ESEA Reauthorization

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AASA Positions on ESEA
Our Heaviest Lifts

1. Limit the federal oversight to children served with federal funds – in the case of school wide programs – schools served by Title I funds

2. Separate Accountability and Assessment for learning
   ◦ **Accountability** assessments focus on growth (value added if desired) by sampling & including multiple measures
   ◦ **Instructional assessment** includes a variety of methods of measuring growth, formative, adaptive, embedded teacher developed, etc., that provide immediate feedback to teachers and administrators
AASA Positions on ESEA
Improving Standards and Accountability for Students Served with Federal Dollars

- Improve the clarity and accuracy of accountability measures.
- Less intrusive and less costly testing – e.g., sampling
- Measure student progress by growth.
- Use multiple sources of information to measure achievement.
- Measure special education students in accordance with the Individualized Education Program and not subject to arbitrary percentage caps.
- Assess English language learners in a language they understand.
Target the lowest achieving schools in each state.
Focus on building capacity.
Plan and implement state intervention in conjunction with school districts.
Support a broad range of turn-around models that include flexibility, avoid universal application and are locally implemented.
Reauthorization of the Elementary and Secondary Education Act

- Improving the Effectiveness of Teachers and Administrators
- Accountability for the effectiveness is a state and local responsibility.
- Compensation decisions are a state and local matter.
- Evaluations must be created at the local school district.
- Permit use of ESEA funds to encourage teachers to work in hard-to-staff schools.
- Provide ESEA funds for hard-to-staff schools.
- Distribute professional development funds by percentage of poverty.
- Local flexibility in professional development programs.
Getting All Students Ready for Careers and College

- We support the Common Core Standards.
- Better definition of career ready – does it include vocational and technical education?
- ESEA funds must be carefully targeted and delivered primarily through formulas based on poverty as determined by free and reduced lunch counts.
- Reduce federal funds = reduction in mandates.
“It was a good general meeting, a good kickoff,” said Harkin, chairman of the Senate Health, Education, Labor and Pensions Committee. “We all agreed we’re going to get it done this year, and I think there are some principles we all pretty much agreed on.”
"We appreciate the opportunity to discuss with President Obama and our Senate counterparts the challenges facing America’s classrooms. Although we have our different approaches, everyone agrees current law is broken and in need of repair. The status quo is failing both students and taxpayers; it is time we reconsidered the role of the federal government in our schools. As we work to develop reforms that focus on what’s best for students, parents, teachers, and communities, we are engaging our colleagues on both sides of the aisle and listening to the concerns of state and local education leaders. For the sake of our children's future and the strength of the American workforce, we must take the time necessary to get this right."
Any questions?

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