

114TH CONGRESS
1ST SESSION

S. 37

To amend the Elementary and Secondary Education Act of 1965 to provide for State accountability in the provision of access to the core resources for learning, and for other purposes.

IN THE SENATE OF THE UNITED STATES

JANUARY 6, 2015

Mr. REED (for himself and Mr. BROWN) introduced the following bill; which was read twice and referred to the Committee on Health, Education, Labor, and Pensions

A BILL

To amend the Elementary and Secondary Education Act of 1965 to provide for State accountability in the provision of access to the core resources for learning, and for other purposes.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the “Core Opportunity Re-
5 sources for Equity and Excellence Act of 2015”.

1 **SEC. 2. STATE AND SCHOOL DISTRICT ACCOUNTABILITY.**

2 (a) IN GENERAL.—Title I of the Elementary and
3 Secondary Education Act of 1965 (20 U.S.C. 6301 et
4 seq.) is amended—

5 (1) in section 1111—

6 (A) in subsection (b)—

7 (i) in paragraph (1)—

8 (I) in subparagraph (A), by in-
9 serting “that lead to college and ca-
10 reer readiness by high school gradua-
11 tion and” after “challenging student
12 academic achievement standards”;
13 and

14 (II) in subparagraph (D)(i)—

15 (aa) in subclause (II), by
16 striking “and” after the semi-
17 colon; and

18 (bb) by adding at the end
19 the following:

20 “(IV) lead to college and career
21 readiness by high school graduation;
22 and”; and

23 (ii) in paragraph (2), by adding at the
24 end the following:

1 “(L) STATE ACCOUNTABILITY IN THE PRO-
2 VISION OF ACCESS TO THE CORE RESOURCES
3 FOR LEARNING.—

4 “(i) IN GENERAL.—Each State plan
5 shall demonstrate that the State has devel-
6 oped an accountability system that ensures
7 that the State’s public school system pro-
8 vides all students within the State an edu-
9 cation that enables the students to succeed
10 from the earliest grades, and graduate
11 from high school ready for college, career,
12 and citizenship, through—

13 “(I) the provision of fair and eq-
14 uitable access to the core resources
15 for learning;

16 “(II) the provision of educational
17 services in local educational agencies
18 that receive funds under this part;
19 and

20 “(III) compliance with any final
21 Federal or State court order in any
22 matter concerning the adequacy or
23 equitableness of the State’s public
24 school system.

1 “(ii) CORE RESOURCES FOR LEARN-
2 ING.—For purposes of this Act, the core
3 resources for learning are the resources
4 and student supports necessary to provide
5 all students the opportunity to develop the
6 knowledge and skills that lead to college
7 and career readiness by high school grad-
8 uation. Such resources shall include the
9 following:

10 “(I) High-quality instructional
11 teams, including licensed, creden-
12 tialed, and profession-ready teachers,
13 principals, school librarians, coun-
14 selors, and education support per-
15 sonnel.

16 “(II) Rigorous academic stand-
17 ards and curricula that lead to college
18 and career readiness by high school
19 graduation, including the extent to
20 which each local educational agency
21 provides access to such standards and
22 curricula in a manner that is acces-
23 sible to all students, including stu-
24 dents with disabilities and English
25 learners.

1 “(III) Equitable and instruction-
2 ally appropriate class sizes.

3 “(IV) Up-to-date instructional
4 materials, technology, and supplies,
5 including textbooks, computers, mo-
6 bile devices, and access to broadband.

7 “(V) Effective school library pro-
8 grams.

9 “(VI) School facilities and tech-
10 nology, including physically and envi-
11 ronmentally sound school buildings
12 and well-equipped instructional spa-
13 ces, including laboratories and librar-
14 ies.

15 “(VII) Specialized instruction
16 support teams, including school coun-
17 selors, school social workers, school
18 psychologists, school nurses, and other
19 qualified professionals involved in pro-
20 viding assessment, diagnosis, coun-
21 seling, educational, therapeutic, and
22 other necessary services (including re-
23 lated services as that term is defined
24 in section 602 of the Individuals with
25 Disabilities Education Act) as part of

1 a comprehensive program to meet stu-
2 dent needs.

3 “(VIII) Effective programs for
4 family and community engagement in
5 education.

6 “(iii) REPORTING.—Each State desir-
7 ing to receive a grant under this part shall
8 annually report to the Secretary how the
9 State is meeting the requirements for pro-
10 viding equitable access to the core re-
11 sources for learning as required in clause
12 (i) and any areas of inequitable access,
13 plans to address such inequities, and
14 progress toward eliminating such inequi-
15 ties.

16 “(iv) ACCOUNTABILITY AND REMEDI-
17 ATION.—A State that fails to make
18 progress toward eliminating inequities in
19 access to the core resources for learning as
20 required in clause (i) identified for 2 or
21 more consecutive years shall not be eligible
22 to receive funds under any competitive
23 grant program authorized under this
24 Act.”; and

25 (B) in subsection (h)—

(i) in paragraph (1)(C)(vii), by striking “information on the performance of local educational agencies in the State regarding making adequate yearly progress, including the number and names of each school identified for school improvement under section 1116” and inserting “information on the performance of local educational agencies in the State in providing fair and equitable access to the core resources for learning and the number and names of each school and each agency identified for improvement under section 1116 or under the terms of any waiver granted under section 9401”;

(ii) in paragraph (2)(B)—

(I) in clause (i)—

(aa) in subclause (I), by striking “and” after the semicolon; and

(bb) by adding at the end the following:

“(III) information that shows how students served by the local educational agency are provided access to

the core resources for learning compared to students in the State as a whole; and”;

(II) in clause (ii)—

(aa) in subclause (I), by striking “and” after the semicolon;

(bb) in subclause (II), by striking the period at the end and inserting “; and”; and

(cc) by adding at the end the following:

“(III) information that shows how the school’s students are provided access to the core resources for learning compared to students in the local educational agency and the State as a whole.”;

(iii) in paragraph (4)—

(I) in subparagraph (F), by striking “and” after the semicolon;

(II) in subparagraph (G), by striking the period at the end and inserting “; and”; and

1 (III) by adding at the end the
 2 following:

3 “(H) the number and names of each local
 4 educational agency identified for improvement
 5 under section 1116 or under the terms of any
 6 waiver granted under section 9401, the reason
 7 each such agency was so identified, and the
 8 measures taken to address the achievement
 9 problems of each such agency.”;

10 (2) in section 1116(c), by striking paragraph
 11 (3) and inserting the following:

12 “(3) IDENTIFICATION OF LOCAL EDUCATIONAL
 13 AGENCY FOR IMPROVEMENT.—

14 “(A) IN GENERAL.—A State shall identify
 15 for improvement—

16 “(i) any local educational agency that,
 17 for 2 consecutive years, including the pe-
 18 riod immediately prior to the date of enact-
 19 ment of the No Child Left Behind Act of
 20 2001, failed to make adequate yearly
 21 progress as defined in the State’s plan
 22 under section 1111(b)(2); or

23 “(ii) any local educational identified
 24 under the terms of a waiver granted under
 25 section 9401.

“(B) INTERVENTION IN LOCAL EDUCATIONAL AGENCIES IDENTIFIED FOR IMPROVEMENT.—With respect to each local educational agency identified for improvement by a State under this section or under the terms of any waiver granted under section 9401, the State—

“(i) shall identify any inequities in access to the core resources for learning in the schools served by the agency; and

“(ii) in partnership with such agency, shall develop and implement a plan to address identified inequities in access to the core resources for learning.”.

(b) RESTRICTIONS ON WAIVERS.—Section 9401(c) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7861(c)) is amended—

(1) in paragraph (9)(C), by striking “or” after the semicolon;

(2) in paragraph (10), by striking the period at the end and inserting “; or”; and

(3) by adding at the end the following:

“(11) accountability for the provision of the core resources for learning.”.

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