

## HR 1722

To direct the Secretary of Education to revise regulations to increase the percentage of proficient and advanced level scores based on alternate assessments and alternate achievement standards for purposes of calculating adequate yearly progress, to amend the Elementary and Secondary Education Act of 1965 to decrease the percentage of students who meet or exceed the proficient level of academic achievement on State assessments required to calculate adequate yearly progress, to direct the Secretary of Education to expand to two years the exclusion for second year limited English proficiency students from adequate yearly progress calculations, and for other purposes.

**Congress:** 109 (2005–2007, Ended)

**Chamber:** House

**Policy Area:** Education

**Introduced:** Apr 20, 2005

**Current Status:** Referred to the Subcommittee on Education Reform.

**Latest Action:** Referred to the Subcommittee on Education Reform. (May 9, 2005)

**Official Text:** <https://www.congress.gov/bill/109th-congress/house-bill/1722>

### Sponsor

**Name:** Rep. Bradley, Jeb [R-NH-1]

**Party:** Republican • **State:** NH • **Chamber:** House

### Cosponsors (3 total)

Cosponsor	Party / State	Role	Date Joined
Rep. Gerlach, Jim [R-PA-6]	R · PA		Jun 23, 2005
Rep. McCotter, Thaddeus G. [R-MI-11]	R · MI		Jul 12, 2005
Rep. Platts, Todd Russell [R-PA-19]	R · PA		Jul 26, 2005

### Committee Activity

Committee	Chamber	Activity	Date
Education and Workforce Committee	House	Referred to	May 9, 2005

### Subjects & Policy Tags

**Policy Area:**

Education

### Related Bills

*No related bills are listed.*

Directs the Secretary of Education to revise certain regulations to increase, from one to three percent, the number of proficient and advanced level scores based on alternate assessments and alternate achievement standards for students with the most significant cognitive disabilities that may be counted in calculating adequate yearly progress (AYP) for schools, local educational agencies, and States, under the Elementary and Secondary Education Act of 1965 as amended by the No Child Left Behind Act of 2001 (ESEA-NCLBA).

Amends ESEA-NCLBA to lower from ten to seven percent the amount of the decrease, in the percentage in a school year from the preceding school year, of students in any of specified groups who did not meet or exceed the proficient level of academic achievement on the State assessments, which is required under certain conditions for a school to be considered to have made AYP.

Requires the Secretary to issue policy guidance directing that the assessment results of first-year and second-year limited English proficiency students who are recently resettled refugees and who take the reading-language arts assessment are not required to be included in AYP determinations, even if such students have been enrolled in the school or district for one or two full academic years.

### **Actions Timeline**

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- **May 9, 2005:** Referred to the Subcommittee on Education Reform.
- **Apr 20, 2005:** Introduced in House
- **Apr 20, 2005:** Introduced in House
- **Apr 20, 2005:** Referred to the House Committee on Education and the Workforce.