

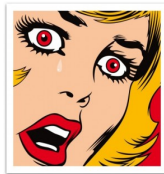
# Federal Education Policy: What's In, What's Out



**2001 - President George W. Bush**  
Elementary and Secondary Education Act (ESEA) = No Child Left Behind

- **Highly Qualified Teachers** based on proficiency and certification
- States set own academic standards
- Students tested in reading and math in grades 3-8 and once in high school
- All students must be *proficient* on state tests by 2014
- Results reported by race, ethnicity, socio-economic status, English learner, disability
- Schools and states must make *Adequate Yearly Progress (AYP)*
- Consequences for schools that do not perform make AYP, including possible school closure

**But –**  
Students were not proficient. States and schools did not meet AYP.  
ESEA was up for reauthorization – yet there was no agreement in Congress.  
What to do??



**2008 - President Barack Obama**  
Education Blueprint

- Effective and Highly Effective Teachers based in part on student test scores
- College and career-ready standards
- All students college and career ready by 2020
- Students tested in reading and math in grades 3-8 and once in high school
- Results reported by race, ethnicity, socio-economic status, English learner, disability
- Focus on lowest performing schools



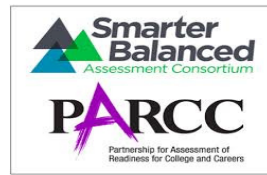
Without an ESEA reauthorization how does President Obama achieve his education goals?



Funding to governors and chief state school officers partnership to develop Common Core State Standards. Most states have replaced their standards with these standards.

- One set of educational standards K-12 in English language arts and math (not state by state)
- Students graduating from high school prepared to enter credit bearing courses in college programs or enter workforce (no need for remedial courses)

“Consistent, clear understanding of what students are expected to learn”  
“Robust and relevant to the real world”  
“Success in college and careers”  
“American students fully prepared for the future”  
“Compete successfully in the global economy”



Funding to state consortia to develop Common Core State Standards Assessments

- Computer based
- Universal design and accommodations
- Usable by widest population of students, including built-in accommodations for deaf and hard of hearing students
- Accessibility working groups
- Drafts for public input
- Field testing 2014

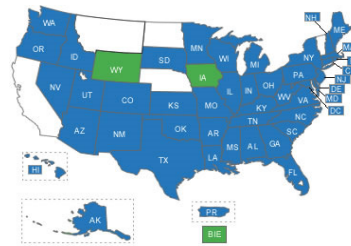
How assessments will be used

- Measure student progress
- Evaluate schools and districts
- Evaluate teachers

Accommodations for Deaf and Hard of Hearing Students and Other Students

- Assessments designed to be used by nearly all students

- Visual representations
- Clear language
- Captioning
- Translation (ASL)
- Assessments field tested with all student demographic groups
- Right of students to an accessible test is protected by Federal law



ESEA waivers to states that loosen NCLB requirements and move states to Obama initiatives

45+ states submitted requests  
43+ states approved

- States must show rigorous and comprehensive plans to
- Improve educational outcomes for all students
  - Close achievement gaps
  - Increase equity
  - Improve quality of instruction



114<sup>th</sup> Congress – What’s going on now?

Get rid of waivers – ESEA reauthorization now!

Everyone wants accountability – but what does that look like?  
How often should students be tested - annually, every few years, leave it to the States?  
Who decides standards – States or Feds?  
How is teacher effectiveness determined?

To a large extent, the same debate about ESEA continues. The difference is that now both branches of Congress are controlled by Republicans. So -

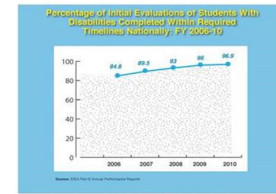
Will Congress shrink the Federal footprint in general education?  
Will Congress work in a bipartisan manner?  
Will the (Republican) Congress pass a bill that the (Democratic) President will sign?

For the answers to these and other questions on Federal education policy:



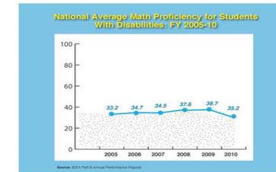
Individuals with Disabilities Education Act Results – Driven Accountability (RDA)

The good news:



State IDEA Compliance is up.

The bad news:



Academic outcomes are flat. Or worse.

The new news: RDA is intended to move systems from compliance to improved student outcomes.

RDA's 3 Components:

- State Performance Plan/Annual Performance Reports (SPP/APR)
- State Determinations based on SPP/APR (Meets Requirements, Needs Assistance, Needs Intervention, Needs Substantial Intervention)
- Differentiated Monitoring and Support (especially with lower performing states)

Core Principles:

- 1 Partnership with stakeholders
- 2 Transparent, understandable
- 3 Drives improved results
- 4 Protects children and families
- 5 Differentiated incentives and supports to states
- 6 Encourages states to target resources and reduces burden
- 7 Responsive to needs

