

**AMENDMENT TO THE RULES COMMITTEE PRINT  
FOR H.R. 5  
OFFERED BY MR. POLIS OF COLORADO**

Page 31, line 3, strike “and” at the end.

Page 31, line 8, strike the period at the end and insert “; and”.

Page 31, after line 8, insert the following:

1                   “(xv) measure individual academic  
2                   achievement, including measuring above  
3                   grade level achievement.

Page 37, line 4, strike “and”.

Page 37, line 14, strike the period at the end and insert “; and”.

Page 37, after line 14, insert the following:

4                   “(iv) include a recognition program  
5                   for local educational agencies in the State  
6                   that, for each subgroup of students de-  
7                   scribed in clause (ii)(II), significantly in-  
8                   crease the proportion of students scoring  
9                   at or above the advanced level of achieve-

1                   ment on the State academic assessments  
2                   under paragraph (2).

Page 38, line 22, strike “and”.

Page 39, line 10, strike the period at the end and  
insert “; and”.

Page 39, after line 10, insert the following:

3                   “(C) the specific steps the State edu-  
4                   cational agency will take to assist each local  
5                   educational agency and school affected by the  
6                   State plan to provide additional educational as-  
7                   sistance to individual students who—  
8                   “(i) perform at the advanced level of  
9                   achievement on the State academic assess-  
10                  ments described in paragraph (2); and  
11                  “(ii) are gifted and talented (including  
12                  high-ability students with disabilities, high-  
13                  ability students who are limited English  
14                  proficient, and other high-ability students  
15                  who have not previously been formally  
16                  identified for gifted education services).

Page 48, line 12, strike “and”.

Page 48, line 14, strike the period at the end and  
insert “; and”.

Page 48, after line 14, insert the following:

1                   “(ix) a comparison of the performance  
2                   of students between different local edu-  
3                   cational agencies across the State,  
4                   disaggregated by the subgroups described  
5                   in subsection (b)(3)(B)(ii)(II); and

Page 58, line 14, strike “and” at the end.

Page 58, line 19, strike the period at the end and  
insert “; and”.

Page 58, after line 19, insert the following:

6                   “(16) how the local educational agency will—  
7                   “(A) identify gifted and talented students,  
8                   including high-ability students with disabilities,  
9                   high-ability students who are limited English  
10                  proficient, and other high-ability students who  
11                  have not previously been formally identified for  
12                  gifted education services; and  
13                  “(B) implement educational approaches at  
14                  the elementary and secondary levels to support  
15                  the learning needs of gifted and talented stu-  
16                  dents to ensure that such students make appro-  
17                  priate learning gains, such as early entrance to  
18                  kindergarten, enrichment, acceleration, cur-

1           riculum compacting, and dual enrollment in sec-  
2           ondary school and postsecondary education.

Page 71, line 3, strike “and” at the end.

Page 72, after line 3, insert the following:

3                           (iii) by adding at the end the fol-  
4                           lowing:  
5                           “(K) A description of how the school will  
6                           identify gifted and talented students, including  
7                           high-ability students with disabilities, high-abil-  
8                           ity students who are limited English proficient,  
9                           and other high-ability students who have not  
10                          previously been formally identified for gifted  
11                          education services, and provide services to sup-  
12                          port the learning needs of gifted and talented  
13                          students to ensure that such students make ap-  
14                          propriate learning gains.”; and

Page 75, line 18, strike “and” at the end.

Page 75, after line 18, insert the following:

15                           (viii) in subparagraph (G), by striking  
16                           “and” at the end;

Page 75, strike lines 19 and 20 and insert the fol-  
lowing:

- 1 (ix) in subparagraph (H)—
- 2 (I) by striking “vocational” and
- 3 inserting “career”; and
- 4 (II) by striking the period at the
- 5 end and inserting “; and” ; and
- 6 (x) by adding at the end the following:
- 7 “(I) identify gifted and talented students,
- 8 including high-ability students with disabilities,
- 9 high-ability students who are limited English
- 10 proficient, and other high-ability students who
- 11 have not previously been formally identified for
- 12 gifted education services, and provide services
- 13 to support the learning needs of gifted and tal-
- 14 ented students to ensure that gifted and tal-
- 15 ented and high-ability students make appro-
- 16 priate learning gains.”.

Page 199, line 14, insert “, including supporting gifted and talented students (including high-ability students with disabilities, high-ability students who are limited English proficient, and other high-ability students who have not previously been formally identified for gifted education services),” after “activities”.

Beginning on page 212, strike line 23 through page 213, line 3, and insert the following:

1 (v) in subparagraph (D) (as so reded-  
2 ignated)—

3 (I) in clause (iv), by striking  
4 “and” at the end;

5 (II) in clause (v), by striking  
6 “help schools in which” and all that  
7 follows through the period at the end  
8 and inserting “address disparities in  
9 the percentages of effective teachers  
10 teaching in low-income schools; and”;  
11 and

12 (III) by adding at the end the  
13 following:

14 “(vi) made public an analysis of excel-  
15 lence gaps and a description of activities to  
16 close any such gaps.”.

Page 231, after line 3, insert the following:

17 “(7) A description of the comprehensive strat-  
18 egy the State educational agency will use to improve  
19 the teaching skills of teachers, principals, pupil serv-  
20 ices personnel, and other instructional leaders in  
21 order to enable them to employ strategies that focus  
22 on—

23 “(A) the identification of students’ specific  
24 learning needs, particularly students with dis-

1 abilities, students who are limited English pro-  
2 ficient, students who are gifted and talented,  
3 and students with low literacy levels; and

4 “(B) the tailoring of academic instruction  
5 to such needs.

Page 237, after line 17, insert the following:

6 “(4) A description of how the activities will  
7 have a substantial, measurable, and positive impact  
8 on student academic achievement and how the activi-  
9 ties will be used as part of a broader strategy to  
10 eliminate the achievement gap and the excellence  
11 gap.

Page 237, line 20, strike “for” and insert “to in-  
crease student achievement for all students, including  
limited English proficient students, students with disabili-  
ties, and gifted and talented students, through”.

Page 240, line 15, strike “or”.

Page 240, line 20, insert “or” at the end.

Page 240, after line 20, insert the following:

12 “(I) training to support the identification  
13 of students who are gifted and talented, and to  
14 implement instructional practices that support  
15 the education of such students, such as early

1 entrance to kindergarten, enrichment, accelera-  
2 tion, curriculum compacting and dual enroll-  
3 ment in secondary school and postsecondary  
4 education.

Page 494, after line 20, insert the following (and re-  
designate provisions accordingly):

5 “(20) EXCELLENCE GAP.—The term ‘excellence  
6 gap’ means differences between different subgroups  
7 described in section 1111(b)(3)(B)(ii)(II) in the per-  
8 centage of students performing at the highest level  
9 of achievement in terms of academic content stand-  
10 ards and academic achievement standards aligned  
11 with such content standards.

Page 515, after line 23, insert the following (and re-  
designate provisions accordingly):

12 “(43) TEACHING SKILLS.—The term ‘teaching  
13 skills’ has the meaning given the term in section 200  
14 of the Higher Education Act of 1965.

Page 620, after line 8, insert the following (and  
amend the table of contents accordingly):



1 **SEC. 802. SUPPORTING ESSENTIAL RESEARCH ON THE**  
2 **LEARNING NEEDS OF GIFTED AND TALENTED**  
3 **STUDENTS.**

4 The Secretary of Education, acting through the Di-  
5 rector of the Institute of Education Sciences, shall—

6 (1) continue research and development activities  
7 related to the education of gifted and talented stu-  
8 dents, particularly research and development activi-  
9 ties related to such students who reside in rural  
10 communities or have been underrepresented as gift-  
11 ed and talented, including students who are low-in-  
12 come or limited English proficient, students with  
13 disabilities, and students from minority back-  
14 grounds;

15 (2) support a National Research and Dissemi-  
16 nation Center on the Gifted and Talented that con-  
17 ducts research and serves as a national clearing-  
18 house for evidence-based best practices to improve  
19 the identification and instruction of gifted and tal-  
20 ented students;

21 (3) administer demonstration grants that build  
22 and enhance the ability of elementary school and  
23 secondary school personnel to support gifted and tal-  
24 ented students; and

25 (4) ensure that statistical data related to the  
26 education of gifted and talented children in kinder-

1 garten through grade 12 in the United States and  
2 in other nations is collected, reported, analyzed, and  
3 disseminated.

