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Details: Informational Hearing (September 13, 2007)

(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**
- Executive Sessions ... **ES**
- Public Hearings ... **PH**
- Record of Comm. Proceedings ... **RCP**

INFORMATION COLLECTED BY COMMITTEE FOR AND AGAINST PROPOSAL

- Appointments ... **Appt**
- Clearinghouse Rules ... **CRule**
- Hearing Records ... bills and resolutions
 - (**ab** = Assembly Bill) (**ar** = Assembly Resolution)
 - (**sb** = Senate Bill) (**sr** = Senate Resolution)
 - (**ajr** = Assembly Joint Resolution)
 - (**sjr** = Senate Joint Resolution)
- Miscellaneous ... **Misc**

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RECOMMENDATIONS
TO REAUTHORIZE
THE ELEMENTARY
AND SECONDARY
EDUCATION ACT



The Council of Chief State School Officers (CCSSO) is a nonpartisan, nationwide, nonprofit 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.

When Congress last amended the Elementary and Secondary Education Act (ESEA), through passage of the No Child Left Behind Act (NCLB), state movement toward standards-based reform was uneven. NCLB mandated, as a requirement of receipt of federal funds, nationwide state action on several foundations of standards-based reform, based on specific minimum requirements. Today, based in part on NCLB, those foundations are widely in place, including state standards, state assessments, state data systems, state accountability systems, state teacher quality requirements, and more. State education agencies (SEAs) are focused on school and district performance and ensuring that all students (and all subgroups of students) achieve high standards. Now, the question

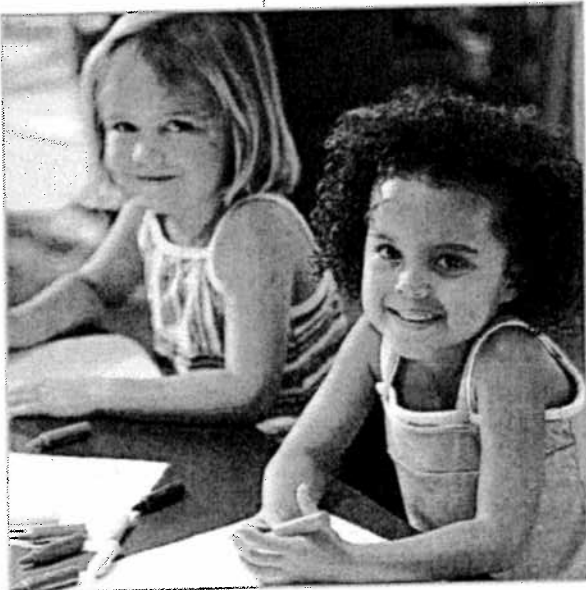
State education agencies (SEAs) are focused on school and district performance and ensuring that all students (and all subgroups of students) achieve high standards.

is how do we build on and invest in these systems to promote innovation and advancement in a manner that can best improve student achievement and close achievement gaps.

To that end, CCSSO launched an ESEA Task Force in January 2006 to help states identify and achieve consensus around the key principles that must be addressed when Congress reauthorizes ESEA. As a result of the Task Force's work, CCSSO recently published a comprehensive Policy Statement regarding ESEA reauthorization and the type of state-federal education partnership that our nation needs to maintain its leadership – moral, democratic, and economic – in the 21st century. CCSSO's Reauthorization Policy Statement urges Congress and the U.S. Department of Education (ED) to pursue a new partnership model based on three core themes: (1) innovation, including continued support and increased autonomy for states to build on the foundations of standards-based reform, (2) capacity, including greater focus on building the ability of state and local education agencies to improve learning opportunities for all students and to intervene in consistently low-performing districts and schools, and (3) research and development, including increased investment in research, evaluation, technical assistance, and collaboration to

help inform state and local efforts to improve student achievement and close achievement gaps.

The purpose of this document is to build upon CCSSO's ESEA Reauthorization Policy Statement to provide more specific recommendations to Congress about how to update and improve upon ESEA to help ensure that all students are prepared for postsecondary education, work, and citizenship in the 21st century. The following specific recommendations regarding the current No Child Left Behind Act have been endorsed by chiefs as states' top consensus priorities for ESEA reauthorization.



PROMOTE INNOVATIVE MODELS AND REINVENT PEER REVIEW. The reauthorized ESEA should encourage, not stifle, innovation, and it should improve the peer review process to make it a true state-federal partnership in that regard – with a focus on knowledge enhancement and promotion of educationally sound models rather than monitoring for narrow compliance. The innovation that we need in education cannot be achieved by a federal law that only acknowledges one system for another five-plus years without room for continuous improvement. CCSSO urges Congress to amend NCLB Section 9401 to remove and recast NCLB’s current “waiver” authority to

Current law contributes to this problem by incorrectly characterizing the Secretary’s acknowledgement of alternative models as “waivers” as opposed to innovative pathways to improving student achievement.

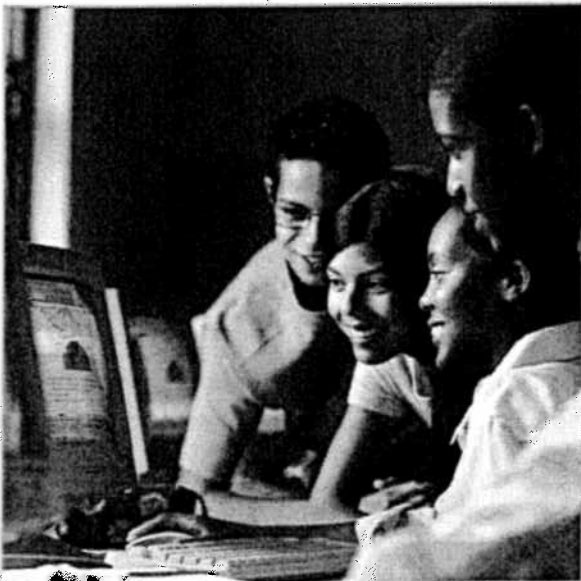
indicate that the Secretary “shall” approve innovative models where states can demonstrate, through a revised peer review process, good faith, educationally sound strategies to raise the bar for standards-based reform in each state’s context, along with accountability for raising student achievement and closing achievement

gaps. CCSSO further urges Congress to amend NCLB Section 1111 to ensure a strong state role in the selection of qualified peers (including peers from the states) and to require a range of improvements in the peer review process to ensure a focus on technical assistance, full transparency, real communication and dialogue with states, consistency in peer review standards and outcomes across states, timeliness of feedback and results, dissemination of promising practices, and more.

Rationale: Under current NCLB authority, the Secretary may grant flexibility beyond NCLB language where states propose models that are educationally sound. Despite the Secretary’s “new equation” for NCLB implementation, this flexibility has been very limited. Current law contributes to this problem by incorrectly characterizing the Secretary’s acknowledgement of alternative models as “waivers” as opposed to innovative pathways to improving student achievement. Now that the foundations of standards-based reform are in place, we need to move from debates over “flexibility” and “waivers” to encourage innovative models approved through a revised and enhanced peer review process. Peer review has become an important mechanism by which the federal government enforces specific program requirements, while trying to avoid issues of federalism. The process has great potential, but has been replete with problems in implementation including under-qualified peers, lack of transparency, lack of timeliness, unevenness across states, etc. Peer review needs to be truly *peer* and *review*, including a focus on knowledge development and technical assistance, and continuous interaction among peer reviewers, ED, and the states regarding what is most educationally sound.

IMPROVE ACCOUNTABILITY DETERMINATIONS. The reauthorized ESEA should encourage use of a variety of accountability models focused on individual student achievement that build on adequate yearly progress (AYP) to promote more valid, reliable, educationally meaningful accountability determinations. CCSSO urges Congress to amend NCLB Section 1111 to ensure states’ right to use true growth models to complement status measures (to follow the progress of the same students over time at all performance levels). The reauthorized ESEA should also ensure states’ right to use relevant confirmatory/compensatory data regarding school performance as part of a process for accountability determinations based on multiple measures and sound judgment (to differentiate accountability determinations and consequences [see the next Recommendation]).

Rationale: Under NCLB, states are required to make AYP determinations for all public schools and districts, and to base AYP on 95% participation, percent proficient, and one additional indicator. States must generally base accountability determinations on the performance of different cohorts of students from year to year. ED has allowed the use of index systems and announced a growth models pilot project, but only five



states have been even provisionally approved to use (often narrowed-down) growth models as part of AYP. Further, some states have devised systems that examine AYP data plus additional confirmatory data for AYP, but they generally may not consider those data in accountability determinations or to differentiate consequences. Federal law should encourage states to continuously improve their accountability models and to make the most valid, reliable accountability determinations, basing AYP and consequences on the most valid, reliable evidence and judgment.

DIFFERENTIATE CONSEQUENCES. The reauthorized ESEA should encourage a full range of rewards and consequences for districts and schools that differ appropriately in nature and degree, based, for example, on whether schools miss AYP by a little versus a lot. CCSSO urges

Federal law should encourage states to promote the most educationally sound actions and timelines to help ensure that schools and students meet performance expectations.

Congress to amend NCLB Section 1116 to permit states to exercise appropriate judgment and differentiate both accountability determinations and consequences based on sound evidence. This includes targeting interventions to the lowest

performing students/subgroups that do not meet AYP and maintaining consequences (without escalation) where schools are demonstrating significant plans and progress in addressing identified underperformance. The law should also be amended to focus more on supports for schools and students, to increase parental choice regarding the kinds of supplemental educational services provided, to permit states and districts to change the order of required consequences (particularly choice versus supplemental educational services), and to target supplemental educational services based on academic need, and to increase opportunities for the provision of supplemental educational services at the district level.

Rationale: Under NCLB, states are required to implement a system of rewards and consequences for all public schools and districts, including a series of required, escalating sanctions for Title I schools and districts. Without amendment, NCLB requires the same classifications and interventions for Title I schools and districts regardless of whether they missed performance goals by a little or a lot, regardless of the plans and capacities in place, and regardless of the interim progress being made. This is neither efficient nor effective. Federal law should encourage states to promote the most educationally sound actions and timelines to help ensure that schools and students meet performance expectations. Federal law should promote an array of supports, including encouraging districts to offer parents a menu of choices for supplemental educational services, such as after-school programs, private tutoring, summer school, etc.

IMPROVE ASSESSMENT SYSTEMS. The reauthorized ESEA should encourage, though not require, use of a variety of state and local assessment models that can improve teaching and learning and promote more valid, reliable accountability determinations. CCSSO urges Congress to amend NCLB Section 1111 to permit states to promote the use of multiple state and local assessments (including assessments that can show growth at all levels) and ensure states' right to vary the frequency and grade spans of assessments. CCSSO further urges Congress to provide continued support for states to strengthen assessment systems.

Rationale: Under current NCLB implementation, states are generally required to have summative assessments in reading and math in grades 3-8 and once in 10-12. States are now working to improve upon those systems by building more educationally sound models in each state's unique context, including the development of formative, embedded, web-based state and local assessment systems. This movement should be encouraged within federal law to better link assessment for accountability with meaningful improvements in teaching and learning (without micromanaging deeper state assessment systems).



PROPERLY INCLUDE STUDENTS WITH DISABILITIES. The reauthorized ESEA should encourage inclusion of students with disabilities in state assessment and accountability systems in a manner that is most meaningful for the full range of students with disabilities, based on

The reauthorized ESEA should encourage inclusion of students with disabilities in state assessment and accountability systems in a manner that is most meaningful for the full range of students with disabilities.

ambitious but educationally sound performance goals and measures. CCSSO urges Congress to amend NCLB Section 1111 to permit use of alternate assessments measured against alternate/modified achievement standards based on individualized growth expectations across grade levels as needed for some students. The

law should also be amended to count the performance of students with disabilities who recently transitioned out of that subgroup in subgroup accountability determinations for an appropriate period.

Rationale: Under NCLB, states are required to include students with disabilities in state assessment and accountability systems. ED has permitted states, by regulation and interim flexibility, to use alternate assessments aligned with alternate/modified achievement standards for a small number of students with significant disabilities (so-called 1% and 2% students), but these have been established as rigid caps. States have been prohibited from basing AYP on student growth consistent with Individualized Education Program (IEP) team goals or growth across grade levels, and states have been prohibited from including alternative diplomas in graduation rates where consistent with IEP team goals even for the most significantly disabled students. For inclusion in assessment and accountability to be valid, it must be educationally meaningful for each student, and federal law (both ESEA and the Individuals with Disabilities Education Act [IDEA] working together) should reflect that.

PROPERLY INCLUDE ENGLISH LANGUAGE LEARNERS. The reauthorized ESEA should encourage inclusion of English language learner (ELL) students in state assessment and accountability systems in a manner that is most meaningful for the full range of ELL students, based on ambitious but educationally sound performance measures and goals. CCSSO urges Congress to amend NCLB Section 1111 to permit states to properly include new immigrant ELL students in school accountability based on multiple measures for several years (no fewer than 3 years) where educationally appropriate. The law should also be amended to allow the use of a full range of alternate assessments and to value individualized growth. In addition, federal law should count the performance of students who recently transitioned out of the ELL student subgroup in subgroup accountability determinations for an appropriate period.

Rationale: Under NCLB, states are required to include ELL students in state assessment and accountability systems. ED has permitted by regulation states to count only participation for new immigrant ELL students for one year in making AYP determinations. After that, states must include ELL students based on standard or alternate content knowledge assessments aligned with grade-level performance standards. For inclusion in assessment and accountability to be valid, it must be educationally meaningful for each student, and federal law (both Title I and Title III of ESEA, working together) should reflect that. This requires greater flexibility regarding the method of inclusion in accountability, particularly for new immigrant ELL students who in many cases have previously had no English instruction and no formal schooling.

ENHANCE TEACHER QUALITY. The reauthorized ESEA should provide incentives for states to create the best teaching force in the world, by continuously improving teacher quality, by supporting best-in-class professional development, and by encouraging use of multiple individual pathways to pedagogical and subject matter expertise. CCSSO urges Congress to amend Section 1119 to incentivize continued improvement in teacher quality in a



meaningful manner. Recommended changes include counting newly hired teachers (particularly rural, special education, and ELL teachers) as "highly qualified" when they meet standards in their primary subject areas and are on a pathway (of no more than three years) with regard to additional

Federal law should encourage states to establish multiple measures for teacher quality, set ambitious but meaningful bars, and leverage those bars to improve teacher preparation and performance over time.

subjects based on a high, objective, uniform state standard of evaluation (HOSSE). The law should count teachers of students with disabilities and ELL students as "highly qualified" where they work in close consultation with another teacher who is highly qualified and offer alternative pathways and multiple measures of subject

matter expertise (including HOSSE). The new law should also provide incentives for (but not require) performance systems based on growth in student achievement as *one of multiple measures* (such as continued support for the Teacher Incentive Fund), and should provide incentives to help ensure that experienced, successful teachers serve in the most challenging schools.

Rationale: Under NCLB, states are required to take action to ensure that all teachers of core academic subjects are "highly qualified," which is defined to include having a bachelor's degree, being fully certified, and demonstrating subject matter expertise. States are permitted to adopt pathways to certification for up to three years, but not (expressly) for subject matter expertise (except for a limited number of small/rural and special education teachers teaching multiple subjects). And subject matter expertise has been rigidly defined in some cases as requiring a subject-matter test, with ED threatening to "phase out" the HOSSE standard. Federal law should encourage states to establish multiple measures for teacher quality, set ambitious but meaningful bars, and leverage those bars to improve teacher preparation and performance over time.

S STRENGTHEN RESOURCES. The reauthorized ESEA should retain and provide additional funds at the state level that appropriately reflect the increased roles and responsibilities placed on states under ESEA for systemic actions to help improve student achievement and close achievement gaps. CCSSO urges Congress to amend NCLB to provide additional, long-term, consistent funding for SEA action and intervention in underperforming districts and schools (such as through full and increased funding for School Improvement Grants); for key areas such as state assessments (particularly including alternate assessments and English proficiency assessments), state data systems, and technology; and for research and development to inform state and district efforts.

Rationale: Under NCLB (and as a matter of broader standards-based reforms), states have assumed significant new responsibilities and are required to take core actions to implement federal law and promote student achievement, including development of state standards, state assessments, state accountability systems, state data and reporting, state teacher quality requirements, and more. This particularly includes providing technical assistance and interventions to support and turnaround underperforming districts, schools, and students. For this system to succeed, federal law must recognize a shared state-federal responsibility for improving student achievement and closing achievement gaps, and must provide greater investments for SEAs as core partners and levers of leadership and change in standards-based education reform.

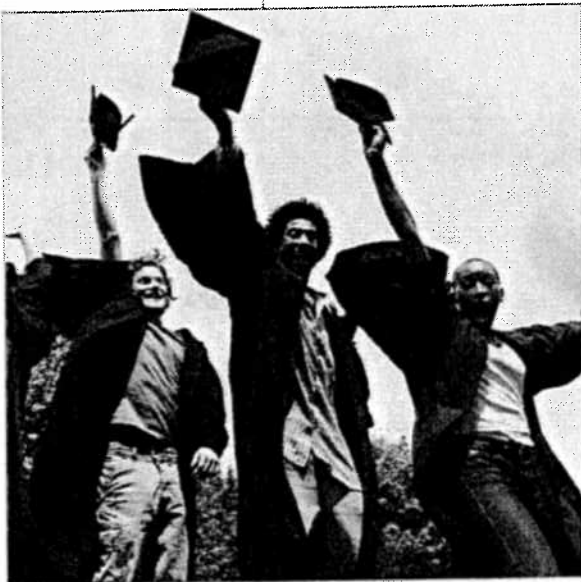




Table 1
Percent of Students Who Must Score Proficient
or Advanced on State Tests, 2001-2014

Year	Reading	Mathematics
2001-02	61%	37%
2002-03	61%	37%
2003-04	61%	37%
2004-05	67.5%	47.5%
2005-06	67.5%	47.5%
2006-07	67.5%	47.5%
2007-08	74%	58%
2008-09	74%	58%
2009-10	74%	58%
2010-11	80.5	68.5%
2011-12	87%	79%
2012-13	93.5%	89.5%
2013-14	100%	100%

Table 2
Percent of Wisconsin's Fourth Grade Students Who Scored Proficient or Advanced in
Mathematics and Reading, 2002 – 2005*

Year	Reading	Mathematics
2002	81%	71%
2003	83%	74%
2004	82%	73%
2005	82%	73%
2006	81%	77%

*The data prior to 2002 are not comparable.

Annual Measurable Objectives

31. My district will meet the goal of 100% of students scoring proficient or advanced on tests in all grades and all subjects by 2013-14. **Strongly Agree- 4% Somewhat Agree- 9% Neutral- 4% Somewhat Disagree-18% Strongly Disagree-62% Don't Know-3%**

44. NCLB's proficiency targets (e.g., 100% by 2013-14) should be replaced with rates of success usually attained by the top 20% or 25% of schools in a state. **Strongly Agree-28% Somewhat Agree- 35% Neutral- 19% Somewhat Disagree-7% Strongly Disagree-5% Don't Know-7%**

46. NCLB should be modified so that schools and districts are credited for showing improvement (growth), or for maintaining high levels of student achievement, even if they don't meet the annual targets for proficiency. **Strongly Agree-50% Somewhat Agree- 41% Neutral- 4% Somewhat Disagree-4% Strongly Disagree-2% Don't Know-1%**

39. NCLB requires schools/districts to test 95% of students in several designated "subgroups" each year--including English Language Learners and students with disabilities. This is a fair and attainable requirement for my district. **Strongly Agree-9% Somewhat Agree- 27% Neutral- 7% Somewhat Disagree-25% Strongly Disagree-31% Don't Know-1%**

40. NCLB requires districts to have a graduation rate of 80%, or show growth from the prior year. This is a fair and attainable requirement for my district. **Strongly Agree-43% Somewhat Agree- 37% Neutral- 8% Somewhat Disagree-5% Strongly Disagree-3% Don't Know-4%**

41. NCLB requires elementary and middle schools to have an 85% attendance rate, or show growth from the prior year. This is a fair and attainable requirement for my district. **Strongly Agree-40% Somewhat Agree- 43% Neutral- 9% Somewhat Disagree-5% Strongly Disagree-2% Don't Know-0%**

Educational Quality

32. NCLB has improved the quality of education in my district. **Strongly Agree- 2% Somewhat Agree- 25% Neutral- 24% Somewhat Disagree-21% Strongly Disagree-25% Don't Know-2%**

33. NCLB has narrowed the curriculum in my district. **Strongly Agree-14% Somewhat Agree- 46% Neutral- 18% Somewhat Disagree-18% Strongly Disagree-4% Don't Know-1%**

36. NCLB law is improving the quality of education for minority and low-income students in my district. **Strongly Agree-2% Somewhat Agree- 15% Neutral- 28% Somewhat Disagree-24% Strongly Disagree-25% Don't Know-7%**

Testing

34. Students in my district spend too much time preparing for, and taking, standardized achievement tests that are required by NCLB. **Strongly Agree-29% Somewhat Agree- 40% Neutral-17% Somewhat Disagree-11% Strongly Disagree-3% Don't Know-0%**

35. It is a challenge for my district to get all students to take the Wisconsin Knowledge & Concepts Examinations seriously. **Strongly Agree-20% Somewhat Agree- 43% Neutral- 18% Somewhat Disagree-14% Strongly Disagree-4% Don't Know-1%**

42. NCLB should rely on multiple measures of student learning, not just standardized test scores. **Strongly Agree-75% Somewhat Agree- 18% Neutral- 3% Somewhat Disagree-3% Strongly Disagree-1% Don't Know-0%**

Loss of Local and State Control

37. NCLB gives the federal government too much control over Wisconsin's public schools. **Strongly Agree-57% Somewhat Agree- 28% Neutral- 6% Somewhat Disagree-4% Strongly Disagree-4% Don't Know-0%**

Evaluation

43. The effects of NCLB on the quality of public education should be evaluated regularly by an impartial group of scholars. This evaluation also should look at the effects of sanctions. **Strongly Agree-56% Somewhat Agree- 28% Neutral- 10% Somewhat Disagree-3% Strongly Disagree-2% Don't Know-1%**

Sanctions

Number of Times a Sanction was Selected by Superintendents as One of the Three Most or Least Effective Ways to Improve the Quality of Education in the District

	Listed as Positive	Listed as Negative
Two consecutive years of not meeting AYP		
1. Develop a school improvement plan	135	2
2. Spend up to 20% of the district's Title I funds to transfer students to another public school in the district	13	92
Three consecutive years of not meeting AYP		
3. Provide supplemental services for low achieving students	125	3
Four consecutive years of not meeting AYP		
4. Replace staff relevant to the school's failure	34	38
5. Implement a new curriculum	55	14
6. Decrease the authority of management in the affected school	0	75
7. Appoint outside experts to advise the school	30	55
Five consecutive years of not meeting AYP		
8. Reopen as a public charter school	2	72
9. Replace all or most of school staff including the principal	6	104
10. Enter into a contract with some entity, such as a private management company	1	142
11. Implement some other major restructuring of the school's governance arrangement.	8	39

The Views of Wisconsin School Superintendents about No Child Left Behind 2007

**A Study by the Wisconsin Association of School District Administrators and the
Wisconsin Education Association Council**

Data and Written Analysis by Russ Allen, PhD and Jeff Leverich, PhD

The Current Study

When asked in early 2006 about the No Child Left Behind Law (NCLB), nearly 60% of the general public said that NCLB has had no effect on public schools or has actually harmed them. Furthermore, when asked “whether testing students in only English and math, as currently required by NCLB, can give a fair picture of a school,” 81% of the public said no. And 78% worried that the law’s focus on these two subjects will mean less emphasis on other subjects. The poll also found that two-thirds of those surveyed oppose measuring school success by the percentage of students passing a single statewide test.”¹

Although the opinions of the general public are meaningful, the views of public school educators are even more relevant because teachers, administrators, and support staff confront the details of NCLB every day. In particular, school superintendents, who are responsible for the day-to-day operations of entire school districts in this state, have a unique perspective. It was for this reason that the Wisconsin Association of School District Administrators (WASDA) and the Wisconsin Education Association Council (WEAC) surveyed superintendents in the summer of 2006. Superintendents were given the opportunity to complete an online survey. They also were asked for written comments about NCLB; their comments can be found in the Appendix. Overall, 63% of superintendents, representing 267 districts, completed questionnaires. For a sample of this size, the margin of error is +/- 3.3%.²

A Brief Description NCLB

With passage of the 2001 Elementary and Secondary Education Act, typically referred to as NCLB, the federal government assumed a significant role in the operation of America’s public schools. NCLB established rules stipulating that all teachers and support staff must be “highly qualified.” Schools and school districts also must meet attendance and high school graduation requirements. At the heart of NCLB, however, is the requirement that states develop tests that are aligned with “challenging” state standards and administer them annually to students in selected grade levels.

To comply with this law, students in Wisconsin (and all other states) are tested in grades 3-8 in reading and mathematics.³ NCLB also mandates that a representative sample of students from each state participate in testing by the National Assessment of Educational Progress (NAEP).

Under NCLB, all schools and school districts must attain Adequate Yearly Progress (AYP). The most basic requirement of AYP is that 95% of students in each school (and the district as a whole) must be tested annually in each content area, and a specified percent of students must score at the Proficient or Advanced levels. Because of the way AYP is defined, it is possible for the district to meet AYP requirements, while individual schools within the district do not.⁴

¹ After Four Years, the Public Judges the No Child Left Behind Act To Be “In Need of Improvement”. Available online: http://www.pdkintl.org/gallup/060822pr_gallup.pdf

² This margin of error is at the 95% confidence level.

³ Wisconsin’s students also are tested in grades 4, 8, and 10 in mathematics, reading, language arts, science, social studies, and writing to meet state law requirements.

⁴ For a complete description of NCLB, go to the U.S. Department of Education website (Available online: <http://www.ed.gov/nclb/index/az/index.html>).

NCLB also requires that “Subgroups” of students meet the same requirements that have been established for schools and school districts—if there are sufficient numbers of students within the subgroup. For students with disabilities, the minimum number is 50 students. For the following subgroups, at least 40 is required: American Indian/Alaska Native; Asian/Pacific Islander; Black, not of Hispanic Origin; Hispanic; White, not of Hispanic Origin; English Language Learners; and Economically Disadvantaged.

As an example, assume that there are 81 students classified as economically disadvantaged in a district, but fewer than 40 in any school. Under this scenario, AYP requirements for this subgroup would apply only to the district.

In 2005-06, the targets for districts, schools, and eligible subgroups were 67.5% of students scoring proficient or advanced in reading and 47.5% proficient or advanced in mathematics. As shown in Table 1, the percent of students who must score proficient or advanced on state tests increases to 100% by 2013-14.

**Table 1
Percent of Students Who Must Score Proficient
or Advanced on State Tests, 2001-2014**

Year	Reading	Mathematics
2001-02	61%	37%
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2005-06	67.5%	47.5%
2006-07	67.5%	47.5%
2007-08	74%	58%
2008-09	74%	58%
2009-10	74%	58%
2010-11	80.5	68.5%
2011-12	87%	79%
2012-13	93.5%	89.5%
2013-14	100%	100%

Based on test results over the past few years, it seems reasonable to conclude that Wisconsin’s schools and districts are unlikely to achieve the AYP targets as we get closer to 2013-14. For example, consider the results shown in Table 2 for fourth graders from over the past four years. The results are essentially stable.

**Table 2
Percent of Wisconsin’s Fourth Grade Students Who Scored Proficient or
Advanced in Mathematics and Reading, 2002 – 2005***

Year	Reading	Mathematics
2002	81%	71%
2003	83%	74%
2004	82%	73%
2005	82%	73%
2006	81%	77%

*The data prior to 2002 are not comparable.

Research concludes that all other states face the same dilemma. That is, most districts will not meet future AYP targets.

If AYP targets are unmet for two consecutive years by a school or the district as a whole, the school and/or district become subject to sanctions. Initially, the sanctions include creation of a school improvement plan, use of Title I funds for supplemental services (tutoring), notification of parents, and the opportunity for students to enroll in another public school district. Over time, the sanctions become progressively tougher and may include the following: implementation of a new curriculum, replacement of staff, creation of a plan for restructuring, conversion to a charter school, state takeover, and privatization.

Superintendents' Reactions to NCLB Requirements

Superintendents were asked to indicate the extent to which they agree or disagree with sixteen features of NCLB, using a five-point scale, ranging from Strongly agree to Strongly disagree. There also was the option, "Don't Know."

1. Positive Features of NCLB

There were three NCLB requirements that most superintendents judged positively. These relate to attendance, graduation, and the overall percent of students in each school and in the district who must be tested.

- 83% agreed that it was a "fair and attainable" requirement that elementary and middle schools have an attendance rate of 85%, or show growth from the prior year.
- 80% agreed with the statement, "NCLB requires districts to have a graduation rate of 80%, or show growth from the prior year. This is a fair and attainable requirement for my district."
- 52% of superintendents agreed that testing 95% of students each year is a "fair and attainable" requirement for their district. One-third (34%) disagreed.

2. Negative Features of NCLB

In contrast, most NCLB requirements were judged negatively by a majority of school superintendents.

- 93% of superintendents believe that NCLB should use multiple measures of student learning, not just test scores.
- 91% of superintendents believe that NCLB should be modified so that schools are credited for showing growth or for maintaining high levels of student achievement, even if they don't meet the annual proficiency targets.
- 85% agreed with the statement, "NCLB gives the federal government too much control over Wisconsin's public schools." This negative attitude may be due in large part to the fact that education in the United States always has been controlled by the states, and that only 6-7% of the money spent on public education in Wisconsin comes from the federal government.
- 84% say that NCLB should be evaluated regularly by an impartial group of scholars.

- 80% of superintendents said that their district will not meet the goal of 100% of students scoring proficient or advanced on all tests in 2013-14. Only 13% said this goal is attainable. This viewpoint is supported by research done at Arizona State University in 2005 which predicts that 85% of Wisconsin's schools will not meet AYP by 2013-2014.⁵
- 69% say that students in their district spend too much time preparing for, and taking, standardized achievement tests that are required by NCLB.
- 63% say that "it is a challenge for my district to get all students to take the Wisconsin Knowledge & Concepts Examinations (WKCE) seriously." (The WKCE are used in Wisconsin to meet both NCLB and state testing requirements).
- 63% of superintendents believe that proficiency targets should be replaced with rates of success attained by the top 20%-25% of school districts in the state.
- 60% say that NCLB has narrowed the curriculum in their district. This is not surprising since research has shown that one consequence of high stakes testing is narrowing of the curriculum to the content that is tested.⁶
- Only 36% believe that it is fair or practical for their district to test 95% of students each year in some of the designated subgroups, including English Language Learners and students with disabilities.
- Only 27% of superintendents agreed with the statement, "NCLB has improved the quality of education in my district."
- Only 17% believe that NCLB is improving the quality of education for minority and low-income students in their district. Forty-eight percent disagreed, while the rest were neutral/uncertain. This opinion is supported by recent research showing that there has been little progress throughout the country in closing the achievement gap between white and minority students.⁷

3. Opinions about Sanctions

A final set of questions asked superintendents about some of the sanctions imposed by NCLB when a school or school district does not meet AYP for two or more consecutive years. From a list of eleven sanctions, they were asked to identify the three "most" effective and the three "least" effective sanctions in terms of improving educational quality. These sanctions become progressively severe the longer that a school or school district fails to meet AYP.

⁵ The Impact of the Adequate Yearly Progress Requirement of the Federal "No Child Left Behind" Act on Schools in the Great Lakes Region. Available online: <http://www.asu.edu/educ/eps/EPRU/documents/EPSSL-0509-109-EPRU.pdf>.

⁶ Research review: Effects of high-stakes testing on instruction. Available online: http://www.centerforpubliceducation.org/site/c.kjJXJ5MPIwE/b.1536671/k.9B6A/Research_review_Effects_of_highstakes_testing_on_instruction.htm3. Desired Changes. Also see Assessment, high stakes, and alternative visions: Appropriate use of the right tools to leverage improvement. Available online: <http://eps.asu.edu/epru/documents/EPSSL-0611-222-EPRU.pdf>

⁷ Schools Slow in Closing Gaps Between Races. Available online: <http://www.nytimes.com/2006/11/20/education/20gap.html?th=&adxnnl=1&emc=th&adxnnlx=1164031418-ApzZodWOIy2x46GUAYivqg>

The three sanctions judged most positive were: (1) develop a school improvement plan (selected 135 times by superintendents), (2) offer supplemental services for low achieving students (125 times), and (3) implement a new curriculum (55 times).

Those sanctions viewed as the most negative include: (1) enter into a contract with some entity, such as a private management company (142 times); (2) replace all or most of school staff including the principal (104 times); and (3) spend up to 20% of the district’s Title I funds to transfer students to another public school district (92 times).

Table 3 shows the number of times each sanction was selected by a superintendent as one of the top three negative or positive ways to improve the quality of education in the district.

Table 3
Number of Times a Sanction was Selected by Superintendents as One of the Three Most or Least Effective Ways to Improve the Quality of Education in the District

	Listed as Positive	Listed as Negative
<u>Two consecutive years of not meeting AYP</u>		
1. Develop a school improvement plan	135	2
2. Spend up to 20% of the district’s Title I funds to transfer students to another public school in the district	13	92
<u>Three consecutive years of not meeting AYP</u>		
3. Provide supplemental services for low achieving students	125	3
<u>Four consecutive years of not meeting AYP</u>		
4. Replace staff <u>relevant</u> to the school’s failure	34	38
5. Implement a new curriculum	55	14
6. Decrease the authority of management in the affected school	0	75
7. Appoint outside experts to advise the school	30	55
<u>Five consecutive years of not meeting AYP</u>		
8. Reopen as a public charter school	2	72
9. Replace <u>all or most of</u> school staff including the principal	6	104
10. Enter into a contract with some entity, such as a private management company	1	142
11. Implement some other major restructuring of the school’s governance arrangement.	8	39

Concluding Remarks

The vast majority of school superintendents who participated in this study are critical of NCLB and do not believe that the long-range AYP goals are attainable. They also believe that only a few of the sanctions will help to improve educational quality.

Their perspectives on NCLB are the result of at least two factors. First, superintendents have worked in the field of education for years, first as a teacher, then as a principal or a similar middle level position, prior to becoming a district superintendent. Second, superintendents are familiar with research on student learning and know which factors have a positive effect. A partial list includes smaller classes, smaller schools, high expectations, adequate resources, high levels of student engagement, involved parents, quality teachers and support staff, quality professional development programs, and principals who are educational leaders.

For the most part, these types of positive interventions are missing from NCLB. Instead, the law relies on a sequence of progressively negative sanctions for schools and school districts that fail to meet annual goals. Over time, the annual target—AYP—becomes more and more difficult to attain, while the sanctions themselves become increasingly severe.

Is it not surprising that most superintendents express opposition to NCLB and want changes in this law. Their experiences, along with their understanding of student learning, lead them to oppose almost everything about NCLB. Superintendents also are telling us that NCLB is harming educational quality while not achieving its primary purpose of improving overall achievement levels of students or closing the existing achievement gap between white and poor and minority youth.

Appendix

Comments about NCLB

- * The only good thing about NCLB is that it has forced us to think about what we do, why we do it, and how we do it.
- * The top education officials in our nation should know that school improvement is something you do WITH people, and not TO them! NCLB will fail, not because the goals are unworthy, but because of the PROCESS used to implement them. Top-down mandates have never worked, nor have threats or intimidation. If you want people to change (improve) you need to work with them. NCLB provides no assistance or resources for schools in a rural setting. NCLB is designed to 'fix' failing urban schools, yet it gets applied to all schools in the county. One-size-fits-all solutions have never worked either. Also, everyone knows that the big sanction of taking over the schools is not going to happen. Neither the federal government nor DPI has the human or financial resources!! It is just not going to happen.
- * The sanctions are punitive rather than designed to improve student learning. Accountability is fine, but it should make sense. And if we were ever designated as a school in need of improvement, where would we send our kids? Living on an Island with no bridge makes us dependent on the ferry that has very limited service in the winter. If we can't attract staff now, what would happen if we were directed to replace all of our staff? These are problems faced by any isolated school.
- * Provide additional support for effective strategies to target students who are not meeting standards.
- * The controls of NCLB are arbitrary and do not take into account what we know about children, learning, evaluation and statistics. It is based on theories from the 1950s transposed to a different century.
- * The NCLB appears as an overt attempt to make public schools appear much worse than they are so the public will support spending public money on private schools which are exempt from the rules public schools cannot meet.
- * Is anybody really listening to us? Why do politicians think they are experts when it comes to what it takes to run public schools? Listen to your school administrators!
- * These two issues [NCLB and revenue controls] place schools and districts between a rock and a hard place. We are called to perform a great and important work for the nation, but are cruelly not provided the resources to do so. Both convey a message that educators and school boards are a bunch of bozos that cannot manage their schools and the tax dollars that support them. They are very punitive in nature and that is not very motivating.
- * The only good thing that has come out of NCLB is that schools have become much better at data driven decision-making. However, we are spending too much time worrying about standardized testing when there are other equally important measures of student growth that are being overlooked.
- * NCLB is a great idea, but poorly implemented. Special ed. students are example of poor implementation.
- * NCLB for us is not the stick, but rather the ruler to measure our progress on district goals to have all children succeed with rigorous standards.
- * It is what it is.
- * Less centralized control will solve more local problems
- * Political game putting best interests of student and education in jeopardy. Where is the money to make these changes coming from?
- * The focus on each child is an asset of NCLB. We should have been there as a profession anyway. We need to ensure each student benefits from the education he or she receives. We need to ensure researched practice. We need to provide deep learning opportunities within the state that do indeed impact student learning. We know what needs to be done; we need to build the infrastructure to ensure all schools in Wisconsin benefit.
- * Fund It.
- * A student MUST be a willing learner. Let's get rid of all the dysfunctional parents and home environments that produce unwilling learners first. The schools only have the students for 7 hours a day....what do they go home to? Who supports their learning at home? You cannot teach a child unwilling to learn.

* I believe that it does provide a certain focus on achievement. Unfortunately, the way in which it is implemented, takes for granted that most of us are not already trying to improve achievement. What will happen if by some chance we reach 100% at the proficient and advanced levels? Obviously, that assessment does not provide for an accurate measure of our brightest students. I don't recall any assessment that I have given or taken on which everyone reached the highest level. In a small district such as ours each student may represent 1-2% of the group and the scores of a few make a big difference. The influence on PI-34 and new teacher PDP's will improve the staff development focus on specific student achievement. The revenue limits make it difficult to be flexible as we grow. Worse, would be to have 'tax freeze' legislation that requires spending money that could be used on instruction to hold a referendum to get the money needed for instruction. Seems kind of pointless.

* NCLB: It is a terrific goal, but unrealistic to demand that all children attain the goal.

* Until we can sanction students and families who are not interested in education, NCLB won't work. How can you mandate someone to learn? Galileo said, 'You cannot teach a man anything; you can only help him find it within himself.' What do you do with children who aren't ready to learn or don't want to find it within themselves?

* The sanctions are generally ridiculous. They are similar to telling a man with no legs to walk and then when he doesn't you hit him, hire someone else to yell at him, take his money, point him in a new direction, and then get someone else to walk who has legs. Schools need to change and improve, but they also need the support and tools to implement the change.

* Realistically, there has been progress and greater emphasis on achievement. It has been a wake up call for teachers. They can no longer close their classroom door and do their own thing.

* NCLB has sharpened the focus in classrooms so the teaching and curriculum are both better than in the years prior to NCLB.

* NCLB has helped our district focus its efforts on reading, math and writing. This has had a positive impact on students across the spectrum, but specifically to some subgroups. Sanctions will ultimately be foisted upon us all, but the sanctions are limited in impact over time from this writer's point of view...except to disrupt and disband public education for the benefit of vouchers and other forms of schooling for kids.

* NCLB has not altered the way schools approach the education of children. Its goals are well intended but cannot be attained. The goals must be reviewed, changed, and flexibility included. It is good to have a goal that 100% of students will attain certain standards - but that is impossible to meet.

* Piece by piece public education in WI is being taken apart by revenue caps and NCLB. If that is the goal of our elected officials, it is working.

* NCLB - Students should be judged by growth, not the final bottom line. Also we educate students who can not even use the bathroom by themselves yet they are expected to be in the 100% achievement range. Get real! Also, if the feds have a magic wand (curriculum) to solve this problem, give it to us now, not after we are failing

* Do away with the damn federal mandates and NCLB

* A two-headed monster. NCLB, no matter how well intentioned, is unrealistic and a classic unfunded mandated. Each of these puts all public school systems in jeopardy sooner or later

* The goal of 100% proficient & advanced is ludicrous...but the desire to leave no child behind is laudable. Let's work on the spirit of the law to help kids, and not emphasize punishment aspects.

* NCLB is harming the education of this generation of students. Reduction of federal aid along with Revenue caps has damaged our educational system to the harm of the students.

* NCLB and the way that the Wisconsin DPI has committed to its implementation, does nothing to help our school district. The fact that it was designed for large districts facing the kinds of problems that our small, rural district never sees, means that the rules serve only to be an annoyance with the end result likely to be that NCLB becomes a stumbling block when we reach, belatedly, the point where we cannot reach completely unrealistic goals. For the amount of Federal money coming into our budget, directly related to NCLB, our district might be better off doing without the money in exchange for not having to follow the restrictive rules and processes, but since our DPI has chosen to co-opt the Federal rules and require them of all schools, we no longer have that choice. I know that this was done because the importance of the Federal funding at higher levels, but I wait for the time when the one-size fits all mentality is replaced by an approach that addresses districts and students individually.

- * This has become a partisan issue. Could a change in party leadership bring about a new approach to public school education at both the federal and state level?
- * Both of these [revenue controls and NCLB] have propelled our public school system toward the proverbial train wreck. As the rules of finance and mandates for student achievement now are written, the majority of schools are already marked for failure.
- * Sed quis custodiet ipsos custodes? - Juvenal But who will watch the watchers? NCLB blames schools for all student failure. Students and parents are key factors also in student failure and they too should be held accountable. The uncontrolled rising costs of special education without full Federal and State support is causing districts as much financial hardship as the revenue controls cause. Uncontrolled special education costs are taking educational funds away from regular education students and causing their learning to be negatively impacted.
- * All mandates [should be] fully funded by the feds.
- * It is a crock!
- * NCLB could be a beneficial tool if a degree of reasonableness were to be found. 100% advanced and proficient is statistically impossible so why make it the law?
- * None of us will be able to meet the NCLB law by 2013-14 and we are driving our entire program (staff, parents expectations to succeed) to meet the tests requirements.
- * NCLB has unrealistic goals for students. Students should be judged on the progress they make and not whether they are advanced or proficient
- * I understand the need for accountability; however, the NCLB requirements and expectations are unrealistic for our school systems.
- * NCLB is flawed in that it: - makes 'standardized test results' as the exclusive equivalent to 'academic performance'. - asks students identified into a disaggregated group by low achievement test scores to not score low on tests ('Catch 22' logic). - asks students identified into a disaggregated group by their lack of English proficiency to be English proficient (Catch 22 logic, again).
- * NCLB testing should measure 'progress' made from one year to the next within the SAME group of students.
- * NCLB is not all bad. It needs some adjustments.
- * Federal and state governments need to fully fund programs that are mandated. Costs are increasing with standardized testing and special education that are taking away funding for regular education.
- * Both [revenue controls and NCLB] seemed designed to eliminate Public Education as we know it!
- * Well intentioned effort at accountability (a good thing) gone horribly wrong in its application, with children and educators being the victims.
- * NCLB has used a lot of money that could have been better spent maintaining staff that we have had to cut over the last four years.
- * We receive a total of \$70,000 in federal funds for education out of our budget of over \$11,000,000, this includes Title I. There is not enough federal financial support to effect the changes they are requiring.
- * NCLB seems to be a set-up for the failure of public education.
- * With some modifications NCLB would be okay.
- * NCLB - Test all or none - including home school, private, college.
- * Expecting 100% of anything is unreasonable. Greater accountability on the part of the student/parent would provide more support to the teachers/administrators who want to provide a first-class education. If this is so good for public schools, what about all schools?
- * Both [revenue controls and NCLB] are necessary. Economically, it is not feasible to not have a mechanism of restraint or controls on expenditures. Academically, it is not reasonable to not be held accountable.

- * The NCLB goal of student improvement has merit. The processes NCLB has in place as measures are questionable.
- * It is a political issue and will only be rectified at that level. The public and our colleagues acting as the 'silent majority' support it. Their minds have to be changed and telling them how 'stupid' NCLB is only makes them dig in deeper.
- * I have no problem with challenging our schools to improve, but the goal of 100% is not achievable.
- * All schools want to improve and are working at it. Statistically it is impossible to reach 100% or 95% when you have the number of special education students, ELL and economically disadvantaged students who attend our schools all required to meet the same standards. The federal Title I, IIA, IID, III and V funding has been cut so much that we may find our students receiving less individualized help than before. Thanks for doing the survey.
- * Neither NCLB or revenue controls are evil in their intent. What has lacked has been the accountability to the taxpayer of the kind and quality of education the students of a district are receiving. Educators, in general, have been slow to offer justification for expenditures or proof that what they do is working. Without this internal control (and the inability of administration to affect schools because of the teacher's union), the outside control is necessary to ensure that education is delivered as effectively and efficiently as possible.
- * For the most part, with the exception of some of the federal sanctions associated with NCLB, it has made educators re-think some of the classroom and institutional practices that did not stimulate the improvement of all groups of students.
- * NCLB seems to be trying to fit all students into one mold.
- * NCLB's intentions and philosophies are well intended but the mandates without attached financing and the punitive nature seem to be producing 'test takers' and means of getting around the legislation rather than improving the quality of student learning.
- * The NCLB law flies in the face of every bit of research on how and why students learn. It's a simplistic approach (which never works) to a complicated issue.
- * There should be a focus and funding available for staff development.
- * ESEA reauthorization should focus on mandating a coherent, viable, articulated curriculum built around standards and using aligned common classroom assessments. Focus needs to be on reading, thinking, writing and communicating skills as well as math skills, all integrated into a comprehensive liberal arts education. All levels of assessment should include performance assessments.
- * If only 95% of the students are required to test why are 100% required to be proficient or advanced? It just doesn't add up. There is no way to be proficient or advanced other than to take the regular test. Our kids on feeding tubes just can't take this type of test yet make great progress in our schools. Maybe we shouldn't have them here?
- * Let's pray it goes away
- * The ESEA needs to be modified so growth is the determining factor instead of the unrealistic goal of 100% proficiency.
- * NCLB needs to do away with paper work accountability for administrative and clerical staff and focus on assessments that identify student growth. Assessments results need to be immediate so teachers can utilize performance data to inform instruction with the current group of students they are working with. The current WKCE is not usable data by staff and the standards/cut scores are too low.
- * NCLB is destroying public education, which was its purpose.
- * NCLB should be repealed.
- * NCLB needs to be reviewed in terms of actual purpose. By 2013-14 one could conclude a goal of NCLB is to portray every school as a failure

Responses to Questions about NCLB

.Indicate the extent to which you agree or disagree the each statement by using the scale that is provided (Strongly Agree Somewhat Agree Neutral Somewhat Disagree Strongly Disagree Don't Know)

31. My district will meet the goal of 100% of students scoring proficient or advanced on tests in all grades and all subjects by 2013-14.

Strongly Agree- 4% Somewhat Agree- 9% Neutral- 4% Somewhat Disagree-18% Strongly Disagree-62% Don't Know-3%

32. NCLB has improved the quality of education in my district.

Strongly Agree- 2% Somewhat Agree- 25% Neutral- 24% Somewhat Disagree-21% Strongly Disagree-25% Don't Know-2%

33. NCLB has narrowed the curriculum in my district.

Strongly Agree-14% Somewhat Agree- 46% Neutral- 18% Somewhat Disagree-18% Strongly Disagree-4% Don't Know-1%

34. Students in my district spend too much time preparing for, and taking, standardized achievement tests that are required by NCLB.

Strongly Agree-29% Somewhat Agree- 40% Neutral- 17% Somewhat Disagree-11% Strongly Disagree-3% Don't Know-0%

35. It is a challenge for my district to get all students to take the Wisconsin Knowledge & Concepts Examinations seriously.

Strongly Agree-20% Somewhat Agree- 43% Neutral- 18% Somewhat Disagree-14% Strongly Disagree-4% Don't Know-1%

36. NCLB law is improving the quality of education for minority and low-income students in my district.

Strongly Agree-2% Somewhat Agree- 15% Neutral- 28% Somewhat Disagree-24% Strongly Disagree-25% Don't Know-7%

37. NCLB gives the federal government too much control over Wisconsin's public schools.

Strongly Agree-57% Somewhat Agree- 28% Neutral- 6% Somewhat Disagree-4% Strongly Disagree-4% Don't Know-0%

38. NCLB requires schools/districts to test 95% of students each year. This is a fair and attainable requirement for my district.

Strongly Agree-13% Somewhat Agree- 39% Neutral- 12% Somewhat Disagree-18% Strongly Disagree-18% Don't Know-0%

39. NCLB requires schools/districts to test 95% of students in several designated "subgroups" each year-- including English Language Learners and students with disabilities. This is a fair and attainable requirement for my district.

Strongly Agree-9% Somewhat Agree- 27% Neutral- 7% Somewhat Disagree-25% Strongly Disagree-31% Don't Know-1%

40. NCLB requires districts to have a graduation rate of 80%, or show growth from the prior year. This is a fair and attainable requirement for my district.

Strongly Agree-43% Somewhat Agree- 37% Neutral- 8% Somewhat Disagree-5% Strongly Disagree-3% Don't Know-4%

41. NCLB requires elementary and middle schools to have an 85% attendance rate, or show growth from the prior year. This is a fair and attainable requirement for my district.

Strongly Agree-40% Somewhat Agree- 43% Neutral- 9% Somewhat Disagree-5% Strongly Disagree-2% Don't Know-0%

42. NCLB should rely on multiple measures of student learning, not just standardized test scores.

Strongly Agree-75% Somewhat Agree- 18% Neutral- 3% Somewhat Disagree-3% Strongly Disagree-1% Don't Know-0%

43. The effects of NCLB on the quality of public education should be evaluated regularly by an impartial group of scholars. This evaluation also should look at the effects of sanctions.

Strongly Agree-56% Somewhat Agree- 28% Neutral- 10% Somewhat Disagree-3% Strongly Disagree-2% Don't Know-1%

44. NCLB's proficiency targets (e.g., 100% by 2013-14) should be replaced with rates of success usually attained by the top 20% or 25% of schools in a state.

Strongly Agree-28% Somewhat Agree- 35% Neutral- 19% Somewhat Disagree-7% Strongly Disagree-5% Don't Know-7%

45. Most of the parents from my district that I have contact with support the standardized testing that their children take each year to meet the requirements of NCLB.

Strongly Agree-2% Somewhat Agree- 20% Neutral- 31% Somewhat Disagree-30% Strongly Disagree-12% Don't Know-5%

46. NCLB should be modified so that schools and districts are credited for showing improvement (growth), or for maintaining high levels of student achievement, even if they don't meet the annual targets for proficiency.

Strongly Agree-50% Somewhat Agree- 41% Neutral- 4% Somewhat Disagree-4% Strongly Disagree-2% Don't Know-1%

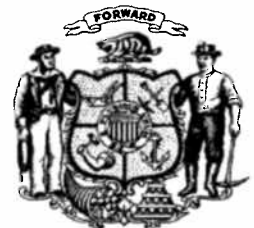
47. Does your district offer any incentives to encourage students to do their best on the Wisconsin Knowledge & Concepts Examinations?

26% Yes 74% No

48. Does your district do any standardized testing besides that which is required by NCLB? 57% Yes 43% No



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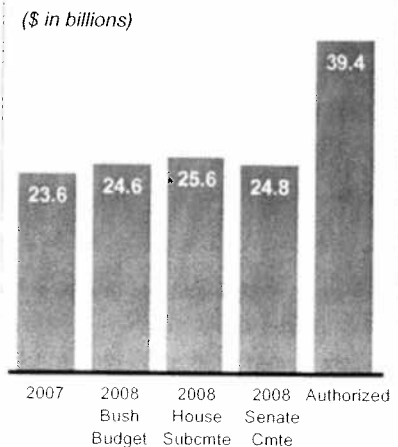
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Education Appropriations, Senate Full Committee

- Funds the U.S. Department of Education at \$60.1 billion, \$2.6 billion or 4.6 percent more than 2007; \$4.1 billion more than the Bush budget request; and \$1.6 billion less than the House Appropriations Subcommittee mark.
- Restores funding for most programs eliminated in the 2008 Bush budget request, such as Educational Technology State Grants and Federal Supplemental Educational Opportunity Grants; but eliminates funding for State Grants for Innovative Programs, Even Start, and Smaller Learning Communities, among others.

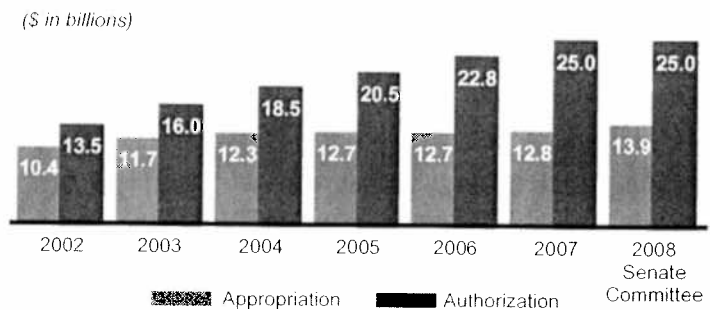
Appropriations for No Child Left Behind (NCLB) under the Senate Full Committee

- Increases funding for NCLB Act programs by \$1.1 billion, or 4.7 percent more than 2007, for a total of \$24.8 billion.
- Makes progress toward closing the funding gap -- what is promised in the law (based on the 2007 authorization, the last year authorized under NCLB) compared to what is actually appropriated. The funding gap shrinks to \$14.7 billion under the Senate Committee's bill from \$15.8 billion in 2007.
- Boosts funding for School Improvement Grants by \$375 million (+300.0 percent), but cuts funding for Reading First State Grants by \$229 million (-22.3 percent), and Safe and Drug-Free Schools and Communities State Grants by \$46.5 million (-13.4 percent).



Grants to Local Educational Agencies (ESEA I-A)

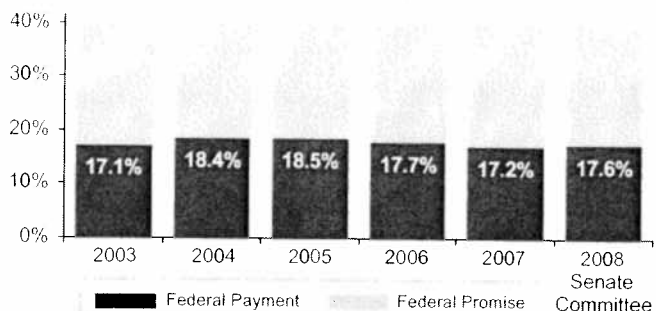
- Increases funding by \$1.1 billion above the 2007 level for a total of \$13.9 billion.
- Begins to reduce the gap between Title I's authorized level (programs under NCLB are authorized only through fiscal year 2007) and actual funding. The funding gap narrows to \$11.1 billion in 2008 under the Senate Committee's bill from \$12.2 billion in 2007.



Special Education Grants to States (IDEA)

- Reverses the 2008 Bush budget cut of almost \$300 million, and adds another \$457 million (+4.2 percent) above 2007 for a total of \$11.24 billion.
- With the increase, the federal share of educating children with disabilities is comparable to the level achieved in 2006, and begins to move the funding trajectory upward again toward the 40 percent level promised in the law.

Federal Payment vs. Federal Promise*
 (*40 percent of the excess costs of educating children with disabilities)



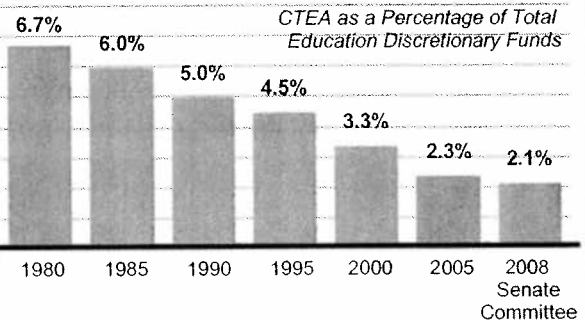
Wisconsin

Wisconsin

(dollars in millions)

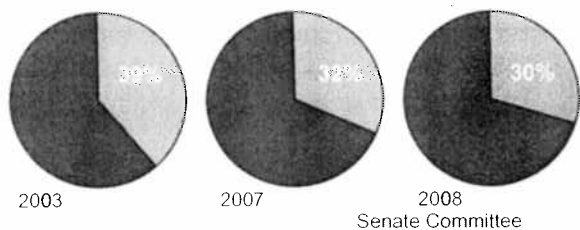
	2007	Authorized*	2008 Senate Cmte	2008 Senate Committee		Unreserved**
				vs. 2007	vs. Authorized	
Grants to Local Educational Agencies (ESEA Title I-A)	154.6	400.4	220.5	65.9	-179.9	59,310
Impact Aid Basic Support Payments (ESEA VIII section 8003(b))	11.7	18.8	12.1	0.4	-6.8	1,611
Improving Teacher Quality State Grants (ESEA II-A)	46.5	51.3	46.7	0.1	-4.6	184
Educational Technology State Grants (ESEA II-D-1 and 2)	4.1	15.1	4.1	0.0	-11.0	96,067
21st Century Community Learning Centers (ESEA IV-B)	11.3	37.9	15.2	3.9	-22.8	33,394
State Grants for Innovative Programs (ESEA V-A)	1.7	10.3	0.0	-1.7	-10.3	914,747
Rural Education (ESEA VI-B)	3.2	5.7	3.2	0.0	-2.5	20,517
Safe & Drug-Free Schools State Grants (ESEA IV-A-1)	5.7	11.2	5.1	-0.5	-6.1	497,592
English Language Acquisition State Grants (ESEA III-A)	6.0	6.7	6.0	0.0	-0.7	3,814
Special Education Grants to States (IDEA Part B-611)	195.2	350.1	203.7	8.5	-146.5	54,743
Career & Technical Education State Grants (CTEA Title I)	22.1	78.1	23.3	1.2	-54.8	121,347
Federal Pell Grants (HEA IV-A-1)	170.3	242.9	189.2	18.9	-53.7	14,973
Federal Supplemental Educational Opportunity Grants (HEA IV-A-3)	16.4	79.8	16.4	0.0	-63.4	19,515
Federal Work-Study (HEA IV-C)	18.1	74.3	18.1	0.0	-56.2	13,983
Head Start (HSA section 639)	91.2	189.7	95.0	3.7	-94.7	8,223

* Reflects the appropriation ceiling specified in law. See technical notes for details.
** Represents children/students as a result of the funding gap between 2008 Senate Cmte and Authorized. Includes both unreserved and underserved. For Improving Teacher Quality State Grants, unreserved represents teachers not



Career and Technical Education (CTEA)

- Restores 2008 Bush budget cut of almost \$600 million to CTEA Title I State Grants.
- Funds CTEA at 2.1 percent of total education discretionary dollars, up from 1.1 percent under the 2008 Bush budget request, but still trending downward.



Maximum Pell Grant Award as a Percentage of the Average Total Cost of a Public Four-Year College

Federal Pell Grants (HEA)

- Holds the maximum Federal Pell Grant award at the 2007 level of \$4,310.
- From 2003 to 2006, the maximum Pell Grant award was frozen at \$4,050 while the cost of higher education shot up 22 percent. With no increase in the Senate Committee's bill, the maximum award's share of the average total costs of attending a public four-year college tumbles to 30 percent in 2008.
- Rejects the 2008 Bush budget proposal to pay for an increase in Pell Grants by cutting other student aid. The Senate Committee's bill restores funding for Federal Supplemental Educational Opportunity Grants and Federal Perkins Loan Cancellations.

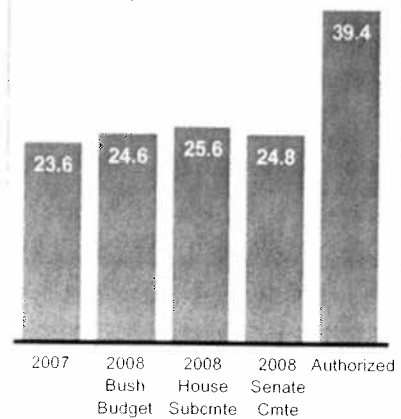
Education Appropriations, Senate Full Committee

- Funds the U.S. Department of Education at \$60.1 billion, \$2.6 billion or 4.6 percent more than 2007; \$4.1 billion more than the Bush budget request; and \$1.6 billion less than the House Appropriations Subcommittee mark.
- Restores funding for most programs eliminated in the 2008 Bush budget request, such as Educational Technology State Grants and Federal Supplemental Educational Opportunity Grants; but eliminates funding for State Grants for Innovative Programs, Even Start, and Smaller Learning Communities, among others.

Appropriations for No Child Left Behind (NCLB) under the Senate Full Committee

- Increases funding for NCLB Act programs by \$1.1 billion, or 4.7 percent more than 2007, for a total of \$24.8 billion.
- Makes progress toward closing the funding gap -- what is promised in the law (based on the 2007 authorization, the last year authorized under NCLB) compared to what is actually appropriated. The funding gap shrinks to \$14.7 billion under the Senate Committee's bill from \$15.8 billion in 2007.
- Boosts funding for School Improvement Grants by \$375 million (+300.0 percent), but cuts funding for Reading First State Grants by \$229 million (-22.3 percent), and Safe and Drug-Free Schools and Communities State Grants by \$46.5 million (-13.4 percent).

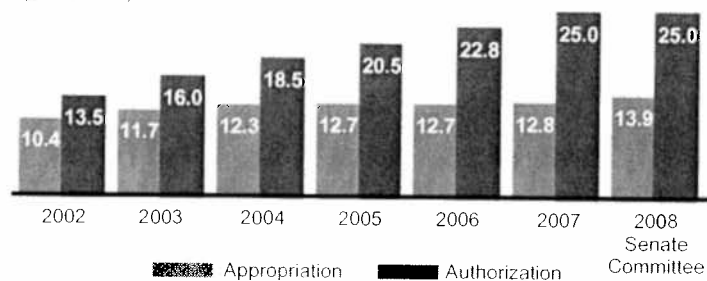
(\$ in billions)



Grants to Local Educational Agencies (ESEA I-A)

- Increases funding by \$1.1 billion above the 2007 level for a total of \$13.9 billion.
- Begins to reduce the gap between Title I's authorized level (programs under NCLB are authorized only through fiscal year 2007) and actual funding. The funding gap narrows to \$11.1 billion in 2008 under the Senate Committee's bill from \$12.2 billion in 2007.

(\$ in billions)

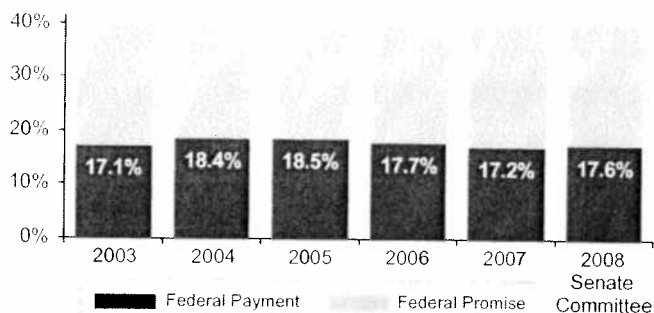


Special Education Grants to States (IDEA)

- Reverses the 2008 Bush budget cut of almost \$300 million, and adds another \$457 million (+4.2 percent) above 2007 for a total of \$11.24 billion.
- With the increase, the federal share of educating children with disabilities is comparable to the level achieved in 2006, and begins to move the funding trajectory upward again toward the 40 percent level promised in the law.

Federal Payment vs. Federal Promise*

(*40 percent of the excess costs of educating children with disabilities)



Paul Ryan Congressional District 1, Wisconsin

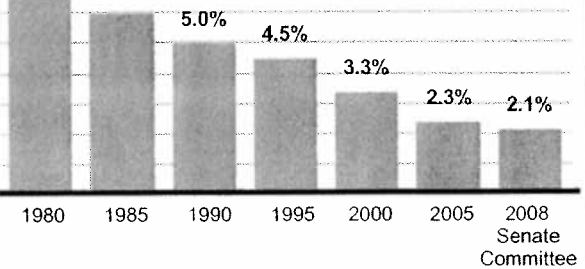
Congressional District 1, Wisconsin

(dollars in millions)

	2007	Authorized*	2008 Senate Cmte	2008 Senate Committee		Unservd**
				vs. 2007	vs. Authorized	
Grants to Local Educational Agencies (ESEA Title I-A)	14.38	24.16	15.33	0.94	-8.84	5,398
Impact Aid Basic Support Payments (ESEA VIII section 8003(b))	0.00	0.00	0.00	0.00	0.00	0
Improving Teacher Quality State Grants (ESEA II-A)	4.36	4.82	4.38	0.01	-0.44	18
Educational Technology State Grants (ESEA II-D-1 and 2)	0.18	0.65	0.18	0.00	-0.47	8,744
21st Century Community Learning Centers (ESEA IV-B)	n/a	n/a	n/a	n/a	n/a	n/a
State Grants for Innovative Programs (ESEA V-A)	0.16	1.01	0.00	-0.16	-1.01	122,118
Rural Education (ESEA VI-B)	0.65	1.16	0.65	0.00	-0.51	2,739
Safe & Drug-Free Schools State Grants (ESEA IV-A-1)	0.45	0.90	0.41	-0.04	-0.49	66,428
English Language Acquisition State Grants (ESEA III-A)	0.67	0.75	0.67	0.00	-0.08	532
Special Education Grants to States (IDEA Part B-611)	21.56	41.18	22.56	0.99	-18.62	7,745
Career & Technical Education State Grants (CTEA Title I)	1.42	5.03	1.50	0.08	-3.53	10,211
Federal Pell Grants (HEA IV-A-1)	11.59	16.53	12.88	1.29	-3.65	1,079
Federal Supplemental Educational Opportunity Grants (HEA IV-A-3)	0.95	4.62	0.95	0.00	-3.67	1,129
Federal Work-Study (HEA IV-C)	0.85	3.48	0.85	0.00	-2.63	654
Head Start (HSA section 639)	8.34	17.33	8.68	0.34	-8.65	751

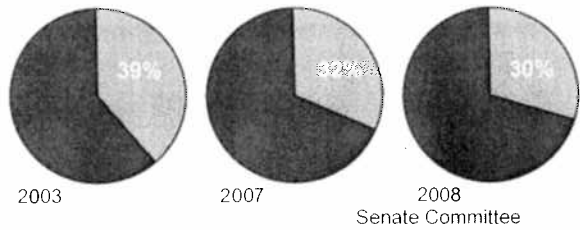
* Reflects the appropriation ceiling specified in law. See technical notes for details.
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CTEA as a Percentage of Total Education Discretionary Funds



Career and Technical Education (CTEA)

- Restores 2008 Bush budget cut of almost \$600 million to CTEA Title I State Grants.
- Funds CTEA at 2.1 percent of total education discretionary dollars, up from 1.1 percent under the 2008 Bush budget request, but still trending downward.



Maximum Pell Grant Award as a Percentage of the Average Total Cost of a Public Four-Year College

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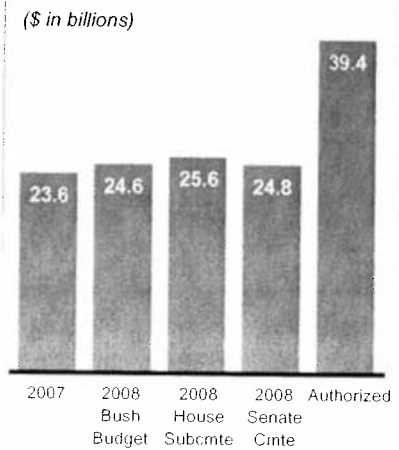


Education Appropriations, Senate Full Committee

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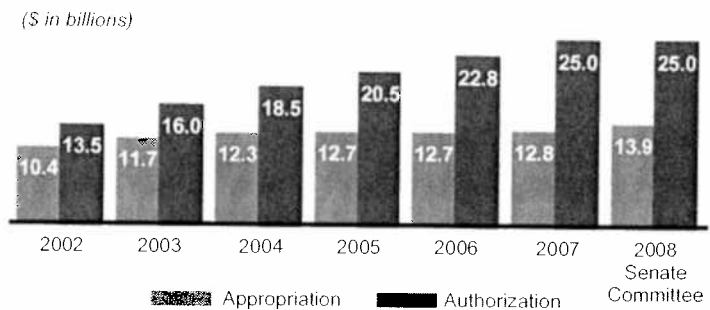
Appropriations for No Child Left Behind (NCLB) under the Senate Full Committee

- Increases funding for NCLB Act programs by \$1.1 billion, or 4.7 percent more than 2007, for a total of \$24.8 billion.
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Grants to Local Educational Agencies (SEA I-A)

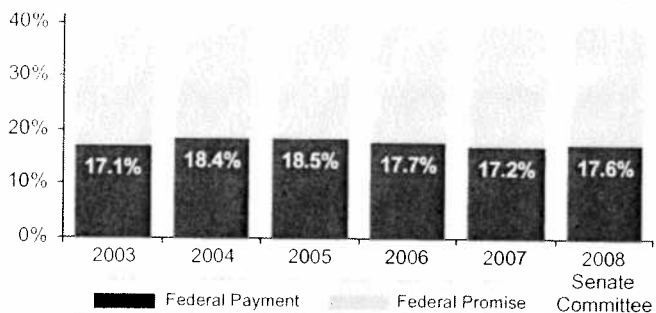
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- With the increase, the federal share of educating children with disabilities is comparable to the level achieved in 2006, and begins to move the funding trajectory upward again toward the 40 percent level promised in the law.

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(*40 percent of the excess costs of educating children with disabilities)



Tammy Baldwin
Congressional District 2, Wisconsin

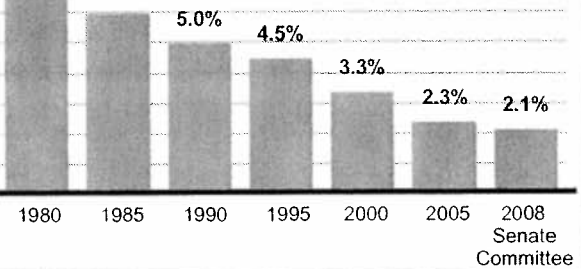
Congressional District 2, Wisconsin

(dollars in millions)

	2007	Authorized*	2008 Senate Cmte	2008 Senate Committee		Unservd**
				vs. 2007	vs. Authorized	
Grants to Local Educational Agencies (ESEA Title I-A)	13.56	22.67	14.44	0.88	-8.23	5,027
Impact Aid Basic Support Payments (ESEA VIII section 8003(b))	0.05	0.09	0.06	0.00	-0.03	81
Improving Teacher Quality State Grants (ESEA II-A)	4.00	4.41	4.01	0.01	-0.40	17
Educational Technology State Grants (ESEA II-D-1 and 2)	0.17	0.61	0.17	0.00	-0.44	8,143
21st Century Community Learning Centers (ESEA IV-B)	n/a	n/a	n/a	n/a	n/a	n/a
State Grants for Innovative Programs (ESEA V-A)	0.14	0.91	0.00	-0.14	-0.91	108,106
Rural Education (ESEA VI-B)	0.21	0.37	0.21	0.00	-0.16	1,069
Safe & Drug-Free Schools State Grants (ESEA IV-A-1)	0.41	0.82	0.37	-0.04	-0.45	58,806
English Language Acquisition State Grants (ESEA III-A)	0.60	0.67	0.60	0.00	-0.07	472
Special Education Grants to States (IDEA Part B-611)	20.00	37.46	20.88	0.88	-16.58	7,240
Career & Technical Education State Grants (CTEA Title I)	2.36	8.34	2.49	0.13	-5.85	16,924
Federal Pell Grants (HEA IV-A-1)	30.00	42.79	33.33	3.33	-9.46	2,793
Federal Supplemental Educational Opportunity Grants (HEA IV-A-3)	4.10	19.94	4.10	0.00	-15.84	4,878
Federal Work-Study (HEA IV-C)	4.59	18.81	4.59	0.00	-14.23	3,542
Head Start (HSA section 639)	10.09	20.98	10.50	0.41	-10.48	910

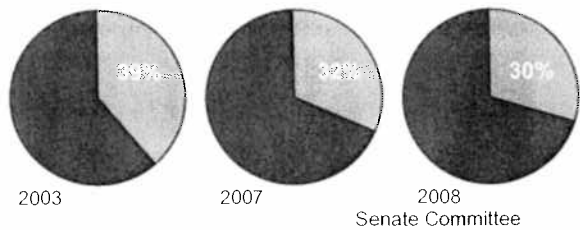
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CTEA as a Percentage of Total Education Discretionary Funds



Career and Technical Education (CTEA)

- Restores 2008 Bush budget cut of almost \$600 million to CTEA Title I State Grants.
- Funds CTEA at 2.1 percent of total education discretionary dollars, up from 1.1 percent under the 2008 Bush budget request, but still trending downward.



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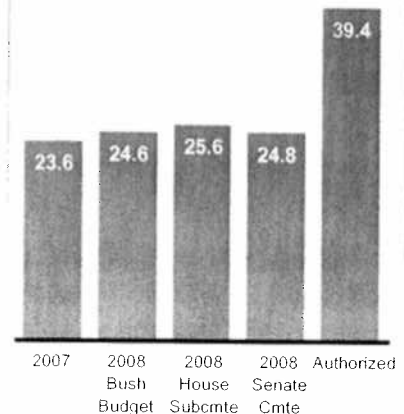
Education Appropriations, Senate Full Committee

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Appropriations for No Child Left Behind (NCLB) under the Senate Full Committee

- Increases funding for NCLB Act programs by \$1.1 billion, or 4.7 percent more than 2007, for a total of \$24.8 billion.
- Makes progress toward closing the funding gap -- what is promised in the law (based on the 2007 authorization, the last year authorized under NCLB) compared to what is actually appropriated. The funding gap shrinks to \$14.7 billion under the Senate Committee's bill from \$15.8 billion in 2007.
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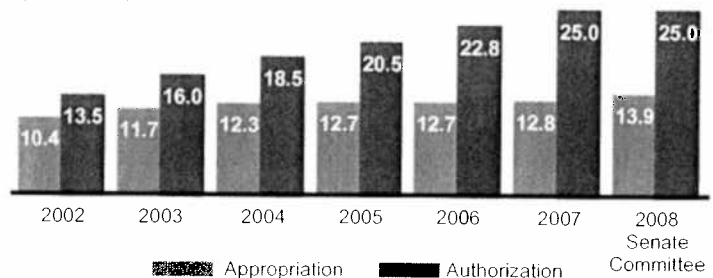
(\$ in billions)



Grants to Local Educational Agencies (ESEA - A)

- Increases funding by \$1.1 billion above the 2007 level for a total of \$13.9 billion.
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(\$ in billions)

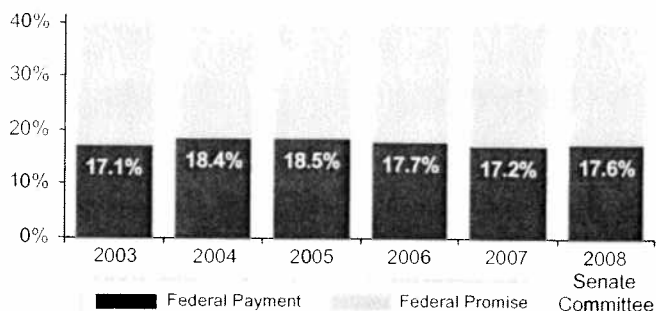


Special Education Grants to States (IDEA)

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(*40 percent of the excess costs of educating children with disabilities)



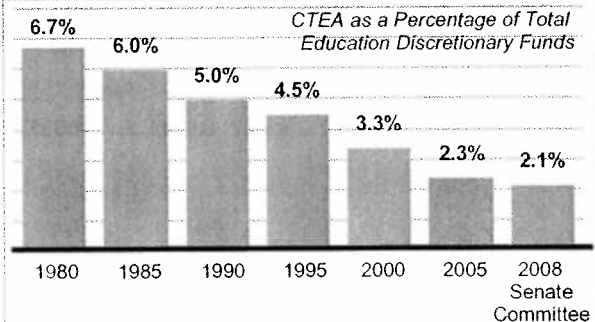
Ron Kind Congressional District 3, Wisconsin

Congressional District 3, Wisconsin

(dollars in millions)

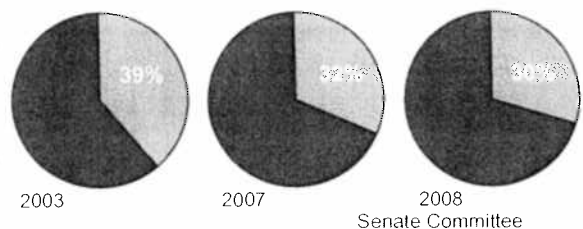
	2007	Authorized*	2008 Senate Cmte	2008 Senate Committee		Unserv'd**
				vs. 2007	vs. Authorized	
Grants to Local Educational Agencies (ESEA Title I-A)	20.82	34.87	22.17	1.36	-12.69	7,754
Impact Aid Basic Support Payments (ESEA VIII section 8003(b))	0.23	0.36	0.23	0.01	-0.13	278
Improving Teacher Quality State Grants (ESEA II-A)	5.54	6.13	5.55	0.02	-0.57	24
Educational Technology State Grants (ESEA II-D-1 and 2)	0.25	0.94	0.25	0.00	-0.68	12,559
21st Century Community Learning Centers (ESEA IV-B)	n/a	n/a	n/a	n/a	n/a	n/a
State Grants for Innovative Programs (ESEA V-A)	0.18	1.17	0.00	-0.18	-1.17	110,646
Rural Education (ESEA VI-B)	0.66	1.17	0.66	0.00	-0.51	5,046
Safe & Drug-Free Schools State Grants (ESEA IV-A-1)	0.53	1.06	0.48	-0.05	-0.58	60,188
English Language Acquisition State Grants (ESEA III-A)	0.58	0.66	0.59	0.00	-0.07	462
Special Education Grants to States (IDEA Part B-611)	21.01	39.90	21.97	0.96	-17.93	6,028
Career & Technical Education State Grants (CTEA Title I)	2.95	10.41	3.11	0.16	-7.31	21,142
Federal Pell Grants (HEA IV-A-1)	36.04	51.41	40.04	4.00	-11.36	3,355
Federal Supplemental Educational Opportunity Grants (HEA IV-A-3)	2.92	14.18	2.92	0.00	-11.27	3,470
Federal Work-Study (HEA IV-C)	3.93	16.11	3.93	0.00	-12.18	3,032
Head Start (HSA section 639)	9.71	20.18	10.10	0.40	-10.08	875

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- Funds CTEA at 2.1 percent of total education discretionary dollars, up from 1.1 percent under the 2008 Bush budget request, but still trending downward.



Federal Pell Grants (HEA)

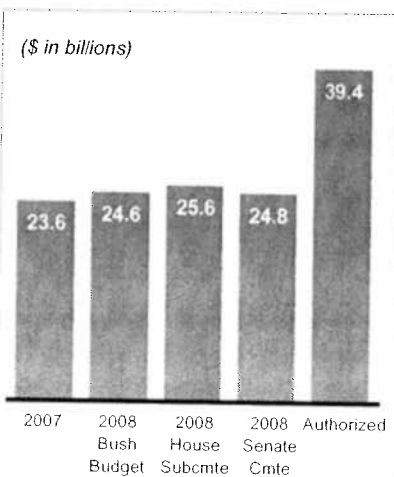
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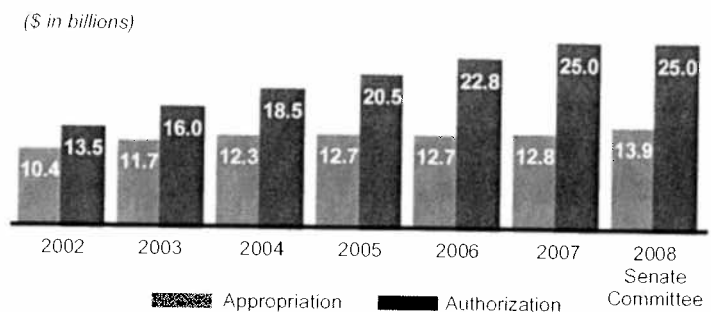
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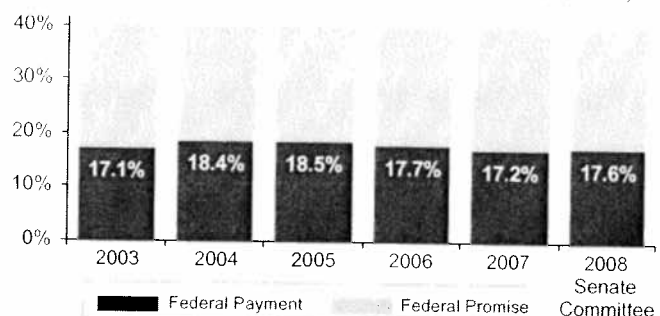
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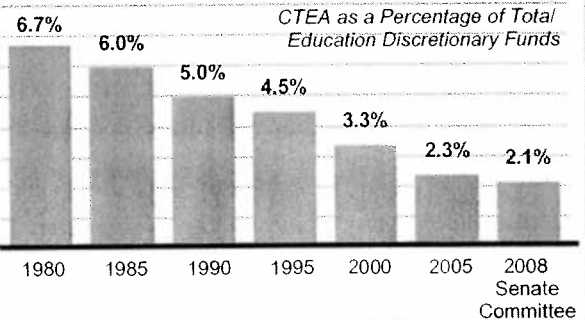


Gwen Moore
Congressional District 4, Wisconsin

Congressional District 4, Wisconsin
(dollars in millions)

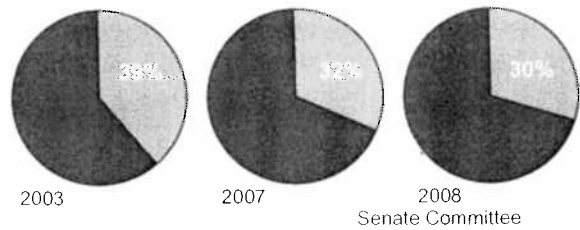
	2007	Authorized*	2008 Senate Cmte	2008 Senate Committee		Unserv'd**
				vs. 2007	vs. Authorized	
Grants to Local Educational Agencies (ESEA Title I-A)	87.31	205.41	98.42	11.11	-106.98	20,951
Impact Aid Basic Support Payments (ESEA VIII section 8003(b))	0.00	0.00	0.00	0.00	0.00	0
Improving Teacher Quality State Grants (ESEA II-A)	12.94	14.35	12.98	0.04	-1.36	57
Educational Technology State Grants (ESEA II-D-1 and 2)	0.69	2.53	0.69	0.00	-1.84	33,935
21st Century Community Learning Centers (ESEA IV-B)	n/a	n/a	n/a	n/a	n/a	n/a
State Grants for Innovative Programs (ESEA V-A)	0.38	2.42	0.00	-0.38	-2.42	122,130
Rural Education (ESEA VI-B)	0.00	0.00	0.00	0.00	0.00	0
Safe & Drug-Free Schools State Grants (ESEA IV-A-1)	1.12	2.22	1.01	-0.11	-1.21	66,435
English Language Acquisition State Grants (ESEA III-A)	0.98	1.10	0.98	0.00	-0.12	776
Special Education Grants to States (IDEA Part B-611)	30.27	55.96	31.57	1.30	-24.38	8,044
Career & Technical Education State Grants (CTEA Title I)	4.30	15.20	4.53	0.23	-10.67	30,859
Federal Pell Grants (HEA IV-A-1)	38.76	55.29	43.07	4.30	-12.22	3,608
Federal Supplemental Educational Opportunity Grants (HEA IV-A-3)	4.10	19.92	4.10	0.00	-15.83	4,875
Federal Work-Study (HEA IV-C)	3.87	15.85	3.87	0.00	-11.99	2,985
Head Start (HSA section 639)	32.16	66.85	33.47	1.31	-33.38	2,898

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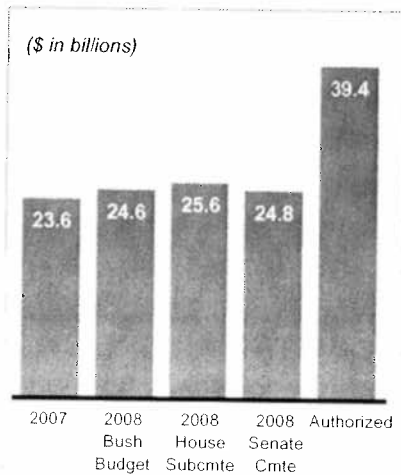


Education Appropriations, Senate Full Committee

- Funds the U.S. Department of Education at \$60.1 billion, \$2.6 billion or 4.6 percent more than 2007; \$4.1 billion more than the Bush budget request; and \$1.6 billion less than the House Appropriations Subcommittee mark.
- Restores funding for most programs eliminated in the 2008 Bush budget request, such as Educational Technology State Grants and Federal Supplemental Educational Opportunity Grants; but eliminates funding for State Grants for Innovative Programs, Even Start, and Smaller Learning Communities, among others.

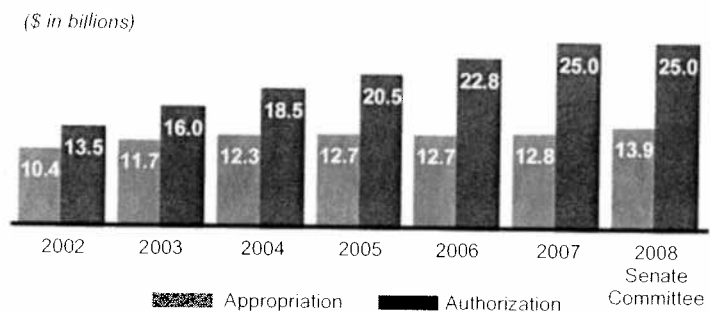
Appropriations for No Child Left Behind (NCLB) under the Senate Full Committee

- Increases funding for NCLB Act programs by \$1.1 billion, or 4.7 percent more than 2007, for a total of \$24.8 billion.
- Makes progress toward closing the funding gap -- what is promised in the law (based on the 2007 authorization, the last year authorized under NCLB) compared to what is actually appropriated. The funding gap shrinks to \$14.7 billion under the Senate Committee's bill from \$15.8 billion in 2007.
- Boosts funding for School Improvement Grants by \$375 million (+300.0 percent), but cuts funding for Reading First State Grants by \$229 million (-22.3 percent), and Safe and Drug-Free Schools and Communities State Grants by \$46.5 million (-13.4 percent).



Grants to Local Educational Agencies (ESEA I-A)

- Increases funding by \$1.1 billion above the 2007 level for a total of \$13.9 billion.
- Begins to reduce the gap between Title I's authorized level (programs under NCLB are authorized only through fiscal year 2007) and actual funding. The funding gap narrows to \$11.1 billion in 2008 under the Senate Committee's bill from \$12.2 billion in 2007.

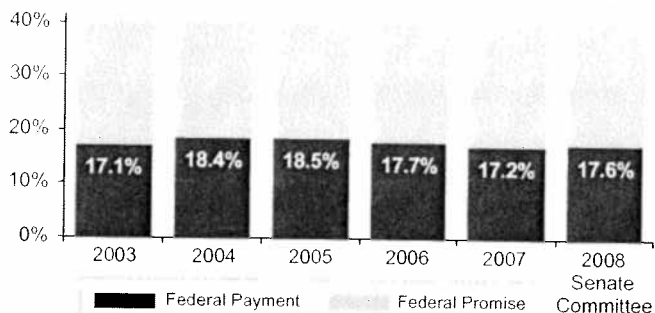


Special Education Grants to States (IDEA)

- Reverses the 2008 Bush budget cut of almost \$300 million, and adds another \$457 million (+4.2 percent) above 2007 for a total of \$11.24 billion.
- With the increase, the federal share of educating children with disabilities is comparable to the level achieved in 2006, and begins to move the funding trajectory upward again toward the 40 percent level promised in the law.

Federal Payment vs. Federal Promise*

(*40 percent of the excess costs of educating children with disabilities)



F. James Sensenbrenner Jr.
Congressional District 5, Wisconsin

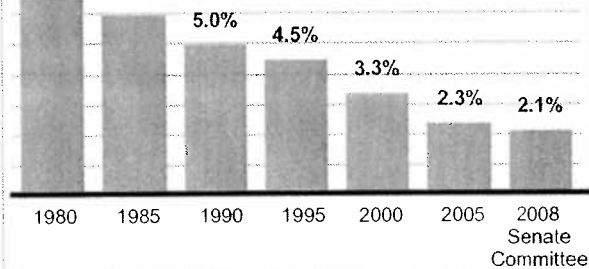
Congressional District 5, Wisconsin

(dollars in millions)

	2007	Authorized*	2008 Senate Cmte	2008 Senate Committee		Unserv'd**
				vs. 2007	vs. Authorized	
Grants to Local Educational Agencies (ESEA Title I-A)	6.12	10.27	6.52	0.40	-3.74	2,286
Impact Aid Basic Support Payments (ESEA VIII section 8003(b))	0.00	0.00	0.00	0.00	0.00	0
Improving Teacher Quality State Grants (ESEA II-A)	2.58	2.83	2.58	0.01	-0.25	10
Educational Technology State Grants (ESEA II-D-1 and 2)	0.08	0.28	0.08	0.00	-0.20	3,702
21st Century Community Learning Centers (ESEA IV-B)	n/a	n/a	n/a	n/a	n/a	n/a
State Grants for Innovative Programs (ESEA V-A)	0.11	0.70	0.00	-0.11	-0.70	116,084
Rural Education (ESEA VI-B)	0.35	0.62	0.35	0.00	-0.27	1,348
Safe & Drug-Free Schools State Grants (ESEA IV-A-1)	0.31	0.62	0.28	-0.03	-0.34	63,146
English Language Acquisition State Grants (ESEA III-A)	0.29	0.33	0.29	0.00	-0.03	230
Special Education Grants to States (IDEA Part B-611)	17.53	35.06	18.42	0.89	-16.65	4,306
Career & Technical Education State Grants (CTEA Title I)	0.89	3.15	0.94	0.05	-2.21	6,386
Federal Pell Grants (HEA IV-A-1)	7.27	10.37	8.08	0.81	-2.29	677
Federal Supplemental Educational Opportunity Grants (HEA IV-A-3)	0.76	3.68	0.76	0.00	-2.93	901
Federal Work-Study (HEA IV-C)	0.57	2.34	0.57	0.00	-1.77	441
Head Start (HSA section 639)	3.17	6.59	3.30	0.13	-3.29	286

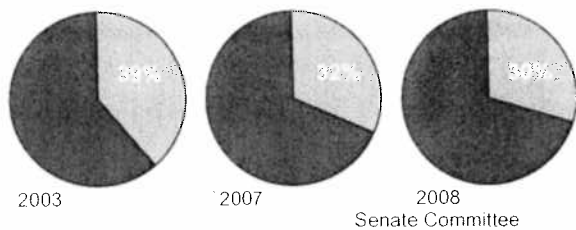
* Reflects the appropriation ceiling specified in law. See technical notes for details.
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CTEA as a Percentage of Total Education Discretionary Funds*



Career and Technical Education (CTEA)

- Restores 2008 Bush budget cut of almost \$600 million to CTEA Title I State Grants.
- Funds CTEA at 2.1 percent of total education discretionary dollars, up from 1.1 percent under the 2008 Bush budget request, but still trending downward.



Maximum Pell Grant Award as a Percentage of the Average Total Cost of a Public Four-Year College

Federal Pell Grants (HEA)

- Holds the maximum Federal Pell Grant award at the 2007 level of \$4,310.
- From 2003 to 2006, the maximum Pell Grant award was frozen at \$4,050 while the cost of higher education shot up 22 percent. With no increase in the Senate Committee's bill, the maximum award's share of the average total costs of attending a public four-year college tumbles to 30 percent in 2008.
- Rejects the 2008 Bush budget proposal to pay for an increase in Pell Grants by cutting other student aid. The Senate Committee's bill restores funding for Federal Supplemental Educational Opportunity Grants and Federal Perkins Loan Cancellations.

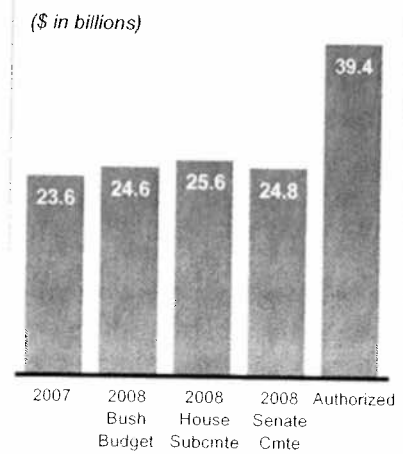


Education Appropriations, Senate Full Committee

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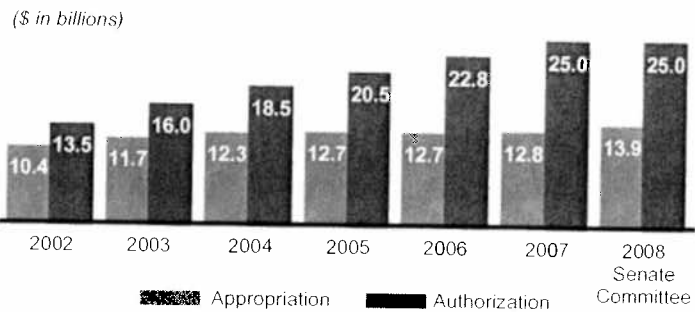
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- Increases funding for NCLB Act programs by \$1.1 billion, or 4.7 percent more than 2007, for a total of \$24.8 billion.
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Grants to Local Educational Agencies (ESEA I-A)

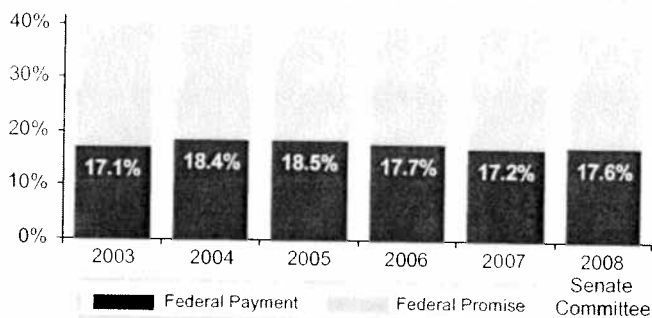
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- With the increase, the federal share of educating children with disabilities is comparable to the level achieved in 2006, and begins to move the funding trajectory upward again toward the 40 percent level promised in the law.

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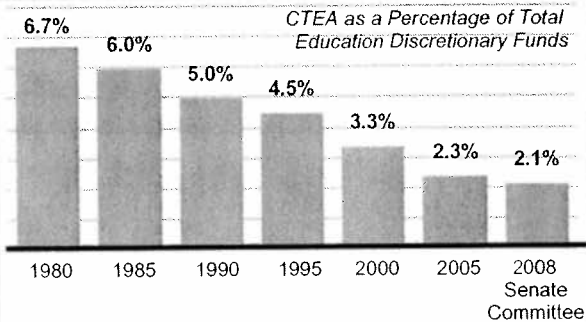
Thomas E. Petri Congressional District 6, Wisconsin

Congressional District 6, Wisconsin

(dollars in millions)

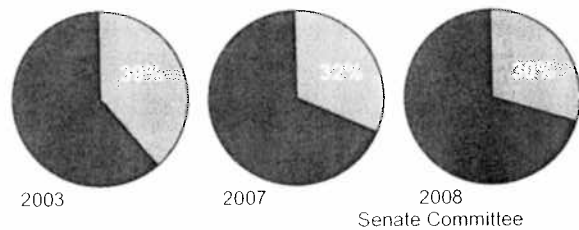
	2007	Authorized*	2008 Senate Cmte	2008 Senate Committee		Unreserved**
				vs. 2007	vs. Authorized	
Grants to Local Educational Agencies (ESEA Title I-A)	13.17	22.04	14.03	0.86	-8.01	4,892
Impact Aid Basic Support Payments (ESEA VIII section 8003(b))	0.00	0.00	0.00	0.00	0.00	0
Improving Teacher Quality State Grants (ESEA II-A)	3.94	4.35	3.95	0.01	-0.40	17
Educational Technology State Grants (ESEA II-D-1 and 2)	0.16	0.59	0.16	0.00	-0.43	7,924
21st Century Community Learning Centers (ESEA IV-B)	n/a	n/a	n/a	n/a	n/a	n/a
State Grants for Innovative Programs (ESEA V-A)	0.14	0.91	0.00	-0.14	-0.91	109,114
Rural Education (ESEA VI-B)	0.35	0.62	0.35	0.00	-0.27	1,725
Safe & Drug-Free Schools State Grants (ESEA IV-A-1)	0.41	0.81	0.37	-0.04	-0.44	59,354
English Language Acquisition State Grants (ESEA III-A)	0.58	0.65	0.58	0.00	-0.07	457
Special Education Grants to States (IDEA Part B-611)	19.55	37.10	20.44	0.89	-16.66	6,462
Career & Technical Education State Grants (CTEA Title I)	1.44	5.10	1.52	0.08	-3.58	10,352
Federal Pell Grants (HEA IV-A-1)	13.37	19.07	14.85	1.48	-4.22	1,244
Federal Supplemental Educational Opportunity Grants (HEA IV-A-3)	1.00	4.86	1.00	0.00	-3.86	1,189
Federal Work-Study (HEA IV-C)	1.19	4.86	1.19	0.00	-3.68	915
Head Start (HSA section 639)	9.31	19.36	9.69	0.38	-9.67	839

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 ** Represents children/students as a result of the funding gap between 2008 Senate Cmte and Authorized. Includes both unreserved and underserved. For Improving Teacher Quality State Grants, unreserved represents teachers not hired.



Career and Technical Education (CTEA)

- Restores 2008 Bush budget cut of almost \$600 million to CTEA Title I State Grants.
- Funds CTEA at 2.1 percent of total education discretionary dollars, up from 1.1 percent under the 2008 Bush budget request, but still trending downward.



Maximum Pell Grant Award as a Percentage of the Average Total Cost of a Public Four-Year College

Federal Pell Grants (HEA)

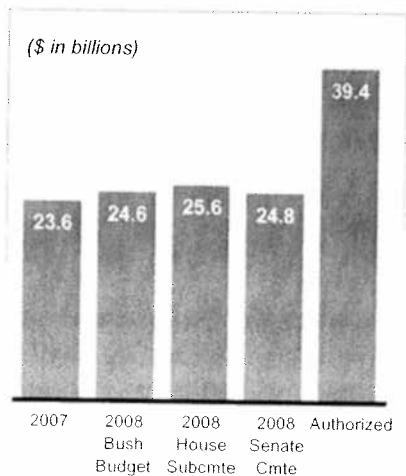
- Holds the maximum Federal Pell Grant award at the 2007 level of \$4,310.
- From 2003 to 2006, the maximum Pell Grant award was frozen at \$4,050 while the cost of higher education shot up 22 percent. With no increase in the Senate Committee's bill, the maximum award's share of the average total costs of attending a public four-year college tumbles to 30 percent in 2008.
- Rejects the 2008 Bush budget proposal to pay for an increase in Pell Grants by cutting other student aid. The Senate Committee's bill restores funding for Federal Supplemental Educational Opportunity Grants and Federal Perkins Loan Cancellations.

Education Appropriations, Senate Full Committee

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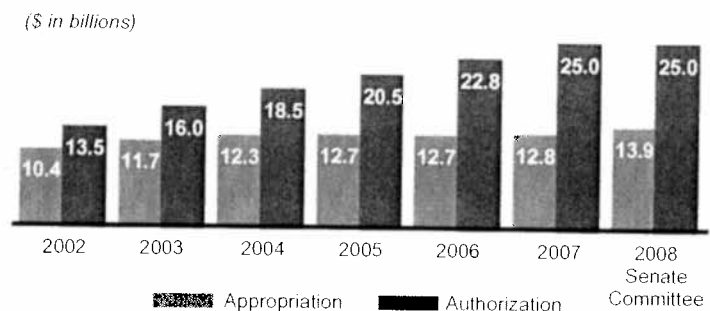
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- Increases funding for NCLB Act programs by \$1.1 billion, or 4.7 percent more than 2007, for a total of \$24.8 billion.
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- Increases funding by \$1.1 billion above the 2007 level for a total of \$13.9 billion.
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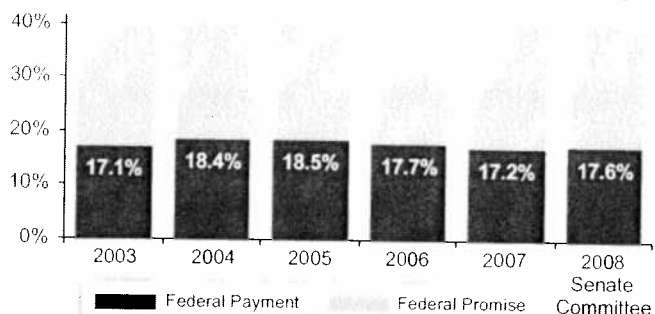


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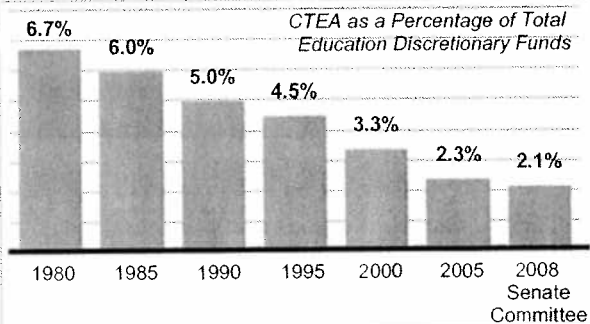
David R. Obey Congressional District 7, Wisconsin

Congressional District 7, Wisconsin

(dollars in millions)

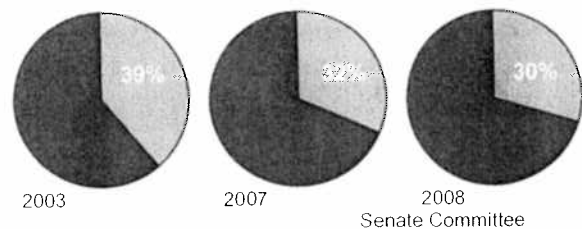
	2007	Authorized*	2008 Senate Cmte	2008 Senate Committee		Unservd**
				vs. 2007	vs. Authorized	
Grants to Local Educational Agencies (ESEA Title I-A)	16.91	28.30	18.01	1.10	-10.28	6,281
Impact Aid Basic Support Payments (ESEA VIII section 8003(b))	2.72	4.38	2.81	0.08	-1.58	415
Improving Teacher Quality State Grants (ESEA II-A)	4.69	5.19	4.71	0.01	-0.48	20
Educational Technology State Grants (ESEA II-D-1 and 2)	0.21	0.76	0.21	0.00	-0.55	10,174
21st Century Community Learning Centers (ESEA IV-B)	n/a	n/a	n/a	n/a	n/a	n/a
State Grants for Innovative Programs (ESEA V-A)	0.16	1.03	0.00	-0.16	-1.03	108,145
Rural Education (ESEA VI-B)	0.58	1.03	0.58	0.00	-0.45	5,451
Safe & Drug-Free Schools State Grants (ESEA IV-A-1)	0.47	0.93	0.42	-0.04	-0.50	58,827
English Language Acquisition State Grants (ESEA III-A)	0.55	0.62	0.55	0.00	-0.07	437
Special Education Grants to States (IDEA Part B-611)	20.51	38.47	21.42	0.91	-17.05	6,596
Career & Technical Education State Grants (CTEA Title I)	2.00	7.06	2.10	0.11	-4.95	14,329
Federal Pell Grants (HEA IV-A-1)	21.24	30.29	23.59	2.36	-6.70	1,977
Federal Supplemental Educational Opportunity Grants (HEA IV-A-3)	1.47	7.17	1.47	0.00	-5.70	1,755
Federal Work-Study (HEA IV-C)	2.04	8.39	2.04	0.00	-6.34	1,579
Head Start (HSA section 639)	10.04	20.86	10.44	0.41	-10.42	904

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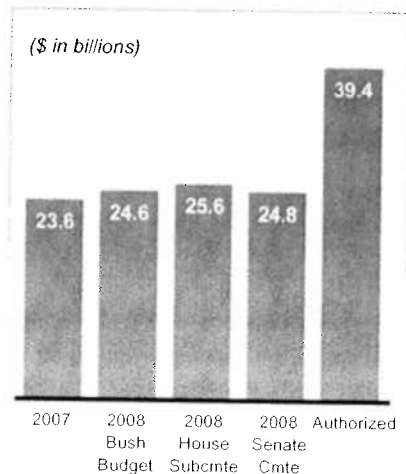
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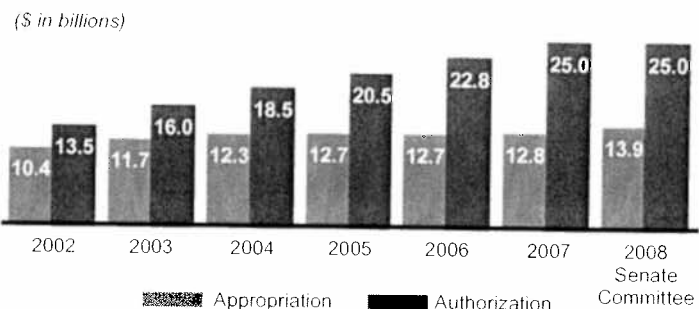
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Grants to Local Educational Agencies (ESEA I-A)

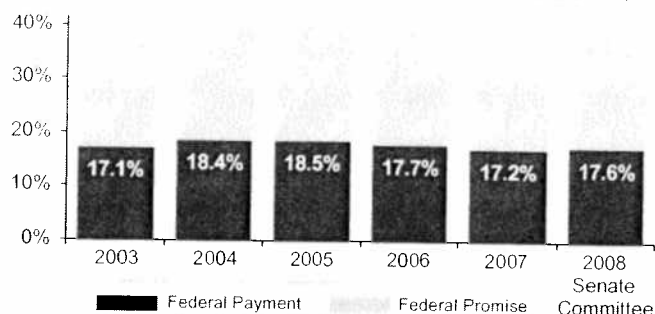
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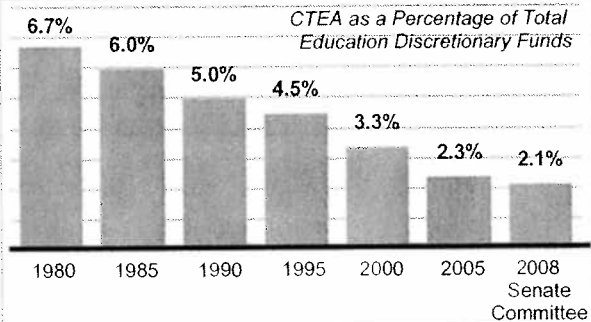
Steve Kagen Congressional District 8, Wisconsin

Congressional District 8, Wisconsin

(dollars in millions)

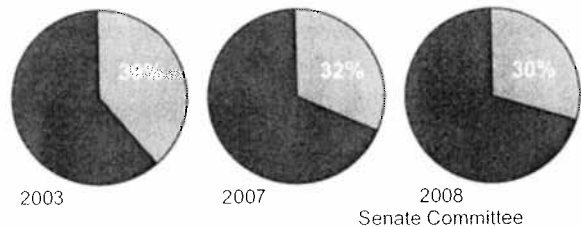
	2007	Authorized*	2008 Senate Cmte	2008 Senate Committee		Unservd**
				vs. 2007	vs. Authorized	
Grants to Local Educational Agencies (ESEA Title I-A)	17.97	30.15	19.15	1.18	-11.00	6,720
Impact Aid Basic Support Payments (ESEA VIII section 8003(b))	8.70	14.01	8.97	0.27	-5.04	836
Improving Teacher Quality State Grants (ESEA II-A)	5.05	5.58	5.06	0.02	-0.51	21
Educational Technology State Grants (ESEA II-D-1 and 2)	0.22	0.81	0.22	0.00	-0.59	10,885
21st Century Community Learning Centers (ESEA IV-B)	n/a	n/a	n/a	n/a	n/a	n/a
State Grants for Innovative Programs (ESEA V-A)	0.17	1.11	0.00	-0.17	-1.11	118,404
Rural Education (ESEA VI-B)	0.40	0.72	0.40	0.00	-0.31	3,081
Safe & Drug-Free Schools State Grants (ESEA IV-A-1)	0.50	1.00	0.46	-0.05	-0.54	64,408
English Language Acquisition State Grants (ESEA III-A)	0.57	0.64	0.57	0.00	-0.07	450
Special Education Grants to States (IDEA Part B-611)	21.59	41.19	22.58	0.99	-18.60	8,323
Career & Technical Education State Grants (CTEA Title I)	1.55	5.49	1.64	0.08	-3.85	11,145
Federal Pell Grants (HEA IV-A-1)	12.03	17.15	13.36	1.33	-3.79	1,119
Federal Supplemental Educational Opportunity Grants (HEA IV-A-3)	1.11	5.39	1.11	0.00	-4.28	1,318
Federal Work-Study (HEA IV-C)	1.08	4.44	1.08	0.00	-3.36	835
Head Start (HSA section 639)	8.44	17.54	8.78	0.34	-8.76	760

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