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(FORM UPDATED: 07/12/2010)

# WISCONSIN STATE LEGISLATURE ... PUBLIC HEARING - COMMITTEE RECORDS

## 2007-08

(session year)

## Senate

(Assembly, Senate or Joint)

## Committee on ... Education (SC-Ed)

### COMMITTEE NOTICES ...

- Committee Reports ... **CR**
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### INFORMATION COLLECTED BY COMMITTEE FOR AND AGAINST PROPOSAL

- Appointments ... **Appt**
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(**ab** = Assembly Bill)                      (**ar** = Assembly Resolution)                      (**ajr** = Assembly Joint Resolution)  
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- Miscellaneous ... **Misc**

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**GREAT LAKES CENTER**  
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**The Impact of the Adequate Yearly Progress  
Requirement of the Federal “No Child Left  
Behind” Act on Schools in the Great Lakes  
Region**

by

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**September 2005**

# **The Impact of the Adequate Yearly Progress Requirement of the Federal “No Child Left Behind” Act on Schools in the Great Lakes Region**

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## **Executive Summary**

This study finds that nearly every school in the Great Lakes states is threatened to fail the Adequate Yearly Progress (AYP) requirements mandated by the federal “No Child Left Behind” (NCLB) Act. NCLB holds schools and districts accountable for student achievement on state standardized tests and schools that do not make AYP face sanctions. A school or district can avoid sanctions one of two ways: produce test scores that meet AYP annual objectives set by the state, or by making sufficient improvement over the previous year’s test scores to take advantage of “Safe Harbor” status.

The goals of NCLB are deceptively simple: All schools and districts receiving funds for socially and economically deprived children (Title I) must bring all students up

to state standards by 2014. The implementation is considerably more complex. The most critical and controversial aspects of NCLB are school accountability policies and AYP requirements. This study examines the implementation of those policies in the Great Lakes states, and projects the percentage of schools that will make or fail to make AYP, and those that could be Safe Harbor eligible:

- **Illinois** is projected, under the best case scenario, to have more than 96 percent of schools fail AYP with 29 percent of schools potentially Safe Harbor eligible in 2014.
- **Indiana** is projected to have 80 to 85 percent of schools eventually fail AYP in 2014, according to the most realistic scenarios.
- **Michigan** is projected to have nearly 50 percent of schools fail to make AYP in 2014, but remain Safe Harbor eligible according to the most forgiving scenario. Still, nearly all of these schools could fail to make AYP outright under the remaining scenarios.
- **Minnesota** is projected to have 81 percent of its schools failing AYP in 2014 but 27 percent of schools could be Safe Harbor eligible. Schools are projected to fail at a consistent rate as the AYP requirements increase annually.
- **Ohio** is projected to have a relatively high percentage of schools make AYP (approximately 85 percent) until 2011, at which point the percentage of schools making AYP drops dramatically to a low point of 12 percent of schools making AYP.

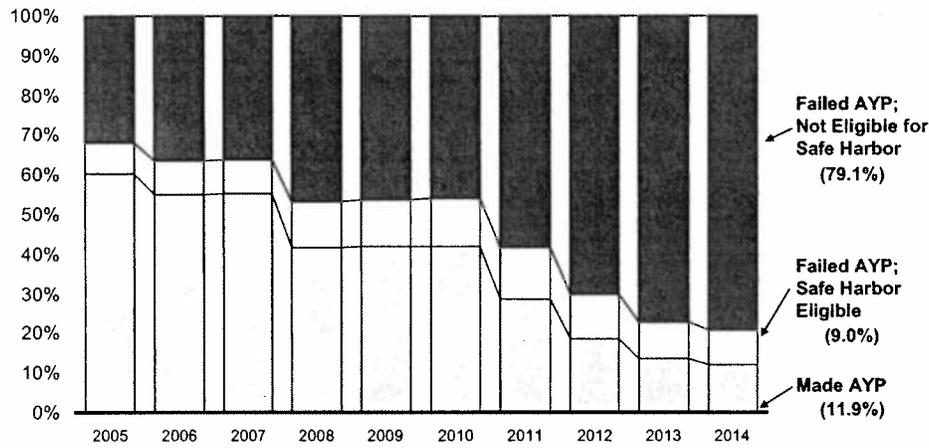
- **Wisconsin** is projected to experience the biggest impact in the later years (2011-2014) when 84 percent schools are projected to fail AYP, but 34 percent of schools could be Safe Harbor eligible.

In general, approximately 85 percent of schools in the Great Lakes states are projected to fail AYP in 2014 under the most optimistic scenarios. Under more realistic circumstances, the overall failure rate is projected to be at or above 95 percent.

In summation, the authors question the sustainability of the AYP requirements. Furthermore, they caution that schools are not capable of closing the achievement gap without resolving the social problems that underlie this gap. They point out that adequate funding for remediation and social infrastructure is essential to meeting the stated goals of NCLB.

The projections for the Great Lakes states are applicable to the nation as a whole and are a warning about the sustainability of NCLB, as the AYP requirements are currently constructed. The entire country faces tremendous failure rates, even under a conservative estimate with several forgiving assumptions.

**PROJECTED SCHOOLS MEETING AYP: OHIO (LOW GROWTH)**  
 Percent of total public schools



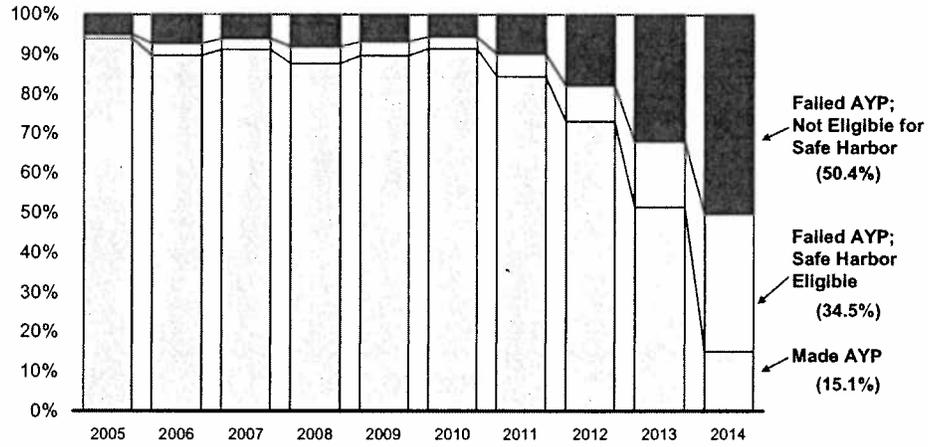
***Wisconsin***

Under all three scenarios, Wisconsin is projected to be impacted by the AYP requirements in the later years of the NCLB timeline (beginning in 2011). Prior to those years, approximately 15 percent or fewer of schools are projected to not make AYP. From 2011 to 2014, the number of schools identified as not meeting AYP is expected to increase at a rapid pace; in 2014, even under the most ambitious growth scenario, only 15 percent of schools are projected to make AYP.

**Figure 12: Projected Outcome of AYP in Wisconsin**

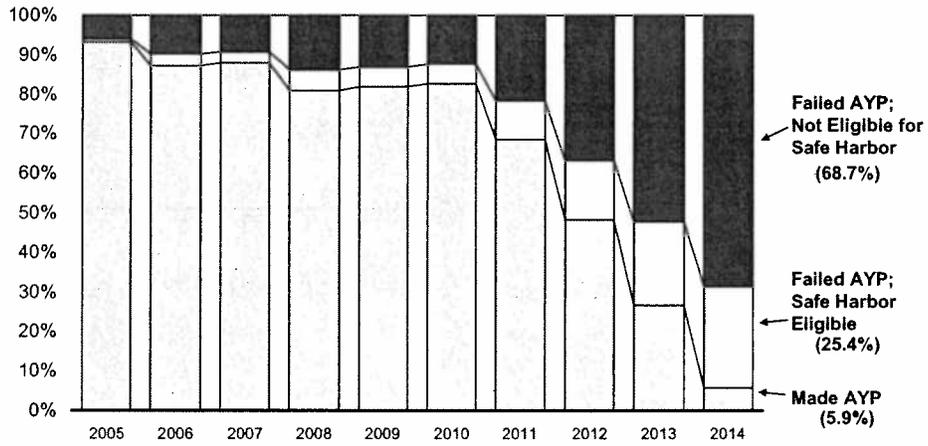
**PROJECTED SCHOOLS MEETING AYP: WISCONSIN (HIGH GROWTH)**

Percent of total public schools

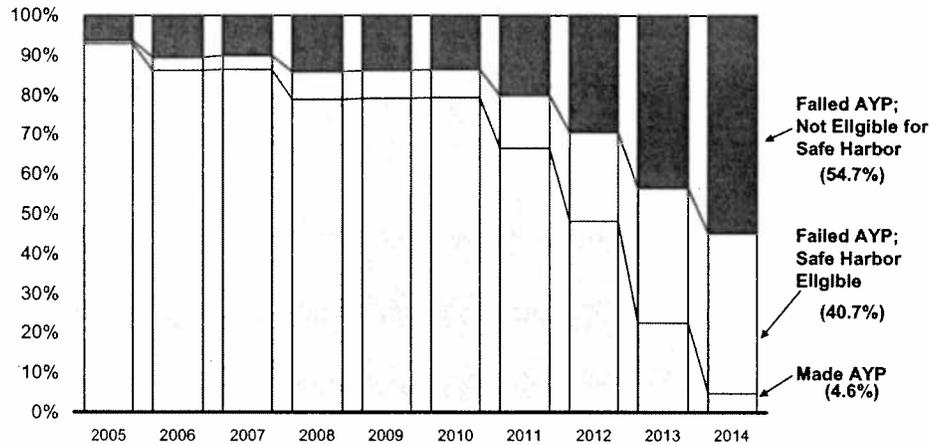


**PROJECTED SCHOOLS MEETING AYP: WISCONSIN (MEDIUM GROWTH)**

Percent of total public schools



**PROJECTED SCHOOLS MEETING AYP: WISCONSIN (LOW GROWTH)**  
 Percent of total public schools



When and at what rate schools are threatened by the possibility of failing AYP differs significantly across states due in part to the aggressiveness of the annual objectives. For example, Ohio’s annual objectives are relatively low until 2011, at which time they increase substantially (ten percent annually) to 100 percent in 2014. As such, Ohio’s rate of meeting targets stays high until 2011, at which point it drops dramatically. An even more pronounced drop in AYP success is evidenced in Wisconsin, a state for which targets step up only minimally until the 2011 onset of a rapid ascent. Minnesota, on the other hand, requires straight-line growth forward from 2004 onward; it is little surprise, then, that the percentage of schools making AYP in Minnesota’s declines consistently with the increases in annual objectives.

Although states differ in the timing and rate at which schools fail to make AYP, the ultimate outcome is clear and consistent across all states: even in high-growth

scenarios, states are likely to observe high rates of school failure relative to the annual objectives, especially as targets increase in later years. This is the case regardless of built-in easements of confidence intervals (common to IL, IN, MN, and WI), rolling averages (OH), partial credit for nearly proficient students (MN), and safe harbor requirements (all states).

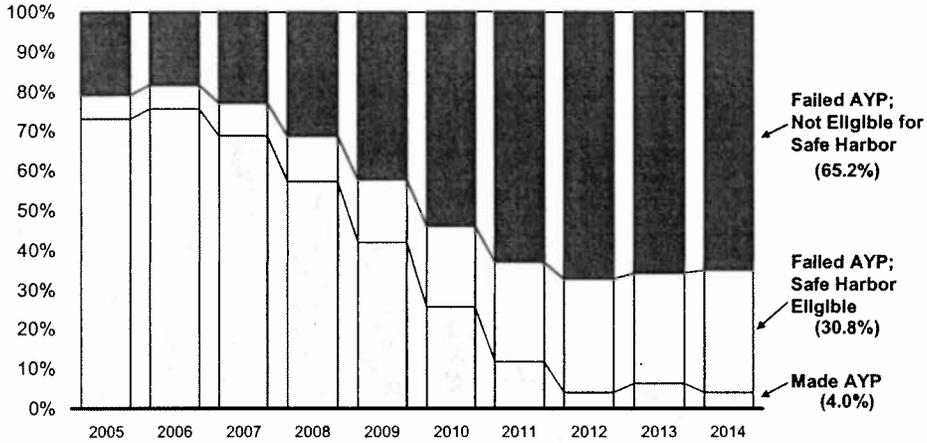
Anticipating substantial and increasing numbers of schools facing the severe sanctions associated with schools in “corrective action” or “restructuring,” many states have proposed changes to their No Child Left Behind requirements. In fact, the U.S. Department of Education expects nearly every state to apply for changes in the AYP requirements.<sup>79</sup>

In most cases these changes are intended to ease the requirements for the annual objectives. Though such changes will likely improve school “success” rates in the short term, the ultimate widespread identification of schools as “needs improvement” will ultimately be delayed rather than avoided. Illinois, for example, recently petitioned the Department of Education to increase its standard for subgroup “numerical significance” from 40 students to the greater of 50 students or 15 percent of the test-taking population. As evidenced from the projections under Illinois’ proposed systems provided in Figure 13 below, proposed changes do partially stem the tide of schools failing AYP in the early years (increasing AYP “success” rates by two to five percent). Ultimately, though, the changes do little to prevent the widespread identification of schools as failing AYP in the subsequent years of the NCLB timeline.

**Figure 13: Projected AYP Success Illinois with Proposed Change to Numerical Significance Requirement**

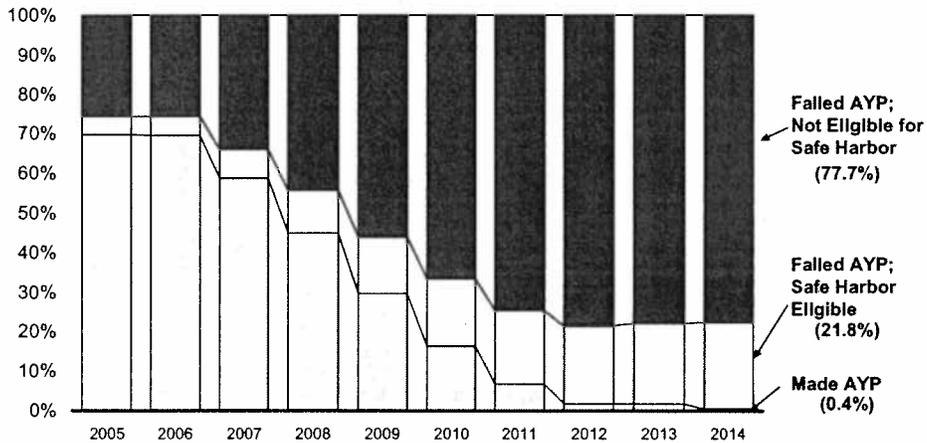
**PROJECTED SCHOOLS MEETING AYP UNDER PROPOSED CHANGES:  
ILLINOIS (HIGH GROWTH)**

Percent of total public schools



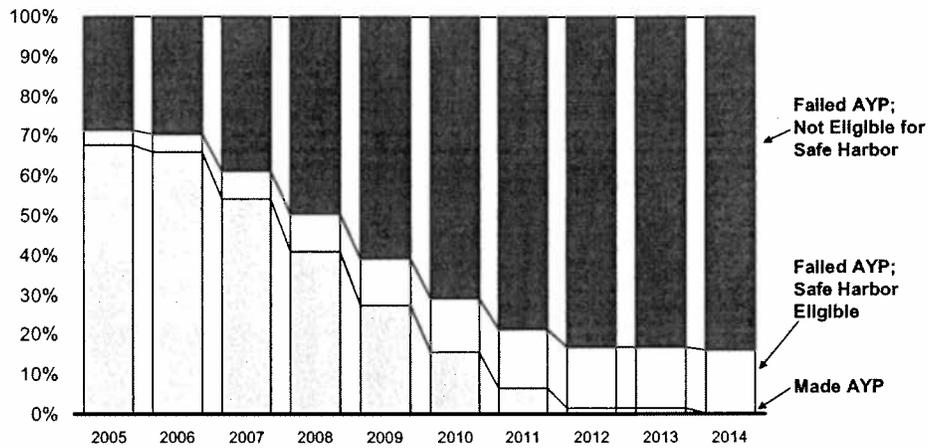
**PROJECTED SCHOOLS MEETING AYP UNDER PROPOSED CHANGES:  
ILLINOIS (MEDIUM GROWTH)**

Percent of total public schools



**PROJECTED SCHOOLS MEETING AYP UNDER PROPOSED CHANGES:  
ILLINOIS (LOW GROWTH)**

Percent of total public schools



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## Conclusions and Recommendations

Each of the six Great Lakes states has a different pattern of schools failing AYP depending upon the characteristics of the state AYP parameters, but they share important commonalities. Many states are expected to experience accelerating numbers of schools failing AYP as 2014 approaches. Even in states with the most positive projections, 50 percent of schools are still expected to not make AYP, and the Safe Harbor options holds little promise to remedy the trends.<sup>80</sup> Note that these projections do not include the effects of failure to make AYP for the subgroups of children with disabilities and for economically disadvantaged or does not account for school failure rates on account of the 95 percent minimum testing requirement. Thus, these projections are conservative.





**AASA Specific Comments and Questions about  
the Miller/ McKeon Title I, Part A Discussion Draft**

<i>Page, Line Number</i>	<i>Comments and/ or Questions</i>
Page 1, lines 9 – 12	<p>Under this provision the state set aside under Title I, Part A would increase from 4 percent to 5 percent under the purpose of school improvement.</p> <p>AASA would urge against this change. Currently, few states are able to even acquire the 4 percent set aside and those that do are taking it from funding increases that local school districts desperately need to meet increasing requirements of ESEA. In addition, it does not make sense for school improvement dollars to mirror Title I allocation as that has no correlation to need. AASA acknowledges that states need funding to increase their capacity. A better and more targeted way to do so would be through the state improvement grants.</p>
Page 9, lines 5 – 15.	<p>Definition of Effect School Model</p> <p>AASA has some concern over how the word effective will be defined. We are concerned that this will lead to a magic bullet approach that will not be transferable from school to school, district to district.</p>
Page 12, lines 6 - 24	<p>Formula for the Graduation Promise Act</p> <p>The way the formula is constructed for this program it is biased against smaller high schools and overall small school configurations. This is caused by counting the number of individual students at the same emphasis as the poverty rate. This will allow schools with lower poverty but higher numbers of students to potentially get more money per child than those smaller high schools with higher poverty. This parallels a situation of targeted that has emerged under the Title I formula. Instead you should come up with a per pupil amount based on poverty impact and graduation rate. Then you could multiply it by number of children.</p>
Page 13, lines 23 – 25	<p>List of who the LEA should collaborate with on school improvement plans.</p> <p>Education Service Agencies should specifically be listed as a potential collaborator.</p>
Page 15, lines 9 - 23	<p>Matching Funds</p> <p>This is a first of several mentions throughout the discussion draft on the requirement of matching funds at both the state and the local level. AASA has a general concern about the availability of matching funds given the lack of overall funding at the state and local level and the constant under funding of federal mandates such as IDEA.</p>
Page 17, lines 7 – 13	<p>Do these designate High Priority high schools count toward the overall</p>

	LEA limit of 10 percent?
Page 22, lines 8 – 12	AASA is happy to see the increased focus on transparency surrounding the decision making process on the state accountability. We appreciate your accepting our suggestion to make the proposed state plans available online. However, we would also encourage those plans to be posted on the U.S. Department of Education website. They should all be located in one central location. In addition, we would like the provisions that are accepted or denied to also be posted, as well as the final approved plan.
Page 24 , lines 1 – 20	AASA supports the inclusion of the language surrounding vertical alignment of the state standards.
Page 28, lines 10 – 16	We are concerned about a bit of contradiction that appears here and several other places in the text about postsecondary and workforce ready skills. In some places they seem optional for states to adopt and in other places they seem mandatory (not just in the competitive grant section.) This needs to be clarified.
Page 30, lines 16 – 24 Page 31, lines 1 – 8	While we remain concerned regarding the provisions relating to the assessment of ELL and students with disabilities, we applaud the efforts to increase the amount of time those students may still be counted with subgroups from two years to three.
Page 31, lines 16 – 20	It seems that attendance rate can only count under this area for elementary and middle schools and therefore can only hurt you, while graduation rates can both help or hurt high schools. This seems like a contradiction.
Page 32, lines 11 – 20	We urge you to strike this language as it is duplicative and makes the multiple indicators section more confusing. (*)
Page 32 – 42	<p>AASA would like to thank you for including the concept of multiple indicators. It is critical that schools are judged on their performance by more than a single high-stakes assessment. This is an important improvement in the law. Any efforts to increase the clarity in this section would be appreciated. It is still overly complicated.</p> <p>However, we must also express our disappointment about the exclusion of local assessments aligned to state standards as a possible multiple measure. We believe that it is that level of assessment that truly gives teachers and principals an accurate and immediate picture of how students are doing. This is the type of data that schools should be judged on.</p>
Page 34, lines 15 – 25	<p>The possibility of including end of course exams in classes such as AP, IB, ect could be difficult for rural and urban school districts to comply. It is often these hardest hit districts that have difficulty pulling together the staff expertise and time in order to offer a wide variety of courses. Incentive offerings for AP and IB later in the bill should be targeted to rural and urban centers.</p> <p>Also, the requirement the “if such courses are available in all schools in</p>

	the state” might be an impossible standard to reach. We are unsure if there are any states that have all school districts offering an AP, IB course.
Page 35, lines 4 – 9	Placement in the workforce and apprenticeship programs should be included here along with college enrollment rates. Throughout the rest of the draft there is mention of workforce and college ready skills and there are workforce areas that do not require college education. Schools should get credit for this success.
Page 40	Does the annual growth rate target have to be the same for all school districts within the state? This could adversely impact the highest performing schools and districts that have a harder time showing substantial growth as their districts near the 100 percent mark.
Page 42 – 46	<p>AASA applauds the inclusion of the growth measure option for states. Measuring the progress of same children from one year to the next is an important improvement over the current cohort requirements.</p> <p>However, we are concerned on a few fronts. First of all, leaving this section open to “requirements established by the Secretary” does not give us faith that the states will have maximum flexibility in establishing their growth models or that the Department of Education will utilize experts on growth measures in order to set those requirements.</p> <p>In addition, the parameters used are the same as the current growth pilot program being overseen by the U.S. Department of Education. We question whether this is a growth measure in the true sense of the word. The restrictions on the parameters have severely limited the states in what they can do. We strongly feel that a broader set of parameters should be used.</p>
Page 47, lines 1 – 9	AASA still questions whether the 2013 – 2014 is realistic to include in the law given its statistical impossibility.
Page 48, lines 9 – 14	The limitation of the confidence interval to 95 percent eliminates currently flexibility that the Department of Education has granted local school districts.
Page 54, lines 1 – 17	AASA disagrees with the lack of flexibility in the area of assessment of English language learners. Exempting the student from the reading and language arts assessment for only one year after their arrival to the United States is not long enough. Students should have a working comprehension of English before they are assessed and counted on contest tested in English. In the meantime, schools should be held responsible for the student’s rate of English language acquisition as consistent with Title III.
Page 54 – 61	AASA remains concerned the provisions regarding the assessment of students with disabilities force local educators to violate the spirit of IDEA. By not allowing schools and district to meet students where they are and instead forcing the majority of students onto grade level

	<p>assessments will make it difficult for local educators to get a true picture of where students with disabilities are. As long as out-of-level assessment is counted toward the one percent cap, districts will have a hard time being in compliance.</p> <p>In addition, the codifying of the one and two percent regulations by the U.S. Department of Education does not make sense. States have yet to fully grasp the concept of modified academic standards and we are unsure the scientific research backing for this concept.</p> <p>The use of percentage caps makes it difficult for small school district, school district located near major medical institutions and districts with excellent special education programs to fall within the required caps. While we appreciate the exceptions in the law, requiring the same percentage at the state and local level for the one percent will make it challenging to grant a waiver. In order to grant a waiver of the one percent, the state will have to ensure that another district in the state will come under the one percent cap in order to maintain that the state remains under the cap. This will especially be difficult in states where they have small school configurations statewide, such as North and South Dakota.</p> <p>AASA still strongly supports that the students IEP should determine how a student with a disability is assessed and it should not be limited to any arbitrary percentage caps.</p>
Page 58, lines 9 - 21	We may not know this information in a definitive sense for new students with disabilities in the district.
Page 60, lines 10 - 14	AASA is concerned that this provision would prevent a state from granting an increase to the 3 percent post the 2009 - 2010 school year. This seems to be a complete contribution and takes the very limited flexibility in this area away from local schools.
Page 65, lines 20 - 23	We support the inclusion of language on assessments that encourages multiple measures within the assessment. We feel this will help improve the overall accuracy of the assessments.
Page 70, lines 3 - 19	<p>We are concerned about the over-reliance on native language assessments for English language learners. States have not previously shown a capacity to do this and with the wide variety of languages spoken by students in America; this will not be an option for many students.</p> <p>English language learners must be given additional options and flexibility.</p>
Page 73, lines 7 - 17	AASA applauds the emphasis on the itemized score analysis. However, we would appreciate this information on a student by student basis.
Page 74 - 78	Requirements on the process surrounding alternative assessments of

	<p>students with disabilities are very time intensive. It requires addition IEP training and implementation of guidelines. Plus it requires additional tracking of students with disabilities beyond what is already required under the IEP.</p> <p>This is a whole new set of requirements on local districts despite not being given additional flexibility in the area of special education assessment.</p>
Page 78 – 79	<p>Deferral of assessments: This provision needs a lot more clarification. There seems to be a possibility of relief on administering the alternative and modified assessment if the money for development is not appropriated but there is no discussion about how schools will handle the assessment of the students who were meant to take the modified and alternative assessments.</p>
Page 81 – 83	<p>Again, AASA has concerns on an over reliance on native language assessments. States are having a tough enough time staying up to date with the English version of the assessment that we are not sure they could come close to complying the 10 percent.</p>
Page 84, lines 19 – 25 Page 85, lines 1 – 7	<p>This section needs additional clarification. We are not sure how this section would actually work.</p>
Page 88, lines 1 – 9	<p>We do not believe that the SEA should have the ability to determine whether locally administered assessments are duplicative. Many times local districts are forced to give additional assessments just to get instructionally useful data because the state assessments do not provide it.</p>
Page 88, lines 10 – 13	<p>There needs to be an allowance for states that do not require schools to offer physical education.</p>
Page 95 – 97	<p>AASA applauds the improvements to the peer review and the increased transparency in the decision making process at the U.S. Department of Education.</p> <p>The continued requirement to post revisions in the state plan on the internet is good, but we feel they should also be posted on the U.S. Department of Education website so there is a central repository.</p>
Page 115, lines 1 – 23	<p>This is an area of inconsistency through the discussion draft. The first sentence says “at the state’s discretion” yet there are many places throughout the draft that postsecondary and workforce standards are required.</p>
Page 119, lines 6 – 25 Page 120, lines 1 – 14	<p>We applaud the emphasis in this section on local formative assessments and the role they play in providing accurate information to school districts. AASA remains disappointed that while districts are encouraged to use this additional information it is not allowed to count towards AYP.</p>
Page 120, lines 20 – 24	<p>There is no guarantee that the results that the district receives will be at all useful in instruction or interventions. Few of the current state assessments have provided districts with detailed information despite</p>

	current requirements.
Page 122, lines 22 – 25 Page 123, lines 1 – 8	There is a new requirement for the district to create an early childhood education team. First of all, there is a possibility that one person in the district may handle all of the required areas and therefore there is no need to create a committee. Plus this is an additional federal requirement of staff time that does not come with increased resources.
Page 127, lines 11 – 17	This provision does not make any sense. The second part of the statement contradicts the first part of the statement. Can districts use local assessment to count toward AYP?
Page 130, lines 14 – 20	While AASA supports the concept to place the best and most effective teachers with the hardest to teach students, local schools and district often do not have that flexibility.
Page 131, lines 12 – 19	The ability of local district to publish the result of the state assessments is entirely dependent on when the state delivers that information to the local level.
Page 150, lines 18 – 25 Page 151, lines 1 – 6	We support the concept of allowing the other ESEA formula grant allocations to be used at the local level in support of school wide activities.
Page 158, lines 19 – 24 Page 159, lines 1 - 2	This section would require a new transition liaison at the district level to work with community based organizations serving students below grade four. This would be a new federally required undertaking by districts with no new financial compensation.
Page 172, lines 12 – 19	Are there any consequences on the state or assessment companies if they do not deliver the results of the academic assessments in a timely manner? (Aka by the deadline?) This has been a persistent problem for many districts trying to provide information to their schools in a timely manner.
Page 172, lines 22 – 25 Page 173, lines 1 - 8	AASA appreciates the one year time line for the creation of a school improvement plan. This is lacking under the current law and will hopefully lead to better planning.
Page 173, lines 12 – 25 Page 174, lines 1 – 7	While we appreciate the development of the plan in consultation, there has to be recognition that all of the required participants do not exist in all of the communities, especially geographically isolated ones. This is an area where rural flexibility is needed.
Page 174 – 180	AASA strongly applauds the change in approach to a more systemic improvement model. This is a much more effective way to approach school improvement rather than the silver bullet mentality of best practices.
Page 180 – 185	AASA supports the move towards a differentiated model of accountability. This will help both districts and states target assistance in interventions to the schools that need it the most.
Page 181, lines 3 – 25	The criteria for determining who is a High Priority school versus a Priority school are still confusing. It sounds like it would still be eligible to become a High Priority school just based off of the performance of one subgroup but we are not sure.
Page 189, lines 13 – 25	There is a new requirement for the establishment of a peer review team

Page 190 lines 1 – 7	to approve the improvement plan. This will again take staff time and resources to comply. In addition, this is another area where no relief was given to the local district in the case that not all of the required roles on the peer review panel are available. This panel will be especially difficult to establish in geographically isolated school districts, where both schools and staff are scarce. There needs to be some acknowledgement of this in the law.
Page 194, lines 9 – 18	AASA strongly applauds this language allowing the federal role to focus on the highest poverty students. In the case of Targeted Assistance schools, we believe they should be accountable to the federal government for the performance of their Title I students because those are the students the school is receiving federal dollars to serve. This is a critical provision for AASA.
Page 195, lines 20 – 25 Page 196, lines 1 – 15	This provision will be next to impossible for small rural schools to comply. Because of the difficulty for multiple subject rural teachers to meet the federal highly qualified definitions and difficult.
Page 199, lines 21 – 25	AASA appreciates the inclusion of formative assessments as an option for school improvement purposes.
Page 207, lines 3 – 18	Currently, local school districts struggle with the parental notification timing of the school choice option due to the late date that they learn of the school/ district's AYP status. Until this underlying problem is fixed, districts will struggle in meeting these provisions.
Page 210, lines 8 - 25	AASA is very concerned over the increase of the required set aside for High Priority schools to 30 percent. We were not happy with the current 20 percent. With so much of school budgets caught up in staffing, those required set asides can easily result in staff reductions right at the same time the school needs additional focus from staff. It also does not make sense to penalize a school that is not doing well by redirecting their limited resources for another purpose.
Page 218, lines 17 – 23	We do not believe that it should be the responsibility of the local school district to provide technical assistance to SES providers on providing services to students with disabilities and English language learners. SES providers should have a working knowledge of this area before they are approved by the state. The local district should not have to provide any resources for technical assistance.
Page 222, lines 19 – 24 Page 223, lines 1 – 10	We appreciate this waiver language especially for geographically isolated school districts. However, it would also be good to clarify that if SES is not an option you are no longer required to set aside the 20 percent.
Page 224, lines 7 – 9	Educational Service Agencies should specifically be listed as a potential provider for SES.
Page 225, lines 14 – 25	AASA opposes the concept that local districts would have to submit funding to the state in order for the state to oversee the SES provisions. They should be required to do that out of dollars they have already received or set aside at the state level.
Page 228, lines 17 – 21	We appreciate the specific mention of the role of the superintendent in

	overseeing the redesign of each school.
Page 228, lines 22 – 25 Page 229, lines 1 – 5	AASA supports limiting the number of schools that can be listed as High Priority schools. That recognizes the limited capacity of the school districts to assist in hands on school improvement needs.
Page 232, line 12 – 17	AASA strong supports the SEA focus on Title I eligible students in evaluating the performance of a local school district.
Page 235 – 243	<p>The content requirements for the school district improvement plan are tremendously burdensome. There is hours of work and staff time to complete the extent of analysis that is required for the plan. This is a large unfunded mandate for school districts with no guarantee that they will receive additional funding for improvement purposes.</p> <p>Most notably, most districts will have no idea how much money they will have available to them specifically for school improvement purposes when writing this plan. (Page 242, lines 23 – 25) There is very little likelihood that districts will be able to comply with that provision.</p>
Page 244, lines 18 – 25 Page 245, lines 1 - 6	Once again, this provision will be next to impossible for small rural schools to comply. Because of the difficulty for multiple subject rural teachers to meet the federal highly qualified definitions and difficult.
Page 248, lines 15 – 24	Inter district transfer is not always an option for individual schools; therefore allowances should be made for those not able to offer this option.
Page 260 – 262	<p>The establishment and operation of school support teams will be a new undertaking for schools and districts. This is once again an example of an area that many districts will struggle to fill many of the spots on the team.</p> <p>These teams will take up a lot of staff time and will require a lot of support in the way of gathering data. There does not seem to be a separate line item for the operation of this team and we continue to worry that the establishment of another team just takes resources away from directly assisting the students who need it most.</p>
Page 269 – 281	<p>AASA has a general concern about the parental involvement provisions in the law. There seems to be an overemphasis on establishing committees and parental involvement in the development of policies but there is not enough focus on direct parental involvement with teachers (in most cases, their child's teacher).</p> <p>Parents are critical links in the education pipeline and unless we meaningfully engage them in the process their involvement will not really be useful to teachers, principals and other school staff.</p>
Page 282, lines 11 to 15	This is exactly the right position for the federal government. Congress ought to ensure that federal funds for low income students employ highly qualified teachers.

Page 283, lines 18	(3) should be changed to insert "to the extent practicable" after ensure or eliminate the (3) because the state statutes dictate certification and hiring criteria and conditions
Page 284, lines 5-11	The required reports go beyond federally funded ESEA programs to schooling funded entirely by state and local funds where the federal government makes no investment and states have statutory authority
Page 287, lines 4-19	This list is too narrowly drawn. The language needs to be broader even if all the enumerated responsibilities are included. Use "other responsibilities consistent with the purpose of this title"
Page 289, line 21	The set a side in combination with choice and SES results in a 30% reduction in local funds available for instruction. The cumulative effect of defensible and well intended set-a-sides hampers instruction in the neediest schools.
Page 295, lines 16-17	This is a good change that moves away from unclear language and unknown standards of timely and meaningful.
Page 299, lines 21-25 page 300, lines 1-3	Paragraph (4) acknowledges that 46% of school districts in the country do not have more than one school per grade span. The flexibility in paragraph (5) helps but in the end the 13.5% of all districts enrolling 5,000 or more students will bear the brunt of 1121 (c) (1) (A) and they are not going to be able to comply unless they are very well funded and have significant community supports. Locally Fairfax and Montgomery counties can comply because they are well funded and have made a long term investment that took years to get into place. This is a huge new mandate that is a major intrusion into local decision making. Beyond the intrusion this takes every school district that has gone down this path a decade to accomplish, and this is an immediate requirement. Further this assumes that teachers will be willing to change their contracts, that teachers will be willing to relocate and that teachers will stay with their new positions. Given the constant movement of teachers in and out of the profession, temporarily and permanently this computation will be an administrative monster task that will always be out of date because of mid year comings and goings. Much more flexibility and thought need to go into this provision so that it meets the test of practical test of being possible in reality.
Page 300, lines 4-16	A school district with significant poverty that put funds into every school would only have 5-6 elementary schools 1 or 2 middle schools and 1 high school. The top two quintiles would be 2 schools and the bottom two quintiles would be 2 schools. A few retirements, maternity leaves or illnesses could throw the schools out of compliance. This is not an appropriate federal role and it is too inflexible to be administered over time.
Page 301 and 302 Monitoring	(3) This is a huge new administrative requirement that requires complex plans to be produced which then generates new administrative tasks, time and resources that cannot possibly "ensure" average salary comparability in the nation's largest school districts.

Page 303, lines 24- 25 Page 304, lines 1-2	AASA believes this statement is very important. We urge you to keep it in the act. We do not want to be in the situation at the local level of forcing the assignments of teachers.
Page 312, lines 15 – 17	This will be useless information because the tests required in the discussion draft are unable to yield individual growth data that is accurate enough to be reported. The old fashioned tests in the discussion draft yield only group data causing the standard error of measurement is high. For individuals 2 or 3 standard deviations from the grade level cut point the standard error is so high to make the tests general estimates and not useful over time because the error is compounded.
Page 316, lines 1-5	This represents just one more carve-out from Title I funding. AASA believes that the effect of the set-a-sides and carve-outs is reduced funding for instructional services. The idea of a data system needs to be a federal state local partnership that meets the information needs of each partner, starting with teacher need for information to guide and improve instruction and administrators need for information to array resources and organize instruction.
Page 306, lines 1-7	This is a huge mandate that cannot possibly fund from federal funds. This paragraph would be better rewritten to create federal-state-local partnerships. Because with the exception of one or two states, this task is so large that 4 years may not be enough time and the expense will be beyond the capability of any of the partners.
Page 307 - 309	The essential elements list is too specific and does not accommodate the unique structure of each state's education system. Again this is best done by equal partners. Only a small fraction of the funding will be federal and thus federal ideas about make up of the state information systems ought not to dominate their development.
Page 309, lines 8-10	Although this is not required school districts may or may not have this information and thus this element if included ought to be the reporting responsibility of the IHEs or organizations administering college admissions assessments.
Page 317, lines 15-22	There will be misapplication of unique identifiers for fraud and quite by accident. USED and Congress should think about where liability rests when problems arise. It would be the ultimate irony for Congress to dictate all aspects of the information system and then leave the cost of operation and liability for errors and omissions rest to solely with local school districts or state departments of education.
Pages 318-319	(1) We think it is wrong to build the indicator around 4 years when it is clear that as many as 15% of the students who eventually graduate from high school take longer than 4 years.
Page 320, lines 1-19	The extra year cohort rate is good but without some support always looks bad for public education, when there are many reasonable explanations and IDEA gives every single student with an IEP till 21 to finish. AASA believes that schools should get credit for all students with disabilities that graduate by age 21, if their IEP dictates it. You

	<p>are asking local school districts to be in violation of IDEA. Many states also give school districts until the age of 21 for English language learners, especially late entrants to the country. Schools should continue to get credit for graduating these students.</p> <p>Further migrant education needs an exception that goes beyond the 5<sup>th</sup> year because students who move with their parents have a very difficult time accumulating enough credits to graduate from the high school they want to graduate from, which may not be the high school they spent the most time in.</p>
Page 323, lines 17-21	Every single student with an IEP gets till age 21 to complete their services, limiting the number of graduates who can take longer than 4 years to 1% is a clear contradiction between a law where parents have a private right of action when they think school districts are wrong and a federal grant program. IDEA's provisions must be written into ESEA Title I exactly as they are in IDEA. This is a critical conflict.
Page 327 lines 3-16	The addition of alternative schools is good. But most school districts are too small to have an alternative high school and all school districts in local codes 41, 42 and 43 are too remote to help support a regional school and frequently are too poor. This is a federal mandate made for metropolitan areas without regard to rural areas that will come back to haunt this reauthorization like the teacher quality provisions for rural schools have haunted NCLB. Solve the problems now rather than forcing school administrators to waste valuable resources of plans that simply do not fit them. This is the only real flexibility in the graduation rates and it will lock out rural schools unless an exception is permitted.
Page 330, lines 3-25 Page 331, lines 1-10	A 100% graduation rate is a good goal but also an unreachable goal. Just like 100% proficiency, building annual targets around an unreachable goal eventually makes all schools fail.
Pages 333 – 337	<p>AASA remains disappointed (as stated earlier) that the local assessments were put just into a pilot program. We believe that all states that want this option should have the ability to receive it. These assessments often give much more instructionally useful data to teachers and principals than the state assessments. If the data is more useful and more accurate, it should be used to help judge the achievement progress of students.</p> <p>However, we are still unclear of whether the states that are accepted into the pilot program will be allowed to use the developed assessments towards the multiple indicator provisions of Sec. 1111. That is not clear at the moment.</p>
Page 335, line 11 – 13	Technically, formative assessments, if aligned to state standards, are good predictors of the student's performance on the state assessments. This provision undermines the entire rationale for local assessments.
Page 345, lines 19-20	Changing children to children and youth is a good change that

	recognizes that many migratory children are teenagers or age 20.
Page 346, lines 6-7	Estimating the number of students served based on 3 through 21 recognizes the realities of migrant life. Students frequently are older because of the migrant life style but this is in conflict with section 1119 which uses 4 years as the basis for computing graduation rates with a 5 <sup>th</sup> year exception. Graduating at 21 would take 6 years if a student started at 14. section 1124 (a) (2) must contain an adjustment for migrant students, and a clarification of which school will get credited with graduation of migratory students
Page 346	The summer count was dropped from the formula. That may or may not change distributions between states, but it certainly will dampen the direction to have summer schools. Research on summer learning loss documents that low income students lose more than middle income students. The youngest migrant children need summer schools for health and safety reasons as well - to keep them out of the fields and away from pesticides and the danger of drowning in irrigation ditches - a major cause of death among migrant children. Summer school needs to be mentioned in the assurances or purposes if the summer count is dropped from the formula.
Page 359, line 11	The limitation of 12 months for temporary work is too restrictive. The line should be changed to "usually not longer than 12 months." Adding usually accommodates industries, e.g., dairy, where there is clearly cyclical movement of employees but on a slightly longer time span.
Page 388, lines 11 – 15	In order to participate in the dropout prevention grant, a state would have to adopt the postsecondary and workforce ready standards. Therefore this is another example of the standards contradiction. Their adoption does not really seem voluntary.
Page 390, lines 10 – 25 Page 391, lines 1 - 3	The analysis required by the state seems like an enormous undertaking that would not be worth the grant monies to be received. Local districts would also have to be involved. There are states that take years to analyze their school funding and yet this is just one of many required elements of the analysis. This will probably be a huge detractor for states applying for the grant.
Page 415, lines 15 – 18	In order for states to meet the requirements of this provision, their state standards would have to mirror the NAEP standards. This appears like it could be a round about way to getting all states to adopt NAEP standards. Yet, there is no discussion as to how those standards align with postsecondary and workforce skills.



# WISCONSIN STATE LEGISLATURE



## THE COUNCIL OF CHIEF STATE SCHOOL OFFICERS

The Council of Chief State School Officers (CCSSO) is a nonpartisan, nationwide, non-profit organization of public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, and five U.S. extra-state jurisdictions. CCSSO provides leadership, advocacy, and technical assistance on major educational issues. The Council seeks member consensus on major educational issues and expresses their views to civic and professional organizations, federal agencies, Congress, and the public.

### COUNCIL OF CHIEF STATE SCHOOL OFFICERS

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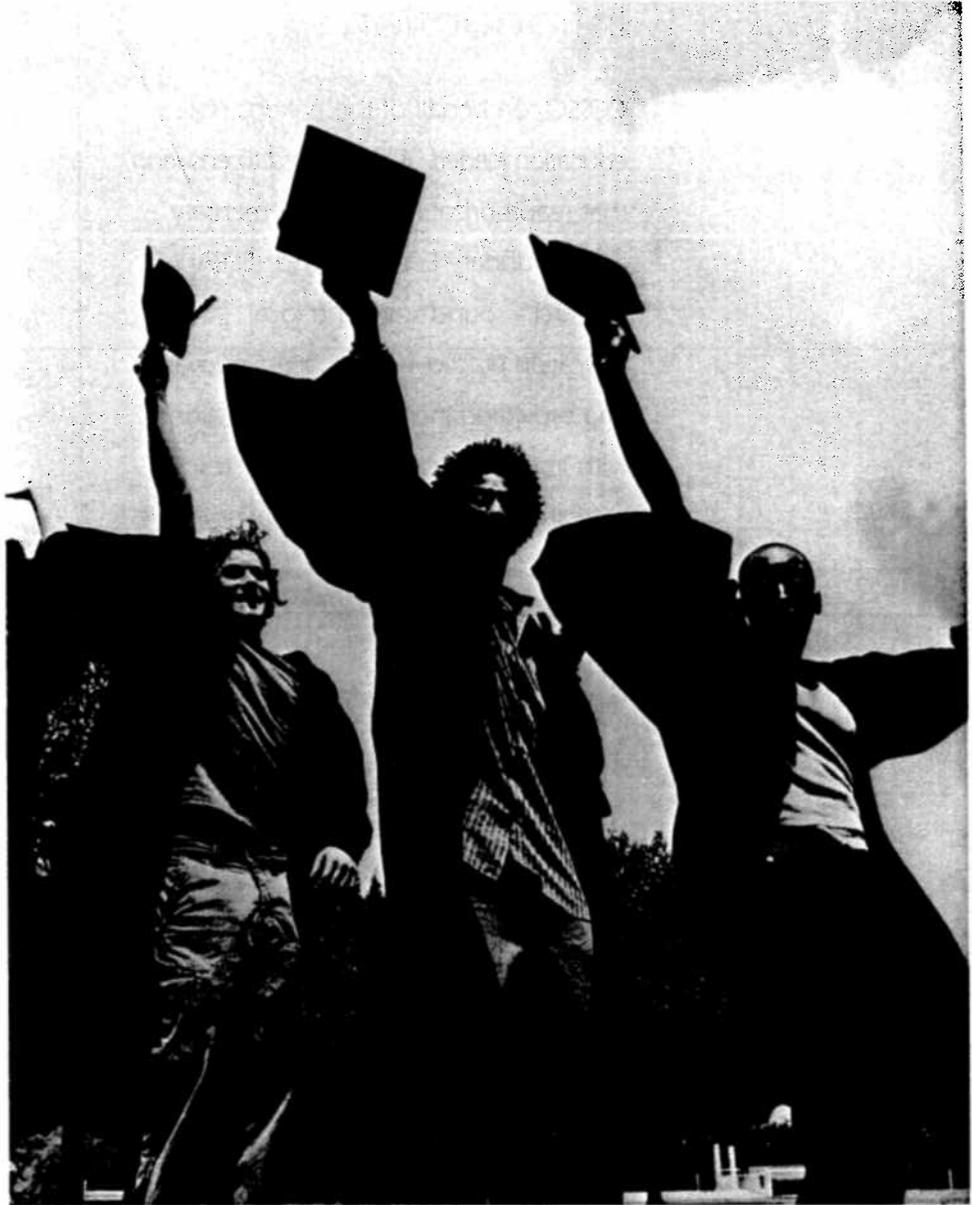
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# ESEA Reauthorization Policy Statement

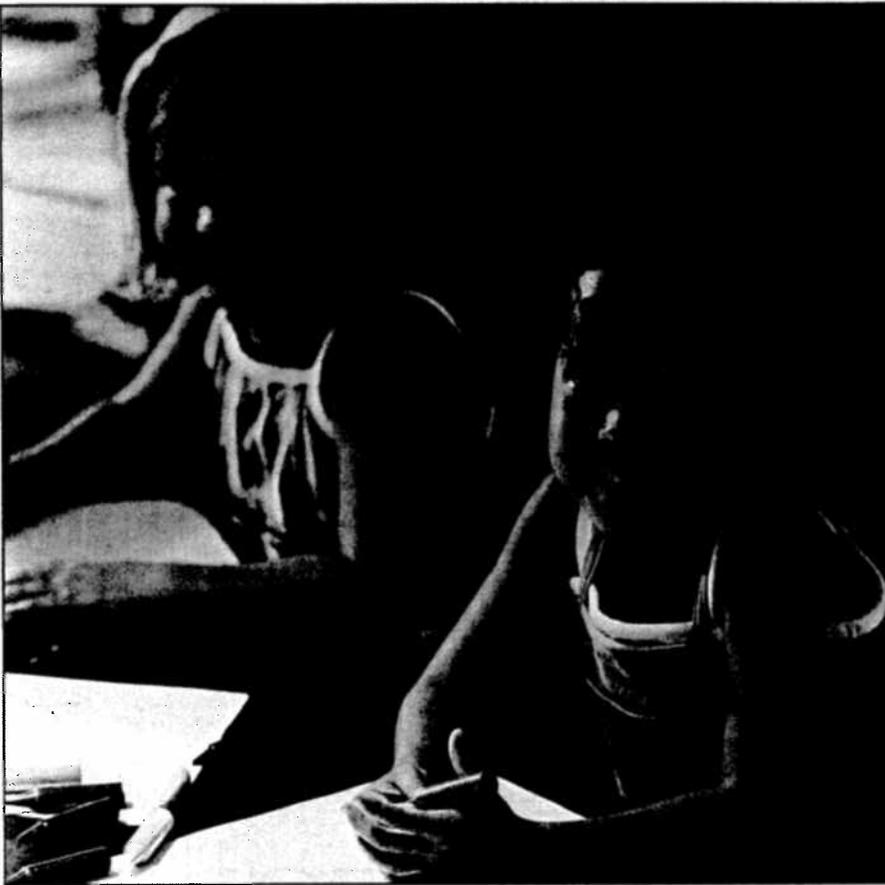
CCSSO Policy Statement on the Reauthorization  
of the Elementary and Secondary Education Act



October 2006

## Introduction

CCSSO, on behalf of the nation's state education leaders, is committed to ensuring that reauthorization of the Elementary and Secondary Education Act (ESEA) reinforces sound state and local education practices—promoting innovation and providing increased support, along with improved accountability for results—to best achieve our core education goals.



**Education is the single most important key to our nation's long-term success, and to the future of each and every child.**

Five years ago, when the No Child Left Behind Act (NCLB) was enacted, state education reform efforts were uneven. There is a fundamentally different reality

in place today. Based on state education leadership and on NCLB, the foundations of standards-based reform are widely in place. Now we must build on those foundations, with real innovations and new investments to dramatically improve student achievement, close achievement gaps, and prepare all students and our nation for success in the 21<sup>st</sup> century.

Our goal for ESEA reauthorization is to move beyond *no child left behind* and toward *every child a graduate*—prepared for postsecondary education, work, and citizenship in the 21<sup>st</sup> century. Achieving this goal will require a new state-federal partnership that includes

1. continued support and increased autonomy with regard to the foundations of standards-based reform
2. greater focus on building state and local capacity to improve learning opportunities for all students and support interventions in consistently low-performing districts and schools
3. increased investment in research, evaluation, technical assistance, and collaboration to help inform state and local efforts to improve student achievement and close achievement gaps

In sum, ESEA and its implementation must evolve to fit with the next stage of standards-based reform, shifting from the law's current focus on prescriptive compliance requirements to a law focused on providing real incentives for innovative state and local models along with fair and meaningful accountability

for results. This should be the touchstone of the next state-federal partnership—vigorously promoting innovation and a richness of rigorous strategies to best achieve our core education goals. CCSSO provides this policy statement to present our vision and guide our work on ESEA reauthorization; we will also provide a series of discrete NCLB issues for action consistent with this vision.

## Background

In 2007, Congress is scheduled to reauthorize the Elementary and Secondary Education Act of 1965 (ESEA) as currently defined in the No Child Left Behind Act of 2001 (NCLB). The reauthorization comes at a time of significant global change, and it provides a critical opportunity for the federal government to support the leadership of states and school districts in strengthening public education in the United States. The Council of Chief State School Officers (CCSSO) has identified as a top priority our intention to help lead the discussions and developments regarding ESEA reauthorization, consistent with the broad recommendations outlined below. In developing this policy statement, CCSSO is guided by member consensus on the following core principles:

- Education is the single most important key to our nation's long-term success, and to the future of each and every child. Education is essential to



**Achieving the goal of every child a graduate will require strong state leadership and action from all levels of government, and beyond.**

- ⌘ meeting our moral responsibility of providing all children with the opportunity to rise to their full potential (regardless of poverty, race, ethnicity, gender, disability, or limited English proficiency)
- ⌘ building a strong, diverse democracy
- ⌘ ensuring the economic success of our students and our nation

Never has education been more important than today in the 21<sup>st</sup> century's global society and information-age economy.

- If our nation is going to lead and succeed in the 21<sup>st</sup> century, then we must commit anew to strengthening our public school system to significantly raise student achievement, close achievement gaps, and move from ***no child left behind to every child a graduate***—ready for postsecondary education, work, and citizenship.



**...the federal government must provide greater support for state and local efforts to create new opportunities for interstate collaboration.**

- Over the last several years, our nation has embraced the role of standards-based reform in education. The theory of standards-based reform involves setting high expectations for all

students, investing the resources necessary for all students to succeed, and holding all parties accountable for results. If we follow through, this approach has the potential to dramatically improve student achievement and meet our education goals for the 21<sup>st</sup> century.

- Today, based on state and local education leadership and on NCLB, key foundations of standards-based reform are widely in place in all states, and we have learned important lessons about what works. This includes standards and assessments in reading and mathematics in nearly all grades; accountability requirements for all public schools and districts; public reporting of data at the student, school, district, and state levels; minimum requirements for teacher quality; and more. In addition, the role of the state education agency has evolved to become even more fundamental to coordinating and driving efforts to improve student achievement and close achievement gaps.
- Now, we must complete and build upon what we have started, and states and districts are working to do so. This includes raising standards to reflect 21<sup>st</sup> century knowledge and skills, improving assessments to better inform teaching and learning, investing in teachers and administrators to improve effectiveness, improving data systems to help drive instruction, and building more valid accountability systems to value growth as well as status.

- At the same time, we must invest in the next stage of standards-based reform, leveraging the foundations that are in place to improve teaching and learning. This includes promoting data-informed decision making, differentiated instruction, and a range of pathways and programs to best meet the needs of each individual student. This also includes increasing the ability of state education agencies to provide assistance to all districts and schools and to intervene in consistently underperforming districts and schools.
- Achieving the goal of **every child a graduate** will require strong state leadership and action from all levels of government, and beyond. This includes a new and meaningful state-federal partnership—one in which states and districts lead. The core of NCLB establishes specific requirements on states to put in place the foundations of standards-based reform. These foundations are now largely in place. States and districts must now have greater support and autonomy to build on those foundations and promote a range of strategies to dramatically improve student achievement. The U.S. Department of Education has recently begun to focus on the need for greater state and local control and flexibility in NCLB implementation, but this flexibility exists within rigid parameters. Enabling and supporting state and local innovation should be a hallmark of federal education law. The federal government should focus on

accountability for results, with states and districts responsible for achieving those results based on innovative strategies and the most valid and reliable measures of student learning.



**Enabling and supporting state and local innovation should be a hallmark of federal education law.**

- It is our belief that success in the 21<sup>st</sup> century—for individuals and our nation—will require high expectations, including the ability to innovate, solve problems, and use complex data to understand and impact our increasingly complex world. In the context of ESEA reauthorization, we should expect and demand no less from our education system and our federal education laws.

# Recommendations for ESEA Reauthorization

Based on the consensus around the core principles, CCSSO establishes the following broad recommendations that will guide our work with regard to specific proposals for ESEA reauthorization:

1. ESEA reauthorization must continue to support state and local implementation of the foundations of standards-based reform, including increased and continued funding for standards, assessments, teacher quality, data systems, and accountability systems. With the basics in place, however, ESEA must provide greater freedom for states to improve upon these foundations, and to develop and implement varying strategies to enhance teaching and learning, along with more valid accountability for results. For example

⌘ States and districts have developed challenging academic **standards** in core areas of reading and mathematics, and many states and districts are now working to add additional subjects, to align standards with college and work expectations (and even international benchmarks), and to raise the bar beyond proficiency.

⌘ States and districts have developed **assessments** aligned with standards, and many states and districts are now working to build more instructionally-based, formative and summative assessment systems to help inform best practices in teaching and learning.

⌘ States and districts have taken action to ensure that all **teachers** are “highly qualified,” and many states and districts are now working to strengthen teachers’ instructional strategies and deep subject-matter knowledge, strengthen the connection between teacher education and teacher quality, and incorporate innovative measures of teacher effectiveness.

⌘ States and districts have improved **data systems** and reporting, and many states and districts are now working to build individual student identifier longitudinal data systems, to improve data quality, and to use data to drive student pathways to success and graduation.

⌘ States and districts have developed **accountability systems**, including making adequate yearly progress (AYP) determinations for all schools and districts, and many states and districts are now working to improve accountability systems, including development of growth models, use of multiple measures, and differentiation of consequences to best improve student achievement.

2. ESEA reauthorization must provide greater support for states and districts to leverage the foundations of standards-based reform to help improve teaching and learning. This includes increased support for the ability of states and districts to assist all districts and schools and support interventions in consistently underperforming districts and schools. It includes increased support for individual student learning opportunities and interventions. This will require a full and open dialogue

about federal funding for education, the real costs of achieving our education goals, and the proper investment in education that is needed in the 21<sup>st</sup> century (along with accountability for results) given the returns on investment for our nation. For example

⌘ For standards-based reform to succeed at a **systemic level**, states must have the ability to provide technical assistance to districts and schools, to intervene in consistently underperforming districts, and to empower districts to become agents of change in underperforming schools. This means that more resources must be targeted to the state level. No longer should state administrative funds be viewed as overhead to be minimized; rather, such funds should be viewed as essential to promoting data-informed decision making, accountability, and reform. While states and districts will continue to provide the vast majority of education funding and must always strive to use funds most efficiently and effectively, the federal government must be a more consistent partner in funding all requirements established under federal law.

⌘ For standards-based reform to succeed at a **student level**, each and every student must have access to the effective teachers, key resources, and options and interventions necessary to achieve to his/her full potential. This will require greater investments on the front end (on challenging curriculum, professional development and leadership, early intervention programs, early college programs, etc.) and on the back end (on adolescent literacy and mathematics programs, after-school programs, etc.).

This is not meant to invite further federal requirements in these areas, which are distinctly local, but to recognize that this capacity is integral and essential. If standards, assessments, and data systems can help tell us where every student is in his/her learning, then no student should be permitted to fail because of lack of access to the core programs and services (remedial or aspirational) that could help that student succeed to his/her full potential.

### 3. ESEA reauthorization must invest more in innovation, research, technical assistance, and collaboration to inform state and local implementation of standards-based reforms. For example

⌘ On the **research** side, the federal government must invest more in exemplary pilot projects, rigorous evaluations, meaningful research, and dissemination of that research and promising practices—focused on public schools—all to help inform state and local efforts to improve student achievement. This enhanced research strategy should target areas identified by state and local education leaders, include varying levels of scientific inquiry, include both qualitative and quantitative research, and more—all focused on better providing key information that can help inform and scale efforts to dramatically improve student achievement.

⌘ On the **technical assistance** side, the federal government must provide greater support for state and local efforts to create new opportunities for interstate collaboration. This should include support for significant cross-state interaction, to help states learn from each other and to foster a national movement.

## Conclusion

ESEA reauthorization provides a key opportunity to move to the next stage of the state-federal partnership and the next stage of standards-based reform.

Through real innovation and meaningful accountability, we can ensure that every child graduates prepared for postsecondary education, work, and citizenship in the 21<sup>st</sup> century.



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In Wisconsin,  
we have  
long held the  
belief that  
the days of  
our children  
will be better  
than our own.

MOVING WISCONSIN **FORWARD** WITH  
THE BEST SCHOOLS IN THE WORLD...

FULFILLING OUR  
NEW WISCONSIN PROMISE



WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION  
ELIZABETH BURMASTER, STATE SUPERINTENDENT

"We are committed to raise student achievement, close the achievement gap, and prepare every child in Wisconsin to be successful in our 21st century interconnected world."

— Elizabeth Burmaster



Inform, Engage, Energize, Invest

# Good news but more work to be done. . .



- ✓ A child raised in Wisconsin has one of the **highest chances for success** in the nation and our K-12 system is in the **top 10** according to a recent "Quality Counts" report by *Education Week*.
- ✓ Our high school graduation rate puts Wisconsin among the **top five states in the nation**. Almost nine in 10 students receive a regular high school diploma. However, our graduation **gaps are far too large** with eight in 10 Hispanic and American Indian students and only six in 10 African-American students graduating.
- ✓ Wisconsin students at all grade levels continue to make gains on the state's reading and mathematics assessments. On **national assessments**, Wisconsin students' overall performance is consistently **above the national average**. But, our **achievement gaps** between economically disadvantaged students, students of color, and their peers are among the **highest** in the nation.
- ✓ **Over 30%** of Wisconsin children qualify for free or reduced-price school meals, and are thus **considered economically disadvantaged**. **Nearly 70%** of children in **Milwaukee** are economically disadvantaged.
- ✓ The number of students who are **English-language learners continues to grow**, with a 50% increase in the last five years. In homes throughout our state, 117 different languages are spoken.
- ✓ The cumulative effects of more than 14 years of state imposed **revenue caps** are reaching into the classroom, **adversely impacting educational opportunities**. According to a 2007 study:
  - 74% of our 426 school districts increased class sizes.
  - 67% of school districts increased student fees.
  - more than 60% of districts offered fewer courses and reduced programs.
  - more than half of our school districts reduced extracurricular activities and programs for gifted and talented and at-risk students.
- ✓ Wisconsin school boards have held **nearly 350 referenda** to exceed the revenue caps for operations in the past six years with **less than half of them successful**.
- ✓ **1 in 6 jobs** in Wisconsin are directly **connected to international business** outside the United States increasing the need for our graduates to gain global literacy, world language proficiency, and other 21st century skills.
- ✓ Over the course of a lifetime, a high school graduate **earns \$600,000 more** than a dropout. A college graduate earns **\$1.4 million more**.

# Public Education: What We Believe

## Our New Wisconsin Promise

Our common ground is our New Wisconsin Promise: our commitment to ensure a quality education for every child. Raising achievement for all students and closing the achievement gap between economically disadvantaged students, students of color, and their peers is our top priority.

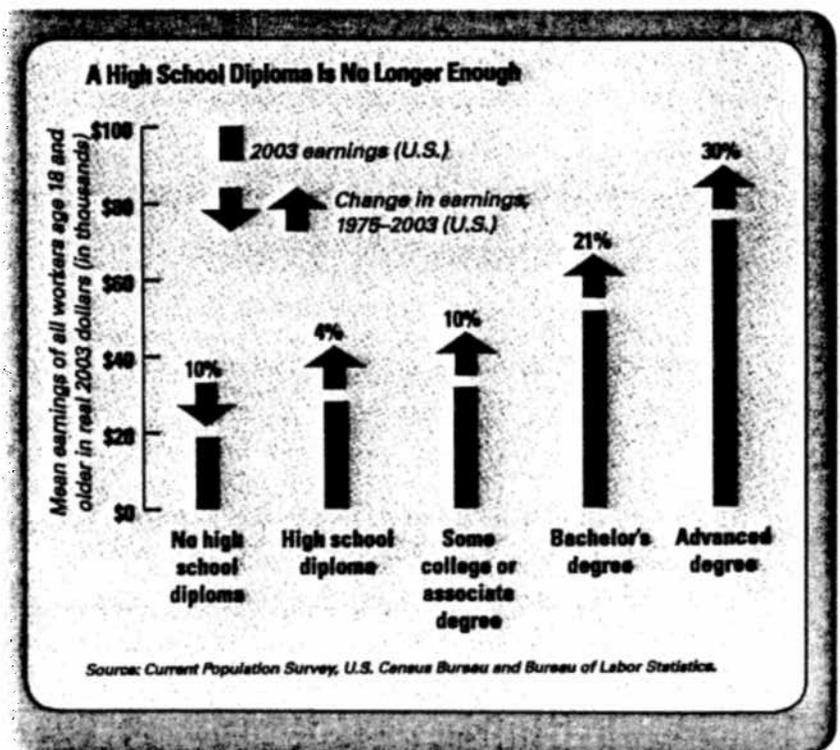
Our New Wisconsin Promise strives to deliver a quality education system that is the foundation of a strong democracy and a healthy economy.

Our New Wisconsin Promise is committed to ensuring that every child graduates with the knowledge and skills necessary for success in the 21st century global society.

## The Challenge

The economic future of our state rests on our high school students earning diplomas that prepare them for the workplace, college, and citizenship in our American democracy.

We must invest in our human capital. We cannot allow our most precious resource, our children, to fall through the cracks. We must ensure that rigorous and relevant educational opportunities are available in every school. The civic and economic mission of our schools is vital to our state's future.



Our children must meet world-class standards and



### **We Must Be Bold**

From our country's first kindergarten, to nation-leading performance on college admissions tests and high school graduation rates, to a truly world-class system of higher education and public libraries, our state has always prided itself on our educational system. But we cannot stand still. Each generation redefines what is needed to succeed in the workplace. One hundred years ago, we prepared students to compete with their neighboring communities, fifty years ago with other states. Now, our children must be ready to match knowledge and skills with students around the globe. Our children must meet world-class standards, and they need to know the world like they know their neighborhood.

Wisconsin has a long history of supporting a strong public education system. Our citizens expect more than standardized testing in assessing student success. Wisconsin citizens expect that this generation will demonstrate application of knowledge and skills to compete in a global economy.

We must:

- engage all citizens, our leaders, and business community in public education;
- invest in people and education to ensure a well-educated, highly skilled workforce to promote economic development and to ensure the long-term economic security of our state;
- develop efficient, effective, and fiscally sound approaches to public education with increased collaboration among all stakeholders to strengthen communities and families.

### **We Must Take Action**

In Wisconsin, we expect our public schools to instill in our students a love of knowledge and learning, the ability to think critically and employ analytical and technical skills, a sense of pride in accomplishment, and an understanding of the rights and responsibilities of citizenship in a democracy.

We believe the more youth are engaged and involved in their learning, the better they will learn, and the more likely they are to complete their schooling. That is why service-learning, music, the arts, physical education, and all co-curricular opportunities have long been recognized as major contributors in improving overall student achievement.

We must all strive to open our students to new worlds, experiences, languages, and opportunities. To receive an education that prepares them for the 21st century, every student needs an education that is infused with global understanding.

Every student needs to think, act, and ask the important questions that an interconnected world requires. Every student must develop the integrated, critical thinking that will be needed for the challenges of the 21st century.

know the world like they know their neighborhood.

# Putting Students at the Center

Our New Wisconsin Promise puts the individual student at the center, resulting in innovation and change happening closest to the student: in classrooms and schools.

## **Ensuring quality teachers in every classroom and strong leadership in every school**

The success of Wisconsin students is in large part due to the quality of our teachers. Wisconsin is a national leader for placing highly qualified teachers in our classrooms. Our teacher, administrator, and pupil services preparation programs are founded on standards that ensure every educator:

- knows the subject matter and how to make it relevant,
- understands how children grow,
- meets the needs of diverse learners,
- uses a variety of teaching strategies including technology,
- manages the classroom,
- communicates well,
- plans different kinds of lessons,
- assesses student progress,
- is a self-evaluator,
- connects with parents, other teachers, and the community, and
- maintains ethics of the profession.

## **Setting high standards for rigorous and relevant curriculum and improving student achievement**

Schools and communities must prepare every child in Wisconsin with the knowledge and skills to be productive citizens and lifelong learners in our 21st century global society. We must ensure a rigorous and relevant curriculum. All of our graduates need to be technologically proficient, globally aware, civically engaged, and financially and economically literate.

In 2007, Wisconsin joined the American Diploma Project Network and the Partnership for 21st Century Skills, two national efforts that will help us enhance the education we provide for Wisconsin's children. Through these initiatives, and in partnership with education and business leaders from around the state, we are reviewing state academic standards, and aligning them with postsecondary education and workplace expectations.



**Investing in early learning opportunities through the 4-year-old kindergarten, Preschool to Grade 5, and SAGE class-size reduction programs**

Wisconsin's 4-year-old kindergarten (4K), Student Achievement Guarantee in Education (SAGE), and Preschool to Grade 5 programs focus on quality learning opportunities and smaller class sizes for our youngest children. Expanding SAGE and increasing the number of schools that offer 4K programs, so every child has an opportunity to attend a high-quality early learning program, will help us eliminate the achievement gap before it begins.

**Providing effective pupil services, special education, and prevention programs to support learning and development for all students while preventing and reducing barriers to student success**

The ultimate goal of pupil services, special education, and prevention programs is student learning. The design, delivery system, and content of these programs enhance the ability of all individuals to utilize the educational opportunities available to them.

**Advancing career, technical, and arts education to engage students in becoming active citizens by understanding their role in the family, society, and the world of work**

Through career, technical, and arts education, students experience rigorous and challenging classroom instruction linked to relevant, real-world experiences. Students learn to develop critical, analytical, and creative thinking skills; to reflect on the quality of their product or performance; to communicate using a variety of media; and to work collaboratively and cooperatively. These skills are essential for success in the 21st century.

**Sharing responsibility by increasing parental and community involvement in our schools and libraries to address teenage literacy, drop-outs, and truancy**

Research shows the value of providing safe environments, tutoring, academic enrichment, and community-based youth development programs as ways to keep children in school and support their learning. Through parental outreach, service-learning, and community partnerships, schools and communities throughout the state are sharing responsibility to educate all of our children.

# What You Can Do

Public education is the foundation of our democracy. We all must be united in one goal: **to provide a quality education to all Wisconsin children.** Success lies in our shared responsibility to educate all children, no matter where they live in our state; no matter their race, ethnicity, or gender; and regardless of the income or educational level of their parents. **That is Our New Wisconsin Promise.**

**Stay informed** – go to [www.dpi.wi.gov](http://www.dpi.wi.gov), or [www.dpi.wi.gov/sig/index.html](http://www.dpi.wi.gov/sig/index.html) for more information.

**Share your support** – for public education.

**Participate** – be an engaged citizen.

**Get involved** – whether you have children in schools or not, find an avenue for active involvement in public education. Our schools and students need you.



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