economic, English Language Learner, migrant students, and students with disabilities)	Student performance disaggregated by subgroup (race, economic, English Language Learner, migrant students, and students with disabilities)	Student performance disaggregated by subgroup (race, economic, English Language Learner, migrant students, and students with disabilities)
	Achievement targets (for students) include ELA/math proficiency, as well as one more factor (commonly graduation rates, currently calculated using the 4-yr adjusted cohort calculation)	Student achievement data must include graduation rates, % of students tested and proficiency	Student achievement data must include graduation rates, % of students tested and proficiency	Student achievement data must include graduation rates and one measure of college/career ready (ie, college placement rates). Freedom to include other indicators as well.

	Accountability systems are developed by states, who determine if LEAs met targets and identifies LEAs as 'in need of improvement'	Graduation rates calculated thru adjusted cohort calculation, with option for extend-year rate calculation	Graduation rates calculated using adjusted cohort calculation including extended year calculation	Graduation rates calculated thru adjusted cohort calculation, with option for extend-year rate calculation
	Schools identified as 'in need of improvement' must set aside 20% of Title I funds for Supplemental Education Services (SES)			
School Improvement	LEAs missing AYP more than two consecutive years face consequences	Eliminates prescriptive approach to school improvement; leaves it to SEAs/LEAs to determine who is identified and how, as well as how to improve/turn around schools	Eliminates prescriptive approach to school improvement; leaves it to SEAs/LEAs to determine who is identified and how, as well as how to improve/turn around schools	Eliminates prescriptive approach to school improvement; leaves it to SEAs/LEAs to determine who is identified and how, as well as how to improve/turn around schools
	Consequences are federally prescribed and include corrective action, tutoring, school choice, and restructuring (restructuring options are prescribed, as well)			
Teachers/School Leaders	Highly qualified teachers' (HQT) provisions required all teachers to have specified degree/certification by 2005-06.	Eliminates HQT	Eliminates HQT	Eliminates HQT
	Title II includes funds for professional development, including reducing class size and Title II Part D (education technology)	Use of Title II dollars for class size reduction capped at 10%	States are free to develop teacher/educator evaluation systems	States are free to develop teacher/educator evaluation systems (not mandated);
	Low-income/minority students cannot be disproportionately taught by non-HQ teachers, those teaching out of subject, or those who are new	Eliminates stand-alone education technology professional development program (Title II Part D)	Eliminates stand-alone education technology professional development program (Title II Part D)	Does not limit Title II use for class size, but must be to 'evidence'based' level
	Title II dollars are allocated according to child poverty (65%) and child population (35%)	Title II dollars are allocated according to child poverty and child population (50% each)	Consolidates/eliminates programs within Title II to make the 'Teacher Development' title a block grant	Consolidates/eliminates programs within Title II to make the 'Teacher Development' title a block grant; fully flexible with Title IV

		Consolidates/eliminates programs within Title II to make the 'Teacher Development' title a block grant		
		No federal mandate for states to conduct teacher evaluations; states can choose to use funds to set up teacher evaluation systems if they choose	Teacher evaluation through test scores is optional	
Funding	Title I distributes funds to SEAs/LEAs thru four formulas (targeted, basic, concentrated and EFIG), which use a variety of factors to target funds to students (including state effort and count/percentage of students in poverty)	No substantive changes to Title I formulas	No substantive changes to Title I formulas	No substantive changes to Title I formulas
		Funding caps in authorizing statute represent a net cut to overall ESEA reauthorizations; level funds programs for duration of authorization	Funding caps in authorizing statute represent a net cut to overall ESEA reauthorizations; level funds programs for duration of authorization	No funding caps.
	Maintenance of Effort (MoE) provision requires SEAs/LEAs to invest at least 90% of what they did in the previous year; both the state and local level can pursue waivers in case of 'fiscal hardship'	Eliminates MoE	Eliminates MoE	
				Keeps maintenance of effort
	Districts demonstrate equitable allocation of resources through comparability calculation, which does not have to include teacher salary information			Maintains current law re: comparability.
	Explicit language to reign in Secretary of Education's autonomy/authority, including not requiring/incentivizing/prescribing/defining standards (ie, Common Core)	Explicit language to reign in Secretary of Education's autonomy/authority, including not requiring/incentivizing/prescribing/defining standards (ie, Common Core)	Explicit language to reign in Secretary of Education's autonomy/authority, including not requiring/incentivizing/prescribing/defining standards (ie, Common Core)	
	Provides for public school portability, allowing Title I dollars to follow the individual child	Provides for public school portability, allowing Title I dollars to follow the individual child		NO portability or vouchers.

Other/Misc

	Reauthorizes Rural Education Achievement Program (REAP)	Reauthorizes Rural Education Achievement Program (REAP)	Reauthorizes Rural Education Achievement Program (REAP)
	Does not authorize administration's flagship programs (Race to the Top, i3, Promise Neighborhoods, School Improvement Program)	Does not authorize administration's flagship programs (Race to the Top, i3, Promise Neighborhoods, School Improvement Program)	Does not authorize administration's flagship programs (Race to the Top, i3, Promise Neighborhoods, School Improvement Program)
	Consolidates/eliminates nearly 70 programs		Consolidates large number of programs though many aspects remain as an 'allowable use' in the block granted/flexible Titles II and IV
	BACKGROUND CHECKS	BACKGROUND CHECKS	NO BACKGROUND CHECK language
			Creates three competitive programs related to charters to support scale up of high quality charters, to incentivize states to increase transparency, and to support public/private entities using creative methods to enhance credit as used to acquire, build, renovate charters
			Early edu is specified as an allowable use in many programs. The manager's mark may include a dedicated early ed program to support state coordination of early ed programs.

	<p>The term 'core academic subjects' means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography</p>			<p>Expands the definition of core academic subject: "The term 'core academic subjects' means English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, and physical education, and any other subject as determined by the state or local educational agency."</p>
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