

Background



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ESEA, NCLB and Beyond



- **The No Child Left Behind Act of 2001 (NCLB) is the current reauthorization of the federal education law, the Elementary and Secondary Education Act of 1965 (ESEA).**
- **NCLB is overdue for reauthorization. Earlier this month, President Obama directed the US Department of Education to grant waivers from certain NCLB provisions to states that agree to adopt a set of education reforms.**
- **Details on the waivers will be released in September, but will likely mirror the Race to the Top program, a \$4 billion educational reform package within the American Recovery & Reinvestment Act of 2009.**

ESEA, NCLB and Beyond



- NCLB ushered in a number of changes to the educational landscape.
 - Predicated on standards-based reform: establishing high standards and measurable goals can improve educational outcomes.
 - Required states to develop standards and assessments, and make annual accountability determinations for both schools and districts based on performance of the tested grades (Grades 3-8 and 10 in Wisconsin).
 - Directed states to disaggregate data and hold schools and districts accountable for the performance of disaggregated student subgroups, as well as the overall student test performance.
 - Required states to identify struggling schools; and districts to offer school choice and supplemental educational services, and to develop corrective action plans.

The NCLB Effect



- **NCLB increased state testing.**
 - 2004-05 we tested 190,000 students
 - 2005-06 we tested 500,000 students
- **NCLB increased awareness of achievement gaps.**
 - Black-white achievement gap in 4th grade reading: **28.1**
 - Black-white achievement gap in 8th grade math: **40.3**
 - Black-white achievement gap in graduation rates: **30.2**
- **NCLB highlighted the need for a comprehensive system of support**
 - 2010-11 school year: 228 schools and 6 districts missed AYP .
 - 2009-10 school year: 140 schools and 4 districts missed AYP.
- **NCLB shifted focus to state standards**
 - All states created academic standards against which proficiency was measured.

Lesson Learned from NCLB Testing



- States were required to adopt academic standards that could be measured on annual state tests.
- ❖ **NCLB revealed the need for common standards. The Common Core State Standards (CCSS) initiative is intended to remedy the lack of comparability across states, and will allow for cross-state comparisons.**

Lesson Learned from NCLB Testing



- Dramatic increase in NCLB testing across 50 states meant duplicative testing programs.
- ❖ **The multi-state consortium—SMARTER Balanced Assessment Consortium (SBAC)—is reducing duplicity by pooling assessment expertise and harnessing the advances in assessment technology.**

Lesson Learned from NCLB Reporting



- States were required to report student attainment of *proficiency* in reading and mathematics.
- ❖ **The SMARTER assessment will be capable of reporting *proficiency* and *growth* to provide a richer picture of student performance.**

Lesson Learned from NCLB Reporting



- States must disaggregate data by student subgroup (race/ethnicity, income, disabilities, ELLs).
- ❖ **Disaggregating data reveals critical learning gaps between various student subgroups and can lead to focused support and resources.**

Lesson Learned from NCLB Determinations



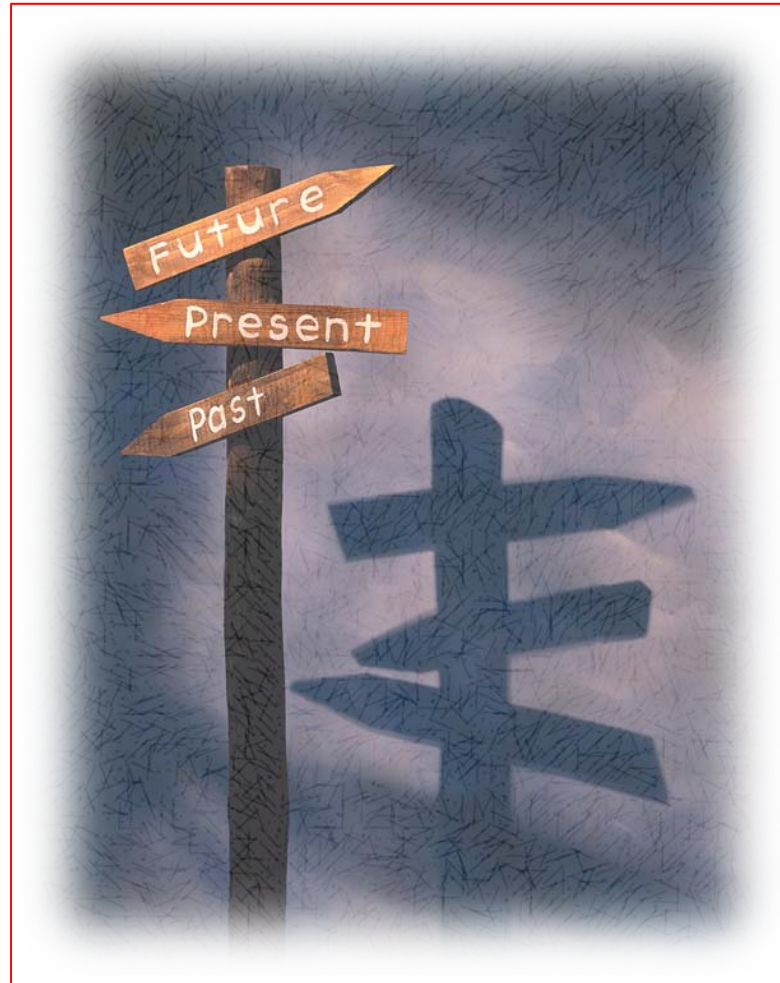
- States must make Adequate Yearly Progress (AYP) determinations for schools and districts.
- ❖ **Determinations such as AYP have not lead to improved outcomes. Determinations must allow for differentiation beyond pass/fail, and must accompany systems of support.**

Lesson Learned from NCLB Identifications



- States must identify struggling schools—Schools Identified for Improvement (SIFI)—as those not making AYP for two or more years in a row. These schools must offer choice, supplemental education services, etc.
- ❖ Identification is only an initial step toward improving a school. A statewide system of support must be able to identify both high and low performing schools. Identification and support cannot be restricted to Title I schools alone.

So where do we go from here?



Our Opportunity



- **We have the opportunity:**
 - ❖ to assert what we value in education
 - ❖ to redesign around Wisconsin's vision
 - ❖ to create a state accountability plan from within the state, rather than have a federal plan imposed



Going Forward

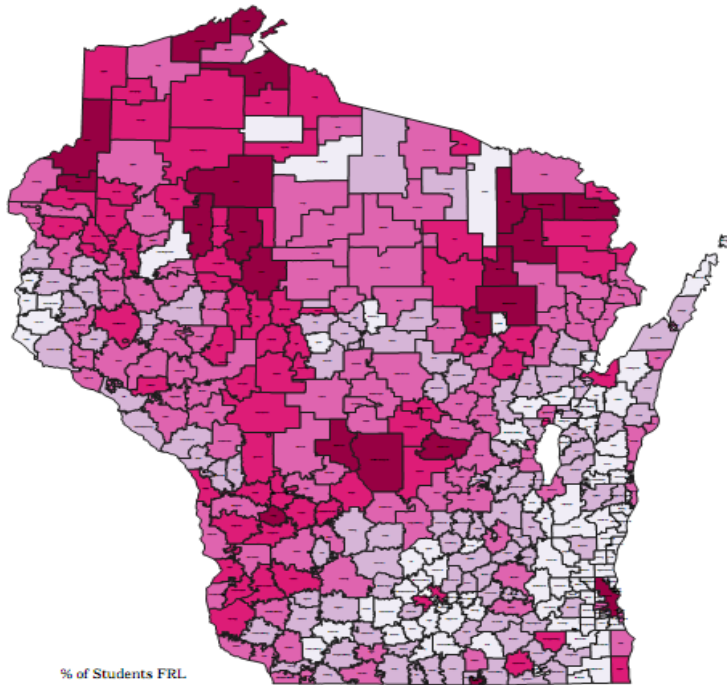


- Wisconsin is changing demographically and economically. Our educational system will need to keep pace with these trends.
- Achievement trends reveal we have challenges ahead of us as well as areas of achievement that must be sustained.

State Trends – Low Income



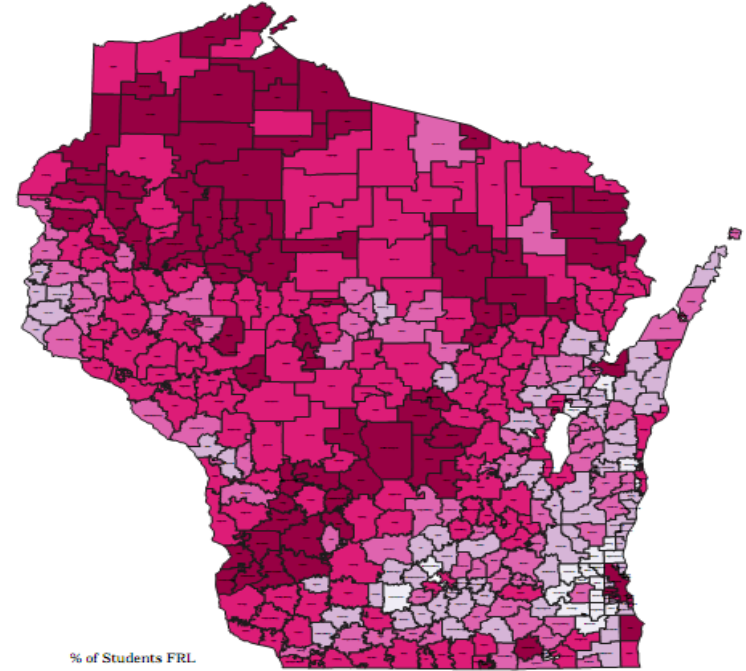
FRL Proportion of Student Population 2005



% of Students FRL

- 0-15%
- 15-25%
- 25-35%
- 35-50%
- >50%

FRL Proportion of Student Population 2010



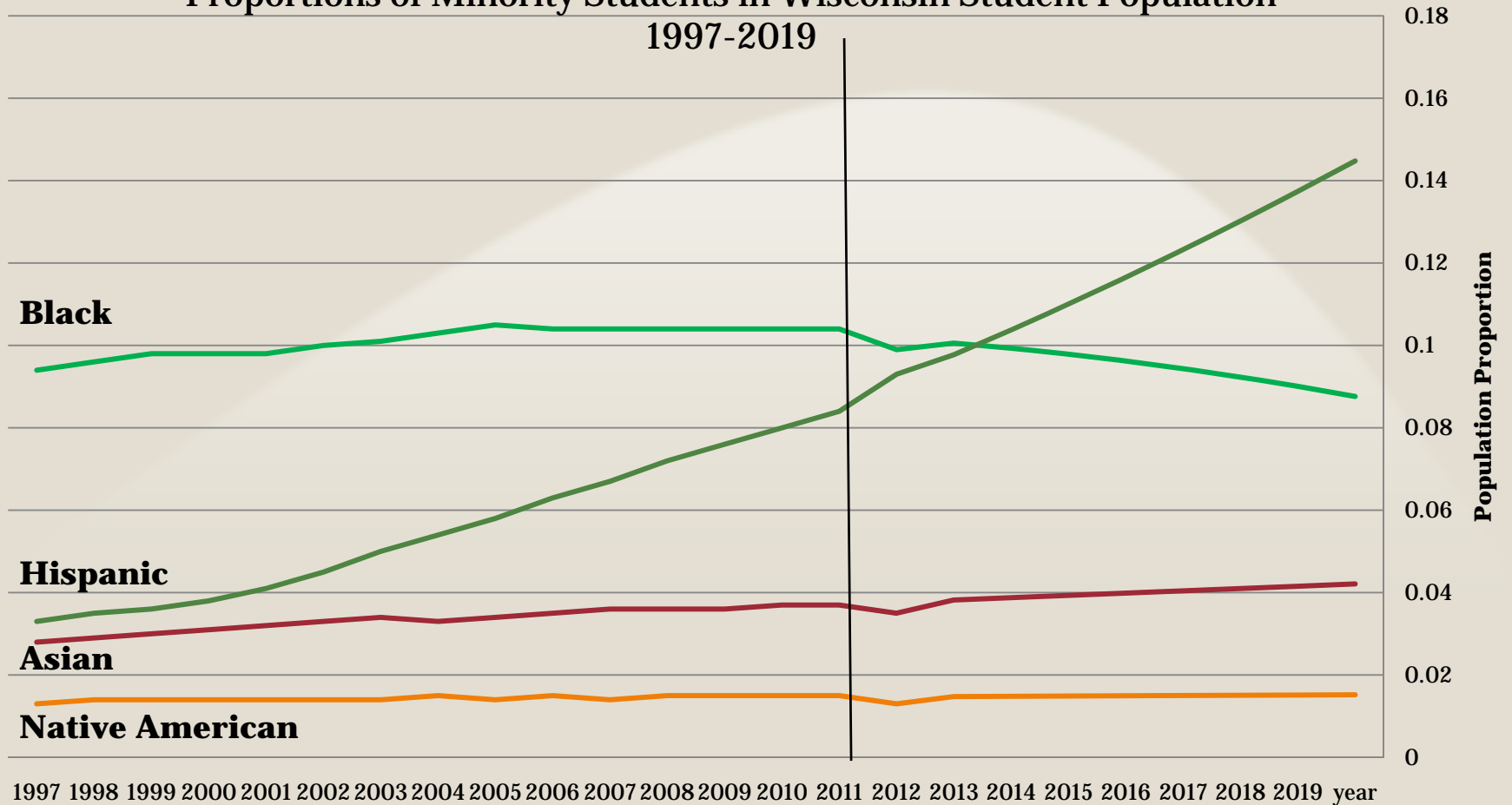
% of Students FRL

- 0-15%
- 15-25%
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- 35-50%
- >50%

State Trends – Race/Ethnicity



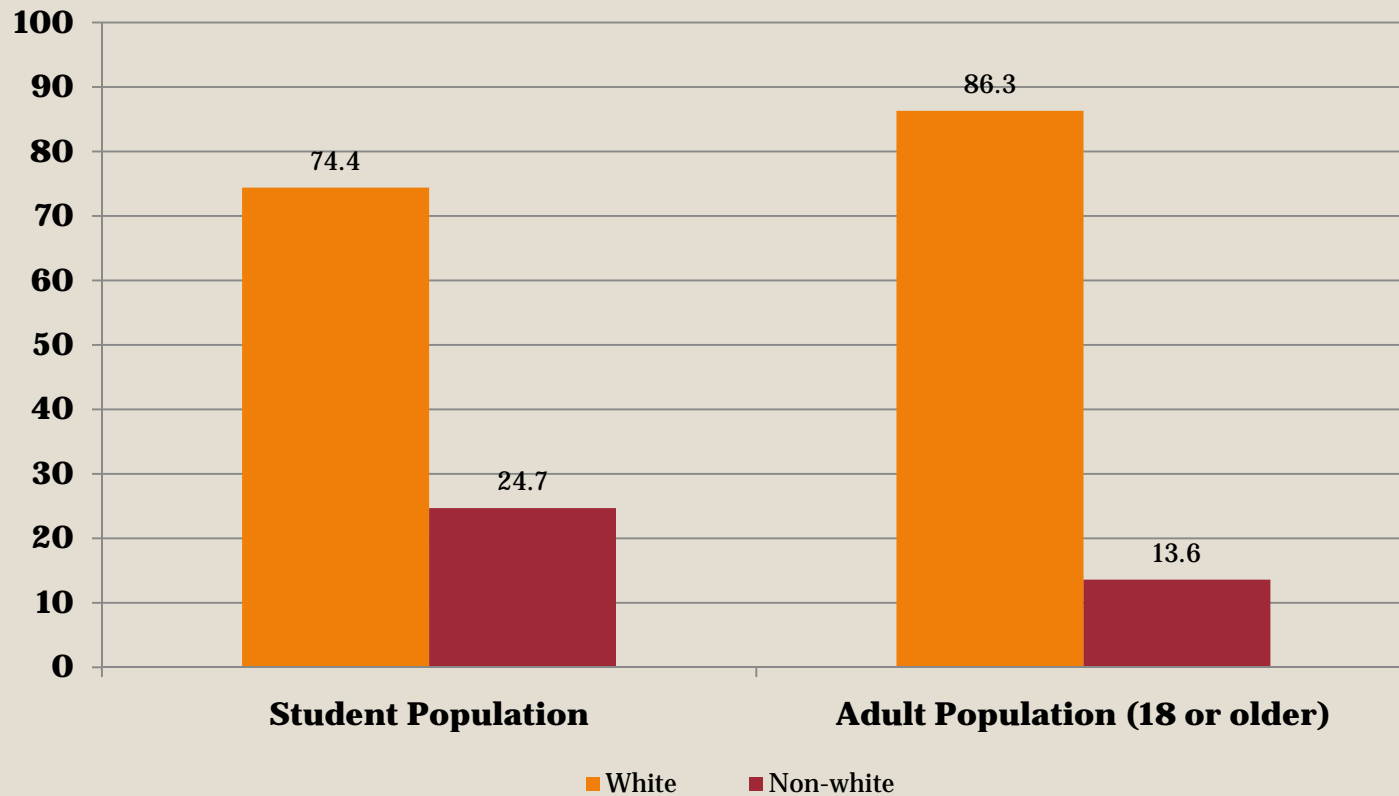
Proportions of Minority Students in Wisconsin Student Population
1997-2019



State Trends – Race/Ethnicity



**Percent of Population Minority-Majority
Based on 2010 US Census Data and WINSS Data**



Achievement Trends – State Test



Percent Proficient or Advanced by Race State Test (WKCE)

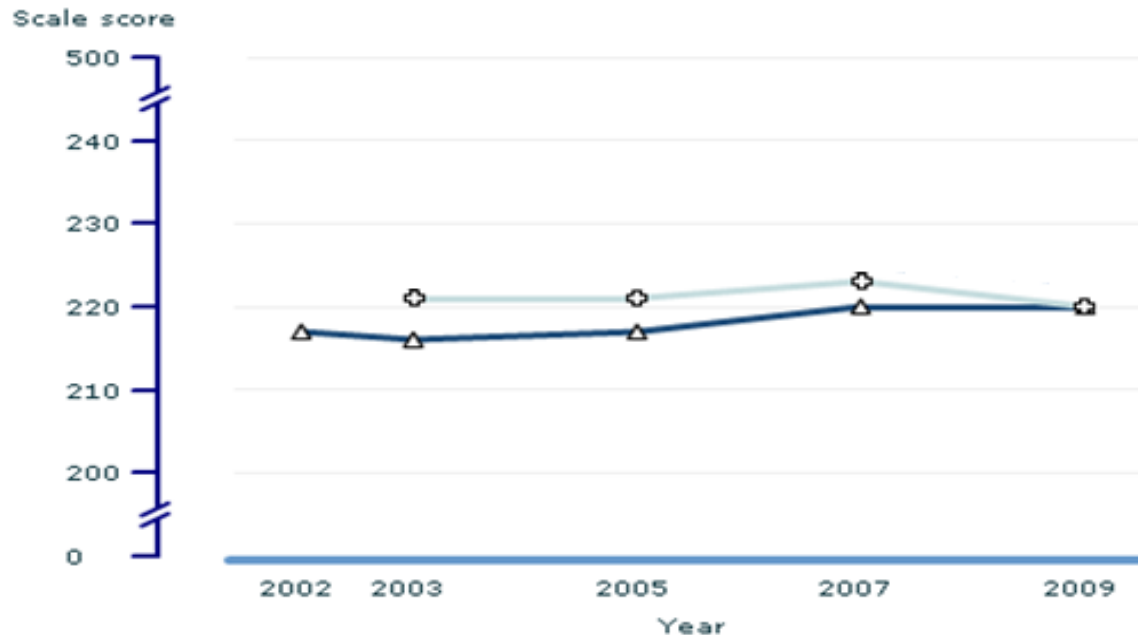
	2006-07	2007-08	2008-09	2009-10	2009-10
Asian	72.1%	73.8%	73.9%	75.6%	79.2%
Black	57.4%	56.5%	56.9%	57.6%	59.9%
Hispanic	63.7%	64.7%	64.8%	66.3%	69.7%
Native American	73.1%	73.2%	70.9%	71.4%	75.8%
White	87.7%	87.6%	86.9%	87.0%	88.3%
All Students	82.1%	81.9%	81.4%	81.6%	83.0%

Achievement Trends – National Test



Grade 4 NAEP Reading

Average scale scores for reading, grade 4 by jurisdiction for all students [TOTAL]
year: 2002, 2003, 2005, 2007, and 2009
All students



△ National public

+ Wisconsin

Achievement Trends – National Test



Grade 8 NAEP Reading

Average scale scores for reading, grade 8 by jurisdiction for all students [TOTAL]
year: 2003, 2005, 2007, and 2009
All students



△ National public

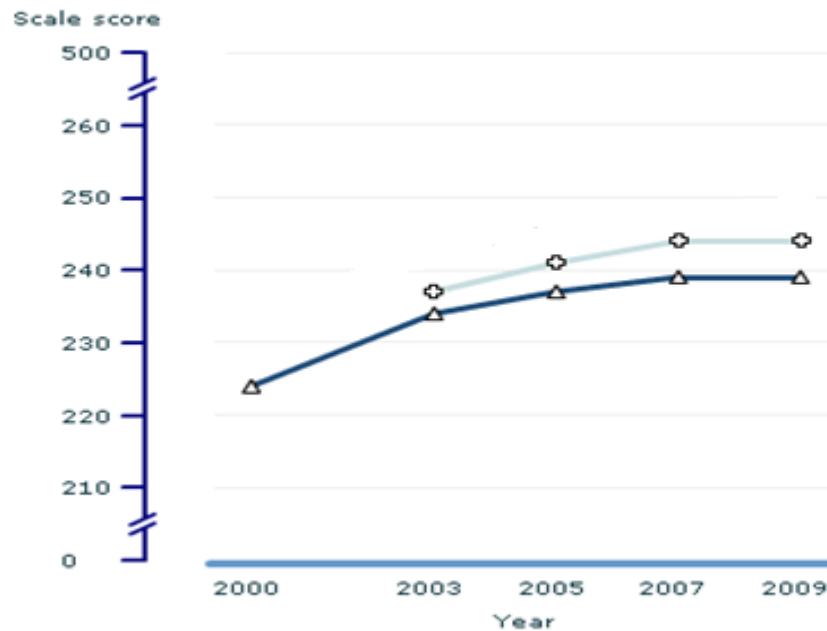
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Achievement Trends – National Test



Grade 4 NAEP Mathematics

Average scale scores for mathematics, grade 4 by jurisdiction for all students [TOTAL]
and year: 2000, 2003, 2005, 2007, and 2009
All students



△ National public

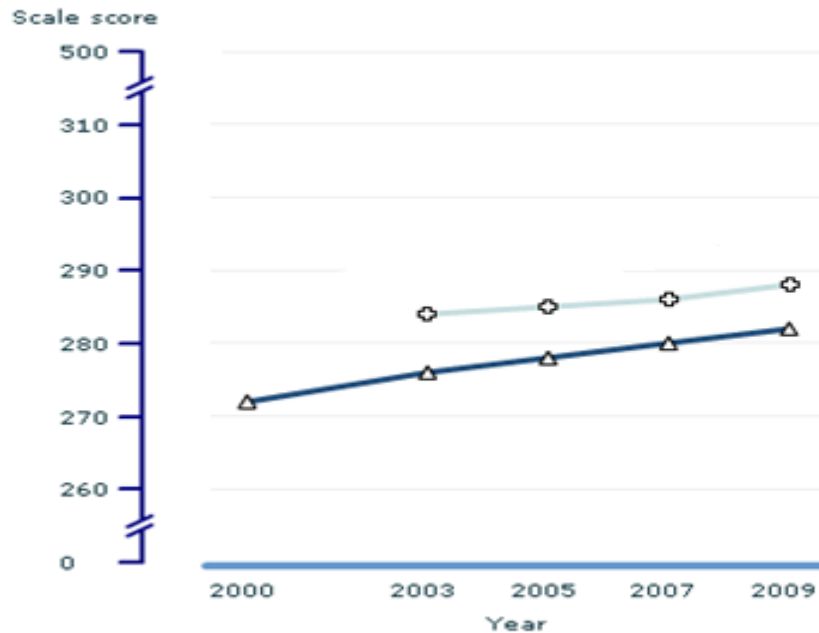
+ Wisconsin +

Achievement Trends – National Test



Grade 8 NAEP Mathematics

Average scale scores for mathematics, grade 8 by jurisdiction for all students [TOTAL] and year: 2000, 2003, 2005, 2007, and 2009
All students



△ National public

⊕ Wisconsin *

Achievement Trends - ACT



ACT Composite Scores – by Race and Ethnicity

	Wisconsin		Nation	
	2007	2011	2007	2011
Black	17.0	16.2	17.0	17.0
Native American	20.4	20.1	18.9	18.6
White	22.7	23.1	22.1	22.4
Hispanic/Latino	20.0	19.2	18.7	18.7
Asian	20.1	20.6	22.6	23.6
All Students	22.3	22.2	21.2	21.1

Achievement Trends – Graduation Rates



Graduation Rates by Race/Ethnicity

	2005-06	2006-07	2007-08	2008-09	2009-10
Asian	89.3%	91.0%	89.6%	90.3%	91.3%
Black	65.0%	68.0%	66.6%	66.4%	67.0%
Native American	74.6%	74.8%	74.9%	76.3%	78.5%
Hispanic	76.2%	75.4%	74.9%	76.7%	77.4%
White	92.9%	93.0%	92.9%	93.4%	94.1%

Achievement Trends – College Degrees



- **Post-secondary trends also reveal some challenges:**
 - 28% of Wisconsin's workforce holds a bachelor's degree or higher (2008, US Census Bureau).
 - Wisconsin places 26th in the nation in percent of population with a BA degree or higher.

The Urgency



- **There is national urgency to reform our educational systems, especially as it relates to our economic future as a nation.**
- **The urgency is no less in Wisconsin. Our state's economic future rests on educating all students to be college and career ready.**
 - Each year, nearly 7,000 students dropout of a Wisconsin high school.
 - Dropouts are estimated to earn nearly \$500,000 less throughout their work life than HS graduates.
 - HS graduates will earn \$1 million less throughout their work life than those with a bachelor's degree.