

ESEA FLEXIBILITY PART B MONITORING REPORT

MONITORING VISIT INFORMATION	
State Educational Agency (SEA)	<i>Wisconsin Department of Public Instruction</i>
Request Approved	<i>July 6, 2012</i>
Request Amended	<i>May 20, 2013</i>
ESEA Flex Monitoring Activity	<i>Part B Desk Monitoring</i>
Monitoring Review Date(s)	<i>November 18 and 22, 2013</i>
Exit Conference	<i>December 6, 2013</i>
Interviews Conducted	<i>Laura Adams, Emilie Amundson, Troy Couillard, Rachelle Greller, Diana Kasbaum, Mary Kleusch, Amy Marsman, Stephanie Petska, Katharine Rainey, Lynette Russell, Jonas Zuckerman</i>
U.S. Department of Education (ED) Monitors	<i>Emily Bank, Matthew Stern</i>

OVERVIEW OF ESEA FLEXIBILITY MONITORING

The U.S. Department of Education (ED) is committed to supporting State educational agencies (SEAs) as they implement ambitious reform agendas through their approved ESEA flexibility requests. Consistent with this commitment, ED has designed a monitoring process to assess an SEA's implementation of the principles of ESEA flexibility and the State-level systems and processes needed to support that implementation.

Part B Monitoring

In Part B monitoring, SEA implementation of ESEA flexibility was reviewed across several key areas: State-level Systems and Processes, Principle 1, Principle 2, and Principle 3, as outlined in the *ESEA Flexibility Part B Monitoring Protocol*. In each broad area, ED identified key elements that are required under ESEA flexibility and are likely to lead to increased achievement for students. Through examination of documentation submitted by the SEA and interviews with SEA staff, ED assessed the effectiveness of implementation of ESEA flexibility by identifying the extent to which an SEA:

1. Is ensuring that implementation is occurring consistent with the SEA's approved request and the principles and timelines of ESEA flexibility.
2. Is continuing to review and make adjustments to support implementation.
3. Is establishing systems and process to sustain implementation and improvements.

The report contains the following sections:

- *Highlights of the SEA's Implementation.* This section identifies key accomplishments in the SEA's implementation of ESEA flexibility.
- *Status of Implementation of ESEA Flexibility.* This section indicates whether or not the SEA has met expectations for each element of ESEA flexibility.
- *Elements Requiring Next Steps.* When appropriate, this section identifies any elements where the SEA is not meeting expectations and includes Next Steps that the SEA must take to meet expectations.
- *Recommendations to Strengthen Implementation.* This section provides recommendations to support the SEA in continuing to meet the principles and timelines of ESEA flexibility and

strengthening implementation.

- *Additional Comments.* When appropriate, this section includes any additional information related to the SEA’s implementation of ESEA flexibility not included elsewhere.

HIGHLIGHTS OF IMPLEMENTATION OF ESEA FLEXIBILITY

The SEA’s work includes the following key accomplishments relating to the implementation of ESEA flexibility and/or efforts to engage in a process of continuous review and analysis, particularly for those elements receiving a comprehensive review:

- DPI created tools for school-level and district-level leaders that provide a cross cutting view of several initiatives including implementation of College and Career Ready Standards (CCRS) and their aligned instruction and assessments, continuous data use for school improvement, and the Wisconsin Educator Effectiveness System (EE) system. The tool serves as a guide to how the initiatives can be implemented in concert with each other to maximize capacity.
- DPI provides funding to a selection of the highest-performing Reward Schools, identified as Spotlight Schools, to share promising practices with other schools across the State. Additionally, DPI has a competitive grant program (Teacher Fellowships) that provides teachers in reward schools with resources to fund personalized professional development; Fellows have an opportunity to share their expertise and experiences.
- DPI and Wisconsin educators are creating and implementing teacher and principal evaluation systems intended to identify specific strengths and areas of growth, to empower educators to improve their practice and, ultimately, improve student outcomes. DPI is using the EE system training to effectively reach all Wisconsin educators and provide training, resources, and communications supporting improved practice and instruction.

STATUS OF IMPLEMENTATION OF ESEA FLEXIBILITY

SEA Systems & Processes

Element	Status
Monitoring (EDGAR 80.40 and 2.G)	Meeting Expectations
Technical Assistance (2.G)	Meeting Expectations
Data Collection & Use (§9304(a)(6))	Meeting Expectations
Family & Community Engagement and Outreach (Implementation Letter)	Meeting Expectations

Principle 1

Element	Status
Transition to and Implement College- and Career-ready Standards (1.B)	Meeting Expectations
Adopt English Language Proficiency Standards (Assurance 2)	Meeting Expectations
Develop and Administer High-Quality Assessments (Assurance 3)	Not Meeting Expectations
Develop and Administer Alternate Assessments (Assurance 3)	Meeting Expectations
Develop and Administer English Language Proficiency Assessments (Assurance 4)	Meeting Expectations

Annually Reports College-going and College-credit Accumulation Rates (Assurance 5)	Meeting Expectations
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Principle 2

Element	Status
Develop and Implement a State-Based System of Differentiated Recognition, Accountability, and Support (2.A)	Meeting Expectations
Reward Schools (2.C)	Meeting Expectations
Priority Schools (2.D)	Not Meeting Expectations
Focus Schools (2.E)	Meeting Expectations
Other Title I Schools (2.F)	Meeting Expectations
State and Local Report Cards (§1111 of the ESEA; 2.B and Assurance 14)	Meeting Expectations

Principle 3

Element	Status
Teacher Evaluation and Support Systems (3.B)	Meeting Expectations
Principal Evaluation and Support Systems (3.B)	Meeting Expectations

ELEMENTS REQUIRING NEXT STEPS

Element	Develop and Administer High-Quality Assessments (Assurance 3)
Summary and Status of Implementation	In its request for ESEA flexibility, approved in 2012, DPI indicated that all students would take the Smarter Balanced Assessment Consortium (SBAC) assessment in the 2014-15 school year. DPI provided evidence, and confirmed through the monitoring interview, that it will use the SBAC assessment for grades three through eight and will administer ACT/ASPIRE in grades 9-11 beginning in 2014-15.
Next Steps	To meet expectations, DPI must update its ESEA flexibility request to reflect recent changes made to its assessment system through its request for extension of ESEA flexibility

Element	Priority Schools (2.D)
Summary and Status of Implementation	<p>DPI is required to ensure that LEAs are implementing interventions aligned with all of the turnaround principles in priority schools as indicated in its approved ESEA flexibility request, and to ensure that it is on track to implement interventions in all priority schools no later than the 2014–2015 school year. DPI provided evidence that most, but not all, of the requirements of this element were carried out consistent with its approved ESEA flexibility request and the principles and timelines outlined in the document ESEA Flexibility.</p> <p>Specifically, DPI did not have a clear process for requiring LEAs to demonstrate that principals in all priority schools are equipped to lead a turnaround effort, or to prevent ineffective teachers from transferring into priority schools.</p>

Element	Priority Schools (2.D)
Next Steps	Through its request for extension of ESEA flexibility DPI must provide evidence demonstrating how it is ensuring that that interventions aligned with all of the turnaround principles are implemented in all priority schools. Specifically, in order to meet expectations, it must provide evidence of how DPI is ensuring that the Milwaukee Public Schools LEA is reviewing the performance of the current principal and is either replacing the principal if such a change is necessary to ensure strong and effective leadership, or is demonstrating to DPI that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort.

RECOMMENDATION TO STRENGTHEN IMPLEMENTATION

The following recommendation is provided to support the SEA in continuing to meet the principles and timelines of ESEA flexibility and to strengthen implementation through continuous improvement and the establishment of systems and processes to sustain implementation and improvement.

- DPI should consider examining the results of improvement efforts in other Title I schools that failed to meet their AMOs, for all students or student subgroups, to determine if the alignment of Title I funds and the resources and supports provided by DPI are effective in improving student achievement and narrowing achievement gaps in these schools. Based on this review, DPI should consider making adjustments to the requirements for other Title I schools.

ADDITIONAL COMMENTS

- On June 30, 2013 the Wisconsin Legislature enacted Wisconsin Act 20 which requires a comprehensive review of the Common Core State Standards. ESEA flexibility requires that States adopt college- and career-ready standards in at least reading/language arts and mathematics. A State’s college- and career-ready standards must be either (1) standards that are common to a significant number of States; or (2) standards that are approved by a State network of institutions of higher education, which must certify that students who meet the standards will not need remedial course work at the postsecondary level. If the review required by Wisconsin Act 20 results in a change to the State’s standards, DPI will be required to indicate through its request for extension of ESEA flexibility how it will continue to meet the requirements of ESEA flexibility regarding college- and career-ready standards.
- During the monitoring interview, DPI indicated that it is planning on making several adjustments to its Educator Evaluation system as a result of lessons learned during the pilot. Through its request for extension of ESEA flexibility, DPI should submit an amendment to its request detailing these changes.