ASCD Leadership Institute
For Legislative Advocacy

ASCD Legislative Priorities
And ESEA

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ASCD Legislative Priorities
And ESEA

- ESEA reauthorization
  - Sen. Alexander discussion draft
- Legislative Agenda Issues and Talking Points
- Making the connection
- Q & A
Elementary and Secondary Education Act – ESEA

- ESEA 50 years old
- NCLB 12 years old
- 7 years overdue for reauthorization
- Includes Title I funding for the disadvantaged; Title II funding for teachers and leaders; numerous programs supporting K-12 education
ESEA Reauthorization

- Senate
  - Alexander discussion draft
  - Senate committee hearings
- Kline bill
- New committee members
- Prescription for action?
Top Issues in ESEA

The Common Ground

- Eliminate AYP, highly-qualified teacher requirements
- Move accountability decisions to states
- Flexibility in use of federal funds
- Portability for Title I funds to follow the child to the public school of choice
- Eliminate administration’s signature programs
- Consolidate teacher quality programs, others
## ESEA Reauthorization

<table>
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<th>Issues</th>
<th>ASCD Position</th>
<th>Kline Bill, Student Success Act</th>
<th>Alexander Discussion Draft</th>
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<tr>
<td>Standards</td>
<td>Each student deserves access to a credible, comprehensive, and well-rounded education that includes instruction in all academic content areas. These subjects must be reflected in states’ standards, accountability systems, and public reporting of student performance.</td>
<td>States must adopt standards in ELA/reading, math, and science. May adopt standards in other subjects.</td>
<td>States must provide assurances that they have adopted challenging academic standards in reading/ELA, math, and science.</td>
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<td>States may adopt alternate standards for special needs students.</td>
<td>States may adopt standards in other subjects.</td>
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<td>The bill explicitly bars the secretary of education from coercing states to adopt the Common Core State Standards.</td>
<td>Prohibits the secretary from prescribing standards.</td>
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<td>Assessment</td>
<td>The measure of student proficiency and readiness must be based on more than just standardized test scores in reading and math. A more comprehensive picture of student achievement, educator effectiveness, and school quality necessitates the use of a wide variety of measures.</td>
<td>States must test all students annually in reading/ELA and math in grades 3-8 and once in HS. Requires testing in science once each in grades 3-6, 6-9, and 10-12. Allows states to administer alternate tests for special needs students.</td>
<td>Option 1: States select their own assessments, which may include grade-span testing, performance-based tests, annual test, or locally-developed tests.</td>
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<td>Option 2: Status quo per NCLB</td>
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<td>Accountability</td>
<td>Standardized test scores alone should never be used to evaluate students, educators, or schools. Although states should be given flexibility to design and implement their own accountability systems, certain benchmarks should be collected and reported at each grade span to ensure schools meet minimum performance thresholds.</td>
<td>States must create their own accountability systems that - Annually measure student performance - Annually measure school performance, and includes school improvement strategies for low performing schools. Prohibits the secretary from prescribing any aspect of the accountability system.</td>
<td>States must create their own accountability systems and continue to disaggregate student data and report graduation rates. Prohibits the secretary from prescribing any aspect of the accountability system.</td>
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ASCD Position: standardized test scores alone should never be used to measure student, educator, or school success

- Incorporate all subjects
- Include nonacademic factors
- Students, teachers and schools evaluated on multiple measures
- Report community level data
ASCD Position: standardized test scores should never be used alone to measure students, educators, schools

**KEY POINTS**

**INCORPORATE** all subjects into accountability systems.

- Holding schools accountable for more than student performance on math and English language arts state tests will help to ensure that schools are delivering a more complete education.
- A well-rounded education, including foreign languages; civics and history; music and the arts; and health and physical education, can boost student engagement and prepare students for life in the 21st century global economy.

**ASSESS** students, educators, and schools using multiple measures of performance.

- Schools and districts can use a variety of measures, including student work samples, to determine if students demonstrate subject mastery. Performance-based demonstrations of understanding provide a more comprehensive picture of student achievement.
- A variety of methods are available to help determine educator effectiveness and foster continuous improvement, including peer review and observation; and student, parent, and educator feedback.
Reduce the Reliance on Standardized Testing

ASCD Position: state test scores provide an incomplete appraisal and should never be used for high-stakes purposes

- Using test results to evaluate students, schools and educators is inaccurate and limiting
- Defining a high quality school is complex
- Overreliance on tests = narrow curriculum
- Don’t attach high stakes to use of test results
Overreliance on Standardized Testing

ASCD Position: state test scores provide an incomplete appraisal and should never be used for high-stakes purposes.

- Standardized tests help to provide a snapshot of student performance and results should continue to be disaggregated and reported publicly. However, they should not be the sole measure of a student’s overall academic growth, the quality of a school, or the effectiveness of an educator in the classroom.

- Results from such tests alone should not be used for high-stakes purposes, such as student promotion, personnel decisions, or school closings, and no one test should be used for all three purposes.

ENSURE that measures of school performance take into account a variety of factors.

- Defining a high-quality school is a complex process that is dependent on a wide array of indicators, only one of which is student performance on state tests.

- States and districts should develop, identify, and hold schools accountable for other indicators such as school culture and climate; educator effectiveness; access to challenging education experiences; staff satisfaction; and parental and community engagement.

ENSURE standardized test results are used appropriately.
Accountability and Testing

Discussion

- Which of these issues is most important to you?
- Why?
- Does your state base accountability on more than just test scores in math and reading?
- Have other subjects been minimized? (Art, foreign languages, PE, health)
- How would your school/district benefit from measuring school climate, parental engagement, etc.?
ASCD Position: a whole child approach to education is the best way to prepare students for college, careers, and citizenship

- Access to all academic subjects
- Social/emotional learning & supports
- Parental and community engagement
- Early childhood education
- Post-secondary opportunities

Healthy, Safe, Engaged, Supported, Challenged
Whole Child

ASCD Position: a whole child approach to education is the best way to prepare students for college, careers, and citizenship.

Aspirational school leaders, who are seeking skilled communicators, creative thinkers, and technologically trained candidates.

ENSURE access to in-school social and emotional learning and supports to increase students’ capacity to achieve.

- Integrated, school-based behavioral and mental health services as well as bullying- and harassment-prevention programs can provide a foundation for students' physical and psychological health and safety and lead to better student outcomes.

- Character traits such as perseverance and tenacity are essential components of a whole child approach to education.

and motivation, and can significantly reduce socioeconomic disparities.

ENSURE access to affordable postsecondary education opportunities for all students.

- Sixty percent of today’s jobs require candidates who have a college education, and this percentage is expected to grow in the coming years.

- The unemployment rate for individuals with a bachelor’s degree is roughly half that of high school graduates.
Whole Child discussion

- Select one talking point from the Whole Child one-pager that you think provides the strongest support for the issue? Why?
- What arguments might you hear in opposition to these talking points and how would you respond?
Honor and Support the
Education Profession

ASCD Position: support and invest in ongoing, job-embedded, personalized PD for all educators

- Federal investment
- Personalized PD, job-embedded
- Evaluate teachers in only the subjects they teach
- Use multiple measures
Honor and Support the Education Profession

ASCD Position: support and invest in ongoing, job-embedded, personalized PD for all educators

and schools support educators through the entire career continuum.

- A formal internship or induction process will help beginning educators gain exposure to a broad array of experiences, receive constructive feedback, learn professional responsibilities, and positively affect student learning.

- Research shows that new educators who receive induction, mentoring, and ongoing professional development are more likely to stay in the profession and excel in the classroom.

ALLOCATE time in the school day for personalized development, for all school employees is an essential, long-term investment that increases educator effectiveness and school quality and improves the retention of high-quality educators.

EVALUATE educators only on the subjects they teach.

- Evaluating educators on student test scores in subjects unrelated to the ones they teach results in inaccurate and unfair data about their performance, fails to provide educators with useful feedback, and can cause good educators to leave the profession.

USE multiple measures in evaluations.
Select one talking point from the Education Profession one-pager that you think provides the strongest support for the issue? Why?

What arguments might you hear in opposition to these talking points and how would you respond?
ASCD Priorities and ESEA Reauthorization

It is time for federal education policies to address and support the needs of today’s students and educators. Rather than continuing to rely on an antiquated, turn-of-the-century education law (or a temporary set of waivers), it is necessary to push for a complete, immediate, and long-term congressional reauthorization to establish the goals for our public education system and the supports to meet them. Obviously, ensuring equity and access to high-quality educational opportunities must remain a paramount federal concern and funding imperative. But the national priority for all students should be broader and more ambitious and move beyond college, career, and citizenship readiness to the successful development of the whole child at every level of the education system.

ASCD calls on Congress and the Obama administration to adopt the following recommendations to promote the success of students, educators, schools, communities, and the nation.

1. Reauthorize ESEA Now
2. Establish a Multimetric Accountability System
3. Reduce the Reliance on Standardized Testing
4. Promote a Whole Child Education
5. Honor and Support the Education Profession

ASCD RECOMMENDATIONS

1. REAUTHORIZE ESEA NOW—One of the top legislative priorities of the 114th Congress must be to reauthorize the Elementary and Secondary Education Act (ESEA). Reauthorization is long overdue and necessary to provide stable, transparent, and uniform policies that are applicable to all states and districts.

2. ESTABLISH A MULTIMETRIC ACCOUNTABILITY SYSTEM—Current accountability systems have resulted in fragmentation of curriculum and a narrowing of test scores. A new multimetric accountability model is needed: the new system must incorporate all students, include nonacademic factors, use multiple measures of performance, promote continuous improvement and support, and report community-based data to highlight our shared responsibility for student success. States and districts should enjoy flexibility and autonomy in their decision making; they must also be held accountable for the progress of and ongoing support for their most vulnerable students.

3. REDUCE THE RELIANCE ON STANDARDIZED TESTING—The existing, state-testing requirement is widely inadequate to determine whether students possess the knowledge, skills, and traits needed for school and career success. Better test scores provide an incomplete picture of student achievement and do not provide clear evidence of student performance and school quality. Standardized tests should no longer be used for high-stakes purposes, and rather students nor educators nor schools should be ranked or rated based on test scores.

4. PROMOTE A WHOLE CHILD EDUCATION—A whole-child approach to education can best prepare students to be college, career, and citizenship ready. Such an approach requires Congress and the Obama administration to provide comprehensive opportunities in all academic subjects, including arts; promote social and emotional learning; offer in-school mental health and counseling services; acquire meaningful student and parental engagement; and make available high-quality early childhood education and afterschool postsecondary learning options.

5. HONOR AND SUPPORT THE EDUCATION PROFESSION—Teachers and school leaders are the two most important school factors that affect student achievement. Yet, the current approach to preparing, supporting, and evaluating educators does not reflect this reality. A robust federal investment in time and resources is necessary to promote ongoing professional development for teachers and school leaders and successfully retain, train, and support them. All educators should receive a state-approved induction into the profession, time to reflect and refine their practice, and personalized professional development that recognizes their strengths and allows them to grow. Of course, any educator evaluation system should include multiple measures, evaluate educators only on the subjects they teach, and ultimately be linked to the goal of enhancing practice.
ASCD Legislative Priorities and ESEA