



PAA analysis of new House education bill, the Student Success Act (revised ESEA) 7/13

H. R. 5 (Student Success Act)

PAA position

Ends **Adequate Yearly Progress** measure, gives states authority to determine their accountability systems; keeps **subgroup reporting**.

Provides less funding overall and more local flexibility in how funds are used; ends **“Maintenance of Effort”** provision which currently requires that states and districts keep funding at least at current levels.

Maintains **annual testing schedule** for math and reading in 3-8th grade, adds testing requirements for teacher evaluation. Multiple measures “may” be used. Continues requirement for 95% test participation.

Does away with **specified list of school interventions**; offers states and local school board more flexibility in interventions.

Focuses parent involvement on “choice;” expands funding for charter schools, focuses parent education centers on “helping parents choose.”

Allows flexibility for **states to set their own standards**. USDE cannot require states to use specific standards in order to qualify for funds.

Removes the requirement that teachers be **highly qualified**.

Bars Department of Education from requiring states to implement certain programs in order to gain federal funds.

Reduced class size funds are capped at 10% of teacher funds. 10% of “flexible” grant created by eliminating 70 programs must go to privatization.

Support with reservations: AYP was unattainable, served only to label schools as failing, and led to excessive teaching to the test. Subgroup reporting is crucial to carry out ESEA's intent to assure educational equity. But is there enough in this bill to assure equity across 50 different accountability systems?

Oppose: We are concerned that there are not enough checks in place to keep ESEA funds from being used as budget balancers rather than the supplemental funds needed to address the effects of poverty and discrimination. Schools and teachers must not be asked to do more with less.

Oppose: We recommend testing only once at each grade span, no high stakes for standardized tests, and more support for real multiple measures using varied assessments, projects and performances over time. Research is clear that student test scores are unreliable measures for evaluating teachers. PAA supports a parent's right to opt their children out of standardized testing.

Support with reservations: PAA would add requirements for use of proven models and approaches, support for a holistic approach, improvement planning and evaluation that includes parents as key participants, and resources to pay for improvement programs.

Oppose: The choice of most parents is a **high-quality neighborhood school**, not a charter or other privatized program. Parents also want a full range of opportunities for involvement including a role in school governance and a voice in education policy making, elements missing from this proposal.

Support, but is it too late? We agree that learning standards should be local, not national; we oppose USDE's imposition of the Common Core State Standards, which were written by private organizations in a secret process with little provision for teacher, parent or community input.

Oppose: Parents care about teacher qualifications, and research shows that, as with dentists or surgeons, teacher preparation and pre-qualification matter. Six-week “teacher camps” are not adequate substitutes for real teacher training.

Support: Secretary Duncan's misguided use of waivers and competitive grants has undermined equity and promoted ineffective, costly programs.

Oppose: Class size reduction is a proven way to improve achievement, especially for low-income students. The evidence is clear that charter schools, vouchers and privately-run turnaround schools have not significantly raised student achievement.