

Summary of the Substitute Amendments

The following major changes are included in the substitute amendments to the *Student Success Act* (H.R. 3989) and the *Encouraging Innovation and Effective Teachers Act* (H.R. 3990):

Student Success Act

- Reduces the Title I state set-aside for school improvement from 10 percent to 7 percent, and provides 3 percent of Title I money for states to award competitive grants to school districts for direct support services, defined as tutoring and public school choice.
- Includes a provision that nothing in the law should be interpreted to impact state laws on parent exercise of authority over low-performing schools.
- Allows school districts to use Title I money to provide transportation for homeless children and youths, and bases decisions about services for homeless children on a needs assessment.
- Clarifies that teacher evaluation data in state and local report cards should include the numbers and percentages of teachers that fall in each evaluation category, not individual evaluation results, and includes language to protect the privacy of individual teachers.
- Clarifies that school districts may use Title I funds for additional school improvement activities determined by the agency.
- Clarifies that eligible entities receiving funds under the English Language Acquisition, Language Enhancement, and Academic Achievement program will submit reports to the state educational agency only on the activities carried out for English learners served under that program and not all English learners.
- Clarifies that states must provide the public with an opportunity to comment on state and district waiver requests.
- Consolidates prohibitions against mandates from the Secretary of Education around curriculum, standards, and assessments in the General Provisions section of ESEA.

Encouraging Innovation and Effective Teachers Act

- Creates an optional state set-aside of up to 3 percent so states can award grants to eligible entities to establish or expand teacher or school leader preparation academies, and requires periodic evaluations of those academies.
- Stresses the importance of science, technology, engineering, and mathematics professionals when states recruit mid-career professionals to enter teaching.
- Clarifies that school districts should use student achievement data from a variety of sources when evaluating teachers and that the weight given to that data is a school district decision.
- Clarifies language to protect the privacy of individual teachers when the numbers and percentages of teachers falling in each teacher evaluation category are reported.
- Provides parents with access to information on the professional qualifications of their students' teachers upon request, rather than information on the teachers' evaluation results.
- Requires funds under the Local Academic Flexible Grant be used for students who maintain enrollment in public schools.
- Removes language in the Troops-to-Teachers program regarding participant and school eligibility.
- Requires states to distribute at least 75 percent of McKinney-Vento funds to school districts.