
Wisconsin ESEA Flexibility Request

Renewal Request
July 27, 2015



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Washington, DC 20202

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Paperwork Burden Statement

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INTRODUCTION

The U.S. Department of Education (Department) is offering each State educational agency (SEA) the opportunity to request flexibility on behalf of itself, its local educational agencies (LEAs), and its schools, in order to better focus on improving student learning and increasing the quality of instruction. This voluntary opportunity will provide educators and State and local leaders with flexibility regarding specific requirements of the No Child Left Behind Act of 2001 (NCLB) in exchange for rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. This flexibility is intended to build on and support the significant State and local reform efforts already underway in critical areas such as transitioning to college- and career-ready standards and assessments; developing systems of differentiated recognition, accountability, and support; and evaluating and supporting teacher and principal effectiveness.

The Department invites interested SEAs to request this flexibility pursuant to the authority in section 9401 of the Elementary and Secondary Education Act of 1965 (ESEA), which allows the Secretary to waive, with certain exceptions, any statutory or regulatory requirement of the ESEA for an SEA that receives funds under a program authorized by the ESEA and requests a waiver. Under this flexibility, the Department would grant waivers through the 2013–2014 school year, after which time an SEA may request an extension of this flexibility.

REVIEW AND EVALUATION OF REQUESTS

The Department will use a review process that will include both external peer reviewers and staff reviewers to evaluate SEA requests for this flexibility. This review process will help ensure that each request for this flexibility approved by the Department is consistent with the principles described in the document titled *ESEA Flexibility*, which are designed to support State efforts to improve student academic achievement and increase the quality of instruction, and is both educationally and technically sound. Reviewers will evaluate whether and how each request for this flexibility will support a comprehensive and coherent set of improvements in the areas of standards and assessments, accountability, and teacher and principal effectiveness that will lead to improved student outcomes. Each SEA will have an opportunity, if necessary, to clarify its plans for peer and staff reviewers and to answer any questions reviewers may have. The peer reviewers will then provide comments to the Department. Taking those comments into consideration, the Secretary will make a decision regarding each SEA's request for this flexibility. If an SEA's request for this flexibility is not granted, reviewers and the Department will provide feedback to the SEA about the components of the SEA's request that need additional development in order for the request to be approved.

GENERAL INSTRUCTIONS

An SEA seeking approval to implement this flexibility must submit a high-quality request that addresses all aspects of the principles and waivers and, in each place where a plan is required, includes a high-quality plan. Consistent with ESEA section 9401(d)(1), the Secretary intends to grant waivers that are included in this flexibility through the end of the 2013–2014 school year. An SEA will be permitted to request an extension of the initial period of this flexibility prior to the start of the 2014–2015 school year unless this flexibility is superseded by reauthorization of the ESEA. The Department is asking SEAs to submit requests that include plans through the 2014–2015 school year in order to provide a complete picture of the SEA’s reform efforts. The Department will not accept a request that meets only some of the principles of this flexibility.

This version of the *ESEA Flexibility Request* replaces the document originally issued on September 23, 2011 and revised on September 28, 2011. Through this revised version, the following section has been removed: 3.A, Option B (Option C has been renamed Option B). Additions have also been made to the following sections: Waivers and Assurances. Finally, this revised guidance modifies the following sections: Waivers; Assurances; 2.A.ii; 2.C.i; 2.D.i; 2.E.i; Table 2; 2.G; and 3.A, Options A and B.

High-Quality Request: A high-quality request for this flexibility is one that is comprehensive and coherent in its approach, and that clearly indicates how this flexibility will help an SEA and its LEAs improve student achievement and the quality of instruction for students.

A high-quality request will (1) if an SEA has already met a principle, provide a description of how it has done so, including evidence as required; and (2) if an SEA has not yet met a principle, describe how it will meet the principle on the required timelines, including any progress to date. For example, an SEA that has not adopted minimum guidelines for local teacher and principal evaluation and support systems consistent with Principle 3 by the time it submits its request for the flexibility will need to provide a plan demonstrating that it will do so by the end of the 2011–2012 school year. In each such case, an SEA’s plan must include, at a minimum, the following elements for each principle that the SEA has not yet met:

1. **Key milestones and activities:** Significant milestones to be achieved in order to meet a given principle, and essential activities to be accomplished in order to reach the key milestones. The SEA should also include any essential activities that have already been completed or key milestones that have already been reached so that reviewers can understand the context for and fully evaluate the SEA’s plan to meet a given principle.
2. **Detailed timeline:** A specific schedule setting forth the dates on which key activities will begin and be completed and milestones will be achieved so that the SEA can meet the principle by the required date.
3. **Party or parties responsible:** Identification of the SEA staff (*e.g.*, position, title, or office) and, as appropriate, others who will be responsible for ensuring that each key activity is accomplished.

4. **Evidence:** Where required, documentation to support the plan and demonstrate the SEA’s progress in implementing the plan. This *ESEA Flexibility Request* indicates the specific evidence that the SEA must either include in its request or provide at a future reporting date.
5. **Resources:** Resources necessary to complete the key activities, including staff time and additional funding.
6. **Significant obstacles:** Any major obstacles that may hinder completion of key milestones and activities (*e.g.*, State laws that need to be changed) and a plan to overcome them.

Included on page 19 of this document is an example of a format for a table that an SEA may use to submit a plan that is required for any principle of this flexibility that the SEA has not already met. An SEA that elects to use this format may also supplement the table with text that provides an overview of the plan.

An SEA should keep in mind the required timelines for meeting each principle and develop credible plans that allow for completion of the activities necessary to meet each principle. Although the plan for each principle will reflect that particular principle, as discussed above, an SEA should look across all plans to make sure that it puts forward a comprehensive and coherent request for this flexibility.

Preparing the Request: To prepare a high-quality request, it is extremely important that an SEA refer to all of the provided resources, including the document titled *ESEA Flexibility*, which includes the principles, definitions, and timelines; the document titled *ESEA Flexibility Review Guidance*, which includes the criteria that will be used by the peer reviewers to determine if the request meets the principles of this flexibility; and the document titled *ESEA Flexibility Frequently Asked Questions*, which provides additional guidance for SEAs in preparing their requests.

As used in this request form, the following terms have the definitions set forth in the document titled *ESEA Flexibility*: (1) college- and career-ready standards, (2) focus school, (3) high-quality assessment, (4) Priority school, (5) reward school, (6) standards that are common to a significant number of States, (7) State network of institutions of higher education, (8) student growth, and (9) turnaround principles.

Each request must include:

- A table of contents and a list of attachments, using the forms on pages 1 and 2.
- The cover sheet (p. 3), waivers requested (p. 4-6), and assurances (p. 7-8).
- A description of how the SEA has met the consultation requirements (p. 9).
- Evidence and plans to meet the principles (p. 10-18). An SEA will enter narrative text in the text boxes provided, complete the required tables, and provide other required evidence. An SEA may supplement the narrative text in a text box with attachments, which will be included in an appendix. Any supplemental attachments that are included in an appendix must be referenced in the related narrative text.

Requests should not include personally identifiable information.

Process for Submitting the Request: An SEA must submit a request to the Department to receive the flexibility. This request form and other pertinent documents are available on the Department’s Web site at: <http://www.ed.gov/eSEA/flexibility>.

Electronic Submission: The Department strongly prefers to receive an SEA’s request for the flexibility electronically. The SEA should submit it to the following address:
ESEAFlexibility@ed.gov.

Paper Submission: In the alternative, an SEA may submit the original and two copies of its request for the flexibility to the following address:

Patricia McKee, Acting Director
Student Achievement and School Accountability Programs
U.S. Department of Education
400 Maryland Avenue, SW, Room 3W320
Washington, DC 20202-6132

Due to potential delays in processing mail sent through the U.S. Postal Service, SEAs are encouraged to use alternate carriers for paper submissions.

REQUEST SUBMISSION DEADLINE

SEAs have multiple opportunities to submit requests for the flexibility. The submission dates are November 14, 2011, February 28, 2012, and an additional opportunity following the conclusion of the 2011–2012 school year.

TECHNICAL ASSISTANCE MEETING FOR SEAS

The Department has conducted a number of webinars to assist SEAs in preparing their requests and to respond to questions. Please visit the Department’s Web site at: <http://www.ed.gov/eSEA/flexibility> for copies of previously conducted webinars and information on upcoming webinars.

FOR FURTHER INFORMATION

If you have any questions, please contact the Department by e-mail at ESEAFlexibility@ed.gov.

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For each attachment included in the *ESEA Flexibility Request*, label the attachment with the corresponding number from the list of attachments below and indicate the page number where the attachment is located. If an attachment is not applicable to the SEA's request, indicate "N/A" instead of a page number. Reference relevant attachments in the narrative portions of the request.

LABEL	LIST OF ATTACHMENTS	PAGE
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COVER SHEET FOR ESEA FLEXIBILITY REQUEST

Legal Name of Requester: Wisconsin Department of Public Instruction	Requester's Mailing Address: 125 S. Webster Street P.O. Box 7841 Madison, WI 53707-7841
State Contact for the ESEA Flexibility Request Name: Lynette Russell Position and Office: Assistant State Superintendent, Division for Student and School Success Contact's Mailing Address: 125 South Webster Street P.O. Box 7841 Madison, WI 53707-7841 Telephone: 608-266-5450 Fax: 608-267-9142 Email address: lynette.russell@dpi.wi.gov	
Chief State School Officer (Printed Name): Tony Evers	Telephone: 608-266-1771
Signature of the Chief State School Officer:  X _____	Date: 7/27/15
The State, through its authorized representative, agrees to meet all principles of ESEA flexibility.	

WAIVERS

By submitting this updated ESEA flexibility request, the SEA renews its request for flexibility through waivers of the nine ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements, as well as any optional waivers the SEA has chosen to request under ESEA flexibility, by checking each of the boxes below. The provisions below represent the general areas of flexibility requested.

- 1. The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State’s proficient level of academic achievement on the State’s assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. The SEA requests this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.
- 2. The requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. The SEA requests this waiver so that an LEA and its Title I schools need not comply with these requirements.
- 3. The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. The SEA requests this waiver so that it need not comply with these requirements with respect to its LEAs.
- 4. The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. The SEA requests this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.
- 5. The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a school-wide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools that meet the definitions of “priority schools” and “focus schools,” respectively, set forth in the document titled *ESEA Flexibility*, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.
- 6. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its LEAs in order to

serve any of the State’s priority and focus schools that meet the definitions of “priority schools” and “focus schools,” respectively, set forth in the document titled *ESEA Flexibility*.

7. The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. The SEA requests this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State’s reward schools that meet the definition of “reward schools” set forth in the document titled *ESEA Flexibility*.

8. The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. The SEA requests this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.

9. The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. The SEA requests this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.

Optional Flexibilities:

If an SEA chooses to request waivers of any of the following requirements, it should check the corresponding box(es) below:

10. The requirements in ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program to activities provided only during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess). The SEA requests this waiver so that 21st CCLC funds may be used to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.

11. The requirements in ESEA sections 1116(a)(1)(A)-(B) and 1116(c)(1)(A) that require LEAs and SEAs to make determinations of adequate yearly progress (AYP) for schools and LEAs, respectively. The SEA requests this waiver because continuing to determine whether an LEA and its schools make AYP is inconsistent with the SEA’s State-developed differentiated recognition, accountability, and support system included in its ESEA flexibility request. The SEA and its LEAs must report on their report cards performance against the AMOs for all subgroups identified in ESEA section 1111(b)(2)(C)(v), and use performance against the AMOs to support continuous improvement in Title I schools.

12. The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. The SEA requests this waiver in order to permit its LEAs to serve a Title I-eligible high school with a graduation rate below 60 percent that the SEA has identified as a priority school even if that school does not otherwise rank sufficiently high to be served under ESEA

section 1113.

13. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver in addition to waiver #6 so that, when it has remaining section 1003(a) funds after ensuring that all priority and focus schools have sufficient funds to carry out interventions, it may allocate section 1003(a) funds to its LEAs to provide interventions and supports for low-achieving students in other Title I schools when one or more subgroups miss either AMOs or graduation rate targets or both over a number of years.

If the SEA is requesting waiver #13, the SEA must demonstrate in its renewal request that it has a process to ensure, on an annual basis, that all of its priority and focus schools will have sufficient funding to implement their required interventions prior to distributing ESEA section 1003(a) funds to other Title I schools.

[Click here to enter page numbers where edits have been made and where new attachments have been added. Do not insert new text here – insert new text in redline into the revised request.](#)

14. The requirements in ESEA sections 1111(b)(1)(B) and 1111(b)(3)(C)(i) that, respectively, require the SEA to apply the same academic content and academic achievement standards to all public schools and public school children in the State and to administer the same academic assessments to measure the achievement of all students. The SEA requests this waiver so that it is not required to double test a student who is not yet enrolled in high school but who takes advanced, high school level, mathematics coursework. The SEA would assess such a student with the corresponding advanced, high school level assessment in place of the mathematics assessment the SEA would otherwise administer to the student for the grade in which the student is enrolled. For Federal accountability purposes, the SEA will use the results of the advanced, high school level, mathematics assessment in the year in which the assessment is administered and will administer one or more additional advanced, high school level, mathematics assessments to such students in high school, consistent with the State's mathematics content standards, and use the results in high school accountability determinations.

If the SEA is requesting waiver #14, the SEA must demonstrate in its renewal request how it will ensure that every student in the State has the opportunity to be prepared for and take courses at an advanced level prior to high school.

[Click here to enter page numbers where edits have been made and where new attachments have been added. Do not insert new text here – insert new text in redline into the revised request.](#)

ASSURANCES

By submitting this request, the SEA assures that:

- 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of ESEA flexibility, as described throughout the remainder of this request.
- 2. It has adopted English language proficiency (ELP) standards that correspond to the State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2), and that reflect the academic language skills necessary to access and meet the State's college- and career-ready standards. (Principle 1)
- 3. It will administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and are aligned with the State's college- and career-ready standards. (Principle 1)
- 4. It will develop and administer ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii) no later than the 2015–2016 school year. (Principle 1)
- 5. It will report annually to the public on college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State. (Principle 1)
- 6. If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and uses achievement on those assessments to identify priority and focus schools, it has technical documentation, which can be made available to the Department upon request, demonstrating that the assessments are administered statewide; include all students, including by providing appropriate accommodations for English Learners and students with disabilities, as well as alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and are valid and reliable for use in the SEA's differentiated recognition, accountability, and support system. (Principle 2)
- 7. It will annually make public its lists of reward schools, priority schools, and focus schools prior to the start of the school year as well as publicly recognize its reward schools, and will update its lists of priority and focus schools at least every three years. (Principle 2)

If the SEA is not submitting with its renewal request its updated list of priority and focus schools, based on the most recent available data, for implementation beginning in the 2015–2016 school year, it must also assure that:

- 8. It will provide to the Department, no later than January 31, 2016, an updated list of priority and focus schools, identified based on school year 2014–2015 data, for implementation beginning in

the 2016–2017 school year.

- 9. It will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools. (Principle 4)
- 10. It has consulted with its Committee of Practitioners regarding the information set forth in its ESEA flexibility request.
- 11. Prior to submitting this request, it provided all LEAs with notice and a reasonable opportunity to comment on the request and has attached a copy of that notice (Attachment 1) as well as copies of any comments it received from LEAs. (Attachment 2)
- 12. Prior to submitting this request, it provided notice and information regarding the request to the public in the manner in which the SEA customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice. (Attachment 3)
- 13. It will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout its ESEA flexibility request, and will ensure that all such reports, data, and evidence are accurate, reliable, and complete or, if it is aware of issues related to the accuracy, reliability, or completeness of its reports, data, or evidence, it will disclose those issues.
- 14. It will report annually on its State report card and will ensure that its LEAs annually report on their local report cards, for the “all students” group, each subgroup described in ESEA section 1111(b)(2)(C)(v)(II), and for any combined subgroup (as applicable): information on student achievement at each proficiency level; data comparing actual achievement levels to the State’s annual measurable objectives; the percentage of students not tested; performance on the other academic indicator for elementary and middle schools; and graduation rates for high schools. In addition, it will annually report, and will ensure that its LEAs annually report, all other information and data required by ESEA section 1111(h)(1)(C) and 1111(h)(2)(B), respectively. It will ensure that all reporting is consistent with *State and Local Report Cards: Title I, Part A of the Elementary and Secondary Education Act of 1965, as Amended Non-Regulatory Guidance* (February 8, 2013).

Principle 3 Assurances

Each SEA must select the appropriate option and, in doing so, assures that:

Option A	Option B	Option C
<input type="checkbox"/> 15.a. The SEA is on track to fully implementing Principle 3, including incorporation of student growth based on State assessments into educator ratings for teachers of tested grades and subjects and principals.	<p>If an SEA that is administering new State assessments during the 2014–2015 school year is requesting one additional year to incorporate student growth based on these assessments, it will:</p> <p><input type="checkbox"/> 15.b.i. Continue to ensure that its LEAs implement teacher and principal evaluation systems using multiple measures, and that the SEA or its LEAs will calculate student growth data based on State assessments administered during the 2014–2015 school year for all teachers of tested grades and subjects and principals; and</p> <p><input type="checkbox"/> 15.b.ii. Ensure that each teacher of a tested grade and subject and all principals will receive their student growth data based on State assessments administered during the 2014–2015 school year.</p>	<p>If the SEA is requesting modifications to its teacher and principal evaluation and support system guidelines or implementation timeline other than those described in Option B, which require additional flexibility from the guidance in the document titled <i>ESEA Flexibility</i> as well as the documents related to the additional flexibility offered by the Assistant Secretary in a letter dated August 2, 2013, it will:</p> <p><input checked="" type="checkbox"/> 15.c. Provide a narrative response in its redlined ESEA flexibility request as described in Section II of the ESEA flexibility renewal guidance.</p>

CONSULTATION

An SEA must meaningfully engage and solicit input from diverse stakeholders and communities in the development of its request. To demonstrate that an SEA has done so, the SEA must provide an assurance that it has consulted with the State’s Committee of Practitioners regarding the information set forth in the request and provide the following:

- A description of how the SEA meaningfully engaged and solicited input on its request from teachers and their representatives.

The Wisconsin Department of Public Instruction (DPI) has engaged in ongoing consultation with stakeholders regarding the implementation of ESEA Flexibility, since initial approval in July 2012. Following is a description of ways DPI has engaged with stakeholders and solicited feedback related to each of the Elementary and Secondary Education Act (ESEA) Flexibility Principles.

Principle 1: College- and Career-Ready Expectations for All Students

DPI Literacy and Mathematics Team has outreached to the field and collected feedback in a variety of ways:

- Administration of a Wisconsin-created instructional practices survey to gauge implementation of college- and career-ready standards and instructional shifts. To date, there have been over 2,000 responses.
- Administration of a statewide mathematics survey to gauge knowledge and approaches of math instruction. To date, there have been over 2,300 responses.
- Ongoing meetings with Wisconsin Response to Intervention (RtI) Center staff, Cooperative Education Service Agency (CESA) School Improvement Services (SIS) staff and CESA Title I consultants and CESA Math Network representatives (approximately four times per year.)
- Four meetings per year with Wisconsin Instructional Leaders of Mathematics, Wisconsin Math Council, Wisconsin State Reading Association, and Wisconsin Council of Teachers of English.
- At least two meetings per year with the Wisconsin Literacy Coaching Network and the Regional Math Coaching Network.
- Six face-to-face meetings, and six interactive webinars with the Wisconsin Teaching and Learning Collaborators, a 14 district cadre working on Common Core State Standards (CCSS) implementation and standards-based teaching and learning.
- Wisconsin Core Camp 2014, a three-day CCSS implementation camp for 20 plus districts
- Six meetings between 2014 and 2015 with administrator associations (AWSA, WASDA) participating in the “Leading the Big 3” series on implementing education reforms associated with the waiver.
- Ongoing collaboration on English Language Learner (ELL) issues with WIDA at the Wisconsin Center for Education Research (WCER), with disability rights groups such as Wisconsin Council of Administrators of Special Services, Wisconsin Reading Coalition, the Regional Service Network (RSN), and collaborated with special educators to present at large-scale conferences and workshops for special educator expertise areas (SLD, early childhood SPED). Additionally, DPI presented and received feedback from stakeholders at the Wisconsin American Indian Studies Summer Institute.

The DPI Literacy and Mathematics team will continue to engage with stakeholders on an ongoing basis, through in-person, virtual, and asynchronous convenings. Upcoming events include:

- Second administration of statewide mathematics survey to math educators and administrators throughout the state (March through June 2015),
- DPI/Higher Education High School Math Summit (March 17, 2015),

- Statewide Literacy Coaching meeting (March 24, 2015,)
- Speaking and Listening Professional Development materials unveiling and workshop (March 11, 2015),
- Disciplinary Literacy statewide event (Summer 2015), and
- Literacy (un)Conference 2015 (Late April 2015).

Promoting Excellence for All: State Superintendent’s Task Force on Wisconsin’s Achievement Gap

One of Wisconsin’s greatest strengths is the growing diversity of communities, schools, and workplaces. Diversity makes businesses more innovative and competitive, and a more diverse workforce leads to economic growth, opportunities, and progress. For Wisconsin to be innovative in the 21st century, and for communities to remain strong, all students must graduate from high school college and career ready. As Wisconsin’s student population becomes increasingly diverse, the persistence of racial disparities in the educational system poses real challenges to opportunity and economic progress.

Recognizing that the education of our students of color requires swift, targeted, and deliberate attention, in the spring of 2014, State Superintendent Tony Evers commissioned a task force of Wisconsin educators to identify classroom-centered best practices that can address Wisconsin’s achievement gaps.

State Superintendent Tony Evers commissioned the task force to bring forward strategies that show promise in closing gaps in their schools and to validate the strategies through research, peer review, and expert review. State Superintendent Tony Evers invited Dr. Demond Means, superintendent of the Mequon-Thiensville School District, to chair the task force. After reviewing school level data, State Superintendent Tony Evers selected schools in which the achievement gap between students of color and white students was closing, and the achievement of students of color was growing at a higher rate than the state average. These schools reflected the geographic, racial and ethnic diversity of our state. The schools, in turn, identified strong classroom teachers and educational leaders to participate in the task force.

The task force met five times during the spring of 2014 and participated in a rigorous process to review and validate strategies that show promise in closing achievement gaps. First, the task force members shared and analyzed strategies they use within their schools to close racial achievement gaps. Second, task force members voted on the strategies to include in their ongoing work. Third, experts reviewed the selected strategies and provided analysis and feedback. Dr. Decoteau Irby, University of Wisconsin–Milwaukee, provided expert analysis related to race, culture, and ethnicity in education, while Dr. Coby Meyers, American Institutes for Research, provided expert analysis related to school improvement efforts. The task force also met with the Wisconsin Teachers of the Year Council and discussed issues of race in the classroom.

The work of the task force is reflected in this renewal request, and DPI will continue to engage members of the task force, as well as other educators from the state, as this critically important work moves forward.

Wisconsin Teachers of the Year Council

In Spring of 2013, State Superintendent Tony Evers appointed a council made up of 19 individuals who were named Teachers of the Year between 2007 and 2013 and who were working as teachers. To become a Teacher of the Year, each was selected as a Herb Kohl Educational Foundation Teacher Fellow, following nomination by parents, students, community members, or peers. Then, a statewide panel selects Teachers of the Year from among that year’s 86 public school Kohl Teacher Fellows.

The Council meets approximately twice per year and provides direct feedback to the state superintendent and DPI. The council has discussed and provided feedback on topics such as educator effectiveness and implementation of the CCSS. DPI will continue to convene the Wisconsin Teachers of the Year Council.

Principle 2: State-Developed Systems of Differentiated Recognition, Accountability, and Support

The Accountability and Assessment teams at DPI have engaged stakeholders through a variety of means to gather input, reactions, and to collect questions related to accountability and use of assessment results in Wisconsin. Since receiving approval of our initial waiver request, DPI has continued meetings with a broad and diverse group of stakeholders. The outreach has taken various forms, including face-to-face meetings and presentations to stakeholders throughout the state; reading blogs and media articles; responding to questions and considering suggestions from stakeholders; coordinating with accountability trainers; convening focus groups; webinars and conference calls.

A sample of the groups and methods of interaction is provided in the table below.

Stakeholder Group(s)	Method of interaction	Topic/Purpose
Teachers including Wisconsin Teacher of the Year Council and Wisconsin Education Association Council (WEAC)	Council meetings, other in-person meetings, and conference presentations	Provide accountability updates, collect input and reactions and respond to questions
Accountability Trainers	In-person meetings/training; facilitation of a Google+ Community	Continued support of a group of trainers who deeply understand the details of the accountability report cards and available resources; to collect input on the design of the accountability system and requests for resources and support from the trainers based on their knowledge and interactions with school and district staff
District Assessment Coordinators	Webinars, listserv, newsletters, and in person meetings	Provide information on the assessment and accountability systems, collect input and reactions, answer questions, and share resources
Education Leadership: Association of Wisconsin School Administrators (AWSA), Wisconsin Association of School District Administrators (WASDA), Wisconsin Association of School Boards (WASB), Wisconsin Association of School Business Officials (WASBO)	In-person meetings and phone calls	Provide information and share resources on the assessment and accountability systems, collect input and reactions, and answer questions
Parent Advisory Council (PAC)	In-person meetings	Share updates on the accountability system; to collect input on the system and how DPI

		can better support parents in accessing and interpreting accountability (and other) data
Title I Network	In-person meetings	Training on Annual Measurable Objectives (AMOs); provision and discussion of AMO results; accountability updates and opportunities to collect input and respond to questions
Legislators	In-person meetings, briefing events	Open briefings held to share information and overviews of the accountability system, collect input, and respond to questions; in-person meetings held with individual legislators to discuss and provide consultation on the accountability system, possible changes to state legislation
Alternate schools (schools that lack sufficient data to receive an overall report card score or rating and schools that exclusively serve at-risk students)	Focus groups (via conference call); webinars	Collect input on how accountability should work for these schools; to collect reactions to a proposed alternate accountability process and form; to educate and support alternate accountability schools working through the alternate accountability process
Focus and Priority schools	In-person meetings, phone calls, creation of data resources	DPI annually creates school-level data reports for Focus and Priority schools, followed by technical support as needed
CESA staff (includes school improvement staff, special education consultants, Title I staff, content area consultants, ELL consultants, and more)	In-person meetings, virtual meetings, digital outreach via online communities that DPI convenes and monitors.	Provide accountability updates and share resources, collect input and reactions and respond to questions
Disability Advocacy Groups Board for People with Developmental Disabilities (BPDD), Disability Rights Wisconsin (DRW), School for the Blind and Visually Impaired (SBVI), School for the Deaf and Hard of Hearing (SDHH)	In-person meetings, collection of letters, conference calls	
Business Groups (chambers of commerce, Wisconsin New Manufacturing Alliance)	Presentations at events, collection of input via letters	
ELL Stakeholder groups (district	Task force representation and	

contacts, Achievement Gap Task Force members)	participation; presentations; online communications	
Choice Schools	In-person meetings; presentation at annual choice school conference	Share information about accountability in Wisconsin, respond to questions and provide clarification related to data collection for accountability and accountability calculations and reporting
Research Community (higher education)	In-person meetings, emails, phone calls	Ensure that the accountability system reflects the latest research; that the design of the system is sound; and to explore possible measurement changes to the system (e.g., different weighting schemes, different growth measures).
Regional Education Lab	In-person meetings, emails, phone calls, webinars.	Ensure that accountability plans reflect the latest research and practice in other states, with particular focus on measuring college- and career-readiness
Press, media, other online resources (blogs, journals, etc.)	Participate in interviews, read journal, media, blog, and other articles related to accountability	Explain and clarify aspects of the accountability system; identify possible areas of change; to identify aspects of the system that require clarification; to better understand how the system is used and interpreted across the state

Impact of Stakeholder Input

The reactions, questions, and thoughtful input that we receive has informed technical adjustments to the report cards themselves, ideas about how better to display data in the report cards, creation of support resources, and plans for possible improvements to the system, such as ways to better measure college- and career-readiness. As some examples:

- Reaction from civil rights advocates and school/district leaders with high proportions of students with disabilities, economically disadvantaged, or students of non-white racial-ethnic backgrounds drove DPI to change the Closing Gaps priority area calculation to create a comparison between target groups (those groups listed above) within a school to students not in those target groups at the state level. This change ensured that more schools and districts serving large proportions of traditionally underperforming student groups have an opportunity to receive a Closing Gaps score that reflects how the school or district is contributing to closing the state's achievement gap.
- Input from the Accountability Trainers on how best to display Closing Gaps data in the report cards has resulted in conversations and initial design of supplemental reports to display data on achievement gaps in the best way possible to support local understanding and improvement planning.

- Meetings with all stakeholders and review of articles has informed the creation of frequently asked questions (FAQs) that are regularly used to help support informed report card users and ensure the system design – to serve as a data flashlight for districts and the public – is maintained through how the results are used.

The Future of Stakeholder Engagement

Stakeholder engagement is modus operandi for DPI. On principal, we strive to reach as broad an audience as possible and to hear any and all reactions to our system in an objective manner. Those reactions help to inform future planning. A particular focus in the immediate future, as Wisconsin transitions to new assessments, is to help schools and districts, as well as any other interested group, understand what the assessment transition means for accountability. To that end, we strive to accept any request to present or meet with different stakeholder groups. We are also planning materials, webinars, and other ongoing events (like monthly virtual meetings with CESA staff) to connect accountability to other aspects of school improvement planning. As we approach possible changes to the accountability system as a result of state legislation and/or other input, DPI will engage in a concerted effort to reach all possible stakeholders, including those in the list above.

Priority, Focus, and Rewards Schools

DPI Title I and School Support team has directly engaged Priority and Focus schools in a variety of ways, and has sought input from Priority and Focus schools regarding requirements and interventions. DPI regularly conducts onsite monitoring visits for Priority schools and these visits provide opportunities to gather feedback about how to best support reforms in Priority schools. Additionally, DPI participates in monthly meetings with leadership in Milwaukee Public Schools (MPS) to monitor and enhance district improvement efforts. Again, these meetings provide an opportunity to gather feedback. This feedback contributed to the revisions included in this Flexibility Renewal request. For example, this renewal request includes enhanced support at the district level, which is something that has been learned during the process.

DPI Title I and School Support team has also engaged with Focus schools in a variety of ways. Each Focus school has an assigned DPI liaison who is in regular contact with the school. There have been a series of conferences for Focus schools, which have proved a venue for sharing best practices and gathering feedback. These connections with Focus schools have helped to shape this renewal request and will continue to inform DPI's work with schools and districts.

As a part of ESEA Flexibility Waiver implementation, the DPI Title I and School Support team also supports a vigorous Rewards program. The Title I Schools of Recognition program regularly interacts with teachers and school leaders. Annually, Title I Schools of Recognition are recognized during a program at the State Capitol. Information sessions held prior to the ceremony explain opportunities available to Schools of Recognition and provide an opportunity for schools to offer suggestions to DPI. Teachers in Schools of Recognition are eligible to apply for a Fellowship program, which provides funding for teachers to design their own summer professional development experiences. Teacher Fellows annually meet with DPI Title I staff. Finally, schools recognized for multiple years are eligible to apply to become Spotlight schools so they can share best practices with other schools. DPI staff visits Spotlight schools annually, meets twice a year with leadership teams from Spotlight schools, and solicits feedback on the program regularly.

DPI Title I and School Support team will continue to engage with Priority, Focus, and Rewards schools in the same manner as described above.

Principle 3: Supporting Effective Instruction and Leadership

The initial design and planning of the Wisconsin System for Educator Effectiveness (WIEE) occurred through collaboration with leaders of state professional organizations representing teachers, principals, superintendents and school boards, as well as educator preparation programs, the Office of the Governor and DPI. Educator Effective Design Team members represented the following organizations:

- American Federation of Teachers-Wisconsin (AFT-WI),
- Association of Wisconsin School Administrators (AWSA),
- Department of Public Instruction (DPI),
- Office of the Governor,
- Professional Standards Council (PSC),
- Wisconsin Association of Colleges of Teacher Education (WACTE),
- Wisconsin Association of Independent Colleges and Universities (WAICU),
- Wisconsin Association of School Boards (WASB),
- Wisconsin Association of School District Administrators (WASDA), and
- Wisconsin Education Association Council (WEAC).

Representatives of these stakeholder groups formed an educator effectiveness workgroup and an educator effectiveness design team, both of which were informed by national experts, state research organizations, and regional technical assistance providers. The EE Design Team, the decision-making group, met monthly to reach consensus on the WIEE. The workgroup also met monthly to generate recommendations, which informed design team deliberations and consensus building.

As a collaborative effort, both the workgroup and design team reviewed and discussed current education practice, research, and framework design. Both groups relied on technical assistance throughout the framework development process.

Decision feedback was supported through stakeholder communication. An Educator Effectiveness Symposium was held in June 2011 to inform stakeholders and elicit feedback on the emerging framework design. Additionally, stakeholders sought feedback from their various constituent groups throughout the process.

To ensure the system results are meaningful, individualized feedback to support ongoing improvement, DPI developed a comprehensive communication plan to provide district leaders and educators with ongoing updates, address questions, and seek educator input across the design, piloting, and implementation phases. As a part of this process, Implementation Coaches bring feedback to DPI from districts in their regions. DPI has also engaged an external evaluator to assess system pilot testing, and to obtain ongoing input on potential system improvements. The close partnership between DPI and the external evaluator allows for the reporting of findings and feedback on a biweekly basis. DPI does not have to wait for a final report to understand key decisions needing to be made.

DPI also collects feedback directly from educators through social media, presentations, and an “open-door” policy, in which we invite educators to ask questions or express concerns.

The informal policy, as shared with districts during all presentations and other communications, is shared as follows: “If there are any questions or concerns, we have either not communicated something clearly, or have not yet considered something thoroughly—either way, we won’t know that unless you, in the field, tell us.” DPI is open to feedback and criticism as an opportunity for growth and improvement. As such, some of the best design decisions have been made after the “design” of the system, due to educator feedback. DPI believes that the system is only as useful as the information it provides and that educators in the field are the best to inform this.

Using the information collected through these methods, DPI and representative workgroups including all major educational stakeholders (e.g., administrators, principals, teachers, educational researchers, etc.)

discuss system revisions or design decisions. These workgroups reflect on feedback from the field to recommend design decisions. These decisions are then presented to the Coordinating Council, a continuation of the original Design Team, for final reflection. The system has improved greatly in the last two years and we, at DPI, have the field to thank for that. DPI has committed to maintaining this partnership with the field to continually improve the system, as necessary.

ESEA Flexibility Waiver Renewal Process

In addition to the ongoing consultation described above, DPI solicited input from stakeholders on the content of this Flexibility Renewal request. Specifically, DPI sought feedback from the following groups: local education agencies (LEAs), teachers and their representatives, administrators, students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities, organizations representing English learners, business organizations, institutions of higher education (IHE) and Indian tribes. DPI used a variety of modes to solicit feedback, including face-to-face meetings, distance learning, and sharing information via an ESEA Flexibility Renewal webpage. This webpage hosted a variety of materials, including a draft of the complete renewal request, a summary document, a short video explanation of the renewal request, and a survey to gather feedback and input. These materials and a summary of the survey results are included as Attachments 1, 2, and 3. The Committee of Practitioners met to review this renewal request and provided comprehensive feedback.

EVALUATION

The Department encourages an SEA that receives approval to implement the flexibility to collaborate with the Department to evaluate at least one program, practice, or strategy the SEA or its LEAs implement under principle 1, 2, or 3. Upon receipt of approval of the flexibility, an interested SEA will need to nominate for evaluation a program, practice, or strategy the SEA or its LEAs will implement under principles 1, 2, or 3. The Department will work with the SEA to determine the feasibility and design of the evaluation and, if it is determined to be feasible and appropriate, will fund and conduct the evaluation in partnership with the SEA, ensuring that the implementation of the chosen program, practice, or strategy is consistent with the evaluation design.

Check here if you are interested in collaborating with the Department in this evaluation, if your request for the flexibility is approved.

OVERVIEW OF SEA'S REQUEST FOR THE ESEA FLEXIBILITY

Provide an overview (about 500 words) of the SEA's request for the flexibility that:

1. explains the SEA's comprehensive approach to implement the waivers and principles and describes the SEA's strategy to ensure this approach is coherent within and across the principles; and
2. describes how the implementation of the waivers and principles will enhance the SEA's and its LEAs' ability to increase the quality of instruction for students and improve student achievement.

The Wisconsin DPI will continue full statewide implementation of college- and career-ready standards for all learners through State Superintendent Evers' Agenda 2017.

In the next phase of our work with schools and districts, we will continue to ensure that all students graduate from high school ready for college or careers, through implementation of college- and career-ready standards and high-quality aligned assessments. The 2014-15 school year marks an important time in Wisconsin's work as the Wisconsin Educator Effectiveness (EE) System was implemented statewide for both principals and teachers this year. Also implemented in 2014-15 are high-quality assessments based on college- and career-ready standards for students in Grades 3-11. DPI is also highlighting strategies to close achievement gaps through the Promoting Excellence for All initiative.

Moving forward, DPI will focus on the coordination and alignment of grants, school improvement efforts, and monitoring to assist schools and districts in the school improvement process while minimizing duplicative requests that distract schools from the important work of improving student learning. We will be deepening our support work to be systematic and coordinated in the following ways:

Unifying Improvement Planning

- DPI has begun the process of coordinated and strategic improvement planning with the formation of a Collaboration and Strategic Implementation (CSI) group with representatives from every area of the agency and infused with leaders from throughout the agency. Charged specifically with the strategic implementation of resources and professional learning, this group works to connect various initiatives across DPI so that districts and schools have an integrated

understanding of DPI initiatives and are able to connect that work for the benefit of all Wisconsin students.

- DPI also strives to support all students by strategically ensuring the connection between the Title I Statewide System of Support (high performing schools, Focus schools, Priority schools, and other Title I schools), State Systemic Improvement Plan, including Results Driven Accountability (RDA), and racial disproportionality in special education programs, and work with English Language Learners (ELL).
- Unified improvement planning results in greater system effectiveness and student learning for all students through a cycle of continuous improvement through resources and training provided by DPI, leading to a local education agency (LEA) improvement planning tool(s) that aligns all program requirements ESEA, special education, school nutrition, fiscal, other state requirements).

College- and Career-Ready Standards, Assessment, and Instruction Loop

- DPI will continue educator and stakeholder engagement activities to ensure that LEAs are fully implementing college- and career-ready standards, such as the Math and Literacy Coaches Network.
- DPI continues to increase the capacity of administrators and teachers to transition to and implement college- and career-ready standards by providing instructional resource guidance, and technical assistance. This information will continue to be provided through a variety of modalities to ensure it reaches as many Wisconsin educators and leaders as possible. In addition to providing this information on demand via our website, DPI conducts regional meetings across the state and partners with our regional service providers and Cooperative Educational Service Agencies (CESAs).
- DPI will continue work to build a balanced assessment system based on rigorous and relevant college- and career-ready standards for all learners. Assessments in the Wisconsin Student Assessment System will provide educators, parents, and the public with critical performance data on how well our schools are preparing Wisconsin students to graduate ready for college and careers.

Statewide collaboration continues to ensure schools are preparing students for life beyond the K-12 system. This collaboration includes regional conversations with Institutions of Higher Education (IHE) and the business communities about alignment of college- and career-readiness and to ensure assessment results are valuable to those communities. In addition, Wisconsin recently passed legislation requiring school districts to implement academic and career planning services for students in grades 6-12 beginning with the 2017-18 school year.

PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS FOR ALL STUDENTS

1.A ADOPT COLLEGE- AND CAREER-READY STANDARDS

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

<p>Option A</p> <p><input checked="" type="checkbox"/> The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a</p>	<p>Option B</p> <p><input type="checkbox"/> The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been</p>
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<p>significant number of States, consistent with part (1) of the definition of college- and career-ready standards.</p> <p>i. Attach evidence that the State has adopted the standards, consistent with the State’s standards adoption process. (Attachment 4)</p>	<p>approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards.</p> <ul style="list-style-type: none"> • Attach evidence that the State has adopted the standards, consistent with the State’s standards adoption process. (Attachment 4) • Attach a copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level. (Attachment 5)
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1.B TRANSITION TO COLLEGE- AND CAREER-READY STANDARDS

Provide the SEA’s plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled *ESEA Flexibility Review Guidance*, or to explain why one or more of those activities is not necessary to its plan.

Wisconsin’s approach to Principle 1: Transition to College- and Career-Ready Standards, builds upon DPI’s strong foundation of Common Core State Standards (CCSS) implementation plans, processes, infrastructures, and partnerships, while also building up from that foundation in innovative ways that will produce and make available high-quality instructional resources for teachers and other instructional leaders. It also recognizes the need to continually work to align standards, screening and assessment practices, and professional development for all students, including children in pre-kindergarten through high school, and including students of all backgrounds, skills, and interests. Work in the college- and career-ready standards arena is both far-reaching and long-term. It includes new standards, new assessments, and it looks to the higher expectations (college- and career-ready) inherent in these standards and assessments to develop a rigorous transition plan that reaches beyond the CCSS implementation.

Proactive Steps Taken Prior to Common Core State Standards Adoption

In the year prior to the release of the CCSS [2009], Wisconsin was deep into state-level revision of English language arts and mathematics standards. DPI was working with state-level leadership teams made up of expert educators from the two disciplines to revise Wisconsin’s academic standards with assistance from Achieve and the Partnership for 21st Century Skills. When CCSS discussions began midway through this project, what had initially seemed like bad timing turned into the first of a series of proactive steps DPI was able to take to prepare Wisconsin for the CCSS. Given the teams’ previous charge, the statewide English language arts and mathematics teams were able to quickly shift gears from standards writing to CCSS reviewing, doing so with a clear perspective of what Wisconsin was

looking for in new standards. The teams also turned their attention to considering the implementation of new standards, and began to locate the partnerships needed to best ready the field for the monumental task of shifting to the CCSS.

Throughout the winter and spring of 2010, DPI hosted a series of statewide meetings for education stakeholders, including representatives from regional service providers, CESAs; the state's largest teachers' union; the superintendents and principals associations; parent groups; and content area (mathematics, English and reading) professional associations. The goal of these meetings was to craft common messages and approaches to the adoption and implementation of the CCSS and to uncover the best ways to leverage the state's resources for success. The outcome of these early meetings was a jointly crafted plan for implementation that was co-developed and shared statewide prior to the release of the standards (Attachment 6). This plan charted a path that prepared the field for standards implementation as well as the new Smarter Balanced Assessment Consortium (SBAC) system. Phases of the CCSS implementation plan focused on understanding, curriculum, instruction, and assessment, and provided a consistent systems change approach. Given these proactive steps taken prior to the CCSS release, Wisconsin was well poised to be the first state to officially adopt the CCSS upon their June 2, 2010, release.

Investigation Year (2010-11)

After adopting the standards, DPI worked closely with several groups, including CESAs, the statewide English language arts and mathematics leadership teams, and a newly formed DPI CCSS implementation workgroup, to address the "Investigation" year of the CCSS implementation plan. With assistance and feedback from DPI, the CESA School Improvement Services (CESA-SIS) statewide group (representing all 12 CESAs) created two important statewide professional learning opportunities for the K-16 field. The first, called "Foundations," provided a consistent one-day overview of the CCSS. Educators were encouraged to come in teams, and left with a local plan and resources for creating foundational awareness of the standards, and for ongoing professional learning. The second series, called "Investigations," was a deeper look at individual grade level standards in both mathematics and English language arts. Additional statewide implementation activities included learning opportunities available in every CESA; the learning was team-based and ongoing. Over the course of one year, more than 70 percent of Wisconsin's 424 districts participated in one of these series.

While CESAs were taking the lead with foundational professional learning for the field, DPI's statewide English language arts and mathematics leadership teams (comprised of K-16 educators, instructional leaders, and DPI staff) worked to draft discipline-specific guidance for implementation of the CCSS. This work was important for Phase 2 work around curriculum and instruction. Educators from districts and higher education worked together with assistance from DPI's regional comprehensive center, Great Lakes West, to create Wisconsin-specific guidance documents for each discipline that addressed the question, "What does effective English language arts/mathematics teaching and learning look like in Wisconsin?" During this content creation, English language arts and mathematics leaders echoed DPI's forward-looking approach to the CCSS implementation process; the intent was not to connect the Common Core back to Wisconsin's Model Academic Standards (which are not grade-level standards) by conducting an alignment, but rather to identify the significant changes between the two sets of standards. This approach represented an intention to provide context for the major shift necessary in implementing the CCSS. These teams also met to discuss teaching and learning in each discipline.

Guiding Principles for Teaching and Learning

During one meeting, the group realized that many of DPI's core beliefs about teaching and learning transcend English or mathematics; they are simply good practices for all classrooms. As a result, the teams continued to meet across disciplines to create the beginnings of a new resource called "Wisconsin's Guiding Principles for Teaching and Learning," six statements that help make clear the core beliefs intrinsic to high-quality teaching and learning (Appendix 3). The Guiding Principles are:

- every student has the right to learn,
- instruction must be rigorous and relevant,
- purposeful assessment drives instruction and affects learning,
- learning is a collaborative responsibility,

- students bring strengths and experiences to learning, and
- responsive environments engage learners.

These guiding principles drive the work of DPI, particularly Principle 1: Every Student has the Right to Learn, and specifically guide work on the Common Core Essential Elements (CCEE), part of DPI's participation in the Dynamic Learning Maps (DLM) Consortium. It also includes DPI's work to align the CCSS with English language proficiency standards, discussed below. The CCEE, which will serve as the new alternate achievement standards, will be the foundation of instruction and assessment for students with significant cognitive disabilities, comprising approximately one percent of the total student population, and DPI is playing a key role in the development of those elements. Throughout the 2011-12 school year, DPI has partnered with Wisconsin's regional service agencies, special education leaders, institutions of higher education, and general education leaders to develop an implementation timeline and plan for the CCEE. A cadre of these representatives guided development of this plan between February and May of 2011. This implementation timeline aligns with that for the alternate assessment, which is slated for initial implementation in the 2014-15 school year, and reflects the approach taken for implementation of the CCSS in alignment with the goal of a cohesive system for both general and special education instruction. See Appendix 4 for the CCSS and CCEE timelines.

Framing CCSS and CCEE of the CCSS implementation within a full vision for improving education, and linking the effort to other key initiatives as part of a system of high-quality educational practices, is a major focus for DPI. As such, DPI has continued to work with a large internal CCSS implementation workgroup to further develop and connect major initiatives, and to create consistent language, materials, and presentations detailing the connections between standards, instruction, and assessment, and other key initiatives, including Response to Intervention (RtI). Notably, DPI has worked to ensure alignment of CCSS resources with early childhood standards, extended grade-band standards, and college- and career-readiness expectations defined by institutions for higher education. As a result of this work, DPI was selected to participate as one of the State Leadership Teams for the College Readiness Partnership with the Council of Chief State School Officers (CCSSO), the American Association of State Colleges and Universities, and State Higher Education Executive Officers to promote broad implementation of CCSS in mathematics and English language arts, with a focus on those issues at the intersection of K-12 and higher education systems.

Furthering Wisconsin's focus in making the CCSS accessible for all students, Wisconsin's role as the lead state for the World-Class Instructional Design and Assessment (WIDA) Consortium, recently funded to build the next generation of English language proficiency (ELP) assessments, includes development of ELP standards that directly correspond to the Common Core. Development of these new standards will be a wide-reaching process that engages member states, the WIDA Consortium housed at the University of Wisconsin-Madison, regional educational labs, and other institutions of higher education.

These new, college- and career-ready English language proficiency standards and assessments represent higher linguistic expectations for Wisconsin's over 49,000 English language learners. Together, the ELP standards and assessments will work to ensure this population is better prepared to access the content of the CCSS. All of this aligns with Wisconsin's focus on ensuring greater college and career readiness for English language learners.

Literacy for All

One additional decision made by Wisconsin's CCSS Implementation team that appears to set Wisconsin apart from other states is DPI's approach to the CCSS for literacy in science, social studies, history, and the technical subjects. Quite simply, Wisconsin's CCSS Implementation workgroup determined that all educators must see themselves as part of the CCSS literacy work. This decision compelled DPI to convene a new statewide leadership team for Literacy in All Subjects, or Disciplinary Literacy, in January of 2011. The Disciplinary Literacy team, made up of educators from career and technical education, the arts, health studies, and the four core content areas, was charged with

broadening the scope of grades 6-12 CCSS literacy standards to include all content areas and all grade levels. The resulting materials parallel DPI's English language arts and mathematics guidance documents and send a strong message about the need for every content area educator to identify the meaningful expressive and receptive skills students must learn in order to access deeper and richer content knowledge in that discipline (<http://www.dpi.wi.gov/cal/pdf/las.pdf>).

Currently, subgroups of educators from each content area are creating literacy-related Google sites (<http://dpi.wi.gov/standards/disciplinaryliteracy.html>) for educators in their specific content area. This "by us, for us" approach sets up Disciplinary Literacy as an initiative with more differentiation than other, more generic literacy initiatives, and addresses the challenge for creating ownership for the CCSS literacy standards. At this point, Wisconsin's career and technical educators are some of the most energetic proponents of this connected work.

This approach to disciplinary literacy recognizes that intentional consideration of both the discipline and the reading and writing skills needed to demonstrate learning in that discipline will, in fact, improve students' access to content. This prioritization of content-specific knowledge and communication skills, beyond reading and mathematics skills, enhances students' readiness for college and career. In forcing a deeper connection to the content, and focusing on thinking, reasoning, speaking, listening, reading, and writing like an expert in any content area, students will be better prepared to succeed in work and higher education.

A focus on literacy, in early grades especially, received particular attention through the development and recommendations of the Read to Lead Task Force, convened for the first time in March 2011 by the governor and state superintendent. The Read to Lead Task Force was charged with reviewing the state of reading skills in Wisconsin and developing recommendations and a plan for improvement. The Read to Lead Task Force released its report in January 2012.

The Read to Lead Task Force recommendations include:

- Early literacy screening for all four- and five-year old kindergartners (a recommendation that was followed by passage of legislation—Wisconsin Act 166 (<http://docs.legis.wisconsin.gov/2011/related/acts/166.pdf>)—to fund and mandate implementation of an early childhood literacy screener in the 2012-13 school year),
- Improvements in teacher preparation programs around early learning, including a new, more rigorous, reading exam (i.e., an updated Praxis) for reading educators,
- Aggressive professional development opportunities to enhance skills of current reading educators, including a professional development portal and an annual reading conference, and
- Creation of public-private partnerships to engage Wisconsin philanthropies and businesses around the goal of ensuring every child can read by the end of the third grade.

While the Read to Lead Task Force concentrated its efforts primarily on reading in early grades, this work, combined with DPI's broader efforts to increase literacy across all content areas and all grades, demonstrates keen attention to the importance of reading skills for future education and career success. The accountability system proposed in Principle 2.B reflects this prioritization.

Moving Forward

As Wisconsin moves into Phases 2 and 3 of the CCSS Implementation Plan, DPI has new strategies to leverage existing resources in ways that connect initiatives for student learning. Most notably, DPI is leveraging systems and structures successfully built over the past two years through the collaborative creation of a statewide center for Response to Intervention (RtI). The Wisconsin RtI Center is a DPI-CESA partnership that creates a statewide structure for equitable, high-quality content creation and professional learning around Wisconsin's vision for RtI (<http://dpi.wi.gov/rti/index.html>), a vision that includes all students. Wisconsin's model for RtI includes high-performing students needing additional challenge, as well as low-performing students needing additional support.

The Wisconsin RtI Center employs several statewide experts, ten regional coaches that work with school districts, a statewide data coordinator, and a statewide coaching coordinator. The Wisconsin RtI Center is built on a professional learning community model. The Center currently has 24 endorsed trainers, with 24 additional trainers being trained in the 2011-12 school year. The Wisconsin RtI Center has also created an online School-Wide Implementation Review tool that encourages ongoing data evaluation and continuous review for schools.

A Center for Standards, Instruction, and Assessment

The model provided by the Wisconsin RtI Center for development and dissemination of high-quality, standardized materials across Wisconsin has guided DPI's planning around the best process and organizational structure for meeting emerging needs of districts, namely, the need for instructional resources directly related to the CCSS. Building upon this model, DPI has designed a Standards, Instruction, and Assessment (SIA) Center. The SIA Center centralizes mathematics and English language arts content and professional learning experts focused on the development of high-quality, standardized CCSS and CCEE resources and training plans that are easily accessed at low- to no-cost across the state. The SIA Center, a critical component of the State's transition to the CCSS and the CCEE, serves as a hub of CCSS/CCEE content experts to serve the whole state on a regional basis. Update: All action steps and work plans articulated in the subsequent section pertaining to the "SIA Center" have been and continue to be carried out by the CCSS team at DPI, a team created in August of 2012 to carry out the proposed work of the "SIA Center." Though the name has changed, the work remains the same.

Design and plans for the SIA Center reflect these priorities:

- standardization of materials and fidelity of implementation,
- low- to no-cost resources,
- increased access to content expertise across the state,
- centralized leadership connected to DPI,
- agility, speed, and responsiveness to needs across the state and DPI's direction, and
- partnerships with institutions of higher education.

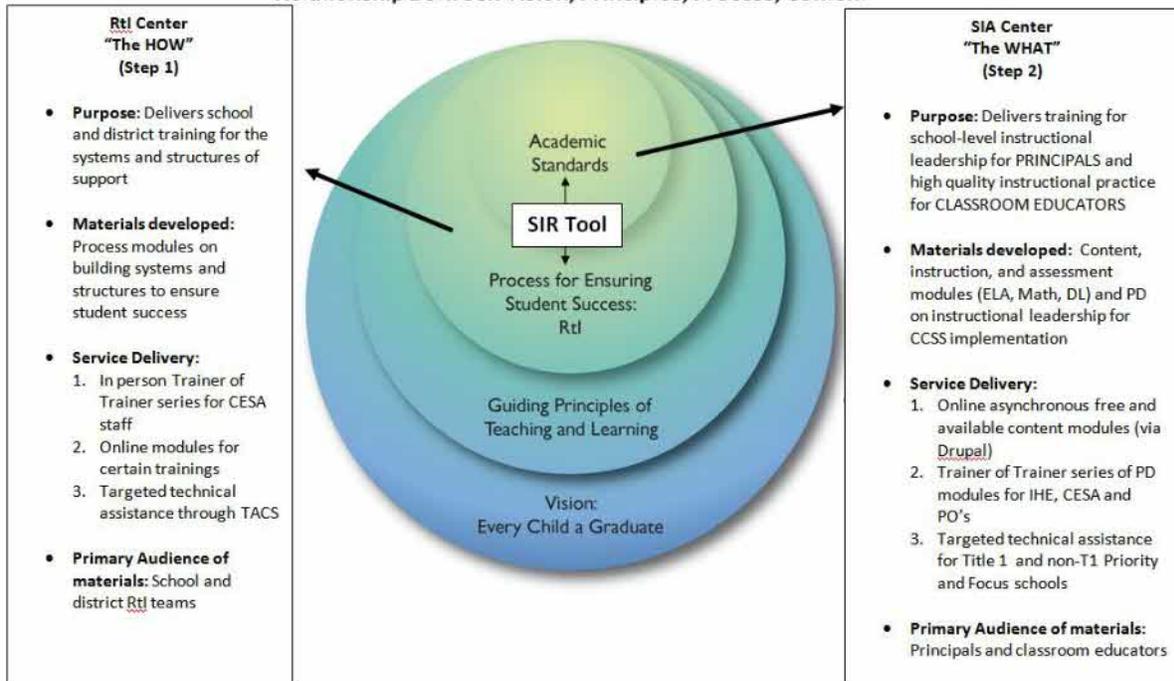
Furthering the state superintendent's mission of Every Child a Graduate: College- and Career-Ready, the work of the Center is focused on providing leadership to support educators across the state to develop early childhood–grade 12 systems that:

- develop critical disciplinary-specific content knowledge,
- use effective instructional practice that is anchored within a disciplinary context,
- connect common skills and student dispositions across disciplines,
- incorporate culturally relevant practices,
- build assessment and data literacy,
- use effective student support systems,
- build family engagement,
- create partnerships with IHE, professional organizations, and community groups, businesses, and
- build leadership skills.

Resources continue to be developed for statewide distribution using synchronous and asynchronous learning environments. Onsite support is provided to DPI-targeted schools (Title I and non-Title I) to improve learning for specific student subgroups (e.g., in a certain district, this may include mathematics for Hmong students, reading for African American middle school and high school students, etc.).

As mentioned above, the SIA Center serves as a complement to Wisconsin's well-established RtI Center. The articulation of this Center-to-Center relationship is provided below.

Relationship Between Vision, Principles, Process, Content



While the RtI Center focuses on structures of support (i.e., a multi-level system of support that reaches every child), the SIA Center provides specific resources aimed at all classroom educators (those working with general education students, special education students, English learners, and students with gifts and talents, early learners all the way through high school students) and educational leaders. The SIA Center resources tackle the question for teachers of how to prepare each student to be college and career ready through the CCSS, CCEE, and stellar instructional practices.

Resources for classroom educators focus on how they can improve their practices; resources for principals focus on how they can best support their classroom educators' improvement. The SIA Center's focus on improving instruction situates it well to provide resources that are focused on helping principals and other administrators serve as strong, instructional leaders in their schools. By aiming strictly to address classroom practices, the SIA Center is well suited to improve those practices by addressing the need for content-driven, integrated professional development for all educators and, as such, to improve outcomes for individual students.

Center resources are designed using research-based professional development practices as identified in the Learning Forward Standards for Professional Learning and Universal Design for Learning (UDL) principles. Specific resources are designed to ensure that instruction and instructional materials are not just made accessible for all populations, but are in fact designed specifically to reach all students by removing potential barriers to learning and to instruction. UDL follows naturally from the Guiding Principles, and is a necessary component of all standards, content, and assessment planning in order to ensure that Wisconsin honors those principles.

Ultimately, the SIA Center aims to produce resources that result in improved instructional practices that embed:

- a deep understanding of the CCSS and CCEE,
- consistent, appropriate attention to data to inform decisions, and assessment practices that improve learning and inform instruction.

The scope of work for the SIA Center focuses on two things:

- Establishing a governance structure and relationships with stakeholders across the state, and
- Building in-depth K-12 CCSS and CCEE content knowledge in disciplinary literacy, English language arts, and mathematics.
 - in general education,
 - for special education, and
 - for instruction of English language learners.

These foci require:

- Development of resources that provide representative samples of high-quality instruction that includes purposeful, embedded assessment, based in the CCSS and CCEE.
- Online instruments, including a bank of resources:
 - to make resources available across the state, and
 - to serve as a forum for educators.
- An instrument to gauge classroom-level implementation. This is one of the first resources the SIA Center provided and is embedded within an existing RtI Center resource, the Schoolwide Implementation Review (SIR), eliminating duplication and aligning the two Centers in a productive and informed manner.

Further detail regarding scope of work, staffing, and timeline is available in Appendices 4 through 4e.

The SIA Center's agility to respond to needs of districts and direction from DPI, combined with its process of including educators in the design and development of high-quality resources and provision of those resources through easy-to-use technology platforms, has resulted in access to instructional materials grounded in the CCSS and CCEE for educators across Wisconsin.

Planning and goal setting for the SIA Center work from a definition of college- and career-readiness agreed to by the School Accountability Design team. This vision is presented below. Plans also work from the Guiding Principles for Teaching and Learning discussed above. The foundational principle for all work is Principle 1: Every Student has the Right to Learn, which says, "It is our collective responsibility as an education community to make certain each child receives a high-quality, challenging education designed to maximize potential, an education that reflects and stretches his or her abilities and interests. This belief in the right of every child to learn forms the basis of equitable teaching and learning. The principles that follow this main principle cannot exist without this commitment guiding our work." Indeed, the work of the SIA Center, which focuses on classroom practices on *Teaching and Learning*, cannot achieve its potential without intentional acknowledgement and planning around all six Guiding Principles, but especially Principle 1. (Information about Wisconsin's Guiding Principles for Teaching and Learning is available here: http://standards.dpi.wi.gov/stn_guiding-principles)

As mentioned above, SIA Center training and resources are developed using Universal Design principles to support teaching and learning for all students, including students with disabilities and English language learners. This intention is one reason why DPI is interested in partnerships with the state's IHEs to produce high-quality, content-rich resources and to create connections among higher education faculty between CCSS and students with disabilities and English learners. This partnership provides the SIA Center access to a strong research-based institution rich with experts in fields including English language arts and mathematics, as well as special education and English as a second language, not to mention incorporating technology into education and differentiating instruction to reach the needs of both low- and high-performing students. DPI staff has already met with postsecondary partners for SIA Center planning purposes, and continued meetings are planned.

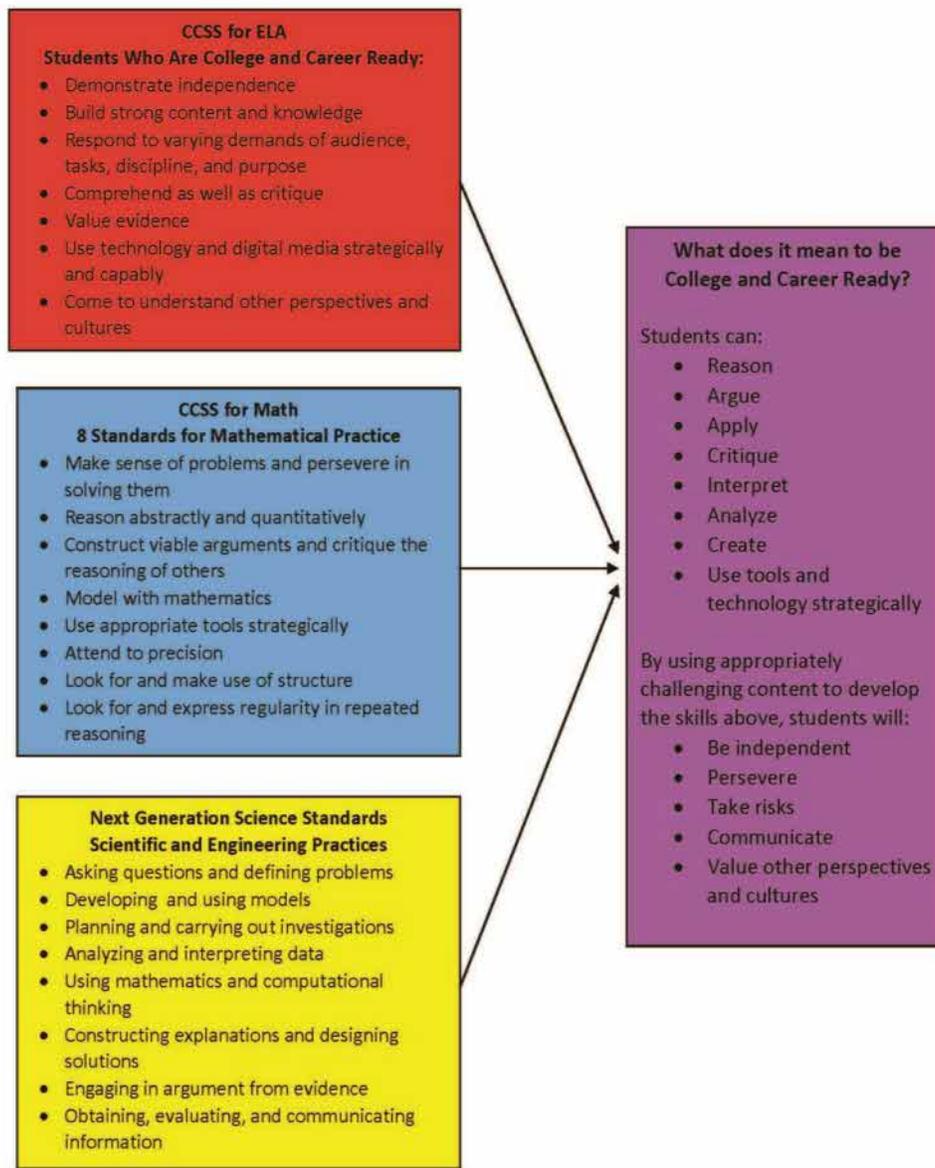
The instructional resources and train-the-trainers offered through the SIA Center complement statewide efforts in Wisconsin's CESAs, as well as schools and districts, to develop rigorous, high-quality curricula that fully capture the intent of the CCSS and ultimately advance education and improve outcomes for all students. These resources cannot stand separate from efforts in IHEs. As such, DPI will continue to partner with content organizations and IHEs to produce additional resources

and to target specific audiences, such as pre-service educators and professors of education or CCSS-related content areas in postsecondary institutions. DPI sees an exciting opportunity to connect pre-service with in-service educators through Common Core implementation efforts, and is particularly interested in addressing connections to future educators of students with disabilities and English language learners.

DPI staff participated in the Council of Chief State School Officers States' Collaborative on Assessment and Student Standards (CCSSO SCASS) meeting related to Implementing the Common Core Standards. There, staff actively paid particular attention to the need to include instructional leaders, principals and other school and district staff in the CCSS/CCEE implementation effort. Without supportive, informed leadership, individual educators striving to adjust to and embrace the CCSS/CCEE may be isolated and struggle in their efforts. DPI mitigates such situations by actively including the Association of Wisconsin School Administrators (AWSA-the State's organization for principals) and current school leaders to design, develop, and implement leader-focused Common Core implementation resources. Resources may include guidance about what a classroom that has fully embraced the CCSS/CCEE looks like; recommendations for supporting educators teaching new content; frameworks for possible changes to school structure and instructional practices in support of the goal of ensuring all students are on track to graduate from high school prepared for success in college and work.

**Wisconsin DPI Standards, Instruction, and Assessment (SIA) Center
College and Career Readiness**

"Students who are college and career ready have, upon graduation, the knowledge, habits, and skills needed to succeed in postsecondary education and/or training that maximize their options and opportunities to successfully participate in productive and sustainable employment" (DPI ESEA Waiver Application)



This focus on college- and career-readiness places the SIA Center ideally to fulfill agency strategic planning goals to support the state superintendent's vision of Every Child a Graduate: College- and Career-Ready.

The intent of the SIA Center is to address shortcomings in current agency ability to support integrated professional learning opportunities for all educators, specifically as those learning opportunities relate to CCSS content and instructional practices. The CCSS and the CCEE are for all students, and all educators need to be prepared to support each student in their acquisition of the knowledge and skills inherent in the standards and their preparation for an eventual successful transition from the K-12 System to postsecondary pursuits, whether further education, service, or the workforce. As such, the SIA Center will focus efforts on braiding high-quality instructional practices around the need to begin preparing students not only to have content-rich background knowledge and skills, but also to be productive and successful members of society at an early age.

The main goal in building plans for the SIA Center has been to focus on identifying the best organizational structure. One that brings together IHEs, CESAs, and other content and instructional experts that provides CCSS and assessment-related resources. A structure that, with sufficient DPI oversight, is empowered to address needs related to high-quality instructional practices by quickly developing excellent online resources, training plans, and virtual modules. As a result, the SIA Center is housed within DPI, comprised of new staff, allocated from existing teams throughout DPI, as well as existing staff from across the agency. A sample project (currently underway) is attached (Appendix 4c). Identified staff for the SIA Center is included in DPI's plan for establishment of The Center (Appendix 4d), as well as a sample weekly SIA Center schedule to illustrate the cross-agency approach to this work as well as DPI's plans to situate SIA Center staff in a productive position, isolated from other agency efforts but connected to agency staff. Appendix 4e is a more comprehensive SIA Center planning document.

Working with Higher Education

Wisconsin educator preparation program providers have been included in the CCSS implementation from the beginning investigation and implementation stages. During the initial phase of awareness-building, educator preparation programs (for both teachers and principals), educators, and school districts were included in regional meetings conducted by the CESAs to learn about the standards. Individual providers were also involved in collaborative work with LEAs. These efforts took place during the 2010-2011 phase one roll out.

A survey was conducted to document CCSS implementation efforts that were happening by institutions of higher education. The survey was conducted by the University of Wisconsin System Director of PK-12 Relations and the Wisconsin Association of Independent Colleges and Universities (WAICU) teacher education representative. Several promising projects between IHEs and local school districts were identified. These data and a cumulative scan of projects and implementation efforts was discussed at the state superintendent's Collaborative Council meeting on October 18, 2011.

At the November 10, 2011 meeting of Wisconsin Association of Colleges of Teacher Education (WACTE), a presentation on CCSS was given. The presentation included an overview of the CCSS implementation efforts and directed the programs to the resources available on the DPI website for CCSS implementation. Wisconsin WACTE membership includes deans, directors, field placement personnel, and certification officers from the public and private universities in the state who prepare candidates for educator licensure. A follow up survey took place to continue to pool CCSS efforts going on around the state at the educator preparation programs.

In September, 2011, the state superintendent learned that Wisconsin was selected as one of the seven states to be part of the College Readiness Partnership (CRP) State Leadership Team. The CRP is a collaborative effort between American Association of State Colleges and Universities (AASCU), Council of Chief State School Officers (CCSSO), and State Higher Education Executive Officers

(SHEEO) to promote broad implementation of CCSS in mathematics and English language arts. The seven states selected to be in the partnership include: Kentucky, Maine, Massachusetts, Missouri, Oregon, Tennessee, and Wisconsin. The CRP objectives are to:

- identify how the CCSS should be implemented in each state in order to improve college- and career-readiness for all students,
- define how leaders and faculty across K-12 and higher education need to work together to improve both teaching and learning in ways essential to achieving the goal of college- and career-readiness, and
- delineate the specific steps that higher education and states must take together in order to make effective implementation a reality; in other words, to make college- and career-readiness expectations more transparent, to align curricula, to assess student performance more effectively, and to improve teacher preparation and professional development.

Wisconsin shared information about the CRP at the Collaborative Council meeting in October, 2011, and at the WACTE meeting November, 2010. The Wisconsin CRP group includes representation from the public university system, private system, technical college system, CESA system, and the Department of Public Instruction. Wisconsin has attended CRP leadership meetings and has organized state meetings to develop a more specific plan for implementing CCSS in Wisconsin educator preparation programs.

In January, 2012, the CRP team, along with additional DPI staff, participated in a meeting to cast a collaborative vision for the future that included a partnership around implementing CCSS, between the SEA, CESA, and IHEs.” As a result the following themes emerged:

- strong partnerships,
- shared values, understanding, and language,
- curriculum,
- professional development, and
- assessment.

As a result, the team made a decision to focus on three specific action steps in the immediate future:

- determining what is currently happening across the state, and what measures of success those efforts have produced,
- communication plan to inform Higher Education (both teacher preparation program and content area staff), and
- professional development targeting K-12 educators (developed and delivered collaboratively).

As a result of continued dialogue, a strategic plan has been developed and is undergoing a comprehensive review. The strategic plan will guide Wisconsin’s efforts to fully integrate the Common Core into Wisconsin’s educator preparation programs, and to ensure Wisconsin educators are well versed in and well prepared to teach the CCSS to all students.

Additionally, as part of Wisconsin’s participation in the SBAC, Wisconsin identified a Higher Education Lead to represent the institutes of higher education. Wisconsin’s lead is a University of Wisconsin professor of Educational Psychology and the director of Testing and Evaluation Services and the University of Wisconsin Center for Placement Testing. Establishing this formal connection between Wisconsin’s IHEs, the SEA staff who are working on implementation of the new assessment system, and the Smarter consortium is a critical step to ensuring that all education partners, P-16, are working towards meaningful implementation of the Common Core and towards a unified goal: college- and career-readiness for all students.

Assessing the Common Core

Focused support and resources connect DPI’s vision of Every Child a Graduate Ready for College or Career with the beliefs stated in the Guiding Principles for Teaching and Learning. These resources, produced by the SIA Center, have focused on CCSS and CCEE implementation and instruction and will be differentiated to ensure access for educators of all students. They directly relate to improving instruction and assessment of college- and career-ready standards. The vision of ensuring students graduate college- and career-ready starts early. As such, DPI’s plans for creating resources for all

students include children from early kindergarten through high school.

Again, the Wisconsin Rtl Center serves as an example in this regard, having created resources in partnership with DPI to promote how Rtl aligns with early childhood programs including community medical providers, Head Start, early childhood special education, and four- and five-year-old kindergarten. The Wisconsin Rtl Center has built upon its successful foundation to continue to create resources related to Rtl implementation and practices that reach every student.

One component of the Every Child a Graduate vision involves two questions directly related to DPI's planning. The first, "What and how should students learn?" relates directly to the CCSS and CCEE and development of higher standards for Wisconsin's students as well as providing guidance for educators in what great instruction of the CCSS and CCEE looks like (the Wisconsin SIA Center). The second question points to transitions in the world of assessment, which is, after all, a key component of high-quality instructional practices. That question, "How do we know if they've learned it?" along with specific recommendations from the Next Generation Assessment Task Force, convened in 2009, guide Wisconsin's participation in three, next generation assessment consortia: the Smarter Balanced Assessment Consortium (SBAC), Dynamic Learning Maps (DLM) Consortium, and Assessment Services Supporting ELs through Technology Systems (ASSETS) Consortium. These consortia, while developing assessments for different populations of students, share a common goal of developing innovative, informative, rigorous assessments to replace the current statewide assessment system, assessments that provide students varying opportunities to demonstrate what they know and can do through a combination of assessment types (formative strategies, benchmark, and summative) as well as item types (including performance tasks and technology enhanced items).

Participation in these consortia ushers in replacements for the current battery of statewide assessments:

Table 1.1. Implementation of Statewide Assessments

Previous Assessment	Population	New Assessment	Population	Implementation
Wisconsin Knowledge and Concepts Exam	Grades 3-8 and 10, general education students; all but the 1 percent population	Smarter Balanced Assessment System	Grades 3-8, all but students with significant cognitive disabilities	2014-15
		ACT Plus Writing	Grade 11, all but students with significant cognitive disabilities	
Wisconsin Alternate Assessment for Students with Disabilities	Grades 3-8 and 10, special education students with significant cognitive disabilities	Dynamic Learning Maps	Grades 3-8 and 11, students with significant cognitive disabilities	2014-15
ACCESS for English language learners	English language learners	ACCESS 2.0 for ELLs	English language learners	2015-16

These transitions represent a new day for assessment in Wisconsin, one in which assessments that are used for accountability purposes are also designed in such a way as to provide useful, actionable, and timely data directly to educators to help inform classroom practices in an ongoing manner. Further, these assessment consortia, which are designing assessments using UDL principles, are dedicated to considering accessibility issues before, during, and after assessment development to ensure the assessments provide all students opportunities to demonstrate what they know and can do by removing barriers that interfere with access to learning and content.

However, the implementation dates for the new assessments (provided in the table above) could have easily slipped by in the hurry to prepare for these big transitions. In Wisconsin, DPI has paid particular attention to these transition years, and proposes several important changes to prepare Wisconsin for full implementation of the CCSS and CCSS-based assessments, changes that also reflect the DPI's campaign to raise rigor in classrooms across the state (as well as within DPI). This focus on "moving the needle" toward higher rates of college- and career-readiness, and decreased graduation and achievement gaps, requires additional commitment from DPI. As such, DPI has made three significant changes to Wisconsin's current standard operating procedures:

- changed high school graduation requirements to reflect the changing demands of college and career options,
- made the ACT Aspire Early High School, ACT, and WorkKeys assessments available to schools and districts so that students, families, and educators can better understand a student's progress toward college- and career-readiness, and
- made changes to the cut scores for the current statewide assessment system to prepare for upcoming transitions to the CCSS-based Smarter Balanced Assessment System.

Changing Expectations in High School

DPI increased graduation requirements such that those requirements will place students in a position of success for whatever path they choose beyond high school. DPI now requires that statewide minimum graduation requirements include three years of mathematics and three years of science, engineering, or technology credits, with two of those credits required science or science equivalency courses, and the third year including the option to take an engineering or technology credit.

Table 1.2. Changes to Wisconsin's High School Graduation Requirements.

Subject Area	Former Requirement	New Requirement
Mathematics	2 credits	3 credits
Science	2 credits	3 credits (2 of which would remain traditional science or science equivalency credits)

These changes are in effect and are reflected in DPI's strategic planning process. An analysis of district-level graduation requirements is available in Appendix 5. Wisconsin requires four credits of English language arts, but the increased importance of strong educational foundations in mathematics and science in order to be competitive in today's career and collegiate marketplaces cannot be ignored. As such, these requirements address both the DPI's intention to personalize learning and to increase focus on preparing students to graduate from high school prepared for both college and career.

These requirements align to national averages and current local practice in Wisconsin. Additionally, this is a minimum requirement as many districts will continue to require more credits, and most graduates will complete more credits than the proposed requirement in statute.

As Superintendent Evers said in his 2010 State of Education Speech:

"We can make our high school graduation requirements more meaningful. Right now, Wisconsin law only requires students to complete 13 credits, the lowest in the nation. Most of Wisconsin's graduates already take at least 21.5 credits. DPI needs to change state law to hold all students to this higher

uniform standard, which would put Wisconsin's requirements above the national average.” (http://dpi.wi.gov/eis/pdf/dpinr2010_119.pdf)

The new graduation requirements are in effect for students in the four-year adjusted cohort expected to graduate in 2016-17.

The graduation requirement described above represents one way in which DPI raised expectations around college- and career-readiness. DPI is also exploring alternate pathways through and beyond high school. Based on current legislation, districts may develop “equivalent coursework.” DPI has been working for the past four years, and continues to develop new pathways, on a formal process that streamlines the equivalency process, better ensures the rigor of the coursework, and assists in connecting equivalent coursework to postsecondary institutions. This formal process is available in mathematics, science, English language arts, and social studies. Equivalent coursework is an excellent opportunity for students to gain credits through alternate routes in areas such as agriculture, business, and technology education.

Additionally, high school students can currently earn college credit in a variety of ways in Wisconsin, including Advanced Placement exams, International Baccalaureate programs, Youth Options, College Credit in High School programs through the University of Wisconsin System (UW System), and transcribed credit through the Wisconsin Technical College System (WTCS). More information about options for students to earn college credit in high school is available in this paper: <http://youthoptions.dpi.wi.gov/sites/default/files/imce/cte/pdf/dualenroll.pdf>.

While options for pursuing college credit in high school are many, they are not equally available across the state, and present different challenges and barriers to students who would seek to take advantage of them. DPI advocates increased availability of, and access to, innovative dual enrollment programs. State Superintendent Evers spoke of this in a recent State of Education Speech: “To make these dual enrollment opportunities a reality takes a new way of thinking about mission of education. It means sharing ownership over college readiness. It means leadership and commitment to breaking down the barriers between PK-12 and higher education and DPI’s linear and divided approach to schooling. DPI has long talked about seamless education from pre-kindergarten through the postsecondary level. Let’s finally make it so.” The state superintendent has proposed that students have opportunities to earn their high school diplomas early and be admitted directly into college to begin work on an associate or bachelor’s degree. This kind of flexibility reflects that students should pursue their own rigorous pathways to college, career, and beyond. While graduation requirements increase, DPI is also focused on supporting innovation across the state that personalizes learning throughout a student’s education.

Bridging Secondary and Postsecondary Programs and Opportunities

DPI’s Career and Technical Education team, in partnership with postsecondary institutions and other external work groups, has built a model for connecting secondary schools with postsecondary instructional programs and 21st Century careers. Implementing a rigorous Programs of Study framework (designed by the U.S. Department of Education) in Wisconsin has resulted in rich connections between DPI, institutions of higher education, and public schools across the state.

Career clusters and pathways, a critical component of Programs of Study, are grounded in principles that mirror DPI’s focus on college and career readiness and belief that, whatever choice a student makes regarding his or her pathway after high school, that student absolutely must have equal opportunity to all options (Appendix 6). Some students will pursue a college degree; others enter the work force or a specific career. The goal of DPI is that Wisconsin schools prepare each and every student for all avenues those students might pursue following high school graduation: two- and four-year college, certification programs, apprenticeships, formal job training, and military service.

Programs of Study are designed to produce higher levels of achievement in a way that eliminates current practices that sort and track high school students in ways that limit options after high school. They alter how core academic subjects are taught; they do not lower expectations about what is taught. In fiscal year 2011, there were 365 districts (of the 378 with high schools) that are involved in the development of Programs of Study. Over 3,800 Programs of Study have been published to the career pathways website (www.wicareerpathways.org) within the first year of its operation, and over 5,000 students registered to use the site between September and December 2011.

Wisconsin is one of six states awarded a four-year grant by the U.S. Department of Education to develop model Rigorous Programs of Study (RPOS) for Career and Technical Education programs. A model RPOS incorporates ten framework elements that support the development and implementation of effective programs that prepare students for college and careers. The grant evaluated the effect of student participation in rigorous programs of study that:

- link secondary and postsecondary education,
- combine academic and career and technical education in a structured sequence of courses,
- offer students the opportunity to earn postsecondary credits for courses taken in high school, and
- lead to a postsecondary credential, certificate, or degree.

Providing Measures of College- and Career- Readiness

DPI has received state funding for the implementation of the ACT Suite of Assessments measuring the Wisconsin Common Core State Standards (CCSS) in English language arts and mathematics as well as college and career readiness. In 9th and 10th grades the ACT Aspire Early High School assessments are used. In 11th grade, students take the ACT Plus Writing and the WorkKeys test. By using these assessments, Wisconsin is able to measure high school student growth in both college and career readiness and Wisconsin CCSS.

Further, DPI changed cut scores for performance levels on the previous state summative assessment, the Wisconsin Knowledge and Concepts Examination (WKCE), so that it provides an indication of student performance on more rigorous assessments, prepping for the transition to the Smarter Balanced Assessment System in 2014-15. Specifically, DPI has statistically aligned WKCE cut scores for reading and mathematics with National Assessment of Educational Progress (NAEP) cut scores.

Several steps were taken to establish the NAEP-based cut scores for the WKCE. Data that was looked at include performance of Wisconsin students on the NAEP from the Spring of 2011 and performance of Wisconsin students on the WKCE for the past five administrations. In addition, linear interpolation was utilized to establish a trend line for non-tested grades. The specific procedures that were followed were to:

- Identify the NAEP percentile ranks (percentage of students advanced, proficient, and basic) for Wisconsin for the Spring 2011 administration for 4th and 8th grade reading and mathematics.
- Conduct linear interpolation to identify what corresponding percentile rates would be for grades 5, 6, and 7. Utilize the grade 4 NAEP percentile rank as the basis for the WKCE grade 3 rate and the grade 8 NAEP percentile rank as the basis for the WKCE grade 10 rate (see tables below).
 - Note: Extrapolation was considered as an option for grades 3 and 10 and was, ultimately, rejected. The trend line for reading would put the 10 grade advanced percentile rank information at 99 percent which was determined to be too extreme. Also the trend lines for reading and mathematics at the basic level caused concern because of the degree of the slope and the impact that this would have had on grade 3 and 10 impact data. This linear interpolation approach was approved by DPI's Technical Advisory Committee as well as DPI's current test vendor as statistically sound.
- Utilize the WKCE percentile rank tables from the last five administrations that identify the scale score associated with each percentile rank. Identify the WKCE scale scores for the last five administrations that correspond to the spring 2011 NAEP percentile ranks.

- Average the derived scale scores from the five administrations and round the result down to the nearest whole number to arrive at the recommended cut scores.

	Duplication from grade 4	NAEP % Rank	Interpolation	Interpolation	Interpolation	NAEP % Rank	Duplication from grade 8
Spring 2011	3	4	5	6	7	8	10
Advanced	93.00	93	94.00	95.00	96.00	97	97.00
Proficient	67.00	67	66.50	66.00	65.50	65	65.00
Basic	33.00	33	30.00	27.00	24.00	21	21.00

	Duplication from grade 4	NAEP % Rank	Interpolation	Interpolation	Interpolation	NAEP % Rank	Duplication from grade 8
Spring 2011	3	4	5	6	7	8	10
Advanced	92.00	92	91.75	91.50	91.25	91	91.00
Proficient	53.00	53	54.50	56.00	57.50	59	59.00
Basic	14.00	14	15.75	17.50	19.25	21	21.00

This interim measure provided districts a sense of where cut scores fall on the more rigorous Smarter Balanced Assessment. The impact of this change was dramatic, and DPI worked with districts to evaluate the new cut scores in comparison with cut scores and implement the cut scores as part of the DPI-developed state accountability index.

The index calculations for the 2011-12 school year reports factored in a new baseline that accounted for cut score changes and back-mapped this change such that growth calculations are possible. The 2011-12 results were used for state accountability determinations that resulted in the categorization of schools along a continuum, identification of schools requiring specific interventions, and support as well as rewards. This reporting timeline involved intensive communication and professional learning for schools, districts, and the public. DPI provided support in the form of talking points, letters to parents, and media outreach packets to schools in preparation for this transition.

The change to new cut scores, while it resulted in a drop in proficiency rates, at least in the short term, represents DPI's belief in the capacity of Wisconsin's students and schools to perform at even higher levels. It also acknowledges the importance of raising rigor, and while this change did not result in new test content for the WKCE, it did serve as an interim measure in line with cut score expectations for the new consortium assessments.

Raising Rigor for Alternate Populations

DPI is dedicated to raising rigor for all students to ensure multiple pathways to success throughout school and following high school graduation. DPI has not changed cut scores on the Wisconsin Alternate Assessment-Students with Disabilities (WAA-SwD). The discussion of growth for students with severe cognitive disabilities is one Wisconsin is engaging in with experts and stakeholders from across the country through work in the Smarter and Dynamic Learning Maps (DLM) consortia. DPI's decision to delay the transition to higher rigor (through assessment) for Wisconsin's alternate population was driven by a desire to approach this work thoughtfully, and is sensitive to the fact that

increased rigor and expectations for growth must look different for students with significant cognitive disabilities. Instead, DPI's focus is on development of excellent SwD-focused resources for both educators in both general and special education related to implementation of the CCSS and the CCEE. Creating connections across the general special education areas are integral to further work around raising rigor. Wisconsin will transition to DLM assessments beginning in spring 2015.

Additional Efforts to Raise Rigor and Improve Student Outcomes

DPI continues to invest significant effort not only to connect the dots between various initiatives at the department, but from CCSS implementation to current and future assessments, from Response to Intervention to College- and Career-Pathways and 21st Century Skills, but in fact to braid those initiatives together and, where appropriate, change or re-focus staff time, resources, and organizational structures to create better efficiencies and improve the unity of Wisconsin's approach to standards- and instruction-related initiatives, projects, and activities. This braided-initiative approach is also evidenced by the ways DPI is pursuing use of technology to create connections between people, resources, and content, all while raising rigor and personalizing learning.

Moodle

Beginning in spring 2012, DPI created a statewide Moodle "instance," a virtual environment for educators to create, share, and learn about online classroom resources. Moodle, which stands for Modular, Object Oriented, Dynamic Learning Environment, is an online course management system and customizable environment for educational communities (<http://moodle.org/>). It can be used by educators interested in delivering course content outside of class time via online modules or in using rich collaborative online communities during class to enhance learning. Moodle is technology designed to support different learning and teaching styles, and its open-source design makes it interoperable with e-portfolio systems that offer students relevant ways to demonstrate what they know and can do. In the spirit of shared standards and shared assessments, Moodle brings together educators across the country (and globe). Implementation plans for CCSS in English language arts and mathematics, as well as implementation of new and updated standards in everything from science, to early learning, to world languages, will benefit from this collaborative environment. Individual users benefit from a community of over nine million users, a collective environment that contributes to personalization.

Individualized Learning Plans

Programs of Study are one part of an Individualized Learning Plan (ILP) that gives students an opportunity to investigate the inter-relationship of educational achievement, life goals, career planning, training and placement; evaluate the present job market and analyze predictions of future trends at local, regional, state, national, and global levels; and propose career options that reflect their interests, skills, and goals. In contrast with a traditional four-year plan that serves more as a backward-looking record of learning, ILPs identify what to achieve, and result in a fluid mapped academic plan that is forward-looking.

ILPs take into account a student's life outside of school and provide a process that opens students up to unique career opportunities. This deep personalization goes beyond delivery of academic content and treats students as whole people, personalizing long-term planning with the goal that all students will be set up for postsecondary success in college and career.

The use of Programs of Study also has a direct tie to the required Transition Plan for all special education students ages 14 and above. Wisconsin is investigating the possibility of tying Programs of Study and/or the <https://www.wicareerpathways.org> site directly into DPI's special education portal for Individualized Education Plan teams to use during transition planning meetings.

While technology can be used in innovative ways to enhance in- and out-of-classroom academic experiences as well as student academic and career planning, technology also helps teachers, schools, districts, the public, and the DPI to connect and make informed decisions. Work to personalize learning, implement college- and career-ready standards, and raise rigor in assessments and accountability systems must be informed by a well-designed and widely-available data collection and

reporting system. Over the past several years, DPI has worked to expand Wisconsin's longitudinal data system and make more data accessible directly to district staff. Recent data system efforts are driven by intent to get up-to-date, easy-to-understand, and relevant data into the hands of classroom educators.

The result of the DPI's efforts, beyond improved access to data that informs instruction, is reduced duplication and data reporting burden for districts. This is discussed further below.

Reducing Duplication and Unnecessary Burden

While DPI has made significant strides over the past decade to increase district-level access to secure student data, and to educate users across the state about how to access and interpret that data in ways that result in better-informed school and district decisions, shortcomings in the structure of DPI's existing data collection system result in unfortunate consequences that dramatically impact access to high-quality, timely data. In order to improve upon data quality and timeliness in Wisconsin, as well as to grow DPI's reporting capacity to include more relevant indicators in DPI's reporting systems (e.g., daily attendance as opposed to annual attendance), DPI will contract for an updated, multi-vendor student information system to be implemented over the next five years. This system will link to the Wisconsin Information System or Education dashboard (WISEdash)—DPI's response to the need for a single reporting portal—resulting in more timely reporting for the public as well as more relevant school- and district-level reporting through secure portals.

Through advances such as these in data collection and reporting systems, DPI will be able to provide districts with access to data and reports that provide timely information about student (individual and group) progress toward graduation. This includes the all-important early warning system, the technology for which has been outside DPI's grasp for some years. Recent approval and funding of a statewide student information system, however, will allow DPI to provide districts across the state with access to relevant, and more timely data.

The two major technology and data reporting initiatives mentioned above, an updated data collection system (WISEdata) and WISEdash, are key to provision of these reports. These initiatives significantly impact districts. WISEdash provides districts with direct access to aggregate student-level data in a secure format. Reports and dashboards are available on a variety of topics. Initial implementation of WISEdash began with secure access only, for school- and district-level staff authorized to see non-redacted or suppressed data, and possibly authorized to view student-level information. Eventually, WISEdash will not only replace DPI's current, myriad public reporting systems, updating and locating those reports in a single portal, but will add to the types and topics of available public reports. Accountability reporting will be completed through WISEdash, but so will other public reporting including information about postsecondary transitions, literacy, and other important statewide initiatives. More information about WISEdash is available here:

<http://wisedash.dpi.wi.gov/Dashboard/portalHome.jsp> .

Previously, with many different student information systems in districts across the state, districts had to submit data they maintained through separate, time-consuming methods. As data collection requirements increased in magnitude and number, the burden had a negative impact on districts. Districts were forced to parse staff time from direct education toward data entry. This does not improve education and is not acceptable. The transition from individual, disconnected data management systems to a statewide system reduces local burden and increase access to high quality, helpful data, allowing schools to focus on accessing, interpreting, and using data to inform decisions.

Ultimately, the availability of data management and data reporting systems through a state integrated multi-vendor system will allow data consumers to have easier access to important data that can play a part in many decisions.

1.C DEVELOP AND ADMINISTER ANNUAL, STATEWIDE, ALIGNED, HIGH-QUALITY ASSESSMENTS THAT MEASURE STUDENT GROWTH

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

<p>Option A</p> <p><input checked="" type="checkbox"/> The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition.</p> <p>i. Attach the State’s Memorandum of Understanding (MOU) under that competition. (Attachment 6)</p>	<p>Option B</p> <p><input type="checkbox"/> The SEA is not participating in either one of the two State consortia that received a grant under the Race to the Top Assessment competition, and has not yet developed or administered statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Provide the SEA’s plan to develop and administer annually, beginning no later than the 2014–2015 school year, statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs, as well as set academic achievement standards for those assessments.</p>	<p>Option C</p> <p><input checked="" type="checkbox"/> The SEA has developed and begun annually administering statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Attach evidence that the SEA has submitted these assessments and academic achievement standards to the Department for peer review or attach a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review. (Attachment 7)</p>
<p>For Option B, insert plan here</p>		

PRINCIPLE 2: STATE-DEVELOPED DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A DEVELOP AND IMPLEMENT A STATE-BASED SYSTEM OF DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

- 2.A.i Provide a description of the SEA’s differentiated recognition, accountability, and support system that includes all the components listed in Principle 2, the SEA’s plan for implementation of the differentiated recognition, accountability, and support system no later than the 2012–2013 school year, and an explanation of how the SEA’s differentiated recognition, accountability, and support system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

NOTE: Wisconsin has removed its state school and district accountability system, as federal accountability is met through a separate process. The state system is described here as background information only.

Theory of Action

DPI has a strategic plan that centers on college- and career-readiness. It has three state goals:

- raise Wisconsin’s graduation rate,
- close graduation and career- and college-readiness gaps, and
- increase Wisconsin graduates’ career- and college-readiness.

DPI is driven by the belief that increasing rigor across standards and assessments (see Principle 1), and implementation of the new, statewide accountability system (detailed in the following sections of Principle 2), will result in improved instruction and student outcomes. This focus on increased rigor is the core of the three goals above, and is supported by coordinated agency resources, supports, and interventions outlined throughout this application.

This waiver opportunity provides DPI the ability to implement new initiatives, policies, and practices to meet these goals within an environment that recognizes each school and district exists within unique circumstances and exhibits unique strengths and weaknesses, by moving beyond the uniform, one-size-fits-all policies mandated by No Child Left Behind (NCLB). This understanding is evident within the development of a differentiated system of accountability that values a comprehensive system of education; prioritizes the closing of achievement and opportunity gaps; and increases rates of college- and career-readiness. Wisconsin’s system uses multiple measures, including improved assessments (Principle 1), as well as an enhanced and expanded system of rewards, recognition, and customized, differentiated systems of support. These supports will directly align to findings from diagnostic reviews designed to target strategies around areas of greatest need. In short, DPI has initiated bold systemic changes at the state, district, and school level.

Systems Change

Accountability systems, even well designed ones, cannot alone improve education in a systemic, sustainable way. Wisconsin’s accountability plan is a step forward, but only a part of a much larger effort to incorporate the myriad critical components of a well-rounded education that effectively prepares all Wisconsin students for success in college and career. Such an education prioritizes high performance, while valuing personalized approaches to learning and different pathways to graduation and beyond, and ensures student wellness and safety. The table below illustrates just some of the high-impact initiatives DPI engaged in on a statewide level to improve the college- and career-readiness of each and every student in Wisconsin.

Table 2.1. Accountability and Statewide Support Systems: Part of the Whole

Key Questions	Related Efforts
What and how should students learn?	-Common Core State Standards implementation - Standards, Instruction, and Assessment Center -Early Learning Standards Implementation -Individualized Learning Plans and Programs of Study -Moodle technology
How do we know if the students learned it?	-Smarter Balanced Assessment -Dynamic Learning Maps Assessment -ASSETS for English Learners -District benchmark assessments -ACT/WorkKeys -The Wisconsin Information System for Education (WISE) – a statewide data reporting system available spring 2012
How do we support student and school outcomes?	-Wisconsin Statewide Accountability System -School and district report cards -Statewide System of Support for Schools -Educator Effectiveness System -WISE -Moodle technology
How should we pay for schools?	-Fair Funding for our Future

Alone, any of the initiatives in the table—however well devised or well intended—will not achieve desired goals. Isolation suffocates sustainable improvement. The same is true for Wisconsin’s statewide accountability system; it is but a part of DPI’s work to support and improve education across the state, work that is clearly focused on DPI’s three strategic goals (increasing graduation rates, closing graduation and career- and college-readiness gaps, and increasing Wisconsin high school students’ career- and college-readiness). That work is comprised of individual efforts that range from reforming school finance to providing nutritious school meals, from increasing academic rigor to fostering a vibrant digital learning environment. Alone, the accountability plan described in this Principle would have limited traction or focus. As part of integrated efforts that share a common goal of ensuring the college- and career-readiness of individual students, this accountability system contributes to something greater and, in doing so, becomes more meaningful and sustainable. Refer to Appendix 7.

Reprioritization and Systemic Changes at the State Level

This ESEA Flexibility Request has provided DPI an opportunity to increase communication and collaboration with key stakeholders regarding how best to enhance existing educational initiatives, develop new initiatives designed to improve student outcomes, increase rates of students graduating college- and career-ready, and close achievement gaps. DPI worked in collaboration with the School and District Accountability Design Team (Accountability Design Team) to design the framework for the Wisconsin statewide system of accountability and support. The Accountability Design Team developed thirteen principles to guide this work, which directly align to DPI’s strategic plan to raise graduation rates, close graduation gaps, and graduate all students ready for college and career. While this system is separate from our federal accountability, it demonstrates Wisconsin’s commitment to using data that informs schools and district involvement.

Raising Expectations And Increasing Rigor

As noted in Principle 1, DPI has significantly raised expectations for schools and the proportion of students that schools graduate ready for college and career, as indicated by the adoption of rigorous academic standards, higher cut scores on the WKCE (based on National Assessment of Educational Progress (NAEP) comparisons) as the state transitions to the Smarter Balanced Assessment System, increasingly rigorous and adaptive assessment systems, and increased graduation requirements. State accountability report cards and the system of support, rewards, and recognition reflect and communicate these higher expectations statewide.

While Wisconsin has historically had high overall graduation rates, there have been significant achievement and graduation gaps between subgroups. Wisconsin’s accountability index prioritizes

achievement and attainment using measures which emphasize not only graduation, but also the proportion of students graduating college- and career-ready. Additionally, the system examines closure of achievement gaps within and across schools as a means to address the state's existing gaps. Using a multifaceted index helps pinpoint areas of need within a school, as well as areas of strength, and help schools track their progress at meeting the needs of all student subgroups. To address these issues, the Accountability Design Team developed a statewide accountability framework to specifically include all state schools, including traditional public schools and charter schools, regardless of Title I funding. In this vision, all schools receiving state funds would be part of the state accountability and support system. This statewide system requires legislation, and currently is implemented only within the public school system.

Within the system of support, identified Title I schools participated in diagnostic reviews and needs assessments (Priority and Focus schools, respectively), to identify the instructional policies, practices, and programming that have impacted student outcomes and to differentiate and individualize reforms and interventions accordingly. While planning and implementing reforms, schools and districts will have access to increasingly expansive and timely data systems to monitor progress. Additionally, DPI requires Priority and Focus schools to implement RtI, (with the support of the Wisconsin RtI Center and its resources) to ensure that all students receive customized, differentiated services within a least restrictive environment, including additional supports and interventions for students with disabilities and English language learners as needed, or extension activities and additional challenges for students exceeding benchmarks.

Developing a Statewide System for Accountability and Support

Wisconsin's system of support for schools identified for improvement serves Title I schools. Due to funding and capacity, the state's system currently classifies the performance of all traditional public schools and charter schools as required by NCLB, but only requires interventions for Title I schools and districts. Wisconsin's persistently low-performing schools do not experience sanctions or implement targeted interventions prescribed by Wisconsin unless they receive Title I funding.

Aligning Relevant State Initiatives

DPI is committed to aligning existing initiatives, as well as developing new state initiatives to inform each process and avoid duplication of efforts. Accordingly, DPI is aligning agency work to support the recommendations made by task forces regarding three current statewide educational reforms: (1) early literacy; (2) Educator Effectiveness; and (3) School and District Accountability. This alignment is informed by collaboration and cooperation with key stakeholders, including the Governor and the chairs of legislative education committees. Task forces for each statewide educational reform met throughout 2011 and have all concluded their meetings. DPI has begun development of appropriate cross-agency workgroups to support the coordinated implementation for each set of recommendations. The work of each of these groups and their members is and will continue to inform the Statewide System of Support (SSOS).

DPI's approach to aligning these key initiatives is driven by the prioritization of statewide goals established through a strategic planning process. Specifically, DPI has identified the three goals mentioned above and five priority areas around which the agency will braid different initiatives and efforts:

- streamline the pathways from high school to career and college,
- increase reading and mathematics performance,
- improve student wellness and safety,
- personalize learning, and
- build a statewide infrastructure to support learning.

Addressing Capacity

The Accountability Design Team also indicated the state should develop a system based on reasonable and realistic implementation goals that address capacity at the state, district, and school levels. Informed by this recommendation, DPI's request for flexibility identifies the most efficient yet effective means to

effect change. For example, the proposal to focus reforms at the district level if a district exhibits systemic barriers to improvement was informed by findings from school improvement grant (SIG) monitoring visits. DPI deemed district level intervention more effective and efficient, and also more likely to create change. The flexibility created through this ESEA Flexibility Waiver opportunity will allow DPI to address these district-level needs to best serve schools and students.

Making Improvements as Necessary

A guiding principle of the Accountability Design Team was to remain open to feedback and findings about potential system improvements. To ensure maximum effectiveness of the system, DPI gathered feedback from a variety of stakeholders and remain open to improvements during implementation and evaluation of the accountability system. In particular, DPI has and will continue to work with its Technical Advisory Committee (TAC) to validate the technical aspects of accountability determinations and other psychometric components of the system, and make adjustments where advised. DPI has also benefited from ongoing dialogue with the United States Department of Education (USED), the Council of Chief State School Officers (CCSSO), and other states applying for flexibility.

In addition to changes made during the evaluation and initial implementation, the proposed system will undergo regular impact analysis and evaluation, identifying strengths and weaknesses in both the measures used and the supports and interventions required, and will be adjusted appropriately. This dedication to ongoing improvement will continue to hone in on the goal of a fair system that accurately applies multiple measures, and provides a statewide system of support that results in improved performance for all students.

Wisconsin's State System of Accountability

The Accountability Design Team referenced elsewhere in this Flexibility Request provided guidance and recommendations concerning creation of an accountability system “for Wisconsin, by Wisconsin.” The result, school and district accountability reporting based on key priority areas and including critical indicators of student achievement. This remains an important part of Wisconsin’s commitment to provide a flashlight to schools, districts, and the public to better understand and target ongoing improvements to student, school, and district performance. The state maintains full commitment to our state system; however, descriptions of our state system are not provided in this request given that our federal accountability is determined outside of the system used for state accountability.

Customized and Differentiated System of Rewards, Recognition, and Support

The Accountability Design Team recognized that systems of accountability must be aligned to systems of support in order to affect change. The Accountability Design Team recommended that the new statewide accountability system provide differentiated, targeted systems of support to improve student outcomes. Additionally, the Accountability Design Team recommended the Wisconsin DPI recognize high-performing schools to incentivize improved outcomes and to disseminate exemplary practices statewide. These recommendations represent a commitment to a statewide system of support (SSOS) aimed at providing differentiated recognition, rewards, and interventions. Interventions will be built upon the core of high quality instruction, collaboration, balanced assessments, and culturally responsive practices in order to successfully meet the state’s three strategic goals.

Implementation of Statewide Accountability System: 2012-Ongoing

DPI recognizes that, in order to impact student outcomes, some schools need comprehensive support, while others require more targeted interventions. This application provides Wisconsin the opportunity to remove districts and schools from uniform, one-size-fits-all sanctions, and instead implement differentiated, individualized supports and interventions designed to improve processes and practices that are proven to directly impact student outcomes. Wisconsin’s federal system of support provides individualized support to Title 1 districts and schools identified through a diagnostic review, and promotes individualized support for students through commitment to high quality implementation of a multi-level system of support known as Rtl.

Supporting School Improvement-Priority Schools

Release of SIG continuation applications for existing Cohort I and II schools (pending USED timelines)	Title I and School Support Team	N/A	Summer 2012	Summer 2013	TBD	TBD
Development of state-approved turnaround partner list	Title I and School Support Team	N/A	Summer 2012	N/A	N/A	April (2016 Cohort)
Recruitment and training of SEA-district liaisons assigned to Priority Schools	Title I and School Support Team	N/A	June 2012	N/A	N/A	April (2016 Cohort)
LEAs notified of determinations and requirements of Priority Schools	Office of State Superintendent	N/A	June 2012	N/A	N/A	May (2016 Cohort)
SEA conducts meetings and webinars with Priority Schools as well as their LEAs, to clarify expectations, timelines, and grant opportunities.	Title I and School Support Team	N/A	June 2012	Ongoing support and interventions	Ongoing support and interventions	Ongoing support and interventions
SEA provides training to all new Priority Schools and their LEA representatives on Indistar (planning and monitoring tool)	Title I and School Support Team	N/A	Summer 2012	June-July 2013 as needed	June-July 2014 as needed	July-July 2015 as needed
New Priority Schools assigned turnaround partner from state-approved list	LEAs with SEA district liaison	N/A	August 2012	August 2013 if Necessary	August 2014 if Necessary	August 2015 if Necessary
Turnaround partner conducts diagnostic review	Turnaround partner and LEAs	N/A	August - November	August - November as needed	August - November as needed	August - November as needed

	2011-12 School Year	2012-13 School Year	2013-14 School Year	2014-15 School Year	2015-16 School Year
Using data from diagnostic review, as well as LEA data, SEA monitors Priority Schools' staffing process to ensure LEAs place highly-skilled teachers and leaders in these schools	N/A	September	September	September	September
New Priority Schools develop school reform plans aligned to findings from diagnostic review	N/A	November - December	Modify plan as necessary	Modify plan as necessary	Modify plan as necessary
Priority Schools submit new or modified reform plans to SEA	N/A	December	June 2013	June 2014	June 2015
SEA approves reforms plans	N/A	December/January	August 2013	August 2014	August 2015
LEAs implement approved school reform plans	N/A	January	Ongoing	Ongoing	Ongoing
SEA monitors implementation of school reform plans to determine compliance with approved plan, as well as quality of implementation as it aligns to the turnaround principles, via Indistar, site visits and reviews of fiscal and achievement data	N/A	Quarterly	Quarterly	Quarterly	Quarterly
Direct LEA in restructuring Priority Schools that fail to meet performance objectives at end of four years (e.g., increased interventions, restructure as a charter school, closure)	N/A	N/A	N/A	N/A	* June 2016
Focus Schools					
LEAs notified of determinations and requirements of Focus Schools	May	N/A	N/A	N/A	May (2016 Cohort)
SEA conducts meetings and webinars with Focus Schools, as well as their LEAs, to clarify expectations, timelines, and grant opportunities.	N/A	June 2012	Ongoing support and interventions	Ongoing support and interventions	Ongoing support and interventions
Focus Schools develop reform plans specific to RtI and aligned to area(s) of identification (annually).	N/A	September-October	Modify plan as necessary	Modify plan as necessary	Modify plan as necessary
Focus Schools submit reform plan to SEA	N/A	November	June 2013	June 2014	June 2015
SEA approves Focus School reform plan via Indistar (annually)	N/A	November	August 2013	August 2014	August 2015
Focus Schools begin implementation of reform plan	N/A	November/December	Ongoing	Ongoing	Ongoing
SEA monitors LEAs' school reform plan (quarterly)	N/A	Quarterly	Quarterly	Quarterly	Quarterly

	2011-12 School Year	2012-13 School Year	2013-14 School Year	2014-15 School Year	2015-16 School Year
Focus Schools participate in ongoing state-directed professional development aligned to school reform plans	LEAs with Focus Schools; CESAs; Title I Network; RtI Center; SIA Center	N/A	Ongoing	Ongoing	Ongoing
Direct LEAs to implement increasingly intensive interventions in Focus Schools that fail to meet performance objectives at end of four years (e.g., onsite reviews) (cohort)	SEA	N/A	N/A	N/A	* June 2016
Districts Identified for Improvement					
MPS notified of DIFI status and relative requirements	Office of State Superintendent	May	N/A	N/A	* June 2016 (if applicable)
Release of RFP for Diagnostic Review (district level) vendor	Title I and School Support Team	May (if applicable)	N/A	N/A	N/A
SEA selects diagnostic review vendor	Title I and School Support Team	N/A	N/A	N/A	N/A
MPS participates in diagnostic review addressing structures and practices of central office (i.e., human resources, finance, leadership, instruction, etc)	External vendor (TBD)	N/A	N/A	N/A	N/A
MPS develops reform plan aligned to findings of the vendor's diagnostic review and CAR	DIFIs; external vendor; SEA	August - November	December (modify plan)	December (modify plan)	December (modify plan)
SEA approves DIFI reform plan	SEA	December/ January	Modify as needed	Modify as needed	Modify as needed
MPS begins implementation of approved reform plan	DIFI	January	Ongoing	Ongoing	Ongoing
SEA monitors progress of reform plan	SEA staff	Quarterly	Quarterly	Quarterly	Quarterly
Continuous monitoring of MPS reform plan	SEA; district liaison; external vendor	Weekly	Weekly	Weekly	Weekly
Continued implementation of SEA-directed Corrective Action Requirements	LEA and its schools	Ongoing	Ongoing	Ongoing	Ongoing
Direct MPS to implement increasingly intensive interventions if district fails to meet performance objectives at end of four years (e.g., require an increasing number of schools to convert to independent charters, open under authority of a vendor, or close)	SEA	N/A	N/A	N/A	* June 2016

	Responsible Party	2011-12 School Year	2012-13 School Year	2013-14 School Year	2014-15 School Year	2015-16 School Year
Rewards						
<i>Continue Title I Recognition Program</i>						
Schools identified and notified as Beating the Odds (annually)	OEA ; Title I and School Support Team	June 2011	June 2012	June 2013	June 2014	June 2015
Title I Beating the Odds Schools recognized publicly in State Ceremony	Title I and School Support Team	October	October	October	October	October
Teacher Fellowship applications due	LEAs with Schools of Recognition	January	January	January	January	January
Teacher Fellowship grantees announced	Title I and School Support Team; LEAs with Schools of Recognition	March	March	March	March	March
Title I Spotlight Schools applications due	Spotlight Schools and their LEAs	March	March	March	March	March
Notification of Title I Spotlight School awards	Title I and School Support Team	May	May	May	May	May
SEA conducts onsite visits to Title I Spotlight Schools (identified previous spring)	Title I and School Support Team	September-October 2010-11 Cohort	September-October 2011-12 Cohort	September-October 2012-13 Cohort	September-October 2013-14 Cohort	September-October 2014-15 Cohort
Title I Spotlight Schools (identified previous spring) open visits to LEAs and schools statewide	Spotlight Schools and their LEAs	November-April 2010-11 Cohort	November-April 2011-12 Cohort	November-April 2012-13 Cohort	November-April 2013-14 Cohort	November-April 2014-15 Cohort
Ongoing network sessions with principals of Title I Spotlight Schools (identified previous spring)	Title I and School Support Team	September-May 2010-11 Cohort	September-May 2011-12 Cohort	September-May 2012-13 Cohort	September-May 2013-14 Cohort	September-May 2014-15 Cohort
<i>Expanding to a Statewide Recognition Program</i>						
Identify High Achieving and High Progress Schools	Office of Educational Accountability	N/A	June 2012	June 2013	June 2014	June 2015
Identify small, representative sample of Rewards Schools to participate in a diagnostic review of successful practices	Office of Educational Accountability	N/A	N/A	June 2013	June 2014	June 2015
Conduct onsite review of practices in sample of Reward Schools	Title I and School Support Team	N/A	N/A	September-October	September-October	September-October
Rewards Schools publicly recognized	Title I and School Support Team	N/A	Fall 2012	October	October	October
Disseminate best practices of Rewards schools	Title I and School Support Team	N/A	N/A	Ongoing	Ongoing	Ongoing

2.A.ii Select the option that pertains to the SEA and provide the corresponding information, if any.

<p>Option A</p> <p><input checked="" type="checkbox"/> The SEA includes student achievement only on reading/language arts and mathematics assessments in its differentiated recognition, accountability, and support system and to identify reward, Priority, and Focus schools.</p>	<p>Option B</p> <p><input type="checkbox"/> If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system or to identify reward, Priority, and Focus schools, it must:</p> <ol style="list-style-type: none"> 2. provide the percentage of students in the “all students” group that performed at the proficient level on the State’s most recent administration of each assessment for all grades assessed; and 3. include an explanation of how the included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards.
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2.B SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES

Select the method the SEA will use to set new ambitious but achievable annual measurable objectives (AMOs) in at least reading/language arts and mathematics for the State and all LEAs, schools, and subgroups that provide meaningful goals and are used to guide support and improvement efforts. If the SEA sets AMOs that differ by LEA, school, or subgroup, the AMOs for LEAs, schools, or subgroups that are further behind must require greater rates of annual progress.

Option A	Option B	Option C
<p><input type="checkbox"/> Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the “all students” group and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs.</p> <ul style="list-style-type: none"> • Provide the new AMOs and an explanation of the method used to set these AMOs. 	<p><input type="checkbox"/> Set AMOs that increase in annual equal increments and result in 100 percent of students achieving proficiency no later than the end of the 2019–2020 school year. The SEA must use the average statewide proficiency based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs.</p> <ul style="list-style-type: none"> • Provide the new AMOs and an explanation of the method used to set these AMOs. 	<p><input checked="" type="checkbox"/> Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups.</p> <ul style="list-style-type: none"> ➤ Provide the new AMOs and an explanation of the method used to set these AMOs. ➤ Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below. ➤ Provide a link to the State’s report card or attach a copy of the average statewide proficiency based on assessments administered in the 2010–2011 school year in reading/language arts and mathematics for the “all students” group and all subgroups. (Attachment 8)

Annual Measurable Objectives

Schools have ambitious but achievable annual measurable objectives (AMOs) in reading and mathematics proficiency and in graduation rate. In addition, AMOs are used as part of the exit criteria for Title I Focus and Priority schools. Wisconsin intends to maintain its current AMOs. If it becomes necessary and appropriate to adjust the AMOs based on the transition to new assessments, the state will submit an Addendum to this ESEA Flexibility Request.

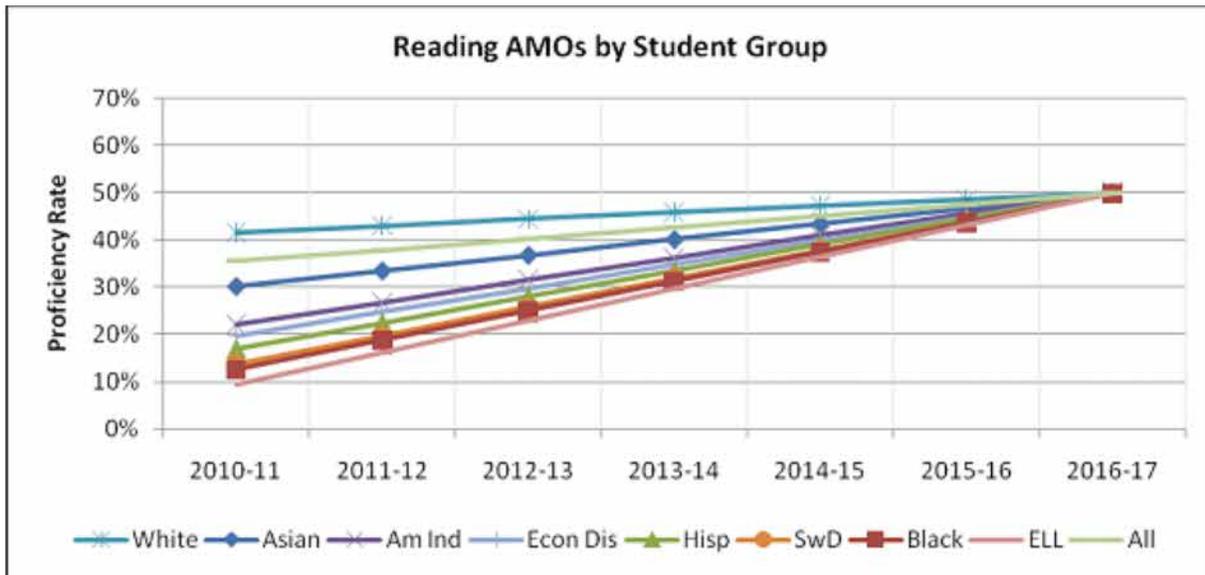
Reading and Mathematics

DPI carefully weighed multiple options for AMOs in reading and mathematics for all students and each subgroup.

Wisconsin’s approach to selecting AMOs was based on the following premise: in order for AMOs to be ambitious as well as achievable, targets must be set based on a combination of known data (i.e., what are the best schools able to accomplish?) and ambitious timelines that press a sense of urgency.

Wisconsin’s re-setting of proficiency based directly on the NAEP proficiency level sets an ambitious goal, and one that involves the need for rapid progress by groups that are traditionally under-achieving. As a result, DPI set AMOs that reflect the approach taken by New Mexico: to set targets based on the performance of the best combined with a timeline that incentivizes rapid acceleration to those goals. Specifically, DPI has set its AMOs for all schools in the state at the level of Wisconsin’s schools performing at the 90th percentile in the state within six years.

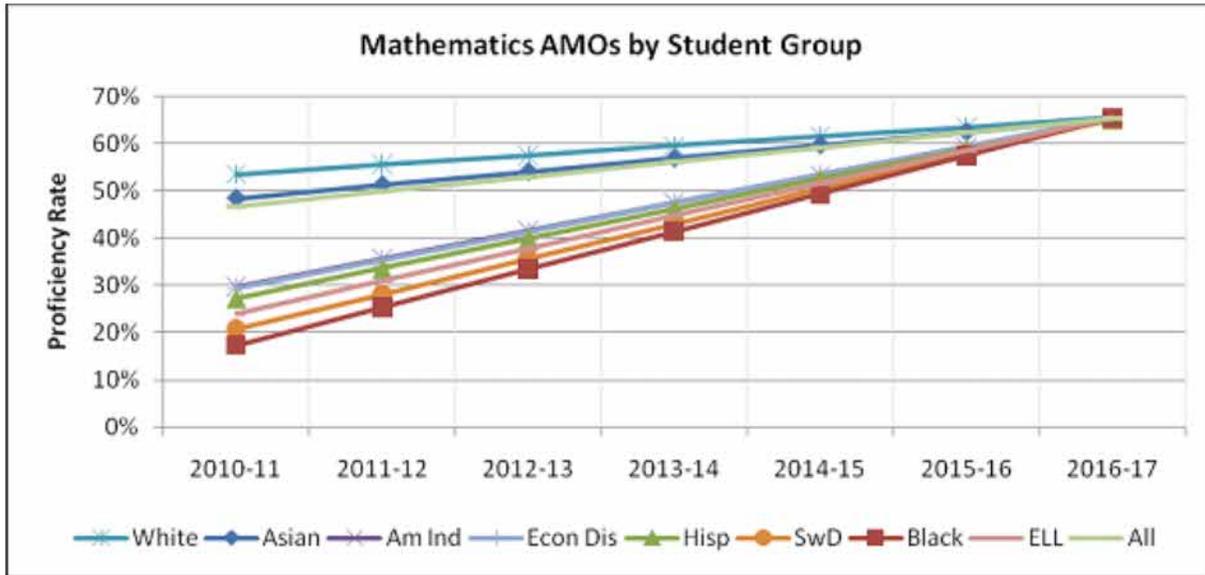
Wisconsin’s AMOs expect at a minimum, a 1 percent increase in proficiency rates annually. This assures that the top-performing subgroups must continue to make progress. The six-year targets of 50.9 percent proficiency in reading and 66.9 percent proficiency in mathematics reflect dramatic increases in performance for most subgroups. For reading, achievement gaps would close in six years. For mathematics, achievement gaps would nearly close in six years. This represents steeper progress for subgroups than has previously been achieved by most schools in the state. Preliminary graphs showing these trajectories and specific AMOs are below.



Wisconsin Annual Measurable Objectives - Reading Proficiency

Student Group	Annual Increase	AMOs						
		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
All Students	2.4%	35.5%	37.9%	40.3%	42.7%	45.1%	47.5%	49.9%
American Indian	4.7%	22.1%	26.8%	31.5%	36.2%	40.9%	45.6%	50.3%
Asian or Pacific Islander	3.3%	30.2%	33.5%	36.8%	40.1%	43.4%	46.7%	50.0%
Black not Hispanic	6.2%	12.6%	18.8%	25.0%	31.2%	37.4%	43.6%	49.8%
Hispanic	5.5%	17.0%	22.5%	28.0%	33.5%	39.0%	44.5%	50.0%
White not Hispanic	1.4%	41.6%	43.0%	44.4%	45.8%	47.2%	48.6%	50.0%
Students with Disabilities	6.0%	13.8%	19.8%	25.8%	31.8%	37.8%	43.8%	49.8%

Economically Disadvantaged	5.0%	19.8%	24.8%	29.8%	34.8%	39.8%	44.8%	49.8%
English Language Learners	6.7%	9.6%	16.3%	23.0%	29.7%	36.4%	43.1%	49.8%



Wisconsin Annual Measurable Objectives - Mathematics Proficiency								
Student Group	Annual Increase	AMOs						
		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
All Students	3.1%	46.7%	49.8%	52.9%	56.0%	59.1%	62.2%	65.3%
American Indian	5.9%	29.7%	35.6%	41.5%	47.4%	53.3%	59.2%	65.1%
Asian or Pacific Islander	2.8%	48.4%	51.2%	54.0%	56.8%	59.6%	62.4%	65.2%
Black not Hispanic	8.0%	17.4%	25.4%	33.4%	41.4%	49.4%	57.4%	65.4%
Hispanic	6.3%	27.3%	33.6%	39.9%	46.2%	52.5%	58.8%	65.1%
White not Hispanic	2.0%	53.5%	55.5%	57.5%	59.5%	61.5%	63.5%	65.5%
Students with Disabilities	7.4%	20.8%	28.2%	35.6%	43.0%	50.4%	57.8%	65.2%
Economically Disadvantaged	6.0%	29.4%	35.4%	41.4%	47.4%	53.4%	59.4%	65.4%
English Language Learners	6.9%	24.0%	30.9%	37.8%	44.7%	51.6%	58.5%	65.4%

For a school, a group's performance compared to its AMO is measured by the higher of: (1) the proficiency rate in the current year; or (2) the average proficiency rate in the current year and the prior year. A cell size of 20 and a 95 percent confidence interval will be applied to determination of whether or not an AMO was missed.

Graduation

Wisconsin will continue to use the graduation AMOs included in its amended accountability plan of December 9, 2011, and approved by the U.S. Department of Education. DPI will use an extended-year adjusted-cohort (six-year) graduation rate in conjunction with the required four-year rate to establish and make AMO determinations beginning with those based on 2011-12 assessment results (using 2011 graduation data). DPI will report both the four- and six-year adjusted cohort rates. (In the first year of this accountability system DPI did not have a six-year rate available; a five-year rate was used in its place for this year only.)

As part of its process for including the six-year rate in AMO determinations, Wisconsin will use its current graduation rate goal of 85 percent. Separate graduation rate targets are used for the four- and six-year rates. The approved graduation targets for AMO determinations beginning with those based on 2011-12 assessment results are:

Graduation Rate	Four-Year Rate Improvement Target	Six-Year Rate Improvement Target
60% to 85%	2 percentage points	5 percentage points
Less than 60%	5 percentage points	5 percentage points

A school meets the graduation rate AMO for graduation:

- if the graduation rate for the most recent year, or for the most recent two years combined, meets the 85 percent goal, or
- if the improvement in graduation rate meets the applicable target.

Wisconsin first evaluates whether a school met the goal or target for the four-year rate. If it does not, the school will be evaluated using the six-year rate.

For a school, a group's performance compared to its AMO is measured by the higher of the four- or six-year cohort graduation rates for that group. (As with other graduation components of this system, for the first year a five-year cohort rate was used in place of the six-year rate.) A cell size of 20 and a 95 percent confidence interval applied to determination of whether or not an AMO was missed.

2.C REWARD SCHOOLS

2.C.i Describe the SEA's methodology for identifying highest-performing and high-progress schools as Reward schools. If the SEA's methodology is not based on the definition of Reward schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department's "Demonstrating that an SEA's Lists of Schools meet ESEA Flexibility Definitions" guidance.

Title 1 Reward School Identification Process

Wisconsin continues to follow the methodology below for annual identification of Title Reward schools.

- A. High-Achieving Rewards schools were identified using the following process:
1. A list of 1,052 Title I schools with reading and mathematics achievement data was generated and rank-ordered. Up to three years of data were used to calculate aggregate performance.
 2. Any Title I school that did not meet their achievement and graduation AMOs for the “All Students” group and all subgroups, and/or missed their participation requirement was eliminated from the list.
 3. Any Title I school with “significant achievement gaps that are not closing” was eliminated from the list. This was defined as at least one gap of 3 percent or greater between an ESEA subgroup and its comparison group in reading, mathematics, or graduation, where the gap was larger in the current year than the previous year.
 4. Any Title I school that did not fall into the top State Accountability Index category of *Significantly Exceeds Expectations* was eliminated from the list.
 5. Any Title I school that had their “All Students” group or any subgroup performing below the state average for that group was removed.
 6. All Focus and Priority schools were removed from the list.

A total of ten schools were identified using this methodology. Rather than use a numerical or percentage cut point to separate the highest-performing schools from all other schools, we used the criteria that a school must fall within the top State Accountability Index category of *Significantly Exceeds Expectations*. Using this as a criterion is stricter than applying a cut point of the top 15 percent. DPI believes that, because multiple data points are factored in, that the highest index category in our state system is a more rigorous and holistic representation of high performance.

In order to determine the High-Achieving list, the steps described in the documentation “Demonstrating that an SEA’s List of Reward, Priority, and Focus schools meet ESEA Flexibility Definitions” section: Alignment with the Definition of Reward schools were followed, with results shown below.

To compare the outcome of using the top category State Accountability Index as a cut point rather than a top percentage cut point, we followed the steps below:

1. A list of 1,052 Title I schools with reading and mathematics achievement data was generated and rank-ordered. Up to three years of data were used to calculate aggregate performance.
 2. Any Title I school that did not meet their achievement and graduation AMOs for the “All Students” group and all subgroups, and/or missed their participation requirement was eliminated from the list.
 3. Any Title I school with “significant achievement gaps that are not closing” was eliminated from the list. This was defined as at least one gap of 3 percent or greater between an ESEA subgroup and its comparison group in reading, mathematics, or graduation, where the gap was larger in the current year than the previous year.
 4. All Focus and Priority schools were removed from the list.
 5. The top 15 percent cut point was identified for the list of remaining schools. A total of 152 schools were remaining and the top 15 percent cut point was .82. A total of 24 schools met this cut point and are listed in the table below. Also included in this table is the State Accountability Index Category for each school. All of the 10 schools identified as High Performing using the top category of the State Accountability Index as a criterion, are also included in the list identified by using the top 15 percent.
- B. High-Progress Rewards schools were identified using the following process:
1. The initial pool for this award consisted of 10 percent of Title I schools with
 - a. the highest State Accountability Index Student Growth sub-scale area scores (which

describe improvement among all students in reading and mathematics achievement)*; and/or

- b. the highest improvement in four-year cohort graduation rates. The threshold is an increase in the four-year cohort graduation rate of 9.9 percent or greater.
2. Any school identified as a Title I Priority or Focus school were removed.
3. Any school with "significant achievement gaps that are not closing" were removed. This was defined as at least one gap of 3 percent or greater between an ESEA subgroup and its comparison group in reading, mathematics, or graduation, where the gap was larger in the current year than the previous year.
4. Finally, any school already identified as a High-Achieving Rewards school was excluded.

A total of 44 schools were identified using this methodology.

Please note that Wisconsin also has a Title I reward program called Schools of Recognition. This award has been in place for many years, and recognizes Title I schools that are "beating the odds," that is, those schools that are performing in the top for schools with similar free/reduced lunch levels. This award will continue, creating a third category of Title I Reward schools. As this award is not part of the ESEA Flexibility application, that list has not been included in DPI's application.

*See Attachment 4 for further detail about Student Growth calculations in the State Accountability Index.

2.C.ii Provide the SEA's list of reward schools in Table 2.

2.C.iii Describe how the SEA will publicly recognize and, if possible, reward highest-performing and high-progress schools.

Wisconsin has long understood the importance and benefit of publicly recognizing and rewarding high performing Title I schools, as evidenced by the introduction of Schools of Recognition (SOR) in 2003. In recent years, the DPI has expanded and enhanced these opportunities to create a comprehensive program of public recognition and rewards to positively incentivize schools to improve student achievement and maintain high levels of performance. DPI designed the system of rewards and recognition to align with elements of the state Strategic Plan:

- providing rewards and recognition based on student achievement represents a strategy designed to increase reading and mathematics performance using incentives, and
- the programs rely on various statewide infrastructures to inform and support the dissemination of best practices.

This application for flexibility of implementation within ESEA legislation provides Wisconsin the opportunity to enhance and expand the existing rewards and recognition program in order to implement more rigorous identification requirements of Title 1 schools.

Wisconsin's Existing Recognition and Rewards Program - Schools of Recognition

For the past 12 years, the Wisconsin Title I and School Support team has implemented the Schools of Recognition (SOR) program to recognize high-poverty Title I schools "Beating the Odds," as demonstrated by meeting the following criteria:

- Title I schools,
- Serving a larger proportion of students receiving free and reduced lunch greater than at least 75 percent of state public schools,
- Exceeding the average student academic performance in reading and mathematics, as measured by the Wisconsin Knowledge and Concepts Exam (WKCE), when compared to similar schools, and
- Meeting all AMO objectives for two or more consecutive years.

Schools of Recognition Ceremony

The SOR ceremony is a one-day event during which DPI publicly recognizes identified schools on a statewide level in front of an audience which includes the state superintendent, his cabinet, and legislators of recognized school districts. The SOR receives a monetary reward and a plaque commemorating the achievement. The ceremony provides an opportunity for district administrators and teachers to network and share their success stories with their peers.

Spotlight Schools

Any school identified as a SOR for three or more consecutive years can apply for competitive grant funding to become a Spotlight school. Potential Spotlight schools must complete a rigorous self-assessment with documented evidence demonstrating success in two spotlighted domains which include teaching and learning, as well as one of the following: (1) Vision, Leadership, and Governance, (2) Decision Making and Accountability, (3) Professional Development and Teacher Quality; or (4) Family, School, and Community Partnerships.

Spotlight schools must host at least three visits to their school from school teams across the state in order to demonstrate and disseminate successful practices. Visiting teams observe classrooms, participate in discussions with administration and staff, and reflect upon the experience. Grantees must also develop a plan to communicate their spotlighted practices to schools unable to participate in visits within their region and across the state.

Spotlight schools use grant funds to continue reforms and improve school practices. DPI also hosts two annual networking meetings for all Spotlight schools. These meetings include opportunities for professional development, sharing of spotlighted practices, and the dissemination of DPI-developed materials to support dissemination of spotlighted practices. Finally, DPI features Spotlight schools on the Spotlight schools website, as well as in a statewide searchable database featuring spotlight practices.

Teacher Fellowships

Teachers in SORs can apply for a competitive fellowship grant program to fund personalized professional development opportunities designed to impact their practice, students, and school communities. Successful applications describe opportunities that will result in fresh perspectives, expertise, and broad-world knowledge which will enhance instruction in their classrooms. DPI selects approximately 30 teachers annually as Wisconsin SOR Fellows. This program is a partnership between DPI and a national organization, Fund for Teachers, which assists in the administration of these fellowships.

Basic eligibility requirements include the following:

- teach in a Wisconsin SOR,
- teach in a pre-kindergarten through 12 grade classroom,
- minimum of three years classroom teaching experience,
- a full-time teacher spending at least 50 percent of the time in the classroom or a classroom-like setting, and
- intention to return to teaching in their school or district in the following school year.

Teacher fellows develop blogs (posted and promoted via DPI's website) that articulate their experiences in order to extend the learning opportunity to other educators statewide and disseminate best practices to a larger audience. Additionally, fellows must present at professional development opportunities, conferences, and other regional and statewide meetings to continue to share their experiences beyond their classrooms and local communities.

Enhancements to Wisconsin’s Existing Title 1 Recognition and Rewards Program

This application provides DPI an opportunity to enhance its recognition and rewards program to include additional identification criteria. DPI plans to introduce two new categories:

- Title 1 High-Progress schools (as described in 2.C.i), and
- Title 1 Exemplary schools earning the highest achievement scores.

Rationale for Title 1 School Rewards and Recognition

In the development of Wisconsin Title I rewards and recognition programs, DPI consulted a number of collaborative partners, including the State Superintendent’s Collaborative Council, State Superintendent’s Parent Advisory Committee, Title I Committee of Practitioners, the 12 regional cooperative educational service agencies (CESAs), Title I Network, teachers, administrators, and parents. The input from the collaborative partners collected during various meetings and networking sessions, as well as a statewide Title I Needs Assessment conducted by DPI, helped to shape each program to best meet the needs of the field. Additionally, the collaborative partners continually participate in annual grant application reviews and provide funding recommendations to the state superintendent for each of the Title I rewards and recognition programs. For more information regarding these stakeholders, see the Consultation section of the waiver.

These programs remain popular with stakeholders across the state. While participating in informational sessions and presenting at key conferences across the state to inform stakeholders of the Elementary and Secondary Education Act (ESEA) waiver opportunity.

These stakeholders have directly informed the inclusion of future recognition initiatives through the Accountability Design team process and Accountability Design team members, (Appendix 2A), supported the recognition of high-performing schools.

Table 2.2 illustrates the timeline for implementation of Wisconsin’s rewards programs.

2.D PRIORITY SCHOOLS

2.D.i Describe the SEA’s methodology for identifying a number of lowest-performing schools equal to at least five percent of the State’s Title I schools as Priority schools. If the SEA’s methodology is not based on the definition of Priority schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

Priority schools are the lowest performing schools in the state based on overall student achievement percent of students proficient on the state assessment. The cut point includes the bottom 5 percent of Title I schools (59 schools). As per SIG methodology, no alternative schools are included in Priority calculations.

DPI did not include “high schools with less than 60 percent graduation rates” on the Priority list, as Wisconsin does not currently have any high schools (other than dropout recovery high schools) that meet this criterion. For identification of future Priority school cohorts, DPI will include any high schools with a graduation rate below 60 percent.

2.D.ii Provide the SEA’s list of Priority schools in Table 2.

2.D.iii Describe the meaningful interventions aligned with the turnaround principles that an LEA with Priority schools will implement.

Plans for Reform in Priority Schools

Wisconsin will use this flexibility request to continue its efforts working in persistently low-achieving schools at the state, district, and school levels. DPI recognizes that the continued alignment of state, district and school reform efforts is necessary to ensure that these systems of support effect change. . Informed by evidence from the implementation of previous statewide reforms, as well as the monitoring processes applicable to those grants, DPI understands that simply directing interventions at the school level does not necessarily succeed in improving student outcomes if policies and practices at the district level create barriers to the required reforms. As such, the state superintendent will utilize his or her authority, as defined by Act 215, as necessary to enact intensive reforms at the district level in order to ensure reforms are implemented in the most efficient and effective manner, while developing the local capacity to sustain reforms after initial implementation. Specifically, DPI will continue to emphasize improvement efforts in Milwaukee Public Schools (MPS) within central office at the district-level, with effects permeating throughout the numerous Priority schools identified within the district (described in further detail below).

Timeline for Implementation

Beginning in 2012-13, the DPI began implementation of the proposed system of supports and, as such, waived Supplemental Education Services (SES) and no longer required identified Title I schools and districts to set aside 10 percent of funds allocated at the school and district level for the purpose of professional development. DPI will continue to require district-level corrective action requirements (CAR) and restructuring as required under the current ESEA, if applicable.

Milwaukee Public Schools (MPS)

Due to the high proportion of Milwaukee Public Schools identified as Priority schools, DPI determined that emphasizing reforms at the district level would address state and district capacity to serve the large proportion of schools, as well as identify and resolve existing systemic challenges at the district level which appear to create challenges for schools attempting to implement reforms. Specifically, DPI determined that when a large percentage of schools within a district have been identified as Priority schools, representing most of the Priority schools in Wisconsin, the district has demonstrated it does not have the capacity to support reforms in its schools without additional technical assistance and support. As such, DPI will continue to target reforms at the district level, while requiring Priority schools to continue to implement the turnaround principles, as required within CAR. DPI believes that changing structures at the district level, as well as changing structures within a school, will result in long-term reform. This flexibility request provides DPI the opportunity to continue effective reforms, and to introduce reforms informed by prior experiences and differentiated based on identified needs, resulting in unprecedented change in local districts and schools.

District Diagnostic Review and External Lead Partners

Beginning in the 2012-13 school year, DPI contracted with an external district diagnostic review expert with proven expertise in reform at the district level (e.g., conducting diagnostic reviews, identifying existing strengths and weaknesses which affect student and school outcomes, and developing reform plans informed by reviews, as well as the turnaround principles), as measured by rigorous evaluation criteria for applicants. Once selected by DPI, the district diagnostic review expert completed a review of MPS central administration's critical systems and structures, including human resources, curriculum and instruction, finance, and leadership. The district diagnostic review expert presented its findings and recommendations to the state superintendent and DPI. Informed by these recommendations, the state superintendent required specific, directive reforms at the local education agency (LEA) level, while also requiring schools to continue implementing existing reforms, including DPI Corrective Action Requirements (CAR). Upon identification of the state superintendent's requirements, the district diagnostic review expert acted as a liaison between DPI and the district, developing a reform plan which

aligned to the state's directives, as well as the turnaround principles, supporting high quality implementation of the plan in the district and its schools, and providing objective information to DPI regarding implementation status and progress towards outcomes. DPI believes that this directed effort at the district level has resulted in significant improvements at the District level, and with continued implementation, will result in significant improvement in Priority schools across the district. Therefore, the district diagnostic review expert will continue to work with MPS leadership to develop and measure the implementation of the District improvement plan, DPI will continue to monitor implementation of the District improvement plan, including fidelity of implementation and student outcome data.

Reform Plans

Although specific requirements within the MPS central office reform plan have been developed in response to the district diagnostic review, DPI will require the district to maintain existing requirements which have proven to positively impact school and student outcomes, including Corrective Action Requirements (CAR) and Committee on District and School Improvement (CODSI).

As previously noted, the DPI will maintain and enhance the current CAR implemented in all MPS due to the evidence that these structures and interventions have positively impacted individual school performance and student achievement across the district, while building the LEA's capacity to sustain these reforms with quality across years. The CAR emphasizes three key goals directly aligned to the turnaround principles to ensure that all MPS students succeed academically. These goals include:

- ensuring every school is staffed with highly qualified teachers and leaders,
- improving student performance, and
- ensuring accountability at the district, school, and student levels.

To meet these goals, DPI requires the following:

Highly qualified teachers and leaders (Turnaround Principles 1 and 2). In addition to existing requirements stated within the CAR which specify that MPS must staff all its schools with highly qualified teachers and leaders, DPI has also developed requirements which prioritize staffing in the district's lowest performing schools (i.e., SIG schools). Specifically, DPI will leverage SIG funds to require the district to prioritize staffing of highly qualified, as well as highly skilled, teachers and leaders in its SIG schools, and continue to have the schools fully staffed.

Teachers

The district diagnostic review included expertise and recommendations in recruiting, inducting, training, and retaining highly qualified, as well as highly skilled staff. Additionally, the district expert will continue to make recommendations related to identifying educator needs, implementing aligned professional development in an appropriate learning environment, as well as providing consistent and ongoing support to ensure implementation of new strategies or practices.

Leaders

Prior to contracting with DPI, the district diagnostic review expert demonstrated expertise in identifying, recruiting, training, and retaining highly skilled leaders and administrators to ensure effective and sustainable implementation of newly developed reforms. A primary outcome of the district diagnostic review has been and will continue to be staffing turnaround schools with effective leaders willing and able to create change, providing these leaders adequate professional development aligned to needs, and creating the flexibility at the district level necessary for the school to succeed. MPS has adopted the state approved principal evaluation system beginning in the 2014-15 school year. This evaluation system is used to determine which principals have the requisite skills to lead turnaround efforts, and which principals are being replaced with more effective leaders. Based on these evaluations MPS will submit to DPI justification regarding the leadership staffing of Priority schools, including which principals are being retained and which are being replaced. DPI will review this justification to ensure compliance with the turnaround principles. DPI will also review the MPS principal evaluation system to ensure it is being implemented with fidelity.

Improving Student Performance

CAR required the development and implementation of one district-wide comprehensive literacy and math plan in all district schools, which replaced the existing 17 plans to ensure that students transferring to other schools in the highly mobile district received consistent and effective instruction in core content areas.

Rtl (Turnaround Principles 4 and 5) identified as a strategy to effectively implement differentiated and customized instruction in order to improve individual and student subgroup outcomes, DPI mandated MPS to fully implement Rtl in all of its schools by 2014, and this must be evident in SIG applications, as well as turnaround reform plans.

Positive and Safe Learning Environments (Turnaround Principle 6) MPS school reform plans must include methods to provide a safe and disciplined learning environment. The district must prioritize the distribution of pupil services staff (e.g., school social workers, nurses, psychologists, and guidance counselors) to each Priority school, and staff schedules must allow for adequate time to serve students. MPS must also ensure Priority schools implement Positive Behavioral Intervention and Supports (PBIS) for students across multiple domains (e.g., social, emotional, behavioral) in order to increase positive academic outcomes.

Committee on District and School Improvement to support MPS and the implementation of CAR within its schools, the state superintendent established the DPI Committee on District and School Improvement (CoDSI), which sets annual CAR implementation benchmarks, reviews impact data, and directs agency resources to support improved core instruction in reading and mathematics, universal screening, data analysis, interventions, and progress monitoring. CoDSI is staffed by experts within the agency, including Directors representing Title I, Teacher Education and Licensing, Content and Learning, Special Education, and Charter Schools. DPI will maintain this cross-agency support with DPI staff to continue its current work with MPS, while also enhancing its existing structure to monitor and support the work implemented at the district level by the turnaround partners.

This structure creates capacity and sustainability beyond the four year cohort. CoDSI members, the district liaison, and the state-approved district expert will guide and support implementation of the reforms locally at the district and school level under the direction and guidance of the state superintendent.

Table 2.6 (below) outlines the implementation plan for CAR/Turnaround Principles in MPS Priority schools.

Table 2.6. Implementation of Turnaround Principles in all 53 Milwaukee Priority Schools, By Year and Grade Span

		2012-13		2013-14		2014-15		2015-16	
		K-8 n=29	9-12 n=25	K-8 n=29	9-12 n=25	K-8 n=29	9-12 n=25	K-8 n=29	9-12 n=25
Principle 1^a Skilled leaders	Implementation Level	Full	Full	Full	Full	Full	Full	Full	Full
	Percentage of MPS Priority schools within each grade span	100%	100%	100%	100%	100%	100%	100%	100%
Principle 2^b Skilled educators	Implementation Level	Full	Full	Full	Full	Full	Full	Full	Full
	Percentage of MPS Priority schools within each grade span	100%	100%	100%	100%	100%	100%	100%	100%
Principle 3^c Extended learning time	Implementation Level	--	Full	Full	Full	Full	Full	Full	Full
	Percentage of MPS Priority schools within each grade span	--	48%	48%	76%	76%	100%	100%	100%
Principles 4 and 5^d RtI	Implementation Level	Full	Partial	Full	Full	Full	Full	Full	Full
	Percentage of MPS Priority schools within each grade span	100%	100%	100%	100%	100%	100%	100%	100%
Principle 6^e PBIS	Implementation Level	Partial	Partial	Full	Full	Full	Full	Full	Full
	Percentage of MPS Priority schools within each grade span	100%	100%	100%	100%	100%	100%	100%	100%
Principle 7^f Family engagement	Implementation Level	Full	Full	Full	Full	Full	Full	Full	Full
	Percentage of MPS Priority schools within each grade span	100%	100%	100%	100%	100%	100%	100%	100%

Level of Implementation Required of 25 Milwaukee Priority Schools Serving Grades 9-12, by Year

	2012-13	2013-14	2014-15	2015-16
Principle 1^a Skilled leaders	Full	Full	Full	Full
Principle 2^b Skilled educators	Full	Full	Full	Full
Principle 3^c Extended learning time			Full	Full
Principles 4 and 5^d RtI	Partial	Full	Full	Full
Principle 6^e PBIS	Partial	Full	Full	Full
Principle 7^f Family engagement	Full	Full	Full	Full

In addition to continuing to address the Turnaround Principles, MPS will implement more rigorous interventions to strengthen the capacity of any schools that, after implementing interventions for four years, have not made sufficient progress to exit priority status. These more rigorous interventions are designed to strengthen the schools' capacity to improve the quality of instruction and support student

achievement. They include the following requirements: recruitment and retention of stable, qualified leadership; research-based, specialized professional development, technical assistance and related support for Priority school staff; and research-based interventions that identify and address opportunity gaps that may exist for Priority school students. DPI will review and approve MPS plans related to these interventions, and will monitor the interventions for fidelity of implementation.

Stable and Qualified Leadership

The principal evaluation system allows MPS to identify which principals are currently effective leaders and may be effective turnaround leaders willing and able to create change. In addition to the qualities measured by the principal evaluation system, effective turnaround leaders need to have, or be supported in developing, specialized turnaround competencies. In addition to submitting a justification for retaining or replacing principals at schools that have not exited priority status, MPS will submit a plan to DPI that describes how Priority school principals will receive specialized technical assistance, professional development and related supports to help them develop and improve the competencies needed for school turnaround. With DPI approval, this professional development, technical assistance and related support may be provided by MPS; or it may be provided by a designated external lead partner organization approved by DPI (such as an IHE, turnaround partner or professional learning organization). Because research shows that it takes at least two years of a turnaround to see academic improvement in an elementary or middle school, and at least three to five years of a turnaround to see academic improvement in a high school (Kutash, Nico et al, 2010), it is important that, once identified and given ongoing professional development, technical assistance and related support, these school leaders, if rated effective, are retained at the same school long enough to fully implement and sustain the changes they create.

Differentiated Professional Development, Technical Assistance and Related Support

In order to increase the capacity of highly qualified staff to provide effective, rigorous instruction at Priority schools, MPS needs to demonstrate a commitment to providing them the specialized, research-based, professional development and related support they need. Teachers at turnaround schools need ongoing professional development and technical assistance that builds their capacity to provide effective, student-centered, rigorous instruction, and also provides them with the tools and knowledge they need to fully engage in school, district and state processes for continuous improvement. MPS will submit a plan that describes how staff at Priority schools will receive this research-based, specialized technical assistance, professional development and related support. With DPI approval, this professional development, technical assistance and related support may be provided by MPS; or it may be provided by a designated external lead partner organization approved by DPI (such as an IHE, turnaround partner or professional learning organization).

Addressing Opportunity Gaps

It is important that students in every school have the same opportunities for rigorous instruction, including access to the full range of math and science courses, and access to Honors and Advanced Placement courses, or their equivalent. Therefore, MPS will need to identify and address opportunity gaps that may exist in their Priority schools. By the 2016-17 school year, MPS will conduct an evaluation and analysis of courses and programs in Priority schools to identify whether they offer the full range of math and science courses. MPS will also identify whether students at Priority high schools have access to, and are enrolled in, Honors and Advanced Placement courses, and whether students at Priority elementary and middle schools have access to accelerated and enriched programming. Once any opportunity gaps in Priority schools are identified, MPS will develop, submit and implement a plan to address these gaps, including how MPS will recruit and retain Priority school teachers qualified to teach the full range of math and science courses. The plan will also describe how MPS will guarantee access to Honors and Advanced Placement courses for students at Priority high schools, and access to accelerated and enriched programming for students at Priority elementary and middle schools. This plan should reference how MPS will leverage existing structures and supports, including, but not limited to RtI and other multi-level

systems of support, and extended learning time, to prepare students for success in this rigorous coursework, both before and during enrollment. Annually, MPS will prepare and submit disaggregated enrollment and course completion data for students in Priority schools, including: enrollment in, and completion of, the full range of math and science courses; and enrollment in, and completion of, Honors and Advanced Placement courses. DPI will monitor implementation of the plan, including fidelity of implementation and student outcome data.

All Other Priority Schools

DPI will provide targeted support to Title I Priority schools outside of MPS to improve student outcomes.

LEA and School Requirements

Districts electing to implement a turnaround plan (as opposed to closing the school) must contract with a designated external lead partner organization approved by DPI (such as an IHE, turnaround partner or professional learning organization) to assist in the development and implementation of reform plans. Districts may use the 20 percent set-aside of their district's Title I allocation, the school's Title I allocation, funds transferred from other Titles, School Improvement Grants (if applicable), or if available, may use DPI reform funds to secure the services of designated external lead partner. Methods for approving DPI-approved external partner organizations are described in detail in Principle 2.G, Capacity.

Upon contracting with a district, the DPI-approved designated external lead partner organization must conduct an onsite diagnostic review of each Priority school's core instructional program (specifically reading and mathematics) resulting in recommendations to systematize high-quality instruction, balanced assessment systems, collaboration, and supports for struggling learners. The recommendations will address the needs of all students, including equal access to resources and support for their long-term academic success. In addition, the recommendations will include effective collaborative systems among educators as well as using data to make informed decisions about students, staff, and resources. The diagnostic review will evaluate the fidelity of implementation and efficacy of each school's curriculum in reading and mathematics, including core instruction (such as curricular alignment with the Common Core State Standards), universal screening methods, and processes to identify students in need of interventions, selected interventions, and progress monitoring. Additionally, the review will evaluate staff capacity to implement a system of early intervening services aligned to the turnaround principles schoolwide, including systems that provide meaningful data about student performance and collaborative planning time for staff.

Reform Plans

Priority schools must submit a reform plan, informed by recommendations from the diagnostic review and aligned to the turnaround principles. The plans must be submitted to and approved by DPI.

Components of the plan are all LEAs with Priority schools must commit to a single reform plan within each Priority school which aligns to the turnaround principles and will incorporate and expand upon any other existing state or local requirements and improvement plans (such as a Title I schoolwide plan, LEA required school improvement plan, or persistently dangerous school plan).

- **Highly Skilled Leaders (Turnaround Principle 1).** If a district wishes to retain the current principal in a Priority school, the district must produce data which demonstrates the principal has improved student learning in the school across multiple years. Regardless of whether the district replaces or retains the principal, the district must provide continuous support for its leaders, increase principals' capacity to implement reform plans and lead change with his/her staff by creating opportunities for ongoing learning through job-embedded professional development. Additionally, the district must communicate its plan to implement a leadership evaluation as part of its newly developed educator evaluation system. Principals must be given operational flexibility over budgets, staffing, schedules, and curriculum.
- **Highly Skilled Educators (Turnaround Principle 2).** Priority school reform plans must describe how the district's systems and structures will ensure all teachers are not only highly qualified for their assignment, but also demonstrate effectiveness. Specifically, the plan must demonstrate that the district implemented an Educator Evaluation system by 2014-15 that aligns to the existing

statewide framework (refer to Principle 3). Additionally, the district must create opportunities for continuous learning through job-embedded professional development designed to increase all teachers' capacity to implement their school's reform plan. Administrators must describe the systems and structures in place which will support alignment of findings from the newly implemented Educator Evaluation system to specific, differentiated professional development and training opportunities.

- **Extended Learning Time (Turnaround Principle 3).** Due to the extensive research suggesting that schools providing high quality, extended learning time results in greater student outcomes. Priority schools must add a minimum of 300 hours of instruction for all students. This may be achieved through alternative schedules, extended day, Saturday school, or extended year/calendar. Reform plans must articulate how schools will redistribute resources and time in order to add 300 hours to current schedules.
 - **Response to Intervention (Turnaround Principles 4 and 5).** Identified as a strategy to effectively implement differentiated and customized instruction in order to improve individual and student subgroup outcomes, Priority schools must implement RtI for academics and behavior. The reform plan must describe in detail how the school will utilize RtI as a strategy to meet the individualized needs of all students, as well as student subgroups, including students with disabilities (SwD) and English language learners (ELL).
 - **Positive and Safe Learning Environments (Turnaround Principle 6).** The reform plans must include methods to provide a safe and disciplined learning environment. The districts must prioritize the distribution of pupil services staff (e.g., school social workers, nurses, psychologists, and guidance counselors) to each Priority school, and staff schedules must allow for adequate time to serve students. Districts must also ensure Priority schools implement Positive Behavioral Intervention and Supports (PBIS) for students across multiple domains (e.g., social, emotional, behavioral) in order to increase positive academic outcomes.
- Family Engagement (Turnaround Principle 7).** Significant consultation with parents must be the cornerstone of districts' reform plans. Districts must first consult with parents to communicate the priority status. Schools must then engage parents in shaping the reform plan in ways which would best meet the needs of their child, including the selection of instructional supports and interventions. Districts must provide evidence of these consultation processes, including equal representation of parents of all student subgroups served within the school (i.e., students with disabilities, ELL, low-income students, and students of various races and ethnicities). The plan must also include strategies to meaningfully engage family members in the education of their children, including: (1) increasing frequency and variety in communication with parents, specifically regarding their child's academic progress; (2) providing resources to encourage learning at home; (3) developing meaningful volunteer opportunities; (4) increasing the participation and effectiveness of parent representation in school governance; (5) implementing strategies to strengthen and support effective parenting; and (6) strengthening community partnerships to support parents. To demonstrate this level of engagement, Priority schools must implement parent training programs to help all parents understand the school's screening methods, how to interpret universal screening data, criteria for entering and exiting interventions based on need, progress monitoring methods, and progress monitoring data. In order to fully support these reforms, each LEA with one or more Priority schools will designate a district-level staff member whose position is focused on coordinating technical assistance, professional development and related support for the LEA's Priority school(s), and who monitors the schools reform plan at the district-level. This person will also act as a direct point of contact between the LEA and SEA. In addition, the LEA will need to develop and submit a plan for how they are coordinating technical assistance, professional development and related support to Priority schools in a way that addresses both state and district initiatives, and also takes into account the unique needs of their Priority school(s), including the Turnaround Principles.

Reporting of reform plans, schools and LEAs must develop and submit their plans to DPI within an online school improvement planning, tracking and reporting system approved by DPI. Specifically, schools will complete a needs-assessment aligned to the turnaround principles. Any principle which has not previously been fully implemented (as determined by the needs assessment) will be used within the

school's planning process to identify discrete tasks with timelines that will lead to full implementation, as well as the person(s) responsible for completing the task and their deadlines. The school's reform plan includes research-based strategies that draw from the vast turnaround literature and will ensure that Priority schools conduct a continuous cycle of assessment, planning, implementation, and progress monitoring to progress towards full implementation of the turnaround principles. DPI provides schools and districts with training, as needed, as well as an extensive rubric to communicate the state's expectations of schools and their plans.

Supplemental Educational Services

DPI has used the ESEA flexibility as an opportunity to waive Supplemental Educational Services (SES) from its federal accountability system. The primary basis for this change tied directly to the limited evidence of positive impact on student achievement. Specifically, analyses of SES programs in Wisconsin districts conducted by the Wisconsin Center for Research and Evaluation suggest that SES has minimal impact on student outcomes. For more information about these reports, please refer to the following website: <http://sesiq2.wceruw.org/>. Additionally, DPI and district staff could use the time currently required to implement, maintain, and monitor SES programs much more effectively to target the needs in low-performing schools to implement effective interventions that are aligned with current best practices.

DPI has consulted with MPS, a district required to implement SES since the 2003 school year. Given this long history with the program, DPI consulted district staff to identify specific advantages and disadvantages of waiving SES. Based on their input, DPI believes districts benefit by waiving the provisions around SES and providing flexibility in developing and implementing supports that more closely align with local school and district reading and mathematics curricula. In addition, there was significant support based on the feedback received from the waiver survey, where 52 percent of respondents agreed with the idea of removing SES from the federal accountability system. Lastly, as a result of this flexibility, DPI would no longer maintain a DPI-approved SES provider list. However if a district, through consultation with parents, chooses to continue to contract with current SES providers, they would have that option.

School Improvement Grants

DPI will continue to provide comprehensive support and intensive monitoring for the SIG schools as described below.

DPI has assigned each district with a SIG school a liaison. The role of the liaison is to work closely with district and school leadership to observe and provide feedback on reform plan implementation. The liaison does not act as a monitor; the liaison assists the district in identifying and removing district or DPI barriers (e.g., licensure, funding) that may hinder rapid reform in the Priority school.

DPI staff will monitor SIG reform plan implementation via a DPI-approved online school improvement planning, tracking and reporting system approved the DPI (for a description of the requirements, see Section 2.F) and onsite visits. Each SIG school receives quarterly onsite monitoring visits, the results of which are reported to the state superintendent. Each month, SIG schools report achievement data to DPI via the above mentioned online school improvement planning, tracking, and reporting system. DPI conducts regular data reviews to ensure that schools and districts make progress towards their goals. DPI will provide ongoing fiscal oversight of expenditures submitted by Title I districts serving SIG schools to ensure claims match activities included within approved budgets.

Department of Public Instruction Support and Monitoring

Beginning in the fall of 2012, all districts with Priority schools that opt to implement a turnaround model must develop and implement a single reform plan for each Priority school via submission in a DPI-approved online school improvement planning, tracking and reporting system. In

In addition, each of these districts must, in collaboration with an external lead partner organization, complete a diagnostic review and needs assessment and develop a plan aligned to the weaknesses illustrated within these. As previously noted, when approving reform plans, DPI ensures that the plans meet the following turnaround principles:

- response to intervention,
- extended learning time,
- highly skilled educators and leaders,
- positive and safe learning environments, and
- family engagement.

DPI continues to utilize its enhanced system of monitoring and support for all Priority schools outside of Milwaukee. The system consists of onsite diagnostic reviews by contracted experts, ongoing reviews of school reform plans, a DPI liaison, fiscal monitoring, data reviews, and site visits.

Increasing interventions after four years to increase the rigor and efficacy of interventions for schools that do not exit priority status after four years, the DPI will focus on building capacity at both the LEA and school levels. The DPI will require any LEA with Priority schools that do not exit after four years to assess and strengthen the LEA's capacity to effectively support its Priority schools. In addition, the LEA will develop and submit a plan that addresses how these schools will be provided stable, qualified leadership; how they will be offered coordinated professional development, technical assistance and related support; and how the LEA will address any opportunity gaps that exist in these schools. Beginning with the new Priority cohort in 2016, Wisconsin will identify a three-year cohort.

Strengthen capacity at the LEA level to support and increased the quality of instruction and increased student achievement at its Priority schools, any LEA with a school that did not exit priority status after four years must contract with a DPI-approved external lead partner organization to perform a diagnostic review that will identify and resolve existing systemic challenges at the LEA level. This review will include central administration's critical systems and structures, including human resources, curriculum and instruction, finance, and leadership. Based on this review, the district will develop a reform plan which aligns to state-supported reforms, as well as the turnaround principles. DPI believes that this directed effort will result in significant improvements at the district level necessary to support significant improvement in the district's continuing Priority schools. DPI will monitor implementation of the district reform plan, including fidelity of implementation and student outcome data.

Stable and Qualified Leadership

The principal evaluation system allows an LEA to identify which principals are currently effective leaders and may be effective turnaround leaders willing and able to create change. In addition to the qualities measured by the principal evaluation system, effective turnaround leaders need to have, or be supported in developing, specialized turnaround competencies. In addition to submitting a justification for retaining or replacing principals at schools that have not exited priority status, each LEA with continuing Priority schools will submit a plan to DPI that describes how Priority school principals will receive specialized professional development and related supports focused on the competencies needed for school turnaround. With DPI approval, this professional development and related support may be provided by the LEA; or it may be provided by a designated external lead partner organization approved by DPI (such as an IHE, turnaround partner or professional learning organization). Because research shows that it takes at least two years of a turnaround to see academic improvement in an elementary or middle school, and at least three to five years of a turnaround to see academic improvement in a high school (Kutash, Nico et al, 2010), it is important, once identified and given ongoing professional development and related support, these school leaders, if rated effective, are retained at the same school long enough to fully implement and sustain the changes they create.

Differentiated professional development, technical assistance and related support to increase the capacity of highly qualified staff to provide effective, rigorous instruction at Priority schools, each LEA with one or more continuing Priority schools needs to demonstrate a commitment to providing them with the specialized, research-based, professional development and related support they need. Teachers at continuing Priority schools need ongoing professional development and technical assistance that builds their capacity to provide effective, student-centered, rigorous instruction, and also provides them with the tools and knowledge they need to fully engage in school, district and state processes for continuous improvement. Each LEA with continuing Priority schools will submit a plan that describes how staff at Priority schools will receive research-based, specialized technical assistance, professional development and related support. With DPI approval, this professional development, technical assistance and related support may be provided by the LEA; or, it may be provided by a designated external lead partner organization approved by DPI (such as an IHE, turnaround partner or professional learning organization).

Addressing Opportunity Gaps

It is important that students in every school have the same opportunities for rigorous instruction, including access to the full range of math and science courses, and access to Honors and Advanced Placement courses, or their equivalent. Therefore, each LEA with continuing Priority schools will need to identify and address opportunity gaps that may exist in these schools. By the 2016-17 school year, each LEA with continuing Priority schools will conduct an evaluation and analysis of courses and programs in these schools to identify whether they offer the full range of math and science courses. Each LEA with one or more continuing Priority schools will also identify whether high school students at these schools have access to, and are enrolled in, Honors and Advanced Placement courses, and whether elementary and middle school students at these schools have access to accelerated and enriched programming. Once any opportunity gaps in continuing Priority schools are identified, the LEA will develop, submit and implement a plan to address these gaps, including how the LEA will recruit and retain Priority school teachers qualified to teach the full range of math and science courses, as applicable. The plan will also describe how the LEA will guarantee access to Honors and Advanced Placement courses for high school students at continuing Priority schools and access to accelerated and enriched programming for elementary and middle school students at continuing Priority schools. This plan should reference how the LEA will support the school in leveraging existing structures and supports, including, but not limited to, Rtl and other multi-level systems of supports, and extended learning time, to prepare students for success in this rigorous coursework, both before and during enrollment. Annually, each LEA with continuing Priority schools will prepare and submit disaggregated enrollment and course completion data for students in these schools, including: enrollment in, and completion of, the full range of math and science courses; and enrollment in, and completion of, Honors and Advanced Placement courses. The DPI will monitor implementation of the plan, including fidelity of implementation and student outcome data.

If a traditional public school is identified again after four years of targeted, DPI-directed intervention and has not demonstrated adequate improvement, the state superintendent may utilize his or her intervention authority under Ch. 118.42, Wis. Stats. to appoint a special master to direct the activities of the school. These activities could include, but are not limited to, directing that the school board reopen the school under a contract with a charter management organization that has a proven track record of success in turning around low-performing schools, is selected after a rigorous review process by DPI, and is approved by the state superintendent; or closure of the school.

- 2.D.iv Provide the timeline the SEA will use to ensure that its LEAs that have one or more Priority schools implement meaningful interventions aligned with the turnaround principles in each Priority school no later than the 2014–2015 school year and provide a justification for the SEA’s choice of timeline.
- 2.D.v Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement exits priority status and a justification for the criteria selected.

In 2012, DPI identified a four-year cohort of Priority schools. Priority schools, due to their significant need, will not be allowed to exit priority status prior to the end of their cohort. At the end of their cohort, three sets of criteria will be applied in order to determine a school’s readiness to exit priority status:

1. A school no longer satisfies the initial criteria for identification.
2. The school meets its AMOs for two consecutive years, **or**; based on the two most recent years, the school is on a trajectory to meet its AMOs by the end of the 2015-16 school year.
3. A school demonstrates successful implementation of school turnaround strategies (as measured by monitoring tools and processes for two consecutive years

Schools must meet each of these criteria in order to exit from priority status.

Priority schools can meet their exit criteria by meeting their “All Students” AMO for two consecutive years. However, given that this is a highly ambitious goal (and one that will almost certainly not be achievable in the first year of priority status), schools can also meet through being on a trajectory to meet their future AMOs. DPI believes that allowing schools multiple ways to meet their exit criteria strikes an ideal balance between ambitious and achievable, as it requires high levels of achievement or high levels of growth from Wisconsin’s lowest-performing schools.

Beginning with the new Priority cohort in 2016, Wisconsin will identify a three-year cohort.

2.E FOCUS SCHOOLS

2.E.i Describe the SEA’s methodology for identifying a number of low-performing schools equal to at least 10 percent of the State’s Title I schools as “Focus schools.” If the SEA’s methodology is not based on the definition of Focus schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

Identification of Focus Schools

DPI identifies Focus schools based on large within-school achievement gaps between demographic subgroups, low performing subgroups within a school, large gaps in graduation rates between subgroups within the school, and low subgroup graduation rates within a school. Wisconsin will identify a new cohort of Focus schools in January 2016.

Beginning in 2016, cohorts will be identified for three-year periods.

2.E.ii Provide the SEA’s list of Focus schools in Table 2.

- 2.E.iii Describe the process and timeline the SEA will use to ensure that its LEAs that have one or more Focus schools will identify the specific needs of the SEA’s Focus schools and their students and provide examples of and justifications for the interventions Focus schools will be required to implement to improve the performance of students who are the furthest behind.

Focus School Requirements: 2012 - Ongoing

DPI provides targeted support to Focus schools to improve student outcomes. Wisconsin Focus schools are identified based on significant gaps or low-performing subgroups within three primary measures: reading, mathematics, and graduation. As such, the DPI requires Focus schools to assess and address instructional practices which impact student outcomes, specifically, outcomes of student subgroup populations through a self-assessment and reform plan.

In keeping with Wisconsin’s strategic plan to close achievement gaps through the implementation of individualized student learning plans, school staff must assess the school’s Rtl implementation practices. Schools conduct this self-assessment using Wisconsin Rtl Center’s online School Improvement Review (SIR).

Having school-specific data assists schools in customizing a reform plan that supports implementation and identify different professional development needs that specifically address the individualized strengths and weakness of each school. DPI provides access to an online school improvement planning, tracking and reporting system to all Focus schools to accomplish the following objectives: learn the technical components and capacity of the tool and understand the process for which the tool will be utilized (support, reform planning and modification, and progress monitoring), including revising the plan as needed. (based on SEA approval).

To develop and implement a school reform plan to ensure Rtl is implemented with fidelity in reading and mathematics following completion of the annual self-assessment, districts must ensure each Focus school develops and submits a reform plan aligned to identified needs necessary to improve Rtl implementation and academic outcomes for identified student populations via a DPI-approved online school improvement planning, tracking and reporting system. To receive approval from DPI, the reform plans must address how each Focus school will implement a school-wide Rtl system and must include the following components:

- **Coordination of Rtl Initiatives:** The reform plan must address how districts will coordinate the readiness and professional development of the school’s leadership and staff to implement the Wisconsin Rtl Framework. This must include ongoing analysis of Rtl implementation, as well as ongoing training and support around universal curriculum and instructional practices provided by the WI Rtl Center and the WI Standards, Instruction, and Assessment (SIA) Center.
- **Positive Behavioral Interventions and Supports:** The reform plan must address implementation of a school-wide, systematic implementation of PBIS. Districts will have access to consultation, training, and ongoing technical assistance from Wisconsin’s PBIS Network, developed in coordination with the Wisconsin Rtl Center. The Wisconsin PBIS Network will provide necessary support to high schools struggling to establish a positive school culture, increase academic performance, improve safety, and decrease negative behaviors. The Wisconsin PBIS Network, in collaboration with the Wisconsin Rtl Center, will provide support to Focus schools regarding PBIS implementation and methods for sustainability.
- **Collaborative Planning Time:** If necessary, schools must modify the current school schedule to allow grade-level and/or specific content area teams (i.e., reading and mathematics) teachers and support staff to meet frequently in order to review student data and modify instruction and interventions.

- **Professional Development:** The reform plan must include a calendar of professional development aligned to needs identified within the annual self-assessment. The district must create opportunities for continuous learning through job-embedded professional development to increase all teachers' capacity to implement the reform plan. Training and support must be targeted to universal curriculum and instructional practices, universal screening, and processes or tools for progress monitoring. If necessary, the district may need to revise the teacher and principal evaluation systems and hiring processes to ensure that staff in the school(s) can effectively implement the reform efforts.
- **Early Warning Systems:** Each district must ensure its Focus schools implement an early warning system, using available data to target interventions that support off-track students. Through the implementation of an early warning system, schools will identify specific patterns and school climate issues that may contribute to disproportionate dropout rates. The early warning system will rely on student information that exists at the school level and in WISEdash.

Reporting RtI Implementation Progress and Student Achievement Data

DPI uses monitoring practices to hold districts accountable for adequate, ongoing progress within Focus schools. Ongoing DPI monitoring of Focus school reform plans will take place through a DPI-approved online school improvement planning, tracking and reporting system that allows DPI to collect and monitor student outcome data. In collaboration, the Wisconsin RtI Center and DPI monitors the reform plans and data reports on a quarterly basis, allowing DPI to assess the implementation of interventions and progress of outcomes at individual schools. If DPI recognizes significant delays or areas of concern, DPI staff conduct onsite monitoring visits and, if necessary, assist the district and school in developing plans for rapid compliance.

In evaluating struggling schools and districts, DPI ensures that practitioners implement proven practices in the classroom. DPI will also encourage the use of the federal What Works Clearinghouse and more stringently enforce the federal definition for evidence-based practices. Additionally, DPI will facilitate improved communication about effective strategies so all schools can learn from one another.

Statewide Data Collection

DPI has developed WISEdash, a single online reporting system which includes reports on student growth percentiles, enrollment, postsecondary enrollment, literacy, and other measures. This system provides comprehensive data in a transparent, accessible, and pliable format to allow teachers, schools, and districts to utilize data to inform and differentiate instruction for all students with greater consistency and ease, well beyond identification as a Focus school.

Implementation of the Plans

To effectively develop and implement the required plans, Focus schools must partner with the Wisconsin RtI Center and the Standards, Instruction, and Assessment (SIA) Center referenced in Principle 1, as well as DPI to receive extensive supports and trainings addressing high quality implementation of RtI systems and structures, such as:

- An online intervention bank of resources that range from intensive interventions to evidence-based practices in reading and mathematics, all of which will align to the CCSS.
- Universal review of reading and mathematics instruction training.
- Ongoing development of webinars which include: balanced assessment systems; family engagement; screening and progress monitoring.
- Online Learning Modules targeting the following topics: collaboration, balanced assessment, and high quality instruction. These modules include online videos that highlight best practices, parent and educator handouts, as well as conversation guides. An example of these online modules as well as other online RtI resources can be found at: <http://www.wisconsinrticenter.org/>.

- Development of a quarterly online newsletter that is forwarded statewide to all key stakeholders to increase awareness and accessibility of the Center's services/resources.
- Peer-to-peer network meetings beginning in Fall 2016. All Focus schools will be required to send a team of school staff (including the principal) to at least two of these meetings to increase awareness and knowledge of state supported reforms, facilitate networking opportunities, and increase resources at school level.

DPI meets regularly with RtI Center staff to develop a plan of implementation for Focus schools. Based on this consultation, DPI developed the following table to illustrate the state's expectations of all Focus schools. This plan will become more differentiated as DPI gains access to data from ongoing reviews and monitoring of each Focus school's implementation.

Implementation Plan for Focus Schools (Year 1 and 2)

Action/Event	Objective	Outcomes	Timeline	Party Responsible
Orientation Meeting (required)	Build commitment, strengthen leadership	Understand "label" and receive list of requirements and supports	March 2016	DPI Title I Team
WISExplore Training (required)	Using data to plan for improvement	Become familiar with WISExplore in order to engage in self-assessment to understand data and develop action plan	Year One June 2016	DPI Title I Team WISExplore and WISExplore team
Foundational Overview – 1 with elementary focus, 1 with secondary focus, principal and leadership team in attendance (required)	Build commitment, strengthen leadership, resource mapping	Understand RtI, begin self-assessment to map resources and develop action plan	Year One October/November 2016, two-day event	RtI Center
Coaching Training – at both school and district level (required)	Build commitment, strengthen leadership	Receive tools to strengthen leadership	Year One 6 separate days throughout 2016-17 school year	RtI Center
Self-assessment in curriculum and instruction, Common Core Standards Training (required).	Increase core high-quality instruction and assessment, resource mapping, action planning	Engage in self-assessment and resource mapping, develop action plan, align instruction and assessment to Common Core Standards	Year One	RtI Center/SIA Center/DPI Content & Learning Team/CESA SIS
Formal Network Meeting (required)	Build commitment, strengthen leadership	Share/Receive support	Year One Two days throughout 2016-17 school year	DPI Title I Team

Visit Demo Sites/Spotlight schools/APTT Pilot schools (optional)	Increase core high-quality instruction and assessment and family engagement strengthen leadership	Receive support, strengthen leadership, increase high-quality instruction	Years One and Two During 2016-17 and 2017-18 school years	Focus schools, Demo Sites, APTT Pilot schools, Spotlight schools
Universal Core Reading Instruction/Math Instruction	Increase core high-quality instruction and assessment	Increase high-quality instruction and assessment	Year Two As offered in 2017, three-day event	Rtl Center/SIA Center
Action/Event	Objective	Outcomes	Timeline	Party Responsible
Screening and Progress Monitoring (required).	Increase high-quality instruction and assessment, increase expertise with data	Determine how to identify students in need of additional support, increase differentiation of high-quality instruction and assessment	Year Two As offered in 2017, two-day event	Rtl Center
Formal Network Meeting (required).	Build commitment, strengthen leadership	Share/Receive support	Year Two Two days throughout 2016-17 school year	DPI Title I Team
Coaching Support – at both school and district level (required)	Build commitment, strengthen leadership	Receive tools to strengthen leadership	Year Two Two separate days throughout 2016-17 school year	Rtl Center
Coaching Support – at both school and district level (required)	Increase high-quality instruction and assessment, increase expertise with data, assess and increase quality of interventions	Increase differentiation of high-quality instruction and assessment, support students in need of additional academic support	Year Two As offered in 2017, after Universal Core Instruction event, one day	Rtl Center
Visit Demo Sites/Spotlight schools/APTT Pilot schools (optional)	Increase core high-quality instruction and assessment, and family engagement, and strengthen leadership	Receive support, strengthen leadership, increase high-quality instruction	Year Two During 2016-17 school year	Focus schools, Demo Sites, APTT Pilot schools, Spotlight schools

Flexibility in the Use of Title I Funds

DPI will provide support for implementation of meaningful interventions in Focus schools through all available funding sources, including Title I, Part A, 1003(a), districts' 20 percent set-aside of its Title I dollars, and other federal funds as permitted to fund the school reform plan. This option will ensure resources can be allocated to improvement efforts of these schools.

State Support For Focus Schools

DPI, in collaboration with the 12 CESAs, developed and funds a statewide Rtl Center. The Wisconsin Rtl Center provides high quality professional development and technical assistance and plays a critical role in providing training, expertise, and support to each school and their district. DPI established the

Wisconsin Rtl Center to support schools through the phases of Rtl implementation to increase success, as well as sustainability. Wisconsin is one of a small number of states to establish, develop, and utilize a comprehensive, statewide Rtl Center. The Wisconsin Rtl Center exists to develop and provide high quality professional development and training opportunities, as well as to gather, analyze, and disseminate DPI's implementation data to enhance Rtl implementation statewide (see Figure 2.1).



Figure 2.1

The Wisconsin Rtl Center developed a continuum of technical assistance and training to implement Rtl. Focus school staff may be required to attend the following training sessions:

- foundations of Rtl,
- balanced assessment,
- scientifically based interventions in reading and mathematics,
- high-quality universal instruction (reading and mathematics),
- culturally responsive practices,
- family engagement,
- professional learning communities, and
- data analysis and progress monitoring.

The Wisconsin Rtl Center also provides comprehensive online training materials, including “Success Stories” of model schools and evidence-based practices.

As the Wisconsin Rtl Center matures and continues to gain implementation data from schools accessing its resources, it will also expand its services and resources at the high school level. DPI recognizes it is often more difficult to implement Rtl with fidelity at higher grade levels where teachers typically teach multiple classes of 30 or more students, in different sections or courses. DPI and the Wisconsin Rtl Center are developing workshops, trainings, and resources designed to increase the quality of implementation at the high school level, as well as increase the ease with which schools can achieve quality implementation. The Wisconsin Rtl Center will draw upon findings from the National Center for High Schools to identify evidence-based practice. For example, the Wisconsin Rtl Center developed a

daylong RtI training event, Implementing Essential Components of RtI in High Schools, which provided a national perspective of implementation at the high school level. Currently, more than half of the schools accessing training and resources from the Wisconsin RtI Center are middle and high schools.

While developing more extensive high school training resources, the Wisconsin RtI Center also facilitates networking opportunities online with a cohort of approximately 30 high school principals working in schools implementing RtI aligned to the Wisconsin vision. The administrators share best practices, as well as support and encouragement as they work to increase the quality and level of RtI implementation in their schools. These sessions will continue as a means to support administrators, even after the workshops and training resources are finalized.

The Wisconsin RtI Center employs Regional Technical Assistance Coordinators (RTACs) that are instrumental in shaping and providing long-term supports at both the school and LEA level. The RTACs are available to provide consultation with the leadership team aligning to the school's RtI framework. The Wisconsin RtI Center will align RTAC activities and responsibilities to ensure the Focus schools' needs are being met. Additionally, a primary role of the RTAC will be to assist districts and their schools with RtI implementation that include any necessary follow up technical assistance after a Wisconsin RtI Center training.

The RtI Center also offers training targeting Culturally Responsive Practices and students with disabilities. This training provides additional expertise and is instrumental in building capacity in Focus schools to target practices that will help close their achievement gaps.

Culturally Responsive Practices will be infused throughout all professional development and technical assistance that is offered through the RtI Center and PBIS Network. Additionally, to provide professional development on specific classroom skills, Culturally Responsive Classroom Practices will continue to be scaled-up to meet the needs and demand of Wisconsin as well as schools with racial achievement gaps.

Professional development will be delivered to provide the supports necessary to increase the academic and behavioral success of students with disabilities. Supports will be targeted at the school and CESA level. Supports will focus on student access to the universal curriculum as well as intensive supports and interventions.

For more information regarding the training and technical assistance provided by the Wisconsin RtI Center, refer to Appendices 14 and 15.

Statewide Title I Network

In collaboration with the 12 regional CESAs, DPI developed the Title I Network. Through the Network, each of the 12 CESAs receives funding to provide a specific set of deliverables to increase access to technical assistance and professional development for Title I districts and schools. With financial support from DPI, each CESA provides free or reduced cost Title I services for all school districts in their CESA designed to increase student outcomes and close the achievement gap. Beginning in 2012-13, Title I Network contracts with DPI have required CESAs to provide more targeted support to schools to improve student achievement or narrow achievement gaps. Network contracts have, and will continue to, specify that CESA Title I staff serve as a "point of contact" for their respective regions in order to build networks and awareness of RtI resources as well as attend RtI trainings, where applicable, provided by the Wisconsin RtI Center.

Flexibility in the Use of Title I Funds

DPI provides support for implementation of meaningful interventions in Focus schools through all available funding sources, including Title I, Part A, 1003(a), districts' 20 percent set-aside of its Title I dollars, and other federal funds as permitted to fund the school reform plan. This option will ensure resources are allocated to improvement efforts of these schools.

After Four Years of Implementation

A school identified as Focus remains in the cohort for four years. Reforms must begin to be implemented by January of Year One. Wisconsin chooses to set the cohort as four years to align with the cohort length of four years for Priority identification to reduce confusion about when cohorts begin and end. In addition, the Rtl Center that is at the core of Focus assistance recommends two years to “gear up” via trainings and implementation of reforms, followed by two additional years of data gathering to ensure that reforms are resulting in improved learning for students.

If, after four years of reform and Focus school status, the school does not exit Focus school status, DPI will increase the level of involvement at the state level to become much more prescriptive with regard to the school requirements. DPI will provide specific requirements for staff training addressing student interventions, assessments, and instructional methods which directly align to findings from the ongoing review and are consistent with needs identified in the data for specific student groups.

In addition, each Focus school that does not exit after four years will develop and submit a plan that explicitly addresses the proven research based strategies identified by the Promoting Excellence for All task force: Effective Instruction, Student-Teacher Relationships, Family and Community Involvement, and School and Instructional Leadership. The emphasis of the Focus school plan will be to organize professional development and other related activities around the four Promoting Excellence for All focus areas and strategies. The approach will evidence a laser concentration to address achievement gaps in the classroom, school, and ways to connect and collaborate with family and community stakeholders.

DPI will also increase interventions at the LEA level. Each LEA that has one or more Focus schools that do not exit after four years will strengthen its capacity at the LEA level to support its continuing Focus school(s) in closing achievement and opportunity gaps. The LEA must designate at least one district-level staff member to serve as a point of contact between the LEA and the SEA, and to coordinate professional development, technical assistance and related assistance to its continuing Focus school(s). By offering district-level support in coordinating state reforms, district and school initiatives, continuing Focus schools will increase both the quality of instruction and student achievement.

In addition, each continuing Focus school will submit a plan in a DPI-approved, online school improvement planning, tracking and reporting tool. The emphasis of the Focus school plan will be to organize professional development and other related activities around the four Promoting Excellence for All focus areas and strategies. The approach will evidence a laser concentration to address achievement and opportunity gaps in the classroom, school, and ways to connect and collaborate with family and community stakeholders. DPI will monitor continuing Focus schools and their LEAs through quarterly reviews of their plans, and as necessary, onsite visits.

Rationale for Focus School Requirements

Wisconsin envisions Rtl as a means to appropriately serve *all* students. The systems to address the school's achievement and opportunity gaps (Rtl) are the same in each school, but the specific interventions, curricula, and strategies differ based on unique need. The Wisconsin Rtl Center works collaboratively with identified schools to support implementation within their various environments. While the research is still emerging, studies over the past 10 years have indicated that Rtl and school improvement are closely linked. The following sections provide a brief review of the national literature, as well as evidence collected locally by the Wisconsin Rtl Center, suggesting that high-quality Rtl programs implemented with fidelity positively impact student outcomes.

Beginning with the 2016 cohort, Focus schools will be identified every three years.

Literature Review

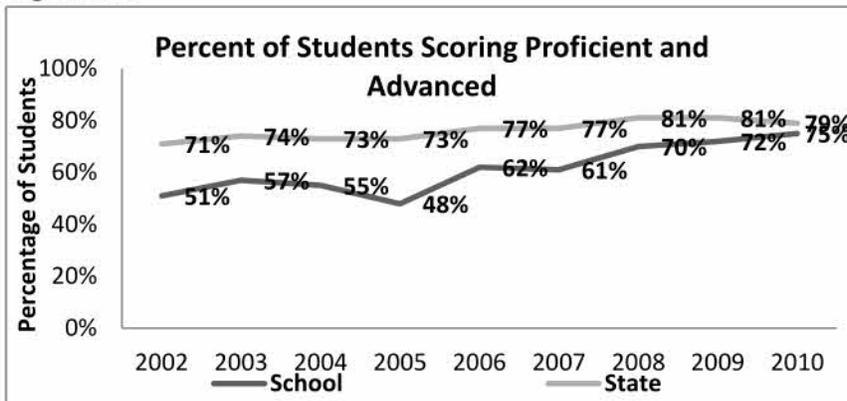
The National Center on Response to Intervention's research shows that implementation of the Rtl

framework with ELLs, particularly those who are Spanish-speaking, improves English literacy. Brown and Sanford¹ (2011) explain that “few intervention programs have included ELLs in their norming samples” (as cited in Hughes, C., & Dexter, D., 2010). Therefore, educators must use what is currently known regarding effective instruction in literacy for ELLs at all grade levels of the multi-level prevention system.

- Within Wisconsin, evidence suggests RtI has positively impacted instruction for ELLs and assisted in closing school achievement gaps. For example, one Wisconsin Title I school serving students from low income households (32 percent) and English language learners (21 percent) saw the percentage of students scoring proficient or advanced on the state standardized tests increase from 80 percent to 87 percent (representing an eight percent increase) across the previous five years.

Similarly, in another Title I school implementing RtI serving high poverty (25 percent) and Limited English proficient (LEP) (10 percent) populations saw an 11 percent increase (from 84 percent to 94 percent) in the proportion of students scoring proficient or advanced across the past five years. Additionally, data from a Wisconsin district located in a different region of the state serving a diverse student population (73 percent poverty, 53 percent minority with 24 percent black and 29 percent Hispanic, and 15 percent LEP) suggests RtI is an effective practice in closing achievement gaps. As illustrated in Figure 2.2, this district successfully reduced the achievement gap between its low income, high minority, and LEP students and the state average from 28 percent to five percent across eight years due, in part, to high-quality RtI implementation.

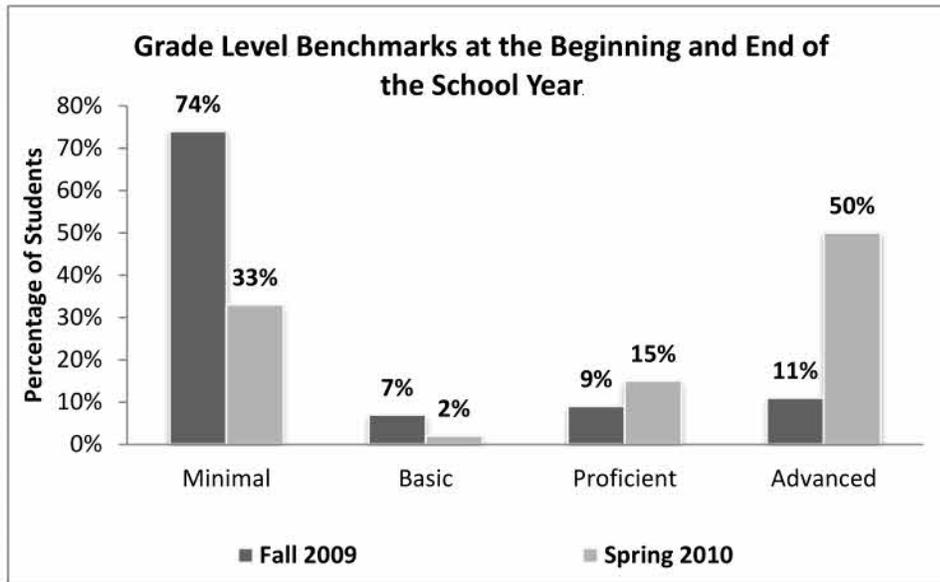
Figure 2.2.



- Similarly, an elementary school serving a high poverty (93 percent), high minority (71 percent) student population as well as a substantial (28 percent) LEP population, not only reduced the proportion of students scoring minimal or basic on grade level benchmarks by 57 percent, but a substantial majority (78 percent) of students earned advanced scores after a year of high-quality instruction implemented within a systematic vision of RtI (see Figure 2.3).

¹ For a full literature synthesis of RtI, including citations, please see Appendix 16

Figure 2.3.



Students with Disabilities

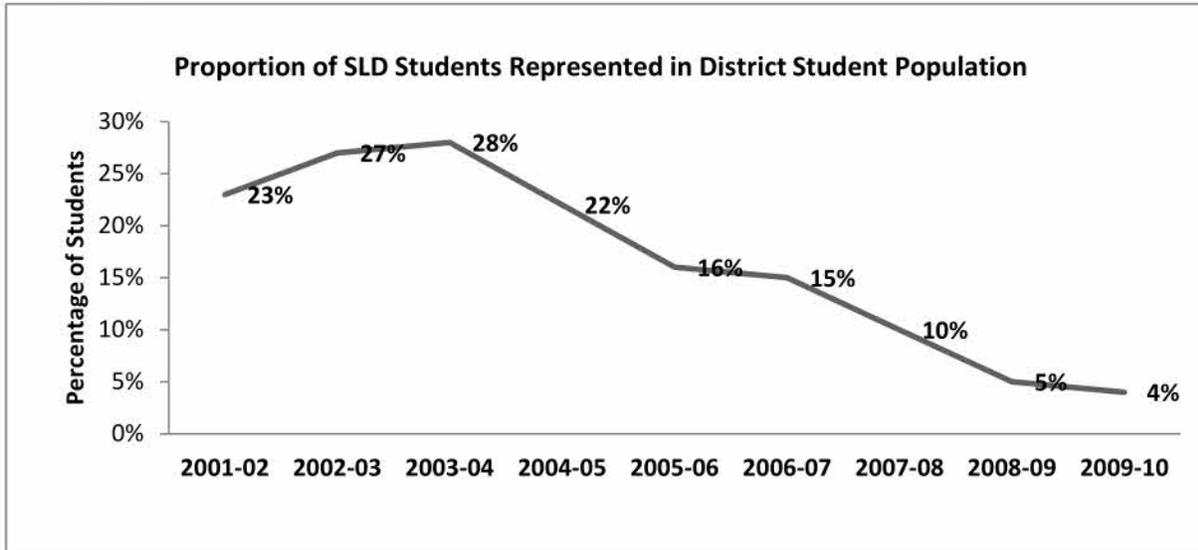
Six of the 16 studies analyzed by Hughes and Dexter² reported data on the effects of their programs on special education referral and/or placement rates. Bollman and colleagues (2007) examined the “effect of the St. Croix River Education District (SCRED) model on the rate of identification for special education services” (as cited in Hughes, C., & Dexter, D., 2010) and reported that placement rates dropped from 4.5 percent to 2.5 percent over a 10-year period. They indicate that the statewide prevalence rate over the same time period dropped from 4 percent to 3.3 percent. Calendar (2007) reported that placements decreased by 3 percent for “districts with at least one RBM school,” whereas the state rate decreased by 1 percent. Marston and his co-authors (2003) “indicated that special education placement rates stayed constant over time for Minneapolis problem-solving model schools,” as did the district as a whole (as cited in Hughes, C., & Dexter, D., 2010). Peterson, Prasse, Shinn, and Swerdlik (2007) reported similar information: Referrals and placements stayed relatively stable over time after RtI implementation. O’Connor et al. (2005) examined the “effect of the tiers of reading intervention model on placement rates” (as cited in Hughes, C., & Dexter, D., 2010). They found that during the four years of implementation, rates fell to 8 percent compared to an historical contrast group (same schools, same teachers) for which the rate was 15 percent. Finally, VanDerHeyden and colleagues (2007) reported that “for the four schools included in their study, there was a decrease in referrals and an increase in placements” (as cited in Hughes, C., & Dexter, D., 2010). The authors interpreted this pattern as an indication of more appropriate referrals.

- Similarly, one Wisconsin elementary school reduced the number of students identified as specific learning disability (SLD) as a proportion of the total number of students in the district by 83 percent (23 percent as compared to 4 percent) across the past nine years since the implementation of RtI (see Figure 2.4). Specifically, the proportion of SLD students increased temporarily after the implementation of a universal screening process. Upon the implementation of high-quality interventions and processes to monitor the progress of students identified using the screening assessment, the proportion of students identified as SLD reduced dramatically. These findings illustrate the inability to properly identify struggling students without an adequate screening system (represented with the 15 to 18 percent growth in the proportion of students

² For a full literature synthesis of RtI, including citations, please see Appendix 16.

identified after implementation of the screener). The findings also point to the over identification of struggling students as students with disabilities (SwD) or SLD without implementation of a balanced assessment system aligned to appropriate resources/interventions as represented by the dramatic decrease (75 percent) in the proportion of identified students upon implementation of a balanced RtI system in 2005-06 (see Figure 2.4).

Figure 2.4.

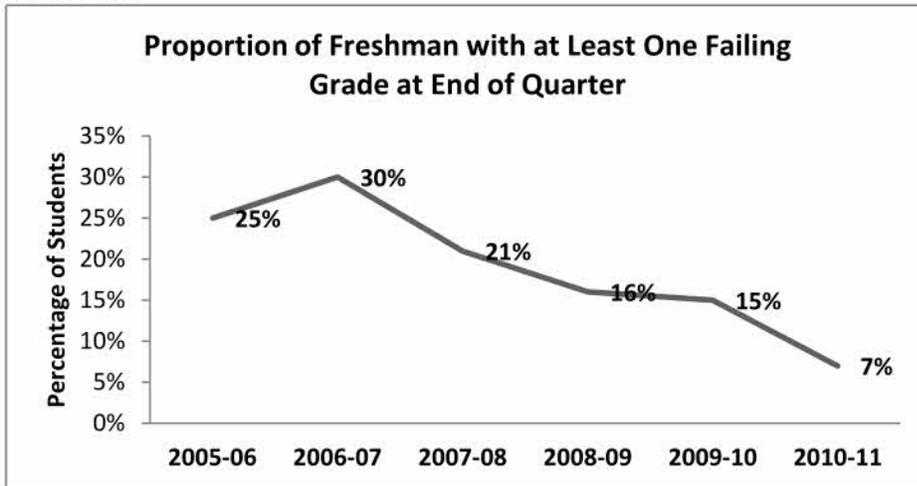


Secondary Schools

M. Burns, PhD, at the University of Minnesota, conducted a literature synthesis for the National Association of Secondary School Psychologists (NASSP) regarding the use of RtI in secondary school settings. Burns explained that the research has consistently found RtI initiatives “lead to gains in student achievement and schoolwide improvements, such as reduced referrals to and placements in special education and a higher rate of students scoring proficiently on state tests” (Burns, Appleton, and Stehouwer, 2005). Windram, Scierka, and Silberglitt (2007) described two secondary programs and found “a 66 percent proficiency rate on a group-administered accountability test among the 18 high school students who were considered at risk for failing the tests and who participated in the pilot RtI project” (as cited in Burns, M., 2010). In addition, “the average growth rate on a group-administered test for those students was more than three times the national average among students in grade nine and more than five times their growth from the previous year” (as cited in Burns, M., 2010). A similar program for mathematics in grade eight led to growth rates that exceeded the national average by a factor of almost six (Windram, Scierka, and Silberglitt, 2007). Finally, the Heartland Area (Iowa) Education Agency 11 (2004) published extensive data regarding its well-known RtI approach and found “high rates of proficiency among middle level and high school students,” but perhaps more important, it reported a drop-out rate of less than 2 percent, which is well below the national average (as cited in Burns, M., 2010).

- Data from one Wisconsin high school supports the literature, suggesting that successful implementation of RtI improved outcomes for students in ninth grade and reduced the proportion of students falling behind and becoming over-age or under-credited. Specifically, the high school reduced the proportion of students with at least one failing grade by 72 percent due in part to earlier screening to identify struggling students and align them to appropriate resources and interventions as necessary (see Figure 2.5). Recognizing that failure rates in ninth grade have been correlated to higher dropout rates, this figure demonstrates that this school has made a positive step towards one of the state’s strategic goals, increasing graduation rates, through the implementation of RtI.

Figure 2.5.



Academically Related Behaviors

One study (Kovaleski, Gickling, Morrow, and Swank, 1999) examined academic performance, specifically “the academically related behaviors of time on task, task completion, and task comprehension” (as cited in Hughes. C., & Dexter, D., 2010). The authors wanted to see if students who were exposed to the Pennsylvania Instructional Support Teams (IST) model performed better on these variables than students at schools where the model was not in use. They found that “students who received high implementation of the model did better on all measured variables than did students in the low implementation framework as well as those students who were not exposed to IST services” (as cited in Hughes. C., & Dexter, D., 2010).

- The Wisconsin RtI Center is currently collecting data from its participants, including six demonstration sites, to evaluate its impact as schools increase their levels of implementation. Through this process, the RtI Center will be able to provide schools with data regarding best practices, lessons learned, and strategies to address common challenges proven successful within schools serving similar student populations.

Table 2.2 illustrates the timeline for implementation of Wisconsin’s new system for accountability.

2.E.iv Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits focus status and a justification for the criteria selected.

Focus School Exit Criteria

In 2012, DPI identified a four-year cohort of Focus schools. Focus schools are able to exit Focus status prior to the end of their improvement cohort, provided they demonstrate the following:

1. A school no longer satisfies the initial criteria for identification.
2. For each subgroup for which a school was identified:
 - a. The school meets its AMOs for two consecutive years, or;
 - b. Based on the two most recent years, the school is on a trajectory to meet its AMOs by the end of the cohort.

3. A school demonstrates successful implementation of school turnaround strategies (as measured by monitoring tools (Indistar)) and processes for two consecutive years

Schools must meet each of these criteria in order to exit from Focus status.

Focus schools can meet their exit criteria by meeting their subgroup AMO for two consecutive years. However, given that this is a highly ambitious goal, schools can also meet by being on a trajectory to meet their future AMOs. This exit criterion is defined in terms of schools showing strong enough growth to meet their 6 AMO at the end of the cohort.

Beginning with the new Focus cohort in 2016, Wisconsin will identify a three-year cohort.

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

Provide the SEA’s list of reward, Priority, and Focus schools using the Table 2 template. Use the key to indicate the criteria used to identify a school as a reward, Priority, or focus school. See attachment 9.

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

LEA Name	School Name	School NCES ID #	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
<i>Please see Attachment 9 for School List</i>					
TOTAL # of Schools:					

Total # of Title I schools in the State: _____

Total # of Title I-participating high schools in the State with graduation rates less than 60%: _____

Key	
<p>Reward School Criteria:</p> <ul style="list-style-type: none"> A. Highest-performing school B. High-progress school <p>Priority School Criteria:</p> <ul style="list-style-type: none"> C. Among the lowest five percent of Title I schools in the State based on the proficiency and lack of progress of the “all students” group D-1. Title I-participating high school with graduation rate less than 60% over a number of years D-2. Title I-eligible high school with graduation rate less than 60% over a number of years <ul style="list-style-type: none"> ➤ Tier I or Tier II SIG school implementing a school intervention model 	<p>Focus School Criteria:</p> <ul style="list-style-type: none"> ➤ Has the largest within-school gaps between the highest-achieving subgroup(s) and the lowest-achieving subgroup(s) or, at the high school level, has the largest within-school gaps in the graduation rate ➤ Has a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate ➤ A Title I-participating high school with graduation rate less than 60% over a number of years that is not identified as a Priority school

2.F PROVIDE INCENTIVES AND SUPPORTS FOR OTHER TITLE I SCHOOLS

- 2.F Describe how the SEA’s differentiated recognition, accountability, and support system will provide incentives and supports to ensure continuous improvement in other Title I schools that, based on the SEA’s new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps, and an explanation of how these incentives and supports are likely to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

DPI encourages continuous improvement in all other Title I schools. To improve student and school outcomes across the state, DPI has developed an extensive menu of targeted resources and services designed to support increased achievement in schools failing to meet AMOs, or graduation rate targets, or both as well as improve Title I programming in all other Title I schools. The following sections describe these supports in greater detail.

SUPPORTING TITLE I SCHOOLS FAILING TO MEET ANNUAL MEASURABLE OBJECTIVES

Prior to approval of its ESEA consolidated application, DPI requires any district with schools failing to meet their AMOs for all students or student subgroups to align Title I funds to missed AMOs. Until satisfactorily meeting this expectation, DPI consultants do not approve district applications.

Interventions

When reviewing the ESEA consolidated application of a district with schools failing to meet AMOs, DPI Title I consultants ensure the district has allocated Title I funds to specific activities designed to improve student outcomes. The districts must demonstrate or justify how the selected activities will improve achievement in areas of identified need within these schools.

Intervention Resources

Districts with schools failing to meet AMOs must implement evidence-based, proven resources and interventions. Several resources are available to districts needing to select and implement interventions as part of a culturally responsive multi-level system of support. Resources include the Wisconsin RtI Center Select Interventions and Additional Challenges Modules, which provide comprehensive guidance to schools around developing a continuum of support, including interventions. DPI will continue to create resources and strategies to address common needs within schools failing to meet AMOs that existing resources often do not address (e.g., proven high school interventions—as opposed to proven interventions used in high school, culturally responsive practices, etc.) in an effort to ensure all students, including SwDs and ELLs, graduate ready for college and career.

Professional Development

Districts with schools failing to meet AMOs must also participate in professional development opportunities provided by the Title I Network and designed in collaboration with DPI to support improved student outcomes. With financial support from DPI, each CESA provides free or reduced cost Title I services for all school districts in their CESA designed to increase student outcomes and close the achievement gap. In addition to services available to all Title I districts, beginning in 2012-13, DPI revised Title I Network contracts to explicitly require CESAs to provide differentiated, individualized technical assistance and professional development aligned to the needs of schools failing to meet AMOs (as identified by data analyses). CESA coordinators work in collaboration with school leadership teams to analyze data and select appropriate, effective, research-based interventions. As such, Network coordinators must include evidence of increased, targeted supports for schools failing to meet AMOs, as well as justification for selection of the specific services provided, as part of the deliverables submitted to Title I quarterly as a requirement of contract continuation.

Consultation with Experts

As a requirement of ESEA application approval, DPI consultants also require districts with schools missing AMOs for a specific subgroup population to consult with DPI consultants with expertise in improving outcomes for high-need subgroup populations, such as SwDs and ELLs. Districts must align Title I funds to appropriate resources and supports identified in consultation with the DPI experts.

- **Supporting Students with Disabilities:**
To support schools' efforts in improving instruction for SwDs, DPI developed self-assessments which provide the necessary structure and resources for districts and schools to conduct in-depth data analyses that lead to a comprehensive plan to improve student outcomes for SwDs. Additionally, DPI provides guidance online regarding the process of writing IEPs aligned to standards, resources for each of the 20 indicators in the State Performance Plan (SPP), links to recorded online modules and webinars, a calendar of professional development and technical assistance spanning the year, strategies for increasing accessibility across the content areas, and resources to enhance parent involvement and understanding of their child's educational progress. Schools missing AMOs for students with disabilities must consult with DPI special education consultants to determine which, if any, of these available resources will best support local efforts to improve student outcomes.
- **Supporting English Language Learners:**
With an increasing population of ELLs across the state, DPI recognized the need to hire education consultants with expertise in instructional strategies to support language acquisition and ELLs. As such, DPI hired consultants to review agency resources, materials, and systems of support to ensure they were adequate, appropriate, and effective for the language learning population. Additionally, these education consultants provide technical assistance to stakeholders in the field and align them to appropriate resources as necessary and requested. A large proportion of the technical assistance provided, in collaboration with the CESAs and WIDA, address:
 - English language development standards,
 - Differentiated instruction for ELLs,
 - Academic content language for ELLs,
 - ACCESS for ELLs, and
 - Title III technical assistance.

As the population of ELLs increases each year, the number and quality of professional development addressing instructional practices to support improved outcomes for ELLs has also increased statewide. The following provide examples of some professional development opportunities offered beginning in 2011-12:

- Principles of Effectiveness: Best Practices for ELL Instruction and Programming,
- Reading, Writing, Thinking: Literacy Instruction for ELLs,
- Leveraging technology to support ELLs,
- Common Core and More: Making the Right Connections for Language and Academic Achievement of ELLs,
- Designing Formative Assessments to Promote ELL Achievement,
- Data Discovery: Understanding and Using ACCESS for ELLs and GREAT for ELs,
- Data to Promote Success and Achievement,
- Supporting ELLs in mainstream classrooms,
- Rtl for ELLs and culturally responsive practices,
- Supporting ELLs in early childhood settings; and
- Involving parents and families of ELLs in their education.

Schools missing AMOs for English language learners must consult with DPI consultants to determine which, if any, of these available resources will best support local efforts to improve student outcomes.

Additionally, supports available to ELLs through Title I will be examined and promoted through the work of the Title I and School Support team.

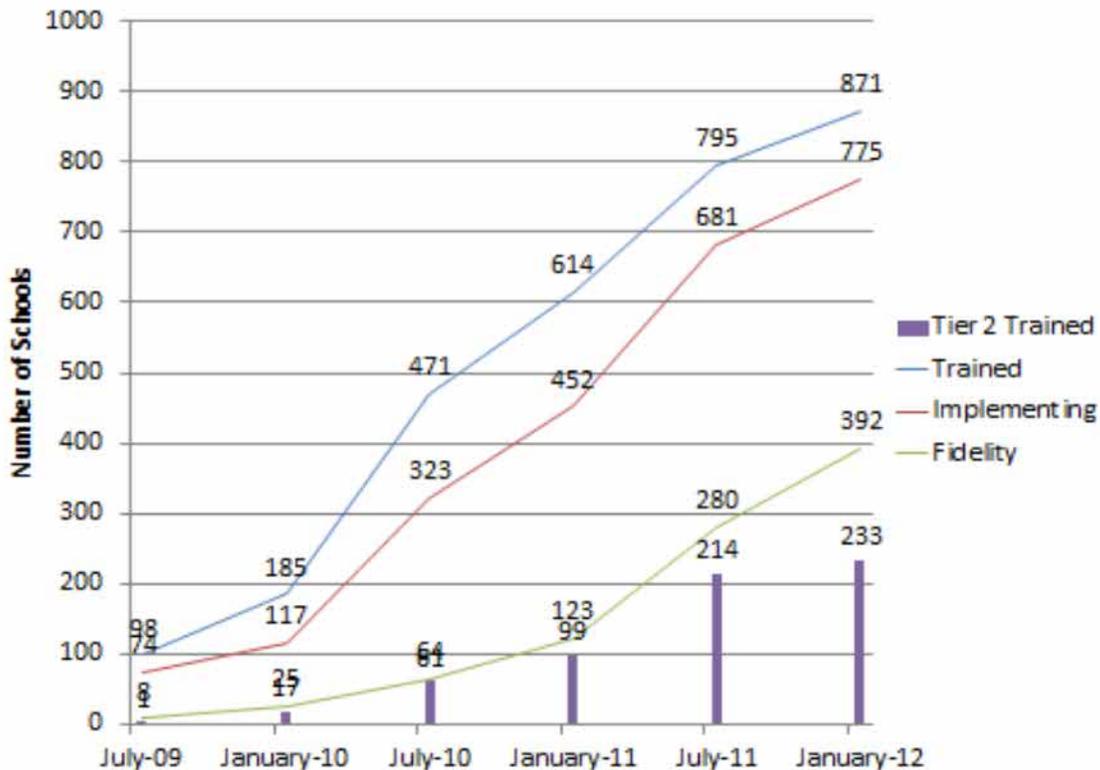
Alignment to Resources

In addition to the previously noted requirements, DPI consultants will align districts with schools failing to meet AMOs to available resources and supports as appropriate.

Wisconsin Response to Intervention Center

As previously noted, the Wisconsin RtI Center and the Wisconsin PBIS Network provide high-quality professional development and technical assistance across the state in collaboration with DPI and the 12 regional CESAs. Technical assistance includes advice, assistance, and training pertaining to the implementation, operation, evaluation, and sustainability of a district or school’s RtI system. While DPI identified the Wisconsin RtI Center as the focus for professional development and support for Title I Focus schools, schools missing AMOs also have ongoing access to the Wisconsin RtI Center and its resources. The state commits to serve these struggling schools before all other schools in order to improve outcomes for all students, as well as specific student populations such as ELLs and SwDs.

Since its inception, the Wisconsin RtI Center continues to mature and gain implementation data from schools accessing its resources. As services continue to expand, so does the statewide awareness of this resource and its benefits. In addition, the services offered through the RtI Center are available to every school district in the state for a nominal fee. The graph below provides an example of the increase in the number of schools accessing training and implementing PBIS, statewide. More specifics about the Wisconsin RtI Center are provided in 2.E.iii.



Standards, Instruction, and Assessment Center

As previously noted, Wisconsin has a Standards, Instruction, and Assessment (SIA) Center that provides content experts focused on the development of high-quality, standardized resources, and training plans.

Districts with schools failing to meet AMOs have guaranteed access to these resources at low- to no-cost. The key priorities include:

- standardization of materials and fidelity of implementation,
- low- to no-cost resources,
- increased access to content expertise across the state (specifically targeted to CCSS),
- centralized leadership connected to DPI, and
- agility, speed, and responsiveness to needs across the state.

Spotlight Practices

The Spotlight Practices website provides Wisconsin schools access to a comprehensive database of effective practices implemented across the state, as well as opportunities to learn from other Wisconsin educators. This website provides schools not meeting AMOs with meaningful and applicable information, such as hyperlinks for specific Spotlight schools to view relevant videos, documents, innovative practices, and implementation strategies in order to improve student achievement in their own schools. DPI, in collaboration with the Title I Network, supports schools failing to meet AMOs to visit Spotlight schools excelling in the same practices the struggling schools have identified as in need of improvement (e.g., adolescent literacy, data-driven decision-making, PBIS).

Indistar

Beginning in the fall of 2012, all districts have the option to develop and monitor their own school improvement plan via submission on Indistar. Indistar is a web-based system designed to inform, coach, sustain, track, and report improvement activities. Indistar requires improvement plan activities to align with indicators of evidence-based practices at the district, school, and classroom levels designed to improve student achievement. The tool's pre-populated indicators draw upon the vast school improvement and turnaround literature and, once embedded in the aligned school reform plan, will ensure progress through a continuous cycle of assessment, planning, implementation, and progress monitoring. School staff can complete the needs assessment included within Indistar and begin developing a plan aligned to identified areas of need. Although all districts will have access to this online tool, DPI consultants provide greater levels of technical assistance to districts with schools failing to meet AMOs in order to support comprehensive planning and improved student outcomes.

Supporting Improved Outcomes For All Title I Schools

While DPI created the previously noted supports and services in order to support schools failing to meet AMOs, DPI provides these resources to all Title I schools pending availability (i.e., DPI will prioritize serving schools not meeting AMOs before all other Title I schools). DPI also provides additional resources designed to support the implementation of high quality instruction as necessary.

Supporting Excellence for All

Recognizing that the education of our students of color requires swift, targeted, and deliberate attention, State Superintendent Tony Evers convened a task force which launched this website as part of his [Agenda 2017](#). Promoting Excellence for All provides information and strategies successfully used by Wisconsin educators to raise achievement of students of color, closing the gap between them and their peers. These schools represent all grade levels, urban, rural, and suburban settings. The DPI Promoting Excellence for All site will be updated on an ongoing basis with additional resources to help schools close achievement and opportunity gaps in Wisconsin.

Common Core State Standards

In 2010, Wisconsin became the first of 40 states to adopt the CCSS in mathematics, language arts, and literacy across disciplines. Developed in collaboration with numerous stakeholders, the CCSS emphasize 21st Century Skills embedded within expectations for the understanding and application of rigorous core content knowledge. DPI provides online resources and guidance to ensure districts and schools implement the CCSS with fidelity. Specifically, online resources address http://standards.dpi.wi.gov/stn_guiding-principles local implementation of CCSS, curricular alignment,

assessments, and instructional practices. When a school fails to meet its AMOs in any given subject, the Title I education consultant provides the school and its district access to subject-specific online resources, online forums, and professional development as appropriate.

Online resources to support the implementation of the CCSS and high quality instructional practices, DPI's Literacy and Mathematics team provides subject-specific online resources.

DPI addresses curriculum, instruction, and assessment in English language arts in many ways:

- Disseminating and supporting application of the CCSS for English Language Arts as frameworks for state and local efforts related to the four content standards:
 - reading,
 - writing ,
 - speaking and listening, and
 - language.
- Publishing and disseminating current research, theory, and best practices through publications such as:
 - planning curriculum in English Language Arts,
 - classroom activities in listening and speaking, and
 - planning curriculum in classroom drama and theatre.
- Providing leadership and consultation to local districts related to curriculum development and instructional planning.
- Working with state, regional, and national professional communities on shared goals.
- Supporting professional development for teachers and teacher educators.

Similarly, DPI's mathematics education consultants created a webpage with resources, including reports, research, and notices for future professional development opportunities.

Online Forums

DPI has also created an online reading forum to help promote and support implementation of quality literacy instruction, a major emphasis of DPI's initiatives across the past year. In the forum, educators can access resources, websites, videos, research briefs, and podcasts, as well as provide educators an opportunity to communicate with their peers regarding instructional practices. To ensure the resources are of high quality, DPI reviewers use the following criteria before posting resources:

- resource is explicitly targeted toward educators and/or parents for use,
- resource does not endorse products or purchased services,
- resource is free and available to all (no membership requirements),
- resource addresses one or more of the five elements of effective reading instruction (phonemic awareness, phonics, vocabulary, fluency, comprehension),
- resource will direct users toward specific tools, videos, resources whenever possible,
- within broad reading sites, resources will focus on particular aspects of that site, rather than the broad link (e.g., link to the Parent section of Reading Rockets, rather than the home page),
- resource will reflect the highest quality and most stringent validation possible (national, regional or statewide resources rather than individually owned pages); and
- emphasize quality over quantity for uncovering resources.

Professional Development

DPI has partnered with the 12 regional CESAs to provide districts CCSS training in a systematic, efficient manner. The CESAs provide a "suite of service," designed in collaboration with DPI, to districts in their region. District teams then implement a "train-the-trainer" model locally to increase staff's understanding of the new standards. Initial trainings provided Wisconsin educators with the foundational overview of the CCSS, followed by more in-depth analysis of the standards to ensure Wisconsin educators have a deep understanding. These training opportunities will continue, as the CESAs guide district teams through

curriculum development and implementation. Districts with schools failing to meet AMOs will have priority when registering for these training sessions.

Common Core Suite of Services

Common Core INVESTIGATIONS	Build awareness of grade level Common Core Standards by facilitating educator teams with guided teacher activities
Common Core DEEPER STUDY	Facilitate in-depth understanding of Common Core Standards through instructional modules for teachers
STANDARDS INSIGHT	Use a flexible online tool of Core Standards "unpacked" to study the elements of each standard and align resources
Common Core CURRICULUM COMPANION	Guide curriculum teams to localize an innovative online model curriculum based on core standards
Common Core DATA RETREATS	Coming soon. Lead school improvement teams in analyzing student and teacher data on the Core Standards

Wisconsin CESAs—THE source for assistance with Common Core State Standards. Contact the CESA office of School Improvement and Instruction for leadership and guidance.

CESA 1 - Pewaukee, WI (262) 787-9500
CESA 2 - Whitewater, WI (262) 473-1473
CESA 3 - Fennimore, WI (608) 822-3276
CESA 4 - West Salem, WI (608) 786-4800
CESA 5 - Portage, WI (608) 742-8811
CESA 6 - Oshkosh, WI (920) 233-2372
CESA 7 - Green Bay, WI (920) 492-5960
CESA 8 - Gillett, WI (920) 855-2114
CESA 9 - Tomahawk, WI (715) 453-2141
CESA 10 - Chippewa Falls, WI (715) 723-0341
CESA 11 - Turtle Lake, WI (715) 986-2020
CESA 12 - Ashland, WI (715) 682-2363

CESAs Make Possible the Schools Wisconsin Wants

Statewide Title I Network

As previously noted, DPI collaborated with the 12 CESAs to create the Title I Network. The Title I Network provides increased access to technical assistance and professional development for Title I districts and schools. With financial support from DPI, each CESA provides free or reduced cost Title I services for all school districts in their CESA designed to increase student outcomes and close the achievement gap. Services currently provided by the Title I Network to support Title I districts and schools include the following:

District Title I coordinators can consult with CESA staff regarding Title I law, programming, reporting requirements, and monitoring, as it applies to their program planning and grant application processes.

District Title I coordinators receive information and resources through a Title I coordinator orientation, one-on-one technical assistance, and regional meetings. This support is designed to enhance the quality of Title I programs in all districts and ensure implementation of effective programming.

Biennially, DPI conducts a statewide assessment of Title I professional development needs and uses that data to shape requirements for CESA services. The inter-agency agreement between DPI and CESA mandates that the CESAs provide professional development that fits the statewide identified needs as well as regional needs. The Title I Network provides multiple regional professional development opportunities based on an annual assessment of Title I school and district needs. As a result, professional development offered by the CESAs align with statewide and local needs through the following methods:

- Using statewide survey results to drive professional development requirements at each CESA.
- Specifying professional development offerings so they are consistent between CESAs; professional development offerings will align with identified themes provided by DPI (such as structuring Title I within RtI systems, Title I interventions in literacy and mathematics, Title I instruction and Common Core State Standards, etc.). Examples of professional development provided by the Title I Network include Leveled Literacy Interventions, Math Strategies that Motivate and Engage Students, Add+Vantage: Math Recovery, Matching Kids to Text: Choosing Appropriate Books for Students, and Title I Paraprofessional Development Series.
- Communicating correlations between expressed needs and professional development offerings statewide via DPI and CESA websites, newsletters, etc.
- Annually assessing the needs of each CESA and biennially assessing the needs statewide to ensure that the professional development offerings consistently meet the expectations and the needs of Title I schools.

Beginning in 2012-13, Title I Network contracts with DPI require CESAs to provide more targeted support to schools to improve student achievement or narrow achievement and opportunity gaps. Network contracts will specify that CESA Title I staff attend RtI trainings, where applicable, provided by the Wisconsin RtI Center and will serve as a primary point of contact for RtI in their region.

The Title I Network also connects district staff to pertinent information and resources regarding local and statewide initiatives and agencies supporting Title I programming to improve student outcomes.

A significant statewide support resource, WISEdash, has been added to support schools in improving student outcomes. "WISEdash is a data portal that uses "dashboards," or visual collections of graphs and tables, to provide multi-year education data about Wisconsin schools. As a public reporting tool, WISEdash is used by districts, schools, parents, researchers, media, and other community members to view data published by DPI. Additionally, WISELearn and WISExplore are currently being developed as a means to guide school districts on their data journey.

As Wisconsin's Educator Portal, WISELearn is a cost-effective, efficient way of making top quality resources available to the whole state, through one easy to use portal. Examples of resources provided through WISELearn are professional learning, online collaboration, and open educational resources. WISELearn will integrate both existing and new content to make it easy to find and use.

Another resource accompanying WISEdash is WISExplore. The purpose of the WISExplore project is to design, develop, pilot and disseminate a consistent data inquiry process for use by school boards, administrators and classroom educators to improve student achievement in Wisconsin.

2.G BUILD SEA, LEA, AND SCHOOL CAPACITY TO IMPROVE STUDENT LEARNING

- 2.G Describe the SEA’s process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, including through:
- timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in Priority and Focus schools;
 - ensuring sufficient support for implementation of interventions in Priority schools, Focus schools, and other Title I schools identified under the SEA’s differentiated recognition, accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources); and
 - holding LEAs accountable for improving school and student performance, particularly for turning around their Priority schools.

Explain how this process is likely to succeed in improving SEA, LEA, and school capacity.

Turning around schools and districts requires a thoughtful, rigorous plan which includes both monitoring and support in order to build schools’ and districts’ capacity to improve student learning. DPI’s existing framework, modified to align with the experience and expertise developed across recent years, provides targeted interventions and supports that ensure long-term improvement and sustainability by building state, district, and school capacity.

In order to optimize local capacity, technical assistance and resources must be accessible to districts and schools. DPI builds the capacity of districts and their identified schools to successfully implement reform initiatives with a comprehensive system of support, which include DPI-approved turnaround partners, a DPI liaison, the RtI Center, and other networking opportunities. DPI actively monitors districts, particularly those with low performance and/or large achievement gaps, to ensure that schools and districts implement planned reforms effectively and with fidelity. DPI’s system also includes accountability measures for districts and schools that are not successful in improving student learning. This combination of additional resources and support, consistent monitoring, and accountability will lead to improved student outcomes, particularly in Priority and Focus schools.

DPI will implement an annual resource inventory process to ensure that all Priority and Focus schools will be able to fund required interventions. This process is built into the annual DPI Title I planning meeting. If the resource inventory process indicates that Priority and Focus schools will have sufficient funds to implement required interventions, then additional 1003(a) funding will be allocated to LEAs. 1003(a) funds allocated to LEAs will provide interventions and supports for low-achieving students in other Title I schools when one or more subgroups miss either AMOs or graduation rate targets or both. Wisconsin plans to increase its capacity and expertise in supporting all Title I schools in the state through a reallocation of its resources and utilization of outside expertise.

New Consolidated ESEA Application

Beginning in the 2012-13 school year, DPI introduced a new Consolidated ESEA Application. DPI designed to generate greater transparency while reducing burden at the state and local levels related to the application and claiming process. Districts submit claims electronically, as opposed to the previous paper process. Once the initial applications were submitted and approved for the 2012-13 school year, the agency and districts conserved substantial amounts of time. DPI plans to reallocate Title I consultants’ additional time to provide more frequent assistance to school districts across the state as they implement Title I programs. Consultants have greater access to district and school data through the implementation of the state Accountability Report Cards and this information will inform

consultants' conversations with districts regarding areas of identified academic and instructional needs, as well as their subsequent plans for use of ESEA funds to support school and district improvements in these areas.

Electronic Planning Resources

Identified LEAs must develop and submit their plans to DPI using an online school improvement planning, tracking and reporting system approved by DPI. Schools complete a needs-assessment aligned to the turnaround principles. Any principle which has not previously been fully implemented (as determined by the needs assessment) be used within the school's planning process to identify discrete tasks that will lead to full implementation, as well as the person(s) responsible for completing the task and their deadlines. The school's reform plan includes research-based strategies that draw from the vast turnaround literature and ensures that Priority schools conduct a continuous cycle of assessment, planning, implementation, and progress monitoring to progress towards full implementation of the turnaround principles. DPI provides schools and districts with training, as needed, as well as an extensive rubric to communicate the state's expectations of schools and their plans.

Existing Expertise

DPI has expanded upon the successful implementation of a DPI liaison within identified districts (currently MPS) to also provide a liaison to each district with a Priority school. The liaisons work closely with district and school leadership to observe and provide feedback on reform plan implementation. The liaison is provided to the district to assist in identifying and removing district or DPI barriers that may hinder rapid reform in the Priority school.

Statewide Networks

Recently, DPI has brought together all of its key statewide networks, including the Wisconsin RtI Center, School Improvement Services (SIS), Regional Service Network (RSN), and Title I Network, in order to systematically provide updates regarding the agency's developing initiatives. This is a way to build collaboration between the networks in an effort to systematize the statewide efforts and provide technical assistance and professional development in an efficient and effective manner. DPI has committed to ensuring all districts across the state receive adequate, equitable support while reducing the duplication of services provided by the various networks.

Title I Network

In collaboration with the 12 regional CESAs, the Title I Network provides increased access to technical assistance and professional development for Title I districts and schools. With financial support from DPI, each CESA provides free or reduced cost Title I services for all school districts in their CESA designed to increase student outcomes and close the achievement gap.

Services currently provided by the Title I Network to support Title I districts and schools include the following:

- District Title I coordinators can consult with CESA staff regarding Title I law, programming, reporting requirements, and monitoring, as it applies to their program planning and grant application processes.
- District Title I coordinators are provided information and resources through a Title I coordinator orientation, one-on-one technical assistance, and regional meetings. This support is designed to enhance the quality of Title I programs in all districts and ensure implementation of effective programming.
- Biennially, DPI conducts a statewide assessment of Title I professional development needs and uses that data to shape requirements for CESA services. The inter-agency agreement between DPI and CESA mandates that the CESAs provide professional development that fits the statewide identified needs as well as regional needs.
 - Align professional development with statewide and local needs.
 - Use statewide survey results to drive professional development requirements at each CESA.

- Dictate professional development offerings so they are consistent between CESAs; professional development offerings will align with identified themes provided by DPI (such as structuring Title I within Rtl systems, Title I interventions in literacy and mathematics, Title I instruction and CCSS).
- Communicate correlation between expressed needs and professional development offerings statewide via DPI and CESA websites, newsletters, etc.
- Annually assess the needs of each CESA and biennially assess the needs statewide to ensure that the professional development offerings consistently meet the expectations and the needs of Title I schools.
- Examples of professional development provided by the Title I Network include Leveled Literacy Interventions, Math Strategies that Motivate and Engage Students, Add+Vantage: Math Recovery, Matching Kids to Text: Choosing Appropriate Books for Students, and the Title I Paraprofessional Development Series.
- WISEdash, WISExplore, and WISELearn tools are used by CESAs to support districts and schools as they examine student achievement gaps.
- Beginning in 2012-13, Title I Network contracts with DPI require CESAs to provide more targeted support to schools to improve student achievement or narrow achievement gaps. Network representatives provide the Wisconsin Rtl Center trainings to districts in their respective CESA. Network contracts will specify that CESA Title I staff attend Rtl trainings, where applicable, provided by the Wisconsin Rtl Center and will serve as a primary point of contact for Rtl in their region.
- The Title I Network also connects district staff to pertinent information and resources regarding local and statewide initiatives and agencies supporting Title I programming to improve student outcomes.
- CESAs can partner with IHE) to offer credits for professional development so that teachers can renew their license/advance on the salary scale. CESAs will offer professional development “strands” to address the most common Professional Development Plan (PDP) goals so that teachers can advance/renew their license(s).

As previously mentioned, Wisconsin utilizes the statewide Rtl Center to provide targeted professional development and technical assistance to Focus schools.

New Expertise

Beginning in the 2012-13 school year, the DPI Title I Team began to utilize the expertise of external lead partners operating in Priority schools, such as learning from existing challenges and barriers to implementation of reforms, as well as strengths which can be replicated to support Title I schools across the state. Additionally, DPI analyzes district and school diagnostic reviews conducted in Priority schools in an effort to identify potential programming needs and instructional trends across the state. Title I consultants use results of the analyses to actively address identified areas of need within Title I schools across the state.

Standards, Instruction, and Assessment Center

The Standards, Instruction, and Assessment (SIA) Center, based on the successful model of the Wisconsin Rtl Center, provides support through content experts focused on development of high-quality, standardized resources and training plans available at low- to no-cost across the state in partnership with IHE. Recognizing that the Rtl Center has successfully promoted how to implement quality instructional programming through modifications to schools’ and districts’ systems and structures, DPI has developed a similar structure to support work in literacy and mathematics to work in tandem with the Rtl Center as a means to inform districts and schools about what constitutes quality instructional programming. The Center synthesizes existing best practices and research-based interventions, as well as plays a critical role in providing systematic professional development and resources statewide. For example, the SIA Center is pivotal in the statewide roll-out of the Common Core Statewide Standards including data-based decision-making and assessment practices that improve learning and inform instruction.

Comprehensive Monitoring of and Support for Priority Schools

DPI implemented its recently enhanced system of monitoring and support for SIG schools in all Priority schools. The system consists of onsite diagnostic reviews and assistance from external lead partners, the district's online system, a DPI liaison, fiscal monitoring, data reviews, and site visits.

DPI approves external lead partners (such as an IHE, turnaround partner or professional learning organization) for Priority schools that demonstrate evidence of experience and expertise in successful reform initiatives. Under contract with DPI, the experts assess the schools' core instructional program (specifically reading and mathematics), teacher collaboration, data systems, progress monitoring methods, and supports for struggling learners. Based on the diagnostic review findings and in collaboration with the turnaround partner, districts with Priority schools develop a school reform plan for each Priority school in the district and submit it to DPI for approval.

Prospective external lead partners are required to submit an application to DPI and participate in an interview with DPI staff. Proposals are initially reviewed by external reviewers, including the Title I Committee of Practitioners. Review rubrics are based on rigorous criteria developed through a comprehensive review of best practices and key indicators of turnaround partner success. Specifically, the criteria relies on research produced by groups such as *Mass Insight Education* and the *Center on Innovation and Improvement*. DPI also researches the experiences of other states that have approved external providers in order to develop rigorous and effective criteria.

The criteria includes the following:

- successful and effective work with low-performing schools or schools with comparable student populations and grade levels,
- instructional models that are comprehensive, yet aligned to the needs and contexts of individual schools and districts,
- a well-developed framework of leading success indicators; and
- a record of organizational and financial stability.

Districts with Priority schools, with the consultation of DPI, select an approved partner which best meets their individual needs. External lead partners must implement comprehensive school reform efforts that integrate structural and programmatic interventions, including daily onsite support and leadership, while building the Priority schools and the district's ability to successfully implement and sustain reform efforts after the partnership has ended.

DPI requires districts with Priority schools to submit their school reform plan using an online school improvement planning, tracking, and reporting system approved by DPI. This tool is aligned to the turnaround principles and designed to monitor the progress of the implementation of school reform plans. DPI Title I and School Support Team staff review plans submitted electronically and communicate with Priority schools and their districts regarding missing, incomplete, or inadequate plans for each indicator of success. In addition to providing a means for DPI to monitor each district's level of implementation of reforms, this process facilitates the introduction of instructional program planning at the district and school level, resulting in modifications aligned to ongoing assessments of need and the implementation of reforms, which the district can sustain at no cost after exiting priority status.

Each district with a Priority school is assigned a liaison from DPI. The role of the liaison is to work closely with district and school leadership to observe and provide feedback on reform plan implementation. The liaison does not act as a monitor; the liaison is provided to the district to assist in identifying and removing district or DPI barriers (licensure, funding) that may hinder rapid reform in the Priority school.

DPI provides ongoing fiscal oversight of expenditures submitted by Title I districts serving Priority schools to ensure claims match activities included within approved budgets.

DPI conducts regular data reviews to ensure that schools and districts make progress towards their goals. DPI requires districts to submit student achievement and school climate data for each of their

Priority schools. DPI staff discuss progress towards goals, as evidenced by data, as well as concerns regarding objectives illustrating stagnant or minimal progress. DPI requires district and school staff to identify and communicate strategies to modify existing plans and practices in order to address concerns and improve academic outcomes. This process facilitates data reviews at the district level, resulting in modifications to instructional programming aligned to ongoing assessments of need, which the district can sustain at no cost after exiting priority status.

DPI's SIG monitoring system includes school visits in order to ensure districts and schools receiving SIG funds have implemented their approved reform plans with fidelity, identified areas of concern within their implementation, and developed appropriate plans to resolve these issues accordingly. DPI staff will continue this process and conduct four onsite school visits to each funded Priority school annually. Attendees will include the school's principal, external lead partners, and district representatives.

DPI currently implements a risk-based, onsite monitoring system of all ESEA grants. Districts are selected for onsite monitoring by a DPI-organized team using a revised risk-based monitoring system. DPI prioritizes districts with Priority schools for ESEA monitoring. While a significant component of the district monitoring system is compliance with federal law, it also results in targeted technical assistance to improve the effectiveness of services provided to students, staff, and families.

DPI determined Focus schools' status based on specific criteria identifying the largest gaps across subgroups. Because Focus schools are identified based on low performance of specific subgroups, DPI requires the implementation of Rtl, which provides differentiated, individualized instruction to meet the specific academic needs of prioritized student populations within schools. DPI monitors the implementation of these practices to ensure that Focus schools and their districts implement appropriate practices necessary to improve the academic outcomes of prioritized student subgroups. Through these practices, Focus schools and their districts build their capacity to align students to differentiated resources which meet individual student needs identified through extensive monitoring processes which can continue after exiting Focus school status to ensure that the academic performance of prioritized student subgroups continually improves.

DPI requires districts with Focus schools to submit their school reform plans for approval using an online school improvement planning, tracking, and reporting system approved by DPI to monitor the progress of the implementation of school reform plans. The DPI Title I and School Support team will review plans submitted electronically and communicate with Focus schools and their districts regarding missing, incomplete, or inadequate plans for each indicator of success. DPI also provides technical assistance for Focus schools. In addition to providing a means for DPI to monitor each district's level of implementation of reforms, this process facilitates the introduction of instructional program planning at the district and school level, resulting in modifications aligned to ongoing assessments of need and the implementation of reforms. The Wisconsin Rtl Center is the primary source of technical assistance for Focus schools. Regional experts in Rtl implementation are available statewide to provide training and consultation. For a complete description of the services to be provided to Focus schools, see 2.E.iii.

Funding Flexibility

DPI allows LEAs funding flexibility for funds currently used under ESEA to support the requirements for Priority and Focus schools.

Districts with Priority and/or Focus schools have the option, under this waiver, to transfer up to 100 percent of certain ESEA programs such as Title II A into Title I A in order to support schoolwide reforms. Transfers of funding must not reduce equitable services available to private school students and staff. Prior to making decisions affecting equitable services for private schools, LEAs must consult with private school representatives. In addition, any school identified as Priority or Focus may operate as a schoolwide school even if it has a poverty rate below 40 percent in order to use the Title I allocation to implement state required reforms.

Under the ESEA Flexibility waiver, Title I schools identified for improvement and districts identified for improvement are no longer required to set aside 10 percent of funds allocated at the school level and at the district level (respectively) for the purpose of professional development.

Lastly, DPI provides support for implementation of meaningful interventions in Priority and Focus schools through all available funding sources, including Title I, Part A, 1003(a), districts' 20 percent set-aside of its Title I dollars, and other federal funds as permitted to fund the school reform plan. This option ensures resources can be allocated to improvement efforts of these schools and increases the funds available to Title I schools.

Comprehensive Monitoring of and Technical Assistance for all Title I Schools

Although DPI does not have the capacity to closely monitor the instructional programs of all Title I schools in the state, DPI provides levels of increasingly intensive monitoring strategies to all Title I schools in the state.

			School Visits
			Fiscal Monitoring
		Data Reviews	Data Reviews
		Implementation of Plans	Implementation of Plans
Needs Assessments (Optional)	Needs Assessments	Needs Assessments	Needs Assessments
ESEA Application (Basic)	ESEA Application Monitoring	ESEA Application Monitoring	ESEA Application Monitoring
All Other	Missing AMO	Focus Schools	Priority Schools

Title I Schools Missing AMOs

In 2012-13, the SEA introduced a new, online consolidated ESEA application designed to generate greater transparency regarding the use of federal funds while reducing burden for districts and schools by streamlining the application and claiming process. Wisconsin estimates that both the district and DPI have conserved significant amounts of time using this new process. Title I consultants use the additional time to closely monitor the applications of schools missing their AMOs. Specifically, consultants have access to data identifying which AMO(s) a school missed and why. With this information, the consultant ensures the district's ESEA program plans and budgets align to the identified needs. For example, if a school misses a math AMO for ELLs, the Title I consultant look for a budget item which supports improvement in this area. If this area is not addressed in the budget, the consultant will contact the district to ascertain why it was not included and determine if the explanation is adequate. Additionally, with the introduction of an electronic claims submission process directly linked to the districts' approved plans and budgets, DPI ensures districts use federal funds appropriately to support student and school improvement in areas of identified need.

A complete description of the technical assistance provided to all Title I schools is provided in 2F.

All Other Title I Schools

Similarly, the introduction of the Wisconsin State Accountability Index system provides more information regarding school and district performance in various subscale areas (i.e., achievement, growth, closing gaps, on track for graduation or postsecondary readiness). With this information, consultants can ensure districts' program plans and budgets support areas of identified need.

Additionally, all Wisconsin school districts have access to the online Indistar tool for use with their schools. While DPI does not monitor Indistar plans in these schools, the district has the opportunity to clarify its expectations for its schools in the tool, as well as monitor the schools' progress towards those expectations.

Reducing Burden on Districts

Districts with low-performing schools may choose and utilize online school improvement planning, tracking, and reporting system approved by DPI. In order to reduce burden on districts, DPI provides free access to an online tool, Indistar, to develop, monitor, and communicate all reform efforts with DPI within a single plan. The use of electronic systems eliminates the need for periodic paper reports currently required for school improvement.

Requiring RtI implementation under the direction of the Wisconsin RtI Center streamlines the implementation of RtI. Districts are requesting more direction and guidance on specific interventions and best practices in implementing an effective RtI system, rather than developing these systems individually. The waiver provides specific expectations for RtI implementation and builds additional resources and professional development.

The DPI literacy and mathematics support team have provided resources that support consistency around instruction and assessment. Districts and schools have much greater access to best practices which inform instructional practice. Additionally, the SIA Center continues to enhance the collaboration with Wisconsin's institutes of higher education, which in turn positively impact the education and training of new teachers.

Providing alternatives to SES providers greatly has reduced the amount of staff time, both at the DPI and district levels, in terms of approving providers, contracting with providers, and tracking multiple provider programs. This flexibility allows for one program that more closely align with district and school improvement goals, as well as with the interests and expectations of parents.

Districts with low-performing schools have greater flexibility in the use of ESEA dollars and have the discretion to use them to meet the greatest local needs, while still ensuring equitable services are provided to private school students and staff.

PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

3.A DEVELOP AND ADOPT GUIDELINES FOR LOCAL TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

Select the option that pertains to the SEA and provide the corresponding description and evidence, as appropriate, for the option selected.

<p>Option A</p> <p><input type="checkbox"/> If the SEA has not already developed and adopted all of the guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none"> • the SEA’s plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year; • a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and • an assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2011–2012 school year (see Assurance 14). 	<p>Option B</p> <p><input checked="" type="checkbox"/> If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none"> • a copy of the guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; • evidence of the adoption of the guidelines (Attachment 11); and • a description of the process the SEA used to involve teachers and principals in the development of these guidelines.
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Introduction of the Wisconsin Educator Effectiveness (WIEE) System

Media reports on new educator evaluation systems create the impression that educator rating differentiation, inclusion of student test data, and high stakes uses are the main criteria of success. These are important considerations. But the current fixation on evaluation score distribution and high stakes use of ratings misses an important question: how are new evaluation systems promoting learning and growth?

Educators (teachers and principals) must be active participants in their own evaluations if we expect them to improve on weaknesses or build on effective practices. They must see how the measures and processes help identify both strengths and challenges, leading to performance improvement. In short, many are missing an opportunity to embrace educative or learning-centered educator evaluation.

Theory of Action

Wisconsin’s approach to its Educator Effectiveness (EE) System is based on following principles:

1. Learning requires risk, and risk-taking requires a foundation of trust,
2. Assessment and support of practice requires a research-based framework for practice,
3. Learning takes time and is more likely when focused on educator and student learning goals, with educators “owning” the process, and
4. Learning is enhanced with ongoing, timely, and specific feedback from peers and evaluators.

Principle 1: Continual Improvement

The Wisconsin Way

Wisconsin understands that identifying high-performing and struggling educators is the easiest part of an evaluation system. Identifying the unique strengths and weaknesses of every educator and helping them to improve is much harder. Wisconsin has designed a System to do just that. The System validates every context, role, environment, and results in meaningful, individualized, actionable feedback. Without this feedback, a system can score educators (e.g., accountability model), but it cannot inform, support, or grow educators. Wisconsin has worked hard to create an EE System aligned to research and best practice by providing feedback which results in educator growth and, ultimately, improved student outcomes.

Educators are active participants in their own evaluations in Wisconsin and peer support is strongly encouraged. Evaluators have an important facilitation role, but they are intended to collaborate, not dictate the evaluation process. The capacity-building characteristics of the System set Wisconsin apart. The Wisconsin EE System is not ultimately about the ratings, per se. It is not intended to result in an overall score to compare educators within schools and between districts. Instead, the System compares an individual's growth across time through personal goals, ongoing evidence based on discrete components of practice, and administrator or peer feedback. Department of Public Instruction (DPI) (with Wisconsin educators) designed the Wisconsin EE System to improve professional practice in a manner which Charlotte Danielson has defined as “educative.” Speaking specifically of the teacher evaluation process (which directly mirrors the principal evaluation process), Charlotte stated:

I have great admiration for the work of the Wisconsin Department of Public Instruction and its Educator Effectiveness program (WIEE). WIEE concentrates on helping all teachers improve their practice in the extremely complex work of teaching. In my view, WIEE is the **most** powerful use of the Framework for Teaching, and will yield lasting benefits to both teachers and students in the state. – Charlotte Danielson

The Department of Education has also praised Wisconsin's work to build educator capacity. Specifically, in the 2014 ESEA waiver monitoring report, USDE stated:

DPI and Wisconsin educators are creating and implementing teacher and principal evaluation systems intended to identify specific strengths and areas of growth, to empower educators to improve their practice and, ultimately, improve student outcomes.

Principle 2: Meaningful Differentiation

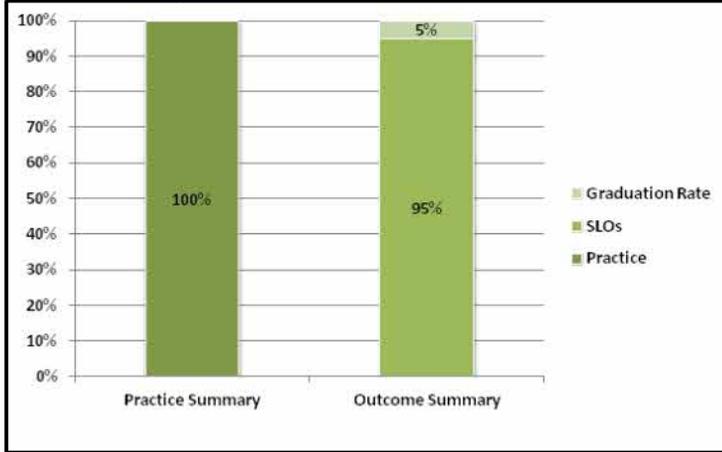
Creating the Educator Practice Summary

Evaluators must score at the component level on the practice rubrics. DPI will average component scores up to the domain level, and then average scores across domains for one overall Practice Summary, on a scale from 1 – 4.

Creating an Outcome Summary

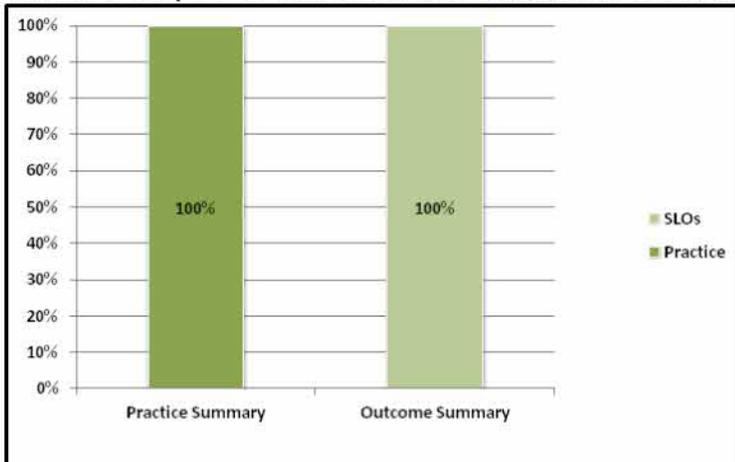
In 2014-15, the Outcome Summary will only include the following measures: SLO holistic score (for all educators) and graduation rate (for educators in schools which graduate students). (*Note: If an educator does not work in a school that graduates students, their Outcome Summary will be entirely comprised of their holistic SLO score.*) All scores will be reported on a 1 – 4 point scale and rounded to one decimal point. Individual measure scores will be weighted proportionally and then added together (see the examples provided).

EXAMPLE 1 (HIGH SCHOOL PRINCIPAL OR TEACHER IN 2014-15)



Outcome Summary Process	Total
SLOs: $3.0 * 0.95$	2.85
Graduation Rate: $4.0 * 0.05$	0.2
<i>Outcome Summary: $2.85 + 0.2$</i>	2.9

EXAMPLE 2 (ELEMENTARY/MIDDLE SCHOOL PRINCIPAL OR TEACHER IN 2014-15)



Outcome Summary Process	Total
SLOs: $3.0 * 1.00$	3.0
<i>Outcome Summary: $3.0 + 0.0$</i>	3.0

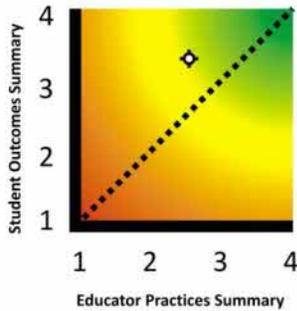
Note: Beginning in 2014-15, DPI will create teacher and principal value-added scores. While principals will begin receiving these scores in 2015-16, teachers will not receive their scores until 2016-17. This is due to the ability to use prior year's data for principals (and make a student link at the school level), but the inability to use prior years' data for teachers (due to the lack of a student-teacher link until 2014-15). All teachers and principals covering tested grades and subjects will receive a value-added growth score based on state standardized assessments.

Creating a Summary Graph

Once data has been pulled and the Practice and Outcome Summaries have been calculated, DPI will report an educator's Final EE Summary. DPI designed a way to report a Final EE Summary that maintains the System's purpose—the EE Summary Graph. The Summary Graph illustrates that the System helps identify educator's current practice and informs potential for growth.

The EE Summary Graph reports an educator's Practice Summary and Outcome Summary by placing the two scores on the graph as a coordinate pair (see example below). One axis represents practice (reported 1 - 4), while the other represents outcomes (reported 1 - 4). Colors on the graph inform areas of strength and needs for growth.

EXAMPLE



DPI will create individualized Summary Reports for each individual educator which includes the Summary Graph, as well as additional graphs and charts which focus on the data which more directly informs practice (e.g., a bar chart showing differentiation amongst all 22 Danielson components for teachers). Individual educators and their evaluators will have access to these individualized reports to inform personalized conversations based on the data and resulting in the appropriate next steps, (as determined locally). Following conversations, the Summary Reports will be stored within the individual educator's personnel file.

This method of summarizing EE data:

- Avoids emphasis on labeling educators, but instead focuses on their practice and growth; and
- Avoids comparing educators, but instead focuses on comparing an individual's growth over time.

Federal Reporting

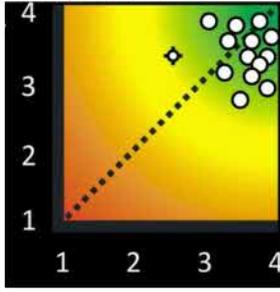
State law protects the privacy of information within the EE System. Reporting EE "scores" to USDE would not only break state law, but also conflict with the System's purpose for the following reasons:

- By opening this data up to public record, the data will likely become widely reported,
- As soon as this data becomes public, it likely becomes competitive and schools and/or districts are compared to each other,
- Once these comparisons begin, people begin (understandably) gaming the System,
- Once people start gaming the System, its data is no longer accurate and, ultimately, no longer meaningful or informative,
- Once the data is no longer meaningful or informative to the individual educator, it no longer has impact, and
- Once the data no longer has impact, we have wasted a lot of resources (e.g., state time and money, as well as local time and money, etc.).

DPI believes in the ability of this System to have impact if implemented with quality and as intended. As such, DPI has offered to illustrate the distribution of educator performance at the state-level (not school or district), using the Summary Graph information. USDE agreed because there is no better way to

show distribution of performance than with a scatter-plot/graph. Specifically, DPI has proposed and received approval from USDE to report one Summary Graph with thousands of dots (as opposed to the one dot an educator will see), representing every educator in the state (see below). While each of the thousands of "dots" will represent an individual educator, the dots will not be individually identifiable in any way. They will not identify an educator, their school, or their district. Instead, the dot will simply be one of thousands representing the performance of anonymous educators (as measured by the WIEE System) across the state. This meets the intended purpose of federal reporting (showing distribution of EE), while maintaining the System's purpose and integrity as well.

EXAMPLE



In 2014-15, USDE approved this method of reporting statewide EE data.

Use of Evaluation Results by Districts

EE is an employee evaluation system with the purpose improving professional practice in order to improve student outcomes. The system will identify specific strengths and challenges of individuals evaluated within the system and will inform professional development and human capital decisions. As with all effective evaluations systems, districts should consider quality implementation practices, research, and district culture in these decisions. For additional guidance and considerations, click on the [Using Educator Effectiveness to Inform Human Resource Decisions Info Brief](#). See also the [System Purpose and Data Use Info Brief](#).

Principle 3: Multiple Measures

Development of the Framework

The initial design and planning of the WIEE System occurred through collaboration with leaders of state professional organizations representing teachers, principals, superintendents, and school boards, as well as educator preparation programs, the Office of the Governor, and the Department of Public Instruction. The EE Design Team members represented the following organizations:

- American Federation of Teachers-Wisconsin (AFT-WI)
- Association of Wisconsin School Administrators (AWSA)
- Department of Public Instruction (DPI)
- Office of the Governor
- Professional Standards Council (PSC)
- Wisconsin Association of Colleges of Teacher Education (WACTE)
- Wisconsin Association of Independent Colleges and Universities (WAICU)
- Wisconsin Association of School Boards (WASB)
- Wisconsin Association of School District Administrators (WASDA)
- Wisconsin Education Association Council (WEAC)

Representatives of these stakeholder groups formed an educator effectiveness workgroup and an educator effectiveness design team, both of which were informed by national experts, state research organizations, and regional technical assistance providers. The EE Design Team, the decision-making group, met monthly to reach consensus on the *Wisconsin Framework for Educator Effectiveness*. The workgroup also met monthly to generate recommendations, which informed design team deliberations and consensus building.

As a collaborative effort, both the workgroup and design team reviewed and discussed current education practice, research, and framework design. Both groups relied on technical assistance throughout the framework development process. Researchers from the Wisconsin Center for Education Research (WCER) helped frame the EE Design Team decision points, which structured the entire process; identified current educator effectiveness research, policies, and models; developed background material; and provided in-depth feedback during meetings throughout the process. The National Comprehensive Center for Teacher Quality (TQ Center) also helped provide information on current educator effectiveness research, policies, and models. Great Lakes West Regional Comprehensive Center (GLW) and Regional Educational Laboratory (REL) Midwest facilitated each meeting and extensively documented decisions.

Members also participated in multiple national conferences, including those hosted by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA). Decision feedback was supported through stakeholder communication. An EE Symposium was held in June 2011 to inform stakeholders and elicit feedback on the emerging framework design. Additionally, stakeholders sought feedback from their various constituent groups throughout the process.

The proposed process was enacted into state law in April, 2012, with the passing of Act 166 [<http://docs.legis.wisconsin.gov/2011/related/acts/166>], which formally established state requirements for educator evaluation of teachers and principals aligned to the required specifications of Principle 3. Specifically, Act 166 states, in part:

115.415 Educator effectiveness. (1) The department shall develop an educator effectiveness evaluation system and an equivalency process aligned with the department's evaluation system for the evaluation of teachers and principals of public schools, including teachers and principals of a charter school established under s. 118.40 (2r), as provided in this section. Each school board and the governing body of each charter school established under s. 118.40 (2r) shall evaluate teachers and principals in the school district or charter school *beginning in the 2014-15 school year.*

(2) The department shall develop an educator effectiveness evaluation system according to the following framework:

(a) Fifty percent of the total evaluation score assigned to a teacher or principal shall be based upon measures of student performance, including performance on state assessments, district-wide assessments, student learning objectives, school-wide reading at the elementary and middle-school levels, and graduation rates at the high school level.

(b) Fifty percent of the total evaluation score assigned to a teacher or principal shall be based upon one of the following:

1. For a teacher, the extent to which the teacher's practice meets the core teaching standards adopted by the 2011 Interstate Teacher Assessment and Support Consortium.
2. For a principal, the extent to which the principal's practice meets the 2008 Interstate School Leaders Licensure Consortium Educational Leadership Policy Standards.

Wisconsin piloted its System in 2011-12 and 2013-14. The first year served as a Developmental Pilot, in which participants only piloted sections of the System to provide targeted feedback on how to revise those components. During the Full Pilot in 2013-14, participants piloted the entire System, to see how the revised components functioned together. Full statewide implementation of the System began in 2014-15, but the state has committed to continually revising and refining the System based on feedback received through its comprehensive communication plan and external evaluation.

Principle 4: Regular Process

Personnel Evaluation: School District Standards

Within Wisconsin School District Standards (PI 8, published under s. 35.93, Wis. Stats.), the state mandates the regularity of evaluations, as well as the requirements of those serving in evaluator roles (whereas Act 166 defines the required process for evaluations):

1. Each school district board shall establish specific criteria and a systematic procedure to measure the performance of licensed school personnel. The written evaluation shall be based on a board adopted position description, including job related activities, and shall include observation of the individual's performance as part of the evaluation data. Evaluation of licensed school personnel shall occur during the first year of employment and at least every third year thereafter.
2. The school district board shall ensure that evaluations, including those for purposes of discipline, job retention or promotion, shall be performed by persons who have the training, knowledge and skills necessary to evaluate professional school personnel. The school district board shall be responsible for the evaluation of the school district administrator under this subdivision.

DPI is responsible for monitoring district implementation of this law. Failure to comply with the law will result in a monitoring finding and a letter from the department requiring corrective action (i.e., implementation of the System). Continued failure to comply will impact the district's access to state funding. Specifically, the district will not receive the state funding associated with implementation of the EE System (i.e., \$80 per educator) and, continued failure to implement the System could impact access to federal funding. DPI will monitor implementation by reviewing each district's submission of data. As part of implementation, DPI will require districts to assure they are using the System to inform professional learning, formative conversations, and other local decisions, in order to ensure implementation aligns to the "spirit" of Principle 3, as defined by USDE.

Principle 5: Feedback

The Wisconsin Way

Wisconsin understands that identifying high-performing and struggling educators is the easiest part of an evaluation system. Identifying the unique strengths and weaknesses of every educator and helping them to improve is much harder. Wisconsin has designed a System to do just that. The System validates every context, role, environment, and results in meaningful, individualized, actionable feedback. Without this feedback, a system can score educators (e.g., accountability model), but it cannot inform, support, or grow educators. Wisconsin has worked hard to create an EE System aligned to research and best practice by providing feedback which results in educator growth and, ultimately, improved student outcomes, as detailed in other sections.

Principle 6: Informing Local Decisions

Guiding Principles

The Educator Effectiveness Design Team (EE Design Team) believed that the successful development and implementation of the new EE System depends upon the following guiding principles. The guiding principles include:

- The ultimate goal of education is student learning. Effective educators are essential to achieving that goal for all students. It is imperative that students have highly effective teams of educators to support them throughout their public education. Effective practice leads to better educational achievement and requires continuous improvement and monitoring.
- A strong evaluation system for educators is designed to provide information that supports decisions intended to ensure continuous individual and system effectiveness. The system must be well-articulated, manageable, reliable, and sustainable. The goal of this system is to provide students with highly qualified and effective educators who focus on student learning.

An educator evaluation system must deliver information that:

- Guides effective educational practice that is aligned with student learning and development,
- Documents evidence of effective educator practice,
- Documents evidence of student learning,
- Informs appropriate professional development,
- Informs educator preparation programs,
- Supports a full range of human resource decisions, and
- Is credible, valid, reliable, comparable, and uniform across districts.

As part of monitoring, and in order to access state funding, districts will be required to assure they will use the System to inform local conversations and decisions.

3.B ENSURE LEAs IMPLEMENT TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

- 3.B Provide the SEA’s process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA’s adopted guidelines.

Implementation Progress

The Wisconsin DPI is on track to fully implement Principle 3, including the incorporation of student growth based on state assessments, per state statutory requirement. In April 2012, the Wisconsin State Legislature adopted Act 166

[<http://docs.legis.wisconsin.gov/2011/related/acts/166>], which formally established state requirements for educator evaluation of teachers and principals aligned to the required specifications of Principle 3.

Specifically, Act 166 states, in part:

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2. For a principal, the extent to which the principal’s practice meets the 2008 Interstate School Leaders Licensure Consortium Educational Leadership Policy Standards.

Within the 2014 ESEA Monitoring Report, USDE indicated DPI has satisfactorily progressed stating, “DPI is ... effectively reach[ing] all educators and provid[ing] training, resources, and communications supporting improved practice and instruction.”

However, the state is exploring the option to delay the use of state standardized assessments within the EE System until 2015-16. As such, DPI may need flexibility to pause the incorporation of state standardized test data in the EE System for one year 2014-15, to be reincorporated in 2015-16. As such, Wisconsin is asking for this flexibility, only to be used if necessary. This pause does not indicate a stop in the work. DPI has committed to providing this data as an additional means to inform local conversations regarding practice. Therefore, DPI will be working closely with the Wisconsin Value-Added Research Center (VARC) and Versifit to ensure that the work necessary to create a valid student-teacher link for teacher value-added continues, as well as the work to design and test a new Wisconsin measure, principal value-added (as opposed to school-wide value-added).

Additionally, Wisconsin has committed to ongoing refinements to the System based on user feedback, as previously noted. To ensure the System resulted in meaningful, individualized feedback to support ongoing improvement, the Wisconsin DPI developed a comprehensive communication plan to provide district leaders and educators with ongoing updates, address questions, and seek educator input across the design, piloting, and implementation phases. Additionally, DPI engaged an external evaluator to assess system pilot testing, and to obtain ongoing input on potential system improvements (see

Consultation Section, Principle 3). This System is only as useful as the information it provides to educators in their unique contexts.

SAMPLE FORMAT FOR PLAN

Below is one example of a format an SEA may use to provide a plan to meet a particular principle in the ESEA Flexibility.

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Evidence (Attachment)	Resources (e.g., staff time, additional funding)	Significant Obstacles