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:

“(xv) measure individual academic achievement, including measuring above 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:

“(iv) include a recognition program for local educational agencies in the State that, for each subgroup of students described in clause (ii)(II), significantly increase the proportion of students scoring at or above the advanced level of achieve-
ment on the State academic assessments 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:

“(C) the specific steps the State educational agency will take to assist each local educational agency and school affected by the State plan to provide additional educational assistance to individual students who—

“(i) perform at the advanced level of achievement on the State academic assessments described in paragraph (2); and

“(ii) are gifted and talented (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).

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:

“(ix) a comparison of the performance of students between different local educational agencies across the State, disaggregated by the subgroups described 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:

“(16) how the local educational agency will—

“(A) identify 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; and

“(B) implement educational approaches at the elementary and secondary levels to support the learning needs of gifted and talented students to ensure that such students make appropriate learning gains, such as early entrance to kindergarten, enrichment, acceleration, cur-
riculum compacting, and dual enrollment in secondary school and postsecondary education.

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

Page 72, after line 3, insert the following:

(iii) by adding at the end the following:

“(K) A description of how the school will identify 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, and provide services to support the learning needs of gifted and talented students to ensure that such students make appropriate learning gains.”; and

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

Page 75, after line 18, insert the following:

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

Page 75, strike lines 19 and 20 and insert the following:
(ix) in subparagraph (H)—

(I) by striking “vocational” and inserting “career”; and

(II) by striking the period at the end and inserting “; and” ; and

(x) by adding at the end the following:

“(I) identify 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, and provide services to support the learning needs of gifted and talented students to ensure that gifted and talented and high-ability students make appropriate 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:
(v) in subparagraph (D) (as so redesignated)—

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

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

and

(III) by adding at the end the following:

“(vi) made public an analysis of excellence gaps and a description of activities to close any such gaps.”.

Page 231, after line 3, insert the following:

“(7) A description of the comprehensive strategy the State educational agency will use to improve the teaching skills of teachers, principals, pupil services personnel, and other instructional leaders in order to enable them to employ strategies that focus on—

“(A) the identification of students’ specific learning needs, particularly students with dis-
abilities, students who are limited English proficient, students who are gifted and talented, and students with low literacy levels; and

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

Page 237, after line 17, insert the following:

“(4) A description of how the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap and the excellence gap.

Page 237, line 20, strike “for” and insert “to increase student achievement for all students, including limited English proficient students, students with disabilities, 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:

“(I) training to support the identification of students who are gifted and talented, and to implement instructional practices that support the education of such students, such as early
entrance to kindergarten, enrichment, acceleration, curriculum compacting and dual enrollment in secondary school and postsecondary education.

Page 494, after line 20, insert the following (and redesignate provisions accordingly):

“(20) EXCELLENCE GAP.—The term ‘excellence gap’ means differences between different subgroups described in section 1111(b)(3)(B)(ii)(II) in the percentage of students performing at the highest level of achievement in terms of academic content standards and academic achievement standards aligned with such content standards.

Page 515, after line 23, insert the following (and redesignate provisions accordingly):

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

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


SEC. 802. SUPPORTING ESSENTIAL RESEARCH ON THE
LEARNING NEEDS OF GIFTED AND TALENTED
STUDENTS.

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

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

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

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

(4) ensure that statistical data related to the
education of gifted and talented children in kinder-
garten through grade 12 in the United States and in other nations is collected, reported, analyzed, and disseminated.