

114th Congress ESEA Comparison Chart

Issue	ASCD Position	H.R.5, Student Success Act Passed House July 8, 2015 218-213	Every Child Achieves Act Senate floor debate began July 7; content reflects amendments adopted as of July 8.
Standards	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.	<p>States must adopt standards in ELA/reading, math, and science. States may adopt standards in other subjects.</p> <p>States may adopt alternate standards for students with disabilities.</p> <p>The bill reiterates the authority of states and districts to determine curriculum, assessments, and programs of instruction, referring explicitly to ESEA waivers that "coerced states into accepting the Common Core State Standards and aligned assessments."</p> <p>Allows states to opt out of the Common Core or any other standards.</p>	<p>States must provide assurances that they have adopted challenging academic standards in reading/ELA, math, and science and may adopt standards in other subjects.</p> <p>States may adopt alternate standards for students with the most significant cognitive disabilities.</p> <p>Includes language that denies authority to the secretary to "mandate, direct, control, coerce, or exercise any direction or supervision over ... standards" including the Common Core.</p>
Assessment	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.	<p>States must test all students annually in reading/ELA and math in grades 3-8 and once in high school. Requires testing in science once each in grades 3-5, 6-9, and 10-12.</p> <p>Districts may use their own assessments in lieu of state assessments (tbd: whether these tests may be substituted for state tests for accountability purposes).</p> <p>Allows states to administer alternate tests for students with disabilities, with no limits on how their test results are counted.</p>	<p>States must test all students annually in reading/ELA and math in grades 3-8 and once in high school. Requires testing in science once each in grades 3-5, 6-9, and 10-12.</p> <p>Allows states to administer alternate tests for students with disabilities but the total number of students assessed using alternate assessments may not exceed 1 percent of the total number being assessed.</p>

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<p>Accountability</p>	<p>Standardized test scores alone should never be used to evaluate students, educators, or schools.</p> <p>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.</p>	<p>States must create their own accountability systems that</p> <ul style="list-style-type: none"> • Annually measure student performance • Annually measure school performance, and • Includes school improvement strategies for low performing schools. <p>Prohibits the secretary from prescribing any aspect of the accountability system.</p> <p>Allows parents to opt their children out of federal annual testing requirements and not be counted toward the 95% participation rate.</p>	<p>States must create their own accountability systems that</p> <ul style="list-style-type: none"> • Annually measure student performance and must include: <ul style="list-style-type: none"> -student performance on state assessments -graduation rates for high schools -one other indicator for elementary and non-high school secondary schools -other measures as determined by the state • Annually identify and differentiate schools based on student achievement, disparities, graduation rates, and other measures states may decide to use <p>States must show how they are monitoring school climate and discipline, early education, homeless children, etc.</p> <p>Prohibits the secretary from prescribing any aspect of the accountability system.</p>
<p>School Improvement</p>	<p>States and districts should be given flexibility to implement a variety of improvement strategies, such as a whole child approach, and a crucial component of such strategies is educator professional development.</p>	<p>Requires states to create and implement their own strategies for school improvement (as part of their accountability systems) for schools the state determines to be low-performing.</p> <p>Eliminates School Improvement Grant program.</p>	<p>Requires districts to create a system for identifying schools in need of improvement; states provide technical assistance in developing improvement strategies; states may design improvement systems that districts may use.</p> <p>Eliminates the School Improvement Grant program.</p>

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<p>Teacher Evaluation and Support</p>	<p>Adequate support and resources for educator training and development throughout the career continuum is essential to improve student outcomes. Induction, coaching, mentoring, and job-embedded professional development increase retention of high-quality educators and contribute to student academic success.</p>	<p>Eliminates highly qualified teacher requirements.</p> <p>Does not require teacher evaluation systems but if Title II funds are used to create district evaluation systems, they must be based in “significant” part on student achievement data derived from a variety of sources; use multiple measures; and establish more than 2 categories of performance ratings.</p> <p>Provides support for teachers and school leaders that is evidenced-based, job-embedded and continuous.</p>	<p>Eliminates highly qualified teacher requirements.</p> <p>Does not require teacher evaluation systems but if Title II funds are used to create or change evaluation systems, they must be based “in part” on student achievement and must be based on multiple measures.</p> <p>Creates a new Fund for the Improvement of Teaching and Learning which provides broad flexibility to improve educator effectiveness; maintains the Teacher Incentive Fund and expands to principals and school leaders.</p> <p>Specific support to recruit and train STEM teachers.</p>
<p>Well-rounded/ whole child</p>	<p>Ensuring access to a wide variety of subjects, as well as non-academic supports, are crucial to preparing students who are ready for college, careers, and citizenship.</p>	<p>Eliminates 70 individual programs, many of which support well-rounded education (Arts in Education, PEP, Elementary and Secondary School Counseling).</p>	<p>Includes individual programs that support a well-rounded education (Arts in Education, PEP, Elementary and Secondary School Counseling, after-school, violence prevention, AP/IB/dual enrollment, STEM).</p> <p>Creates Safe and Healthy Students block grant to states (Title IV). Requires districts to conduct needs assessments to justify programs addressing mental and physical health; bullying, harassment and violence prevention; school readiness; and extended learning time.</p>

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Well-rounded/ whole child (continued)			Creates a new competitive grant program to support evidence-based approaches to civic learning and American history, and create summer learning academies for educators and students.
Funding	Flexibility in the use of federal education funds is essential for states and districts to best meet the needs of their students. A robust federal investment is crucial to ensure that all students receive a high-quality education.	<p>Portability—funding follows the child to any public school of their choice.</p> <p>Title I flexibility—spending is not limited to only Title I students.</p> <p>Eliminates state maintenance of effort requirement.</p> <p>Locks in education funding at post-sequestration levels for 4 years.</p>	<p>Maintains current Title I allocation formula.</p> <p>Maintains state maintenance of effort requirement.</p> <p>Allows 100% transferability between Title II (educator supports) and IV (safe and healthy students) funds and from Titles II and IV into Title I.</p>