

Issues	ASCD Position	Kline Bill, Student Success Act	Alexander Discussion Draft
<p>Standards</p>	<p>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>	<p>States must adopt standards in ELA/reading, math, and science. May adopt standards in other subjects.</p> <p>States may adopt alternate standards for special needs students.</p> <p>The bill explicitly bars the secretary of education from coercing states to adopt the Common Core State Standards.</p>	<p>States must provide assurances that they have adopted challenging academic standards in reading/ELA, math, and science.</p> <p>States may adopt standards in other subjects.</p> <p>Prohibits the secretary from prescribing standards.</p>
<p>Assessment</p>	<p>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>	<p>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.</p> <p>Allows states to administer alternate tests for special needs students.</p>	<p>Option 1: States select their own assessments, which may include grade-span testing, performance-based tests, annual test, or locally-developed tests.</p> <p>Option 2: Status quo per NCLB</p>
<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>States must create their own accountability systems and continue to disaggregate student data and report on graduation rates.</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>Allows states to create and implement their own strategies for school improvement.</p>	<p>Allows states to create and implement their own strategies for school improvement.</p>
<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 requirement.</p> <p>Does not require states to develop teacher evaluation systems.</p> <ul style="list-style-type: none"> • 	<p>Eliminates highly qualified teacher requirement.</p> <p>Does not require teacher evaluations, but if Title II funds are used to create or change evaluations, they must be based “in part” on student achievement and “other measures”.</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>Eliminates and consolidates programs.</p> <p>Creates Safe and Healthy block grant to states:</p> <ul style="list-style-type: none"> • School employee background checks • Needs assessments to justify programs addressing mental and physical health
<p>Funding</p>	<p>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>	<p>Portability—funding follows the child to any public school of their choice.</p> <p>Allows states to use Title I funds on any authorized program within Title I.</p> <p>Eliminates state maintenance of effort requirement.</p> <p>Locks in education funding at post-sequestration levels for 6 years.</p>	<p>Portability—funding follows the child to any public school of their choice, if allowed by state law, and if states so choose.</p> <p>Title I flexibility—spending is not limited to only Title I students.</p> <p>Flexibility to use Title II and IV funds interchangeably.</p> <p>Eliminates state maintenance of effort requirement.</p>