



UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

MAR 12 2014

The Honorable Tony Evers  
State Superintendent of Public Instruction  
Wisconsin Department of Public Instruction  
P.O. Box 7841  
Madison, WI 53707-7841

Dear Superintendent Evers:

On November 18 and 22, 2013, a team from the U.S. Department of Education's (ED's) Office of Elementary and Secondary Education conducted Part B monitoring of the Wisconsin's implementation of its approved Elementary and Secondary Education Act of 1965, as amended (ESEA) flexibility request. Part B monitoring aims to continue the collaborative relationship that began during the request approval process, provide ED with a deeper understanding of each State educational agency's (SEA's) goals and approaches to implementing ESEA flexibility, and ensure that the SEA has the critical elements of ESEA flexibility in place to continue implementation of its plan.

The review focused on the following ESEA flexibility elements:

- SEA Systems and Processes, including Monitoring, Technical Assistance, Data Collection and Use, and Family & Community Engagement and Outreach
- Transitioning to and Implementing College- and Career-Ready Standards
- Adopting English Language Proficiency Standards
- Developing and Administering High-Quality Assessments
- Developing and Administering Alternate Assessments
- Developing and Administering English Language Proficiency Assessments
- Annually Reporting College-going and College-Credit Accumulation Rates
- Developing and Implementing a State-Based System of Differentiated Recognition, Accountability, and Support
- Reward, Priority, Focus, and Other Title I Schools
- State and Local Report Cards, and
- Teacher and Principal Evaluation and Support Systems

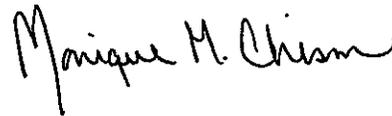
Enclosed is a summary report based upon this review. The report includes highlights of Wisconsin's implementation of ESEA flexibility and, for each indicator, a snapshot of Wisconsin's progress in implementing ESEA flexibility. In this section of the report, a status of "meeting expectations" or "not meeting expectations" indicates whether the SEA demonstrated that the element was carried out consistent with its approved ESEA flexibility request; it is not necessarily an indication of the quality of implementation of each element. The report also includes "next steps" that were discussed with the SEA during an exit conference conducted on December 6, 2013 to ensure that Wisconsin implements flexibility consistent with its approved request and the timelines and principles of ESEA flexibility. Wisconsin should respond to any "next steps" through the ESEA flexibility extension process. This report will be posted on the ESEA flexibility website. Additionally, in the coming months ED will issue

a comprehensive summary of each SEA's implementation of ESEA flexibility that includes information gathered through the Part B monitoring process and provides more detail about the innovative practices and common challenges that States are facing as they engage in the effective implementation of ESEA flexibility.

I want to thank you and your staff for the hard work you have undertaken to implement ESEA flexibility. If you have any questions or there are ways that ED staff can provide you additional support as you move forward in implementing your ESEA flexibility request, please feel free to reach out to your SEA's ESEA flexibility contact.

I look forward to continuing our work with you as you implement your ESEA flexibility request. Thank you for your commitment to Wisconsin's children.

Sincerely,

A handwritten signature in black ink that reads "Monique M. Chism". The signature is written in a cursive, flowing style.

Monique M. Chism, Ph.D.  
Director  
Student Achievement and  
School Accountability Programs

Enclosure

cc: Lynette Russell, Assistant State Superintendent