

Parents Across America analysis of Senate ESEA bill 10/11	<i>PAA position</i>
Ends Adequate Yearly Progress measure	<i>Support</i>
Maintains reporting of subgroups	<i>Support</i>
Replaces AYP with undefined targets for “continuous improvement”	<i>Possible improvement:</i> Vague “standard,” no research base, continued over-reliance on standardized test scores. But at least this does have the potential of taking into account the greater challenges faced by districts with large numbers of high-needs students.
Maintains reading, math testing schedule (annually in 3-8 th gr, once in HS).	<i>Oppose:</i> We recommend less standardized testing overall and the right of parents to opt their children out of high-stakes tests.
Allows one end-of-year test to be replaced with multiple tests during the year.	<i>Possible improvement:</i> But only if this includes local, teacher-designed assessments rather than merely additional standardized tests.
Replaces AYP failure designation with new categories of schools requiring intervention: “ Gap ” schools based on test score/graduation rate gaps between sub groups; “ Lowest 5% ” schools based on most recent year or 3-year average test or grad rates below 60%.	<i>Possible improvement:</i> More attention to achievement gap may be helpful, but may also punish schools with diverse populations. Adding graduation rates as a high-stakes accountability measure will likely promote manipulation of this data. School and/or districts should be given added support, not punished for falling into one of these categories.
Requires “ needs analysis ” of designated schools using comprehensive system of supports including school climate and parent engagement, as well as analysis of available resources.	<i>Possible improvement:</i> Holistic approach is a step forward but resources to pay for this must be available, the analysis must be based on stakeholder input, and the turnaround strategies adopted must be consistent with the needs analysis.
Adds new strategies to NCLB list of turnaround choices: “ strategic staffing ” which replaces principal, allows him/her to bring in 5 (elem)/20 (HS) new teachers/administrators; “ whole school reform ” using an outside “strategy developer” offering an evidence-based program; “restart” which adds “ magnet ” to charter as an option.	<i>Oppose:</i> This simply adds a couple of new “silver bullets” to NCLB's current narrow set of choices for school turnaround; none of these approaches has a verified track record of success, unlike class size reduction or preschool, and none involves parents in planning, implementation or monitoring.
Few changes in parent involvement provisions beyond terminology, allowing e-mail communication, including support organizations, etc.	PAA is disappointed that the great potential of parent involvement to improve education remains marginalized in federal education law.
Continues Race to the Top and Investing In Innovation competitions.	<i>Oppose:</i> RTTT provides grants to states that adopt damaging policies, like teacher evaluation linked to test scores, charter school expansion, and increased emphasis on high-stakes testing. The I3 program funds risky and experimental strategies without research backing such as online learning, that in many cases are being implemented without parental consent. Moreover, PAA opposes competition for funding in general; education is a right, not a race!