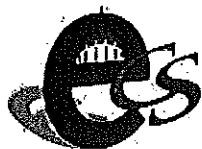


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From the ECS State Policy Database Student Achievement--Closing the Achievement Gap

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This database is made possible by your state's fiscal support of the Education Commission of the States (ECS). Most entries are legislative, although rules/regulations and executive orders that make substantive changes are included. Every effort is made to collect the latest available version of policies; in some instances, recent changes might not be reflected. For expediency purposes minimal attention has been paid to style (capitalization, punctuation) and format.

Please cite use of the database as: Education Commission of the States (ECS) State Policy Database, retrieved [date].

State	Status/Date	Level	Summary
TN	Signed into law	P-12	Requires standardized testing of K-2 students in low-performing schools to determine how to best target student learning needs and assess whether any learning disparities exist. http://www.capitol.tn.gov/Bills/107/Bill/SB3155.pdf Title: S.B. 3155 Source: http://www.capitol.tn.gov
GA	Signed into law	P-12	Directs the office of student achievement to work in coordination to review, and revise as necessary, indicators of quality. Requires such review to be conducted annually, rather than biennially. Requires that school and school system indicators include financial efficiency and school climate, and permits the office to include other indicators. Requires quality of learning indicators to be based on student achievement, achievement gap closure, and student progress, and to be disaggregated by all subgroups as required by the Elementary and Secondary Education Act. Deletes existing student achievement and school performance indicators. Identifies permissible components of financial efficiency and school climate determinations. Requires financial efficiency and school climate to be rated from 1 to 5 stars, and requires each of these ratings to be included on school and school system report cards, along with an explanation of the criteria that inform each of these ratings. Requires school and school system quality of learning ratings to be a numerical score on a scale of 0-100, with a majority of the quality of learning score based on student achievement. Requires school completion data to be included in school and school system indicators of quality of learning. Requires school and school system report cards to include performance data on quality of learning, financial efficiency, and school climate. Repeals language requiring school performance data in report cards to be compared to specified other performance indicators. Requires statewide report card to include rating for each school and school system (previously only school ratings included). Makes awarding of financial financial awards by director of office of student achievement optional rather than mandatory, and bases awards on reduction of achievement gap. Adds unacceptable progress in achievement gap closure to grounds for assistance and intervention in a school. http://www.legis.ga.gov/Legislation/20112012/127822.pdf Title: S.B. 410 Source: www.legis.ga.gov
NM	Signed into law	P-12 Postsec. Community College	Enacts the Hispanic Education Act; creates the Hispanic Education Office of the Public Education Department; provides for powers and duties; creates an advisory council. Provides for the study, development and implementation of educational systems that affect the educational success of Hispanic students to close the achievement gap, increase graduation rates, and increase college participation and completion; encourages and foster parental involvement; provides mechanisms for all stakeholders to work together to improve educational opportunities for Hispanic students. http://nmlegis.gov/Sessions/10%20Regular/final/HB0150.pdf Title: H.B. 150; S.B. 132 Source: http://nmlegis.gov/
MA	Signed into law	P-12	Relates to education reform to turnaround underperforming schools, collective purchasing, public purchases, competitive bidding and vendor payments; relates to charter schools, school programs of member school committees, educational collaboratives, investment authority, required teacher certification, student performance data, English language proficiency, special education, workforce development services, health and mental health screenings and law enforcement services in the school community.

<http://www.mass.gov/legis/bills/senate/186/st02/st02247.htm>
 Title: S.B. 2247; (NEW BILL)
 Source: <http://www.mass.gov>

TX Signed into P-12
 law
 06/2009

Adds new Subchapter I in Chapter 42 of Education Code. Establishes the Select Committee on Public School Finance Weights, Allotments, and Adjustments to conduct a comprehensive review of weights, allotments and adjustments under the public school finance system. Establishes membership. Requires committee to hold first meeting by October 2009. Directs the committee to hold public hearings throughout the state and solicit testimony about the weights, allotments and adjustments under the finance system from parents of public school students and other interested persons. Requires at least one hearing to be held at a public school during a time that students are able to attend the hearing. Additionally directs the committee to identify specific short term goals that will assist the state in meeting the objectives and goals of public education, and specifies the review must include recommendations on:

- (1) Methods to close the achievement gap and define and measure readiness for college and the workforce
- (2) Revisions to the public accountability system
- (3) Methods for promoting efficient and effective support structures for public schools.

By December 2010, requires the committee to provide a report, approved by a majority of committee members, with the findings of its review and the committee's recommendations for statutory changes. Provides subchapter expires January 11, 2011.

Pages 63-67 of 108: <http://www.legis.state.tx.us/tlodocs/81R/billtext/pdf/HB03646F.pdf>
 Title: H.B. 3646 - Section 65
 Source: www.legis.state.tx.us

TX Signed into P-12
 law
 06/2009

Amends responsibilities of state education agency's best practices clearinghouse. Eliminates directive for clearinghouse to provide best practices regarding instruction, dropout prevention, public school finance, resource allocation and business practices. Directs the agency to determine the appropriate topic categories for which a campus, district or charter school may submit best practices. Provides that the clearinghouse should also provide best practices of charter schools. Provides that in addition to reporting on best practices of high-performing campuses and districts, clearinghouse must report on best practices of high-performing charter schools and on practices of "academically acceptable" districts and schools that have demonstrated significant improvement in student achievement. Pages 1-2 of 180:

<http://www.legis.state.tx.us/tlodocs/81R/billtext/pdf/HB00003F.pdf>
 Title: H.B. 3 - Section 1
 Source: www.legis.state.tx.us

TX Signed into P-12
 law
 06/2009

Establishes new Subchapter G, "Distinction Designations". Directs the commissioner at the beginning of each school year to award distinction designations to districts and campuses. Directs the commissioner by rule to establish a recognized and exemplary rating for awarding districts and campuses an academic distinction designation. Requires the commissioner's rule to include criteria for the ratings, including percentages of students who demonstrate college readiness on specified end-of-course assessments, or other factors indicating students' postsecondary readiness. Requires a campus to be awarded a distinction designation if the campus is in the top 25% of campuses statewide in annual improvement in student achievement as determined under Section 39.034. Additionally requires a campus to be awarded a distinction designation if the campus significantly diminishes or eliminates performance differentials between student subpopulations and is ranked in the top 25% of campuses statewide in annual improvement in student achievement. Directs the commissioner to adopt rules to ensure that a campus does not artificially diminish or eliminate performance differentials by inhibiting the achievement of the highest achieving student subpopulation.

Additionally provides that a campus that satisfies the criteria established in new Section 39.204 must be awarded a distinction designation for programs/categories of performance, namely (1) academic achievement in English language arts, math, science, or social studies; (2) fine arts; (3) physical education; (4) 21st Century Workforce Development program; and (5) second language acquisition program. Establishes 39.204, which directs the commissioner by rule to establish standards for considering campuses for distinction designations and methods for awarding campus distinction designations. Requires establishment of a separate committee to develop criteria for the aforementioned subject area/program-specific distinction designations. Establishes criteria for membership of each such committee, and procedures for each committee to develop criteria for distinction designations. Repeals Section 39.111, "Recognition and Rewards"

Amends 39.263, "Awards." Provides criteria for identifying schools in Texas Successful Schools Awards System must include consideration of performance on the student achievement indicators adopted under Section 39.053(c) and consideration of the distinction designation criteria prescribed by or developed under Subchapter G.

Requires the regional and district level report developed per Section 39.333 to indicate, for each campus granted an exemption from the maximum class size in grades K-3, a statement of whether the campus has been awarded a distinction designation under Subchapter G or has been identified as an

unacceptable campus under Subchapter E. Existing language requires the regional and district report to indicate a summary of district waivers granted under Section 7.056 or 39.232; new legislation additionally requires report to provide a summary of school-level exemptions permitted by these Sections.

Requires the first written notice of a student's performance that a school district gives during a school year to include a statement of whether the campus at which the student is enrolled has been awarded a distinction designation under Subchapter G or has been identified as an unacceptable campus under Subchapter E, and an explanation of the significance of this information.

Pages 125-135, 155-157 of 180: <http://www.legis.state.tx.us/tlodocs/81R/billtext/pdf/HB00003F.pdf>

Title: H.B. 3 - Section 59 - Part VI (Distinction Designations and Awards)

Source: www.legis.state.tx.us

WA Signed into law
05/2009

Requires disaggregation of all student data-related reports required by the Office Superintendent of Public Instruction by subgroups of students; requires the Professional Education Standards Board to convene a work group to identify a list of model standards for cultural competency; requires the office to provide guidance to school districts on subgroup achievement gaps; requires the collaboration of specified entities to review the challenges and solutions to achievement gaps. Chapter 468

<http://apps.leg.wa.gov/documents/billdocs/2009-10/Pdf/Bills/Session%20Law%202009/5973-S2.SL.pdf>

Title: S.B. 5973

Source: <http://apps.leg.wa.gov>

CA Signed into law
09/2008

P-12

Community College

Establishes the Early Commitment to College Program. Requires schools designated and not designated as a College Opportunity Zone to provide pupils in grades 6 to 9, inclusive, the opportunity to sign a pledge declaring a commitment to finish high school and prepare for, and enroll in, college. Requires participating districts to provide college information and preparation events for pupils. Relates to the Community College Board of Governor's fee waiver program. Chapter 472

<http://www.assembly.ca.gov/acs/acsframeset2text.htm>

Title: S.B. 890

Source: <http://www.assembly.ca.gov>

IL Signed into law
08/2008

P-12

Creates the Commission on the Elimination of Poverty to develop a poverty elimination strategic plan to reduce extreme poverty in Illinois by 50% or more by 2015. In developing the overall strategic plan, and in working toward the goal of reducing extreme poverty in Illinois by at least 50% by 2015, requires the commission to address all of the following:

- (1) Access to safe, decent and affordable housing
- (2) Access to adequate food and nutrition
- (3) Access to affordable and quality health care
- (4) Equal access to quality education and training
- (5) Dependable and affordable transportation
- (6) Access to quality and affordable child care
- (7) Opportunities to engage in meaningful and sustainable work that pays a living wage
- (8) The availability of adequate income supports.

Requires that the strategic plan include specific policy and fiscal recommendations and a timeline for each stage of implementation

for each recommendation. For each recommendation, requires the commission to identify in measurable terms the actual or potential impact. Authorizes the commission to review and make comments and recommendations on existing or proposed programs, policies, administrative rules and statutes that have an

impact on poverty in Illinois and, in particular, people living in extreme poverty.

Provides for appointments, co-chairs and terms of members. Requires the state superintendent of education to serve on the commission as an ex officio member. Provides for a steering committee. Requires the commission to meet at least annually and the steering committee to meet at least quarterly. Requires the commission to submit an initial report on its activities and recommendations to the constitutional officers and the general assembly by March 1, 2009, and to adopt a strategic plan by January 1, 2010. Provides for administrative support of the commission by the department of human services. <http://www.ilga.gov/legislation/95/HB/PDF/09500HB4369lv.pdf>

Title: H.B. 4369

Source: www.ilga.gov/legislation

NY Adopted
06/2008

P-12

Establishes allowable programs and activities, criteria for public reporting by school districts of their total foundation aid expenditures, and other requirements for purposes of preparation of contracts for excellence by certain specified school districts. Pages 6-11 of 27:

<http://www.dos.state.ny.us/info/register/2008/mar5/pdfs/rules.pdf>

Title: Title 8 NYCRR Sections 100.13 and 170.12

Source: Lexis-Nexis/StateNet

WA Signed into law

P-12

The center for the improvement of student learning (CISL) is required to convene an advisory committee tasked with producing a strategic plan to address the achievement gap for African-American students.

04/2008	The committee is comprised of 15 members, appointed evenly by the speaker of the house, the president of the senate, and the superintendent of public instruction. In specific, the committee must "conduct a detailed analysis of the achievement gap for African-American students; examine the extent that current initiatives address the needs of African-American students; identify best practices and promising programs; develop a comprehensive plan with specific strategies, interventions, and funding to improve educational outcomes for African-American students; and develop performance improvement measures and benchmarks to monitor progress. The final report is due December 1, 2008. http://apps.leg.wa.gov/documents/billdocs/2007-08/Pdf/Bills/Session%20Law%202008/2722-S2.SL.pdf Title: H.B. 2722 Source: http://www.leg.wa.gov/legislature
WA Signed into P-12 law 04/2008	Existing student learning plans (required for 8-12th grade students) must also include information on the student's results on the Washington assessment of student learning (WASL), if the student's score on the Washington language proficiency test II (for students in bilingual transitional programs), credit deficiencies, attendance rates for the previous two years, the progress made toward meeting state and local graduation requirements, remediation strategies and alternative education options available to students, alternative assessment options available to students, district programs, high school courses and career and technical education (CTE) options available to meet graduation requirements and available programs offered through skill centers or community and technical colleges. The bill creates the extended learning opportunities program for eligible 11 and 12th grade students not on track to meet graduation requirements as well as 8th grade students not on track to meet the standard on the WASL. Under the program, districts must make available to 12th grade students who have failed to meet graduation requirements the option of continuing enrollment in the district, and may fund through basic education program funding. Instructional services provided under the program may be offered during the regular school day, evenings, on weekends or any other time deemed appropriate. Subject to funding, the office of the superintendent of public instruction (OSPI) is directed to explore online curriculum support in languages other than English currently available. By December 2008, OSPI must report to the legislature recommendations for online support in other languages that would assist the state's English learners. Grant recipients of the Lorraine Wojahn dyslexia pilot reading program are directed to report to OSPI on the lessons learned regarding effective assessment and intervention programs, best practices for professional development and strategies to build capacity and sustainability. By December 2008, the superintendent must aggregate and report the recommendations to the legislature. The bill directs the professional educator standards board to convene a working group to develop recommendations for increasing teacher knowledge, skills and competencies to address the needs of English language learners (ELL). The group must identify gaps and weaknesses in current knowledge and skills standards for teacher preparation and competencies. The group must submit its report by December 2008 to the governor and the legislature. In addition to funds allocated to districts through the learning assistance program based on family income factors, enhanced funds are to be made available to districts where more than 20% of students are eligible for and enrolled in the transitional bilingual instruction program. Enhanced funding is determined using the formula set forth in statute. Title: S.B. 6673 Source: http://www.leg.wa.gov/legislature
NY Adopted P-12 01/2008	The board of regents has readopted, by emergency action effective January 22, 2008, the emergency rule adopted at the September 10, 2007 Regents meeting, and readopted at the October 23, 2007 Regents meeting, that added a new section 100.13 and amended section 170.12 of the Commissioner's Regulations. The rule is necessary to implement the Education Law section 211-d to establish allowable programs and activities, criteria for public reporting by school districts of their total foundation aid expenditures, and other requirements for purposes of preparation of contracts for excellence by certain specified school districts. Pages 9- of 33: http://www.dos.state.ny.us/info/register/2008/feb6/pdfs/rules.pdf Title: Title 8 NYCRR Sections 100.13 and 170.12 Source: www.dos.state.ny.us
NY Emergency P-12 Rule Extension 11/2007	Readopts, by emergency action effective November 25, 2007, the emergency rule adopted at the September 10, 2007 Regents meeting that added a new section 100.13 and amended 170.12 of the Commissioner's Regulations. http://www.dos.state.ny.us/info/register/2007/dec12/pdfs/rules.pdf Title: Title 8 NYCRR Sections 100.13 and 170.12 Source: Lexis-Nexis/StateNet
NY Adopted P-12 07/2007	Establishes allowable programs and activities, criteria for public reporting by school districts of their total foundation aid expenditures, and other requirements for purposes of preparation of contracts for

excellence by certain specified school districts. Pages 16-19 of 48:
<http://www.dos.state.ny.us/info/register/2007/aug15/pdfs/rules.pdf>
 Title: Title 8 NYCRR Sections 100.13 and 170.12
 Source: Lexis-Nexis/StateNet

IA Signed into P-12
 law
 06/2006

Beginning January 15, 2007, requires the department to submit an annual report to the legislature that includes the ways districts in the previous school year used modified allowable growth for programs for returning dropouts and dropout prevention; identifies, by grade level, age, and district size, the students in the dropout and dropout prevention programs for which the department approves a request; describes school district progress toward increasing student achievement and attendance for the students in the programs; and describes how the school districts are using the revenues from the modified allowable growth to improve student achievement among minority subgroups.
<http://coolice.legis.state.ia.us/Cool-ICE/default.asp?Category=billinfo&Service=Billbook&menu=false&hbill=SF2272>
 Title: S.B. 2272 - Section 28
 Source: coolice.legis.state.ia.us

WA Signed into P-12
 law
 03/2006

Declares an intent to reactivate the center for the improvement of student learning, and to create within the center an educational ombudsman to serve as a resource center for parents and students and as an advocate for students in the public education system.
 Requires the office of the superintendent of public instruction to report to the legislature by September 1, 2007, and thereafter biennially, regarding the effectiveness of the center for improvement of student learning, how the services provided by the center for improvement of student learning have been used and by whom, and recommendations to improve the accessibility and application of knowledge and information that leads to improved student learning and greater family and community involvement in the public education system. Creates the office of the education ombudsman within the office of the governor for the purposes of providing information to parents, students, and others regarding their rights and responsibilities with respect to the state's public elementary and secondary education system, and advocating on behalf of elementary and secondary students. Requires the education ombudsman to report on the work and accomplishment of the office and advise and make recommendations to the governor, the legislature, and the state board of education annually. The initial report to the governor, the legislature, and the state board of education shall be made by September 1, 2007, and there shall be annual reports by September 1st each year thereafter. The annual reports shall provide at least the following information: (1) How the education ombudsman's services have been used and by whom; (2) Methods for the education ombudsman to increase and enhance family and community involvement in public education; (3) Recommendations to eliminate barriers and obstacles to meaningful family and community involvement in public education; and (4) Strategies to improve the educational opportunities for all students in the state, including recommendations from organizations and groups provided in this act. Provides that if specific funding is not provided by June 30, 2006, in the omnibus appropriations act, section 2 of this act is null and void. One of the new duties is to identify strategies for improving the success rates of ethnic and racial student groups with disproportionate academic achievement.
<http://www.leg.wa.gov/pub/billinfo/2005-06/Pdf/Bills/House%20Passed%20Legislature/3127-S.PL.pdf>
 Title: H.B. 3127
 Source: <http://www.leg.wa.gov>

CO Adopted P-12
 01/2006

Establishes rules regarding the administration of closing the achievement gap.
 The Colorado State Board of Education must determine the criteria by which eligible schools shall be selected to participate in the voluntary Closing the Achievement Gap Program. Selection Criteria Eligibility for participation in the voluntary program will be limited to schools with an achievement gap meeting the following criteria: current and prior year reading gap is larger than the state average gap; and current and prior year math gap is larger than the state average gap; or the school has received an academic performance rating of unsatisfactory.
http://www.cde.state.co.us/cdeboard/download/bdregs_301-69.pdf
 Title: 1 CCR 301-69
 Source: CO State Board of Education Regulations

AR Signed into P-12
 law
 04/2005

Ensures the continuation of efforts to close the achievement gaps in school districts subject to reorganization or reclassification. Requires a receiving or resulting school district in a school consolidation to obtain and retain all student and historical records and documents from the affected school district, specifically including, but not limited to: (1) Student transcripts; (2) Graduation records; (3) Minutes and other legal documents of the local board of directors; (4) Maps or boundary documents; (5) Sports records, trophies, and awards; (6) Employee records; and (7) Financial records.
<http://www.arkleg.state.ar.us/ftpoot/bills/2005/public/sb1028.pdf>
 Title: S.B. 1028
 Source: www.arkleg.state.ar.us

KY Signed into P-12
 law Postsec.

Defines terms, including "mathematics coach," "mathematics diagnostic assessment," "mathematics intervention program," "mathematics leader," "mathematics mentor," and "numeracy." Establishes the

03/2005 Community College Committee for Mathematics Achievement to develop a multi-faceted strategic plan to improve student achievement in mathematics at all levels of schooling, prekindergarten through postsecondary and adult. Specifies that at a minimum, the plan must address:

- (a) Challenging curriculum that is aligned prekindergarten through postsecondary, including consensus among high school teachers and postsecondary education faculty about expectations, curriculum, and assessment;
- (b) Attitudes and beliefs of teachers about mathematics;
- (c) Teachers' knowledge of mathematics;
- (d) Diagnostic assessment, intervention services, and instructional strategies;
- (e) Shortages of teachers of mathematics, including incentives to attract strong candidates to mathematics teaching;
- (f) Statewide institutes that prepare cadres of mathematics leaders in local school districts, which may include highly skilled retired mathematics teachers, to serve as coaches and mentors in districts and schools;
- (g) Cohesive continuing education options for experienced mathematics classroom teachers;
- (h) Closing the student achievement gap among various student subpopulations;
- (i) Curriculum expectations and assessments of students among the various school levels, prekindergarten, primary, elementary, middle, and high school;
- (j) Content standards for adult education centers providing mathematics curricula;
- (k) Introductory postsecondary education mathematics courses that are appropriate to the wide array of academic programs and majors;
- (l) Research to analyze further the issues of transition from high school or GED programs to postsecondary education mathematics; and
- (m) The early mathematics testing program under KRS 158.803.

Other factors may be included in the strategic plan as deemed appropriate by the committee to improve mathematics achievement of Kentucky students.

Requires the committee to (a) Design a statewide professional development program that includes summer mathematics institutes at colleges and universities, follow-up, and school-based support services, beginning no later than June 1, 2006, to prepare teams of teachers as coaches and mentors of mathematics at all school levels to improve student achievement. Specifies areas the design must address. (b) Require schools and districts approved to have participants in the mathematics leader institutes to provide specified assurances to support institute participants and students who need modified instructional and intervention services in math.

Establishes committee membership, terms, chairmanship, attachment to Kentucky Department of Education, and responsibilities. Specifies that the committee must:

- (a) Present a draft strategic plan addressing the requirements in subsection (1) of this section and other issues that arose during the work of the committee to the Education Assessment and Accountability Review Subcommittee no later than August 2005;
- (b) Present the strategic plan for improving mathematics achievement to the Interim Joint Committee on Education by July 15, 2006, which shall include any recommendations that require legislative action; and
- (c) Provide a final written report of committee activities to the Interim Joint Committee on Education and the Legislative Research Commission by December 1, 2006.

Also specifies that the committee will have ongoing responsibility for providing advice and guidance to policymakers in the development of statewide policies and in the identification and allocation of resources to improve mathematics achievement. In carrying out this responsibility, the committee must periodically review the strategic plan and make modifications as deemed appropriate and report those to the Interim Joint Committee on Education.

Mandates that the committee collaborate with the Center for Mathematics to ensure that there is ongoing identification of research-based intervention programs for K-12 students who have fallen behind in mathematics, rigorous mathematics curricula that prepare students for the next level of schooling, research-based professional development models that prepare teachers in mathematics and pedagogy, and strategies for closing the gap between high school or GED and postsecondary mathematics preparation.

Declares an emergency.

<http://lrc.ky.gov/RECORD/05RS/HB93.htm>

Fiscal note: <http://lrc.ky.gov/RECORD/05RS/HB93/FN.doc>

Title: H.B. 93 (Section 2)

Source: lrc.ky.gov

KY Signed into law
03/2005

This act is to be cited as the "Read to Achieve Act of 2005." Relates to reading; makes an appropriation therefor; describes the general assembly's findings and intent regarding reading. Defines "comprehensive reading program," "reading diagnostic assessment," and "reading intervention program." Eliminates the Early Reading Incentive Fund and the Early Reading Incentive Grant Steering Committee; establishes the Reading Diagnostic and Intervention Fund and the Reading Diagnostic and Intervention Grant Steering Committee to provide renewable, two-year grants to help teachers and library media specialists improve

the reading skills of struggling readers in the primary program. Requires the state board to:

1. Identify eligible grant applicants, taking into consideration how the grant program described in this section will relate to other grant programs;
2. Specify the criteria for acceptable diagnostic assessments and intervention programs;
3. Specify the criteria for acceptable ongoing assessment of each child to determine his or her reading progress;
4. Establish the minimum evaluation process for an annual review of each grant recipient's program and progress;
5. Identify the annual data that must be provided from grant recipients;
6. Define the application review and approval process;
7. Establish matching requirements deemed necessary;
8. Define the professional development and continuing education requirements for teachers, library media specialists, administrators, and staff of grant recipients;
9. Establish the conditions for renewal of a two-year grant; and
10. Specify other conditions necessary to implement the program.

Sets forth principles that program grant applicants must meet for the applicant's request for funding to be approved.

Requires the department's annual report on the use of grant funds to include comparisons of the overall costs and effectiveness of intervention programs, and every other year to include an estimate of the cost to expand the reading diagnostic and intervention grant program.

Modifies the membership and expands upon the powers of the Reading Diagnostic and Intervention Grant Steering Committee.

Requires the Collaborative Center for Literacy Development: Early Childhood through Adulthood to undertake specified advisory and research duties. Requires the center's research agenda to consider the impact of various reading and intervention programs:

1. In eliminating academic achievement gaps among students with differing characteristics, including subpopulations of students with disabilities, students with low socioeconomic status, students from racial minority groups, students with limited English proficiency, and students of different gender;
2. In schools with differing characteristics, such as urban versus rural schools, poverty versus nonpoverty schools, schools with strong library media center programs versus schools with weak library media center programs and schools in different geographic regions of the state;
3. In terms of their costs and effectiveness; and
4. In maintaining positive student progress over a sustained period of time.

Requires the Early Childhood Development Authority to provide that primary students, regardless of age, who are having difficulty with reading may be referred and receive a second vision examination as described in KRS 156.160 at no cost to the parent.

<http://lrc.ky.gov/RECORD/05RS/SB19.htm>

Title: S.B. 19

Source: lrc.ky.gov

CA Signed into P-12
law
09/2004

Existing law requires the county superintendent of schools to annually monitor and review school district certificated employee assignment practices according to certain priorities with first priority going to schools and school districts that are likely to have problems with teacher misassignment and teacher vacancies based on past experience or other available information. Existing law requires a county superintendent of schools to submit an annual report to the Commission on Teacher Credentialing summarizing the results of all assignment monitoring and reviews.

This bill requires the county superintendent of schools to give priority to schools ranked in deciles 1 to 3, inclusive, of the Academic Performance Index, as defined, if those schools are not currently under review through a state or federal intervention program. The bill requires a county superintendent of schools to investigate school and district efforts to ensure that any credentialed teacher in an assignment requiring a certificate authorizing the holder to teach English language development to English learners or training that authorizes the holder to teach English language development to English learners completes the necessary requirements for one of those certificates or completes the required training.

This bill requires a county superintendent of schools to submit the annual report summarizing the results of assignment monitoring and reviews to the department. The bill requires that report to include information on certificated employee assignment practices in schools ranked in deciles 1 to 3, inclusive, of the Academic Performance Index, as defined, to ensure that in any classes in these schools in which 20% or more pupils are English learners, the assigned teachers possess a certificate authorizing the holder to teach English language development to English learners or have completed training that would authorize them to teach English language development to English learners or are to the duties of county superintendents of schools, the bill imposes a state-mandated local program.

The bill requires the Superintendent of Public Instruction to submit a summary of the reports submitted by county superintendents of schools to the Legislature and requires the Legislature to hold public hearings on pupil access to teachers and to related statutory provisions.

http://www.leginfo.ca.gov/pub/bill/asm/ab_3001-3050/ab_3001_bill_20040929_chaptered.pdf

Title: A.B. 3001 (multiple provisions)

Source: www.leginfo.ca.gov

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|----------------------------------|--|---|
| CA Vetoes
09/2004 | P-12
Community
College | <p>Appropriates a specified amount of funds from the General Fund to the State Department of Education for the support of the Advancement Via Individual Determination Program. Makes these amounts applicable toward the minimum funding requirements for a school district and community college districts. http://www.leginfo.ca.gov/pub/bill/asm/ab_3001-3050/ab_3017_bill_20040827_enrolled.pdf</p> <p>Veto message: http://www.governor.ca.gov/govsite/pdf/vetoes/AB_3017_veto.pdf</p> <p>Title: A.B. 3017</p> <p>Source: www.leginfo.ca.gov</p> |
| IL Signed into
law
08/2004 | P-12
Postsec.
Community
College | <p>Creates the African-American Family Commission Act. Establishes a 15-member African-American Family Commission to serve as a coordinating and advocating body that acts on behalf of the interests of African-Americans to improve and expand existing human services and educational and community development programs. Provides for funding through appropriations. http://www.legis.state.il.us/legislation/publicacts/fulltext.asp?Name=093-0867</p> <p>Title: S.B. 3208</p> <p>Source: Illinois Legislative Web site</p> |
| HI Signed into
law
07/2004 | P-12
Postsec.
Community
College | <p>Authorizes the University of Hawaii to create a trust fund to dispense scholarships as a requirement of the State's participation in the federal Gaining Early Awareness and Readiness for Undergraduate Program. http://www.capitol.hawaii.gov/sessioncurrent/bills/hb1893_hd1_.htm</p> <p>Title: H.B. 1893</p> <p>Source: Hawaii Legislative Web site</p> |
| LA Signed into
law
07/2004 | P-12 | <p>Subject to appropriation, creates the Kindergarten Plus pilot program of classes, at least one in each of the state's eight regional service districts, of extended kindergarten for disadvantaged children from the 2005-06 through the 2007-08 school year. For purposes of this program, disadvantaged children are those eligible to participate in the federal free and reduced-cost lunch program. Every local board is invited to submit a proposal to the department to provide such a class in one of its schools. Should a large number of qualified proposals be submitted from one regional service district, the winning class must be selected by random drawing. Kindergarten Plus classes will offer full-day kindergarten starting two months before the kindergarten classes in the local district.</p> <p>Requires the department, with state board approval, to establish rubrics of evaluation for use in every participating school which must be designed to provide clear and usable information regarding the effect the additional two months of kindergarten has on the students' academic achievement and overall school success when compared to similar students who enroll in the regularly provided kindergarten classes extended through their primary grades.</p> <p>Based on an analysis of the evaluations of the effect of Kindergarten Plus classes, beginning in the 2008-2009 school year, the department may expand the number of schools participating in the pilot, continue the pilot limited to eight schools, or discontinue the Kindergarten Plus classes.</p> <p>Requires annual reporting to the legislature on the progress, evaluations, the analysis of the evaluations, and department opinion on the expansion, continuation or discontinuation of Kindergarten Plus. http://www.legis.state.la.us/leg_docs/D4RS/CVT9/OUT/0000LVK1.PDF</p> <p>Title: S.B. 301</p> <p>Source: www.legis.state.la.us</p> |
| FL Signed into
law
05/2004 | P-12
Postsec.
Community
College | <p>Relates to student achievement; creates the Partnership for Minority and Underrepresented Student Achievement; mission of partnership is to prepare, inspire and connect students with postsecondary success and opportunity with a focus on minority students and other students underrepresented in postsecondary education; provides for purposes and duties of the partnership including teacher professional development to ensure teachers have necessary knowledge to prepare students for success in AP and other advanced courses, middle school teacher professional development to enable them to educate middle students at the level necessary for success in high school advanced courses, college exams preparation through a variety of means, dissemination of information about the importance of advanced coursework to improve a student's ability to access postsecondary education; provides duties of the Department of Education and The College Board; requires the partnership to submit a annual evaluation report to the Department. http://www.flsenate.gov/cgi-bin/view_page.pl?Tab=session&Submenu=1&FT=D&File=sb2184er.html&Directory=session/2004/Senate/bills/billtext/html/</p> <p>Title: S.B. 2184</p> <p>Source: Florida Legislative Web site</p> |
| OK Signed into | Postsec. | Creates the Advancement of Hispanic Students in Higher Education Task Force; provides for termination |

law 05/2004		of task force; states purpose; provides for membership; requires annual report; provides for staffing; provides for reimbursement of travel expenses; provides for codification; provides an effective date; declares an emergency. Title: H.B. 2145 Source: StateNet
AR Signed into law 01/2004	P-12	Makes the committee on closing the achievement gap in this state a commission. http://www.arkleg.state.ar.us/ftp/root/bills/2003s2/public/HB1054.pdf Title: H.B. 1054 Source: Arkansas Legislative Web site
AR Signed into law 01/2004	P-12 Postsec.	Establishes a coalition effort between the University of Arkansas at Pine Bluff and certain school districts to reduce academic disparities in the state delta; provides for standards-based curricula in mathematics, reading and English, faculty development, student assessment date and development of an after-school academic program. http://www.arkleg.state.ar.us/ftp/root/bills/2003s2/public/HB1048.pdf Title: H.B. 1048 Source: Arkansas Legislative Web site
NC Signed into law 06/2003	P-12 Postsec.	Creates the Innovative Education Initiatives Act to develop cooperative efforts between secondary schools and institutions of higher education to reduce dropout rates, increase high school and college graduation rates and decrease the need for higher education remedial programs; creates the cooperative innovative high school programs; permits public and private colleges and private businesses or organizations to participate; provides for funding. The General Assembly strongly endorses the Governor's goal of making North Carolina's system of education first in America by 2010. With that as the goal, the Education Cabinet shall set as a priority cooperative efforts between secondary schools and institutions of higher education so as to reduce the high school dropout rate, increase high school and college graduation rates, decrease the need for remediation in institutions of higher education, and raise certificate, associate, and bachelor degree completion rates. The Cabinet shall identify and support efforts that achieve the following purposes: (1) Support cooperative innovative high school programs; (2) Improve high school completion rates and reduce high school dropout rates; (3) Close the achievement gap; (4) Create redesigned middle schools or high schools; (5) Provide flexible, customized programs of learning for high school students who would benefit from accelerated, higher level coursework or early graduation; (6) Establish high quality alternative learning programs; (7) Establish a virtual high school; (8) Implement other innovative education initiatives designed to advance the state's system of education. Requires the Education Cabinet to identify federal, state, and local funds that may be used to support these initiatives. In addition, the Cabinet is strongly encouraged to pursue private funds that could be used to support these initiatives. http://www.ncga.state.nc.us/html/2003/bills/AllVersions/Senate/S656vc.html Title: S.B. 656 Source: http://www.ncga.state.nc.us/
CO Signed into law 06/2003	P-12	Concerns closing achievement gap; creates a program to assist schools that have received an unsatisfactory rating or have a significant achievement gap; establishes a commission to propose actions to close the achievement gap. http://www.leg.state.co.us/2003a/inet/cbill.nsf/fsbillcont/F2377ACD76563BFA87256C7500641173?Open&file=254_enr.pdf Title: S.B. 254 Source: Colorado Legislative Web site
AR Signed into law 04/2003	P-12	Creates the committee on closing the academic achievement gap in Arkansas. http://www.arkleg.state.ar.us/ftp/root/bills/2003/public/HB2657.pdf Title: H.B. 2657 Source: Arkansas Legislative Web site
AR Signed into law 04/2003	P-12	Appropriates funds for commission on closing the academic achievement gap and parental involvement. http://www.arkleg.state.ar.us/ftp/root/bills/2003/public/HB2067.pdf Title: H.B. 2067 Source: Arkansas Legislative Web site
CO Signed into law 04/2001	P-12	Identifies closing the learning gap as an important goal of Colorado's education reform program and urges the state board of education and the department of education are to take all appropriate steps to make closing the learning gap a central element of educational accountability in Colorado. http://www.cde.state.co.us/cdecare/clg_download/clg_resolution.pdf Title: H.J.R. 1014 Source: www.cde.state.co.us