Revised State Template for the

Consolidated State Plan[1]

The Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act

U.S. Department of Education

Issued: March 2017

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Expiration Date: September 30, 2017

[1] The proposals outlined in the Wisconsin Consolidated State Plan do not have independent legal effect. They are subject to authorization and modification by Wisconsin statute or rule.

Introduction

Section 8302 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA),[2] requires the Secretary to establish procedures and criteria under which, after consultation with the Governor, a State educational agency (SEA) may submit a consolidated State plan designed to simplify the application requirements and reduce burden for SEAs. ESEA section 8302 also requires the Secretary to establish the descriptions, information, assurances, and other material required to be included in a consolidated State plan. Even though an SEA submits only the required information in its consolidated State plan, an SEA must still meet all ESEA requirements for each included program. In its consolidated State plan, each SEA may, but is not required to, include supplemental information such as its overall vision for improving outcomes for all students and its efforts to consult with and engage stakeholders when developing its consolidated State plan.

Completing and Submitting a Consolidated State Plan

Each SEA must address all of the requirements identified below for the programs that it chooses to include in its consolidated State plan. An SEA must use this template or a format that includes the required elements and that the State has developed working with the Council of Chief State School Officers (CCSSO).

Each SEA must submit to the U.S. Department of Education (Department) its consolidated State plan by one of the following two deadlines of the SEA's choice:

- **April 3, 2017**; or
- **September 18, 2017**.

Any plan that is received after April 3, but on or before September 18, 2017, will be considered to be submitted on September 18, 2017. In order to ensure transparency consistent with ESEA section 1111(a)(5), the Department intends to post each State plan on the Department's website.

Alternative Template

If an SEA does not use this template, it must:

1) Include the information on the Cover Sheet;
2) Include a table of contents or guide that clearly indicates where the SEA has addressed each requirement in its consolidated State plan;
3) Indicate that the SEA worked through CCSSO in developing its own template; and
4) Include the required information regarding equitable access to, and participation in, the programs included in its consolidated State plan as required by section 427 of the General Education Provisions Act. See Appendix B.

Individual Program State Plan

An SEA may submit an individual program State plan that meets all applicable statutory and regulatory requirements for any program that it chooses not to include in a consolidated State plan. If an SEA intends to submit an individual program plan for any program, the SEA must submit the individual program plan by one of the dates above, in concert with its consolidated State plan, if applicable.

[2] Unless otherwise indicated, citations to the ESEA refer to the ESEA, as amended by the ESSA.

Consultation

Under ESEA section 8540, each SEA must consult in a timely and meaningful manner with the Governor, or appropriate officials from the Governor's office, including during the development and prior to submission of its consolidated State plan to the Department. A Governor shall have 30 days prior to the SEA submitting the consolidated State plan to the Secretary to sign the consolidated State plan. If the Governor has not signed the plan within 30 days of delivery by the SEA, the SEA shall submit the plan to the Department without such signature.

Assurances

In order to receive fiscal year (FY) 2017 ESEA funds on July 1, 2017, for the programs that may be included in a consolidated State plan, and consistent with ESEA section 8302, each SEA must also submit a comprehensive set of assurances to the Department at a date and time established by the Secretary. In the near future, the Department will publish an information collection request that details these assurances.

For Further Information: If you have any questions, please contact your Program Officer at OSS.[State]@ed.gov (e.g., OSS.Alabama@ed.gov).

Cover Page

Contact Information and Signatures	
SEA Contact (Name and Position): Jennifer Kammerud, Policy Initiatives Advisor	Telephone: (608) 266-3390
Mailing Address: 125 South Webster Street PO Box 7841 Madison, WI 53707-7841	Email Address: jennifer.kammerud@dpi.wi.gov

By signing this document, I assure that:

To the best of my knowledge and belief, all information and data included in this plan are true and correct.

The SEA will submit a comprehensive set of assurances at a date and time established by the Secretary, including the assurances in ESEA section 8304.

Consistent with ESEA section 8302(b)(3), the SEA will meet the requirements of ESEA sections 1117 and 8501 regarding the participation of private school children and teachers.

Authorized SEA Representative (Printed Name) Jennifer Kammerud	Telephone: (608) 266-3390
Signature of Authorized SEA Representative (b)(6)	Date: 9/18/17
Governor (Printed Name) Governor Scott Walker	Date SEA provided plan to the Governor under ESEA section 8540: August 1, 2017
Signature of Governor	Date:

Programs Included in the Consolidated State Plan

Instructions: Indicate below by checking the appropriate box(es) which programs the SEA included in its consolidated State plan. If an SEA elected not to include one or more of the programs below in its consolidated State plan, but is eligible and wishes to receive funds under the program(s), it must submit individual program plans for those programs that meet all statutory and regulatory requirements with its consolidated State plan in a single submission.

☑ Check this box if the SEA has included all of the following programs in its consolidated State plan.

or

If all programs are not included, check each program listed below that the SEA includes in its consolidated State plan:

☐ Title I, Part A: Improving Basic Programs Operated by local educational Agencies

☐ Title I, Part C: Education of Migratory Children

☐ Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

☐ Title II, Part A: Supporting Effective Instruction

☐ Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

☐ Title IV, Part A: Student Support and Academic Enrichment Grants

☐ Title IV, Part B: 21st Century Community Learning Centers

☐ Title V, Part B, Subpart 2: Rural and Low-Income School Program

☐ Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth Program (McKinney-Vento Act)

Instructions

Each SEA must provide descriptions and other information that address each requirement listed below for the programs included in its consolidated State plan. Consistent with ESEA section 8302, the Secretary has determined that the following requirements are absolutely necessary for consideration of a consolidated State plan. An SEA may add descriptions or other information, but may not omit any of the required descriptions or information for each included program.

1. Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)

1. **Challenging State Academic Standards and Assessments** ***(ESEA section 1111(b)(1) and (2) and 34 CFR §§ 200.1–200.8.)***[3]

The State of Wisconsin has state academic standards in the areas of English language arts and mathematics that are rigorous, relevant, and promote career and college readiness. The state assessments are aligned to these academic standards.

Academic standards are written goals for what students should know and be able to do at a specific grade level or within a grade band. Standards in a subject area help ensure schools offer students the opportunity to acquire the knowledge and skills necessary for success in that academic area. The state has academic standards[4] in 28 areas of learning for students, as well as early learning standards from birth.

Wisconsin has developed a comprehensive process for reviewing and revising academic standards at the Wisconsin Department of Public Instruction. The process begins with a public notice of intent to review an academic area with an associated public comment period. The State Superintendent's Standards Review Council[5] then examines those comments and recommends whether or not to revise or develop standards in that academic area. The State Superintendent authorizes whether or not to pursue a revision or development process based on that recommendation.. Following this, a state writing committee is formed to work on revision or development of those standards for all grade levels. That draft is then made available for open review in order to get feedback from the public, key stakeholders, educators, and the legislature with further review by the State Superintendent's Standards Review Council. The State Superintendent then determines adoption of the standards.

2. **Eighth Grade Math Exception** (***ESEA section 1111(b)(2)(C) and 34 CFR § 200.5(b)(4)***):
   i. **Does the State administer an end-of-course mathematics assessment to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA?**
      - ☐ Yes
      - ☒ No

[3] The Secretary anticipates collecting relevant information consistent with the assessment peer review process in 34 CFR § 200.2(d). An SEA need not submit any information regarding challenging State academic standards and assessments at this time.

[4] All of Wisconsin's academic standards can be accessed at https://dpi.wi.gov/standards.

[5] The Standards Review Council membership can be accessed at https://dpi.wi.gov/sites/default/files/imce/standards/New%20pdfs/The%20State%20Superintendent%20Standards%20Council.pdf. Membership consists of higher education, school district, school board, parent, teacher, business and legislative representatives.

ii. **If a State responds "yes" to question 2(i), does the State wish to exempt an eighth-grade student who takes the high school mathematics course associated with the end-of-course assessment from the mathematics assessment typically administered in eighth grade under section 1111(b)(2)(B)(v)(I)(aa) of the ESEA and ensure that:**

a. **The student instead takes the end-of-course mathematics assessment the State administers to high school students under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;**

b. **The student's performance on the high school assessment is used in the year in which the student takes the assessment for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA;**

c. **In high school:**

1. **The student takes a State-administered end-of-course assessment or nationally recognized high school academic assessment as defined in 34 CFR § 200.3(d) in mathematics that is more advanced than the assessment the State administers under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;**
2. **The State provides for appropriate accommodations consistent with 34 CFR § 200.6(b) and (f); and**
3. **The student's performance on the more advanced mathematics assessment is used for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA.**

□ Yes
□ No

Not applicable.

iii. **If a State responds "yes" to question 2(ii), consistent with 34 CFR § 200.5(b)(4), describe, with regard to this exception, its strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school.**

Not applicable.

3. **<u>Native Language Assessments</u>** ***(ESEA section 1111(b)(2)(F) and 34 CFR § 200.6(f)(2)(ii)) and (f)(4)*****:**

i. **Provide its definition for "languages other than English that are present to a significant extent in the participating student population," and identify the specific languages that meet that definition.**

In Wisconsin, the definition of a language other than English that is present to a significant extent in the participating student population is a language that has a written form and is the first language of students who represent at least 20 percent of the pupils enrolled in grades K-12 who are current or former English learners.

The 20 percent threshold ensures there is an adequate size group of English learner students who both read and write in their first language and therefore would benefit from a translated test. Former English learners are included to ensure representation of younger siblings who will enter K-12 in the near future.

The only language currently meeting this definition is Spanish. In Wisconsin, sixty-six percent of English learners indicate Spanish is their first language. Wisconsin's second largest non-English language group, at 16 percent of English learners, speaks Hmong. 149 other languages are present in Wisconsin, with none used by more than 2 percent of enrolled English learners.

The table below lists the 10 languages other than English spoken by 90 percent of Wisconsin English learners in grades K-12. 141 other languages are used by the remaining 10 percent of English learners.

Language other than English	**Student count**	**Percentage**
Spanish	46,203	65
Hmong	11,390	16
Arabic	1,267	2
Chinese, Mandarin	1,074	2
Somali	1,071	2
Burmese	598	< 1
Russian	563	< 1
Karen, S'Gaw	556	< 1
Vietnamese	476	< 1
Albanian, Gheg	472	< 1
All others (141 languages)	7,103	10
Totals	70,766	100

ii. Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available.

The Wisconsin Forward Exam, which is given in grades 3-8, is available as a stacked translation in Spanish for mathematics and science. For The ACT with writing in grade 11, students may use approved Spanish-English, word-to-word bilingual dictionaries and translated, written test directions.

iii. Indicate the languages identified in question 3(i) for which yearly student academic assessments are not available and are needed.

No additional assessment in a language other than English is needed. For Spanish, the single language present to a significant extent, Wisconsin already has a translated version of the grades 3-8 assessment and allows word-to-word bilingual dictionaries and translated test directions for the high school assessment.

iv. Describe how it will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population including by providing:

a. The State's plan and timeline for developing such assessments, including a description of how it met the requirements of 34 CFR § 200.6(f)(4);

b. A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and

c. As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.

Under 34 CFR § 200.6(f)(4) states are required to address three issues. They are:

1. Ensure that the definition of "languages other than English that are present to a significant extent in the participating student population" encompasses at least the most populous language other than English spoken by the State's participating student population;
2. Consider languages other than English that are spoken by distinct populations of English learners, including English learners who are migratory, English learners who were not born in the United States, and

English learners who are Native Americans; and

3. Consider languages other than English that are spoken by a significant portion of the participating student population in one or more of a State's LEAs as well as languages spoken by a significant portion of the participating student population across grade levels.

Wisconsin has addressed all three requirements. As discussed in (i) and (ii), above, Wisconsin already has a translated version of the grades 3-8 assessment and allows word-to-word bilingual dictionaries and translated test directions for the high school assessment. As a result, no further effort to develop assessments in languages other than English is being undertaken.

Wisconsin relied on discussions with and input from the following groups:

- A statewide network of school district Title III coordinators, which meets semiannually to provide continual input to WDPI on topics related to English learners, assessment, and accountability.
- The Wisconsin Department of Public Instruction (WDPI) Office of Student Assessment's Title III Stakeholder Group, a group of 40 English learner staff from large and small school districts across the state and representatives from Cooperative Educational Service Agencies (CESA's).
- CESA School Improvement Specialists (CESA SIS), which meets monthly and is comprised of one representative from each of the state's twelve CESAs.
- State Superintendent's Equity Council.[6]
- ACT's Blue Ribbon Panel on English Learners, in which Wisconsin was represented, which provided the input leading to ACT updating the types of supports allowed for English learners.

4. <u>Statewide Accountability System and School Support and Improvement Activities</u> *(ESEA section 1111(c) and (d))*:

i. <u>Subgroups</u> *(ESEA section 1111(c)(2))*:

a. List each major racial and ethnic group the State includes as a subgroup of students, consistent with ESEA section 1111(c)(2)(B).

Wisconsin will base calculations on the subgroups required in ESEA section 1111(c)(2)(B). They include:

- Major racial and ethnic groups: American Indian or Alaskan Native, Asian, Black or African American, Hispanic/Latino, Native Hawaiian or Other Pacific Islander, Two or More, and White;
- Economically disadvantaged students;
- Students with disabilities; and

[6] A list of Equity Council members can be accessed at https://dpi.wi.gov/statesupt/equity-council.

- English learners.

b. **If applicable, describe any additional subgroups of students other than the statutorily required subgroups (*i.e.*, economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners) used in the Statewide accountability system.**

Wisconsin has a state statutory accountability system that results in school and school district report cards. This state system is also applied to private schools in the Wisconsin, Racine, and Milwaukee Parental Choice Programs. Any additional subgroups would be discussed with the state legislature and Governor for inclusion in that system. This state system is separate from the federal accountability system required under the Every Student Succeeds Act. For purposes of federal requirements, Wisconsin will not include any additional subgroups in its system of federal accountability.

c. **Does the State intend to include in the English learner subgroup the results of students previously identified as English learners on the State assessments required under ESEA section 1111(b)(2)(B)(v)(I) for purposes of State accountability (ESEA section 1111(b)(3)(B))? Note that a student's results may be included in the English learner subgroup for not more than four years after the student ceases to be identified as an English learner.**

☒ Yes
☐ No

d. **If applicable, choose one of the following options for recently arrived English learners in the State:**

☒Applying the exception under ESEA section 1111(b)(3)(A)(i); or
☐ Applying the exception under ESEA section 1111(b)(3)(A)(ii); or
☐ Applying the exception under ESEA section 1111(b)(3)(A)(i) or under ESEA section 1111(b)(3)(A)(ii). If this option is selected, describe how the State will choose which exception applies to a recently arrived English learner.

ii. <u>Minimum N-Size</u> ***(ESEA section 1111(c)(3)(A))*:**

a. **Provide the minimum number of students that the State determines are necessary to be included to carry out the requirements of any provisions under Title I, Part A of the ESEA that require disaggregation of information by each subgroup of students for accountability purposes.**

Wisconsin's minimum n-size (otherwise known as group size) for federal accountability purposes will remain at 20 students as has been

past practice. We will continue to use the same n-size for all students and each subgroup.

b. Describe how the minimum number of students is statistically sound.

When determining a minimum n (group)-size for accountability purposes, WDPI weighed three considerations:

1. Inclusion of students in the federal accountability system, with a goal of including as many students as reasonably possible;
2. Validity and reliability of metrics based on the given n-size; and
3. Ability to maintain student privacy when publicly reporting the results.

The n-size of 20 is the result of significant discussion and study that began over six years ago. Wisconsin made a meaningful shift from a minimum n-size for accountability purposes of 40 students to 20 students five years ago as part of a new phase of accountability for the state, reflected in the state's ESEA Flexibility Request under No Child Left Behind. This change was based on extensive stakeholder engagement with groups and individuals representing students with disabilities, English learners, Native American students, the Governor, the chairs of the Senate and Assembly education committees, school and district leadership, school boards, teachers, and parents. These stakeholders agreed upon the desire to have an accountability system that allowed for the representation of as many schools and subgroups as possible but that also presented statistically valid and reliable data.

An accountability design team comprised of representatives from these groups provided extensive input on Wisconsin's ESEA flexibility request in 2011 and WDPI held additional meetings with stakeholders to review impact data and discuss the policy change. The change from a minimum n-size from 40 to 20 students greatly increased the representation of all subgroups in the accountability system. WDPI analyses at that time revealed that the percentage of schools included in the state accountability system for the economically disadvantaged subgroup increased from 56.2 percent to 75.7 percent; 14.9 percent to 43.3 percent for the students with disabilities subgroup; and 6.6 percent to 13.0 percent for the English learner (EL) subgroup. All racial and ethnic subgroups also saw increased representation at the school-level. These data were included in Wisconsin's ESEA waiver, which was approved with the n-size of 20.

The question of n-size was again raised in recent stakeholder engagement, specific to ESSA implementation and the state's proposed plan. Stakeholders support Wisconsin's n-size of 20, and were given

opportunity to provide input on group size. Stakeholders reaffirmed the desire to maintain a balance between inclusion of subgroups and inclusion of a valid and reliable group size. As the state's accountability system under ESSA will be used to identify schools for comprehensive and targeted support, it is important to utilize an n-size that provides meaningful differences between groups. Wisconsin's stakeholders support the n-size of 20 in ESSA accountability calculations.

As such, Wisconsin does not plan either to increase or lower the n-size. Increasing beyond n=20 would mean a loss of subgroup representation. Decreasing below n=20 would mean a loss of reliability and statistical soundness. As the table below shows, a smaller n-size would increase the number of subgroups included in the accountability system, but there are significant concerns about whether a very small number of students would drive perceived meaningful difference of outcomes. For example, at an n-size of 20, two students account for 10 percent of the measured results, while at an n-size of 10, one student could prompt a 10 percent change in outcomes. It is not reasonable to have only one student impact outcomes so significantly, from both statistical and practical perspectives. Furthermore, our stakeholders indicated that they do not want an accountability system in which one student's performance disproportionately impacts results.

Comparison of the Number of Schools and Students Included with N-Sizes of 20 and 10, 2015-16 School Year

	Number of Schools	% of Schools Included in Accountability	Number of Students	% of Students Included
	All Students			
Current Cell Size (N = 20)	1,945	92.00%	408,628	99.80%
Cell Size = 10	1,994	94.30%	409,344	99.90%
	American Indian			
Current Cell Size (N = 20)	39	1.80%	2,249	46.60%
Cell Size = 10	77	3.60%	2,783	57.70%
	Asian			
Current Cell Size (N = 20)	223	10.50%	9,858	63.70%
Cell Size = 10	427	20.20%	12,704	82.10%
	Black			
Current Cell Size (N = 20)	350	16.60%	28,790	83.80%
Cell Size = 10	529	25.00%	31,177	90.70%
	Hispanic			
Current Cell Size (N = 20)	561	26.50%	36,492	80.40%
Cell Size = 10	935	44.20%	41,664	91.80%
	Two or More			
Current Cell Size (N = 20)	120	5.70%	3,599	31.30%
Cell Size = 10	395	18.70%	7,241	62.90%
	White			
Current Cell Size (N = 20)	1,799	85.10%	296,032	99.40%
Cell Size = 10	1,873	88.60%	297,098	99.80%
	English Learner			
Current Cell Size (N = 20)	297	14.00%	15,107	70.30%
Cell Size = 10	545	25.80%	18,499	86.10%
	Students with Disabilities			
Current Cell Size (N = 20)	1,049	49.60%	43,732	82.10%
Cell Size = 10	1,557	73.70%	51,058	95.90%
	Economic Disadvantaged			
Current Cell Size (N = 20)	1,628	77.00%	153,733	97.50%
Cell Size = 10	1,841	87.10%	156,885	99.50%

c. **Describe how the minimum number of students was determined by the State, including how the State collaborated with teachers, principals, other school leaders, parents, and other stakeholders when determining such minimum number.**

Wisconsin discussed maintaining n-size with advocates representing a number of stakeholders including the civil rights community, English learners, leaders from Native American tribes, disability rights advocates, parents, legislators, the Governor's office, the teacher's union, school and district administrators (i.e. principals, superintendents, special education directors, and business managers), school board members, school and district staff, staff from regional education service agencies, and representatives from Wisconsin's charter and choice school communities. These discussions were held through multiple avenues, including listening sessions held across the state, individual meetings with different organizations, and discussions with the State Superintendent's Equity in ESSA Stakeholders Council.[7] All of the aforementioned groups are represented on that council, and all were invited to provide feedback on the proposed n-size in future conversations and via the public comment periods.

The n-size discussion was also thoroughly vetted with stakeholders when the state lowered its minimum n-size from 40 to 20 students five years ago. That stakeholder engagement included groups and individuals representing students with disabilities, English learners, Native American students, legislators, school and district leadership, school boards, teachers, and parents. An accountability design team comprised of representatives from these groups provided extensive input on Wisconsin's ESEA Flexibility Request and WDPI held additional meetings with stakeholders to review impact data and discuss the policy change. The change from a minimum n-size from 40 to 20 students greatly increased the representation of subgroups in Wisconsin's accountability system.

d. **Describe how the State ensures that the minimum number is sufficient to not reveal any personally identifiable information.**[8]

For accountability purposes, Wisconsin will not identify n-sizes below 20. Wisconsin will continue to report any n-size below 20 students as indicated by <20 in public reporting and display an asterisk in place of

[7] A list of Equity Council members can be accessed at https://dpi.wi.gov/statesupt/equity-council.

[8] Consistent with ESEA section1111(i), information collected or disseminated under ESEA section 1111 shall be collected and disseminated in a manner that protects the privacy of individuals consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g, commonly known as the "Family Educational Rights and Privacy Act of 1974"). When selecting a minimum n-size for reporting, States should consult the Institute for Education Sciences report "Best Practices for Determining Subgroup Size in Accountability Systems While Protecting Personally Identifiable Student Information" to identify appropriate statistical disclosure limitation strategies for protecting student privacy.

data. This redaction protects the privacy of students who are members of small subgroup populations and prevents any release of personally identifiable information.

This described procedure ensures that the privacy of individuals for accountability purposes is protected consistent with the requirements in ESEA section 1111(i). The privacy of Wisconsin students is primary and is protected by Federal law, state statutes, and WDPI policy.[9]

e. If the State's minimum number of students for purposes of reporting is lower than the minimum number of students for accountability purposes, provide the State's minimum number of students for purposes of reporting.

WDPI requires accountability reporting to use the rule as described above under (d) for group size that is less than 20.

Wisconsin plans to include all required reporting elements based on the non-accountability provisions under section 1111(h)(1) in our WISEdash Public Portal.

While all elements will be located off of our WISEdash public portal, WDPI is requesting the Department of Education, consistent with its authority under section 4(b) of NCLB to the ESSA, to allow the WDPI flexibility to provide for the orderly transition to, and implementation of, reporting requirements related to 1) students with a parent who is a member of the Armed Forces on active duty under ESEA section 1111(h)(1); and 2) per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures as required under ESEA section 1111(h)(1)(C)(x).

Wisconsin does not yet collect data on students with a parent in the Armed Forces. As WDPI will need to collect this information from school districts through the various student information systems used by LEAs we need additional time to ensure consistent business rules are created and applied to allow those systems to upload this information into our state-level data collection. Wisconsin plans to first collect this information in the 2018-19 school year.

Per pupil expenditures are also not included in Wisconsin's current data collection. As a result, the WDPI will need to build out the necessary infrastructure to collect this information from LEAs and report it out using audited data. Accordingly, WDPI is requesting flexibility so we may use audited data that is accurate and comparable. We plan to have

[9] For more information on student data privacy at DPI, please see https://dpi.wi.gov/wise/data-privacy.

this data set available in the 2019-20 school year. This flexibility will greatly enhance the quality of the data to allow for a better and more accurate review of resource allocation.

The WISEdash Public Portal[10] is WDPI's public reporting system for state and federal non-accountability reporting requirements. WISEdash uses a dynamic redaction technology, which was developed and informed by the statewide longitudinal data systems (SLDS) technical brief on redaction published by NCES.[11]

WDPI avoids disclosure of confidential information on small groups of students by avoiding both direct and indirect disclosure of individual student data. Upon user filtering, the WISEdash public portal's aggregated datasets must comply with a strict hierarchy of redaction rules which includes redacting data with a cell size less than six, effectively masking potentially identifiable variables. The WISEdash Public Portal displays an asterisk * in a dashboard's data table instead of a number in order to mask data for small groups of students.

These procedures ensure the privacy of individuals consistent with the requirements in ESEA section 1111(i). The privacy of Wisconsin students is primary and is protected by Federal law, state statutes, and WDPI policy.[12]

iii. Establishment of Long-Term Goals *(ESEA section 1111(c)(4)(A))*:

a. Academic Achievement. *(ESEA section 1111(c)(4)(A)(i)(I)(aa))*

1. Describe the long-term goals for improved academic achievement, as measured by proficiency on the annual statewide reading/language arts and mathematics assessments, for all students and for each subgroup of students, including: (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; and (iii) how the long-term goals are ambitious.

Wisconsin has set the ambitious goal of cutting the achievement gap in half for each subgroup within six years. For English Language Arts (ELA), this means a 1.0 percentage point annual

[10] http://wisedash.dpi.wi.gov

[11] http://nces.ed.gov/pubs2011/2011603.pdf

[12] Further information regarding direct/indirect disclosure and data redaction in the WISEdash Public Portal can be found at http://wise.dpi.wi.gov/wisedash_redaction. Examples of data suppression in the WISEdash Public Portal can be found at http://wise.dpi.wi.gov/wisedash_graphs-nodata. Definitions of specific redaction terms in the WISEdash Public Portal can be found at http://wise.dpi.wi.gov/wisedash_glossary. For more information on student data privacy at DPI, please see https://dpi.wi.gov/wise/data-privacy.

increase in grade-level proficiency for the all students group. Higher annual increases are required for the other subgroups – ranging from 1.6 percentage points in grade-level proficiency for Asian students to 4.0 percentage points in grade-level proficiency for black students. For mathematics, it means a 1.0 percentage point annual increase in proficiency rate for the all students group. Higher annual increases are required for the other subgroups – ranging from 1.4 percentage points for Asian students to 4.2 percentage points for black students. While the targets are specific to each subgroup, the length of time to halve the gap is six years for all groups.

The goal to cut the gap in half reflects Wisconsin's expectation that all students graduate from high school ready for college and career, and the urgency needed to ensure that this expectation must be met for all students, regardless of race, income and ability. At the conclusion of the six-year timeline, after the 2023-24 school year, the state can reevaluate – and potentially reset – the annual targets needed to close the achievement gaps entirely, essentially creating a second six-year term. As part of Wisconsin's public consultation, stakeholders indicated it was important to set a timeline of six years, not twelve (or a two-stage six-year plan) to help convey the urgency of change required to equitably meet the needs of underserved students.

The six-year timeline is also aligned to the research on implementation science. That research has shown that for school turnaround efforts to be consequential and sustained, up to seven years of implementation with fidelity are required to see measurable improvement. This helped inform the decision of a six-year timeline. Stakeholders felt it was neither too long that it loses urgency nor too short that it sacrifices sustainability.

Wisconsin's goal to halve the achievement gap is ambitious. The goal calls for subgroups to maintain annual progress of between about 1.5 percentage points and up to more than 4 percentage points for those subgroups that have the largest gap. This means that the black subgroup is expected to have more annual growth in proficiency rate of both ELA and mathematics during the goal timeline than was realized over the previous six-year period. The students with disabilities group must also realize annual proficiency rate increases in mathematics that eclipse the entirety of the growth in the prior six-year timeline as well as yearly increases in ELA about one percentage point less than that of the previous six years of growth, combined. At the same time, the proficiency rate expectation for all students

and higher performing subgroups continues to increase by 1 percentage point annually, meaning gap closure will not be caused by stagnation among higher performers. This makes it clear that all students in all subgroups are expected to continue to improve their performance.

As Wisconsin's proficiency cut scores are already aligned to the National Assessment of Educational Progress (NAEP) we are assured that not only are the state's grade-level expectations ambitious, they are rigorous and aligned with college readiness expectations – not just within Wisconsin's institutions of higher education but also with national and international benchmarks.

In the following tables, 2015-16 proficiency rates for each student subgroup are used as the baseline.

English Language Arts
Baseline Data and Long-Term Goals

Group	2015-16 ELA Proficiency Rates	6-Year Goal	Required Annual Increase in Percentage Points
All Students	42.3%	48.3%	1.0%
Amer Indian	23.1%	42.2%	3.2%
Asian	41.8%	51.5%	1.6%
Black	13.8%	37.7%	4.0%
Hispanic	25.1%	43.1%	3.0%
Pacific Isle	38.8%	50.2%	1.9%
Two or More	38.0%	49.4%	1.9%
White	49.2%	55.2%	1.0%
Econ Disadvantaged	25.6%	45.4%	3.3%
*Not Econ Disadvantaged**	*53.1%*	*59.1%*	*1.0%*
English Learner	10.6%	33.4%	3.8%
*English Proficient**	*44.1%*	*50.1%*	*1.0%*
Students with Disabilities	13.6%	36.4%	3.8%
*Students without Disabilities**	*46.8%*	*52.8%*	*1.0%*

*These groups are presented for comparison purposes only; goals are set with a focus on improving outcomes for traditionally marginalized populations and are not measured for these comparison groups.

Mathematics
Baseline Data and Long-Term Goals

Group	2015-16 Mathematics Proficiency Rates	6-Year Goal	Required Annual Increase in Percentage Points
All Students	41.2%	47.2%	1.0%
Amer Indian	20.5%	40.4%	3.3%
Asian	43.7%	52.2%	1.4%
Black	10.3%	35.5%	4.2%
Hispanic	21.7%	41.5%	3.3%
Pacific Isle	37.3%	49.3%	2.0%
Two or More	35.3%	47.9%	2.1%
White	48.7%	54.7%	1.0%
Econ Disadvantaged	23.8%	44.2%	3.4%
*Not Econ Disadvantaged**	*52.5%*	*58.5%*	*1.0%*
English Learner	12.8%	33.8%	3.5%
*English Proficient**	*42.8%*	*48.8%*	*1.0%*
Students with Disabilities	13.6%	35.8%	3.7%
*Students without Disabilities**	*45.5%*	*51.5%*	*1.0%*

*These groups are presented for comparison purposes only; goals are set with a focus on improving outcomes for traditionally marginalized populations and are not measured for these comparison groups.

2. **Provide the measurements of interim progress toward meeting the long-term goals for academic achievement in Appendix A.**

Wisconsin reports proficiency rates for all student groups annually. As such, interim progress toward the long-term goals will be measured for all students and all subgroups in English language arts and mathematics each year. This coincides with Wisconsin's plan to annually examine the performance of comprehensive and targeted support schools in regards to exit criteria.

Wisconsin will also annually measure and report on the following accountability indicators:

- Academic achievement,
- Student growth,
- Progress in attaining English language proficiency,
- Graduation, and
- Chronic absenteeism.

As Wisconsin has identified the required annual increases in proficiency necessary to halve the gap in the state's long-term goals, the state will be able to quickly see, and clearly display, the progress towards those goals each year.

See Appendix A for specific interim progress goals for all students and for each subgroup.

3. **Describe how the long-term goals and measurements of interim progress toward the long-term goals for academic achievement take into account the improvement necessary to make significant progress in closing statewide proficiency gaps.**

Wisconsin's long-term goals are set with the intention of halving the current achievement gaps in six years. In establishing the long-term goals, Wisconsin also provided annual increases required for each subgroup to achieve this goal. At the end of the six-year timeline, the expectation is that the gaps will be cut in half. As that timeline is lengthened, but the same goal trajectory maintained, gaps would be expected to close in twelve years.

See Appendix A for specific interim progress goals for all students and for each subgroup.

b. <u>Graduation Rate</u>. *(ESEA section 1111(c)(4)(A)(i)(I)(bb))*

1. **Describe the long-term goals for the four-year adjusted cohort graduation rate for all students and for each subgroup of students, including: (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; and (iii) how the long-term goals are ambitious.**

Wisconsin's long-term graduation goal, consistent with the ambition of Wisconsin's other long-term goals, is to halve the graduation gap within six years. Stakeholders, including the State Superintendent's Equity in ESSA Stakeholders Council and the Wisconsin Legislature, have expressed interest in ensuring that the goals strike a balance between ambition and achievability, insisting that the goals reflect both the urgency that the achievement and graduation gaps necessitate as well as to allow time for school improvement efforts to take effect. The goal to halve the gap within six years conveys both a need to remediate unequal outcomes and permits time for schools to address their gap. As a consequence, the goals are necessarily ambitious.

Using recent graduation rate trends, goals are set for each of the comparison student groups (white, not economically disadvantaged, English language proficient, and students without disabilities) as well as the all students group to exceed a 90 percent four-year graduation rate by the end of six years. Based on baseline rates, the goals for the comparison student groups range from 90.4 percent for all students to 95.5 percent for students who are not economically disadvantaged. All comparison groups have annual targets to increase graduation rates by approximately 0.3 percentage points. The resulting long-term rates for target subgroups to close the gaps with the comparison groups within six years extend from 77.6 percent for English learners to 93.4 percent for Asian students. Annual required increases range from 0.4 percentage points for Asian students to 2.7 percentage points for black students.

In the following table, 2014-15 graduation rates for each student subgroup are used as the baseline.

Four-Year Graduation Rates
Baseline Data and Long-Term Goals

Student Group	2015 4-year Adjusted Cohort Graduation Rate	Long-Term Goal (6-Year Period)	Required Annual Increase in Percentage Points
All Students	88.4%	90.4%	0.3%
Amer Indian	78.1%	87.1%	1.5%
Asian	90.7%	93.4%	0.4%
Black	64.0%	80.1%	2.7%
Hispanic	77.5%	86.8%	1.6%
Pacific Isle	84.5%	90.3%	1.0%
Two or More	85.5%	90.8%	0.9%
White	92.9%	94.5%	0.3%
Econ Disadvantaged	77.3%	87.3%	1.7%
*Not Econ Disadvantaged**	*93.7%*	*95.5%*	*0.3%*
English Learner	62.2%	77.6%	2.6%
*English Proficient**	*89.0%*	*91.0%*	*0.3%*
Students with Disabilities	67.5%	81.2%	2.3%
*Students without Disabilities**	*91.1%*	*93.0%*	*0.3%*

*These groups are presented for comparison purposes only; goals are set with a focus on improving outcomes for traditionally marginalized populations and are not measured for these comparison groups.

2. If applicable, describe the long-term goals for each extended-year adjusted cohort graduation rate, including (i) baseline data; (ii) the timeline for meeting the long-term

goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; (iii) how the long-term goals are ambitious; and (iv) how the long-term goals are more rigorous than the long-term goal set for the four-year adjusted cohort graduation rate.

Wisconsin's extended-year graduation rate goals are based on a seven-year graduation rate.

Wisconsin stakeholders have emphasized a desire for the extended-year graduation rate to be consistent with the provisions of Free Appropriate Public Education (FAPE) for Students with Disabilities. Federal law and Wisconsin statute allow for students with disabilities to receive services until the age of 21, three years beyond the age at which most students graduate. Moreover, Wisconsin's Constitution (Article X, Section 3) requires schools to be free and without charge for tuition to all children between the ages of 4 and 20 years. Thus, to maintain consistency with FAPE and go beyond a four-year rate as reflected in Wisconsin's Constitution, Wisconsin will use an extended-year graduation rate of seven years, allowing for the graduation rate to be measured three years after the four-year graduation rate. Stakeholders have made clear that a measurement of the seven-year rate will more fairly reflect the work done in schools to provide an appropriate education for students who require up to three additional years of service.

The seven-year rate goals for all students and for each subgroup are established using the same methodology as the four-year graduation rate goals. In order to ensure more rigor for the seven-year rates, all comparison groups' (white, not economically disadvantaged, English language proficient, and students without disabilities) goals meet or exceed 93.5 percent. (The long-term four-year graduation rate goal for all students is 90.4 percent.) To align with four-year graduation rate goals, target group rates were set to fulfill the goal to halve the gap within six years. These goals, all of which are significantly higher than their respective four-year rate goals, and thus remain ambitious, range from 85.3 percent for English learners to 96.7 percent for the Asian subgroup. The seven-year rate goals are more rigorous than the four-year rate goals as each student group must attain higher graduation rates in the long-term goals. All groups in the seven-year rate goals are targeted for a graduation rate of at least 85% after the six-year time period, nearly eight percentage points higher than the

lowest four-year rate goal.

In the following table, the six-year graduation rates from the 2012-13 four-year cohort for each student subgroup are used as the baseline. (Wisconsin currently measures extended-year graduation rates of six years; seven-year rates are not yet available. Thus, six-year rates are used to establish the goals.)

Seven-Year Graduation Rates
Baseline Data and Long-Term Goals^

Student Group	2013 Extended Year Adjusted Cohort Graduation Rate^	Long-Term Goal (6-year Period)	Required Annual Increase in Percentage Points
All Students	92.1%	93.5%	0.2%
Amer Indian	80.2%	89.0%	1.5%
Asian	95.5%	96.7%	0.2%
Black	74.2%	86.0%	2.0%
Hispanic	83.2%	90.5%	1.2%
Pacific Isle	91.2%	94.5%	0.6%
Two or More	90.7%	94.3%	0.6%
White	95.2%	96.5%	0.2%
Econ Disadvantaged	84.3%	90.9%	1.1%
*Not Econ Disadvantaged**	*95.5%*	*96.5%*	*0.2%*
English Learner	76.0%	85.3%	1.5%
*English Proficient**	*92.5%*	*93.5%*	*0.2%*
Students with Disabilities	82.0%	88.9%	1.1%
*Students without Disabilities**	*93.3%*	*94.5%*	*0.2%*

*These groups are presented for comparison purposes only; goals are set with a focus on improving outcomes for traditionally under-performing populations and are not measured for these comparison groups.

^Rates in the table are based on six-year graduation rates and are intended to provide a close approximation of seven-year graduation rates. The 2013 6-year adjusted cohort rate is based on students who graduated, after six years in high school, in 2015. WDPI does not currently calculate seven-year graduation rates. The baseline rates and goals will be updated to reflect the

actual seven-year rates as the data become available.

3. **Provide the measurements of interim progress toward the long-term goals for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate in Appendix A.**

   See Appendix A for graduation rate measurements of interim progress.

4. **Describe how the long-term goals and measurements of interim progress for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate take into account the improvement necessary to make significant progress in closing statewide graduation rate gaps.**

   Wisconsin's long-term goals are set with the intention of halving the current achievement gap in six years. As that timeline is lengthened, but the same goal trajectory maintained, gaps would be expected to close in twelve years.

c. <u>English Language Proficiency.</u> ***(ESEA section 1111(c)(4)(A)(ii))***

1. **Describe the long-term goals for English learners for increases in the percentage of such students making progress in achieving English language proficiency, as measured by the statewide English language proficiency assessment including: (i) baseline data; (ii) the State-determined timeline for such students to achieve English language proficiency; and (iii) how the long-term goals are ambitious.**

   Wisconsin's state-level long-term goal for students making progress in achieving English language proficiency (hereafter referred to as ELP Progress) is to achieve an 18-point increase in the percentage of students on-track to proficiency by the end of six years, in alignment with the timeline of the academic achievement and graduation rate goals. This translates to a three-point annual increase in the percentage of English learners on-track to reach English language proficiency (ELP) within expected timelines. The state-level on-track trajectory is built off of student level goals which are differentiated by student grade level and English proficiency level at time of entry to Wisconsin schools. The student-level time-to-proficiency goal

may be anywhere from one to eight years and is included in Appendix A.

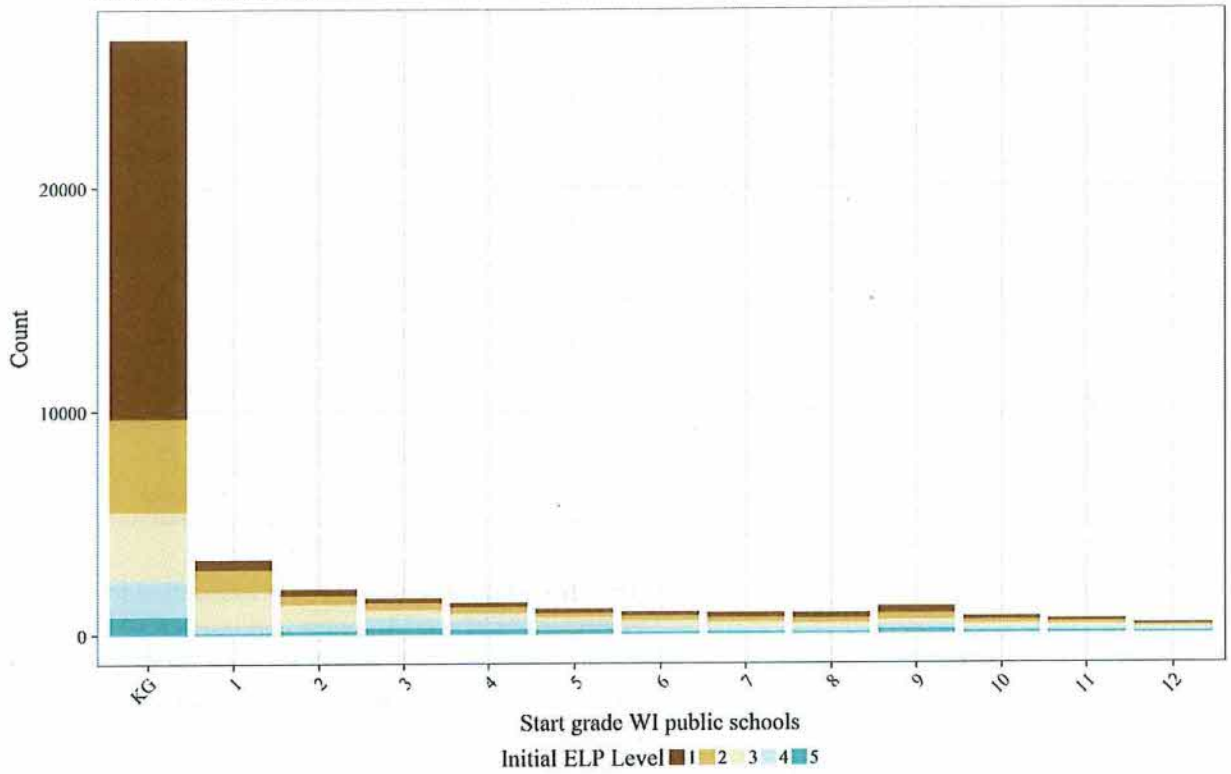
This goal requires substantial improvement in the percentage of ELs on track to proficiency. The amount of annual improvement required is consistent with the 2- to 4-percentage point annual improvement needed to reach Wisconsin's ambitious ELA and mathematics achievement goals for subgroups who are behind in the state. This rate of improvement is also more ambitious than the 2-percentage points of annual increase required to meet Wisconsin's prior Annual Measurable Achievement Objectives (AMAO) for ELP progress (AMAO 1) under No Child Left Behind.

Wisconsin will set the statewide on-track to proficiency baseline rate for English Learners (ELs) using 2014-15 calculations for the prior AMAO 1: EL progress in learning English measure. Specifically, the baseline will be set at the 2014-15 district median of percent ELs on track. This results in a baseline on-track rate of 61 percent. Wisconsin is opting not to use 2015-16 growth as the baseline for the long-term goal, due to a shift in test administration and associated shifts in the distribution of student test scores between the 1.0 and 2.0 versions of the WIDA ACCESS for ELLs exam, Wisconsin's statewide ELP assessment.

To calculate the statewide on-track rate, student-level time-to-proficiency targets are set. Expected time-to-proficiency and associated expected annual growth at the student level will be differentiated by initial ELP level and grade when a student enters the Wisconsin public school system. Changes in WDPI's data collections will eventually allow timelines and growth expectations to be further differentiated by program type (e.g. dual-language immersion, pull-out, etc.).

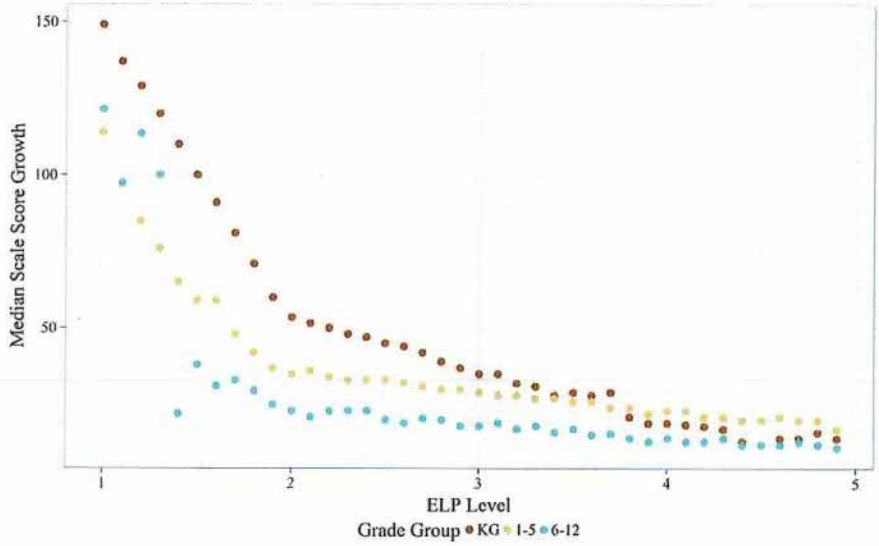
The distribution of ELs by initial ELP level and grade upon entering Wisconsin public schools is presented graphically in the figure below to provide context for the ELP Progress goals. It is important to note that the vast majority of ELs in Wisconsin enter the public school system in Kindergarten with ELP levels between 1 and 3.

Number of English learners by ELP level and grade at entry
2011-12 to 2015-16



Historic ACCESS 1.0 data for Wisconsin students was used to calculate median scale score growth by ELP level in three different grade groups: Kindergarten; grades 1 through 5, and grades 6 and above. (Note that median growth within these groups was quite comparable.) The results of these calculations are presented graphically below.

Median ELP growth by level and grade group
2006-07 to 2014-15



The target time-to-proficiency is calculated for each combination of starting grade and starting ELP level by summing the median growth for each successive grade as a student advances through school, counting the number of years it takes at this rate to reach ELP 5.0, Wisconsin's proficiency standard. Using this method the maximum time-to-proficiency for the majority of Wisconsin students (those entering school in Kindergarten at an ELP 1) would be approximately 6 years. The maximum time-to-proficiency for students starting at an ELP 1 in upper grades, however, is 7 to 8 years. There are a number of possible factors affecting the time-to-proficiency for students who enter school in later grades with low ELP levels. One is that the students are new to country and may have had little if no formal schooling before coming to the United States. Another potential reason is that there are more rigorous requirements for academic language in higher grades. Appendix A includes a table showing the breakdown of time-to-proficiency by starting grade and starting ELP level based on our calculations.

These time-to-proficiency numbers are used to calculate whether or not a given student is on-track to proficiency in a given year using the following formula:

Annual Growth Target = (Goal Score – Prior Year Score) ÷ (Years Left to Reach Proficiency)

In this formula the *Years Left to Reach Proficiency* is calculated as the difference between years in school and the

time-to-proficiency set for a given student based on their starting ELP level and grade. The *Goal Score* is the scale score required to reach proficiency in the grade in which a student is expected to reach English proficiency based on the time-to-proficiency target.

This formula accounts for expected non-linear growth (higher growth at lower starting score), by readjusting the growth expectation each year. For instance, ELs who start school in Wisconsin at an ELP 1 in Kindergarten are expected to reach proficiency in six years. This would mean reaching proficiency (defined in this plan as a 5.0 on the ACCESS exam) in grade 6, which requires, at a minimum, a scale score of 385. If simply divided by years remaining to proficiency, a student starting at a scale score of 140 (ELP 1.2 for Kindergarteners) would need to make growth of 41 points each year. However, the data suggest that the largest scale score growth will be in the first couple of years. The median scale score growth between Kindergarten and grade one for students starting at an ELP 1.2 is around 130 points, but then drops to around 32 points between grades 1 and 2. By subtracting off the growth in prior years to reset targets we capture the nonlinearity in growth. For this scenario the grade 1 to 2 growth target would become:

Annual Target Growth = (385 - (140 +130))/5 = 23 points

This puts students in a position to reach growth targets not only in the first year, but in subsequent years as well.

Note that Wisconsin's ELP assessment vendor, WIDA, conducted a standards setting in the fall of 2016. As a result, WIDA reset performance cut-scores beginning in 2016-17 to better align proficiency expectations in English with current college- and career-readiness standards. The result was a higher bar for attaining English language proficiency. WIDA has informed states that, "We should expect proficiency level scores for students taking ACCESS for ELLs to be lower in 2016–17 than they were in 2015–16. Scale scores will not be affected by the results of standard setting but proficiency level scores will be affected." Wisconsin will closely monitor the impact of this performance level shift on time-to-proficiency and update the above time-to-proficiency table and the resulting student-level on-track targets after sufficient data under the redefined performance levels are available.

2. **Provide the measurements of interim progress toward the long-term goal for increases in the percentage of English learners making progress in achieving English language proficiency in Appendix A.**

See Appendix A.

Interim progress toward the long-term goal will be measured annually. This is consistent with Wisconsin's measures of interim progress for achievement and graduation rate long-term goals. Interim progress targets are for three-point increases annually in the percentage of English learners on-track to reach English language proficiency (ELP) within expected timelines.

iv. **Indicators** ***(ESEA section 1111(c)(4)(B))***

a. **Academic Achievement Indicator. Describe the Academic Achievement indicator, including a description of how the indicator (i) is based on the long-term goals; (ii) is measured by proficiency on the annual Statewide reading/language arts and mathematics assessments; (iii) annually measures academic achievement for all students and separately for each subgroup of students; and (iv) at the State's discretion, for each public high school in the State, includes a measure of student growth, as measured by the annual Statewide reading/language arts and mathematics assessments.**

The academic achievement indicator will be based on combined English language arts (ELA) and mathematics performance on the Wisconsin Student Assessment System (WSAS) for the all students group and each subgroup that meets cell size (n=20) in the current year, and will be reported as a points-based proficiency rate. The combined score equally weights ELA and mathematics results. To improve the reliability of the measure and to reduce the impact of year-to-year fluctuations that may be due to randomness and small subgroup sizes, up to three sequential years of testing data will be used to calculate the points-based proficiency rate for the all students group and for each subgroup.

The method for calculating each content area score is based on assigning points to each of the school's students in each of the measured years according to the student's performance level in that year. A student is assigned no points for performance at the Below Basic performance level; one-half point for performance at the Basic level, one full point for Proficient, and one and-a-half points for Advanced performance on the state's annual summative assessments. For each year, students' scores are pooled by subgroup and the all students group to produce an average for each group. From those yearly averages, an

average, using up to three years of data, is calculated for the all students group and for each subgroup. The averaging processes used in the calculations give greater weight to more recent years' data and reduce the effect of year-to-year enrollment variability on aggregated test data. The score for each content area reflects this multi-year average (when multiple years of data are not available, one year of data is used). The two content area scores (ELA and mathematics) are then combined equally to produce one overall achievement indicator score for the all students group and each subgroup. The academic achievement indicator scores will be converted to a scale standardized with the other indicators in the system before weighting and combining to arrive at the overall composite score used for identification of comprehensive and targeted support schools.

Because this indicator is a measure of proficiency for ELA and mathematics, it is based on the long-term goals, which are to reduce by 50 percent the academic achievement gap in ELA and mathematics. Progress towards the long-term goals necessarily means an increase in proficiency across the two academic areas.

b. <u>Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator)</u>. Describe the other academic indicator, including how it annually measures the performance for all students and separately for each subgroup of students. If the Other Academic indicator is not a measure of student growth, the description must include a demonstration that the indicator is a valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance.

Wisconsin will use a growth measure for elementary and middle schools. This growth measure will use Student Growth Percentile (SGP) modeling for ELA and mathematics to calculate normative percentile ranks for all students and each subgroup that meets minimum group size requirements (n=20). SGPs result in meaningful differentiation by summarizing a school's performance relative to other schools in the state, importantly allowing for differentiation across lower performing schools or schools with struggling subgroups. Additionally, SGPs do not control for student demographics. This technicality reflects a conscious equity-focused decision supported by stakeholders: by using a measure that is based upon prior test performance and not demographics, Wisconsin's federal accountability system reflects the state's focus on equity and the need for all students - regardless of background - to achieve to the highest degree possible. Furthermore, Wisconsin has a history of using SGPs in its school report cards (the cornerstone of the state accountability system under state law), so these

measures are familiar to and supported by stakeholders including school and district personnel.

WDPI will use up to three years of student-level data to compute ELA and mathematics SGPs. These student-level SGPs will be averaged by subject to produce school-level SGPs for both ELA and mathematics for the all students group and for each subgroup. School-level ELA and mathematics growth mean SGPs will be combined into an overall growth indicator score, which will be standardized to align with the scale of the other indicators for calculation of an overall composite score.

c. **Graduation Rate. Describe the Graduation Rate indicator, including a description of (i) how the indicator is based on the long-term goals; (ii) how the indicator annually measures graduation rate for all students and separately for each subgroup of students; (iii) how the indicator is based on the four-year adjusted cohort graduation rate; (iv) if the State, at its discretion, also includes one or more extended-year adjusted cohort graduation rates, how the four-year adjusted cohort graduation rate is combined with that rate or rates within the indicator; and (v) if applicable, how the State includes in its four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rates students with the most significant cognitive disabilities assessed using an alternate assessment aligned to alternate academic achievement standards under ESEA section 1111(b)(2)(D) and awarded a State-defined alternate diploma under ESEA section 8101(23) and (25).**

The graduation rate indicator will be calculated both for the all students group and for each student group that meets the minimum n-size of 20 students in the most recent available year. The indicator will include both four-year and seven-year adjusted cohort graduation rates; an average of the two rates will be translated into a graduation rate indicator score for the all students group and each eligible subgroup. The graduation rate indicator scores will be converted to a scale standardized with the other indicators in the system before weighting and combining to arrive at the overall composite score used for identification of comprehensive and targeted support schools.

The indicator is based on the long-term graduation rate goals as it measures the four-year and seven-year graduation rates for the all students group and for each subgroup. Year-to-year improvement on the indicator will signify progress toward the long-term goals.

Wisconsin will not include a state-defined alternate diploma in the calculation of the graduation rates at this time.

d. **<u>Progress in Achieving English Language Proficiency (ELP) Indicator</u>. Describe the Progress in Achieving ELP indicator, including the State's definition of ELP, as measured by the State ELP assessment.**

The ELP progress indicator will consist of a school-level mean Student Growth Percentile (SGP) measure.

An SGP model will be used to calculate normative growth percentile ranks for all English learners (ELs) in the state with English learner proficiency (ELP) assessment data in at least the current and prior year. Up to two prior years of assessment data will be used to calculate a student's SGP when possible. For instance a grade 1 student who first took the ACCESS for ELLs exam in Kindergarten would only have one year of prior data, but a grade 2 student who took the exam in Kindergarten and grade 1 would have two years of prior data.

Mean SGP for all ELs will be calculated for each school. The mean SGP constitutes the score for this indicator. The ELP Progress indicator scores will be converted to a scale standardized with the other indicators in the system before weighting and combining to arrive at the overall composite score used for identification of comprehensive and targeted support schools.

Given that English learners are required to be tested on language proficiency annually from grades Kindergarten through 12, we will include students in grades 1 through 12 in the calculation of this indicator. Wisconsin sought input on this decision from the Office of Student Assessment--Title III Stakeholder Group, comprised of EL educators from small and large districts across the state. Inclusion of as many grades as possible was the preference of a majority of stakeholders.

In addition to the school-level data reported as part of the ELP Progress indicator, Wisconsin intends to provide additional resources to support EL educators in understanding current and expected performance for English learners. These resources may include dashboards or other data tools.

Once an English learner has achieved a 5.0 composite score on the ELP assessment (ACCESS for ELLs), the student is considered proficient in English for accountability purposes.

e. **<u>School Quality or Student Success Indicator(s)</u>. Describe each School Quality or Student Success Indicator, including, for each such indicator: (i) how it allows for meaningful differentiation in school performance; (ii) that it is valid, reliable, comparable, and statewide (for the grade span(s) to which it applies); and (iii) of how each such indicator annually measures performance for all students and separately for each subgroup of students. For any School Quality or Student Success indicator that does not apply to all grade spans, the description must include the grade spans to which it does apply.**

Wisconsin will use chronic absenteeism[13] as the School Quality and Student Success indicator. While overall attendance rates are high for schools across Wisconsin, absenteeism rates have a different distribution which contributes to meaningful differentiation of school performance. The table below shows the distribution of chronic absenteeism rates for Wisconsin using 3-year absenteeism rates for 2015-16.

School Counts and Percentages of Proportion of Students Who are Chronically Absent, 2015-16 3-Year Absenteeism Rate

Proportion Chronically Absent	2015-16 School Count (Total N=1861)	2015-16 Percent of Schools (Cumulative)
<= 5% Students	598	32%
<= 10% Students	1260	68%
<= 15% Students	1544	83%
<=20% Students	1682	91%
<= 25% Students	1753	95%
<= 30% Students	1794	97%
<= 40% Students	1836	99%
<= 50% Students	1852	100%

[13] Chronic absenteeism is a well-known and established indicator for our state, as it is one of the student engagement measures included in the School Report Cards used in our state accountability system. However, there are important differences in how absenteeism will be measured, and how it's included in the overall score. The description here only refers to the federal accountability system, as outlined in ESSA.

The chronic absenteeism indicator applies to all grade spans. Wisconsin has used chronic absenteeism as an indicator in our state accountability system since 2011-12. The measure has been found to be sound, valid, and reliable across years, and stakeholder engagement revealed that educators feel this is an appropriate measure for the School Quality and Student Success indicator. Additionally, well-established research[14] demonstrates an inverse relationship between absenteeism and school performance, research supported by Wisconsin Student Assessment System performance data. As rates of chronic absenteeism increase at a student level, overall school performance is also impacted. Indeed, there is a "tipping point" of student-level chronic absenteeism beyond which the performance of students who are not chronically absent is affected.

Chronic absenteeism indicator scores will be based upon student-, group-, and school-level calculations. First, individual attendance rates are calculated. A student is considered chronically absent if s/he misses more than 10 percent of possible attended days. Second, the percentage of chronically absent students is calculated for the all students group and for every subgroup that meets the minimum group size requirements (n=20). Up to three years of data will be used for the calculation, when available. The scale for this indicator score will be standardized to align with the scale of the other indicators to allow for the meaningful differentiation of schools in the calculation of a school's composite score.

V. Annual Meaningful Differentiation *(ESEA section 1111(c)(4)(C))*

a. Describe the State's system of annual meaningful differentiation of all public schools in the State, consistent with the requirements of section 1111(c)(4)(C) of the ESEA, including a description of (i) how the system is based on all indicators in the State's accountability system, (ii) for all students and for each subgroup of students. Note that each state must comply with the requirements in 1111(c)(5) of the ESEA with respect to accountability for charter schools.

Wisconsin's system of annual meaningful differentiation under ESEA will be based upon all indicators described above, namely academic achievement in ELA and mathematics; student growth (Other Academic Indicator); graduation rate; chronic absenteeism (School Quality and Student Success Indicator) and the ELP progress indicator. Indicator scores will be produced for the all students group and for each eligible

[14] For more information, see *Chronic Absenteeism in Our Nation's Schools*, U.S. Department of Education at https://www2.ed.gov/datastory/chronicabsenteeism.html?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term#four.

subgroup (those meeting minimum n-size requirements). A school could receive up to 11 possible scores--one for all students and one each for the ten subgroups--for each indicator. Indicator scores will be standardized to be on the same scale. Overall scores will range from 0 to 100 points, and will be based on the standardized indicator-level scores with weighting applied, as described in the following section.

The primary purpose of this system is to appropriately identify schools for comprehensive and targeted support and improvement. Individual indicator scoring mechanisms are designed to produce scores on a 0- to 100-point scale such that they can be combined into an overall score that allows for meaningful differentiation and identification of schools. Since the intent is to produce an overall score that differentiates school and subgroup performance, the scores will determine the following three categories of support: 1) comprehensive support; 2) targeted support; and 3) not identified. For annual reporting purposes, public reports will indicate the year of identification for any previously-identified schools.

b. Describe the weighting of each indicator in the State's system of annual meaningful differentiation, including how the Academic Achievement, Other Academic, Graduation Rate, and Progress in ELP indicators each receive substantial weight individually and, in the aggregate, much greater weight than the School Quality or Student Success indicator(s), in the aggregate.

Wisconsin will run an accountability calculation based on a 0-100 scale to meaningfully differentiate school performance. Composite scores will be derived based on the weighting of up to five possible indicators: academic achievement, student growth (Other Academic Indicator), graduation rate, ELP progress, and chronic absenteeism (School Quality or Student Success indicator). The exact combination of indicators will be determined by the data available in each school. Schools will be neither advantaged nor disadvantaged for the presence or absence of an indicator.

The table below shows how Wisconsin will combine each indicator into an overall score in the typical scenarios. Academic achievement, student growth, and graduation rate are evenly weighted when all three measures are present in a school. When one of those measures (student growth or graduation) is not present, the weighting adjusts, by expanding the weight of the other available measures (either academic achievement, student growth, or graduation). Chronic absenteeism has a fixed weighting at 15 percent. Weighting for the ELP progress indicator, when available, depends on the proportion of EL students in a school. For schools with ELs making up at least 10 percent of the whole school

population, the indicator is fixed at 10 percent. The ELP progress indicator receives a fixed five percent weight in schools with less than a 10 percent EL student population. This is done with the intent to include, yet not disproportionately impact, ELP Progress within the overall weighting scheme for schools with small percentages of ELs. When the ELP progress indicator is not available, the weight is evenly distributed between the academic achievement, student growth, and graduation rate indicators.

Proposed Weighting Scenario*
for System of Annual of Meaningful Differentiation

School Type		Academic Achievement	Student Growth	Graduation	Chronic Absenteeism	EL Progress
High School	EL >= 20; EL >= 10%	37.5		37.5	15	10
	EL >= 20; EL <10%	40		40	15	5
	EL < 20	42.5		42.5	15	
Elem. and/or Middle School	EL >= 20; EL >= 10%	37.5	37.5		15	10
	EL >= 20; EL <10%	40	40		15	5
	EL < 20	42.5	42.5		15	
Combined School	EL >= 20; EL >= 10%	25	25	25	15	10
	EL >= 20; EL <10%	26.7	26.7	26.7	15	5
	EL < 20	28.3	28.3	28.3	15	

The final weighting structure will afford substantial individual weight and, in the aggregate, much greater weight (85 percent) to the indicators other than School Quality or Student Success (weighted at 15 percent).

Wisconsin has been running a compensatory accountability index since 2011-12 under the state accountability system as created under state statutory authority. Those years of experience producing an index-based accountability system with a weighting structure that adjusts based on data availability has demonstrated how critical it is to carefully construct a weighting schema that fairly treats schools of all types - from the small rural schools that make up most of Wisconsin's districts, to the urban schools that have large and diverse student enrollments. As such, WDPI will ensure that the final weighting of this federal accountability system neither advantages nor disadvantages schools based on the availability (or not) of data for particular indicators. This

will require the standardization of indicator-level score distributions prior to combining indicator-level scores into an overall score.

c. **If the States uses a different methodology or methodologies for annual meaningful differentiation than the one described in 4.v.a. above for schools for which an accountability determination cannot be made (*e.g.*, P-2 schools), describe the different methodology or methodologies, indicating the type(s) of schools to which it applies.**

Wisconsin already has an alternate accountability process under Wisconsin's separate state authorized accountability system to assign an alternate rating to those schools that cannot be assigned a regular accountability score. This applies to schools having no tested grades, schools with fewer than 20 full academic year students enrolled in tested grades, new schools, and schools exclusively serving at-risk students. The process involves a district-supervised school self-evaluation designed around specific performance indicators. Wisconsin will use this same foundation and process to meet requirements outlined in ESSA, specifically working with these schools to align the alternate accountability process in place in the state accountability system with federal ESSA requirements.

vi. **Identification of Schools *(ESEA section 1111(c)(4)(D))***

a. **Comprehensive Support and Improvement Schools. Describe the State's methodology for identifying not less than the lowest-performing five percent of all schools receiving Title I, Part A funds in the State for comprehensive support and improvement, including the year in which the State will first identify such schools.**

Identification of comprehensive support schools will be based upon overall outcomes of the federal accountability system. In order to identify five percent of schools receiving Title I, Part A funds, overall scores will be ranked and the schools with overall scores in the lowest five percent will be identified.

Schools will first be identified for the 2018-19 school year, using the most recent data available.

b. **Comprehensive Support and Improvement Schools. Describe the State's methodology for identifying all public high schools in the State failing to graduate one third or more of their students for comprehensive support and improvement, including the year in which the State will first identify such schools.**

Identification of schools for comprehensive support for graduation rate outcomes will be based upon both four-year and seven-year cohort graduation rates. The rates will be averaged for all schools and schools with an average graduation rate below 67 percent will be identified. All high schools in the state with a graduating class that meets minimum n-size requirements are included in the calculation for purposes of this identification.

Schools will first be identified for the 2018-19 school year.

c. **Comprehensive Support and Improvement Schools. Describe the methodology by which the State identifies public schools in the State receiving Title I, Part A funds that have received additional targeted support under ESEA section 1111(d)(2)(C) (based on identification as a school in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D)) and that have not satisfied the statewide exit criteria for such schools within a State-determined number of years, including the year in which the State will first identify such schools.**

The performance of schools identified for additional targeted support will be monitored on an annual basis. Schools receiving Title I, Part A funds that do not demonstrate performance and progress sufficient to exit additional targeted support status after six years will be converted to comprehensive support status. This timeline aligns with that of the long-term goals and will convey the urgency of the need for improvement while affording time for improvement efforts to take effect.

Schools will be identified for the 2024-25 school year.

d. **Frequency of Identification. Provide, for each type of school identified for comprehensive support and improvement, the frequency with which the State will, thereafter, identify such schools. Note that these schools must be identified at least once every three years.**

The three types of Comprehensive Support schools shall be identified on the following timelines:

Criteria type	Initial identification year	Frequency of identification
Overall performance (lowest 5%)	2018-19 school year	Every three years
Graduation rate below 67%	2018-19 school year	Every three years
Conversion from Additional Targeted Support status	2024-25 school year	Six years following initial identification

e. **Targeted Support and Improvement. Describe the State's methodology for annually identifying any school with one or more "consistently underperforming" subgroups of students, based on all indicators in the statewide system of annual meaningful differentiation, including the definition used by the State to determine consistent underperformance.** ***(ESEA section 1111(c)(4)(C)(iii))***

Identification of schools for targeted support will be based upon outcomes of the annual federal accountability system. The state defines consistent underperformance as low subgroup performance in which any subgroup is in the bottom 10 percent of statewide performance for all students and in the bottom 10 percent of statewide subgroup performance across all indicators. This definition supports broad stakeholder feedback that the identification of targeted support must accurately reflect the performance of all subgroup populations in Wisconsin.

As the federal accountability index is based on multiple years of data, and dependent on performance across indicators, the state is assured that the identified underperformance is of a chronic and systemic nature.

Given existing resource inequities as well as limited state-provided supplementary resources, this methodology ensures that the identification leads to additional support for the neediest schools, those with the largest achievement gaps, and is not dominated by a single subgroup. Wisconsin stakeholders repeatedly expressed the desire for the limited resources available to reach the students most in need of support.

Initial identification will take place prior to the 2018-19 school year, and annually thereafter.

f. **<u>Additional Targeted Support</u>. Describe the State's methodology, for identifying schools in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D), including the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools.** ***(ESEA section 1111(d)(2)(C)-(D))***

Wisconsin has prioritized achievement gap closure and equity for all student subgroups. As a result, WDPI will focus on the subgroups most critically in need of support. The state will identify schools for additional targeted support from among those identified for targeted support in which any student subgroup performance, on its own, would place it in the bottom 5 percent of performance of all schools that receive Title I funds. This aligns with stakeholders' desire to ensure that the resources and technical assistance available reach the schools and subgroups most in need.

Initial identification for additional targeted support will take place prior to the 2018-19 school year, and every three years thereafter.

g. **<u>Additional Statewide Categories of Schools</u>. If the State chooses, at its discretion, to include additional statewide categories of schools, describe those categories.**

Wisconsin will continue to identify "Schools of Recognition". These are schools that make better than expected achievement with high poverty populations, have overall high achievement, and are closing achievement gaps. Wisconsin has been recognizing Schools of Recognition for over 10 years and will continue to do so under this new federal accountability system.

vii. **<u>Annual Measurement of Achievement</u>** ***(ESEA section 1111(c)(4)(E)(iii))*****: Describe how the State factors the requirement for 95 percent student participation in statewide mathematics and reading/language arts assessments into the statewide accountability system.**

Achievement calculations will be based upon the higher of 95 percent of students expected to participate in the statewide annual assessments or the number of students tested in excess of 95 percent. All calculations will be

conducted both for the all students group and for each subgroup that meets the minimum group size requirement (n=20).

viii. **Continued Support for School and LEA Improvement** ***(ESEA section 1111(d)(3)(A))***

a. Exit Criteria for Comprehensive Support and Improvement Schools. Describe the statewide exit criteria, established by the State, for schools identified for comprehensive support and improvement, including the number of years (not to exceed four) over which schools are expected to meet such criteria.

There are three components for Comprehensive Support exit criteria:

1. The school does not meet the initial identification criteria.
2. The school must demonstrate sustained progress toward the long-term goals.
3. The school must demonstrate evidence of systems, structures and/or procedures that ensure sustained and sustainable high-quality improvement planning and practices are in place.

WDPI will annually complete analyses measuring the first two components. For the third component, WDPI will ensure that the school demonstrated sustained and sustainable improvement, as identified in the needs assessment and reflected in the school improvement plan.

These exit criteria must be met within four years.

b. Exit Criteria for Schools Receiving Additional Targeted Support. Describe the statewide exit criteria, established by the State, for schools receiving additional targeted support under ESEA section 1111(d)(2)(C), including the number of years over which schools are expected to meet such criteria.

There are three components for Additional Targeted Support exit criteria:

1. The subgroup does not meet the initial identification criteria.
2. The school must demonstrate sustained progress by the identified subgroup(s) toward the long-term goals.
3. The school must demonstrate evidence that sustained and sustainable high-quality improvement planning and practices, targeting the identified subgroup(s), are in place.

WDPI will annually complete analyses measuring the first two components. For the third component, the LEA must determine that the school has implemented sustained and sustainable practices, as

identified in the needs assessment and reflected in the school improvement plan.

Schools receiving Title I funds that do not exit within six years will be identified for comprehensive support and improvement. This timeline aligns with the state's long-term goal timeline.

c. **<u>More Rigorous Interventions</u>. Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State's exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i)(I) of the ESEA.**

Prior to requiring more rigorous interventions, schools identified for comprehensive support and improvement will receive significant support and technical assistance as described below along with a description of the more rigorous interventions.

Coordinated school improvement
To reduce the impact of competing federal requirements on school improvement planning, technical assistance and support will be coordinated with local educational agencies (LEAs) identified under the Individuals with Disabilities Education Act (IDEA) as having disproportionate representation of racial and ethnic groups in special education and related services and/or based on IDEA determination status. Therefore, this support and technical assistance is also described in the State Systemic Improvement Plan (SSIP) required under Results-Driven Accountability (RDA).

Research shows overly prescriptive interventions have not been effective. (Dragoset, L., Thomas, J., Herrmann, M., Deke, J., James-Burdumy, S., Graczewski, C., Boyle, A., Upton, R., Tanenbaum, C., & Giffin, J. (2017)).[15] In order to achieve the goal of more equitable results, state education agencies (SEAs) will need to ensure systems are thoughtfully developed to support the implementation of evidence based practices in LEAs. One key practice that evidence points to is leveraging families and communities to turn around schools. [16]

These school improvement efforts will include specific requirements to engage families and the local community in decision-making processes. Schools will need to intentionally and explicitly include representatives from all members of the community to ensure that improvement plans will meet local needs and provide educational equity. The engagement

[15] See https://ies.ed.gov/ncee/pubs/20174013/pdf/20174013.pdf for the research paper.
[16] See http://www.nationalpirc.org/engagement_forum/beyond_random_acts.pdf.

of families and the community will also be explicitly focused on improving school climate and culture. Specific groups to be included for all schools must, at a minimum, include:

- Teachers, including those for general and special education, and English learners;
- School administrators;
- Other school staff;
- Students (if age-appropriate); and
- Families (must include representatives of specific subgroups present in the school).

In addition, groups may also need to be included depending on local context:

- Community health organizations;
- Community-based organizations, including early childhood programs and providers and libraries;
- Neighborhood representatives, including neighboring and local businesses;
- Local and relevant environmental organizations;
- Tribal Government representatives,
    - Tribal Chairs or Presidents (or their designees)
    - Tribal Council representatives
    - Tribal Education Directors and staff;
- Government entities, including state agencies, counties, and municipalities;
- Adjunct school services such as before and after school child care providers and community recreation centers;
- Relevant institutions of higher education;
- Workforce investment boards and other job-related agencies; and
- Faith-based communities.

Research regarding school improvement demonstrates it is critical for schools to implement interventions with fidelity to the model. Often, investigation reveals that an improvement effort fails not because of poorly written plans or poorly chosen interventions, but because the plans and interventions were never actually implemented as designed. Taking time to explore what to do, how to do it and who does it improves the chances for success.

Therefore, Wisconsin's school improvement efforts will include an emphasis on using the established research regarding science of implementation to ensure plans and interventions designed by local committees are implemented with fidelity. The WDPI is working with an established leader in this field, the National Implementation Research Network (NIRN), to help design a system of effective improvement efforts across the state. In this way, Wisconsin will work towards ensuring more equitable outcomes for all children, as plans designed by

local communities are implemented according to best practices. Wisconsin will provide resources to help carry this out, focus on building capacity at the school, district, and regional levels, and include time, training, and professional development for school and district staff to meaningfully engage in improvement efforts.WDPI will regularly monitor these identified schools and districts to ensure progress is being made and student outcomes are improving. After two years of improvement efforts for identified schools, WDPI will conduct a comprehensive review of practices and outcomes to ensure that schools are improving student outcomes and are on track to meet exit criteria after four years.

More rigorous interventions and supports
If schools identified for comprehensive support and improvement fail to meet exit criteria, WDPI will direct schools and districts regarding more rigorous interventions and supports which will be aligned with state requirements, based on the foundation of research regarding school improvement, and focused on equity.

These directed, more rigorous interventions and supports under ESSA, will include enhanced supports and requirements to ensure that schools successfully implement improvement plans. Specifically, these requirements and resources will include:

- A team trained in **implementation science** to provide an external program evaluation and identify why reforms are not improving outcomes for students.
- An external evaluation to drive a school-specific, **customized improvement plan,** which includes refined or new requirements and identifies any additional supports necessary to implement the plan.
- Expanded **academic improvement efforts**, including the powers under Section 118.42, Wisconsin Statutes, to direct any of the following interventions:
    - Employing a standard, consistent, research-based curriculum throughout the district;
    - Using student achievement data to differentiate instruction;
    - Implementing a system of academic and behavioral supports and early interventions for students;
    - Providing additional learning time;
    - Implementing or modify a new instructional design;
    - Implementing professional development programs that focus on improving student achievement;
    - Implementing changes in administrative and personnel structures;

    - Adopting accountability measures to monitor the school district's finances or other interventions directed by the State superintendent; and
    - Creating school improvement councils in the persistently lowest performing schools.
- Additional requirements and supports, based on the needs assessment and improvement plan, which may include:
    - Additional active authentic **family and community engagement**, including training specifically for families and community members around school improvement, such as data inquiry processes and improvement cycles with a specific focus on equity;
    - Capacity building at the school and district level, including funding for time, training, and **professional development** so school staff can meaningfully engage in and successfully implement improvement efforts and focus on equity;
    - State support **for mental health services, socio-emotional learning, and behavioral issues**, including training around trauma sensitive schools, substance abuse screening and referral, youth mental health first aid, and behavioral interventions;
    - Expanded educational design, such as **community schools, Universal Design for Learning (UDL), project-based learning, and personalized learning**, promoting multiple means of access, assessment, and engagement, more instructional time, positive school climates, and family and community engagement;

These more rigorous interventions and supports must be aligned with stages of implementation so as not to have unsupported expectations. Research clearly shows attention to the stages of implementation is important to successful implementation, and understanding the school's current stage of implementation is critical to supporting improvement efforts. This will be an element in the support provided by the implementation science team described above and overseen by the WDPI.

d. <u>Resource Allocation Review</u>. Describe how the State will periodically review resource allocation to support school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

The WDPI will annually review resource allocation to support school improvement in each local educational agency (LEA) in the state

serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement. This will be a comprehensive review across federal programs to ensure resources are being distributed equitably and effectively. This review will include the following factors:

- amount of federal funds available for school improvement;
- number of schools and LEAs identified under the ESSA and the Individuals with Disabilities Education Act (IDEA);
- evidence of effective implementation of district and school improvement efforts; and
- feedback from schools and LEAs regarding improvement efforts and resources needed.

The review will include appropriate representatives from the across the WDPI, including, but not limited to, ESEA (Titles I, II, III, IV, and V), IDEA, Libraries and Technology, Educator Equity, Career and Technical Education, and Student Services, Prevention, and Wellness.

Under ESSA, the state is required to report the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each local educational agency and each school in the State for the preceding fiscal year. This element is not included in Wisconsin's current data collection. As a result, the WDPI will need to build out the necessary infrastructure to collect this information from LEAs and report it out using audited data. Accordingly, WDPI is requesting the Department of Education, consistent with its authority under section 4(b) of NCLB to the ESSA, to allow the WDPI to provide for the orderly transition to, and implementation of, this requirement. We seek this flexibility so we may use audited data that is accurate and comparable. We plan to have this data set available in the 2019-20 school year. This flexibility will greatly enhance the quality of the data to allow for a better and more accurate review of resource allocation.

Additionally, WDPI has developed a comprehensive federal grant portal, WISEgrants, which will be utilized for this review. WISEgrants is an online system for administering federal grants, including budgeting, claiming funds, and fiscal monitoring. WISEgrants was built upon the foundation of the Education Department General Administrative Regulations (EDGAR) and the federal Uniform Grant Guidance (2 CFR Part 200). WDPI staff will use the fiscal information from WISEgrants to facilitate this resource allocation review.

e. **<u>Technical Assistance</u>. Describe the technical assistance the State will provide to each LEA in the State serving a significant number**

or percentage of schools identified for comprehensive or targeted support and improvement.

Wisconsin will provide additional technical assistance and support for each LEA serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement. This technical assistance and support will be coordinated with LEAs identified under the IDEA as having disproportionate representation of racial and ethnic groups in special education and related services and/or based on IDEA determination status. Therefore, this technical assistance is also described in the State Systemic Improvement Plan (SSIP) required under results driven accountability (RDA).

This technical assistance and support will emphasize successful implementation of evidence-based practices according to the tenets of implementation science and with a focus on equity. The WDPI is receiving extensive technical assistance and support regarding implementation science through a partnership with the State Implementation and Scaling-up of Evidence-based Practices (SISEP) Center within the National Implementation Research Network (NIRN) to establish the necessary background knowledge and infrastructure at the state, regional, district, and school levels.

The WDPI will provide technical assistance and support in a coordinated fashion between its Title I and Special Education teams, and when relevant, its Title III team, to ensure that LEAs are not doing duplicative school improvement work and are instead able to focus on a comprehensive school improvement plan. WDPI is developing a coordinated improvement process that will meet requirements under both ESSA and IDEA as well as a system of supports to assist LEAs and schools in these efforts. An essential component of this integrated school improvement process will include support regarding the selection of evidence-based interventions that are appropriate and relevant in local contexts. This process will draw on existing WDPI supports and expertise, including the WISExplore[17] process, which helps schools and districts utilize data to identify root causes and then develop improvement plans based on best practices regarding improvement cycles. WDPI will continue to build on a strong system of supports currently available, including:

- Wisconsin Title I Network;
- Wisconsin Special Education Regional Service Network;
- Disproportionality Technical Assistance Network;
- Early Childhood Professional Development Initiative;
- Wisconsin Response to Intervention Center;
- Wisconsin Center for Education Research;

[17] See https://dpi.wi.gov/wisexplore for information on WISExplore.

- Wisconsin Title III consortia networks; and
- WDPI staff consultants, including content area, educator effectiveness, Title I and Special Education staff .

In addition, technical assistance through the WISE suite of tools offered through WDPI is available to all LEAs:

- WISEdata is a secure application programming interface (API) that student information system (SIS) vendors may build into their products to automate the process of districts sending their state and federally required student data to WDPI in near real-time.
- WISEstaff is the secure tool used for reporting state and federally required staff data to WDPI.
- WISEdash is the data tool that allows aggregate public reporting and secure district reporting for continuous improvement planning.
- WISExplore is a series of processes and protocols that district staff may use to help them work through the continuous improvement process.

The aforementioned data and tools allow for multiple analyses of staff resources and student information that can be used by LEAs as they focus on improvement.

Finally, this technical assistance will include coordination of compliance requirements, such as data collection and evidence submission, utilizing existing systems such as WISEdata and WISEgrants. The coordination of these requirements under the ESSA plan and the SSIP will allow districts to focus more on improving outcomes for students.

f. <u>Additional Optional Action</u>. If applicable, describe the action the State will take to initiate additional improvement in any LEA with a significant number or percentage of schools that are consistently identified by the State for comprehensive support and improvement and are not meeting exit criteria established by the State or in any LEA with a significant number or percentage of schools implementing targeted support and improvement plans.

Expanded academic improvement efforts, including the powers under Section 118.42, Wisconsin Statutes, allows WDPI to direct any of the following interventions:

- Employing a standard, consistent, research-based curriculum throughout the district;
- Using student achievement data to differentiate instruction;

- Implementing a system of academic and behavioral supports and early interventions for students;
- Providing additional learning time;
- Implementing or modify a new instructional design;
- Implementing professional development programs that focus on improving student achievement;
- Implementing changes in administrative and personnel structures;
- Adopting accountability measures to monitor the school district's finances or other interventions directed by the State superintendent; and
- Creating school improvement councils in the persistently lowest performing schools.

5. **Disproportionate Rates of Access to Educators** ***(ESEA section 1111(g)(1)(B)):*** **Describe how low-income and minority children enrolled in schools assisted under Title I, Part A are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the SEA will use to evaluate and publicly report the progress of the SEA with respect to such description.**[18]

Wisconsin is committed to ensuring low-income students and students of color are not taught at disproportionate rates by ineffective, out-of-field, or inexperienced teachers. To that end, Wisconsin created a state-level equity plan that we have spent the last two years implementing.[19]

The WDPI primarily utilized state-level data, given its longitudinal nature and completeness, for the data analysis that was the foundation of our equity plan. Specifically, WDPI leveraged data from three state data systems: the fall staffing report, teacher licensure database, and the Individual Student Enrollment System. The PI-1202 Fall Staffing Report is an annual report on the staff in schools and their assignments. These data are longitudinally linked from year to year, allowing for individual teachers to be examined as their assignment, school, or district changes. These data were then combined with data from the Wisconsin teacher licensing database to determine the licensure status of teachers in the PI-1202 data. Finally, these data elements were compared to school-level student attributes from the Wisconsin Individual Student Enrollment System (ISES), part of the state's Statewide Longitudinal Data System.

Prior law required the state to address unqualified, out-of-field, and inexperienced teacher assignments. The reauthorized ESEA replaces the term unqualified with ineffective. To address this change Wisconsin is identifying teachers who do not meet the Wisconsin teaching standards as ineffective.

[18] Consistent with ESEA section 1111(g)(1)(B), this description should not be construed as requiring a State to develop or implement a teacher, principal or other school leader evaluation system.
[19] More information on Wisconsin's equity plan can be accessed at https://dpi.wi.gov/wi-equity-plan.

The original data analysis that underlies Wisconsin's equity plan identified nine school districts contributing to the state's equity gap almost in its entirety. Therefore, Wisconsin has targeted these nine school districts to provide professional development, support, resources, and technical assistance to help them develop a local equity plan. In addition to the data that was provided to these districts by the state, local districts and schools were encouraged to add local data to their own analysis, including, but not limited to educator effectiveness information, local climate information, and leadership surveys. Districts used the data provided by the state as well as their own local data to analyze their gaps, formulate their own root cause analysis, and develop a local plan of action to reduce any gaps.

In creating Wisconsin's state equity plan, once the data were analyzed, potential root causes were examined. Based upon that analysis, WDPI developed the following theory of action:

> *If a comprehensive approach to talent management and resources supported by the state-in particular for the nine low-income, high-minority, and high-need districts identified in Wisconsin's plan is implemented carefully, and its implementation is monitored and modified when ·warranted over time,*
>
> ***Then,*** *Wisconsin's nine school districts will be better able to recruit, retain, and develop excellent educators such that all students have equitable access to excellent teaching and leading to help them achieve their highest potential in school and beyond.*

The root cause analysis and theory of action resulted in four strategies and a delineated set of activities for each strategy. Each strategy focuses on a root cause issue identified by stakeholders as leading to the inequitable distribution of inexperienced and unqualified educators in these districts. The strategies are:

Strategy I: Resources for School Districts and Schools
The data and root cause analysis calls for strategies aimed at increasing the monetary and data resources available to the nine school districts so they can better respond to the challenges of recruiting and retaining excellent educators.

Strategy II: School Climate
The data and root cause analysis call for an ongoing study of school climate factors and a professional learning approach aligned with addressing the impact of school climate on teacher recruitment and retention.

Strategy III: Ongoing Professional Learning (Skill Gaps)
The data and root cause analysis call for a professional learning approach that is comprehensive, ongoing, and more effectively aligned to the practice needs and growth goals of our educators. In-service professional learning is an important tool for enabling teachers and leaders to keep up with new ideas in pedagogy and interact with

one another to improve their practice.

Strategy IV: Teacher Preparation

The data and root cause analysis call for an evaluation of teacher preparation as it relates to the needs in our state. Well-prepared educators positively impact student achievement and have lower turnover rates. Thorough teacher and principal preparation provides candidates with the knowledge and skills they need for successful instruction and leadership.

The WDPI continues to support the nine school districts identified with professional development, technical assistance, and resources. Each district was asked to form a local equity team with an identified lead to focus on the data analysis that identified their district and the requirements under the plan.

WDPI created a series of 26 webinars to provide information on data analysis, local root cause analysis, and resources to support the work of the identified districts and provided additional technical support and resources as they crafted their local equity plans and implemented them.

Additionally, the WDPI continues to direct significant state-level activities designed to support districts in their quest to have highly qualified teachers in front of their most vulnerable students. Most notably, Wisconsin's Educator Effectiveness System,[20] the Talent Development Strategic Plan, efforts to revise licensure, and increased access to Positive Behavioral Interventions and Supports training.

WDPI continues to support the implementation of a high quality educator effectiveness system focused on continuous growth and improvement. This system is designed to support all educators in the system to ensure high quality for all students.

The Talent Development Strategic Plan[21] was developed with stakeholders over the last two years to address how we attract, prepare, develop and retain teachers in Wisconsin. Strategies range from changes to our licensure rules, changes to educator preparation programs, as well as strategies to attract young people to the teaching profession.

Our root cause analysis further identified that a positive climate in a school, impacted greatly by the behavior of students, can be a contributing factor in teacher retention and attrition. WDPI has made available additional training and support to our nine equity districts through the Wisconsin Response to Intervention Center and Positive Behavioral Interventions and Supports training.

Every year, WDPI will rerun the state-level data analysis to monitor progress in closing the equity gap. WDPI continues to provide district-level data to these districts and will continue to support and monitor the progress of these nine school districts, both individually, and their collective impact on the state's equity gap. WDPI will continue to

[20] https://dpi.wi.gov/ee (Note: This website will change to https://dpi.wi.gov/eds in late summer, early fall 2017.)
[21] https://dpi.wi.gov/sites/default/files/imce/tepdl/pdf/PSC-Strategic-Plan-draft-Nov-2016.pdf

post the original data analysis on its webpage. As the analysis is rerun, we will update the posting and continue to work with identified school districts.

In addition to this state-level approach, every district receiving Title I funds will be asked to analyze school-level data to see if low-income students, English learners, and students of color are being taught at disproportionate rates by ineffective, inexperienced, or out-of-field teachers, and, if so, create a plan for how they will eliminate those gaps, as part of the required LEA ESSA plan. WDPI will provide access to the materials and resources previously developed for these districts.

6. **School Conditions** (*ESEA section 1111(g)(1)(C)*): **Describe how the SEA agency will support LEAs receiving assistance under Title I, Part A to improve school conditions for student learning, including through reducing: (i) incidences of bullying and harassment; (ii) the overuse of discipline practices that remove students from the classroom; and (iii) the use of aversive behavioral interventions that compromise student health and safety.**

The WDPI supports all districts through professional development opportunities, resources, and guidance documents designed to improve school conditions for student learning.

Wisconsin State Statutes 118.46 directs WDPI to develop and post a model policy on school bullying by pupils, as well as develop and post a model education and awareness program on bullying. WDPI has provided a written model policy and accompanying webcast for schools. Additionally, an anti-bullying curriculum for use with students in grades 9 through 12 is available. Other supports include an anti-gay bullying and harassment webcast and an informational pamphlet for families of students who have been bullied. Further, tools have been designed to assist districts in examining current approaches to determine needs and gaps, map present resources, and connect bullying prevention to a multi-tiered system of support.

The Wisconsin Digital Learning Plan's Data and Privacy component also identifies the need to provide digital citizenship resources to school. Cyberbullying is a topic that will be included within the WISElearn, the state's online resources repository, available to schools and the focus of thematic professional development delivered through CESAs.

With respect to overuse of discipline practices, WDPI has created and disseminated a case studies document to schools related to alternatives to suspension and expulsion. Resources explaining evidence-based approaches to improving school safety, enhancing student engagement, and creating positive school climates (Wisconsin Success Stories - Safe and Supportive Schools grant) are available to schools. WDPI utilizes an open data collection system (WISEdata) to analyze trends and identify needs related to discipline practices. With regard to special education requirements, WDPI has developed technical assistance materials on manifestation determinations and other disciplinary requirements, shortened days, and the development of effective functional behavioral

assessments and behavioral intervention plans, which may be found at https://dpi.wi.gov/sped/a-z.

In regards to reducing the use of aversive behavioral interventions, Wisconsin enacted a state law[22], created with broad stakeholder input from groups representing special education parents, school boards, teachers, and administrators, which prohibits the use of seclusion and restraint in public schools unless the student's behavior presents a clear, present, and imminent risk to the physical safety of the student or to others, and it is the least restrictive intervention feasible (*See* Section 118.305, Wisconsin Statutes). State law prohibits the use of certain restraint techniques and methods, and staff members may not use physical restraint unless they have received training meeting certain specified requirements, including training on de-escalation techniques. The school must maintain a record of the training received, including the period during which the training is considered valid.

Each time seclusion or restraint is used, within one business day after the incident, the student's parent must be notified of the use of restraint or seclusion and a written report will be available within three business days. Annually, the principal of each school must report to the school board on the number of incidents of seclusion and physical restraint during the previous school year, the total number of students involved,and the total number of students with disabilities involved in the incidents.

WDPI has created resources for schools and the early childhood community regarding these state law requirements, including a frequently asked questions document, and a professional development online module, to assist schools in using data to decrease the use of seclusion and restraint.[23]

In addition, WDPI has established in-depth supports for professional development and technical assistance to implement Positive Behavioral Interventions and Supports (PBIS). PBIS involves a multi-level system of supports that provides a foundational framework within which additional interventions may be implemented in schools. Wisconsin has found this system to be effective. Schools with a sustained 3 year PBIS implementation saw a 41 percent decrease in the number of suspensions, compared to a 3 percent decrease in those schools without PBIS. This trend was particularly stark for students with disabilities and black students. Supports are offered statewide through the WDPI-funded Wisconsin Response to Intervention Center (RtI)[24] using a regional structure and in partnership with the twelve CESAs.

Wisconsin supports a suite of data tools at WDPI. These WISE data systems include tools for school use that address RtI and PBIS program support. The WDPI is currently integrating the functions that allow district staff to monitor interventions and review impacts. The WISEdash data reporting system includes discipline related data elements

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[22] See Section 118.305, Wisconsin Statutes at https://docs.legis.wisconsin.gov/statutes/statutes/118/305?view=section.
[23] For more information about state law requirements, as well as these resources, see https://dpi.wi.gov/sped/topics/seclusion-restraint.
[24] See www.wisconsinrticenter.org and www.wisconsinpbisnetwork.org.

and will feature dashboards and reports that facilitate PBIS at the local school district level.

WISEdash will also soon facilitate the use of survey data, such as school climate surveys, for districts to leverage survey data as a component of their internal continuous improvement planning.

7. **<u>School Transitions</u> *(ESEA section 1111(g)(1)(D))*: Describe how the State will support LEAs receiving assistance under Title I, Part A in transitioning the needs of students at all levels of schooling (particularly students in the middle grades and high school), including how the State will work with such LEAs to provide effective transitions of students to middle grades and high school to decrease the risk of students dropping out.**

WDPI supports schools in all LEAs, including those receiving Title I, Part A funds, in effective transitions of students at all levels of schooling through ongoing professional development opportunities in the forms of trainings and workshops, as well as technical assistance and guidance documents.

Additionally, WDPI offers data resources for school districts to assist them in serving students at all levels. The WDPI hosts a tool called WISExplore, a data inquiry process that supports the use of data tools with school districts by providing a set of protocols school district can follow to engage in continuous improvement planning. WDPI also provides the WISEdata application program interface, a secure mechanism by which school districts send state and federally required reporting data to WDPI and student records are able to move within the state from district to district as that student moves.

Early Childhood to Elementary School
Wisconsin has strong relationships with other state agencies that oversee Birth to three programming and child care. We work closely with them to ensure student transitions. In particular we have expanded access to four-year old kindergarten across the state by employing community-based approaches that allow school districts to contract with child care providers to coordinate Kindergarten services. The Head Start Collaboration Office is a partnership organization that assists in transitions between early learning Head Start environments and elementary school. That office is located in WDPI. Common data elements that cross grade levels and ages are being considered by WDPI in our WISEdata and state longitudinal data systems (SLDS). High quality data will ease transitions as teachers prepare for new groups of students. In addition, the Race to the Top Early Learning Challenge Grant has provided resources that strengthened relationships between WDPI, Department of Children and Families, and the Department of Health Services. All three agencies provide services to early learners. The grant allowed the three agencies to work together at the systems level to provide smooth transitions for all children entering school systems. WDPI also developed model early learning standards[25] that cover birth to first grade to further aid in the development and

[25] Wisconsin Model Early Learning standards can be accessed at https://www.collaboratingpartners.com/documents/WMELS4thEdition_web_edit2.pdf.

delivery of high quality instruction. Since some districts are seeing an increase in the number of dual language learners; WDPI has been reaching out and will continue to provide technical assistance and to extend its professional development including its train-the trainer initiative to educators and care providers working in early childhood through kindergarten settings to better support dual language learners and their families. The support includes connecting and making stronger connections and therefore transitions in preschool through kindergarten and grades K-1 settings and offering training to staff on implementing the WIDA Early English Language Development Standards. A key component is connecting and bridging relationships with families and helping them better prepare for engaging in the K-12 setting.

Elementary to Middle School

Wisconsin has statutory requirements that help students think about how their schooling relates to their future plans. Beginning in grade six, academic and career planning is a key planning tool that aids in student transitions.[26] Academic and career plans (ACPs) are a student-driven, adult-supported process in which students create and cultivate their own unique and information-based visions for post secondary success, obtained through self-exploration, career exploration, and the development of career management and planning skills. ACPs are required for all students in grades 6-12 under Wisconsin state statutes. The ultimate goal of ACP is to make education relevant and keep students engaged in the learning process.

Through significant stakeholder involvement and in conjunction with the Collaborative for Academic, Social, and Emotional Learning (CASEL), WDPI is creating social emotional learning competencies for use with students grades PK through 12 that align with Wisconsin early learning standards. These competencies are expected to help students better navigate the school environment and stay connected to school by acquiring and effectively applying the knowledge and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Students with strong social and emotional competencies will be more highly engaged with peers and adults and be better equipped to make responsible decisions as they navigate across the educational continuum. Strategies for embedding these competencies into existing curricula, as well as infusion into afterschool programs and other locations will be available in the 2017-18 school year.

Middle School to High School

Interventions mentioned above, such as the ACP and social emotional learning, continue to be used to aid in student transitions into middle and high school.

WDPI has also developed the Dropout Early Warning System (DEWS), a tool for school district staff to use to examine early predictors of dropping out, including low attendance, low achievement rates, high suspension/expulsion rates, and high mobility. Dropping out of school is a process, not an event, and early predictors of potential

[26] Academic and career plan requirements are found in statute at https://docs.legis.wisconsin.gov/statutes/statutes/115/II/28/59?view=section and its related administrative rule at https://docs.legis.wisconsin.gov/statutes/statutes/115/II/28/59?view=section.

drop-outs exist as early as the middle grades. Predicting which current 6th, 7th, 8th, and 9th grade students are at a higher risk of dropping out of school later on can lead to critical interventions that prevent students from actually dropping out. DEWS provides educators with risk scores for all middle school students.The DEWS indicator is incorporated by the SEA into WISEdash secure data dashboard designed for access by school districts. WDPI provides technical assistance in use of the DEWS tool upon request.

High School to PostSecondary
Again, ACPs are used to help students think about the path they want to choose upon leaving high school.

For special education students, the WDPI, through the transition improvement grant (TIG), provides statewide technical assistance and effective, targeted, no or low cost professional development to Wisconsin LEAs and teachers in the area of postsecondary transition planning. The TIG aims to combine the use of the Postsecondary Transition Plan (PTP) with best practice strategies for improving post school outcomes for students with disabilities. TIG has also developed a set of transition-focused lesson plans that are available at no cost to districts.

Strategies designed to assist educators in recognizing and responding to student mental and behavioral health needs are being implemented throughout the state. Youth Mental Health First Aid is a public education program introducing participants to the unique risk factors and warning signs of mental health. SBIRT (Screening, Brief Intervention, and Referral to Treatment) training is offered to help address AODA and mental health needs in students. Not only will this be beneficial to the mental health of the student, but is expected to help keep students on track and engaged in school. Moreover, WDPI has created supports and learning modules for schools to help incorporate trauma-sensitive practices across all grade levels.

In addition to the DEWS tool mentioned above, the Career and College Ready Early Warning System (CCREWS) in development by WDPI will be incorporated into WISEdash. WISEdash is the tool used for both aggregate public reporting and for secure use within a school district.

Several evidence-based strategies identified through a Safe and Supportive Schools (S3) grant are provided to schools to increase student engagement, reduce dropout rates, and improve academic achievement.. For example, Link Crew is a program designed to reduce the need to discipline, gives students a sense of connection to adults in the building, and promotes strong protective factors. Classroom organization and management program training is provided to teachers to help improve their overall instructional and behavioral management skills through planning, implementing, and maintaining effective classroom practices, as well as improve student engagement, reduce inappropriate and disruptive behavior, promote student responsibility for academics and behavior, and improve student academic achievement.

B. Title I, Part C: Education of Migratory Children

1. **<u>Supporting Needs of Migratory Children</u>** ***(ESEA section 1304(b)(1))*****: Describe how, in planning, implementing, and evaluating programs and projects assisted under Title I, Part C, the State and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through:**
   - **i. The full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;**
   - **ii. Joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under Title III, Part A;**
   - **iii. The integration of services available under Title I, Part C with services provided by those other programs; and**
   - **iv. Measurable program objectives and outcomes.**

The primary purpose of the Wisconsin Migrant Education Program (MEP) at the Wisconsin Department of Public Instruction (WDPI) is to help provide measurable program objectives and outcomes for migratory children. The purpose of the program is to identify the needs of migrant students so services can be targeted for the greatest impact.

ESEA Section 1309(3) defines a migratory child as a child or youth who make a qualifying move in the preceding 36 months:

- as a migratory agricultural worker or migratory fisher; or
- with, or to join, a parent or spouse who is a migratory agricultural worker or a migratory fisher.

Migrant children and youth overcome challenges of mobility, frequent absences, late enrollment into school, social isolation, and other difficulties associated with a migratory life, in order to succeed in school. The Wisconsin MEP gives priority for services to migrant children and youth who are failing, or most at risk of failing, to meet the state's content and performance standards and who have made a qualifying move within the previous one year period.

To identify and address these unique educational needs, the Wisconsin MEP is developing a statewide Service Delivery Plan (SDP) based on a recent Comprehensive Needs Assessment (CNA) that:

- Provides for the integration of services with other ESEA programs;
- Ensures the state and its local operating agencies identify and address the special educational needs of migratory children;
- Reflects collaboration with migrant families;
- Provides migratory children with opportunities to meet the same challenging state academic content standards and challenging state student academic achievement standards that all children are expected to meet;

- Specifies measurable program goals and outcomes;
- Encompasses the full range of services that are available for migratory children from appropriate local, state, and federal educational programs; and
- Reflects joint planning among local, state, and federal programs.

The Wisconsin MEP convened a planning committee for the SDP comprised of key stakeholders from migrant education as well as content area experts. Wisconsin state MEP staff will ensure continuity from one phase of the continuous improvement cycle to the next. For example, the Wisconsin MEP staff meet with the local MEP program directors and recruiters in May to gather their input for the SDP.

Once the SDP is complete, WDPI will implement the plan by disseminating information and providing professional development to align local project services and goals with the statewide plan, rolling out strategies for support and services, and collecting data for accountability. Finally, Wisconsin's state MEP staff will evaluate the program by measuring the extent to which strategies were implemented with fidelity and the impact of those strategies on migrant student achievement.

The SDP will be reviewed and revised to ensure the services address the needs of changing student demographics every three years, or more frequently if there is evidence of a change in the needs of the migrant student population.

Wisconsin integrates federal programs at the state level and provides technical assistance to support local educational agencies (LEAs) to integrate federal programs at the local level. Wisconsin's state MEP staff are part of the state's Title I and School Support Team and the team collaborates with other state and federal programs, including but not limited to: Title I, Part A, Title II, Part A, Title III, Part A,Title IV, McKinney-Vento, community and school nutrition, and the Individuals with Disabilities Education Act on a regular basis.

Local educational agencies (LEAs) complete their Elementary and Secondary Education Act (ESEA) consolidated grant application in Wisconsin's federal grant web-based portal called WISEgrants. WISEgrants allows flexibility of federal funds serving migrant children. For example, WISEgrants is programmed to give users the the flexibility to reserve funds from Title I, Part A to meet the unique needs of migratory children. WISEgrants facilitates the the process for districts to easily transfer funds from Title II, Part A and Title IV, Part A into Title I, Part C.

With specific regard to Title III, Part A, the Wisconsin MEP staff will ensure that in coordination with the Title III, Part A program we will develop ongoing effective communication to districts and school staff around identifying English learner students. Wisconsin's state MEP staff will consolidate communications around programs and needs of migrant students who are also English learners to districts and to families. Additionally, Wisconsin State MEP staff will provide professional development and training to LEAs. MEP staff will coordinate with Title III coordinators around professional development on the identification of migratory children and their unique

needs. This professional development will be data driven to include math and literacy, as well as graduation rates. Additional stakeholder feedback received through statewide ESSA Consolidated State Plan listening sessions held May through June of 2017 was taken into consideration to further specify and enhance technical assistance and services to migratory children.

To ensure coordinated effort and program fidelity, Wisconsin conducts consolidated on-site monitoring for ESEA programs, which includes Title I, Part C. A cross-agency team at WDPI, including MEP staff, works together to assess risks to determine which local programs to monitor, ensures all federal requirements are included in monitoring process, conducts site-visits, provides technical assistance, and identifies and follow-ups on areas where corrective action is needed.

2. **Promote Coordination of Services** (***ESEA section 1304(b)(3)***): **Describe how the State will use Title I, Part C funds received under this part to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year.**

Intrastate Coordination

WDPI will continue efforts to ensure educational programs and supportive services are available for migrant students and their families. This is dependent upon a strong functioning network of partnership agencies and organizations committed to migrant children and families. The efforts by the Wisconsin's MEP to build and maintain intrastate initiatives include collaboration, as appropriate, with:

- UMOS (Farmworker Programs; Migrant Day Care, and Migrant Head Start Programs);
- Wisconsin Department of Workforce Development (Bureau of Job Service, Migrant Law Enforcement Unit, and Foreign Labor Certification);
- The Migrant Seasonal Farmworker State Monitor Advocate;
- Family Health Services of Waushara County (as known as La Clínica);
- Madison College HEP Program;
- Legal Action of Wisconsin Farmworker Project;
- Second Harvest Foodshare Outreach Program; and
- Other service providers as necessary.

Wisconsin MEP staff periodically meet with the above mentioned partners and programs and participate in regional meetings, such as the Governor's Council on Migrant Labor and the Wisconsin Farmworkers' Coalition. These meetings bring together employer and employee representatives, policy makers, academics, and direct providers of programs and services to migrant farmworkers. In addition, state MEP staff coordinate with local MEP projects and agencies that provide services to migrant students throughout the state

of Wisconsin.

Interstate Coordination
Federal legislation governing the MEP requires interstate coordination through shared responsibility and communication among the many partners involved in addressing migrant students' academic and supportive needs.

The Wisconsin MEP staff will continue to participate in interstate coordination initiatives to access resources and programmatic materials benefitting migrant students. The Wisconsin MEP has participated with other states in consortium incentive grants in the past. The Wisconsin MEP will continue to participate in the U.S. Department of Education's Office of Migrant Education (OME) sponsored trainings and meetings enabling collaboration between states.

The interstate coordination efforts will include, but are not limited to:

- Attending OME sponsored trainings designed for states to continue implementation of Migrant Student Information Exchange (MSIX), and administration of MEP programs under ESSA;
- Attending National PASS Center interstate meetings to improve course option opportunities;
- Participating in Texas Education Agency (TEA) sponsored meetings for interstate coordination;
- Pursuing connections with Madison College's existing High School Equivalency Program (HEP) and assisting students in accessing the programs;
- Guiding local MEP staff on interstate coordination efforts;
- Collaborating with the TEA and Texas Migrant Interstate Program (TMIP) and other states, as needed, to effectively conduct out of state testing; and
- Participating in the National Association of State Directors of Migrant Education, the professional organization of state officials charged with the effective and productive management of supplemental programs that help migrant children succeed in school.

Wisconsin's MEP currently uses the New Generation System (NGS) and will continue to use NGS, or another USDE approved web-based data management system, to meet Migrant Student Information Exchange (MSIX) and data quality control requirements. Wisconsin migrant students' school-related demographic, academic, and health information is entered into a secure web-based data management system. This system meets the privacy protections applicable to the collection and transmission of student data required by the Family Educational Rights and Privacy Act (34 CFR 99). The data management system maintains the most current, updated information on migrant students and it is used to generate the state student count of eligible children as well as reports used in the identification and recruitment quality control process.

Proper maintenance of student eligibility and services information is a critical area of

operation for Wisconsin's MEP. Wisconsin's state MEP staff will continue to use the data control system with a number of checks and balances to ensure the quality of data collected for eligibility of migrant students. In addition to communicating data flow requirements and timelines to all local MEP program staff, Wisconsin state MEP staff will provide extensive technical assistance related to data quality issues to local project staff. Training will be modified to meet local project needs and emerging trends. Wisconsin's state MEP staff will provide professional development opportunities for recruiters and local project directors to understand and implement state and federal policies regarding the MEP and to review the federal MEP, particularly as it relates to the legal requirements for determining eligibility and issues unique to identification and recruitment practices.

To meet the requirements of the OME, the data management system uploads data elements to the MSIX on a daily basis. MSIX is a web-based portal linking states' migrant student record databases to facilitate the national exchange of migrant students' educational information among the states. MSIX produces a single, consolidated record for each migrant child containing the information from each state in which the child has enrolled. It contains the data elements necessary for the proper enrollment, grade and course placement, and accrual of credits for migrant children.

Wisconsin state MEP staff will respond when requests for information on migrant students are received from other states and will assist local project directors to comply with such requests, as necessary. Whenever appropriate and possible, staff will respond to requests electronically. When this is not feasible, staff will transfer records by other means like the Red Bag system. The Red Bag is prepared with key informational documents for the family to take with them and use at the next school site where the children are enrolled. During training sessions for local project staff, a list of the key records to be included will be reviewed and a copy placed in each bag.

Wisconsin is advancing the use of secure student records within the state for migrant students through the use of our secure data system. This system is called WISEdata and is built on the Common Education Data Standards (CEDS). It provides consistency in student records definitions and secure transmission. Another component of the WISEdata system enables Wisconsin school district staff with approved and appropriate access to view historical student records as soon as the student is enrolled in their district and the enrollment is submitted through WISEdata. Given that migrant students are highly mobile, the use of WISEdata for this purpose is extremely beneficial to these students.

3. **<u>Use of Funds</u> *(ESEA section 1304(b)(4))*: Describe the State's priorities for the use of Title I, Part C funds, and how such priorities relate to the State's assessment of needs for services in the State.**

The primary purpose of the Wisconsin Migrant Education Program (MEP) is to help children and youth from migratory families overcome challenges of mobility, frequent absences, late enrollment into school, social isolation, and other difficulties associated

with a migratory life, so they might succeed in school. Furthermore, the Wisconsin MEP gives priority for services to migrant children and youth who are failing, or most at risk of failing, to meet the state's content and performance standards, and who have made a qualifying move within the previous one year period. The purpose of the program is to identify the needs of migrant students so services can be targeted for the greatest impact.

When compared to other states, Wisconsin has a relatively small migrant population. Wisconsin is considered a "receiving" state. Most migratory students live in Wisconsin for a short time before returning to their home state. The majority of Wisconsin's migrant students come from Texas.

In the 2015-16 Consolidated State Performance Report (CSPR) submitted to the USDE, Wisconsin reported nineteen local MEP projects serving 470 students during the regular school year (September 2015 through June 2016) and ten summer projects serving 138 students (July through August 2016). There were 796 migrant students identified in 2015-16 CSPR with the following demographics:

- 10 percent were preschool-aged (three to five years old), 40 percent were students in grades K-6, 36 percent were students in grades 7-12, and 3 percent were out-of-school youth (OSY);
- 43 percent of the total migrant students served were identified as Priority for Services (PFS); and
- 31 percent were limited English proficient, predominantly Spanish speakers.

This count includes eligible migrant children ages 3 through 21 who, within three years of making a qualifying move, resided in Wisconsin for one or more days between September 1, 2015 and August 31, 2016.

During the comprehensive needs assessment process, Wisconsin's MEP staff identified the following areas as key components that will be addressed in Wisconsin's service delivery plan:

- A referral infrastructure to ensure MEP students are counted and served;
- WDPI provided services based on the location of Migrant students;
- Recruitment and identification of all eligible students through age 21;
- Increase student achievement in core academic areas for Migrant students;
- Reorganize current programming to serve more migrant students;
- Offer intensive training to positively impact student achievement; and
- Provide more effective and accurate data collection.

The following Wisconsin MEP's Strategic Priorities for use of funds reflect needs identified in the comprehensive needs assessment:

- Enhance identification and recruitment to ensure all eligible students are identified and recruited;
- Develop and implement a new service delivery plan to reach more students and families of migratory students around the state;
- Increase academic support for migrant students, specifically in reading and mathematics, attendance, graduation, and English language proficiency, as appropriate; and

- Develop an evaluation system using data from the MEP data management system and WISE data, Wisconsin's data system, accurately and effectively.

C. Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk

1. **<u>Transitions Between Correctional Facilities and Local Programs</u> *(ESEA section 1414(a)(1)(B))*: Provide a plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.**

   The Wisconsin Department of Public Instruction (WDPI) communicates and collaborates with teams in other state agencies as a component of assisting in the transition of children and youth between correctional facilities and local educational agencies (LEAs). The WDPI Title I team will develop a plan to coordinate and collaborate with mental health agencies, Wisconsin Department of Children and Families, Wisconsin Department of Corrections, and Wisconsin Department of Health Services. This coordination plan will aim to connect the multiple pathways and services that must work together when assisting children with transition. The ESSA State Plan will be updated when the agency coordination plan is complete.

   WDPI supports communication and collaboration between correctional facilities and locally operated programs through technical assistance that supports smooth, timely communication. WDPI uses linked implementation teams[27], a communication structure developed by the National implementation Research Network, to work with multiple levels of the education system to ensure practice and policy are coordinated in a way that results in improved outcomes.

   WDPI employs methods and practices of technical assistance to meet the identified needs of institutions. These methods and practices include onsite technical assistance, professional development offerings, webinars, and newsletters. Importantly, Wisconsin shares and supports the use of transition resources created by the National Technical Assistance Center for the Education of Neglected or Delinquent Children and Youth with the Wisconsin Department of Corrections and Title I D Subpart 2 institutions and LEAs.

2. **<u>Program Objectives and Outcomes</u> *(ESEA section 1414(a)(2)(A))*: Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the Title I, Part D program in improving the academic, career, and technical skills of children in the program.**

   In Wisconsin, the racial disproportionality of students of color who have contact with the justice system is among the highest in the nation. This disproportionality exacerbates the educational achievement gaps already identified along racial lines in Wisconsin. A key

[27] Linked implementation Teams are described at http://implementation.fpg.unc.edu/module-3/topic-1/linked-implementation-teams.

program objective is to provide educational support to facilities and LEAs to help reduce racial achievement gaps.

A further objective of the program in Wisconsin is to ensure facilities have access to the support and educational materials needed to provide high quality instruction so students are college and career ready. Wisconsin closely examines implementation through implementation science research to develop, deliver, and evaluate support to LEAs and facilities.

Wisconsin will annually utilize End of Year report data submitted by the Title I-D subpart 1 and subpart 2 institutions to measure outcomes for students served through neglected and delinquent programs. These outcomes allow WDPI to better evaluate services. Without access to high quality instruction, students cannot make adequate academic, career, or technical skill gains.

Students must have access to high quality education aligned to Wisconsin standards. Through collaboration with local educational agency and facility stakeholders consisting of education directors and teachers from institutions receiving Title I, Part D, Subpart 2 funds, Wisconsin has moved to replace the Title I-D quality indicators-with a Wisconsin standards tool. Prior to the update, institutions receiving Title ID subpart 2 funds submitted quality indicators in accordance with the State's No Child Left Behind plan for Title I, Part D, but the quality indicators did not mirror current Wisconsin standards. The Wisconsin standards tool better aligns with the instruction of institution teachers and provides a more accurate and useful measure of educational quality. The tool will be updated by facilities twice a year and will be submitted to the WDPI. This tool will be used as a measure of Title I, Part D Subpart 2 alignment to standards and curriculum effectiveness.

The WDPI Title I team will support the implementation of career and technical education programs through intentional collaboration with the WDPI Career and Technical Education team. The WDPI Career and Technical Education team serves as a clearinghouse for educational information and guidance to support the quality work-based learning programs, relevant academic skills, and the employability skills and workforce behaviors necessary for postsecondary success and careers. Under Wis. Stat. § 115.28(59)(b) beginning fall 2017, all students enrolled in grades 6 through 12 in a public school district will participate in Academic Career Planning (ACP), a collaboratively developed, student-driven process where students cultivate their own informed decisions for post-secondary success. This explicitly includes students considered neglected and delinquent. WDPI believes the work on these plans will lead to better academic, career, and technical skill outcomes as students connect their education to future plans.

D. Title II, Part A: Supporting Effective Instruction

1. **Use of Funds *(ESEA section 2101(d)(2)(A) and (D))*: Describe how the State educational agency will use Title II, Part A funds received under Title II, Part A for State-level activities described in section 2101(c), including how the activities are expected to improve student achievement.**

The Wisconsin Department of Public Instruction (WDPI) will use Title II, Part A funds to advance and support innovative leadership in the principalship and focus on advancing high quality teaching in front of all students using professional development, including through Wisconsin's Educator Effectiveness (EE) System. This system is required under Wisconsin State Statutes.[28]

Wisconsin Educator Effectiveness System

In 2010, Wisconsin State Superintendent, Dr. Tony Evers, announced the formation of an Educator Effectiveness (EE) Design Team to develop recommendations for an evaluation system for teachers and school administrators, including representation from the American Federation of Teachers, Association of Wisconsin School Administrators, Office of the Governor, Professional Standards Council, Wisconsin Association of Colleges of Teacher Education, Wisconsin Association of Independent Colleges and Universities, Wisconsin Association of School Boards, Wisconsin Association of School District Administrators, Wisconsin Education Association Council, and WDPI. The Design Team, tasked with designing the system's structure and framework, determined WI would design a system which supports professional growth. In 2012, Wisconsin Act 166 called on the WDPI to develop a statewide system for educator evaluations before 2014-15, at which time, all WI districts must implement the system to evaluate teachers and principals.

WDPI recognized that traditional evaluation systems most often: 1) define effective instructional and leadership practices (e.g., "This is how you should teach/lead."), but fail to actually *teach* or *allow the educator to learn* how to implement those strategies; and 2) identify if an educator is exhibiting effective practices (e.g., "Your practice is minimal, basic, effective, or distinguished); but fail to provide a *specific, strategic plan to move practice* from its current level to effective or distinguished levels. As a result, WI adopted a "learning-centered approach" and designed its EE System to support learning theory.

Wisconsin's "learning-centered approach" is premised on the understanding that leader and teacher evaluations have the potential to improve practice only when the model moves beyond accountability to a system focused on learning. As Tim Kanold (2011) notes, "It's not *just* about the students. In fact, it's really about student learning and growth *and* adult learning and growth, intricately woven together forever" (p.133).[29]

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[28] The Wisconsin Educator Effectiveness System is found under Section 115.415 of Wisconsin Statutes at https://docs.legis.wisconsin.gov/statutes/statutes/115/II/415?view=section.

[29] Kanold, T. (2011). Five Disciplines of PLC Leaders. Bloomington, IN: Solution Tree Press.

Wisconsin's learning-centered EE System focuses on the following principles:

- learning derives from mistakes as well as successes, thus involving risk, and risk-taking requires a foundation of trust;
- assessment and support of practice should be grounded in a common definition of good practice using a research-based framework;
- learning is enhanced by educator-developed goals grounded in student and educator data; and
- deep professional learning calls for ongoing work with timely and specific feedback from reliable sources.

The Design Team created a system which recognizes "Everyone is a Learner". . Drawing upon the five principles noted above WDPI created a learning process that codifies "good leading, teaching, and learning" using a process for adult learning that mirrors the same best practices educators use to support student learning. WDPI's EE System does not determine professional development needs--it is content-neutral professional development provided through an ongoing, job-embedded coaching structure that supports guided, individualized, self-determined growth and development of educators.

Evaluation of the EE System. With a deep understanding of implementation science (as discussed under Title I, Part A question number 4, viii, c) WDPI recognizes any policy or program is only as successful as its implementation. Therefore, WDPI contracted with an external evaluator during the first pilot year and has continued that partnership. Beginning in 2015-16, the annual evaluation included measures of EE implementation quality to determine differences in implementation, potential reasons for differences, resources to support improved implementation, and it will eventually link implementation levels to impact. In 2015-16, WDPI began providing individual school- and district-level reports based on the EE evaluation data. Each interested school and district received a visual summary of responses from their educators (anonymized) to each of the EE evaluation items, as well as key trends. Beginning in 2016-17, WDPI began offering voluntary technical assistance meetings to train school and district leaders to understand and accurately read the findings in their reports, and to respond appropriately. Through these meetings WDPI offered schools and districts a learning-centered process based on the same continuous improvement processes as the EE System to identify current levels of EE implementation and to create a strategic plan for moving implementation forward.

Initial evaluation findings suggest that the EE System not only improves educator practice, but helps retain high quality educators. Drawing upon ongoing data and findings, WDPI has developed supports, resources, and professional development which address challenges (instructional and implementational) most commonly identified across the state while leveraging examples from districts implementing with high quality.

<u>Statewide System of Support</u>

In 2014, the Wisconsin Department of Public Instruction (WDPI) developed as a resource an innovative and unique professional development delivery system for educators. WDPI designed the professional development series to increase:

- articulated and aligned opportunities for learning that build on each other across the year, rather than a one-day convention or sit-and-get;
- consistent information from WDPI across the state about EE System's purpose, requirements, and flexibilities;
- learning about how correct implementation of the EE System retains educators and improves practice; and
- learning about how to move towards more authentic and meaningful implementation of EE; including how to:
    - develop a school leadership team that distributes leadership and incorporates teacher voice and leadership;
    - create a collaborative and trusting environment;
    - create high-functioning teams;
    - engage in more productive conversations;
    - how to utilize a cycle of inquiry (i.e., Plan-Do-Check-Act) authentically within weekly classroom instruction and team meetings;
    - unwrap standards;
    - identify essential learning; and
    - create formative assessments to inform instructional changes.

After each event, WDPI asked participants to engage in an exit survey to provide feedback, which directly informed future changes to the structure and content of the series.

The response to this system of support was so positive that in year 2 (2016-17), participation increased to 45 percent of all Wisconsin districts. Those districts sent at least one school team (e.g., school administrators and teachers), representing over 1,500 educators, to all four events in the series. The events have directly resulted in changes to educators' perceptions of EE and their practices when using the System as evidenced by most recent EE system evaluation findings.

Despite the magnitude of these annual series, WDPI has kept the events free to educators and state costs extremely low due to the innovative delivery system used. WDPI will continue to use existing state funds to support the implementation of the EE System and the delivery of this effective professional development series. Additionally, WDPI will use existing state funds to make a coordinated effort to increase participation in districts that have, to this point, not attended the series.

Expansion to a Tiered, Statewide System of Support. In 2015-16 and 2016-17, the WDPI professional development series included four articulated and comprehensive events building on the content of the prior event and aligned to the timeline of the work occurring in schools. Beginning in 2017-18, WDPI will use Title II funds, including the 3 percent set-aside, to expand the scope of the system of support by adding additional "tiers," including regional "deep dives" and "extension activities," as well as adding an

entirely new strand focused on individualized learning for administrators, *Leading for Equity.*

To plan, develop, and facilitate these expanded offerings to a larger audience, WDPI will coordinate closely with the Wisconsin professional organizations for administrators [i.e., Wisconsin Association of School District Administrators (WASDA,) and the Association of Wisconsin School Administrators (AWSA)], as well as continue collaboration with CESAs. With these expanded opportunities, WDPI aims to increase learning depth vertically with each opportunity including statewide offerings, deeper regional offerings, and localized coaching offerings, as well as horizontally, increasing in depth across time with each offering building upon the learning of the prior offering.

WDPI will offer these voluntary supports and resources to all Wisconsin educators.

Supporting the Educator Pipeline

Wisconsin Department of Public Instruction (WDPI) will also use state Title II funds to develop new programs and activities designed to support the educator pipeline more comprehensively. Specific efforts will include:

- Supporting the expansion of existing local Educators Rising chapters and investigating if and how to develop a state chapter to increase the numbers of high-quality high school students choosing to enter educator preparation programs (EPPs).
- Providing interested EPPs with individualized program-level reports visually demonstrating the responses of former EPP candidates participating in EE and the EE evaluation in WI districts. These reports, and the associated technical assistance will mirror the reports provided to schools and districts. Similarly, the technical assistance will identify areas of strength to leverage (locally and statewide) and areas for program improvement to better meet the needs of today's educators.
- Developing and providing effective mechanisms and resources to interested districts in support of recruiting and retaining high-quality staff, including resources associated to the EE System (which findings suggest is a retention strategy).
- Continuously developing educator practices using the EE System and the related statewide system of support (described above).
- Using the statewide system of support (described above) to develop LEA capacity to provide sustainable, efficient, and effective recruitment, development, and retention strategies.

WDPI has committed to creating supports "by and for Wisconsin educators." To successfully meet this goal, WDPI has consistently relied on extensive and ongoing feedback (as noted throughout this section). For example, WDPI has contracted with an external evaluator to collect educator feedback regarding the EE System since the first pilot year (2012-13). By 2016-17, the evaluation had expanded to include more than 20,000 educators representing all Wisconsin districts. The evaluation draws upon surveys, focus groups, and case studies to provide various levels of feedback and

findings designed to inform changes and/or ongoing supports. Additionally, WDPI and the external evaluator have partnered together to link EE evaluation data with other existing WDPI data sets to determine trends in EE evaluation data as related to specific EPPs, LEA recruitment, induction, development, and retention, etc. When developing this ESSA plan, WDPI again engaged stakeholders through a variety of means to provide information about changes to federal law and to solicit input to the development of the plan. Stakeholders participating in the sessions included: education organizations, private school and charter school associations, higher education organizations, parent associations, local educational agencies, and education preparation programs. Online instruments were developed to collect and analyze input into the plan (e.g., supports for recruitment and retention, supports to increase the learning-centered focus of districts, including ways to create time for observation and collaboration, training for educators on mental health competencies, and incorporating teacher voice authentically into the ongoing development and refinement of WDPI programs and resources). WDPI will consistently seek feedback by continuing with these evaluation and stakeholder engagement efforts.

2. **Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools *(ESEA section 2101(d)(2)(E))*: If an SEA plans to use Title II, Part A funds to improve equitable access to effective teachers, consistent with ESEA section 1111(g)(1)(B), describe how such funds will be used for this purpose.**

Achieving equitable access to teachers will require implementation of a comprehensive set of key strategies to support Title I A schools. These strategies will focus on retaining experienced educators and recruiting and preparing appropriately licensed educators for these schools. Each strategy focuses on a root cause identified by stakeholders as leading to the inequitable distribution of inexperienced and unqualified educators. The strategies are:

- **Resources for School Districts and Schools**. Increase resources available to school districts so they can better respond to the challenges of recruiting and retaining effective educators.
- **School Climate.** Support ongoing studies of school climate and professional learning and their impact on teacher recruitment and retention.
- **Ongoing Professional Learning.** Support professional learning approaches in schools and districts that are comprehensive, ongoing, and more closely aligned to the practice, needs and growth goals of educators.
- **Teacher Preparation.** Support the development of well-prepared educators and instructional leaders in the following manner:
    - Ensure Quality Educator Preparation Programs;
    - Identify Effective Educators;
    - Foster cultural and linguistic practices to support English Language Learners;
    - Support educator licensure pathways for Spanish-speaking teachers; and
    - Provide and encourage urban field experiences and training for educators.

For more information, refer to Title I, Part A, Section 5.

3. **<u>System of Certification and Licensing</u> *(ESEA section 2101(d)(2)(B))*: Describe the State's system of certification and licensing of teachers, principals, or other school leaders.**

Wisconsin Department of Public Instruction (WDPI) developed the Wisconsin Quality Educator Initiative (WQEI), a standards- and performance-based system for educator preparation and licensure. WQEI allows educators to move seamlessly along the multi-tiered licensing stages; that is, from initial, to professional, to master educator levels.

A candidate demonstrates performance-based proficiency in the knowledge, skills, and dispositions in Wisconsin Teacher, Administrator, and Pupil Services Standards during his/her preparation program and across his/her career. Once an educator has received endorsement by an educator preparation program (whether in a traditional institute of higher education, or an approved alternate route program) and his or her initial educator license, the educator continues to draw upon the Wisconsin Teacher, Administrator, or Pupil Service standards to inform continued educator development through the Wisconsin license renewal system. WDPI developed the license renewal system and the three licensure stages (i.e., initial, professional, and master) to assure the public and ensure that educators continually engage in professional growth framed by performance-based standards.

Educators wishing to advance their license from initial to professional, or to renew a professional license, document their ongoing professional growth across a three to five year period of employment using the Wisconsin Professional Development Plan (PDP) process. Using the PDP, educators document a growth goal in an area of personal practice, as well as how that growth will impact students. Across the three to five year period, the educator documents any and all learning to support the identified growth goal, as well as documentation of impact on student learning. At the end of the period, educators must summarize and document the overall impact of the learning opportunities on their practice and their students' learning. An educator must complete an approved PDP every five years (minimum) in order to renew his/her professional educator license.

Beginning in 2017-18, WI educators can also voluntarily choose to use documentation of their participation in the WDPI learning-centered EE process to support license renewal. Similar to the PDP process, educators must annually identify a student growth goal based on trends across historical data. Based on the student growth goal, the educator also develops a personal practice goal in which he/she identifies an area of professional practice needing improvement and the various new strategies and resources the educator will use to support learning in that practice. Across the year, the educator documents his/her continuous learning process (e.g., implementation of new strategies aligned to the identified goal, administration of formative assessments, analysis of formative assessment results indicating impact of the new strategy, and professional conversations with a supervisor, coach, and/or peer to create a strategic plan for moving

instructional practice forward, and repeat). Educators in districts where EE has been implemented successfully and positively, indicated the EE continuous improvement process directly mirrored the PDP process, but was required (and monitored) annually and, because it was completed in collaboration with a supervisor, coach, or peer, was generally completed with greater quality. As such, educators across the state consistently requested WDPI allow educators to voluntarily choose to submit verification of their completion of the annual EE continuous improvement process for licensure renewal. In an effort to emphasize best practice focused on intended outcomes and remove unnecessary burden, WDPI will offer this flexibility to interested educators beginning in 2017-18. However, educators can continue with the PDP process, should they choose to do so.

Educators with a professional license that successfully complete National Board for Professional Teaching Standards Certification (NBPTS) or the Wisconsin Master Educator Assessment Process (WMEAP) can obtain the voluntary, ten-year master educator license.

4. **Improving Skills of Educators *(ESEA section 2101(d)(2)(J))*: Describe how the SEA will improve the skills of teachers, principals, or other school leaders in order to enable them to identify students with specific learning needs, particularly children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels, and provide instruction based on the needs of such students.**

As noted throughout Title II, Part A, section 1, the Wisconsin Department of Public Instruction (WDPI) committed to creating a learning-centered EE System built on a continuous improvement mindset in which "Everyone is a Learner." In Wisconsin, the vision of "good teaching" includes a classroom environment in which instruction is differentiated and driven by unique student needs to provide a personalized, individualized learning experience for each student. WDPI designed the EE System as a learning process which provides ongoing professional development through authentic, accurate, timely, and meaningful feedback which informs strategic changes to instructional practices. One key goal of the EE System is to provide the ongoing learning opportunities for educators to better support the needs of ALL students within the classroom environment, including the sub-groups listed above. Additionally, the 2016-17 statewide system of support professional development series (described in Title II, Part A, Section 1) focused entirely on increasing educators' abilities to meet students individual needs (e.g.. identifying essential learning targets, unwrapping standards, creating formative and summative assessments which effectively and authentically measure students' proficiency in the standard, analyzing resulting data, and responding by reteaching, intervention, or enrichment, all the while engaging students in their learning process through goal-setting, etc.)

While WDPI aims to support ALL students within the classroom environment, to the greatest extent possible, WDPI also recognizes that classroom educators will need continuous supports to be successful in these efforts and, sometimes, additional supports

outside of the classroom are necessary. WDPI works collaboratively with partners to provide a variety of supports and learning opportunities to meet the unique needs of each educator in learning how to meet the unique needs of their students. For example, each WDPI program area (e.g., educator development, learning, special education, English language development, student services, content and learning, and career and technical education) provides guidance, recommendations, resources, and technical assistance to support educators in meeting the needs of their students. Wisconsin provides differentiated services and supports for educators using face-to-face (e.g., conference, workshops, meetings), virtual (e.g., webinars, online resources), and blended opportunities based on LEA needs. Wisconsin collaborates with the twelve regional Centers for Educational Services Agencies (CESAs), WIDA, the Wisconsin Response to Intervention (RtI) Center, the Wisconsin Disproportionality Technical Assistance Network, institutions of higher education, and professional organizations to offer services and supports in a variety of settings and locations.

Wisconsin's Vision for Response to Intervention

In Wisconsin's vision for RtI,[30] the three essential elements of (1) high quality instruction, (2) balanced assessment, and (3) collaboration, systematically interact within a multi-level system of support to provide the structures to increase success for ALL students. Culturally responsive practices are central to an effective RtI system and are evident within each of the three essential elements. In a multi-level system of support, schools employ the three essential elements of RtI at varying levels of intensity based upon student responsiveness to instruction and intervention. These elements do not work in isolation. All components of the model inform and are impacted by the others. RtI is an instructional framework that supports the needs of ALL students, including the sub-groups of students listed above (e.g., early childhood, students with disabilities, English learners, gifted and talented, and students with low literacy levels, etc.). The Wisconsin RtI Center[31] provides professional development and technical assistance to help educators operationalize effective implementation of culturally responsive multi-level systems of support (i.e., WI RtI). The center offers statewide trainings on the components in order to establish consistent foundations upon which schools should build their systems.

Gifted and Talented

Wisconsin Statutes 121.02(1)(t) states that each school board shall provide access to an appropriate program for pupils identified as gifted and talented while Wisconsin Statute: s. 118.35, Wis. Stats. identifies the requirement that LEAs provide programs for gifted and talented pupils. In this section, gifted and talented pupils means pupils enrolled in public schools who give evidence of high performance capability in intellectual, creative, artistic, leadership, or specific academic areas and who need services or activities not ordinarily provided in a regular school program in order to fully develop such capabilities. The state superintendent establishes guidelines for the identification of gifted and talented pupils and provides best practices and supports to schools in this

[30] https://dpi.wi.gov/rti

[31] http://www.wisconsinrticenter.org/

regard. For example, WDPI provides educators with guidance and technical assistance[32] regarding state statutes, standards for high-quality gifted and talented programming, and a toolkit designed to support educators of gifted and talented students, including utilizing the WI Vision for RtI to support the unique needs of all students.

Literacy Instruction

WDPI and state policymakers committed to improving the skills of teachers who work with students with low literacy levels. Wisconsin Statutes 118.19(14)(a) require prospective elementary, special education, reading teachers, and reading specialists to pass an examination identical to the Foundations of Reading test administered in 2012 as part of the Massachusetts Tests for Educator Licensure in addition to the development and implementation of a performance-based test requiring all candidates to demonstrate proficiency in planning, instruction, assessment, data analysis, reflection, and response (further described in Title II, Part A, Section 6). With this change in educator preparation, Wisconsin aims to provide prospective and new educators with the knowledge, skills, and experience to better support students with low literacy levels.

Academic and Career Planning

Wisconsin will continue to provide school districts with meaningful resources, services, and learning opportunities to support their required implementation of Academic and Career Planning[33] (ACP) services for all students in grades 6-12 beginning in the 2017-18 school year. WDPI designed ACPs to authentically engage all students in their education by allowing them the opportunity to plan their instructional program based on their interests and desired college/career outcomes.

Supporting Students with Disabilities

The United States Department of Education (USDE) Office of Special Education Programs and the Individuals with Disabilities Education Act (IDEA) require educators to improve educational results and functional outcomes for children with disabilities, while ensuring states meet the IDEA program requirements, known as Results Driven Accountability (RDA). USDE required each state to identify a State Identified Measurable Result and develop improvement strategies outlined in a State Performance Plan (SPP). WDPI selected to increase literacy achievement for students with disabilities in grades three through eight, based on needs identified through statewide data analysis. Wisconsin identified four improvement strategies, one of which was professional resources and coaching. As districts identify local improvement strategies aligned with data and root cause analyses to support literacy achievement, WDPI will help LEAs select appropriate professional learning resources and support the stages of implementation, as defined in implementation science, of the new concepts and strategies. Additionally, WDPI is developing new and leveraging existing professional learning resources to support educators with: 1) literacy-specific practices; 2) providing students meaningful access to general education curriculum and instruction; and 3) examples of promising practices.

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[32] https://dpi.wi.gov/gifted

[33] https://dpi.wi.gov/acp

Defining and Describing High-Quality Instructional Programs

Wisconsin's EE System provides authentic, meaningful, and timely learning opportunities for educators to improve practices associated with each of the instructional support programs noted above because WDPI designed its EE System based on best practices, including literature about said programs. Rather than create another new initiative, WDPI aimed to use the EE System to clearly define and describe high-quality instructional programs, which include practices defined within response to intervention, academic and career plans, professional learning communities, etc. Through feedback from the field, WDPI has learned that we need to clearly coordinate our programs when presenting them to the field so it is understood that new initiatives don't always mean something else entirely new, in addition to all the other programs and practices required, is being asked.. In an effort to: 1) clearly define and describe high-quality instructional programs; 2) support authentic delivery of high-quality instructional programs; while 3) removing confusion and burden when possible, WDPI staff have begun internal coordination and collaboration to visually illustrate that high-quality instructional programs (as defined, described, and supported within the EE System) meet the guidance and requirements of state-defined programs and initiatives. This effort will: 1) translate SEA programs into authentic, instructional language that makes sense to an educator in a classroom; and 2) to reduce educator burden by demonstrating that if educators focus on authentically implementing the defined, comprehensive, high-quality instructional program, they will meet the state requirements for almost all initiatives while meeting the needs for all students.

5. **Data and Consultation** ***(ESEA section 2101(d)(2)(K))*****: Describe how the State will use data and ongoing consultation as described in ESEA section 2101(d)(3) to continually update and improve the activities supported under Title II, Part A.**

Wisconsin Department of Public Instruction (WDPI) has committed to creating supports "by and for Wisconsin educators." To successfully meet this goal, WDPI has consistently relied on extensive and ongoing feedback (as noted throughout WDPI's Title II, Part A responses). For example, WDPI has contracted with an external evaluator to collect educator feedback regarding the Educator Effectiveness (EE) System since the first pilot year (2012-13). By 2016-17, the evaluation had expanded to include more than 20,000 educators representing all Wisconsin districts. The evaluation draws upon surveys, focus groups, and case studies to provide various levels of feedback and findings designed to inform changes and/or ongoing supports. Additionally, WDPI and the external evaluator have partnered together to link EE evaluation data with other existing WDPI data sets to determine trends in EE evaluation data as related to specific educator preparation programs (EPP), LEA recruitment, induction, development, and retention, etc. to inform ongoing development of training, professional development, and resources aligned to proven educator needs.

When developing this plan, WDPI again engaged stakeholders through a variety of means to provide information about changes to federal law and to solicit input to the development of the Title II, Part A plan. Stakeholders participating in the sessions

included: education organizations, private school and charter school associations, higher education organizations, parent associations, local educational agencies, and education preparation programs. Online instruments were developed to collect and analyze input into the plan (e.g., supports for recruitment and retention, supports to increase the learning-centered focus of districts, including ways to create time for observation and collaboration, training for educators on mental health competencies, and incorporating teacher voice authentically into the ongoing development and refinement of WDPI programs and resources). WDPI will continue its commitment to engage stakeholders through a variety of platforms.

In addition to these efforts, WDPI will use data from the statewide longitudinal data system to inform professional learning, improve student achievement, and detail equitable student access to learning opportunities. In collaboration with statewide leadership development and training organizations, Wisconsin will provide coherence for and build the capacity of school and district leaders to ensure educational excellence for every child by:

- Investing in ongoing professional development;
- Engaging principals in meaningful network opportunities; and
- Providing one-to-one support (coaching).

WDPI will engage in a cross-agency analysis in order to identify ongoing key learning objectives and information needs. This will help WDPI assess the learning, time, and resources needed to develop and support effective school leaders to ensure every child graduates career and college ready by focusing on the following key initiatives:

- **Data use for student learning by Educators**. Use data, including appropriate data privacy and security practices, to improve student achievement (with a special emphasis on gaps) through the use of the Department's WISE tools including WISEdash, WISExplore, and WISELearn.
- **Safe and Supportive Schools.** Educators will use resources around social and emotional learning and developing of services and programs to identify and address the mental health needs of students through the Mental Health Framework.
- **Professional Growth and Reflection for Every Educator.** Use evaluations through the educator effectiveness system to improve professional practice.
- **Equitable Opportunities for Every Students**. Best practices and professional learning resources from the WDPI for Promoting Excellence for All resources aimed at closing the achievement gap. This includes proven practices from Wisconsin around valuing and demonstrating the importance of teacher/student relationships, cultural competence, family and community engagement, and effective, standards-based instruction.

6. **<u>Teacher Preparation</u> *(ESEA section 2101(d)(2)(M))*: Describe the actions the State may take to improve preparation programs and strengthen support for teachers, principals, or other school leaders based on the needs of the State, as identified by the SEA.**

<u>Existing Structures</u>

Wisconsin Administrative Code (Chapter PI 34) prescribes program approval requirements for Wisconsin's Educator Preparation Programs (EPPs). While EPPs have the flexibility to develop distinct programs reflecting their unique missions, goals, and structures, they must provide performance-based evidence that their programs prepare educators who can meet the Teacher, Administrator, and Pupil Services standards established by Chapter PI 34. Wisconsin Department of Public Instruction (WDPI) staff review EPP evidence annually during an onsite Continuous Review Process (CRP).

Continuous Review Process. Wisconsin designed the CRP to emphasize three performance-based focal points considered critical to improving preparation programs: 1) the clinical program; 2) the institutional assessment system; and 3) institutional evaluation of outcomes. WDPI staff review data from key assessments throughout the program as evidence of programmatic strengths to leverage or potential areas for programmatic change and growth. Following the CRP visit, WDPI creates a summary document capturing the salient points of the annual visit. These annual summary documents serve as the basis for a recommendation to the state superintendent for continued approval. The CRP repeats itself annually. The liaison summary documents become cumulative in providing a summation across the five-year program approval cycle.

Teacher Performance Assessment. In previous years, stakeholders identified a need for Wisconsin to create or adopt a common performance assessment for teachers, rather than allowing unique portfolio systems in each EPP. The edTPA provides an objective identification of which student teachers are "classroom ready." During past CRP visits, WDPI required preparation programs to identify how they used data from the edTPA pilot and transition years to improve their programs. WDPI will continue to ask for evidence of how EPPs use edTPA data to inform their programs and as part of the programs' overall assessment system in the future.

Wisconsin's Professional Standards Council for Teachers. Wisconsin's Professional Standards Council for Teachers (Council) is a statutory advisory body to the State Superintendent. The Council is charged with, among other things, providing to the state superintendent an ongoing assessment of the complexities of teaching and the status of the teaching profession in this state. As an example of this work, this Council has spent significant time over the last year collecting and reviewing data on the state's needs in the areas of attracting, recruiting, and retaining teachers. The Council then developed a strategic plan with recommendations of action to be taken that was presented to the State Superintendent. Some of the recommendations have already been advanced in emergency administrative rule and requests for new legislation.

<u>New Structures of Support</u>

Findings from the annual evaluation of the Wisconsin Educator Effectiveness (EE) System indicate:

- Teachers annually rate themselves the lowest and are rated lowest by their evaluators/supervisors on practice components associated with data and assessment literacy, suggesting a need for increased, authentic engagement with data and assessment instruction in teacher programs;

- Principals annually rate themselves the lowest and are rated the lowest by their evaluators/supervisors on practice components associated with instructional leadership and coaching. Additionally, qualitative teacher data supports this finding, suggesting a need for increased focus on instructional leadership and coaching in principal preparation programs due to the shift in the role/position the past few years;
- Schools led by principals who develop a culture of trust, collaboration, and growth (and hire teachers with similar skills) have greater success and are more likely to retain high-quality staff; suggesting that a focus on these leadership skills in principal programs (and teacher programs) would help increase educator retention in WI.

As evaluation findings continually identify the same needs in educators, WDPI feels it would be most efficient to work directly with EPPs to build these skills in candidates, while WDPI staff also provide similar supports for existing educators in schools and districts.

Technical Assistance Meetings
Starting in 2017, WDPI will convene regular, voluntary technical assistance meetings with EPPs that mirror the technical assistance meetings provided to schools and districts described in Title II, Part A, Section 1. Specifically, the external evaluator will begin creating individualized, unique reports for each EPP that aggregates anonymized responses to the annual EE System evaluation from prior EPP students. These reports will illustrate:

- Programmatic areas of strength where former students (teachers and principals) continually excel;
- Programmatic areas for growth where former students (teachers and principals) continually struggle;
- Number/proportion of former candidates hired by Wisconsin schools/districts;
- Number/proportion of former candidates staying in the field; etc.

With these reports, WDPI staff will work with interested EPP programs to understand how to review and understand the data, identify areas of strength to leverage and areas for growth to improve, to create a specific strategic plan based on findings for the near future; and to identify ways WDPI staff can support these plans moving forward. It is the intention of WDPI to provide these meetings in a supportive environment.

Regional Meetings
Starting in the fall of 2017, WDPI will convene regular regional meetings of EPP and PK-12 staff to discuss and problem solve educator preparation needs in different areas of the state. Voluntary participants at regional meetings will review data collected by the WDPI and local issues identified by LEAs to propose potential solutions to be investigated by WDPI and EPPs moving forward.

EPP and District Partnerships
In recent years, the University of Wisconsin in Madison redesigned its principal leadership preparation program to increase in-field experiences with a direct partnership with the Madison Metropolitan School District, as well as to increase authentic and

meaningful engagement in learning to lead for equity.

Other large districts in Wisconsin (i.e., MPS, Green Bay, Racine, and Kenosha) have expressed interest in creating a similar partnership with their local EPPs. The districts have proposed that a direct partnership between the EPPs and districts would:

- Ensure candidates receive instruction in areas of greatest need in the partnering district;
- Ensure the EPPs graduate candidates in areas of continual high-need in the partnering district (e.g., bilingual and special education); and
- Support educator retention in the partnering district because the new educators have already spent extensive time working in the schools/districts as part of a partnership/internship, meaning they understand the challenges of the role before they accept the position. Additionally, the internship would help the new educators forge relationships with existing staff, students, and the community.

WDPI plans to support school districts in their voluntary efforts to forge these partnerships moving forward.

E. Title III, Part A, Subpart 1: English Language Acquisition and Language Enhancement

1. **<u>Entrance and Exit Procedures</u> *(ESEA section 3113(b)(2))*: Describe how the SEA will establish and implement, with timely and meaningful consultation with LEAs representing the geographic diversity of the State, standardized, statewide entrance and exit procedures, including an assurance that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State.**

To better identify and serve English Learners (ELs), the Wisconsin Department of Public Instruction (WDPI) has established a multi-tiered approach. Recognizing a standardized EL identification and reclassification process is dependent in part on consistent implementation, local educational agencies (LEAs) will be provided with an implementation guide, *State of Wisconsin EL Policy Handbook* (Handbook). This Handbook reflects both the federal requirements that all states must meet when serving ELs, as well as best practice and guidance to ensure that all ELs graduate college- and career-ready. It will address procedures around identification, programming, reclassification, monitoring, data collection, parent and family communications, coding data within the state data collection system, and misclassification and data errors.

Stakeholders representing the geographic diversity of Wisconsin have been and continue to be involved in the design process for establishing statewide entry and exit procedures and complimentary handbook. Stakeholders include Title III coordinators, school district assessment staff, consortia, regional Cooperative Educational Service Agency leaders, curriculum and instruction directors, principals, early grade educators, special education staff, English learner teachers, immigrant representatives and others who continue to meet with the WDPI bimonthly. Additionally, stakeholders from more than 25 low-incidence and high incidence populations, and both urban and rural educational settings have met more than a dozen times to review suggested policies on entry and exit policies, provide guidance and samples of home language surveys, and in some cases serve as focus group participants.

EL Entry and Exit Procedure Basics
Wisconsin's responsibilities under the law are to 1) identify ELs, 2) support the English language proficiency (ELP) growth of ELs, and 3) determine when ELs have reached full English proficiency, and reclassify them as former ELs.

EL Determination
The timing of EL identification is tied to a student's' date of arrival in a district. If a student is enrolling at or prior to the beginning of the school year, districts have 30 calendar days to determine EL status and notify parents regarding this decision. If a student arrives during the school year, districts have two weeks to make this determination and communicate it to parents.

All students newly enrolling in a district are administered a Home Language Survey (HLS). The purpose of the HLS is to allow districts to quickly determine whether or not an incoming student might be exposed to languages other than English at home. Exposure to other languages is an indicator that a student might be an EL.

When a HLS indicates a student is exposed to languages other than English at home, LEAs administer an ELP screener. This screener provides an assessment of the student's English proficiency, which gives the district more information with which to make an EL determination.

EL Programming and Supports

Once identified as an EL, a student is eligible for specialized programming, designated supports on assessments, and other tools designed to allow the student to better access academic material and show what they know and can do. To demonstrate that ELs are being supported and growing in their English Proficiency, an annual ELP assessment is federally required. Any student designated as an EL must take the ACCESS for ELLs assessment annually, until reclassified as former EL.

EL Reclassification

When ELs reach an overall composite of 5.0 or greater on the ACCESS for ELLs, they are eligible for reclassification. Districts weigh their performance on ACCESS for ELLs with other indicators of English proficiency and academic success, and make a determination whether or not the student is fully English proficient. Students deemed fully proficient are reclassified Former EL. Those not deemed fully proficient continue to be classified as ELs.

Once ELs are reclassified as former EL, they enter a two year monitoring period where the district closely follows their progress, while gradually reducing the EL supports the student has been using. Academic achievement indicators will be collect for 4 years post reclassification and reported to the state.

Initial Design

Wisconsin utilizes the ASSETS test to measure English language proficiency. It is a large scale assessment based on the WIDA Consortium's ELD Standards[34] that form the core of Wisconsin's approach to instructing and testing ELs.

Wisconsin served as a lead for the ASSETS Consortium, a collaboration of 35 states and territories. Part of the work of the consortium was to design a common definition of an English learner. This involves both identifying potential English learners and what proficiency for English learners looks like. Wisconsin convened a stakeholder group from across the state comprised of English learner program staff from large and small school districts, all 12 regional Cooperative Educational Service Agencies)(CESAs) curriculum and instruction directors, principals, elementary educators, special education teachers and others to help develop the process from question design to piloting.

[34] See https://www.wida.us/standards/eld.aspx.

Iterative Design
As Wisconsin continues to shape its entry and exit procedures, it incorporates feedback by multiple avenues. One of the primary advising groups is WDPI's Office of Student Assessment Title III Stakeholder Group. This group, which meets bi-monthly, consists of educators who work with English learners across the state in small and large districts. This group has directly engaged in the feedback process on the following key decision points:

- The number and types of measures;
- Use of English language proficiency screeners especially with younger audiences;
- HLS questions and processes;
- Family engagement;
- EL Monitoring data collection and monitoring timeframes; and
- Consortia efforts.

Wisconsin held a Statewide Title III planning meeting on September 30, 2016 as a forum for EL and Title III representatives from across the state to engage in conversations and provide general feedback in connection to this provision and changes to the ESEA. Nearly 100 participants representing cross sections of education-providers serving English learners were present to participate in this conversation.

Open public surveys were made available on the WDPI website for a 30 day period at the close of 2016. Notice of these surveys was widely distributed among stakeholder groups, social media, email lists and statewide associations.

Year 1-3 Implementation
Wisconsin plans to assess the validity of the entry and exit process being put into practice. Our agency recognizes there may be a need to revise policies, the HLS instrument and Handbook as new data on their effectiveness becomes available. This supports a continuous improvement approach, an intentional practice involving goal setting, collection of evidence related to goals, reflection, and revision.[35]

Specific to this evaluation will be a data review, focus group discussions with stakeholders and targeted surveys. The 2016-17 school year marks the second year that Wisconsin has used the new online ACCESS for ELLs assessment. To insure the newly formatted assessment corresponded with states' academic standards and aligned assessments, WIDA conducted a standards setting in the fall of 2016. As a result, WIDA reset the proficiency cut scores, to better align proficiency expectations in English with current college and career readiness standards. Wisconsin has made some minor adjustments to its reclassification criteria to account for these shifts. Wisconsin will closely monitor the impact of this shift on a student's' ability to enter or exit EL status and will continue to involve stakeholders in this evaluation.

2. <u>SEA Support for English Learner Progress</u> *(ESEA section 3113(b)(6))*: Describe

[35] See https://dpi.wi.gov/sites/default/files/imce/sped/pdf/rda-wi-phase-ii-ssip.pdf.

how the SEA will assist eligible entities in meeting:

i. **The State-designed long-term goals established under ESEA section 1111(c)(4)(A)(ii), including measurements of interim progress towards meeting such goals, based on the State's English language proficiency assessments under ESEA section 1111(b)(2)(G); and**

ii. **The challenging State academic standards.**

WDPI offers a multifaceted system of support to LEAs to assist in our mutual effort to support English learners making gains in acquiring English as measured by the state's ELP assessment and meet challenging academic standards in relation to interim and long-term state-established accountability goals.

State's English language proficiency

Wisconsin is a founding state of the WIDA consortium. Wisconsin has contributed to and benefited from the work the WIDA consortium has undertaken since 2003 to develop English Language Development (ELD) Standards. Wisconsin adopted WIDA's ELD Standards in 2004 and 2007 and in 2012. This process was also informed by and corresponds to the latest developments in both English language development research and states' content standards for college- and career-readiness. WIDA ELD Standards represent the social, instructional, and academic language students need to engage with peers, educators, and curriculum in primary and secondary schools.

Wisconsin implements a standards-based, criterion-referenced assessment of ELP, ACCESS for ELLs 2.0. ACCESS for ELLs 2.0 is part of a WIDA suite of assessment products including an English language proficiency screener, an alternate English language proficiency assessment for EL students with significant cognitive disabilities, and a kindergarten assessment tool. These scores, both scale scores with varying lexiles levels based on the domains and relative levels ranging from 1.0 to 6.0, correspond to the six WIDA English Language Proficiency Levels: entering, emerging, developing, expanding, bridging and reaching.

State long-term goals and measures of interim progress

Wisconsin's state-level long-term goal for students making progress in achieving ELP is to reach an 18-point increase in the percentage of students on-track to proficiency by the end of six years. This translates to a three-point annual increase in the percentage of English learners on-track to reach ELP within expected timelines. Wisconsin will calculate the statewide on track to proficiency baseline rate for ELs using 2014-15 to 2015-16 growth on the statewide ELP assessment, ACCESS for ELs.

State's academic standards

The State of Wisconsin adopted state academic standards in the areas of English language arts and mathematics that are rigorous, relevant, and promote career and college readiness. The state assessments are aligned to these academic standards. Academic standards are written goals for what students should know and be able to do at a specific grade level or within a grand band. Standards in a subject area help ensure schools offer students the opportunity to acquire the knowledge and skills necessary for

success in that academic area. The state has academic standards for 28 areas of learning for student as well as early learning standards from birth.

How Wisconsin will help eligible entities to meet goals and standards
WDPI has developed a system of support aimed at assisting LEAs in helping students meet these challenging English language development and academic content standards. Support options vary depending on a school's identified needs and composition. WDPI offers a two-pronged service delivery approach: optional services and intentional support services.

Optional Services
Optional Services include cafeteria-style services, targeted training, and direct consultation.

Cafeteria-style services are self-select readily accessible web-based tools, bulletins and guidance documents available to LEA and consortia staff on an as-needed-basis. The content of these tools are regularly updated. They are created and amended as needed through ongoing stakeholder consultation, regularly scheduled materials review, and data analysis.

Targeted trainings are regularly scheduled web-based and site-based events held within school districts, cooperative educational services agencies (CESAs) consortia networks and specialized focus groups, such as LEA-level Migrant Education program staff or school staff working with Native American students. Topics include, but are not limited to: Title III requirements, English language proficiency, screener uses, working within consortia, Title III funding and application, understanding the relationship between English language support and special education, and how to better support young dual language learners.

Direct consultation services are services delivered directly to an LEA at an LEA's request. These phone, web, or in-person meetings center around language instruction education program re-design, implementation, and evaluation. These consultation services are more customized. For example, LEAs may reach out to state program staff when they meet the eligibility requirements to offer a bilingual bicultural program or plan to start a dual language or newcomer initiative.

The overall intent of optional services is to continuously improve and enhance local capacity to better administer ESEA Title services with the overarching goal of accelerating the learning of English learners. The array of services are customized to fit specific needs and optional services are valued to accommodate ongoing training needs at the LEA level.

Intentional Support Services
The second service delivery approach is intentional support services. Intentional support services are specifically for the targeted and intensive interventions. They are designed to be individualized to focus on improvement needs. These supports are initiated by

WDPI and designed to be strategic. WDPI utilizes performance-based risk assessment principles to identify schools of highest need overall, schools are candidates for intentional support services if they: (1) are identified as a targeted support school due to achievement gaps related to English learners or a comprehensive support school with English learners (2) are a transition school or (3) are identified under Title III monitoring.

Comprehensive or targeted support schools are schools that are identified under the federal accountability system as described earlier in this document. Supplemental resources and intensive technical assistance will be made available to LEAs that receive this designation and have significant EL populations.

Transition schools are those with significant and rapid changes in the English learner population in an LEA. These schools are identified through regular analysis of Title III immigrant data, Title III counts, and a school's ESEA comprehensive needs assessment embedded in the ESEA grant application. WDPI staff proactively reach out to districts facing this type of rapid change and, where possible, offer customized technical assistance, collaborative support and visioning. This may including building collaborative partnerships, networking, training, and strategic planning. In some cases, this may be helping schools to better use resources it may have on site or link LEAs to additional resources.

Monitor Schools. The monitoring process identifies LEAs that need a closer look at their programs, practices and policies as they relate to Title III services. Within the ESEA consolidated application for LEAs, Wisconsin has established criteria for identifying these schools. Although the monitoring process will be described in greater detail at a later point within this federal grant application, these services are acknowledged here because the monitoring process frequently calls out EL related needs within a district identified for monitoring. Intentional support services for monitored schools tend to be customized, specific, and intentional in nature.

It should be noted that not in all cases will schools with ELs be identified for improvement. Currently 75 percent of schools within the state have ELs. Uniform EL entry and exit procedures and associated data elements will provide an added indicator to recognize schools that may need additional support.

With its intentional support services, WDPI acknowledges a need to work proactively with LEAs, especially LEAs experiencing rapid growth and change. The intent in intentional support services is to constructively engage LEAs and frontload supports and resources when possible, to provide districts with tools, coaching support, models and information to respond to their situation.

As a measure of continuous improvement, WDPI staff meet regularly to analyze data, review outcomes, and make adjustments to the service delivery as needed. Critical elements of this review include qualitative and quantitative elements.[36]

[36] The improvement planning process will be grounded in a continuous improvement cycle. WI DPI like LEAs will engage in a

Qualitative elements are direct surveys and reciprocal feedback tools providing opportunities for the recipients of services to regularly provide feedback, climate surveys and district needs assessments, and WDPI responses captured within communication tracking system.

Quantitative elements include progress toward state-set longer term and interim measures and review of available data elements including required data elements in our ESEA application and data elements shared between WDPI and LEAs within our state's WISEdash and WISEdata portals for student information.

These added elements will allow Wisconsin to capture a more robust understanding of EL student performance and their learning environments. Wisconsin has added data elements pertaining to long term ELs and the Language Instruction Education (LIEP) Program. WDPI has created a LIEP crosswork that will be shared with LEAs to assist district to more accurately record the assignment of EL students to the specific program models within the schools. This will allow for WDPI and LEAs to better understand the relationship between the academic and language proficiency outcomes of EL staffing and EL service delivery models.

WDPI will continue to foster relationships with a broad range EL educator stakeholders as we continue to refine our agency's service delivery approach, training and resource offerings, and analysis of statewide data.

- The WDPI Office of Student Assessment's Title III Stakeholder Group. This group of 40 educators meets bimonthly and is comprised of English Learner staff from large and small school districts, geographically distributed across the state, and representatives from 12 CESAs, and consortia.
- A network of school district Title III coordinators, which meets semiannually.
- CESA and consortia Title III Networks. These Networks are comprised of a broad spectrum of local administrative and teaching staff working directly with students.

3. **<u>Monitoring and Technical Assistance</u> *(ESEA section 3113(b)(8))*: Describe:**
   i. **How the SEA will monitor the progress of each eligible entity receiving a Title III, Part A subgrant in helping English learners achieve English proficiency; and**
   ii. **The steps the SEA will take to further assist eligible entities if the strategies**

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data analysis and root cause analysis process, using such tools as the Wisconsin Information System for Education Dashboards (WISEdash) (http://dpi.wi.gov/wisedash) and Wisconsin Information System for Education Explore (WISExplore) (http://dpi.wi.gov/wisexplore) data inquiry process, district capacity assessment (http://implementation.fpg.unc.edu/resources/district-capacity-assessment-dca), and examine other local data and practices. LEAs will then engage in a root cause analysis process in order to determine the most appropriate foci for an improvement plan.

funded under Title III, Part A are not effective, such as providing technical assistance and modifying such strategies.

For any student identified as an EL, a LEA is required to provide language instruction educational programs (ESEA Section 3116(b)(1)) LEAs must use Title III funds for effective approaches and methodologies for teaching ELs, increase the English proficiency of ELs by providing effective language instruction educational programs that meet the needs of ELs, and demonstrate success in increasing and build local capacity to meet this need.

Within the literature, research points to successful models supporting effective language instruction educational programs that assist English learners in meeting challenging state academic standards. Studies point to promising practices for EL literacy instruction, formative classroom practices, and instructional design around language and literacy for ELs in more robust ways.

To provide guidance for LEAs in designing, funding and implementing programs for English Learners, Wisconsin draws from the *Does Your Local Control Accountability (LCAP) Plan Deliver on The Promise of Increased or Improved Services for English Learners? 10 Reseach Aligned Rubrics to help Answer the question and guide your program.*

The identification of these 10 focus areas and their respective indicators was informed by examining research-based principles and practices for ELs. These rubrics include principles and recommendations put forth by Drs. Patricia Gándara and María Estela Zarate in their recent publication titled *Seizing the Opportunity to Narrow the Achievement Gap for English Learners: Research-based Recommendations for the Use of LCFF Funds* from the Civil Rights Project at UCLA.[37] These rubrics are designed to support district administrators, teachers, families, board and community members to analyze the strengths and limitations of their proposed programs and services for ELs.

The 10 focus areas with high impact on English Learners are:

- English language development,
- Parent engagement,
- Professional development,
- Programs and course access,
- Expenditures,
- District-wide use of concentration and supplemental grant funds,
- School-wide use of concentration and supplemental grant funds,
- Actions and services,

[37] Seizing the Opportunity to Narrow the Achievement Gap for English Learners: Research-based Recommendations for the Use of LCFF Funds by Patricia Gándara with Maria Estela Zárate. The Civil Rights Project. September 2014. https://www.civilrightsproject.ucla.edu/research/k-12-education/language-minority-students/seizing-the-opportunity-to-narrow-the-achievement-gap-for-english-learners-research-based-recommendations-for-the-use-of-lcff-funds-1/?searchterm=Seizing%20the%20Opportunity%20to%20Narrow%20the%20Achievement%20Gap%20for%20English%20Learners:%20Research-based%20Recommendations%20for%20the%20Use%20of%20LCFF%20Funds

- Proportionality, and
- EL data to inform goal.

In monitoring the progress of each eligible entity, WDPI will be examining both the progress towards meeting long-term and interim goals as well as the Title III application. Specific to to the Title III application, LEAs will be asked to provide information articulating the specific language instructional model and address the 10 focus areas with high impact on English learners. Additionally, LEAs will need to provide assurances that they will identify ELs within the first 30 days. [38]

WDPI is also establishing descriptors for it's LIEPs. These data elements will allow SEA and LEA staff to reconcile goals and the LIEP program models and staffing to determine effectiveness. WDPI, as part of the required effort to standardize statewide EL entry and exit procedures, and ensure compliance and proper implementation, will capture home language survey and English language proficiency screener administration into its data collection system.

These efforts will allow Wisconsin to better identify schools in need of support or monitoring and help the state refine areas for improvement and identify areas of non-compliance.

Assistance

In addition to the SEA supports described in number 2 above (optional services and intentional support), WDPI is also working on system integration and focusing on implementation science to provide additional assistance and strategies.

WDPI is currently working to carry out implementation science principles and applying them through the identification and scaling up of a continuum of supports for districts, building a regional implementation infrastructure, and coaching districts on their use of implementation science. WDPI is working to align requirements under the new Every Student Succeeds Act (ESSA) and other federal requirements such as the Individuals with Disabilities Education Act and Results Driven Accountability. WDPI aims to reduce duplication while improving practice. Wisconsin stakeholders have clearly conveyed a desire for WDPI to shift toward more meaningful and manageable requirements and supports and to eliminate duplicative and unaligned data collections, monitoring, and improvement plan requirements where feasible.

The building blocks for this support framework are centered on two themes: 1) systems integration and alignment, and 2) tools for better more informed decision making for supporting ELs. Ultimately, WDPI and LEAs will be able to draw from the Title I

[38] *Resource Guides for Supporting the 10 High Impact Focus Areas. These are supplemental guidance materials and accompanying rubrics to assist Wisconsin's LEAs in developing high quality English learner plans.* Does Your Local Control Accountability (LCAP) Plan Deliver on The Promise of Increased or Improved Services for English Learners?. 10 Reseach Aligned Rubrics to help Answer the question and guide your program. *
http://www.ctdev.changeagentsproductions.org/wp-content/uploads/2015/03/LCAP-rubrics-Eng.pdf

accountability system showing growth and attainment of language and academic achievement of ELs, ELs with disabilities, English- only students, and former ELs to have an added means to understand reasons for EL students' success or lack of success within a specific educational environment.

WDPI is using suite of tools and data dashboards to share best practices, analyze student data, and improve student results. This includes a number of what Wisconsin has framed as WISE Systems including WISEdata, WISEgrants, and WISElearn, WDPI is working to add and adjust components to these systems to allow us to better examine the relationships between accountability results and programmatic choices.

F. Title IV, Part A: Student Support and Academic Enrichment Grants

1. **Use of Funds** ***(ESEA section 4103(c)(2)(A)):*** **Describe how the SEA will use funds received under Title IV, Part A, Subpart 1 for State-level activities.**

The Wisconsin Department of Public Instruction (WDPI) will utilize funds to provide monitoring, technical assistance, and training for LEAs receiving an allotment under Title IV, Part A.

The WDPI will emphasize and promote the need for every child to receive and have equitable access to a well rounded education. This means access to programming in the subjects of: English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, art, dance, media arts, music, theatre, history, geography, computer science, career and technical education, health, physical education, and any other subject in which female students, minority students, English learners, children with disabilities, and low-income students are underrepresented.

The WDPI will inform districts of their flexibility to support student learning in these subject areas and will support through the continued offerings of face to face, online, and resources for these content areas.

Furthermore, the WDPI recognizes the importance of programming prior to school entrance and is committed to working with the early childhood community to promote early learning standards and best practices in instruction.

Key state activities in this title include high quality training for school personnel and supports around issues such as, suicide prevention, trauma informed practices, crisis planning, conflict resolution, violence prevention, drug abuse prevention, social and emotional learning, bullying and harassment prevention, physical activity and nutrition, dropout prevention, and screening for AODA and mental health issues. Under the direction of the the Wisconsin Safe and Healthy Schools (WISH) Center, a needs assessment completed by stakeholders statewide assists in the identification of potential state level activities based on the needs from LEAs. This information is used to prioritize training and technical assistance for the state around strategies such as SBIRT, student mental health, restorative practices, active schools, trauma-informed classrooms and bullying prevention.

Additional state-level activity will focus around the state comprehensive digital learning plan. This plan is the result of work done by the State Superintendent's Digital Learning Advisory Council (DLAC)[39]. The DLAC was created in 2011 to provide intellectual and practical insights into all aspects of digital learning in Wisconsin. The DLAC was

[39] DLAC members are listed at https://dpi.wi.gov/digital-learning/partners-contributors.
DLAC members represent our professional organizations, regional network CESAs and collaborative partners from around the state. In addition, DPI consulted with our leadership professional organizations to ensure alignment to a shared statewide digital learning vision.

charged with developing a comprehensive plan for PK-12 digital learning in Wisconsin. The DLAC adopted the Future Ready Framework[40] as a way to organize key priorities and planning tools for districts. That vision called for equitable, personalized, applied, and engaged digital learning for all students. Wisconsin has adopted five of the the Future Ready Framework Gears: instruction, learning, and assessment; technology and hardware; empowering, innovation leadership; professional learning and building capacity; and data and privacy.

The skillful and equitable use of technology can transform the way teaching and learning happens in classrooms across Wisconsin. Digital tools can enhance student learning as they connect efforts to identify what students should know and be able to do as well as help students and educators assess progress toward achieving academic goals.

To meet the needs of today's students and to ensure they are college and career ready, schools are encouraged to be innovative in providing student learning experiences, adopting technologies and instruction in ways, which meaningfully engage the digital generation. As a result, students will have equitable opportunities to have teachers who are trained to provide those digital opportunities that promote critical thinking, communication, collaboration, creativity, and innovation.

The Wisconsin Digital Learning Plan provides school districts strategies for making learning more meaningful and relevant for students, more accessible for economically disadvantaged students, and more cost-effective upon implementation. Common to these initiatives are: 1) equitable access to technology and connectivity inside and outside of school, regardless of a student's background; 2) a comprehensive learning infrastructure including digital learning content and other resources; 3) professional development for educators and education leaders, which moves them from a conventional teaching and learning classroom to a guided online environment; and 4) establishment of a robust technology infrastructure meeting current connectivity goals and can be augmented to meet future demand. Examples of specific activities include:

- Regional and statewide support for districts to understand the principles of Universal Design for Learning[41] and how those principles support equitable access to connectivity, digital devices, information, resources, programming, and services that support teaching and learning.
- Assisting LEAs in preparing personalized learning plans that include organizational tools, professional development, examples of practice aimed at multiple levels and content areas, and an evaluation of the effectiveness of the digital tools and resources used.
- Providing state and regional training for school library media specialists, classroom teachers, and principals to assist them as they create and implement innovative learning spaces and tools for students.

[40] The future ready framework can be accessed at https://dashboard.futurereadyschools.org/framework.
[41] Information on the universal design for learning can be accessed at http://dpi.wi.gov/universal-design-learning.

2. <u>Awarding Subgrants</u> ***(ESEA section 4103(c)(2)(B))*: Describe how the SEA will ensure that awards made to LEAs under Title IV, Part A, Subpart 1 are in amounts that are consistent with ESEA section 4105(a)(2).**

The SEA will allocate an award of at least $10,000 to an LEA with an application approved by the SEA, contingent upon federal allocation. Amounts distributed to LEA's will be based upon Title I distribution formula. Adjustments will be made in the distribution formula to ensure allocations are consistent with requirements in section 4105(a) using the steps outlined in the Subgranting FY 2017 Title IV-A Funds to LEAs: Questions and Answers document released by the U. S. Department of Education on June 30, 2017.

G. Title IV, Part B: 21st Century Community Learning Centers

1. **Use of Funds** ***(ESEA section 4203(a)(2))*****: Describe how the SEA will use funds received under the 21st Century Community Learning Centers program, including funds reserved for State-level activities.**

   The Wisconsin Department of Public Instruction (WDPI) will establish and implement a rigorous peer-review process for the purpose of awarding funds to eligible entities, monitor and evaluate programs, and provide training and technical assistance. The WDPI has developed an application process and criteria for determining whether or not the peer review applicants have the experience, expertise, and skill to adequately rate the applicants. Peer reviewers are inclusive of key stakeholders from throughout the state. The WDPI will reserve a portion to provide the peer reviewers with a competitive stipend.

   The WDPI prioritizes a number of statewide initiatives including regular onsite monitoring visits to sub-grantees, utilizing established criteria and protocol during the review process. In addition, WDPI will engage in a statewide evaluation process to monitor sub-grantee progress towards established objectives and to inform needed areas for quality improvement. In an effort to encourage continuous improvement, WDPI will provide an annual conference event for sub-grantees and multiple other training and technical assistance opportunities, utilizing community partners to assist in the delivery of the content through a variety of methods (in-person and virtual events). WDPI will partner with the Statewide Afterschool Network in offering professional learning communities and mentoring. WDPI will develop written guidance materials and resources designed to assist in capacity-building efforts by the sub-grantee. A description of the sub-granting award process is below.

2. **Awarding Subgrants** ***(ESEA section 4203(a)(4)):*** **Describe the procedures and criteria the SEA will use for reviewing applications and awarding 21st Century Community Learning Centers funds to eligible entities on a competitive basis, which shall include procedures and criteria that take into consideration the likelihood that a proposed community learning center will help participating students meet the challenging State academic standards and any local academic standards.**

   Wisconsin has a competitive application and review process addressing the requirements of Section 4203, local competitive subgrant program. The state's application and accompanying guidance specifically addresses eligibility and federal requirements through several methods. Those methods include the following applicant requirements:

   - Applicants must be Title I schoolwide eligible and identify as a school implementing comprehensive support and improvement activities or as a school identified by the local educational agency as in need of intervention and support.
   - Applicants are asked to demonstrate that a comprehensive needs assessment has been conducted and provide data illustrating the need for the program,

specifically around academic deficiencies and lack of existing services.

- Applicants must demonstrate the proposed program has been designed to meet the identified needs and describe a recruitment process that will assure the program serves students with the greatest need for services.
- Applicants will conduct programming that will help students meet the standards by designing programs that align with the state academic standards and reflects best practices and research for out of school time programs.
- Applicants are asked to describe the collaboration with the school day and how staff will be prepared to deliver high quality academic programming.

The submitted applications are peer reviewed using an established rubric to determine if the applicant adequately addresses the elements of the application. Specifically, the reviewer rubric requires that applicants must successfully detail links between specific activities provided by the program and enhanced academic performance, positive youth development, and postsecondary workforce preparation. Applicants must have specified how activities will contribute to academic achievement and overall student success by indicating specific skills to be acquired and other expected impacts, located in the rubric. The review rubric requires applicants to explain how academic activities align with state and local standards and link a specific activity to a respective purpose of the 21st CCLC grant (i.e. increase academic achievement and build youth development skills).

The competitive application includes the following elements as required by law:

- a description of allowable activities to be funded;
- a description of how such activities are expected to improve student academic achievement as well as overall student success;
- a demonstration of how the proposed program coordinate Federal, State, and local programs and make the most effective use of public resources;
- an assurance that the proposed program was developed and will be carried out;
- a description of how the activities will meet the measures of effectiveness described in section 4205(b);
- an assurance that the program will target students who primarily attend schools eligible for schoolwide programs under section 1114 and the families of such students;
- an assurance that subgrant funds under this part will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant Federal, State, local, or non-Federal funds;
- a description of the partnership between a local educational agency, a community-based organization, and another public entity or private entity, if appropriate;
- an evaluation of the community needs and available resources for the community learning center, and a description of how the program proposed to be carried out in the center will address those needs (including the needs of working families);

- a demonstration that the eligible entity will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, positive youth development of the students;
- a description of a preliminary plan for how the community learning center will continue after funding under this part ends;
- an assurance that the community will be given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application;
- if the eligible entity plans to use volunteers in activities carried out through the community learning center, a description of how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers; and
- such other information and assurances as the State educational agency may reasonably require.

As required under ESSA, the competition process will include approval of applications, permissive local match, peer-review, geographic diversity, duration of awards, amount of awards, and priority. The SEA will only award funds to LEA's in accordance with allowable activities.

H. Title V, Part B, Subpart 2: Rural and Low-Income School Program

1. **Outcomes and Objectives** ***(ESEA section 5223(b)(1))*****: Provide information on program objectives and outcomes for activities under Title V, Part B, Subpart 2, including how the SEA will use funds to help all students meet the challenging State academic standards.**

In recent years, Wisconsin has had between 20 and 30 rural local educational agencies (LEAs) eligible for the Rural and Low-Income School (RLIS) Program each year. The eligible districts have always used the funds to further their local school improvement plans, which are informed by Wisconsin's challenging academic standards.

The goal of the Wisconsin Department of Public Instruction (WDPI) is that every child graduates from high school college and career ready. Eligible LEAs are expected to connect their use of the funds with this overarching goal. The flexibility of the RLIS Program allows the LEAs to determine exactly how best to allocate this funding most effectively, within the wide-ranging allowable uses of the RLIS grants. The grant application requires LEAs to demonstrate how the funding will support local goals, which in turn support the statewide goal of college and career readiness.

WDPI supports the work of public schools across academic content areas and provides access through the Wisconsin Digital Learning Collaborative (WDLC) to a variety of high quality, online digital learning options, which are particularly relevant to small and rural LEAs.

Title V, Part B, Subpart 2 Program Objectives and Outcomes:
Reflecting WDPI's overarching goal of every child graduating from high school college and career ready, Wisconsin has three objectives and two outcomes. These objectives and outcomes align with Wisconsin initiatives outlined in other Title programs focused on economically disadvantaged students:

Objective 1: Districts receiving RLIS grants will show an increase in the percentage of economically disadvantaged students scoring at or above proficiency on the English Language Arts assessment.

Objective 2: Districts receiving RLIS grants will show an increase in the percentage of economically disadvantaged students scoring at or above proficiency on the Mathematics assessment.

Objective 3: Districts receiving RLIS grants will demonstrate an increased participation in events provided by WDPI's Educator Effectiveness Statewide System of Support.

Outcome 1: An increased percentage of students in the high-poverty districts receiving RLIS grants will graduate from high school college and career ready.

Outcome 2: Districts receiving RLIS grants will be better able to respond to the challenges of recruiting, training, and retaining effective educators.

2. **Technical Assistance *(ESEA section 5223(b)(3))*: Describe how the SEA will provide technical assistance to eligible LEAs to help such agencies implement the activities described in ESEA section 5222.**

Technical assistance begins with notification of eligibility and managing the application process. During that process, the WDPI holds conference calls and webinars to explain the program and the allowable uses of RLIS funds, especially for LEAs who are newly eligible or have had personnel turnover. Phone and email communications are used to address any questions individual LEAs might have while completing the application. This process results in substantive communication between the WDPI and the LEAs as they think about how to use funds most effectively. Technical assistance continues through the issuing of the grants and throughout the grant period. Often, LEAs will change their priorities during the two-year grant period, and WDPI assists them in revising their initial application to reflect the new uses and budgets. Both the program and the finance personnel at WDPI are available to provide assistance.

Because the RLIS Program is an unusual grant, in that some LEAs come in and out of eligibility as their poverty rate fluctuates, WDPI proactively engages eligible LEAs to ensure both compliance and knowledge of remaining funds.

I. Education for Homeless Children and Youth program, McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B

1. **<u>Student Identification</u> *(722(g)(1)(B) of the McKinney-Vento Act)*: Describe the procedures the SEA will use to identify homeless children and youth in the State and to assess their needs.**

   Wisconsin requires each local educational agency (LEA) to designate a local liaison for children and youth experiencing homelessness. The state coordinators of the Education for Homeless Children and Youth program at the Wisconsin Department of Public Instruction (WDPI) provide technical assistance to local liaisons to ensure that children and youths experiencing homelessness receive the services and protections enumerated under the McKinney-Vento Homeless Assistance Act.

   Local liaisons are responsible for identifying, counting, and assessing the needs of children and youths experiencing homelessness. To support these efforts, the WDPI provides professional development programs on how to identify, count, and assess the needs of children and youths experiencing homelessness for local liaisons and school and LEA staff. Professional development programs include: 1) providing template forms for identifying and tracking children and youths experiencing homelessness; 2) technical support on reporting to the WDPI on the number of children and youths experiencing homelessness and unaccompanied youths experiencing homelessness in each LEA; 3) training modules made available through the WDPI website on identifying children and youths experiencing homelessness; 4) webinars for local liaisons:and 5) other technical assistance as determined necessary by the state coordinators for the Education of Homeless Children and Youths at the WDPI.

   Wisconsin continually improves the McKinney-Vento Education for Homeless Children and Youth program by incorporating feedback received through phone calls, e-mail, and conference presentations from McKinney-Vento subaward recipients, local educational agencies, and state and community agencies. In addition, stakeholder feedback received through statewide ESSA Consolidated State Plan listening sessions held through June of 2017 was taken into consideration to further specify and enhance technical assistance and training provided to local educational agency staff.

2. **<u>Dispute Resolution</u> *(722(g)(1)(C) of the McKinney-Vento Act)*: Describe procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youth.**

   Wisconsin monitors to ensure LEAs have policies and procedures in place so disputes regarding eligibility or the educational placement of children and youths experiencing homelessness are promptly resolved. LEA dispute resolution policies must be handled as expeditiously as possible by the local liaison and include the right to immediately enroll

the child or youth experiencing homelessness in the school in which enrollment is sought, pending final resolution of the dispute, including all available appeals.

Wisconsin monitors to ensure LEA policies include a requirement to provide a written explanation of any decisions related to school selection or enrollment made by the school, the local educational agency, or the state educational agency involved, including the rights of the parent, guardian, or unaccompanied youth to appeal such decisions in a manner and form understandable to the parent or guardian of the child or youth or, in the case of an unaccompanied youth, the youth. When a dispute is appealed, it comes to the State Superintendent of Public Instruction. The procedures followed are described in Wisconsin Administrative Code, Chapter PI 1.[42]

3. **Support for School Personnel** ***(722(g)(1)(D) of the McKinney-Vento Act)*****: Describe programs for school personnel (including the LEA liaisons for homeless children and youth, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youth, including runaway and homeless children and youth.**

Wisconsin has taken into consideration stakeholder feedback received through statewide ESSA Consolidated State Plan listening sessions held through June of 2017 to further specify and enhance technical assistance and training provided to local educational agency staff to heighten the awareness of local liaisons and personnel of, and their capacity to respond to, specific needs in the education of children and youths experiencing homelessness.

An accessible Education for Homeless Children and Youths website is also maintained. The website includes current local liaison contact information, guidance documents, presentations from the Wisconsin Department of Public Instruction and LEAs, videos, training materials, and statewide examples of policies, procedures, and forms from LEAs.

To make information accessible to any audience, Wisconsin has created a short, animated video to explain the basic components of the McKinney-Vento Act to all Wisconsin residents including school and LEA staff, community service providers, and parents and guardians.

Wisconsin has created McKinney-Vento training modules for school and LEA staff members and local liaisons to explore the responsibilities of school personnel under the McKinney-Vento Act. The training modules may be used to build understanding and heighten the awareness of the specific needs of children and youths experiencing homelessness, including children and youths who are runaway and homeless.

[42] Chapter PI 1 can be accessed at http://docs.legis.wisconsin.gov/code/admin_code/pi/1.

4. <u>Access to Services</u> *(722(g)(1)(F) of the McKinney-Vento Act)*: **Describe procedures that ensure that:**
   i. **Homeless children have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;**
   ii. **Homeless youth and youth separated from public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youth described in this clause from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies; and**
   iii. **Homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs, if such programs are available at the State and local levels.**

Wisconsin ensures children experiencing homelessness have access to public preschool programs, as provided to other children in the state. Transportation to the school of origin, including a preschool, is accessible for children and youth experiencing homelessness as it is for other children in the state or LEA.

Wisconsin has taken into consideration stakeholder feedback received through statewide ESSA Consolidated State Plan listening sessions held through June of 2017 to further specify and enhance technical assistance and training provided to local educational agency staff. This ensures LEAs develop policies and procedures so that children and youths experiencing homelessness and youths separated from the public schools are identified and accorded equal access to appropriate secondary education and support services, including by eliminating barriers that prevent youths experiencing homelessness from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, and accessing academic and/or extracurricular activities without significant delay.

Wisconsin ensures children and youths experiencing homelessness who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities. This includes providing transportation to academic and extracurricular activities if transportation is a barrier to participation or success in school.

Wisconsin ensures LEAs are in compliance with all of the provisions of the McKinney-Vento Act through compliance review monitoring. Wisconsin conducts compliance review monitoring annually for selected LEAs.

5. <u>Strategies to Address Other Problems</u> *(722(g)(1)(H) of the McKinney-Vento Act)*: **Provide strategies to address other problems with respect to the education of homeless children and youth, including problems resulting from enrollment delays that are caused by—**

i. **requirements of immunization and other required health records;**
ii. **residency requirements;**
iii. **lack of birth certificates, school records, or other documentation;**
iv. **guardianship issues; or**
v. **uniform or dress code requirements.**

Wisconsin Education for Homeless Children and Youths state coordinators provide training on strategies to address problems with respect to the education of children and youths experiencing homelessness including problems resulting from enrollment delays. Proven strategies to immediately enroll children and youths experiencing homelessness in scenarios in which problems that cause enrollment delays are shared with local liaisons and LEA staff through training modules, technical assistance, webinars, newsletters, compliance monitoring, and other methods available on the WDPI's Education for Homeless Children and Youths website to ensure McKinney-Vento Act requirements are followed.

Wisconsin monitors to ensure LEAs have policies and procedures in place so disputes regarding eligibility or the educational placement of children and youths experiencing homelessness are promptly resolved. LEA dispute resolution policies must be handled as expeditiously as possible by the local liaison and include the right to immediately enroll the child or youth experiencing homelessness in the school in which enrollment is sought, pending final resolution of the dispute, including all available appeals.

The WISEdata system facilitates secure and near real-time student records transfer between Wisconsin school districts. It is built on the Common Educational Data Standards (CEDS) and provides consistency in student records definitions and secure transmission across states. Given that students experiencing homelessness are one of several student subpopulations experiencing higher than average rates of mobility, it is important student records are easily and quickly available to the district with which they are enrolling. Wisconsin enables this through its secure WISEdash data dashboard. This enables district staff with approved and appropriate access to view historical student records as soon as the student is enrolled in their district and the enrollment is submitted through WISEdata.

Similarly, immunization records can be securely and efficiently loaded (i.e., eliminating the need for this task to be performed by each Wisconsin school district) using the Wisconsin Immunization Registry (WIR). WDPI has the technical capability and the statutory authority to perform this task and make the data accessible to all school districts. WDPI will enable immunization records to transfer across LEAs by establishing a secure data transfer with the Wisconsin Immunization Registry.

6. **<u>Policies to Remove Barriers</u> (*722(g)(1)(I) of the McKinney-Vento Act*): Demonstrate that the SEA and LEAs in the State have developed, and shall review and revise, policies to remove barriers to the identification of homeless children and youth, and the enrollment and retention of homeless children and youth in schools in the State,**

including barriers to enrollment and retention due to outstanding fees or fines, or absences.

Wisconsin provides example policies and procedures for LEAs in the state to assist in the development, review, and revision of existing LEA policies and procedures to remove barriers to the identification of children and youths experiencing homelessness. WDPI ensures that LEAs are trained by the Education for Homeless Children and Youths state coordinators on methods for enrolling and retaining children and youths experiencing homelessness in schools in the state, including barriers to enrollment and retention due to outstanding fees or fines, or absences.

Wisconsin monitors to ensure LEAs have developed, reviewed, and revised policies to remove barriers to the identification of children and youths experiencing homelessness, and the enrollment and retention of children and youths experiencing homelessness in the state. WDPI monitors to ensure LEAs have dispute resolution procedures in place for the prompt resolution of eligibility, school selection, or enrollment disputes that state children and youth experiencing homelessness must be immediately enrolled in the school in which enrollment is sought, pending final resolution of the dispute, including all available appeals.

Stakeholder feedback received through statewide ESSA Consolidated State Plan listening sessions held through June of 2017 was taken into consideration to further specify and enhance technical assistance and training provided to local educational agency staff in order to better serve the academic and non-academic needs of students experiencing homelessness.

7. **<u>Assistance from Counselors</u> *(722(g)(1)(K))*: A description of how youths described in section 725(2) will receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths for college.**

Wisconsin has taken into consideration stakeholder feedback received through statewide ESSA Consolidated State Plan listening sessions held through June of 2017 to further specify and enhance technical assistance and training provided to local educational agency staff to support the efforts of school counselors in advising youths experiencing homelessness and preparing them for college and career readiness. Wisconsin ensures LEAs have policies and procedures that address removing barriers for students experiencing homelessness, receiving appropriate academic credit, as well as providing educational stability for youths experiencing homelessness.

Wisconsin ensures an updated local liaison directory is available on the SEA's website, so counselors can access the contact information to connect with the local liaison to support youths experiencing homelessness. Wisconsin monitors to ensure local liaisons inform all LEA staff, including counselors, on advising youths experiencing homelessness and prepare and improve the readiness of such youths for college and career.

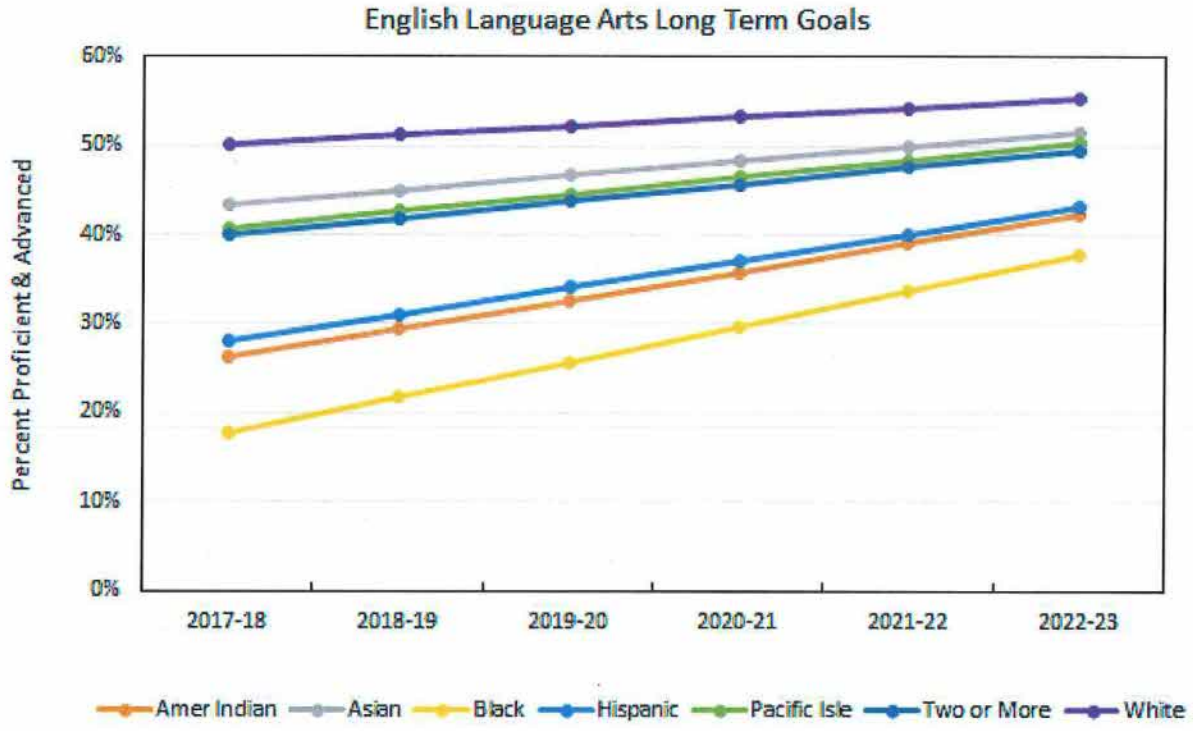
Appendix A: Measurements of Interim Progress

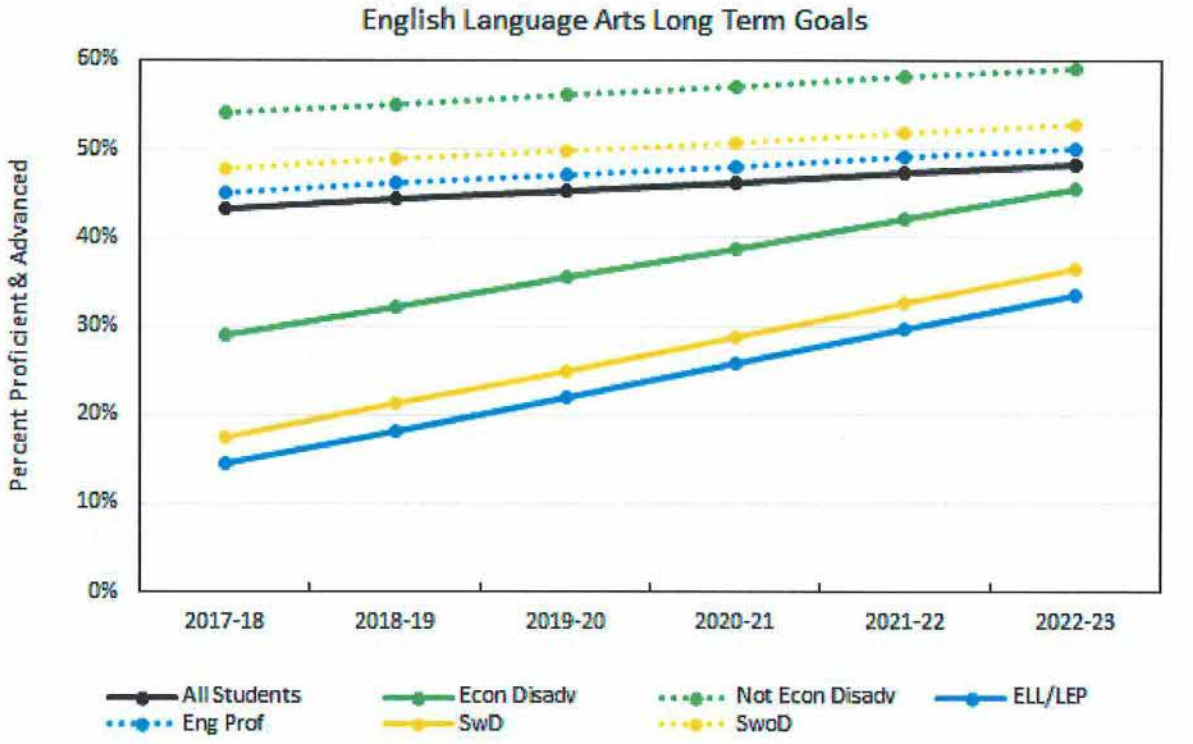
Instructions: Each SEA must include the measurements of interim progress toward meeting the long-term goals for academic achievement, graduation rates, and English language proficiency, set forth in the State's response to Title I, Part A question 4.iii, for all students and separately for each subgroup of students, including those listed in response to question 4.i.a. of this document. For academic achievement and graduation rates, the State's measurements of interim progress must take into account the improvement necessary on such measures to make significant progress in closing statewide proficiency and graduation rate gaps.

A. Academic Achievement

English Language Arts Long Term Proficiency Rate Goals

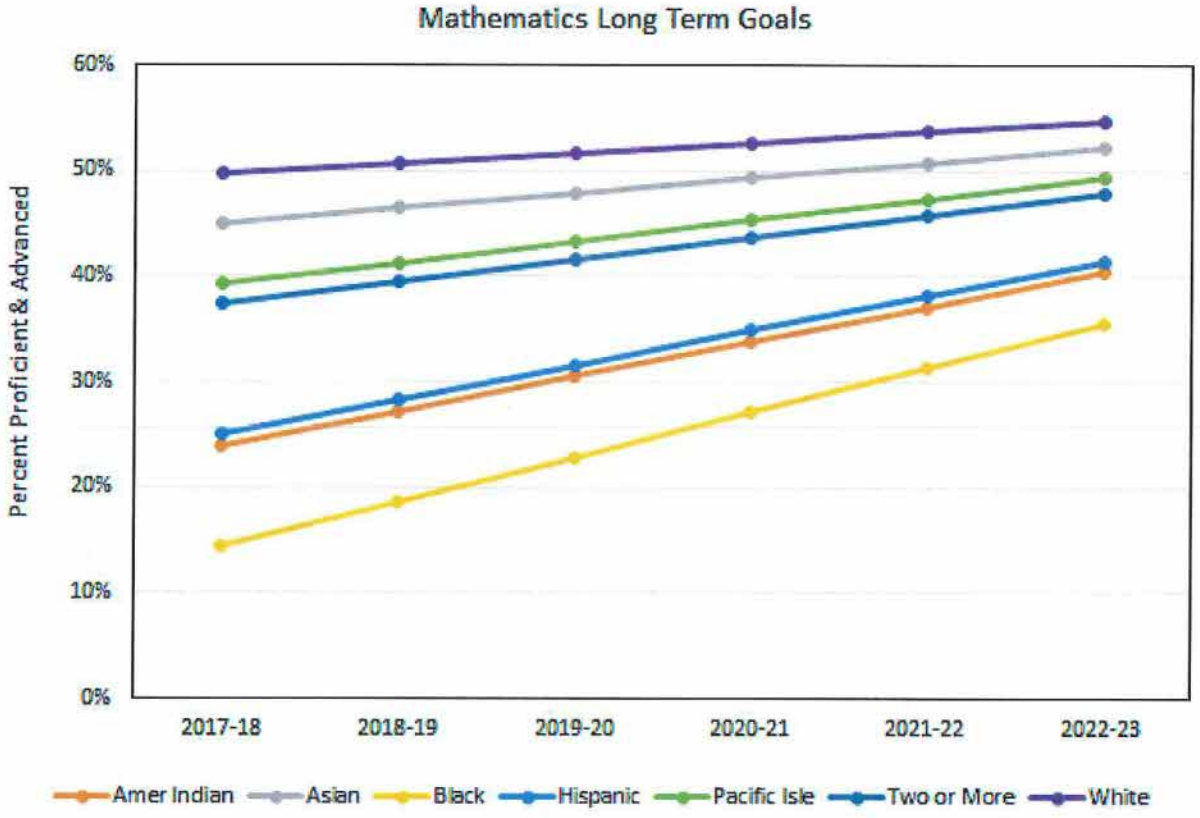
Student Group	Baseline 2015-16	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
All Students	42.3%	43.3%	44.3%	45.3%	46.3%	47.3%	48.3%
Amer Indian	23.1%	26.3%	29.5%	32.6%	35.8%	39.0%	42.2%
Asian	41.8%	43.4%	45.0%	46.7%	48.3%	49.9%	51.5%
Black	13.8%	17.7%	21.7%	25.7%	29.7%	33.7%	37.7%
Hispanic	25.1%	28.1%	31.1%	34.1%	37.1%	40.1%	43.1%
Pacific Isle	38.8%	40.7%	42.6%	44.5%	46.4%	48.3%	50.2%
Two or More	38.0%	39.9%	41.8%	43.7%	45.6%	47.5%	49.4%
White	49.2%	50.2%	51.2%	52.2%	53.2%	54.2%	55.2%
Econ Disadv	25.6%	28.9%	32.2%	35.5%	38.8%	42.1%	45.4%
Not Econ Disadv	*53.1%*	*54.1%*	*55.1%*	*56.1%*	*57.1%*	*58.1%*	*59.1%*
ELL/LEP	10.6%	14.4%	18.2%	22.0%	25.8%	29.6%	33.4%
Eng Prof	*44.1%*	*45.1%*	*46.1%*	*47.1%*	*48.1%*	*49.1%*	*50.1%*
SwD	13.6%	17.4%	21.2%	25.0%	28.8%	32.6%	36.4%
SwoD	*46.8%*	*47.8%*	*48.8%*	*49.8%*	*50.8%*	*51.8%*	*52.8%*

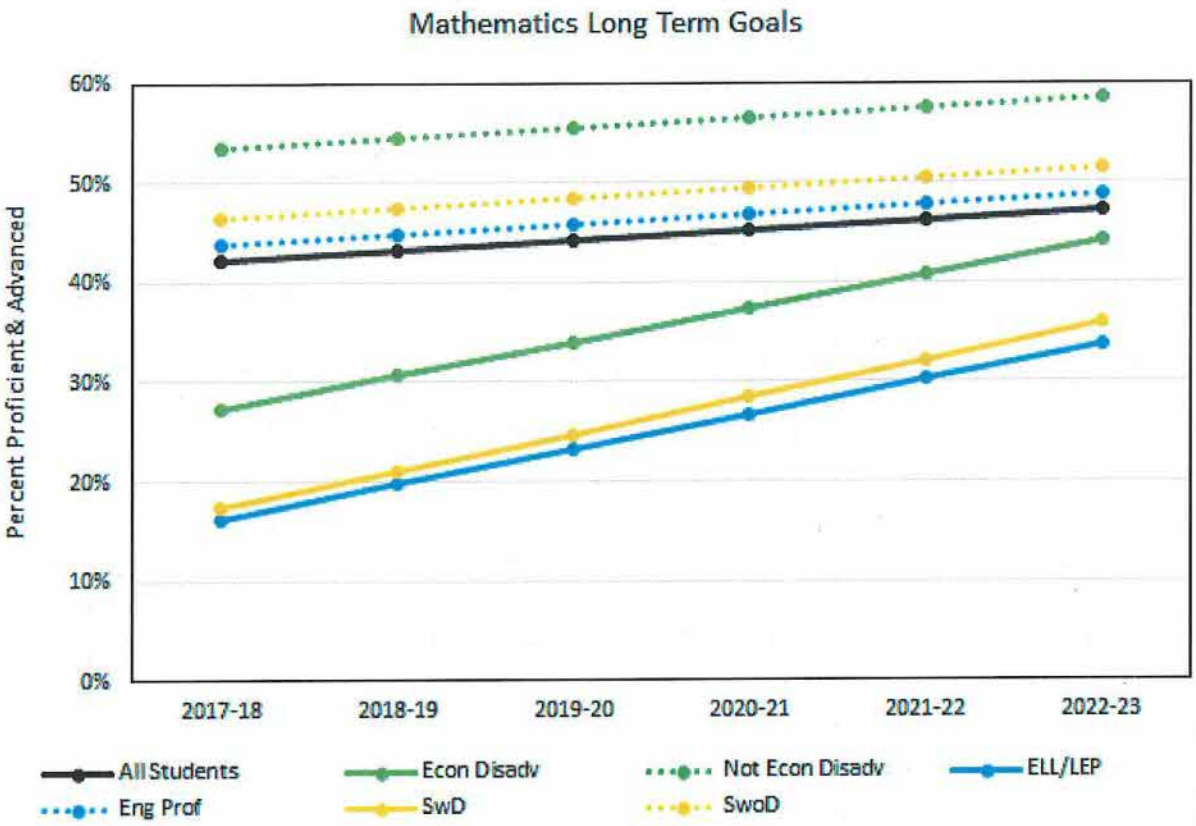

English Language Arts Long Term Goals
Percent Proficient & Advanced
60%
50%
40%
30%
20%
10%
0%
2017-18
2018-19
2019-20
2020-21
2021-22
2022-23
Amer Indian
Asian
Black
Hispanic
Pacific Isle
Two or More
White


English Language Arts Long Term Goals
Percent Proficient & Advanced
60%
50%
40%
30%
20%
10%
0%
2017-18
2018-19
2019-20
2020-21
2021-22
2022-23
All Students
Econ Disadv
Not Econ Disadv
ELL/LEP
Eng Prof
SwD
SwoD

Mathematics Long Term Proficiency Rate Goals

Student Group	Baseline 2015-16	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
All Students	**41.2%**	**42.2%**	**43.2%**	**44.2%**	**45.2%**	**46.2%**	**47.2%**
Amer Indian	**20.5%**	**23.9%**	**27.2%**	**30.5%**	**33.8%**	**37.1%**	**40.4%**
Asian	**43.7%**	**45.1%**	**46.5%**	**47.9%**	**49.4%**	**50.8%**	**52.2%**
Black	**10.3%**	**14.5%**	**18.7%**	**22.9%**	**27.1%**	**31.3%**	**35.5%**
Hispanic	**21.7%**	**25.0%**	**28.3%**	**31.6%**	**34.9%**	**38.2%**	**41.5%**
Pacific Isle	**37.3%**	**39.3%**	**41.3%**	**43.3%**	**45.3%**	**47.3%**	**49.3%**
Two or More	**35.3%**	**37.4%**	**39.5%**	**41.6%**	**43.7%**	**45.8%**	**47.9%**
White	**48.7%**	**49.7%**	**50.7%**	**51.7%**	**52.7%**	**53.7%**	**54.7%**
Econ Disadv	**23.8%**	**27.2%**	**30.6%**	**34.0%**	**37.4%**	**40.8%**	**44.2%**
Not Econ Disadv	***52.5%***	***53.5%***	***54.5%***	***55.5%***	***56.5%***	***57.5%***	***58.5%***
ELL/LEP	**12.8%**	**16.3%**	**19.8%**	**23.3%**	**26.8%**	**30.3%**	**33.8%**
Eng Prof	***42.8%***	***43.8%***	***44.8%***	***45.8%***	***46.8%***	***47.8%***	***48.8%***
SwD	**13.6%**	**17.3%**	**21.0%**	**24.7%**	**28.4%**	**32.1%**	**35.8%**
SwoD	***45.5%***	***46.5%***	***47.5%***	***48.5%***	***49.5%***	***50.5%***	***51.5%***

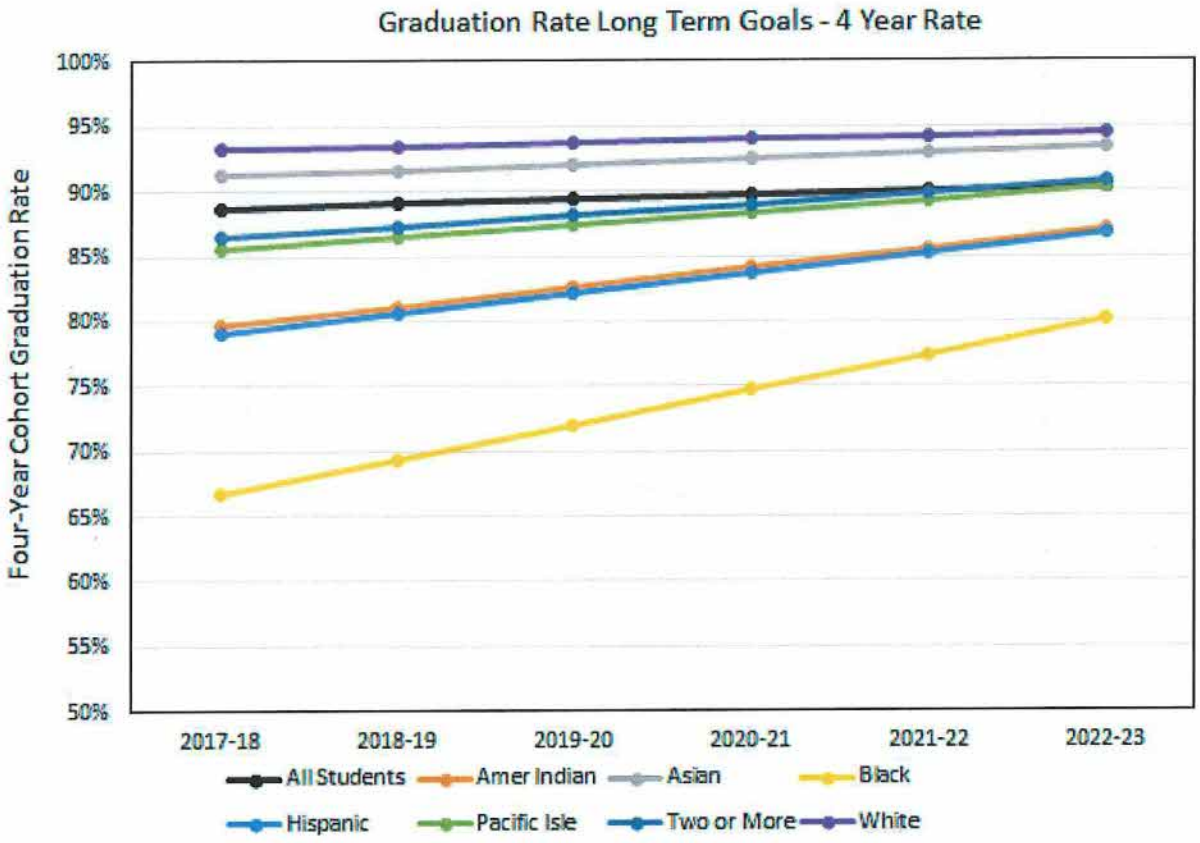

Mathematics Long Term Goals
60%
50%
40%
30%
20%
10%
0%
Percent Proficient & Advanced
2017-18
2018-19
2019-20
2020-21
2021-22
2022-23
Amer Indian
Asian
Black
Hispanic
Pacific Isle
Two or More
White

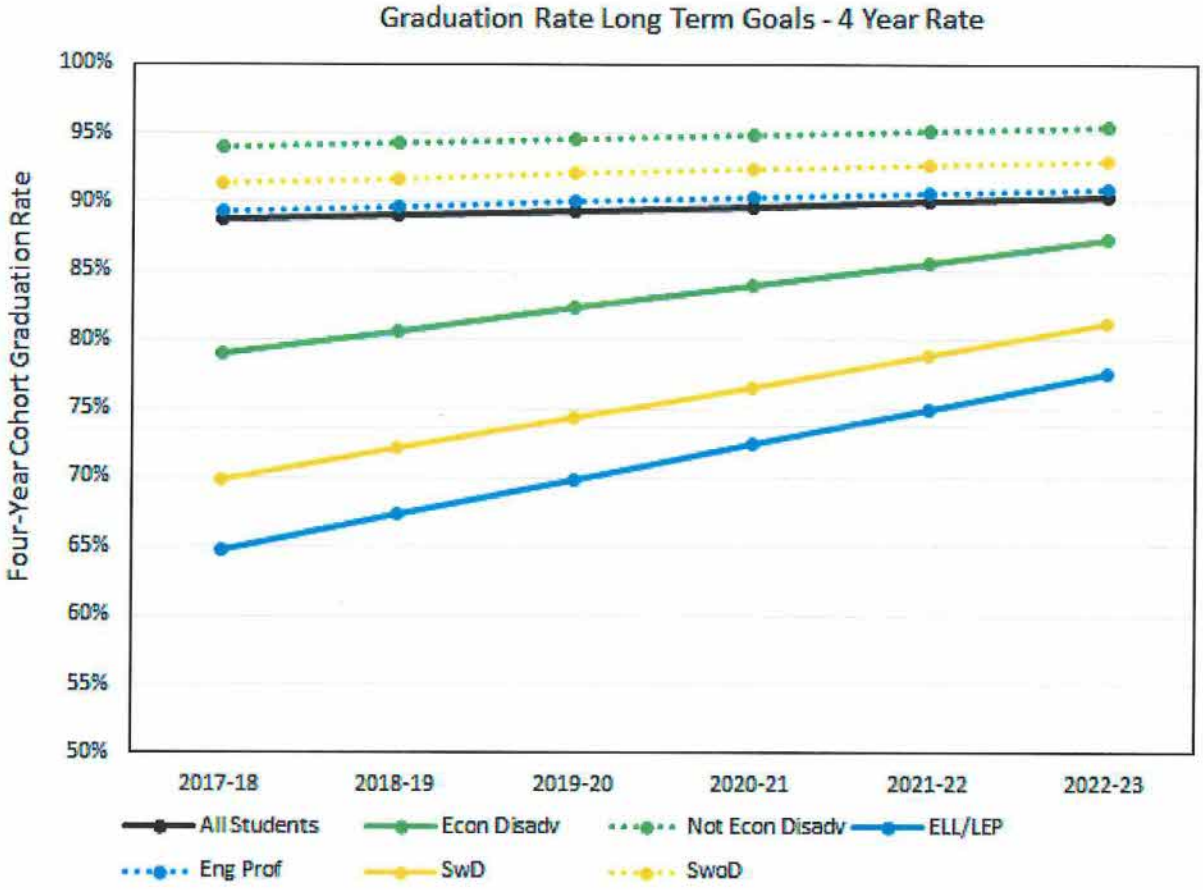

Mathematics Long Term Goals
Percent Proficient & Advanced
60%
50%
40%
30%
20%
10%
0%
2017-18
2018-19
2019-20
2020-21
2021-22
2022-23
All Students
Econ Disadv
Not Econ Disadv
ELL/LEP
Eng Prof
SwD
SwoD

B. Graduation Rates

Graduation Rate Long Term Goals
Four-Year Rate

Student Group	Baseline 2014-15	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
All Students	88.4%	88.7%	89.1%	89.4%	89.7%	90.1%	90.4%
Amer Indian	78.1%	79.6%	81.1%	82.6%	84.1%	85.6%	87.1%
Asian	90.7%	91.2%	91.6%	92.1%	92.5%	93.0%	93.4%
Black	64.0%	66.7%	69.4%	72.0%	74.7%	77.4%	80.1%
Hispanic	77.5%	79.1%	80.6%	82.2%	83.7%	85.3%	86.8%
Pacific Isle	84.5%	85.5%	86.4%	87.4%	88.4%	89.3%	90.3%
Two or More	85.5%	86.4%	87.3%	88.2%	89.0%	89.9%	90.8%
White	92.9%	93.2%	93.4%	93.7%	94.0%	94.2%	94.5%
Econ Disadv	77.3%	79.0%	80.6%	82.3%	84.0%	85.6%	87.3%
Not Econ Disadv	*93.7%*	*94.0%*	*94.3%*	*94.6%*	*94.9%*	*95.2%*	*95.5%*
ELL/LEP	62.2%	64.8%	67.3%	69.9%	72.5%	75.0%	77.6%
Eng Prof	*89.0%*	*89.3%*	*89.7%*	*90.0%*	*90.3%*	*90.7%*	*91.0%*
SwD	67.5%	69.8%	72.1%	74.4%	76.6%	78.9%	81.2%
SwoD	*91.1%*	*91.4%*	*91.7%*	*92.1%*	*92.4%*	*92.7%*	*93.0%*

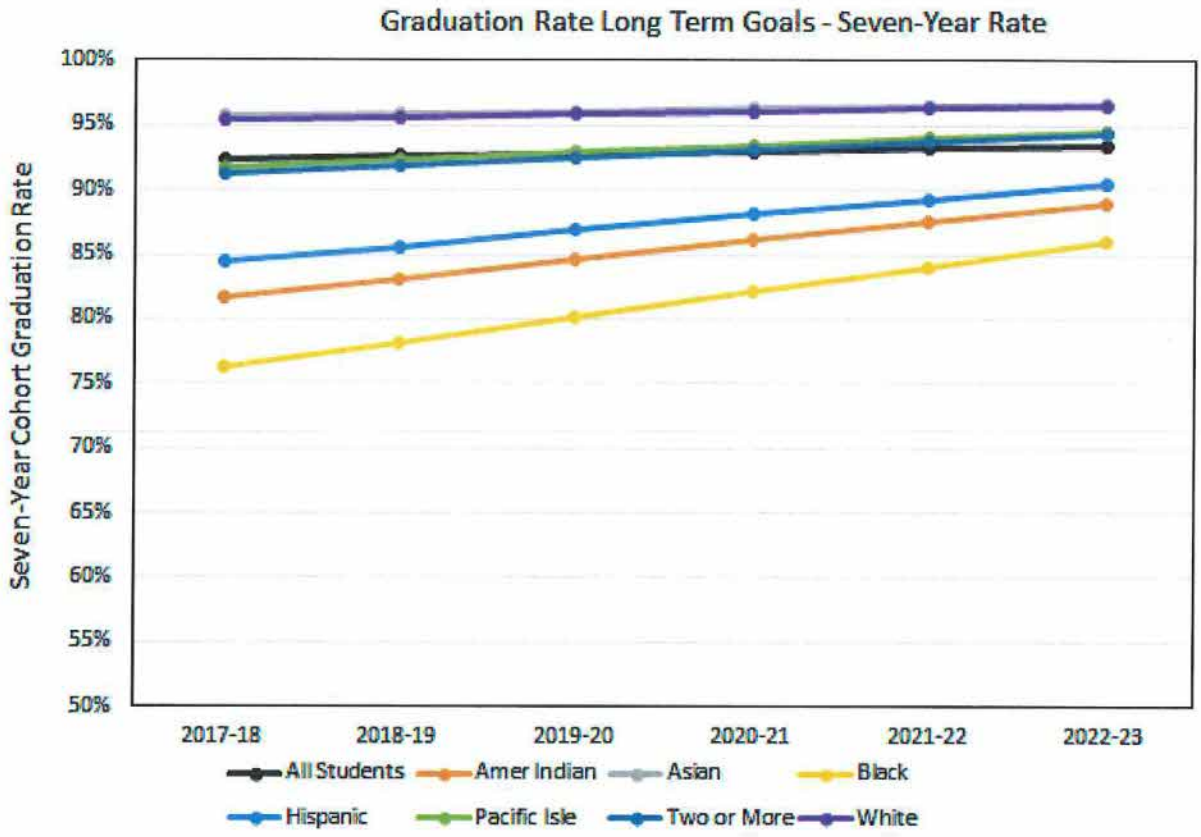

Graduation Rate Long Term Goals - 4 Year Rate
Four-Year Cohort Graduation Rate
100%
95%
90%
85%
80%
75%
70%
65%
60%
55%
50%
2017-18
2018-19
2019-20
2020-21
2021-22
2022-23
All Students
Amer Indian
Asian
Black
Hispanic
Pacific Isle
Two or More
White

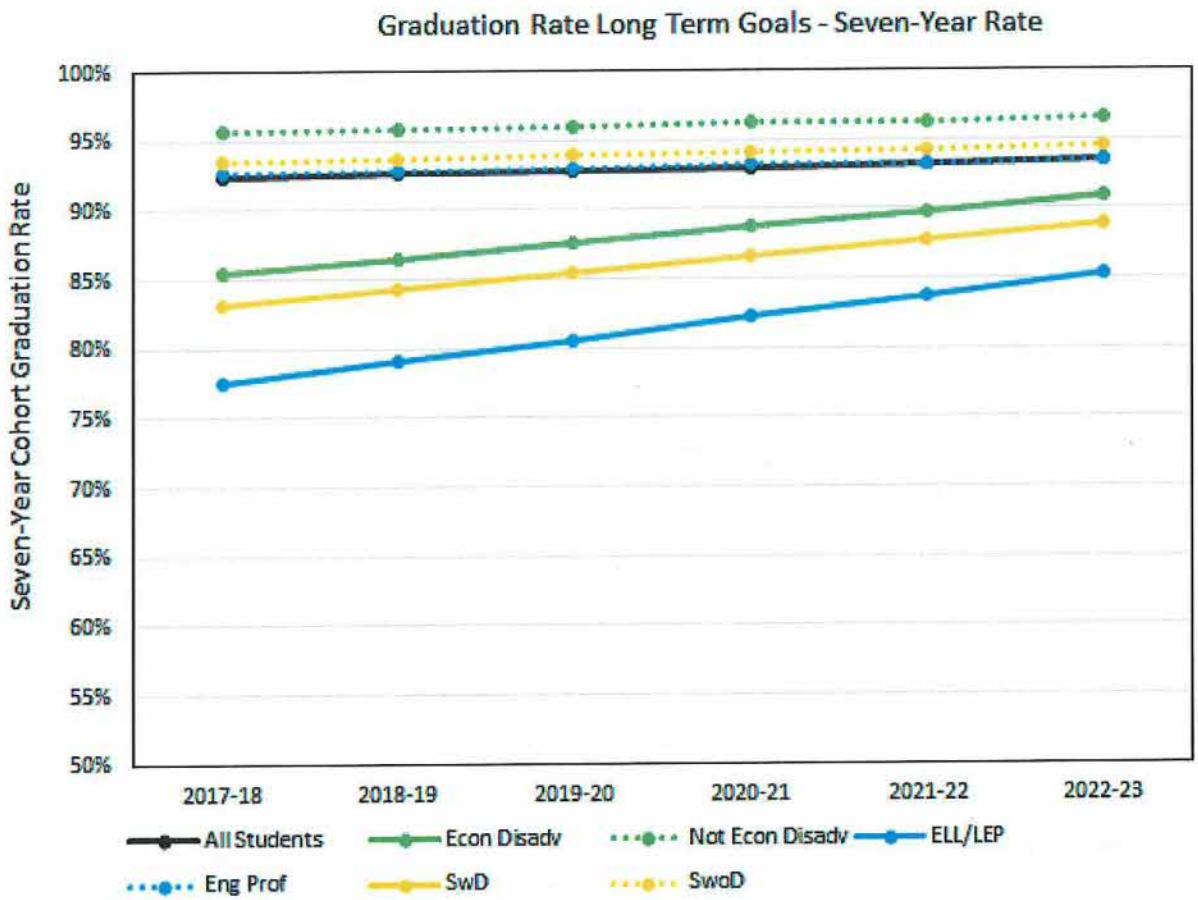

Graduation Rate Long Term Goals - 4 Year Rate
Four-Year Cohort Graduation Rate
100%
95%
90%
85%
80%
75%
70%
65%
60%
55%
50%
2017-18
2018-19
2019-20
2020-21
2021-22
2022-23
All Students
Econ Disadv
Not Econ Disadv
ELL/LEP
Eng Prof
SwD
SwoD

Graduation Rate Long Term Goals
Seven-Year Rate*

Student Group	Baseline 2012-13	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
All Students	**92.1%**	**92.3%**	**92.6%**	**92.8%**	**93.0%**	**93.3%**	**93.5%**
Amer Indian	**80.2%**	**81.7%**	**83.1%**	**84.6%**	**86.1%**	**87.5%**	**89.0%**
Asian	**95.5%**	**95.7%**	**95.9%**	**96.1%**	**96.3%**	**96.5%**	**96.7%**
Black	**74.2%**	**76.2%**	**78.1%**	**80.1%**	**82.1%**	**84.0%**	**86.0%**
Hispanic	**83.2%**	**84.4%**	**85.6%**	**86.9%**	**88.1%**	**89.3%**	**90.5%**
Pacific Isle	**91.2%**	**91.8%**	**92.3%**	**92.9%**	**93.4%**	**94.0%**	**94.5%**
Two or More	**90.7%**	**91.3%**	**91.9%**	**92.5%**	**93.1%**	**93.7%**	**94.3%**
White	**95.2%**	**95.4%**	**95.6%**	**95.9%**	**96.1%**	**96.3%**	**96.5%**
Econ Disadv	**84.3%**	**85.4%**	**86.5%**	**87.6%**	**88.7%**	**89.8%**	**90.9%**
Not Econ Disadv	***95.5%***	***95.7%***	***95.8%***	***96.0%***	***96.2%***	***96.3%***	***96.5%***
ELL/LEP	**76.0%**	**77.5%**	**79.1%**	**80.6%**	**82.2%**	**83.7%**	**85.3%**
Eng Prof	***92.5%***	***92.7%***	***92.8%***	***93.0%***	***93.2%***	***93.3%***	***93.5%***
SwD	**82.0%**	**83.1%**	**84.3%**	**85.4%**	**86.6%**	**87.7%**	**88.9%**
SwoD	***93.3%***	***93.5%***	***93.7%***	***93.9%***	***94.1%***	***94.3%***	***94.5%***

*Rates in the table are based on six-year graduation rates and are intended to provide a close approximation of seven-year graduation rates. The 2013 6-year adjusted cohort rate is based on students who graduated, after six years in high school, in 2015. DPI does not currently calculate seven-year graduation rates. The baseline rates and goals will be updated to reflect the actual seven-year rates as the data becomes available.


Graduation Rate Long Term Goals - Seven-Year Rate
Seven-Year Cohort Graduation Rate
100%
95%
90%
85%
80%
75%
70%
65%
60%
55%
50%
2017-18
2018-19
2019-20
2020-21
2021-22
2022-23
All Students
Amer Indian
Asian
Black
Hispanic
Pacific Isle
Two or More
White

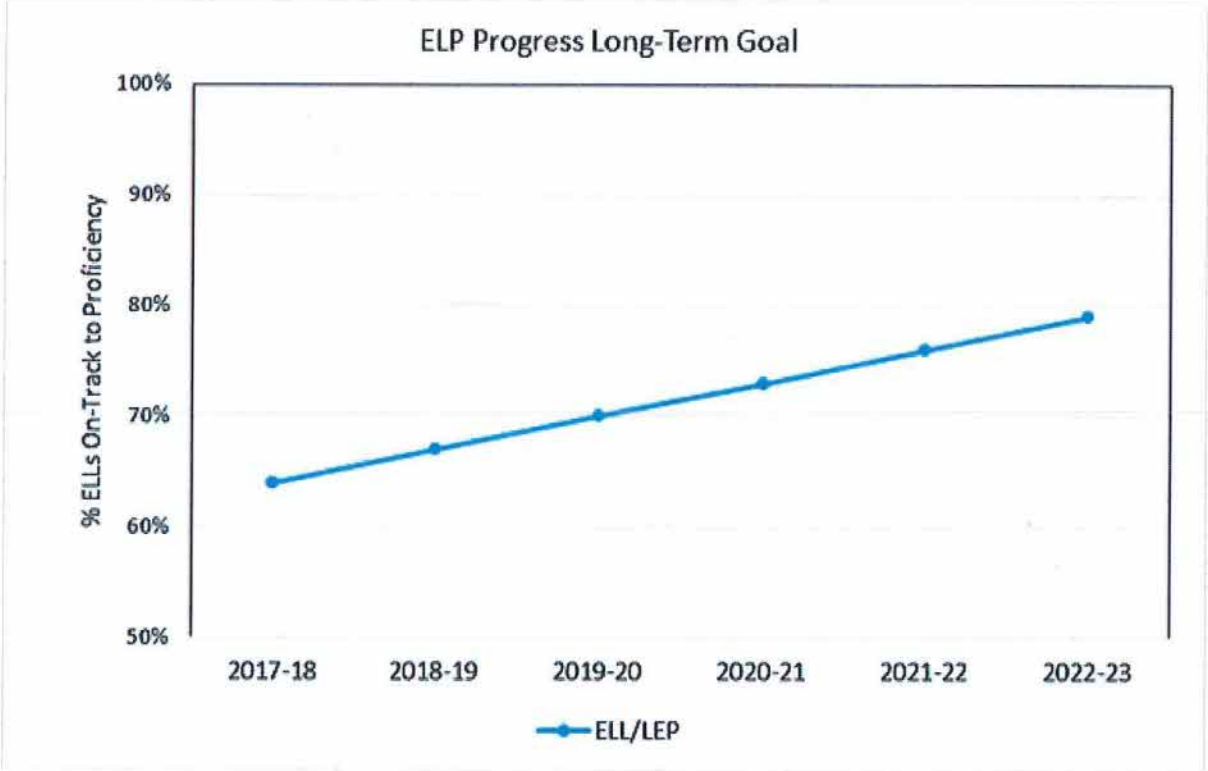


Rates in the above charts are based on six-year graduation rates and are intended to provide a close approximation of seven-year graduation rates. DPI does not currently calculate seven-year graduation rates. The charts, including baseline rates and goals, will be updated to reflect the actual seven-year rates as the data becomes available.

C. Progress in Achieving English Language Proficiency

ELP Progress Long Term Goal

Student Group	Baseline 2014-15	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
ELL/LEP	61%	64%	67%	70%	73%	76%	79%



Time-to-proficiency targets for English language proficiency

	Starting Grade											
Starting ELP_Level	KG	Grade_1	Grade_2	Grade_3	Grade_4	Grade_5	Grade_6	Grade_7	Grade_8	Grade_9	Grade_10	Grade_11
1.0-1.4	6	6	7	8	8	8	8	7	7	6	6	6
1.5-1.9	5	6	7	8	8	8	8	7	7	7	6	6
2.0-2.4	4	5	5	6	7	7	7	6	6	5	5	4
2.5-2.9	4	5	4	5	6	6	6	6	5	5	4	4
3.0-3.4	4	4	4	4	5	5	6	5	5	4	4	3
3.5-3.9	4	4	3	3	3	4	5	4	4	4	3	3
4.0-4.4	3	3	2	2	2	2	4	3	3	3	2	2
4.5-4.9	3	2	2	2	1	1	2	2	2	2	2	2

	7-8 years
	5-6 years
	3-4 years
	1-2 years

Appendix B: Section 427 of the General Education Provisions Act (GEPA)

Instructions: In the text box below, describe the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs provide the information to meet the requirements of Section 427 of the General Education Provisions Act (GEPA), consistent with the following instructions.

The Wisconsin Department of Public Instruction (WDPI) is strongly committed to the provision of equitable educational opportunities for all students, teachers, and program beneficiaries and will:

- **Take steps to ensure equitable access to and equitable participation in** any project or activity conducted with federal assistance. This includes leaders and administrators' use of planning to take into account the need for greater access to, and participation in, programs by students from historically underserved groups including: females, students of color, English learners, economically disadvantaged students, and students with disabilities. Equity and access issues are critical as well in all ESEA planning and covered programs.
- **Overcome barriers by addressing the special needs** of students, teachers, and other program beneficiaries, on the basis of gender, race, national origin, English learner status, color, disability and/or age. This includes using funds from the ESEA (or other sources) to promote educational equity knowledge, skills and dispositions, through professional development, program planning, implementation, and evaluation.
- **Assist all students, including historically underrepresented or underserved populations, to meet the same rigorous standards** for academic performance expected of all children and youth. This includes assisting students to meet the challenging state content and performance standards in the core content areas. and schools and staff meeting the culturally-related education needs of students. This is reflected in the department's mission to ensure all students graduate college and career ready with a specific and intentional focus on equity.

Specifically, Wisconsin will:

1. Ensure that funds reserved for state level uses, under the covered programs will provide for equitable access to, and participation in, state directed activities (e.g., workshops, conferences and publications) for students, teachers and other beneficiaries.
2. Within the WDPI, and through collaboration with and support of local programs and activities:
    a. Continue to promote equity of access to rigorous curriculum in all core subject areas for all students.
    b. Assist local educators in developing equitable and inclusive curriculum. This includes scientifically-based, equitable, and inclusive materials, best practices, model programs, and extracurricular activities.
    c. Assist local educators to utilize equitable instructional methods, strategies, practices, and appropriate support services to promote equitable achievement for all students.
    d. Assist local educators to establish assessment processes that ensure systematic

evaluations of each student's progress and needs with respect to ensuring an equitable opportunity for each to learn, achieve and succeed.

e. Assist local educators to establish equitable, safe, and conducive school environments, including diversity in staffing patterns, diversity in community and parental involvement and universality in student codes of conduct that support respect and equitable achievement for all students.
f. Advance educators' abilities to create systemic reform and change that supports multicultural understanding, educational equity and respect for diversity through the school environment, instructional methods and practices, staffing patterns, community and parental involvement, and student codes of conduct.

Specific responsibility for implementation rests with program leads for each program covered under the plan. In particular, however, the WDPI's Division for Learning Support oversees issues related to access and pupil nondiscrimination complaint processes within the department.

WDPI administers a state pupil nondiscrimination statute covering all students by 14 protected group categories. Local school districts receive technical assistance to develop or improve policies and complaint procedures to implement the statute locally. Appeals of local decisions related to pupil nondiscrimination go to the WDPI. In addition, the department provides technical assistance and compliance activities under special education and federal civil rights requirements.

Local school districts will also be expected to provide a description of the steps they propose to take to ensure equitable access to, and participation in, their federally-assisted programs under ESSA as part of their application for funds.

OMB Control No. 1894-0005 (Exp. 04/30/2020)

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about the following provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

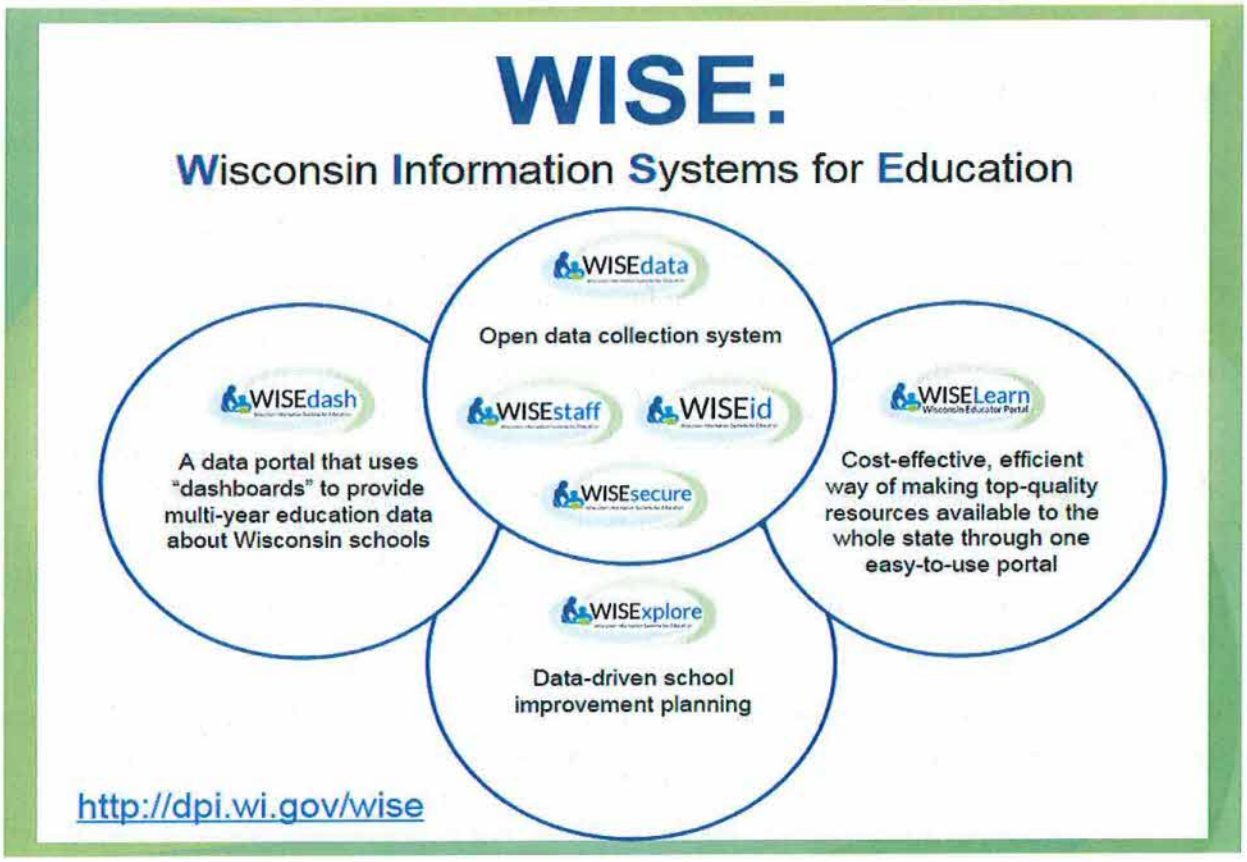
Appendix C: Wisconsin Information System for Education Reference Guide

The Wisconsin Information System for Education is comprised of multiple tools that support ID generation and data collection to meet all required district and school state and federal reporting mandates. This will, in turn, inform education research and data analysis through dashboard and reporting tools to better understand and improve educational outcomes for Wisconsin students. These systems will maintain high data quality and security policies and standards to ensure data privacy. Each of these tools can and should be used by multiple stakeholders, including educators, district and school officials, and DPI staff. Specific tools such as the WISEdash Public Portal are also available for parents and community members.

The high-level objective is to provide a sustainable, cost-effective, integrated education analysis and reporting system that supports:

1. Teachers and school administrators making informed decisions to improve educational outcomes and to help ensure every child graduates from high school prepared for both college and career;
2. Data-informed decision-making at the state, district, school, classroom, and student levels;
3. Accurate and timely data reporting to meet Federal, State, and local requirements, including EDFacts reporting in which State data is aggregated and reported as required by law to the U.S. Department of Education's national data sets;
4. Parents and community members, including media, legislators, and community groups, learning more about their schools;
5. Diagnostic and policy-relevant research;
6. High security standards that protect student privacy.

The following graphic outlines this system and its components.



WISEdata: Allows school districts, charter schools, and private schools participating in a parental choice program to submit data to WDPI in an efficient and streamlined process from the student information system of their choice. WISEdata can be accessed at https://dpi.wi.gov/wisedata.

WISEsecure: Enables school districts to seamlessly manage access to WDPI applications. WISEsecure can be accessed at https://dpi.wi.gov/wise/secure-home-info.

WISEdash: Provides multi-year education data about Wisconsin schools in a visually appealing reporting tool. WISEdash is used by districts, schools, parents, researchers, media, and other community members to view data published by WDPI. WISEdash can be accessed at https://dpi.wi.gov/wisedash.

WISElearn: A portal consolidating available resources for Wisconsin Educators to use in the classroom, discover professional learning materials, and connect with Wisconsin educators to share successes and strategies. WISElearn can be accessed at https://dpi.wi.gov/wiselearn.

Appendix D: Description of Wisconsin's State Accountability System[43]

Wisconsin state and federal accountability systems have coexisted for many years. These systems share some characteristics, but there are significant differences. With the advent of ESSA, the Wisconsin Department of Public Instruction asked stakeholders, including our legislature, if they would prefer to keep the systems separate or combine them. There was a strong desire to keep the systems separate. As a result, Wisconsin's plan maintains two coexisting systems. The Wisconsin system is broader, focusing on more than public school-level performance (including schools participating in parental choice programs), and identifies both high and low performers. The federal accountability system will underlie the state accountability system and focus on identifying the lowest performing schools (comprehensive schools) and those with significant gaps (targeted support schools). As this plan is focused on describing the federal accountability system this appendix is necessary to describe the state accountability system that rests on top of it.

Wisconsin's accountability system reports on the performance of all public schools and districts, including charter schools, and private schools participating in one of the state's three parental choice programs. [44] The state system's goal is to have all schools and districts in the state meeting or exceeding accountability expectations covering academic outcomes and student engagement.

Beginning in 2011-12, a comprehensive accountability index was created. The index approach uses multiple measures and classifies schools along a rating continuum. The ratings determine the level of support a school receives, ranging from rewards and recognition for high performing schools to state intervention for the lowest performing schools in the state. Accountability scores, ratings, and a five-star rating system are reported annually in school and district level report cards.

Accountability report cards include outcomes in four priority areas:

- **Student achievement** measures the level of knowledge and skills among students in the school, compared to state and national standards. It includes a composite of reading and mathematics performance by the "all students" group in the Wisconsin Student Assessment System (WSAS) for all tested grades in the school.
- **Student growth** describes how much student knowledge of reading and mathematics in the school changes from year to year. It uses a point system that gives positive credit for students progressing toward higher performance levels,

[43] Wisconsin's state accountability system can be found under Section 115.385 of Wisconsin Statutes at https://docs.legis.wisconsin.gov/statutes/statutes/115/II/385?view=section.

[44] The state has three private school parental choice (also referred to as voucher) programs. They include a statewide, Racine, and Milwaukee program.

and negative credit for students declining below proficiency. This area focuses not on attainment, but the pace of improvement in student performance, no matter where students begin. All improvement is treated as a positive. Schools with high performance and little room to grow are not penalized.

- **Closing gaps** shows how the performance of student groups experiencing statewide gaps in achievement and graduation is improving in the school. It recognizes the importance of having all students improve, while focusing on the need to close gaps by lifting lower-performing groups. Specific race/ethnicity groups, students with disabilities, economically disadvantaged students, and English language learners are compared against their complementary groups.
- **On-Track to graduation and postsecondary readiness** indicates the success of students in the school in achieving educational milestones that predict postsecondary success. It includes the graduation rate for schools that graduate students, or the attendance rate for other schools. It also includes measures of third-grade reading and eighth-grade mathematics achievement, and ACT participation and performance, as applicable to the school.

Accountability scores are provided for each priority area. Student engagement indicators are measures outside the four priority areas that affect student success and the soundness of the index. Each indicator has a goal, and schools and districts that fail to meet that goal receive a point deduction from their overall score. Schools and districts can meet the goals with a one-year or three-year rate. Goals were set by looking at statewide data and establishing thresholds that identify schools contributing the most to lowering Wisconsin's overall performance in the areas below.

1. **Test Participation** (minimum 95 percent) - The lowest group rate of all students and subgroups is used for this indicator.
2. **Absenteeism** (below 13 percent) - Related to attendance, the school's absenteeism rate is the percentage of students whose individual attendance rate is 84% and below.
3. **Dropout Rates** (below 6 percent)

Schools not meeting the threshold for any student engagement indicator will have points deducted from their index score. For test participation, if the rate is less than 95 percent, but at least 85 percent, five points are deducted from the school's overall score; for rates less than 85 percent, 10 points are deducted. If the absenteeism rate in the school is 13 percent or more, 5 points are deducted from its score. The goal for every middle and high school is to have a dropout rate of less than 6 percent. If the school does not meet that goal, 5 points are deducted from its score. The resulting overall accountability score will determine the accountability rating a school receives. This is detailed in the table below.

Accountability Rating Category	Accountability Score Range	
	Minimum	Maximum
Significantly Exceeds Expectations	83	100
Exceeds Expectations	73	82.9
Meets Expectations	63	72.9
Meets Few Expectations	53	62.9
Fails to Meet Expectations	0	52.9

Additional measures may be included in Wisconsin's accountability system in the future. In fact, the Governor has already proposed in the most recent state budget adding a number of measures to our state system including the following information for school districts and for each high school in the district:

a. the number and percentage of pupils participating in the early college credit program;
b. the number and percentage of pupils participating in a youth apprenticeship;
c. the number of community service hours provided by pupils;
d. the number of advanced placement courses offered and the number of advanced placement credits earned by pupils; and
e. the number of pupils earning industry-recognized credentials through a technical education program established by a school board.

Additionally, based on feedback received through our ESSA listening sessions, it is clear there is an interest in adding physical education and school climate to the list of items people are interested in adding to the state system.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.