

From: <Paul.Riddle@ed.gov>
To: "Sandy Kress (CN=Sandy Kress/OU=OPD/O=EOP [OPD])"; "Sarah E. Youssef (CN=Sarah E. Youssef/OU=OPD/O=EOP [OPD])"; <Jack.Kristy@ed.gov>; <Kay.Rigling@ed.gov>; <Thomas.Corwin@ed.gov>; <Lonna.Jones@ed.gov>
Subject: : latest Senate draft on AYP
Date: Wednesday, May 02, 2001 8:52 AM

Begin Original ARMS Header #####
RECORD TYPE: PRESIDENTIAL (NOTES MAIL)
CREATOR:"Riddle, Paul" <Paul.Riddle@ed.gov> ("Riddle, Paul" <Paul.Riddle@ed.gov> [UNKNOWN])
CREATION DATE/TIME: 2-MAY-2001 07:52:42.00
SUBJECT:: latest Senate draft on AYP
TO:Sandy Kress (CN=Sandy Kress/OU=OPD/O=EOP [OPD])
READ:UNKNOWN
TO:Sarah E. Youssef (CN=Sarah E. Youssef/OU=OPD/O=EOP [OPD])
READ:UNKNOWN
TO:"Kristy, Jack" <Jack.Kristy@ed.gov> ("Kristy, Jack" <Jack.Kristy@ed.gov> [UNKNOWN])
READ:UNKNOWN
TO:"Rigling, Kay" <Kay.Rigling@ed.gov> ("Rigling, Kay" <Kay.Rigling@ed.gov> [UNKNOWN])
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TO:"Corwin, Thomas" <Thomas.Corwin@ed.gov> ("Corwin, Thomas" <Thomas.Corwin@ed.gov> [UNKNOWN])
READ:UNKNOWN
TO:"Jones, Lonna" <Lonna.Jones@ed.gov> ("Jones, Lonna" <Lonna.Jones@ed.gov> [UNKNOWN])
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End Original ARMS Header

FYI

-----Original Message-----

From: Mark_Powden@labor.senate.gov [mailto:Mark_Powden@labor.senate.gov]

Sent: Tuesday, May 01, 2001 7:29 PM

To: Sherry_Kaiman@labor.senate.gov; Andrew_Hartman@labor.senate.gov;
Susan_Hattan@labor.senate.gov; Danica_Petroshius@labor.senate.gov;
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Townsend_L_McNitt@who.eop.gov; Sandra.Cook@ed.gov
Subject: PDF file KOS01.354 from Mark Koster

Forward Header

Subject: PDF file KOS01.354 from Mark Koster
Author: Gretchen Walter at Legislative_Counsel
Date: 5/1/2001 7:00 PM

- att1.htm - KOS01_354.pdf

ATT CREATION TIME/DATE: 0 00:00:00.00

File attachment <P_B2OR1004_OPD.TXT_1>

ATT CREATION TIME/DATE: 0 00:00:00.00

File attachment <P_B2OR1004_OPD.TXT_2>

**The following document is attachment
P_B2OR1004_OPD.TXT_1**

FYI

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From: Mark_Powden@labor.senate.gov [mailto:Mark_Powden@labor.senate.gov]

Sent: Tuesday, May 01, 2001 7:29 PM

To: Sherry_Kaiman@labor.senate.gov; Andrew_Hartman@labor.senate.gov;
Susan_Hattan@labor.senate.gov; Danica_Petroshius@labor.senate.gov;
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Subject: PDF file KOS01.354 from Mark Koster

Forward Header

Subject: PDF file KOS01.354 from Mark Koster
Author: Gretchen Walter at Legislative_Counsel
Date: 5/1/2001 7:00 PM

**The following document is attachment
P_B2OR1004_OPD.TXT_2**

AMENDMENT NO. _____ Calendar No. _____

Purpose: To provide for accountability.

IN THE SENATE OF THE UNITED STATES—107th Cong., 1st Sess.

S. 1

To extend programs and activities under the Elementary and Secondary Education Act of 1965.

Referred to the Committee on _____
and ordered to be printed

Ordered to lie on the table and to be printed

AMENDMENTS intended to be proposed by

Viz:

1 On page 39, beginning with line 20, strike all through
2 page 40, line 2, and insert the following:

3 “(B) Adequate yearly progress shall be defined
4 in accordance with subparagraph (D) and in a man-
5 ner that—”.

6 On page 41, strike lines 4 through 11, and insert the
7 following:

8 “(vi) includes a timeline for meeting the
9 goal that each group of students described in

1 clause (v) will meet or exceed the State’s pro-
2 ficient level of performance on the State assess-
3 ment used for the purposes of this section and
4 section 1116 not later than 10 years after the
5 date of enactment of the Better Education for
6 Students and Teachers Act; and

7 On page 41, between lines 19 and 20, insert the fol-
8 lowing:

9 “(C)(i) Each State plan shall include a detailed
10 description of an objective system or formula that
11 incorporates and gives appropriate weight to each of
12 the elements described in subparagraph (B), includ-
13 ing the progress of each of the groups of students
14 described in subparagraph (B)(v)(II), in meeting the
15 State’s annual measurable objectives for continuing
16 and significant improvement under subparagraph
17 (B)(v) and in making progress toward the 10-year
18 goal described in subparagraph (B)(vi), except that
19 the State shall give greater weight to the groups—

20 “(I) performing at a level furthest from
21 the proficient level; and

22 “(II) that make the greatest improvement.

23 “(ii) The system or formula shall be subject to
24 peer review and approval by the Secretary under

1 subsection (e). The Secretary shall not approve the
2 system or formula unless the Secretary determines
3 that the system or formula is sufficiently rigorous
4 and reliable to ensure continuous and significant
5 progress toward the goal of having all students pro-
6 ficient within 10 years.

7 “(D) A State shall define adequate yearly
8 progress for the purpose of making determinations
9 under this Act so that—

10 “(i) a school, local educational agency, or
11 State, respectively, has failed to make adequate
12 yearly progress if the school, local educational
13 agency, or State, respectively, has not—

14 “(I) made adequate progress as deter-
15 mined by the system or formula described
16 in subparagraph (C); or

17 “(II) for each group of students de-
18 scribed in subparagraph (B)(v)(II) (other
19 than those groups formed by gender and
20 migrant status), achieved an increase of
21 not less than 1 percent, in the percentage
22 of students served by the school, local edu-
23 cational agency, or State, respectively,
24 meeting the State’s proficient level of per-
25 formance in reading or language arts and

1 mathematics, for a school year compared
2 to the preceding school year; and

3 “(ii) for the purpose of making determina-
4 tions under clause (i) (I) or (II), the State may
5 establish a uniform procedure for averaging
6 data from the school year for which the deter-
7 mination is made and 1 or 2 school years pre-
8 ceding such school year.

9 On page 43, strike lines 8 through 15, and insert the
10 following:

11 “(G) Each State plan shall provide that in
12 order for a school to make adequate yearly progress
13 under subparagraph (B), not less than 95 percent of
14 each group of students described in subparagraph
15 (B)(v)(II) who are enrolled in the school shall take
16 the assessments (in accordance with paragraph
17 (3)(G)(ii) and with accommodations, guidelines and
18 alternate assessments provided in the same manner
19 as they are provided under section 612(a)(17)(A) of
20 the Individuals with Disabilities Education Act) on
21 which adequate yearly progress is based, except that
22 nothing in this subparagraph shall be construed to
23 limit the requirement under paragraph (3)(G)(i) to
24 assess all students.