

Current AESA platform position on NCLB/ESEA	ESSA provisions
Strengthen local and regional flexibility	Founding premise of ESSA is to position state/local education agencies as the primary driver in designing accountability systems.
Oppose waivers.	NCLB and waivers will end July 31, 2016.
Target Title I dollars to neediest populations through formula	Maintains Title I funding formula, including weighting mechanisms to target dollars based on percentage and number of students in poverty
	Requires Congress to conduct study on Title I formula, examining impact of number and percentage weighting on allocation of Title I dollars, how equitably they distribute dollars to the neediest of schools, and to examine how those allocations (disproportionally) impact small/urban/rural/large schools
	Includes weighted student funding pilot, which empowers up to 50 LEAs to combine state, local and federal (Title I-IV) dollars and allocate them within their district using a weighted student formula they craft (with protections to ensure neediest schools don't take a cut)
Oppose portability and vouchers	No vouchers, no portability
Improve the clarity and accuracy of accountability measures.	Returns autonomy of accountability measures to states, where they have room to improve clarity and accuracy
Make assessments for accountability less intrusive to instruction and less costly	Maintains annual assessment. Pulls back federal overreach in accountability, which was tied to making it intrusive and costly.
Measure student progress by growth in achievement.	Permits use of growth models in measuring achievement (state and local decide)
Use multiple sources of valid and reliable information to measure achievement.	Permits use of multiple measures in measuring achievement (state and local decide)
Measure special education students in accordance with the Individualized Education	Rewritten alternate assessment provisions requires decision to be made in accordance with IDEA

Use appropriate assessments to determine the growth of English language learners' achievement.	Allows English language learners up to three years to take language arts assessments in their native language before taking such tests in English.
Balance accountability sanctions with building capacity and rewarding success	Strips federal overreach and prescription, eliminating heavy handed punishment of NCLB. ESSA puts states in charge of accountability sanctions.
Continue to disaggregate student outcomes based on currently defined subgroups	Continue to disaggregate student outcomes based on currently defined subgroups
Allow calculation of three- to six-year graduation rates, without penalty	Allows calculation of extended graduation rates.
Recognize alternative pathways such as GED that counts toward graduation in ESEA accountability	
The primary responsibility for setting standards in education rests with the states.	ESSA puts states in charge of determining the standards they adopt and work with.
High quality adaptive and formative assessments to provide instructionally useful information to teachers and principals in a timely fashion	ESSA allows for growth models, multiple measures and computer adaptive assessment.
Inclusion of all students with disabilities. Students with disabilities should be assessed to measure their growth. Where possible, all students with disabilities should be included within the assessment system at academically appropriate levels with fair application of caps.	Alternate assessment cap is a state cap at 1%, with explicit bans on implementing the cap at the local level. IEP teams are to determine alternate assessment in a manner consistent with IDEA.
Students with Limited English Proficiency appropriately assessed in English proficiency before being assessed in content areas such as math, science and other subjects. English language learners should not be required to take tests in reading and math in English until they have the necessary working knowledge of the language.	Allows English language learners up to three years to take language arts assessments in their native language before taking such tests in English.
Providing funding to state and local education agencies, including educational service agencies to support and maintain data systems.	ESSA provides states with funds related to technical assistance for a variety of purposes. This is a n appropriations discussion.
Federal requests for data, reporting and grant application requirements, including instrument design and time required to collect the data should be federally funded	ESSA provides states with funds related to technical assistance for a variety of purposes. This is a n appropriations discussion.

The title structure of ESEA must be maintained as it recognizes and supports the critical importance of teacher preparation and development.	Title II remains as a stand alone program to support teacher development, and there are opportunities for PD in Title IV.
Allowing states to define what constitutes a highly effective educator and to determine an educator evaluation system.	ESSA eliminates HQT and puts states in charge of evaluating teachers.
The federal government should provide incentives to support the recruitment and retention of educators in hard-to-staff positions.	ESSA returns flexibility to state/local level to support teacher recruitment/retention, and has room for fed govt to provide Technical Assistance.
Allow states to determine allowable alternative routes to licensure or certification for educators.	States retain authority over development of teacher certification pathways.
Support funding that will enhance technology, computer and communication technology products, services, or tools including, but not limited to, technology equipment for classroom usage, Internet and other communications networks, computing devices and other computing and communications hardware, and software applications, data systems and other digital content, and data storage.	Title IV is a block grant with specific provisions for educational technology, including devices, professional development and curricular supports.
ESAs should be able to access funding to implement Title III programs.	The LEA definition within ESSA includes ESAs.
ESAs should be designated as providers of professional development for ELL educators.	The LEA definition within ESSA includes ESAs.
The continuation of before and after school programs, as well as the inclusion of ESAs as the lead agency under the program.	Title IV is a block grant with broad autonomy for LEAs, who can choose from ELO
Flexibility to provide expanded learning opportunities (ELO) after school and summer.	Title IV is a block grant with broad autonomy for LEAs, who can choose from ELO
ESAs should be eligible to form consortia and/or receive funding directly under all ESEA titles.	Bennet amendment allows LEAs to submit consolidated applications under ESSA, and they can do so through ESAs