

PUBLIC SCHOOLS IN WISCONSIN

The 2001 Elementary and Secondary Education Act, often called the No Child Left Behind law, requires increased testing in the nation's public schools, along with sanctions for schools whose students do not meet specific targets.

In the fall of 2008, Wisconsin's students were tested in reading and mathematics in grades 3-8 and 10. Students in grades 4, 8, and 10 also were tested in language arts, science, social studies, and writing. Participation in testing by the National Assessment of Educational Progress (NAEP) also is required.¹

WHAT IS "ADEQUATE YEARLY PROGRESS" (AYP)?

Under No Child Left Behind, all states are required to meet Adequate Yearly Progress, or AYP. Under this law, 95% of students in each school must be tested in each content area every year, and a specific percentage of students tested in a school must score at the Proficient or Advanced levels in reading and mathematics. This year, 74% of students tested in a Wisconsin school and the district as a whole had to score Proficient or Advanced in reading. In mathematics, 58% of the students tested had to score at the Proficient or Advanced levels.

Wisconsin's schools and districts also must meet other requirements, including attendance and high school graduation rates. Sub-groups of students also must meet the same requirements.² If these targets are not met, the school (and perhaps the district) has failed to meet Adequate Yearly Progress (AYP).

Once the initial bar is set, all states must raise the bar over time in order to reach 100% proficient for all students tested by 2013-14.

WHAT ARE THE CONSEQUENCES FOR FAILING TO MEET ADEQUATE YEARLY PROGRESS?

If schools fail to meet Adequate Yearly Progress requirements for two consecutive years, they are identified as in need of improvement. As we move closer to 2013-14, the percent of schools in Wisconsin and throughout the nation that fail to meet Adequate Yearly Progress is projected to increase dramatically unless there are changes in the law. That year, 100% of tested students have to score Proficient or Advanced. Unless there are changes in the law, it will be increasingly difficult for schools to meet Adequate Yearly Progress by 2013-14.

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 in the district.

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.

If you have questions about the reports themselves or state testing, please contact the Office of Educational Accountability at the Wisconsin Department of Public Instruction at 1-800-441-4563 or 608-267-1072.

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%



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Prepared by the Wisconsin Education Association Council in cooperation with the Wisconsin Congress of Parents and Teachers

¹ Not all students take the national tests—only a representative statewide sample. See the following website for information about NAEP: <http://nces.ed.gov/nationsreportcard/>

² Reporting by separate subgroups is required only if there are 40 or more students in the subgroup. The subgroups are American Indian/Alaska Native; Asian/Pacific Islander; Black, not of Hispanic Origin; Hispanic; White, not of Hispanic Origin; Limited English Proficiency; Economically Disadvantaged; and Students with Disabilities.



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GREAT SCHOOLS

UNDERSTANDING YOUR CHILD'S TEST RESULTS

2008 - 2009

There are many ways to learn how your child is doing in school, including teacher conferences, report cards, graded student work, and conversations with your child. Test scores are another piece of information.

In the fall of 2008, students in grades 3, 5, 6, and 7 were tested by the State of Wisconsin in reading and mathematics. Students in grades 4, 8, and 10 were tested in reading and mathematics, and also in Language Arts, Science, Social Studies and Writing.

The tests, called the Wisconsin Knowledge & Concepts Examinations (WKCE), are mostly multiple choice with some short answer questions. These tests measure how well students have mastered Wisconsin's Model Academic Standards. Standards are statements of what students should know and be able to do in each content area.

These tests are called standardized because everything, from the directions given, to the time allowed to take the tests, to scoring and reporting, is uniform or "standardized." These procedures ensure that scores are as fair and reliable as possible.

"This is the eighth consecutive year that students in Wisconsin have been tested to meet the requirements of the federal No Child Left Behind Law. Significant changes in this law under the new administration are expected. It is anticipated that the law will be changed to allow schools and districts to use multiple measures of student learning, and not just the scores on standardized achievement tests."

As you review your child's results, keep in mind that test scores are only one indicator of what a student knows or can do. Testing experts warn against giving too much weight to the results of standardized achievement tests because they measure only a sample of what is taught and learned. In addition, paper and pencil tests of this type cannot measure all things of importance, including working with others on a project, conducting an experiment, playing a musical instrument, collecting information for a research study, writing a report, becoming a good citizen, or getting along with others. Finally, remember that all students have bad days and that many students experience test anxiety.



