

S 1913

No Child Left Behind Enhancement Act

Congress: 110 (2007–2009, Ended)

Chamber: Senate

Policy Area: Education

Introduced: Aug 1, 2007

Current Status: Read twice and referred to the Committee on Health, Education, Labor, and Pensions.

Latest Action: Read twice and referred to the Committee on Health, Education, Labor, and Pensions. (Aug 1, 2007)

Official Text: <https://www.congress.gov/bill/110th-congress/senate-bill/1913>

Sponsor

Name: Sen. Crapo, Mike [R-ID]

Party: Republican • State: ID • Chamber: Senate

Cosponsors (1 total)

Cosponsor	Party / State	Role	Date Joined
Sen. Lincoln, Blanche L. [D-AR]	D · AR		Aug 1, 2007

Committee Activity

Committee	Chamber	Activity	Date
Health, Education, Labor, and Pensions Committee	Senate	Referred To	Aug 1, 2007

Subjects & Policy Tags

Policy Area:

Education

Related Bills

No related bills are listed.

No Child Left Behind Enhancement Act - Amends the Elementary and Secondary Education Act of 1965 to alter requirements for adequate yearly progress (AYP) assessments of student groups by: (1) lowering, from 95% to 90%, the minimum percentage of students in each group in a school that must take such assessments; (2) allowing the fractional counting of students who are in more than one group, for each such group; (3) allowing states to treat as proficient or advanced specified scores on alternate assessments for disabled students and those not proficient in English; and (4) allowing states to use alternative methods of defining AYP.

Revises criteria for local educational agency (LEA) identification of schools needing improvement. Declares that only those meet such criteria that fail AYP standards, for two consecutive school years (as under current law), in the same subject for the same group of students.

Revises eligibility criteria for school transfers after a school is identified as needing improvement. Declares that only failing students in the failing group, instead of all students in such a school, may transfer. Allows such schools to provide students with supplemental services rather than transfers during that school year.

Requires states to develop procedures allowing LEAs to register complaints concerning approved supplemental service providers or those seeking the state's approval.

Considers new middle or secondary school special education teachers to be highly qualified if, in addition to having a bachelor degree and high competence in their subject area, they have obtained a state special education certificate qualifying them to teach in the state.

Actions Timeline

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