

Teacher Equitable Access Plan for Wisconsin

Section 1. Introduction

The Wisconsin Department of Public Instruction (DPI) is pleased to submit to the U.S. Department of Education the following plan that has been developed to address the long-term needs for improving equitable access to great teachers and leaders in Wisconsin.

This plan responds to Education Secretary Arne Duncan's July 7, 2014 letter to State Education Agencies (SEA), as augmented with additional guidance published on November 10, 2014 and April 10, 2015.

Wisconsin's plan complies with (1) the requirement in Section 1111(b)(8)(C) of the Elementary and Secondary Education Act (ESEA) that each state's Title I, Part A plan include information on the specific steps that the SEA will take to ensure that students from low-income families and students of color are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers, and the measures that the agency will use to evaluate and publicly report the progress of the agency with respect to such steps; and (2) the requirement in ESEA Section 1111(e)(2) that a state's plan be revised by the SEA, if necessary.

This plan details our approach to achieving our objective of improving access to excellent educators for our state's students of color and low-income youth. This plan represents targeted strategies to eliminate disproportionalities based on a detailed analysis of teacher qualifications in Wisconsin. While a state plan, this plan will be focused on strategies related to the nine school districts who represent almost the entirety of our gaps in teacher experience and preparation.

DPI convened a team consisting of DPI staff to complete this plan. The team included the:

- Director of Title I and School Support,
- Director of Teacher Education, Professional Development and Licensing,
- Director of Educator Effectiveness,
- Assistant Director of Career and Technical Education and Civil Rights Coordinator,
- Policy Advisor,
- Data Coordinator, and
- Research Analyst.

Reflecting on the importance of this work, this team includes the expertise of the department across four different divisions and the Office of the State Superintendent. From the outset, this team has worked at integrating data and building on programmatic efforts throughout the department in order to create a targeted, effective, and sustainable plan of action. As a team, this group

- developed and began implementing a long-term strategy for engaging stakeholders in ensuring equitable access to excellent educators;
- reviewed Wisconsin educator data to identify equity gaps;
- conducted analyses, based on data and with stakeholders, to identify the root causes that underlie our equity gaps to identify and target our strategies accordingly;
- set measurable targets and created a plan for measuring and reporting progress and continuously improving this plan.

Scan of State-Level Policies, Initiatives, and Currently Available Data

To begin this process in an informed way, the DPI performed a scan of current policies and initiatives that Wisconsin has been implementing in recent years, as well as a review of past efforts and relevant and available data. This scan was conducted in collaboration with multiple teams within DPI. Specifically, we reviewed the following:

- existing state policy and practice for improving educator recruitment, retention, development, and support;
 - Wisconsin’s Educator Effectiveness (EE) System, designed specifically to develop and support educators in Wisconsin schools and districts.
 - Wisconsin has completed a scan of current policy and practice using the *Talent Development Framework for 21st Century Educators: Moving Toward State Policy Alignment and Coherence* (See Appendix F for excerpts from this document) developed by the Center on Great Teachers and Leaders at American Institutes for Research.
- policies and initiatives focused on Wisconsin’s institutions of higher education (IHE) and other providers that prepare teachers;
 - Including beginning alignment of EE and IHEs, teacher educator effectiveness plans (EETs), and professional development plans required for license renewal.
- initiatives relating to providers of in-service professional learning programs;
 - Alignment to EE findings and best practices for professional learning (including individualized, job-embedded, etc.).
- current licensure standards and requirements;
 - Reflected in the Wisconsin Administrative Rule PI 34 standards and performance-based system of educator preparation and tiered licensure that went into effect in 2004.
 - In 2004, the Wisconsin licensure system was changed dramatically. The old model was based on credit and continuing education units and resulted in five-year renewable licenses for all educators without regard to years of experience. The new model is based on standards and performance and provides for different tiers of licensure.
 - Teacher standards are laid out in administrative rule as follows:

PI 34.02 Teacher standards. To receive a license to teach in Wisconsin, an applicant shall complete an approved program and demonstrate proficient performance in the knowledge, skills, and dispositions under all of the following standards:

 - (1) The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
 - (2) The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
 - (3) The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
 - (4) The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children’s development of critical thinking, problem solving, and performance skills.

(5) The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

(6) The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

(7) The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

(8) The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.

(9) The teacher is a reflective practitioner who continually evaluates the effect of his or her choices and actions on pupils, parents, professionals in the learning community, and others and who actively seeks out opportunities to grow professionally.

(10) The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and who acts with integrity, fairness, and in an ethical manner.

- Under our current system there are three tiers of licensure - initial, professional, and master educators.
 - All new teachers receive an initial educator license. This is a nonrenewable five-year license. After three years with this license, a teacher may apply for a renewable five-year professional educator license. Approval for this license depends on the completion of a professional development plan for the teacher, aligned to the standards in the rule and the goals of the teacher. The plan and its completion is verified by a team composed of a representative from an IHE, an administrator, and a teacher in the same license category.
 - Professional educators have a renewable five-year license. In order to renew their license, they must have a professional development plan aligned to the standards and reflective of their goals. The plan and its completion is verified by a team composed of three peers in the same license category.
 - Master educators are those who pass through a national board certification process or equivalent process developed by the state for licensure areas that do not have a national board certification process and as outlined in rule. These individuals hold a 10-year renewable license.
- Wisconsin's efforts to develop, test, and implement a new EE system was field-tested in school years 2012-13 and 2013-14 and rolled out in all Wisconsin school districts in 2014-15. We identified the elements included in the system that can be used by school districts to address and decrease equity gaps [e.g., practice and student learning objectives (SLO) rubric scores which describe current levels of practice in specific, observable ways; the difference between current levels of practice and other levels; and the specific changes in practice necessary to improve levels].
- Available data identified as relevant to the development and implementation of our state's equitable access plan. As a starting point, we reviewed the data profile prepared by the U. S. Department of Education, in particular the Civil Rights Data Collection (CRDC) data submitted by our state's school districts; *EDFacts* data that we provided to ED on classes taught by highly

qualified teachers; and state data.

DPI primarily utilized state-level data given its longitudinal nature and completeness (no redaction) for this analysis. Specifically, DPI leveraged data from three data systems. The PI-1202 Fall Staffing Report, is an annual report on the staff in schools and their assignments. These data are longitudinally linked from year to year, allowing for individual teachers to be tracked as their assignment, school, or district changes. These data were combined with data from the Wisconsin teacher licensing database to determine licensure status of teachers in the PI-1202 data. Finally, to calculate school-level student attributes, data from the Wisconsin Individual Student Enrollment System (ISES), part of the state's Statewide Longitudinal Data System, were aggregated to the school level. Our state research analyst led the process of analyzing this data.

Section 2. Stakeholder Engagement¹

We believe that a successful state plan for teacher and leader equity in Wisconsin could not be developed solely and in isolation by DPI or even by DPI in cooperation with school districts. Rather, the plan's success will depend, in large part, on the long-term involvement and ownership of other stakeholders, including parents and other community members, teachers and other school employees, teacher and leader educators and others from higher education, school boards, education associations, civil rights and other community groups, and the business community. As described below, DPI has involved stakeholders and will continue to do so as we oversee the long-term implementation of and improvement of this plan. DPI held meetings with stakeholders, solicited public input through the DPI website, e-mail, and online survey instruments (See Appendix A). DPI also reviewed feedback related to our educator effectiveness and teacher licensing systems in an effort to better inform our strategies.

The DPI team started by making a list of potential stakeholder groups including Wisconsin district leaders, teachers, principals, parents, union leaders, tribal leaders and community and business organizations to include in reviewing what the data demonstrate regarding educator equity and offering feedback on root causes and strategies. To document this process we created a list of groups that we reached out to along with a record of participation.

The DPI team also participated in meetings with key school districts, the Great Lakes Inter-Tribal Council, and led a meeting in Spring 2015 with key stakeholders to discuss root causes and recommend strategies. At this Collaborative Council meeting were representatives of each of the state's regional educational agencies (cooperative educational service agencies), the University of Wisconsin System, Wisconsin Association of Independent Colleges and Universities, Wisconsin Education Association, Wisconsin Association of Supervision and Curriculum Development, Wisconsin Association of School District Administrators, Association of Wisconsin School Administrators, Wisconsin Council of Administrators of Special Services, and the Wisconsin Association of School Boards. Due to different levels of familiarity with data among our stakeholder groups, we did ensure that a member of the state team with expertise in data analysis was on hand at this meeting.

As documented in Appendix A, stakeholders were directly involved in the root cause analysis. Stakeholders also collaborated in examining data to identify the state's most significant gaps in equitable access to excellent teaching and leading—which, together with our root cause analysis, informed our theory of action.

We also sought feedback from the following existing councils: (1) our previously established Wisconsin Achievement Gap Task Force, which included principals and teachers from public, charter, and private schools that were closing achievement gaps; and (2) the Wisconsin Professional Standards Council, which includes representatives from teacher unions, school administrator associations, teacher preparation programs, private school teachers, and the State Superintendent's Parent Advisory Council. The Achievement Gap Task Force was convened to identify and recommend specific classroom-level strategies that close the achievement gap. The Professional Standards Council is an ongoing statutorily created body and meets at least two times a year to assist and advise the state superintendent in improving teacher preparation, licensure, and regulation [see Wis. Stat. 15.377(8)]. It consists of teachers, administrators, and higher education representatives and is staffed by the DPI. The Parent Advisory Council exists to advise the state superintendent on a broad variety of issues.

¹ Appendix A contains detailed information on the stakeholders involved as well as copies of meeting agendas and online survey tools.

DPI reached out separately to the nine school districts identified as the focus of our plan. The school districts were all provided information on the data analysis and information on the ESEA requirement. They were asked to provide online feedback and all were offered an opportunity to meet and discuss the data and their thoughts.

In talking with these diverse stakeholders, some themes quickly emerged. Not all school districts were aware their data looked the way it did, especially in comparison to other school districts. There were significant problems finding bilingual licensed staff. There were significant difficulties in keeping teachers in some schools due to perceptions surrounding school climate and worry over the use of test scores in teacher evaluations. There was a need to find more teachers from within the community who would have a desire to stay in the community. There were concerns expressed that not enough teachers looked like the students they taught and how that impacted ties to the community.

Copies of our draft plan were provided to all the aforementioned stakeholders for comment. A copy of the plan was also posted on the department's website with an online comment tool. The DPI team again tracked the feedback received.

We will continue to involve stakeholders in our activities going forward. All stakeholders contacted through this process will be provided annual updates on our progress and opportunities to comment on that progress, which will inform the long-term commitment to implementing the strategies in this plan. The stakeholder groups will add substantive knowledge from their particular perspective to engage in ongoing data reviews, monitoring, and modification of strategies in the plan. A few specific examples of our ongoing engagement plans include the following annual strategies:

- Updates for stakeholders contacted in preparing this plan to review data and progress toward achieving equitable access.
- Creating a new educator equity consultative group consisting of school district representatives, parents, and community and civil rights groups.
- Meetings with school districts who are the focus of the plan to discuss data disaggregation and progress in meeting goals.
- Meeting with the Professional Standards Council for Teachers to review the implementation efforts and provide ongoing advisory feedback.

Table 1, below details these formal engagement efforts and provides detailed timelines. The purpose of the ongoing engagement is to not only share information, but to solicit feedback and incorporate that feedback, on a regular basis, into the equity plan and related communication efforts moving forward.

Table 1. Methods of Engagement Moving Forward

Method	Stakeholders Involved	Objective	Responsibility	Frequency
Meetings	<ol style="list-style-type: none"> 1. Collaborative Council 2. Professional Standards Council for Teachers 3. Nine School Districts Identified 	<ul style="list-style-type: none"> • Review implementation of strategies. • Inform DPI work on strategies. • Solicit feedback and discuss supports to the nine school districts. • Solicit feedback and discuss any recommended modifications to strategies. 	Assistant State Superintendent, Division for Academic Excellence, DPI	<ol style="list-style-type: none"> 1. Annual (Nov/Dec) 2. Biennial (Spring & Fall Meetings) 3. Biennial (Spring & Fall)
Reports	<ol style="list-style-type: none"> 4. State Report - All stakeholders (See Appendix A for initial list) 5. School District Report - Nine School Districts Identified - School district staff including teachers, pupil service staff, administrators. - Local civil rights, parent, and community groups. - Other groups identified by the school district. 	<p><i>State Report</i></p> <ul style="list-style-type: none"> • Provide updated data analysis. • Report on progress. • Update state strategies as needed. <p><i>School District Report</i></p> <ul style="list-style-type: none"> • Provide local district data or information to augment annual state data report. • Identify school district goals to reduce the number of inexperienced and emergency credentialed (unqualified & out-of-field) staff in front of poor students and students of color. • Identify school district 	Assistant State Superintendent, Division for Academic Excellence, DPI	<p>State report due annually in November.</p> <p>School district report due annually in February.</p>

		<p>strategies.</p> <ul style="list-style-type: none"> ● Report on progress. 		
E-mail	All stakeholders (see Appendix A for a listing).	<ul style="list-style-type: none"> ● Invitation for feedback as state revises and updates state plan. ● Provide additional and updated information. 	Assistant State Superintendent, Division for Academic Excellence, DPI	<p>Minimum of three times per year.</p> <ol style="list-style-type: none"> 1. In soliciting feedback for updated state plan. 2. In sharing finalized updated plan. 3. In sharing finalized school district plans.
Website	General public	<ul style="list-style-type: none"> ● Repository of past plans ● Information on ESEA requirement. ● Provide school district and DPI contact information. 	Office of the State Superintendent	Updates as needed.

Section 3. Equity Gap Exploration and Analysis

To ensure that our equitable access work is data-driven, we have relied on multiple data sources that we intend to improve upon over time. As we have worked with our stakeholder groups, their perspectives have shed greater light on the data and helped us gain a better understanding of the root causes for our equity gaps and our strategies, including unintended consequences or likely implementation challenges for certain strategies.

Wisconsin has been concerned with providing equitable access to excellent educators for several years, and our efforts appear to be showing results. At this time, more than 98 percent of teachers of core academic subjects in Wisconsin fully meet the federal definition of “highly qualified teacher” (HQT), and local conditions and limitations account for the remaining 2 percent.²

Nevertheless, Wisconsin recognizes that HQT is not the only indicator of effectiveness and that we still have a long way to go to achieving our equitable access goals. Data from the Wisconsin fall staff information report (our state system for collecting, analyzing, and reporting data on public school teachers, administrators, and other staff) shows that nine school districts with high concentrations of students of color and students from low-income families have significantly higher levels of inexperienced teachers and emergency credentialed (unqualified and out-of-field) teachers than schools with low concentrations of those students. How we arrived at those nine districts follows as we discuss the exploration of data. Our state plan to ensure equitable access to excellent educators provides a comprehensive strategy for Wisconsin to reduce gaps in these nine school districts.

Definitions and Metrics

Our earlier educator equity plan focused primarily on HQT status. In contrast, the current plan focuses on ensuring that all classrooms are taught by excellent teachers. Recognizing that there are multiple important dimensions of educator effectiveness (e.g., qualifications, expertise, performance, and effectiveness in improving student academic achievement and social-emotional well-being), Wisconsin has defined *excellent teachers* as follows:

- An *excellent teacher* is fully prepared and licensed to teach in his or her assigned content area, is able to demonstrate strong instructional practices and significant contributions to growth in student learning, and consistently demonstrates professionalism and a dedication to the profession both within and outside of the classroom. Given the performance-based licensure system employed by Wisconsin, DPI believes licensure is the best measure we have at this time to define this term.

Rather than select a single metric, we will consider equitable access in terms of the following characteristics of teachers themselves:

- **Unqualified Teachers.** Unqualified teachers in Wisconsin are defined as educators with a bachelor’s degree and no educator preparation. They are currently teachers of record on an *emergency permit* and enrolled in an educator preparation program working towards full licensure. They are not considered highly qualified. In order to receive an emergency permit, a candidate only has to demonstrate the receipt of bachelor’s degree in the subject area. A permit must be renewed annually and the candidate must enroll in a program leading to full licensure.

² For example, a school in one of our rural, remote areas might be unable to recruit a fully certified physics teacher and instead hires someone with a general sciences certification; or, in another school, a teacher leaves during the school year and the district is unable to fill the slot on short notice with someone who meets all of the HQT criteria.

- **Out-of-Field Teachers.** Out-of-field teachers in Wisconsin are defined as educators who hold already hold a teaching license but are in an assignment out of their license area. They are currently teachers of record with an *emergency license* and enrolled in a program working towards full licensure in the new assignment area.
- **Emergency Credentialed Teachers.** These teachers are defined as having an emergency license or permit and, thus, have not achieved full licensure in the area they are teaching. This metric would thus be the sum of those individuals who are defined under this plan as unqualified or out-of-field. This is an important measure of equity, as Wisconsin believes strongly in the need for teachers to possess both content and pedagogical knowledge. This is reflected in our Wisconsin pathways to full licensure. This metric was added to the plan by Wisconsin, as the other metrics of unqualified and out-of-field are too small by themselves to result in any meaningful analysis.
- **Inexperienced Teachers.** These teachers are defined as possessing three or less years of experience teaching in their subject area. Three years or less was selected because it is relatively variable between schools and this initial period is critical for supporting and retaining teachers. Additionally, significant research focuses on three or fewer years of experience as a measure of inexperience.

DPI also looked at data on teacher salaries, (See Appendix C) as data on salaries offered by Wisconsin’s local education agencies (LEA) have important implications for their ability to recruit and retain enough excellent teachers for all students. DPI has, however, chosen not to define this as metric to be used in this plan as those salaries are not significantly different from statewide averages.

To identify Wisconsin’s equity gaps, DPI further defined *low-income students* as those whose families meeting the federal poverty level as defined by the definition established for the Free or Reduced Price Lunch Program (FRLP),³ and *students of color* as students identified as a member of a minority race or ethnicity (e.g., African American, Hispanic, Asian, Native American, Pacific Islander/Alaskan Native). Furthermore, we believe that the action steps laid out in this plan will benefit all students—not just the ones specifically focused on as part of the plan.

Exploration of the Data – Equity Gap Analysis

Identifying Inequities

To identify disproportionality in teacher assignments to students, DPI used multiple years of historical data on the experience levels, license status, and subject and school assignment of staff in the state. For students, DPI used school level information about the proportion of students in the school eligible for the FRLP and the proportion of students identifying as a student of color.

Data Sources

For this analysis, DPI leveraged data from three data systems. The PI-1202 Fall Staffing Report is an annual report on the staff in schools and their assignments. These data are longitudinally linked from year to year, allowing for individual teachers to be tracked as their assignment, school, or district changes. These data were combined with data from the Wisconsin teacher licensing database to determine

³ To define “low-income,” our internal state team considered both the U.S. Census definition of poverty and eligibility for the Free or Reduced Price Lunch Program (FRLP). The team chose the FRLP definition because Census block group boundaries do not align with our school district boundaries. Additionally, FRLP is a commonly understood and utilized measure by our school districts and other stakeholders. In Wisconsin, it is also used to calculate state aid for certain school district categorical aid programs. As a result, Wisconsin has adopted mechanisms to account for FRLP in school districts that choose to utilize the community eligibility option.

licensure status of teachers in the PI-1202 data. Finally, to calculate school level student attributes, data from the Wisconsin Individual Student Enrollment System (ISES), part of the state's Statewide Longitudinal Data System, were aggregated to the school level.

One limitation of the Wisconsin data is that it does not allow for accurate enough assignment of teachers to students to determine within-school disparities in students and teachers. Another limitation is that until full implementation of the state's EE system is achieved, which is just underway, measures of teacher quality are limited to measures using teacher certification and experience levels.

The combined data set from these three sources was then used to compute all of the analyses, including the three statutorily required metrics. We began with the statutorily required teacher metrics disaggregated by quartiles of student characteristics (i.e., experience, qualifications, and out-of-field assignments). In addition to these metrics, we include one of our own - the percentage of teaching assignments filled with a staff member on an emergency credential (permit or license). These data on emergency credentialed educators were important additions to the data sources as they represent unqualified and out-of-field licensed educators in Wisconsin.

DPI's analysis was conducted at the school-building level. While the DPI acknowledges that much of the inequality in the assignment of teachers to students occurs within schools, the data to analyze assignment at the State Education Agency (SEA) level is currently unavailable.

Table 2 depicts the equity gaps in Wisconsin. This analysis focuses on equity across schools because a district-level analysis is likely to mask large disparities across schools within a district. This table compares results for economically disadvantaged students, students of color, and their peers.

Table 2. Wisconsin Equity Gaps in School Year 2012–13

School Type	Teacher Data				
	% Unqualified Teachers	% Emergency Credentials	% Teachers <1 Year of Experience	% Teachers ≤ 3 Years of Experience	% Teachers Out of Field
All Schools (Nst=841,174, Nt = 65,140, Nsch=1,908)	1.18% (N=864)	1.77% (N=1,226)	10.33% (N=6,798)	25.55% (N=16,917)	1.22% (N=903)
Schools in the Top Quartile of Low-Income Students (Nst=186,098, , Nt = 15,467 Nsch =458)	3.19% (N=563)	4.03% (N=701)	13.06% (N=2,113)	30.31% (N=4,929)	3.03% (N=549)
Schools in the Bottom Quartile of Low-Income (Nst =251,277, Nt = 18,065 Nsch =474)	0.48% (N=98)	0.73% (N=142)	8.46% (N=1,546)	22.82% (N=4,121)	0.66% (N=136)
Income equity gap	2.71	3.3	4.6	7.49	2.37
Schools in the Top Quartile of Students of Color (Nst =239,434, Nt = 18638 Nsch =471)	3.03% (N=588)	3.63% (N=714)	12.47% (N=2,400)	29.69% (N=5,741)	2.96% (N=581)
Schools in the Bottom Quartile of Students of Color (Nst =146,696, Nt = 13,039 Nsch =470)	0.59% (N=80)	1.24% (N=157)	9.56% (N=1,217)	24.54% (N=3,138)	0.71% (N=95)
Minority equity gap	2.44	2.39	2.91	5.15	2.25
Schools in the Top Quartile of Students With Disabilities (Nst=176,959, Nt = 14,921 Nsch =462)	2.34% (N=426)	3.04% (N=541)	11.95% (N=1,856)	27.74% (N=4,328)	2.28% (N=413)
Schools in the Bottom Quartile of Students With Disabilities (Nst =187,533, Nt = 13,786 Nsch =427)	0.94% (N=143)	1.45% (N=206)	10.2% (N=1,385)	25.33% (N=3,435)	0.87% (N=135)
SwD equity gap	1.4	1.59	1.75	2.41	1.41

Nst = number of pupils in schools, Nt = number of teaching assignments greater than .1 FTE, Nsch = number of schools with greater than 10 teaching assignments and 10 pupils. The count is the number of teaching assignments, not number of individual teachers.

Equity Gap Analysis

The analysis in Table 2 shows disparities do exist in Wisconsin and that they appear highest for teacher experience levels and for economic disadvantage. However, Table 2 does not tell the whole story.

In Wisconsin, we found that significant disparities exist even within schools in the highest quartile of economically disadvantaged students and students of color. To measure teacher quality, DPI considered the data elements available now and for the last few years, which include years in current teaching assignment, highly-qualified status, out-of-assignment status, and emergency permit and emergency license status.

DPI has chosen to focus on two measures for their policy relevance - stability, and distribution between schools statewide. The first is the proportion of teachers with three or fewer years of teaching experience in their current subject. The second is the proportion of teachers with an emergency permit or emergency license in their current assignment. In Wisconsin, 98 percent of teachers meet the HQT definition. The proportion of unqualified and out-of-field teachers are too small to provide a meaningful analysis on their own, but those teachers are included in the emergency credentialed metric.

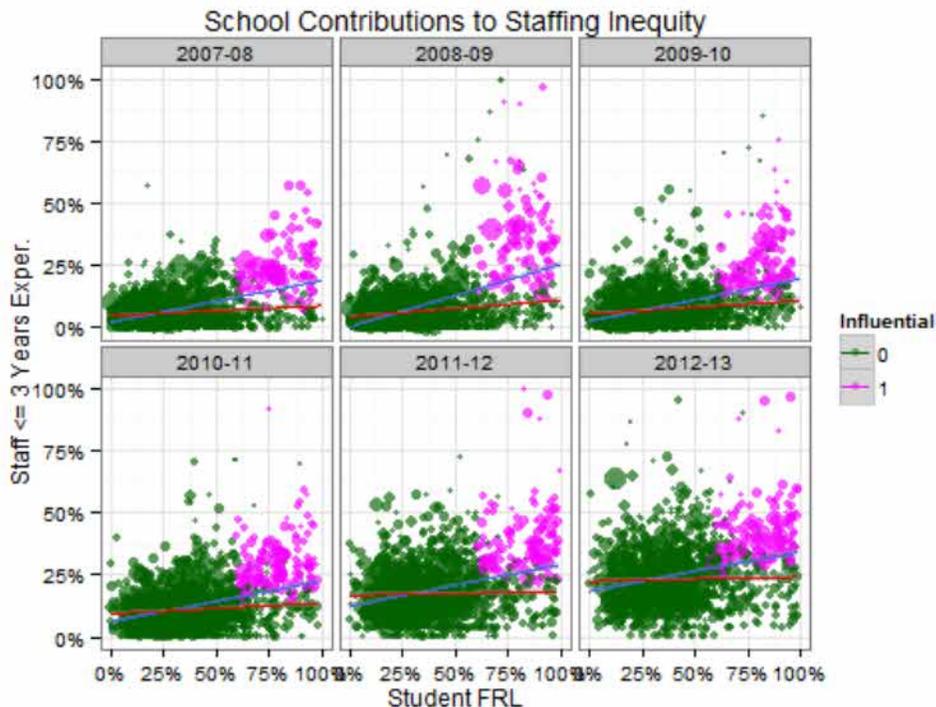


Figure 1: Relationship between percentage of teaching assignments with fewer than 4 years of experience and FRLP percentage of the student body for Wisconsin schools across time. Each point is a school, scaled in size by the size of the enrollment. Purple points represent schools that are in the 85th percentile or greater in contributing to the slope, as well as having an FRLP percentage greater than 60 percent. The blue line represents the line of best fit weighted by enrollment and the red line represents the theoretical line of best fit if all of the influential observations were reduced to the statewide average. (See Appendix E for a larger image).

To identify schools with disproportionality, the department has used a regression model to identify schools which contribute the most to statewide inequality. Four separate regression models are used for each combination of teacher and student population. Each model is weighted by the number of pupils in

the school.⁴ For emergency credentials, the models include a squared term to account for the non-linear increase in emergency credentials as schools' FRLP and students of color populations increase.

The slope of the regression line is the extent of inequality in teacher assignments statewide -- the degree to which the characteristics of the students are associated with the characteristics of the teachers. If teachers were distributed equitably, then the coefficient for the student characteristics would be zero. For the case of student economic disadvantage, each 10 percent increase in the percentage of students who are economically disadvantaged in a school results in an average increase in the share of teachers with less than 4 years of experience in the school of 1.6 percent. For emergency licenses and permits, there is a quadratic relationship which accelerates in the top quartile of schools. For example, the average school moving from 65 percent FRLP eligible to 85 percent FRLP eligible would result in the percentage of staff on emergency credentials increasing from 2.8 percent to 5.9 percent.

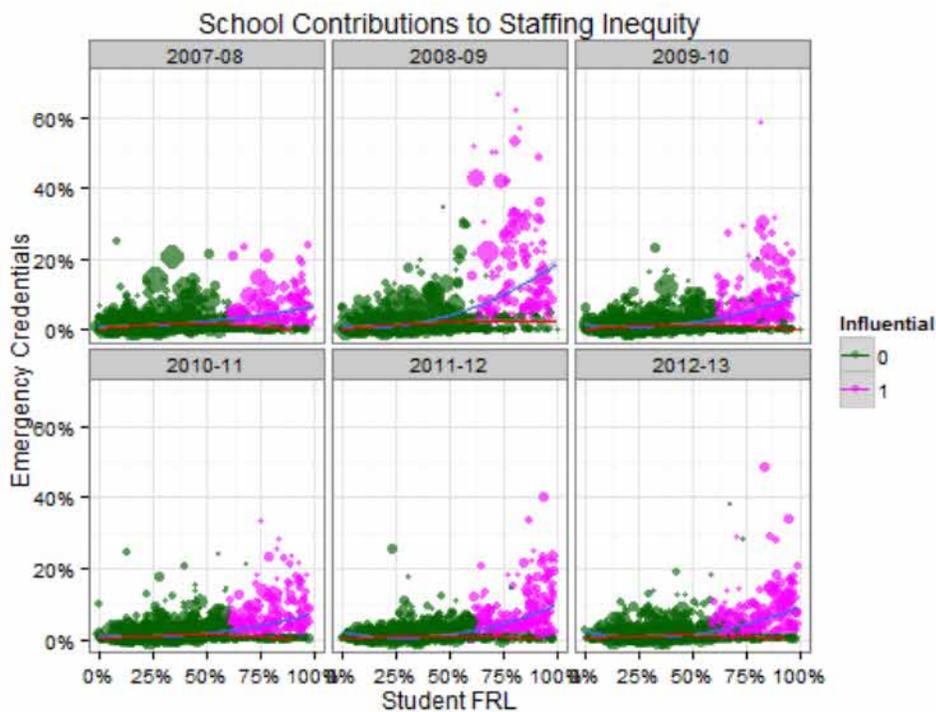


Figure 2: Relationship between percent of staff with emergency credentials and FRLP percent of the student body for Wisconsin schools across time. Each point is a school, scaled in size by the size of the enrollment. Purple points represent schools that are in the 85th percentile or greater in contributing to the slope, as well as having an FRLP percentage greater than 60 percent. The blue line represents the line of best fit weighted by enrollment and the red line represents the theoretical line of best fit if all of the influential observations were reduced to the statewide average. (See Appendix E for a larger image).

⁴ In reality, the equation is slightly more complicated. First, all schools with fewer than 20 teaching assignments are excluded. Second, the percentage of teachers meeting the “quality criteria” and the percentage of students in the student category are both logged. Additionally, the model is fit separately for each school year the DPI has data to account for secular changes over time in the level of teacher preparation and experience and distribution. Finally, the model is weighted by the enrollment of the school.

To identify individual schools, highlighted in purple on the figures above, the next step determined the contribution of each school to the statewide inequality, represented by the slope of the regression line. For each school, the DFBETA statistic is calculated, which is a measure of the degree of contribution of that observation to the slope.⁵ Schools with over 60 percent FRLP or 30 percent students of color, which were at or above the 85th percentile on the DFBETA measure, were selected as most contributing to the statewide inequity. Bringing these schools to the Wisconsin average in the percentage of inexperienced or emergency credentialed staff would result in statewide inequity being zero (the red line on each figure above).

The advantage of this approach is that it is more targeted than looking at distributions of teachers by quartile of the student population. It also allows the DPI to identify schools with similar student characteristics which are contributing to a reduction in inequality statewide.

Instead of focusing school by school, the DPI next investigated where these schools were located. Just nine school districts contained the majority of schools identified (54%, 122 out of 223). Those nine school districts are:

Table 3: School Districts Identified⁶

District	Number of Schools Identified Inexperience	Number of Schools Identified Emergency Credential
Milwaukee Public Schools	63	89
Racine Unified	12	20
Green Bay Area Public Schools	12	6
Madison Metropolitan School District	10	14
West Allis - West Milwaukee	7	5
Waukesha	6	3
Janesville	5	3
Kenosha	4	6
Beloit	4	6
<i>Total Nine School Districts</i>	<i>123</i>	<i>152</i>
Rest of State (328 districts with sufficient data)	223	223

⁵ The DFBETA for a predictor and for a particular observation is the difference between the regression coefficient calculated for all of the data and the regression coefficient calculated with the observation deleted, scaled by the standard error calculated with the observation deleted.

⁶ This table only shows the schools identified for economic disadvantage. The distribution of schools for students of color is relatively the same, and results in the same set of districts being identified.

Inequality based on inexperience alone did not tell the whole story. Instead, an important addition to the data analysis included adding data on emergency credentialed educators. Since the state defined unqualified educators as those who were teaching out-of-field (emergency licenses) and those who were unprepared (emergency permits), it made sense to utilize these key data elements in the data analysis.

While the nine school districts seemed to represent the majority of the inequality in school districts, we needed to perform a control to see what the regression lines looked like if those districts were removed from the analysis. Once the data was run for the entire state, a birds eye view revealed little disparity. The lines were flat or sloped downward, indicating no inequity. In other words, these nine districts are the only districts that contribute to Wisconsin's equity gap. When they are removed, no equity gap remains in the state. As the data was studied by the 12 state regional areas, notably by our Cooperative Education State Agency (CESA) regions, we again did not see large disparities. This caused us to focus even more closely on those school districts that had the highest enrollments of students of color and students in poverty. At this point, the data identified nine school districts that accounted for the highest level of inexperienced and emergency credentialed (unqualified and out-of-field) teachers. Specifically, these nine school districts had 123 schools with an inequitable distribution of inexperienced teachers and 152 schools with inequitable distribution of emergency credentialed (unqualified or out-of-field) teachers. Compared with the rest of the state, these nine school districts and their schools surfaced as our state identified equity gap and our target priority:

Increasing the number of credentialed and experienced educators serving in the high-need schools identified in these districts is the fastest way to alleviate inequality in Wisconsin and the most efficient way to apply strategies at scale.

Root Cause Analysis

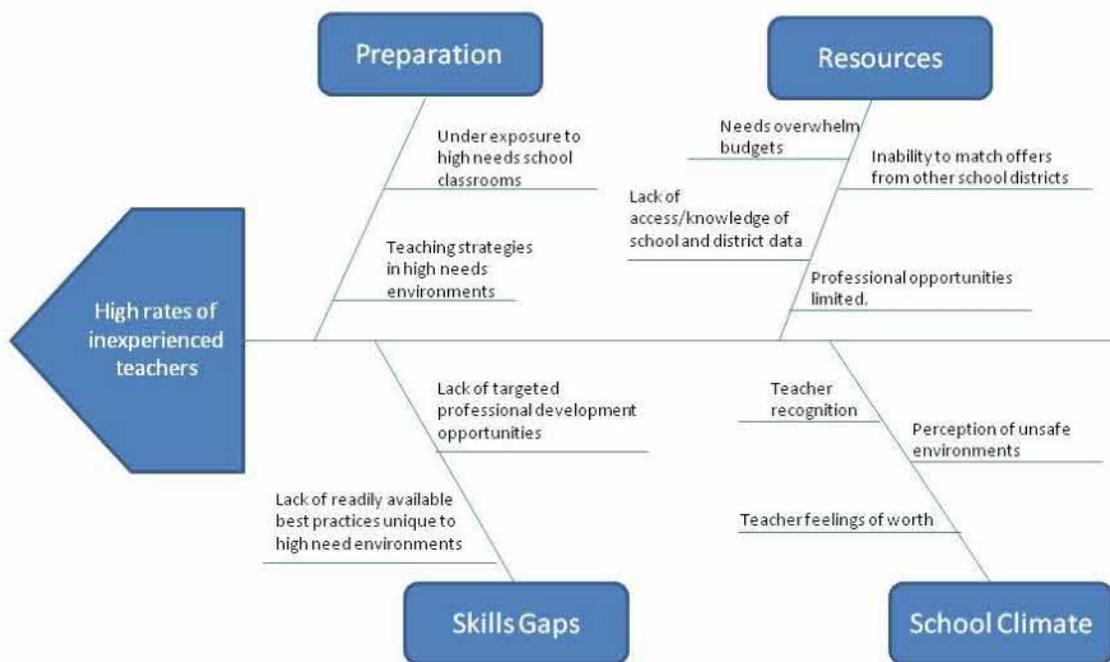
Once the initial data analysis was complete, we developed a plan for involving our stakeholders in utilizing the data and conducting a root cause analysis. This would be an important set of steps, as identifying root causes would be critical to our final step of developing a customized set of strategies for addressing the concerns. Our plan included these steps:

1. **Identifying Relevant and Available Data:** In this step, we determined what data are available and relevant to identifying equity gaps and relevant data sources and conducted an analysis of these data. We recognized that we also needed to share these data in a succinct format with our stakeholders and, to that end, shared the data in graph format to illustrate what the data was showing. Those same graphs can be seen in Figures 1 and 2 and were shared as a part of a PowerPoint presentation.
2. **Analyzing Data and Identifying Equity Gaps:** In this step, we identified the equity gaps resulting from our analysis in preparation for the root cause analysis. We also needed to present the data analysis to our stakeholders and solicit any further data sources that may be needed, upon completing the root cause analysis.
3. **Analyzing Root Causes:** In this step, we brainstormed a complete list of root causes behind our equity gaps and categorized them by themes. We began to seek out research that might provide answers or strategies to consider for addressing these gaps. We also began preparing for a formal root cause analysis exercise with our stakeholders to be conducted by an impartial external partner, the American Institutes for Research (AIR).
4. **Mapping Strategies to Root Causes:** In this final step, we would identify practical strategies to address the identified root causes.

Having completed steps one and two with our internal group, we immediately organized the data and data analysis into a presentation for our stakeholders. Section 2 provides an overview of the wide reach we extended in working with and sharing these data with stakeholders. Next, we would conduct a formal root cause analysis exercise. Since the Collaborative Council was a representative sample of all the stakeholders and education partners in the state, it was important that we conduct a formal root cause analysis with them. As such, we partnered with American Institutes for Research to meet with this group to review the data, the identified gaps, and to conduct a fish-bone root cause analysis exercise.

In the fish-bone exercise, stakeholders identified root causes for the high rates of inexperienced teachers in these districts. It is important to note that the the high rate of emergency-credentialed teachers was looked at as a subset of inexperienced teachers in this fishbone exercise (see Figure 3 below).

Figure 3. Fishbone Diagram



Out of the fish-bone exercise, four areas emerged as root causes: 1) Resources for school districts and schools, 2) School Climate, 3) Ongoing Professional Learning (skill gaps), and 4) Teacher Preparation. This led to further data analysis studying school climate in more depth and further analyzing the types of emergency licensure deemed problematic to see if this data could reveal more specificity in targeting strategies.

School Climate and Emergency Credentials Data Analysis

In order to understand some of the potential mechanisms by which this inequality may be arising, we looked at the relationship between school discipline events and teacher inexperience using the same method. This approach identified fewer schools, but generally schools in the same school districts. The relationship between total suspensions or expulsions (normalized per 1,000 FTE students) was slightly stronger than the relationship between percent FRL or percent minority. This analysis is shown in Figure 4.

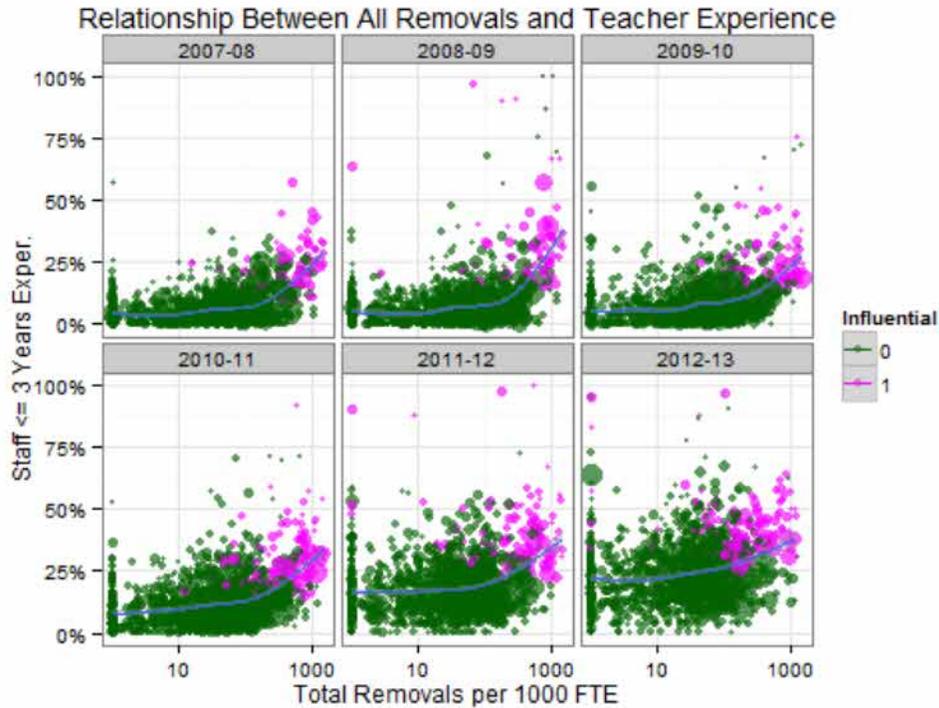


Figure 4: Relationship between percent of staff with 3 or fewer years experience and the number of disciplinary removals (suspensions or expulsions) per 1,000 FTE students. Each point is a school, scaled in size by the size of the enrollment. Purple points represent schools that are in the 85th percentile or greater in contributing to the slope. The blue line represents the line of best fit weighted by enrollment and the red line represents the theoretical line of best fit if all of the influential observations were reduced to the statewide average.

The same is true for emergency credentialed staff as shown in Figure 5 on the next page.

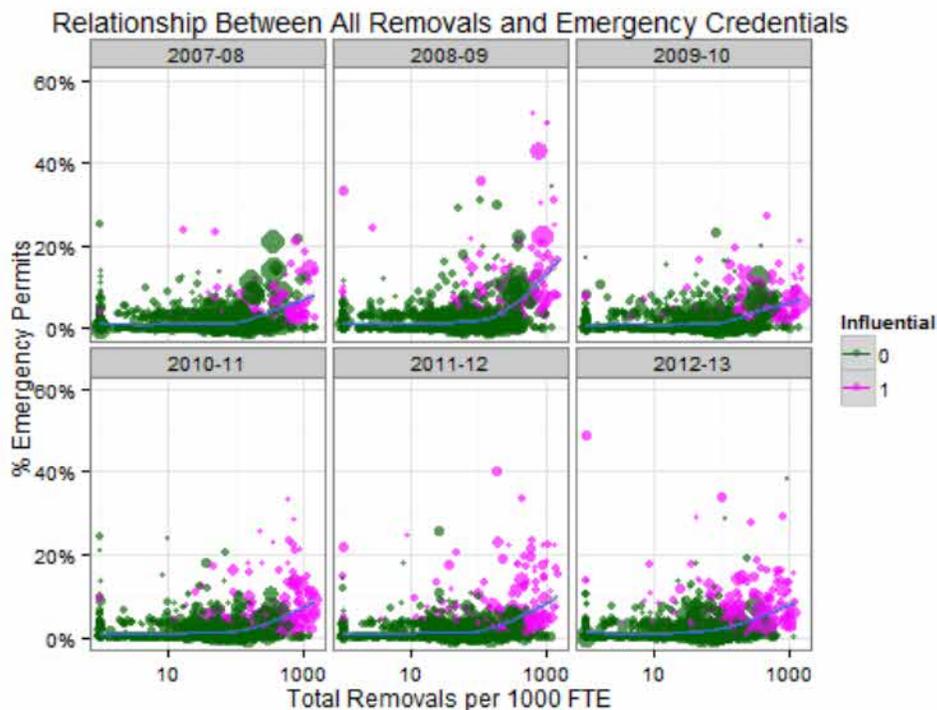


Figure 5: Relationship between percent of staff with emergency credentials and the number of disciplinary removals (suspensions or expulsions) per 1,000 FTE students. Each point is a school, scaled in size by the size of the enrollment. Purple points represent schools that are in the 85th percentile or greater in contributing to the slope. The blue line represents the line of best fit weighted by enrollment and the red line represents the theoretical line of best fit if all of the influential observations were reduced to the statewide average.

DPI further examined emergency license and permit data to see if there were any trends that were notable. Of the 1,709 emergency licenses and permits issued in the 2012-13 school year, 701, or 41 percent, were issued to staff in the nine school districts identified. The remainder of emergency credentials were spread across the state’s 424 school districts. Of the 701 emergency credentials issued, the two largest categories by far were for bilingual and special education licensure. Twenty-six percent were emergency credentials issued for bilingual licensure and 26 percent were issued for license categories related to special education. The next largest category of emergency credentials was regular education at 18 percent.

As we look ahead, it is our intention in future years to continue this analysis and expand it to include principals and other education professionals as necessary.

Section 4. Strategies for Eliminating Equity Gaps

DPI recognizes that ensuring students' equitable access to excellent teachers is a complicated endeavor, and that achieving our teacher equity goals will require implementation of a comprehensive set of key strategies to support our nine large urban school districts. Specifically, these strategies will focus on retaining experienced educators and recruiting, preparing, and retaining qualified, fully licensed educators for these school districts..

Wisconsin's plan, therefore, is built on the following theory of action:

Theory of Action

If a comprehensive approach to talent management and resources supported by the state—in particular for the nine low-income, high-minority, and high-need districts identified in Wisconsin's plan—is implemented carefully, and its implementation is monitored and modified when warranted over time,

Then Wisconsin's nine school districts will be better able to recruit, retain, and develop excellent educators such that all students have equitable access to excellent teaching and leading to help them achieve their highest potential in school and beyond.

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

Strategy I: Resources for School Districts and Schools

We believe that the data and root cause analysis calls for strategies aimed at increasing the monetary and data resources available to the nine school districts so they can better respond to the challenges of recruiting and retaining excellent educators.

Strategy II: School Climate

We believe that the data and root cause analysis call for an ongoing study of school climate factors and a professional learning approach that is aligned with addressing the impact of school climate on teacher recruitment and retention.

Strategy III: Ongoing Professional Learning (Skill Gaps)

We believe that the data and root cause analysis call for a professional learning approach that is comprehensive, ongoing, and more effectively aligned to the practice needs and growth goals of our educators. In-service professional learning is an important tool for enabling teachers and leaders to keep up with new ideas in pedagogy and interact with one another to improve their practice.

Strategy IV: Teacher Preparation

We believe that the data and root cause analysis call for an evaluation of teacher preparation as it relates to the needs in our state. Well-prepared educators positively impact student achievement and have lower turnover rates, and thorough teacher and principal preparation provides candidates with the knowledge and skills they need for successful instruction and leadership. The recent changes to our student academic standards and teacher evaluation expectations raise new challenges for our preparation programs.

Goal Setting

Upon approval of this plan, DPI will lead a local goal-setting process with the nine school districts who are the focus of our plan to communicate the state's aspirations for equitable access and give stakeholders a clear way to track progress over time. The DPI will publish those goals along with local school district plans. As part of the state's annual progress report on eliminating these inequities, the DPI will chart the state-level progress in reducing inequitable access to experienced and fully-licensed staff. "High-need student categories" will include students who are economically disadvantaged and students of color. After five years, the state plan will be updated with lessons learned and the use of new data.

The state will work with local school districts to set goals based on the best available research about student needs and the contributions of educators to their success. High-need students, for example, should have access to the same opportunity to benefit from a fully-prepared and experienced teacher as their peers. As a result, our goals should capture our intent that *no high-need student should have educators who fall below minimum standards*. At the same time, high-need students need to make extraordinary growth to catch up and keep up with rising standards. So our goals should capture our intent that *high-need students should have consistent access to excellent educators*.

Wisconsin Strategic Plan

To achieve our state's teacher equity objectives, the DPI intends to initially pursue four key strategies that correspond to the root causes behind the problem of inexperienced teachers:

Strategy I: Schools	Resources for School Districts and
Strategy II:	School Climate
Strategy III: gaps)	Ongoing Professional Learning (skill
Strategy IV:	Teacher Preparation

These strategies were identified through a root cause analysis, described above, that was conducted both internally and externally with the stakeholder groups and individuals described above and in Appendix A. Strategies I-IV address the problem of inexperienced teachers, unless noted as addressing both inexperience and emergency credentialing. Following these strategies are efforts related to addressing issues surrounding emergency credentials, which aims to close the unqualified and out-of-field gaps in our plan.

We also recognize that because of the nature of our teacher equity gaps, the strategies and other actions described in our plan are limited to what can be done at the state level. Moreover, in the most challenging schools, recruiting and retaining *more* (rather than *equitable*) excellent teachers and leaders might be necessary to close achievement gaps. Additionally, DPI will continue to support other efforts to close achievement gaps that lie outside of this plan.

Strategy I: Resources for School Districts and Schools

We believe that the data and root cause analysis calls for strategies aimed at increasing the monetary and data resources available to the nine school districts so they can better respond to the challenges of recruiting and retaining excellent educators.

1. Reports to School Districts

a. Stakeholder Input

- i.* Some school districts reported that they did not have their district-level data by school in the manner we had presented. They were also unaware of how they compared to other school districts.
- ii.* School districts would be able to make more informed human capital decisions, to reduce inequalities between school districts, if they had better information in an easily accessible format.

b. Root Cause

School districts are often unaware of the make up within their district, and sometimes within their schools, of inexperienced and/or emergency-credentialed (unqualified or out-of-field) staff to the degree that they can make better human capital decisions regarding staffing to reduce inequitable distribution.

c. Proposed Activities

- i.* DPI will provide an annual report to school districts identifying the schools in their district which have more than the expected amount of inexperienced and/or emergency credentialed (unqualified or out-of-field) staff. DPI will also provide the positions and names of the teachers in these categories to allow school districts to identify solutions to support these teachers or reassign them within the district, if possible.
- ii.* DPI will expand the annual report to include principals.

d. Dates and Responsibilities

- i.* DPI's Director of the Teacher Education, Professional Development, and Licensing Team (TEPDL) and Director of the Policy and Budget Team will be responsible for producing this annual report.
- ii.* The report will be published annually beginning in November 2015. It will be expanded to address principals in the November 2016 report.

2. Coordination of Teaching Jobs - DPI High Demand Job Clearinghouse

- a. Stakeholder Input*

School districts have indicated that locating specialized skill sets and credentials in candidates can be a challenge.
- b. Root Cause*

School districts attempting to address licensure gaps are often disappointed when they cannot locate prepared educators; at the same time, educator preparation programs do not always know the state staffing shortages in order to develop preparation programs to address these shortage area licensure needs.
- c. Proposed Activities*
 - i.* DPI will provide information on staffing shortages, based on emergency license and permit applications, to educator preparation programs. (See Strategy 4 - Teacher Preparation for more on teacher shortage).
 - ii.* DPI will publish on its website information on staffing shortages and available preparation programs and graduates.
- d. Dates and Responsibilities*
 - i.* DPI's Director of the TEPDL Team is responsible for providing this information to preparation programs and the public on an annual basis beginning in September of 2015.
 - ii.* The information will also be posted on the DPI TEPDL Team web site beginning September 2015 and updated annually.

3. Support for Mentoring and Effectiveness Coaches within the Districts with the Largest Equity Gaps

- a. Stakeholder Input*

Feedback on the educator effectiveness (EE) implementation effort (obtained through the EE evaluation, presentations, and correspondence) indicates that school districts struggling to implement the EE System with quality are in need of support in making the shift in administrator roles from building manager to instructional leader. Further, there is a need to train administrators and/or peer observers in providing quality formative feedback.
- b. Root Cause*

Research suggests educator growth and improvement requires timely, specific, individualized, high-quality formative feedback. However, the root cause analysis indicates these nine districts struggle to financially support targeted professional learning (e.g., cost of registration, stipends, contracts, sub-time, leave, etc.) for educators and their instructional coaches (e.g., administrators, peers, mentors, etc).
- c. Proposed Activities*
 - i.* DPI will modify the administration and management of an existing grant program (i.e., Peer Review and Mentoring Grants) to prioritize support for the nine districts with the largest equity gaps, with the understanding that the districts must write grant proposals to address these equity gaps through improved

educator effectiveness coaching, mentoring, and support for teachers contributing to the equity gap.

- ii. DPI will look into providing financial support to the districts with the largest equity gaps (number of districts supported based on funds available) to support districts' recruitment, hiring, and training of effectiveness coaches; that is, coaches designed to support educators based on data and findings from the EE System. These districts will serve as an experimental group (and the remaining districts of the nine identified will serve as the control group) within a validation and implementation study of Wisconsin's EE System.

d. *Dates and Responsibilities*

- i. The TEPDL Team Director will be responsible for the administration and management of the Peer Review and Mentoring Grants. The grants will be modified for the 2015-16 school year.
- ii. The Educator Effectiveness Team Director will be responsible for identifying any additional financial supports to the nine districts to support effectiveness coaches. This work will be ongoing over the next two years.

4. Support for Mentoring New Teachers and Future Teachers

a. *Stakeholder Input*

The demands placed on educators in school districts with the educator effectiveness system and the accountability initiatives has prompted some educators to step back from serving as mentors or cooperating teachers. Yet, our best educators are sorely needed to serve as models for our new and upcoming teachers.

b. *Root Cause*

- i. Inexperienced educators new to the profession require an induction program based on solid mentoring. This has been well documented in research. Those who receive supports and mentoring are more likely to stay in the profession.
- ii. Preservice educators during their clinical student teaching/internship or residencies also require a strong mentoring component.
- iii. Experienced educators leave the profession when professional opportunities and professional development are limited or not provided, as indicated by the root cause analysis. Yet, school districts may not have resources to provide these professional opportunities.

c. *Proposed Activities*

- i. Investigate funding sources to provide release time, stipends, etc. for our best educators, as measured by the EE System, to serve as mentors for new teachers and/or cooperating teachers.
- ii. Create a standardized/common Professional Development Plan (PDP) that can be utilized by mentors and/or cooperating teachers for license renewal. This prepared PDP may accelerate the PDP review process.

- d. *Dates and Responsibilities*
 - i. The Educator Effectiveness Team Director will be responsible for identifying any additional financial supports to the nine districts to support mentors and cooperating teachers. This work will be ongoing over the next two years.
 - ii. The TEPDL Team Director, working with the Educator Effectiveness Team Director, will be responsible for approving a standardized PDP by December 2016.

5. Clearinghouse Reward Program

- a. *Stakeholder Input*

Given multiple demands on dollars, stakeholders highlighted the difficulties in funding classroom-based initiatives in high need school districts. The inability to fund initiatives teachers wanted to pursue affects retention. Time and resource limitations were also noted. Some legislators consulted also noted the high number of constituent requests related to resources.
- b. *Root Cause*

Limited professional opportunities and supports for teachers often inhibit school district efforts to retain teachers, particularly in Wisconsin's urban districts.
- c. *Proposed Activity*

DPI will create and maintain a clearinghouse of reward programs by consolidating existing rewards and grants programs in one easily accessible resource to assist LEAs in their efforts to recruit and retain teachers. DPI will engage in specific outreach of clearinghouse reward opportunities to the nine urban districts with the highest levels of statewide inequity. Where possible, DPI will attempt to recruit Wisconsin entities to participate in rewards programs for Wisconsin teachers.

Examples of existing rewards programs and websites consolidating such information include:

 - Fund for Teachers: <http://fundforteachers.org/>
 - Loan Forgiveness: <http://tepdل.dpi.wi.gov/programs/loan-forgiveness-or-cancellation>
 - DPI Grants Page: <http://dpi.wi.gov/grants>
- d. *Dates and Responsibilities*

The DPI's Title I Team Director will be responsible for overseeing the creation of this page on the website and ensuring the nine school districts aware of it. This website will be updated as needed and will go live in January 2016.

Strategy II: School Climate

We believe that the data and root cause analysis call for an ongoing study of school climate factors and a professional learning approach that is aligned with addressing the impact of school climate on teacher recruitment and retention.

1. Continuous Improvement and Ongoing Learning

a. Stakeholder Input

Through focus groups, interviews, and surveys, educators have provided feedback to DPI annually regarding the EE System and its implementation. Through such qualitative processes, DPI has learned that districts successfully recruiting, growing, and retaining educators create a culture of continuous improvement in which educators are empowered to own and drive their continuous improvement with the support of ongoing, high-quality professional learning and feedback.

b. Root Cause

Some districts have not developed a culture of continuous learning and ongoing learning. Instead of creating a culture of inquiry, risk-taking, and growth, educators feel required to prove effectiveness defined in a narrow way.

c. Proposed Activities

DPI created the EE model to support professional learning locally. Implementation of the System, beginning in 2014-15, supports continuous learning. DPI has created an Implementation Guide to support ongoing local improvement and learning about the System and how to use/implement it well, in order to increase impact. This guide will be provided publicly to districts to support implementation improvement in spring of 2015.

i. DPI will evaluate the EE model, in order to validate its process.

ii. Through in-depth qualitative analysis, DPI will identify key strategies implemented by district and school administrators to create a culture of learning and continuous improvement, as well as the processes used to provide effective formative feedback.

iii. DPI will evaluate the environmental variables necessary to implement EE, as well as the components of EE which best support ongoing learning.

iv. DPI will share its findings with all school districts, with special outreach to the nine school districts identified, to aid in the identification and support of best practices.

d. Dates and Responsibilities

DPI's Director of the Educator Effectiveness Team will be responsible for managing these activities. These activities will begin in 2015 with a completion date of 2020.

2. Improve School Climate

a. Stakeholder Input

Staff may leave schools where the climate is unsafe or undesirable to work. Student behavior issues may lead to increased rates of staff burnout and job dissatisfaction. Perceptions of school safety affect teacher recruitment and retention efforts.

b. Root Cause

Student behavior is as closely linked to teacher credential and experience levels as student poverty levels. The close link between student economic disadvantage and school

suspension/expulsion rates means that additional support is needed in these schools to improve school climate.

Perceptions of unsafe environments was identified in the root cause analysis as contributing to retention of experienced educators and recruitment of new educators. Additionally, the root cause analysis also identified a skills gap in readily available best practices unique to high-need environments.

c. Proposed Activities

- i. DPI will work with the Response to Intervention (RtI) and Positive Behavioral Interventions and Supports (PBIS) centers to provide additional assistance to the most disadvantaged schools.
- ii. DPI will work with local school districts to connect state-level data on school safety with local school climate surveys.

d. Dates and Responsibilities

- i. The Directors of the Student Services, Prevention and Wellness Team and the Special Education Team oversee existing efforts related to RtI and PBIS and will be responsible for directing additional assistance to the nine school districts. A review of current supports will be completed by December 2015. A plan for additional assistance for the 2016-17 school year will be completed by July 2016.
- ii. The Director of the Data Warehouse and Decision Support Team will direct the work related to data sharing with local school districts. Deadline for completion is December 2016.

Strategy III: Ongoing Professional Learning (Skill Gaps)

We believe that the data and root cause analysis call for a professional learning approach that is comprehensive, ongoing, and more effectively aligned to the practice needs and growth goals of our educators. In-service professional learning is an important tool for enabling teachers and leaders to keep up with new ideas in pedagogy and interact with one another to improve their practice.

1. Wisconsin Response to Intervention (RtI) Center - Professional Development on Working with High Needs Students.

a. Stakeholder Input

Educators working in schools that serve students of a different background than their own struggle to connect with students and the community. Specific training for serving urban poor communities in teacher preparation programs is not widespread enough to reach every potential educator.

b. Root Cause

- i. While many of the issues school districts face are common across the state, there is not much structure in place to support these concerns, such as access to technological resources, continuing growth for educators and cultural proficiency. See Appendix D for demographic data in the nine school districts of teachers and students. The root cause analysis identified a lack of readily available best practices unique to high need environments.

- ii. Despite a comprehensive communication and training plan communicating the opposite, many school districts and educators fear that the EE System will be used at the state-level to hold educators, schools, and/or districts accountable with high-stakes consequences based on educators' EE scores and students' standardized test scores.

c. *Proposed Activities*

- i. DPI will work with the Wisconsin RtI Center to develop comprehensive training for the nine school districts to establish culturally responsive professional development. The RtI Center is a result of collaboration between DPI and the 12 Cooperative Educational Service Agencies to provide high quality professional development and technical assistance throughout the state.⁷
- ii. DPI will modify the implementation and use of standardized tests within the EE System, in order to demonstrate commitment to the educational process of the EE System and calm local fears that EE data will be used at the state-level for high-stakes accountability. Specifically, DPI will continue to use standardized test data to inform the EE processes at the individual teacher level, but in a way that informs practice, as opposed to holding educators accountable. DPI will modify the existing standardized test measures to no longer exist as stand-alone, scored measures. Instead, DPI will provide the data to educators to help identify trends and inform the student learning objective and goal-setting processes.

d. *Dates and Responsibilities*

- i. The Directors of the Student Services, Prevention and Wellness Team and the Special Education Team oversee existing efforts related to RtI and PBIS and will be responsible for directing additional assistance to the nine school districts. A review of current supports will be completed by December 2015. A plan for additional assistance for the 2016-17 school year will be completed by July 2016.
- ii. The Director of the Educator Effectiveness Team is responsible for managing the EE System. This is an ongoing activity that DPI will build into our EE System beginning in the spring of 2016.

Strategy IV: Teacher Preparation

We believe that the data and root cause analysis call for an evaluation of teacher preparation as it relates to the needs in our state. Well-prepared educators positively impact student achievement and have lower turnover rates, and thorough teacher and principal preparation provides candidates with the knowledge and skills they need for successful instruction and leadership. The recent changes to our student academic standards and teacher evaluation expectations raise new challenges for our preparation programs.

⁷ RtI utilizes a model of three essential elements consisting of high quality instruction, balanced assessment, and collaboration. These elements interact within a system of support. Culturally responsive practices are crucial to an effective RtI system.

1. Alignment of Wisconsin's Educative Educator Effectiveness System and Teacher Preparation Programs

a. *Stakeholder Input*

DPI holds quarterly EE Coordinating Council meetings to support the design and implementation of the EE System. The Council is comprised of representatives of all major educational stakeholders (e.g., DPI, research organizations, legislators and senators, teacher union, principal and district administrator organizations, teacher preparation programs, active educators, etc). Across multiple meetings, the Council members continue to emphasize the importance of aligning the EE work to educator preparation programs and training new teachers to be open to feedback, risks, inquiry, and the expectations of the EE System before they ever enter a district.

b. *Root Cause*

There is currently no common state process to ascertain the quality of a pre-service teacher candidate's preparation in pedagogical skills and their ability to implement teaching strategies in high-needs environments. As such, districts often struggle to effectively hire quality educators for a high-needs environment. Wisconsin is scaling up the use of a preservice teacher performance assessment, the edTPA, to be implemented in 2015-16. The edTPA will provide a common preservice teacher performance assessment with useful data on pedagogical skills.

c. *Proposed Activities*

i. DPI will align the edTPA rubrics to the Danielson Framework for Teaching and other state-approved equivalent evaluation models to allow districts to have a better understanding and estimate of pre-service teachers' skills and expertise to support their recruitment and hiring processes.

ii. DPI will coordinate outreach to the nine school districts to ensure they understand how to utilize the aforementioned data and rubrics to achieve their recruitment and retention goals.

d. *Dates and Responsibilities*

i. The TEPDL Team Director, in consultation with the Director of the Educator Effectiveness Team, will lead the work aligning the edTPA rubrics to our EE system (Danielson Framework). The expected completion date is May 2017.

ii. The TEPDL and Educator Effectiveness Team Directors will be responsible for sharing the aforementioned alignment and providing professional development support upon completion.

2. Identifying High Quality Teachers⁸

a. *Stakeholder Input*

School districts felt it was difficult to identify additional potential educators to recruit. The Wisconsin School Administrators Alliance called for a state-wide initiative to identify and recruit talented candidates into teaching and administration with an emphasis on diversity, asked for a review of teacher and educational leader preparation programs,

⁸ This activity could also address emergency credential gaps.

and asked to make recommendations on how best to prepare and support educators.

b. Root Cause

School districts are not as familiar with other routes to licensure beyond the traditional route and may be missing educator preparation opportunities to recruit and prepare educators for high need environments.

c. Proposed Activity

i. Identify teachers on a professional teaching permit,⁹ through a data collection process at DPI, to gather baseline data on candidate profiles to identify other professionals who may want to enter into the teaching profession.

ii. Provide training to the nine school districts on the different routes to full licensure.

iii. DPI will work with the Professional Standards Council for Teachers to establish a state-wide initiative to identify and recruit talented candidates into teacher preparation programs with an emphasis on diversity.

d. Dates and Responsibilities

The TEPDL Director will be responsible for overseeing these activities. Due dates are as follows:

i. Permit candidate profile to be completed by December 2016.

ii. Training to the nine school districts will occur over the 2016-17 school year.

iii. Work with the Professional Standards Council for Teachers will start in 2016 and be completed in 2017.

3. Increase Teacher Proficiency When Facing Cultural and Linguistic Challenges for English Learners (EL)

a. Stakeholder Input

A large number of schools identified as having disproportionate numbers of emergency-credentialed or inexperienced staff serve high percentages of EL students. A large urban district identified this as one of the large parts of the challenge in staffing these schools. Teachers lacking exposure or credentials to address cultural and linguistic challenges are less effective in meeting the needs of EL students. The resulting challenges often lead to high teacher turnover.

b. Root Cause

Wisconsin's teaching force is not reflective of the student population (See Appendix D). Many of our educator preparation programs do not require an urban student teaching experience.

c. Proposed Activity

DPI will work with the nine school districts facing recruitment and competency problems

⁹ Professional Teaching Permits (<http://tepd.dpi.wi.gov/licensing/professional-teaching-permits>), people who hold a bachelors degree from an accredited college or university with five years experience in a shortage area and 100 hours of formal instruction in modern curricula and passing a subject-area test, are permitted to teach.

in obtaining qualified EL teachers, to explore creating alternative route to licensure programs.

d. *Dates and Responsibilities*

The TEPDL Director will be responsible for this activity. All nine districts will be contacted by January 2016 to explore creation of a program.

4. **Enhanced Regulation of Educator Preparation Programs**

a. *Stakeholder Input*

EPPs are not sufficiently emphasizing culturally responsive practices and cultural competence, though there is some movement in this direction. Educators are met with more diversity in their classrooms, with students coming from races and cultural backgrounds different than their own. Teachers are more likely to be retained when they have strong practical experience and exposure to an urban/diverse teaching environment program in their preparation program. The Wisconsin School Administrator's Alliance called for a review of EPPs and made recommendations on how best to prepare and support educators. The Great Lakes Inter-Tribal Council recommended exploring a teacher training program geared towards native students.

b. *Root Cause*

EPPs often don't require an urban student teaching experience. Teachers can be unprepared for a diverse teaching environment and are then ill-equipped for addressing the challenges at hand. This results in recruitment and retention difficulties. Some of our school districts (see Appendix D) also have a very large American Indian population. Per the root cause analysis, an underexposure to high-needs school classrooms was cited as a root cause of recruitment and retention.

c. *Proposed Activities*

- i. DPI will work with EPPs and require them to provide in their continuous review process how they address culturally responsive practices and cultural competency with students in their programs; and collect annual data on the percentage of students in their programs with access to, and uptake of, a practical experience in a diverse/urban teaching environment, particularly among the nine districts identified in the state.
- ii. DPI will work with the Professional Standards Council for Teachers to conduct a review of EPPs to make recommendations on how to best prepare and support educators with a particular focus on urban environments.
- iii. DPI will explore expansion efforts with the teacher certification program at the College of the Menominee Nation, and DPI will enter into discussions with the other tribes to see if there is interest in establishing any EPPs.

d. *Dates and Responsibilities*

The TEPDL Director will be responsible for managing these activities. Timelines are as follows:

- i. Beginning with the 2017 program reviews.
- ii. Work with the Professional Standards Council should be completed by 2017.

- iii. DPI will initiate contact in 2015 with the College of the Menominee Nation and the other tribes.

5. Align Teacher Licensure Requirements for Teachers of Spanish-speaking English Learners (EL)¹⁰

a. Stakeholder Input

Some urban school districts expressed concern with the current teacher licensure requirements for teachers for ELs. It is difficult to obtain and retain a teacher properly qualified to teach Spanish because Wis. Stats. 115.95 requires a teacher to hold a bilingual license to teach Spanish-speaking ELs. There is a greater number of Spanish-speaking ELs requiring instruction than there is qualified teachers holding bilingual licenses, especially in urban districts. The Wisconsin School Administrator's Alliance also recommended that DPI restructure Wisconsin's approach to bilingual-bicultural education.

b. Root Cause

- i. The discrepancy between the high number of Spanish-speaking ELs requiring instruction and the small number of qualified teachers holding a bilingual license are attributable to:

- Recruitment strategies.
- Use of emergency licenses or unqualified teachers in EL classrooms.
- Lack of preparation to encounter a bilingual setting.
- Shortages of culturally representative teacher pools.

- ii. School districts that must comply with Wis. Stats. 115.95, which include the nine urban districts with the highest statewide inequalities, must meet certain licensure requirements. Under this statute, only a bilingual licensed teacher may teach Spanish ELs. However, the statute grants that in any language other than Spanish, a licensed English as a second language (ESL) teacher may teach the ELs, if approved by the state superintendent and there is:

1. Compliance with all other requirements of the subchapter¹¹.
2. A good faith, continuing effort to recruit bilingual teachers for the language group.¹²
3. Employment of at least one bilingual teacher's aide in the program.¹³

c. Proposed Activity

DPI will work with the Professional Standards Council for Teachers to discuss aligning the teacher licensure requirements for Spanish ELs with the flexibility provided to all other languages.

d. Dates and Responsibilities

The Director of the TEPDL Team will oversee the work with the Professional Standards Council for Teachers through 2016.

¹⁰ This activity could also address emergency credential gaps.

¹¹ Wis. Stats. [115.97\(5\)\(a\)1.](#)

¹² Wis. Stats. [115.97\(5\)\(a\)2.](#)

¹³ Wis. Stats. [115.97\(5\)\(a\)3.](#)

Activities to Address Emergency Credentials

Through the data analysis, Wisconsin isolated emergency-credentialed (unqualified and out-of-field) educators as a significant contributing factor to the inequitable distribution of inexperienced and unqualified teachers, specifically in our nine school districts. As a subset of the preparation strategy, it behooves us to delineate some specific activities to reduce the number of emergency-credentialed educators.

1. Shortage Report to Educator Preparation Programs

a. Stakeholder Input

An annual supply and demand report was prepared for Wisconsin up until 2008. School districts, educator preparation programs, and constituents often ask for the vacancies and demand data for the state. In 2011, we began collecting supply data again, but demand data is not collected at the present time.

b. Root Cause

Hard to staff subjects/grades/specialties often remain isolated within school districts and it is not evident where the shortages exist. A skills gap indicating a lack of readily available best practices unique to high-need environments may be occurring as a result of not clearly identifying the demand needs and preparing educators for these subject areas.

c. Proposed Activity

i. DPI will alter the PI 1202 Fall Staff Report, required of every school district, to include identification of which subjects/grades/specialties are hard to staff for school districts.

ii. DPI will prepare a report on these shortages and require educator preparation programs to distribute this report to their students annually when students are deciding on their specialty.

iii. Persistent shortage areas will be identified and DPI will work with preparation programs to identify incentives to recruit students into these hard-to-staff areas and in the nine school districts identified.

d. Dates and Responsibilities

The TEPDL Director will be responsible for managing these activities. The following timelines apply:

i. The changes to the PI 1202 Fall Staff Report will begin in the fall of 2016.

ii. The report on shortages will be done by January 2018

iii. The work on persistent shortage areas will begin in 2018 and will be ongoing.

2. Building a High Quality Teaching Force to Address Shortage Areas

a. Stakeholder Input

School districts are having a difficult time recruiting teachers to work in high-needs school districts due to a lack of supply in certain areas. One school district suggested license reciprocity to help enlarge their pool of qualified and diverse teaching candidates. This is borne out in DPI data regarding emergency permit and licensure areas.

b. *Root Cause*

Certain licensure areas are shortage areas due to supply and demand factors. This is especially the case with bilingual and special education teachers. This is evidenced through the emergency licenses and permits issued by the DPI.

c. *Proposed Strategies*

- i. DPI will explore with each of the nine school districts an option to create their own DPI-approved alternative licensure program to grow their own teachers to address shortage areas.
- ii. DPI will explore license reciprocity agreements with neighboring states.
- iii. DPI will work with the nine school districts to promote teaching as a profession for current high school students. Examples of current efforts that could be expanded or modeled include:
 - Supervised Agricultural Experience
<https://www.ffa.org/about/supervised-agricultural-experiences>
 - DECA Administrative Day
 - National DECA <http://www.decadirect.org/January-2015/Administrator-Day-A-Must-See-Highlight-of-ICDC/>
 - State DECA offers an Administrator Day in conjunction with the State Career Development Conference each spring. Invitees include National DECA staff, the State Superintendent of Public Instruction, and school leaders. School leaders participate in a tour and short presentation and are encouraged to stay on to judge students in the Marketing Education and Training competitive event.
 - DECA Competitive Event: The Marketing Education and Training Event provides current high school DECA members an opportunity to prepare and submit a lesson plan using fundamental knowledge of marketing to plan/prepare effective instruction, identify standards in Marketing and English language arts, or mathematics, identify a learning objective, determine method of assessing learning objective, and describe instructional activities and estimated time.
 - National Teach Agriculture Day <http://www.naae.org/teachag/>

d. *Dates and Responsibilities*

- i. The TEPDL Director will lead work related to alternative programs. The nine districts will be contacted during the 2015-16 school year. All districts will have been provided an introduction to this option by June 2016.
- ii. The TEPDL Director, in consultation with the Assistant State Superintendent Division for Academic Excellence, will lead this work. License reciprocity agreements work will be completed by 2018.
- iii. The Director of the Career and Technical Education team will lead efforts related to current high school students. It will be ongoing beginning in 2015.

Metrics and Performance Objectives

Metrics

Wisconsin will leverage the educational metrics established in our current secure data inquiry tools. Wisconsin will work with local education agencies and the state EE Coordinating Council to develop and deploy metrics that give transparency into baseline data and progress trends in the key data areas of teacher licensing, educator shortages, high-quality teacher mentor candidates, educator effectiveness aggregations, coursework and staff, and state-level data on school safety. High-quality metrics are already available to schools and the public on counts and trends in student demographics, poverty indicators, special education, primary disability, completers, early warning, and English language learner counts. New metrics will also be developed that provide insight into key indicators of gap closure that can be reported through the public statewide data portal.

Performance Objectives

DPI's ultimate equity goal is to eliminate significant differences in the rate at which students of poverty and students of color are taught by inexperienced or emergency credentialed (unqualified and out-of-field) staff. To that end, DPI has established the following objectives to document progress towards reaching this goal.

1. *Local School District Report*

The SEA, in accordance with U.S. Department of Education guidance published on November 10, 2014, is to monitor local school district actions, following ESEA sections 9304(a)(3)(B) and 1112(c)(1)(L), to “ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.”

DPI will ask each of the nine school districts to provide an annual report to DPI documenting the progress being made to address the higher levels of teacher inexperience and emergency-credentialed staff in the district. This report will require the local school districts to use the data provided by the state, in addition to their own local classroom and school level data to analyze their local equity gap, state their own local goals for reducing this gap, indicate the strategies the district is undertaking to reduce their equity gap, and will require them to document progress toward meeting their goals. The need for this report will be reevaluated when significant disproportionalities have been eliminated.

2. *State Level Report*

DPI will annually review progress towards meeting established equity goals and publish the results of this review on its website.

Section 5. Ongoing Monitoring and Support

Wisconsin is committed to ensuring the long-term success of this initiative. We will do so by using federal Title I and II funds as well as state funds to provide technical assistance to the nine school districts that our data indicate have the largest gaps in terms of fully-licensed and experienced teachers in front of students from low-income families and students of color. We also will review applicable reports and research and forward relevant studies to our school districts. The DPI will annually publish reports on the equitable distribution of teachers and monitor school district progress in reducing the rates of disproportionality. DPI will work with school districts so they have complete information with which to make human resource decisions.

As detailed in Section 4, DPI has identified metrics that can be used to evaluate progress towards eliminating disparities in the equitable distribution of teachers along with a plan to establish performance objectives that have been developed in consultation with the nine school districts who are the focus of our plan. We are prepared to build on these efforts with further data collection and reviews as they emerge.

We have established a detailed timeline (see Table 1 below) to guide the short-term and long-term implementation of our plan. This ongoing monitoring and support is centered around our public engagement strategy. Annual public reporting on progress toward addressing root causes to eliminate equity gaps will include posting a progress report on the DPI website, sending the link to the nine school districts and to stakeholders, providing opportunity for feedback and a mechanism to incorporate that feedback into an updated plan. Every five years, DPI will formally update this plan based on new data, new analyses of root causes, and new strategies.

Table 1. Methods of Engagement Moving Forward

Method	Stakeholders Involved	Objective	Responsibility	Frequency
Meetings	4. Collaborative Council 5. Professional Standards Council for Teachers 6. Nine School Districts Identified	<ul style="list-style-type: none"> Review implementation of strategies. Inform DPI work on strategies. Solicit feedback and discuss supports to the nine school districts. Solicit feedback and discuss any recommended modifications to strategies. 	Assistant State Superintendent, Division for Academic Excellence, DPI	4. Annual (Nov/Dec) 5. Biennial (Spring & Fall Meetings) 6. Biennial (Spring & Fall)
Reports	6. State Report - All stakeholders (See Appendix A for	<i>State Report</i> <ul style="list-style-type: none"> Provide updated data analysis. Report on 	Assistant State Superintendent, Division for Academic	State report due annually in November.

	<p>initial list)</p> <p>7. School District Report - Nine School Districts Identified</p> <p>- School district staff including teachers, pupil service staff, administrators.</p> <p>- Local civil rights, parent, and community groups.</p> <p>- Other groups identified by the school district.</p>	<p>progress.</p> <ul style="list-style-type: none"> • Update state strategies as needed. <p><i>School District Report</i></p> <ul style="list-style-type: none"> • Provide local district data or information to augment annual state data report. • Identify school district goals to reduce the number of inexperienced and emergency licensed (unqualified & out-of-field) staff in front of poor students and students of color. • Identify school district strategies. • Report on progress. 	Excellence, DPI	<p>School district report due annually in February.</p>
E-mail	All stakeholders (see Appendix A for a listing).	<ul style="list-style-type: none"> • Invitation for feedback as state revises and updates state plan. • Provide additional and updated information. 	Civil Rights Compliance Coordinator at DPI	<p>Minimum of three times per year.</p> <ol style="list-style-type: none"> 4. In soliciting feedback for updated state plan. 5. In sharing finalized updated plan. 6. In sharing finalized school district plans.

Website	General public	<ul style="list-style-type: none"> ● Repository of past plans ● Information on ESEA requirement. ● Provide school district and DPI contact information. 	Office of the State Superintendent	Updates as needed.
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Section 6. Conclusion

DPI strongly supports the U.S. Department of Education's goal of ensuring that every student has equitable access to excellent educators and welcomes this opportunity to present our plan for advancing this mission in Wisconsin. Our plan reflects outreach to the community and reflection about actions that most likely will enable our schools and districts to attain this important objective. Although our plan will evolve over time, we believe that our theory of action and the four targeted strategies we have included in the plan embody a solid approach to improving educator effectiveness, particularly for those most in need.

Appendix A. Wisconsin Stakeholder Engagement

To actively engage a wide range of stakeholder contributions to the development of Wisconsin’s equitable access plan, online surveys were created to facilitate stakeholder engagement, in addition to meetings. The tables below illustrate stakeholder outreach for each key stakeholder group and indicates whether or not they participated through meetings, conversations, briefings, or provision of input through online surveys, as the DPI developed this plan. Participation noted as “yes” indicates active participation through one of these means, whereas participation marked as requested indicates the DPI requested input but did not receive a response.

Educators

Each of the nine school districts identified in our data analysis received an e-mail from the Deputy State Superintendent of DPI requesting each school district to assign an individual to work with the state equity team lead and asking for their participation. Each school district was then contacted by the state equity team lead and provided information on Wisconsin’s data analysis, an introduction to the requirement to do a statewide plan to address the equitable distribution of teachers, and a link to an online survey to solicit initial input. Additionally, all districts were provided with an opportunity to meet in person or over the phone with the DPI to further discuss the topic. All districts were also provided with copies of the draft plan in order to provide further comment.

Organization	Stakeholder Name	Stakeholder Title	Participation
Green Bay School District ¹⁴	Michelle Langenfeld	District Administrator	Yes
Milwaukee Public ¹⁵ School District	Dr. Darienne Driver	Superintendent	Yes
Milwaukee Public School District	Dr. Keith Posley	Chief School Administration Officer	Yes
Milwaukee Public School District	Dr. Karen Jackson	Chief Human Capital Officer	Yes
Milwaukee Public School District	Ruth Maegli	Chief Innovation Officer; Acting Chief Academic Officer	Yes
Milwaukee Public School District	Keith Atkinson	Manager of District and School Improvement	Yes
Milwaukee Public School District	Mary Beth Sandvig	Director, Organizational Development Office	Yes
Waukesha School	Christine Hedstrom	Assistant	Yes

¹⁴ The Green Bay School District met with DPI in a phone conference on March 23, 2015 to discuss the data analysis and the characteristics of their district.

¹⁵ The Milwaukee Public School District met separately with DPI on two separate occasions. First, at a February 16, 2015 meeting and again with the DPI Cabinet on April 20, 2015 to discuss, among other items, the equitable distribution of teachers. At the Cabinet meeting MPS was represented by Dr. Darienne Driver and her administrative team. The DPI Cabinet consists of DPI leadership and is headed by the State Superintendent.

District		Superintendent for Human Resources and Labor Relations	
West Allis- West Milwaukee School District	Kristen Gurtner	Director of Human Resources	Yes
Janesville School District	Julie DeCook	Title Coordinator	Yes
Madison Metropolitan School District	Lisa Kvistad	Assistant Superintendent for Teaching and Learning	Yes
Beloit School District	Todd Cabelka	Executive Director of Personnel Services	Yes
Kenosha School District	Sue Savaglio-Jarvis	District Administrator	Requested
Racine School District	Lolli Haws	District Administrator	Yes

Polymakers

Organization	Stakeholder Name	Stakeholder Title	Participation
Wisconsin Office of the Governor	Pat Hughes	Policy Advisor	Yes
Wisconsin Senate Education Committee	Senator Luther Olsen	Chair	Yes
Wisconsin Senate Education Committee	Senator Chris Larson	Ranking Member	Yes
Wisconsin Assembly Education Committee	Representative Jeremy Thiesfeldt	Chair	Yes
Wisconsin Assembly Education Committee	Representative Sony Pope and Legislative Aide Adrian Catacuan	Ranking Member	Yes

Parents

The Parent Advisory Council below consists of parents from around the state that advise the State Superintendent on education issues. The plan and related data were sent to all members of the council for input.¹⁶



State Superintendent Tony Evers' Parent Advisory Council

Ellen Chicka
Superior School District

Quincey Daniels
Melrose-Mindoro School District

Jakelyn Karabetsos
Kenosha Unified School District

Nicholas Kedrowski
Osseo-Fairchild School District

Josephine Lorya-Ozulamo
Madison Metropolitan School District

Melissa Lowe
Black River Falls School District

Erin Polkinghorn
Pecatonica School District

Suzy Rodriguez
Parents Plus
Milwaukee, WI

Janet Saiz
Madison Metropolitan School District

Jenna Southard
Eau Claire School District

Merideth R. Trahan
Madison Metropolitan School District

Laura Weaver
West Allis-West Milwaukee School District

Nasra Wehelie
Madison Metropolitan School District

Department of Public Instruction Staff:
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March 2015

¹⁶ One of the council members, Ellen Chicka, is also President of the Wisconsin Parent Teacher Association.

Great Lakes Inter-Tribal Council

Members of the council listed below attended a meeting on March 4, 2015 where educator equity was discussed. The agenda from the meeting can be found later in this appendix.

Last	First	Tribal Administration	Title/Position	GLITC Role
Wiggins Jr.	Mike	Bad River Band of Lake Superior Chippewa	Chairman	Vice-President
Isham	Mic	Lac Courte Oreilles Band of Lake Superior Chippewa	Chairman	Board Member
Big John	Brooks	Lac du Flambeau Band of Lake Superior Chippewa	Council Member	Representing on behalf of President Henry St. Germaine Sr.
Besaw	Gary	Menominee Nation	Chairman	Board Member
Danforth	Cristina	Oneida Nation of Wisconsin	Chairwoman	Board Member
Bainbridge	Brian	Red Cliff Band of Lake Superior Chippewa	Vice-chairman	Representing on behalf of Chairwoman Rose Soulier
Decorah	Michael	St. Croix Chippewa Indians of Wisconsin	Intergovernmental Affairs	Representing on behalf of Chairman Lewis Taylor
McGeshik	Chris	Mole Lake (Sokaogon Chippewa Community) Band of Lake Superior Chippewa	Chairman	President
Miller	Wallace	Stockbridge-Munsee Mohican Community	President	Board Member
Allen Sr.	Michael	Great Lakes Inter-Tribal Council (GLITC)	Executive Director	Executive Director
Hawkins	James	Great Lakes Inter-Tribal Council (GLITC)	Corporate Counsel	Corporate Counsel
Metropulos	Marcie	Great Lakes Inter-Tribal Council (GLITC)	Deputy Director of Finance	Deputy Director of Finance
Campbell	Karen	Great Lakes Inter-Tribal Council (GLITC)	Human Resources Director	Human Resources Director
Safford	Therese	Great Lakes Inter-Tribal Council (GLITC)	Executive Administrative Assistant	Executive Administrative Assistant
Savage	Deb	Great Lakes Inter-Tribal Council (GLITC)	Information Technology Specialist	Information Technology Specialist
Tomes	Elizabeth	Great Lakes Inter-Tribal Council (GLITC)	Grant Writer	Grant Writer

Other Organizations/Associations

The organizations listed below were asked to provide input. Introductory documents, and later a draft plan, were provided via e-mail along with a link to an online survey to solicit feedback and an offer to meet to discuss the topic further.

Organization	Stakeholder Name	Participation
Disability Rights Wisconsin	Lisa Pugh	Requested
Hmong Education Council - Madison	Peng Her	Requested
Latino Education Council - Madison	Sal Caranza	Requested
Latino Education Council - Madison	Grisel Tapia	Requested
Latino Education Council - Madison, CESA 5	Hector Portillo	Requested
Latino Education Council - Madison, Latino Academy	Baltazar DeAndra-Santana	Requested
Latino Education Council - Madison, YWCA	Ananda Mirilli	Requested
League of United Latin American Citizens (LULAC)	Darryl Morin	Requested
Madison School Board Member (Former), Latino Chamber of Commerce	Juan Jose Lopez	Requested
NAACP - Milwaukee	Wendel Harris	Yes

NAACP - Wisconsin President	Lillie Wilson	Requested
Urban League - Madison	Edward Lee	Requested
Urban League - Madison (Former Ex. Dir.)	Kaleem Caire	Requested
Urban League - Milwaukee	Ralph Hollomon	Requested
Wisconsin Council on Children and Families (WCCF)	Ken Taylor	Requested
Dane County NAACP	Greg Jones	Yes
UW System	Craig Morris	Yes

State Superintendent's Task Force on Wisconsin's Achievement Gap

In 2014, the state superintendent convened a task force to address the achievement gap in Wisconsin public schools. Teachers and principals were invited to serve because a data review identified their schools as experiencing increased student achievement, decreased achievement gaps, and improved achievement of non-white students. While the task force completed its work in that year, DPI saw this plan as building on that work. Accordingly, task force members were provided background on the equitable access plan and were invited to provide feedback via e-mail and a link to an online survey. They were also later provided with a copy of the draft plan so additional input could be solicited. The list of task force members follows below.

- Demond Means, Superintendent, [Mequon-Thiensville School District](#)
- Rasma Barbee, Teacher, [Chegwin Elementary School](#), Fond du Lac School District
- Sam Carter, Principal, [Robinson Elementary School](#), Beloit School District
- Kendra Cerniglia, Teacher, [Leopold Elementary School](#), Madison Metropolitan School District
- Caitlin Dee, Teacher, [Nathan Hale High School](#), West Allis-West Milwaukee School District
- Allison DeGraaf, Principal, [Kennedy Elementary School](#), Janesville School District
- Jennifer Doucette, Principal, [James Fenimore Cooper Elementary School](#), Milwaukee Public Schools
- Julie Erickson, Teacher, [Menominee Indian High School](#), Menominee Indian School District
- Stacey Frank, Teacher, [Webster Stanley Middle School](#), Oshkosh Area School District
- Dean Hess, Principal, [John Muir Middle School](#), Wausau School District
- Erin Hollmann, Teacher, [St. Marcus Lutheran School](#), Milwaukee
- James Kalupa, Curriculum Coordinator, [Bruce Guadalupe Community School](#), Milwaukee
- Theresa Morateck, Teacher, [Jeremiah Curtin Leadership Academy](#), Milwaukee Public Schools
- Fernando Muniz, Teacher, [Tenor High School](#), Milwaukee
- Patricia Olander, Teacher, [Notre Dame Middle School](#), Milwaukee
- Rebecca Panjan, Teacher, [Starbuck Middle School](#), Racine Unified School District
- Jill Schmoldt, Instructional Coach, [Westside Elementary School](#), Sun Prairie Area School District
- Kim Spychalla, Principal, [MacArthur Elementary School](#), Green Bay Area Public School District

Professional Standards Council for Teachers

The Professional Standards Council for Teachers, whose members are listed below, met on April 13, 2015 to discuss educator equity. This council advises the state superintendent on teacher licensure and its membership is laid out in state statutes. The agenda from this meeting can be found later in this appendix.

Name	Term Dates	Position
Manjula Dammanna	7/1/2013-6/30/2015 (2 year term)	Special Education Teacher
John Gaier	7/1/2012-6/30/2015	District Administrator
Paula Hase	7/1/2012-6/30/2015	Teacher - other
Linda Luedtke	7/1/2012-6/30/2015	Pupil Services
Jennifer Nickel	7/1/2013-6/30/2015 (2 Year Term)	MS/HS Teacher
Peggy Hill Breunig	7/1/2013-6/30/2015 (2 Year Term)	Public School Board Member
Briana Schwabenbauer	7/1/2014-6/30/2015 (1-year Term)	Student enrolled in EPP
Brad Peck	7/1/2014-6/30/2015 (1-year Term)	Principal
Lisa Benz	7/1/2013-6/30/2016	Teacher - other
Gary Williams	7/1/2013-6/30/2016	Public School Board Member
Wendy Ripp	7/1/2013-6/30/2016	Elementary Teacher
Debra Dosemagen	7/1/2013-6/30/2016	Faculty member from dept or School of Ed at a private IHE
Margaret Doering	7/1/2014-6/30/2017	Private School Teacher
Brittany Mader	7/1/2014-6/30/2017	Elementary Teacher
Brian McAlister	7/1/2014-6/30/2017	Faculty member from dept or School of Ed at a public IHE
Heather Strayer	7/1/2014-6/30/2017	Special Services
Jane Weidener	7/1/2014-6/30/2017	MS/HS Teacher

Collaborative Council

The Wisconsin Collaborative Council is a diverse group of PK-16 stakeholders convened by the state superintendent. Members of the council participated in a meeting on February 17, 2015 to address root causes and related strategies surrounding educator equity. Background was provided by the state equity team lead and the team's research analyst. The root cause analysis discussion was led by Ellen Sherratt of

The Center on Great Teachers and Leaders. At the conclusion of the meeting, council members were tasked with reaching out to their membership or organization to provide additional feedback and help inform the plan and were given an online survey link to do so. What follows is the list of Collaborative Council Members. The meeting agenda can be found later in this appendix.

Cooperative Educational Service Agencies	
Mary Gavigan	CESA 1
Gary Albrecht	CESA 2
Joe Price	CESA 3
Guy Leavitt	CESA 4
Jeremy Biehl	CESA 5
Joan Wade	CESA 6
Jeff Dickert	CESA 7
Donald Viegut	CESA 8
Karen Wendorf-Heldt	CESA 9
Mike Haynes	CESA 10
Jerry Walters	CESA 11
Ken Kasinski	CESA 12
Education Organization Members	
Kim Kohlhaas	American Federation of Teachers-Wisconsin (AFTW)
Jim Lynch	Association of Wisconsin School Administrators (AWSA)
Jesse Harness, Commissioner	Cooperative Educational Service Agency Statewide Network
Stephen Kolison	University of Wisconsin System
Carole Trone	Wisconsin Association of Independent Colleges and Universities (WAICU)
John Ashley	Wisconsin Association of School Boards (WASB)
Woodrow Wiedenhoef	Wisconsin Association of School Business Officials (WASBO)
Jon Bales	Wisconsin Association of School District Administrators (WASDA)
Laurie Asher	Wisconsin Association for Supervision and

	Curriculum Development (WASCD)
Gary Myrah	Wisconsin Council of Administrators of Special Services (WCASS)
Betsy Kippers	Wisconsin Education Association Council (WEAC)
Kathleen Cullen	Wisconsin Technical College System (WTCS)
DPI Members	
Tony Evers	State Superintendent
Mike Thompson	Deputy State Superintendent

The following survey was made available to all stakeholders listed above, along with additional background documents, with the exception of the nine school districts identified in the plan who were invited to complete a different survey.

Edit this form

Educator Equity Survey

Background

Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA), as amended, requires a state educational agency (SEA) that receives a Title I, Part A grant to submit to the U.S. Department of Education a plan, developed by the SEA, in consultation with local educational agencies (LEAs), teachers, principals, pupil services personnel, administrators, other staff, and parents (ESEA section 1111(a)(1)).

In meeting this requirement, the Wisconsin Department of Public Instruction (DPI) must describe the steps the agency will take "to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers, and the measures that the agency will use to evaluate and publicly report the progress of the Wisconsin with respect to these steps" (ESEA section 1111(b)(8)(C)).

Wisconsin is focusing on the distribution of inexperienced teachers (those with three or fewer years of experience) and those on emergency licenses. In examining the data, Wisconsin has such a small portion of teachers fitting the definitions of unqualified or out-of-field, it negates a possibility of making any meaningful analysis in those areas.

The purpose of this survey is to collect your perspective on whether you feel there is an inequitable distribution of teachers in Wisconsin between students of color and their peers and low-income students and their peers. In other words, do you believe minority and low-income students are more likely to be taught by inexperienced or emergency licensed teachers and, if so, why is this the case and what could or should the state do to address the issue?

The Department of Public Instruction will use this data to inform our work on our required state plan which we will make publicly available for comment this spring.

A snapshot of the Wisconsin data from the US Department of Education is available at <http://www2.ed.gov/programs/titleiparta/equitable/wieep.pdf>.

* Required

What best describes your role? *

If you are a school district, association, organization, institution of higher education or tribal representative, please cite your affiliation. If you chose other, please describe your role.

Do you feel students of color and low-income students are more or less likely to have a teacher who is experienced and knowledgeable in their subject area? *

- More Likely
- Less Likely

Do Not Know

If you feel a low-income student or student of color is less likely to have an experienced or fully licensed teacher please explain why.

If you feel a low-income student or student of color is more likely to have an experienced or fully licensed teacher please explain why.

Based on the reasons you listed above please list any strategies you feel the state should examine in addressing any concerns you have.

Please list your contact information if you would like to make yourself available for any follow-up questions the department may have.

Submit

Never submit passwords through Google Forms.

100%: You made it.

The nine school districts identified were given an opportunity to provide online feedback into root causes and potential strategies as well as virtual or in person meetings. The online survey instrument that accompanied the background information provided to them follows below.

4/25/2015

School District Strategies - Smartsheet.com



School District Strategies

This form can be filled out multiple times. Each submission should contain only one state level strategy to address teacher retention and emergency licensed staff. This information will be used to help inform the state educator equity plan as required under federal law.

Name *

School District Name *

Root Cause *

Please provide a reason why the data show a disproportionate number of teachers in your school district with three or fewer years of experience or who hold an emergency credential.

Proposed Strategy *

Please provide a strategy to address the cause listed above.

Strategy - Timeline *

<https://app.smartsheet.com/b/form?EQBCT=c4bdda647aa748acac2938491f83d61e>

1/2

4/25/2015

School District Strategies - Smartsheet.com

Immediate Strategy

Year 2 Strategy

Year 5 Strategy

Comment

Submit

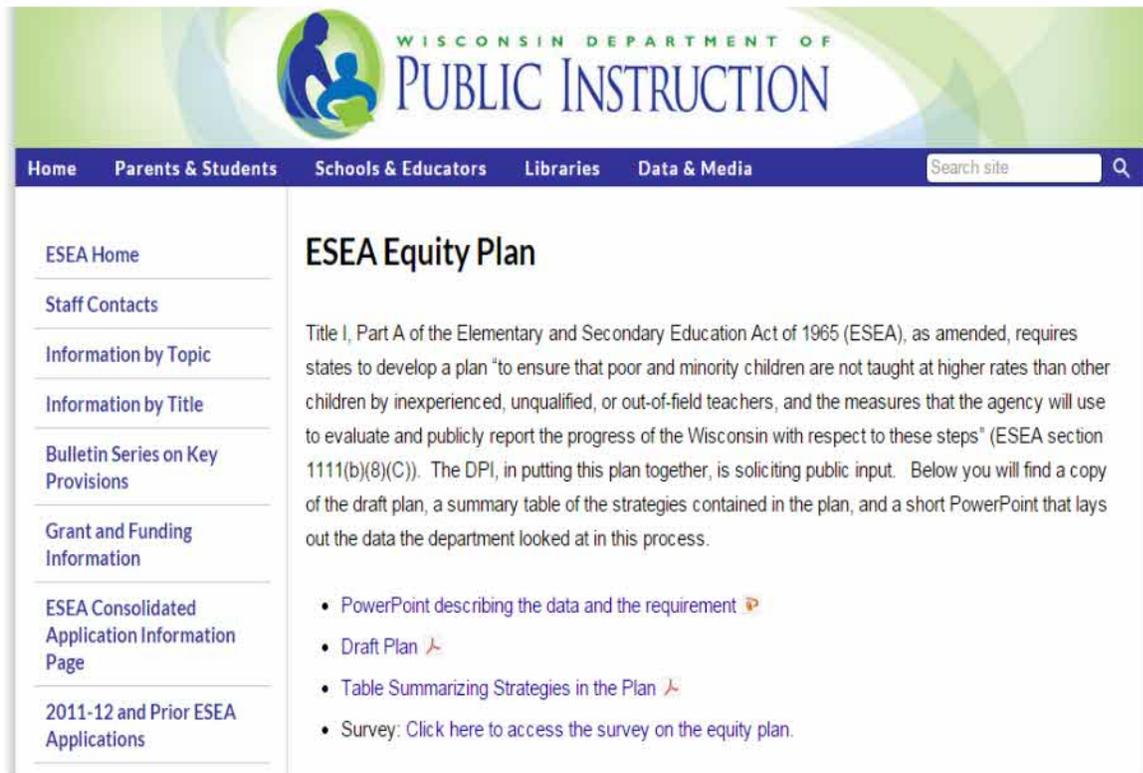
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<https://app.smartsheet.com/b/form?EQBCT=c4bdda647aa748acac2538491f83d61e>

2/2

In order to solicit public feedback on the plan a web page¹⁷ was set up to provide background, a copy of the draft plan, and a link to provide feedback on the plan. The link to this website, along with a request to respond to the survey was sent to all the aforementioned stakeholders listed in this appendix.



The screenshot shows the Wisconsin Department of Public Instruction website. The header features the department's logo and name. A navigation bar includes links for Home, Parents & Students, Schools & Educators, Libraries, and Data & Media, along with a search box. The main content area is titled "ESEA Equity Plan" and contains a paragraph explaining the requirements of the Elementary and Secondary Education Act of 1965 (ESEA). Below the text is a bulleted list of resources: a PowerPoint describing the data and requirements, a draft plan, a table summarizing strategies, and a survey link.

ESEA Equity Plan

Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA), as amended, requires states to develop a plan "to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers, and the measures that the agency will use to evaluate and publicly report the progress of the Wisconsin with respect to these steps" (ESEA section 1111(b)(8)(C)). The DPI, in putting this plan together, is soliciting public input. Below you will find a copy of the draft plan, a summary table of the strategies contained in the plan, and a short PowerPoint that lays out the data the department looked at in this process.

- PowerPoint describing the data and the requirement 
- Draft Plan 
- Table Summarizing Strategies in the Plan 
- Survey: [Click here to access the survey on the equity plan.](#)

The survey from the website referenced on the previous page follows below.

¹⁷ http://esea.dpi.wi.gov/esea_esea-equity-plan

Equity Plan Public Survey

Title I, Part A, of the Elementary and Secondary Education Act of 1965 (ESEA), as amended, requires states to develop a plan "to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers, and the measures that the agency will use to evaluate and publicly report the progress of the Wisconsin with respect to these steps" (ESEA section 1111(b)(8)(C)). The DPI, in putting this plan together, is soliciting public input. See the questions below.

* Required

1. Does the plan clearly describe the problem? *

- Yes
- No

2. Are the strategies in the plan clear? *

- Yes
- No

3. Are the strategies aligned to the problems identified? *

- Yes
- No

4. Are there any strategies you disagree with?

- Yes
- No

4a. If you answered "Yes" to Question 4, identify the strategies and explain why.

5. Are there any strategies you feel could be improved?

- Yes
- No

5a. If you answered "Yes" to Question 5, identify the strategies and explain why.

6. Are there any strategies you would recommend that are not reflected in the plan?

- Yes
- No

6a. If you answered "Yes" to Question 6, list any you would recommend and explain

7. Please provide your name and/or affiliation *

Never submit passwords through Google Forms.

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This form was created inside of Wisconsin Department of Public Instruction.

Meeting Agendas

The agendas from meetings held with the Great Lakes Inter-Tribal Council, Collaborative Council, Professional Standards Council for Teachers, and the Title I Committee of Practitioners follow.



Great Lakes Inter-Tribal Council, Inc.

Regular Meeting of the Board of Directors
March 4, 2015
8:15 AM

First Floor Conference Room
Tommy G. Thompson WHEDA Commerce Center
201 West Washington Avenue
Madison, Wisconsin

Agenda

1. Opening Prayer
 2. Call to Order
 3. Roll Call
 4. Recognition and Welcome of Elders
 5. Approval of the Agenda
 6. Guest Speakers:
 - 8:30 AM Ed Wall, Secretary, Wisconsin Dept. of Corrections
 - 9:00 AM Ratify Resolution 2015-02.01 Supporting Renewed and Increased Funding for the Wisconsin Tribal Community Reintegration Program
 - 9:15 AM Senator Janet Bewley, 25th Senate District, representing Bad River, Red Cliff, St. Croix and Lac du Flambeau
 - 9:45 AM Representative Beth Meyers, 74th Assembly District, representing Bad River, Red Cliff and Lac du Flambeau
 - 10:00 AM Jonas Zuckerman and Jennifer Kammerud, Wisconsin Dept. of Public Instruction
 - 10:15 AM
 - 10:30 AM Brad Schimel, Attorney General, Wisconsin Department of Justice
 - 11:00 AM Representative Jeff Mursau, State/Tribal Relations Committee Chairman and 36th Assembly District, representing Forest County Potawatomi, Menominee and Sokaogon Chippewa
 - 11:30 AM Assembly Speaker Robin Vos
- Lunch on your own
- 1:00 PM Chief Justice Shirley S. Abrahamson, Wisconsin Supreme Court
 - 1:30 PM Michelle Ryan, Nuclear Regulatory Commission

2:00 PM Representative Peter Barca, Wisconsin State Assembly Minority Leader
2:15 PM Senator Scott Fitzgerald, Wisconsin State Senate Majority Leader
2:30 PM Representative JoCasta Zamarripa, 8th Assembly District
2:45 PM Ernie Stevens and Joe Miller, NATOW

7. Next meeting and location: May 14, 2015, hosted by the Spirit of the Rivers Board of Directors, Manitowoc, Wisconsin
8. Adjournment

Public Notice of Open Meetings

State Superintendent's Collaborative Council

Time	1:00 p.m. to 4:00 p.m.
Date	Tuesday, February 17, 2015
Location	Department of Public Instruction, GEF III, 125 South Webster Street, Madison, WI 53703, P41
Purpose	The State Superintendent's Collaborative Council will hold a regularly scheduled meeting to inform statewide stakeholders of department efforts and issues.

AGENDA

1:00 p.m.	Welcome <i>Tony Evers, State Superintendent</i>
1:10 p.m.	State and Federal Programs (Update) <i>Dee Pettack, Legislative Liaison, Office of the State Superintendent</i> <i>Jennifer Kammerud, Policy Initiatives Advisor, Office of the State Superintendent</i>
1:20 p.m.	Educator Equity (Discussion) <i>Jennifer Kammerud, Policy Initiatives Advisor, Office of the State Superintendent</i>
2:50 p.m.	Break
3:00 p.m.	Academic and Career Plans (Update) <i>Sharon Wendt, Director, Career & Technical Education, Division for Academic Excellence</i> <i>Sara Baird, Assistant Director, Career & Technical Education, Division for Academic Excellence</i>

- 3:25 p.m. Waiver (Discussion)
Lynette Russell, Assistant State Superintendent, Division for Student & School Success
Jonas Zuckerman, Director, Title I and School Support Team, Division for Student & School Success
- 3:55 p.m. Agenda Building
Mike Thompson, Deputy State Superintendent
- 4:00 p.m. Adjourn

Next Collaborative Council Meeting: May 12, 2015

For further information, contact Dr. Scott Jones, Special Assistant to the State Superintendent, (608/267-9269).

PI-1291 (Rev. 07-09)

Public Notice of Open Meetings

State Superintendent's Collaborative Council

Time	1:00 p.m. to 4:00 p.m.
Date	Tuesday, May 12, 2015
Location	Department of Public Instruction, GEF III, 125 South Webster Street, Madison, WI 53703, P41
Purpose	The State Superintendent's Collaborative Council will hold a regularly scheduled meeting to inform statewide stakeholders of department efforts and issues.

Agenda

- 1:00 p.m. Welcome**
Tony Evers, State Superintendent
- 1:10 p.m. Community Schools**
Deb Gurke, Director of Research, Milwaukee Public Schools
Julie Mosher, Director of Curriculum and Assessment, Oshkosh Area School District
Rick Mueller, Westside Elementary School Principal, Sun Prairie Area School District
Pascual Rodriguez, Lead Principal, Bruce Guadalupe Community School
Wendell Waukau, Superintendent, Menominee Indian School District
Don Viegut, Administrator, CESA 8
- 2:30 p.m. Educator Equity External Stakeholder Feedback**
Jennifer Kammerud, Policy Initiatives Advisor, Office of the State Superintendent
- 2:45 p.m. State and Federal Programs (Update)**
Dee Pettack, Legislative Liaison, Office of the State Superintendent
Jennifer Kammerud, Policy Initiatives Advisor, Office of the State Superintendent
- 3:00 p.m. Break**
- 3:15 p.m. ACP Update**
Sharon Wendt, Director, Career and Technical Education
- 3:55 p.m. 2015-2016 Collaborative Council Meeting Dates**
Mike Thompson, Deputy State Superintendent
- 4:00 p.m. Adjourn**

Next Collaborative Council Meeting: August 11, 2015

For further information, contact Dr. Scott Jones, Special Assistant to the State Superintendent, (608/267-9269).

Professional Standards Council
Crowne Plaza, Kegonsa/Waubesa Room
4402 East Washington Avenue, Madison, Wisconsin

April 13, 2015

8:00 a.m.	Refreshments
9:00 a.m.	Call to Order <i>PSC Chair</i> Public Notice of Meeting Review of Agenda
9:05 a.m.	Opening Remarks <i>Tony Evers, State Superintendent</i>
9:45 a.m.	Approval of October 6, 2014 Minutes <i>PSC Chair</i>
10:00 a.m.	SAAs PK-12 Pathway to World-Class Student Success <i>School Administrators Alliance</i>
Document for Review: http://wsaa.org/saainfo/wp-content/uploads/2014/11/SSA_Draft31.pdf	
General Information: http://wsaa.org/saainfo/?page_id=3467	
10:30 a.m.	Break
10:45 a.m.	Attracting and Recruiting Educators <i>Tammy G. Huth, Director TEPDL</i>
General Information: http://tepd.dpi.wi.gov/licensing/pathways-to-licensure	
11:15 a.m.	Educator Preparation Program Annual Report <i>Tammy G. Huth, Director TEPDL</i>
Documents for Review: http://tepd.dpi.wi.gov/epp/annual-reports	
12:00 p.m.	Lunch (<i>Café</i>)
12:45 p.m.	Wisconsin's Equity Plan for U.S. Department of Education <i>Sheila J. Briggs, WI DPI</i>
1:45 p.m.	Agenda Setting for 2015-2016 PSC meetings <i>PSC Chair</i>
2:00 p.m.	Adjourn <i>PSC Chair</i>

2015-2016 Professional Standards Council Meeting Dates:

- *October 5, 2015, Crowne Plaza, Madison*
- *January 25, 2016 (via Bb Collaborate) virtual meeting*
- *April 11, 2016, Crowne Plaza, Madison*

All meetings begin at 9:00 a.m.



COMMITTEE OF PRACTITIONERS MEETING

Kalahari Resort, Wisconsin Dells

Thursday, May 21, 2015

AGENDA

- 8:30 – 8:45 a.m. **Breakfast**
- 8:45 – 9:00 a.m. **Introductions and Purpose**
- 9:00 – 9:30 a.m. **Legislative updates**
- 9:30 – 10:15 a.m. **Committee Member Share Out**
- Break*
- 10:30 – 11:00 a.m. **SISEP**
- 11:00 – 12:00 p.m. **Excellence for All Update (Roxie Hentz)**
- 12:00 – 12:45 p.m. **Lunch**
- 12:45 – 1:15 p.m. **Educator Equity Plan**
- 1:15 – 1:45 p.m. **ESEA Monitoring**
- 1:45 – 2:45 p.m. **WISEgrants Update (Shelly Babler)**
- 2:45 – 3:00 p.m. **Wrap Up**

Statement of Purpose:

To share information on DPI Title I initiatives and gather feedback from COP members.

MAY 2015 – COMMITTEE OF PRACTITIONERS			
NAME	TITLE	LEA/AGENCY	E-MAIL ADDRESS
Ryan Alderson	Elementary Principal/ Title 1 Coordinator	Cashton School District	aldersonr@cashton.k12.wi.us
Larry Brahan	Elementary Principal/ Title 1 Coordinator	Sheboygan School District	lbrahan@sheboygan.k12.wi.us
Linda Bruun	Director of Instruction/Title I Coordinator (Wisconsin Title I Association Representative)	Reedsburg School District	lbruun@rsd.k12.wi.us
Martha Kreitzman	Title 1 Coordinator (MPS Representative)	Milwaukee Public Schools	kreitzmj@milwaukee.k12.wi.us
Danica Lewis	Director of Pupil Services	Fond du Lac School District	lewisd@fonddulac.k12.wi.us
Melissa Moe	Educational Consultant	CESA 11	melissam@cesa11.k12.wi.us
Dana Sommerfeld	Director of State and Federal Programs	Chippewa Falls Area Unified School District	sommerdm@chipfalls.org
Darcy Uppena	Title I Coordinator/Elementary Principal	Royall School District	uppenad@royall.k12.wi.us
Laura Veghlan	Director, Reading Specialist	CESA 4	lveglahn@cesa4.k12.wi.us
Jennifer Waldner	Director of Federal & State Programs	Madison Metropolitan School District	jmwaldner@madison.k12.wi.us

Appendix B. Wisconsin Stakeholder Engagement Process Timeline

Major Activities	Parties Involved	Lead	Dates
Gather and review data.	Internal DPI Educator Equity team	DPI Research Analyst	December 2014 - March 2015
Identify and recruit stakeholders groups to inform the plan and build a longer term coalition to see it through.	Internal DPI team	DPI Educator Equity Team Lead	January 2015
Build DPI Equitable Access website, electronic mailing list, and communication tools to foster two-way feedback loops.	Internal DPI team	DPI Educator Equity Team Lead	February - May 2015
Collaborative Council Meeting	Center for Great Teachers and Leaders, Council Members, DPI	DPI Educator Equity Team Lead	February and May 2015
Prepare data materials to share with stakeholders.	Internal DPI team	DPI Educator Equity Team Lead	February - April 2015
Collect and collate input from stakeholders on the examination of data to inform equity gaps and root cause analysis.	Stakeholders	DPI Educator Equity Team Lead	February - May 2015
Professional Standards Council for Teachers Meeting	Stakeholders, DPI	DPI Director of Teacher Professional Development and Licensing	April 2015
Review stakeholder input, begin setting priorities, and identify metrics.	Internal DPI team, stakeholders, DPI cabinet	DPI Educator Equity Team Lead	Feb - March 2015
SEA drafts educator equitable access plan.	Internal DPI team	DPI Educator Equity Team Lead	March - April 2015
SEA provides draft of equitable access plan to stakeholders for review/comment.	Stakeholders	DPI Educator Equity Team Lead	April 2015
SEA provides draft of equitable access plan to general public and stakeholders.	Public, stakeholders	DPI Educator Equity Team Lead	May 2015
Finalize plan.	DPI and ED	DPI Educator Equity Team Lead	Summer 2015

Appendix C. Teacher Average Salary Data

Average Salary Data for the Nine School Districts Identified¹⁸

9 Districts	2014 Low Teacher Salary ¹⁹	2013 Low Teacher Salary	2014 Average Teacher Salary	2013 Average Teacher Salary
Beloit	\$25,301	\$33,675	\$54,436	\$56,009
Green Bay	\$33,630	\$33,504	\$51,668	\$52, 253
Janesville	\$33,136	\$31,520	\$55,176	\$57,702
Kenosha	\$38,377	\$38,377	\$61,856	\$66,195
MMSD	\$36,108	\$33,575	\$53,140	\$52,477
MPS	\$41,070	\$30,000	\$60,332	62,723
Racine	\$39,960	\$39,150	\$56,276	\$55,709
Waukesha	\$34,930	\$24,001	\$60,579	\$59,572
West Allis-West Milwaukee	\$40,214	\$37, 844	\$51,720	\$50,231
State Average Teacher Salary with the 9 Districts Included			\$49,908	\$49,739
State Average Teacher Salary without the 9 Districts Included			\$49,780	\$49,589
State Average Low Teacher Salary with the 9 Districts Included			\$34,490	\$33,779
State Average Low Teacher Salary without the 9 Districts Included			\$34,462	\$33,784

¹⁸ It should be noted that the averages are not weighted by the number of teachers, but are the statewide average of the district averages.

¹⁹ Low teacher salary is being used as an approximation for starting teacher salary as the DPI only collects low teacher salary data for school districts.

Appendix D. Wisconsin Student and Teacher Race and Ethnicity Data

2014 Ethnicity Statewide Report for Teachers and Students

	Statewide Number of Teachers (2014)	Statewide Percentage of Teachers (2014)	Statewide Number of Students (2013-2014)	Statewide Percentage of Students (2013-2014)
American Indian or Alaska Native	156.74	0.3%	10,884	1%
Asian	412.3	0.7%	31,651	4%
Black or African American	1,050.39	2%	84,465	10%
Hispanic/Latino	915.25	2%	91,757	11%
Native Hawaiian or Other Pacific Islander	18.7	0.03%	721	0.1%
White	53,461.70	92%	632,684	72%
Two or More Races	129.85	0.2%	21,189	2%
TOTAL	58,144.93		873,531	

2014 Ethnicity Report for Teachers and Students in the Nine Districts

	American Indian or Alaska Native	Asian	Black or African American	Hispanic / Latino	Native Hawaiian or Other Pacific Islander	White	Two or More Races	TOTAL
Beloit: Number of Teachers	4	3.1	26.37	7.08	1	442.21	3	486.76
Beloit: Teacher Percentages	0.8%	0.6%	5%	2%	0.2%	91%	0.6%	
Beloit: Number of Students	43	48	1,628	2,137	9	2,896	355	7,116
Beloit: Student Percentages	0.6%	0.7%	23%	30%	0.1%	41%	5%	
GB: Number of Teachers	3	17.7	1	30.4	1	1,417.02	5.5	1,475.62
GB: Teacher Percentages	0.2%	1%	0.07%	2%	0.07%	96%	0.4%	
GB: Number of Students	843	1,400	1,610	5,395	17	10,892	849	21,006
GB: Student Percentages	4%	7%	8%	26%	0.1%	52%	4%	
Janesville: Number of Teachers	1	6.6	3	2.6	0	716.86	1	731.06
Janesville: Teacher Percentages	0.1%	1%	0.4%	0.4%	0%	98%	0.1%	
Janesville: Number of Students	43	181	495	1,198	6	7,950	517	10,390
Janesville: Student Percentages	0.4%	2%	5%	12%	0.1%	77%	5%	
Kenosha:	2.83	7	35.83	38	0	1,273.	0	1,357.0

Number of Teachers						42		8
Kenosha: Teacher Percentages	0.2%	0.5%	3%	3%	0%	94%	0%	
Kenosha: Number of Students	57	336	3,481	5,785	24	12,036	883	22,602
Kenosha: Student Percentages	0.3%	2%	15%	26%	0.1%	53%	4%	
MMSD: Number of Teachers	13.9	55.8	57.6	130.5	0	1,896.67	4	2,158.47
MMSD: Teacher Percentages	0.6%	3%	3%	6%	0%	88%	0.2%	
MMSD: Number of Students	99	2,498	5,006	5,260	26	12,012	2,284	27,185
MMSD: Student Percentages	0.4%	9%	18%	19%	0.1%	44%	8%	
MPS: Number of Teachers	17.63	106.96	722.92	338.78	0	2,896.86	0	4,083.15
MPS: Teacher Percentages	0.4%	3%	18%	8%	0%	71%	0%	
MPS: Number of Students	583	4,452	43,385	18,942	33	10,724	397	78,516
MPS: Student Percentages	0.7%	6%	55%	24%	0.04%	14%	0.5%	
Racine: Number of Teachers	4	8	58.4	85.3	0	1,260.21	9.7	1,425.61
Racine: Teacher Percentages	0.3%	0.6%	4%	6%	0%	89%	0.7%	
Racine:	70	261	5,386	5,129	6	8,844	605	20,301

Number of Students								
Racine: Student Percentages	0.3%	1%	27%	25%	0.03%	44%	3%	
Waukesha: Number of Teachers	3	4.08	1	33.5	0	805.58	0	847.16
Waukesha: Teacher Percentages	0.4%	0.5%	0.1%	4%	0%	95%	0%	
Waukesha: Number of Students	47	540	642	2,675	10	9,420	344	13,678
Waukesha: Student Percentages	0.3%	4%	5%	20%	0.1%	69%	3%	
West Allis-West Milwaukee: Number of Teachers	0	3	4	2	0	619.1	7	635.10
West Allis-West Milwaukee: Teacher Percentages	0%	0.5%	0.6%	0.3%	0%	97%	1%	
West Allis-West Milwaukee: Number of Students	110	273	1,048	2,183	19	5,651	441	9,725
West Allis-West Milwaukee: Student Percentages	1%	3%	11%	22%	0.2%	58%	5%	
Statewide: Number of Teachers	156.74	412.3	1,050.39	915.25	18.7	53,461.70	129.85	58,144.93

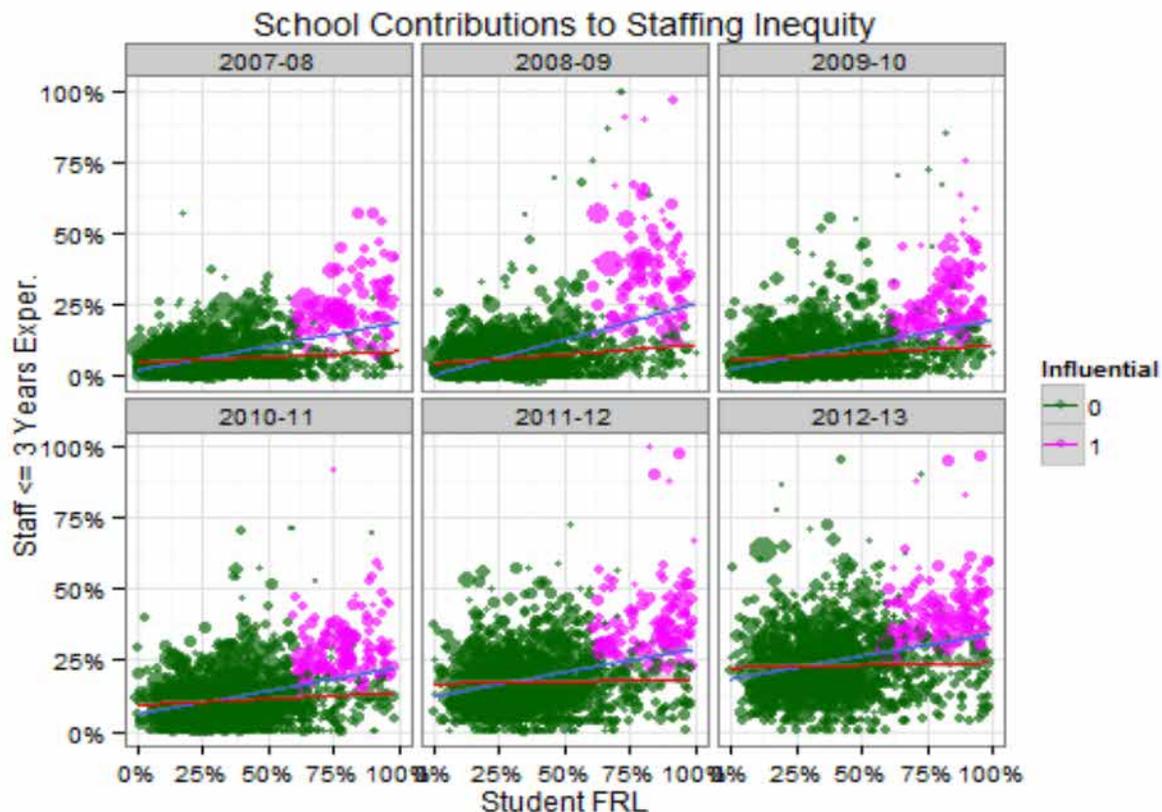
Statewide: Teacher Percentages	0.3%	0.7%	2%	2%	0.03%	92%	0.2%	
Statewide: Number of Students	10,884	31,651	84,645	91,757	721	632,684	21,189	873,531
Statewide: Student Percentages	1%	4%	10%	11%	0.1%	72%	2%	

Appendix E. Select Figures in Plan

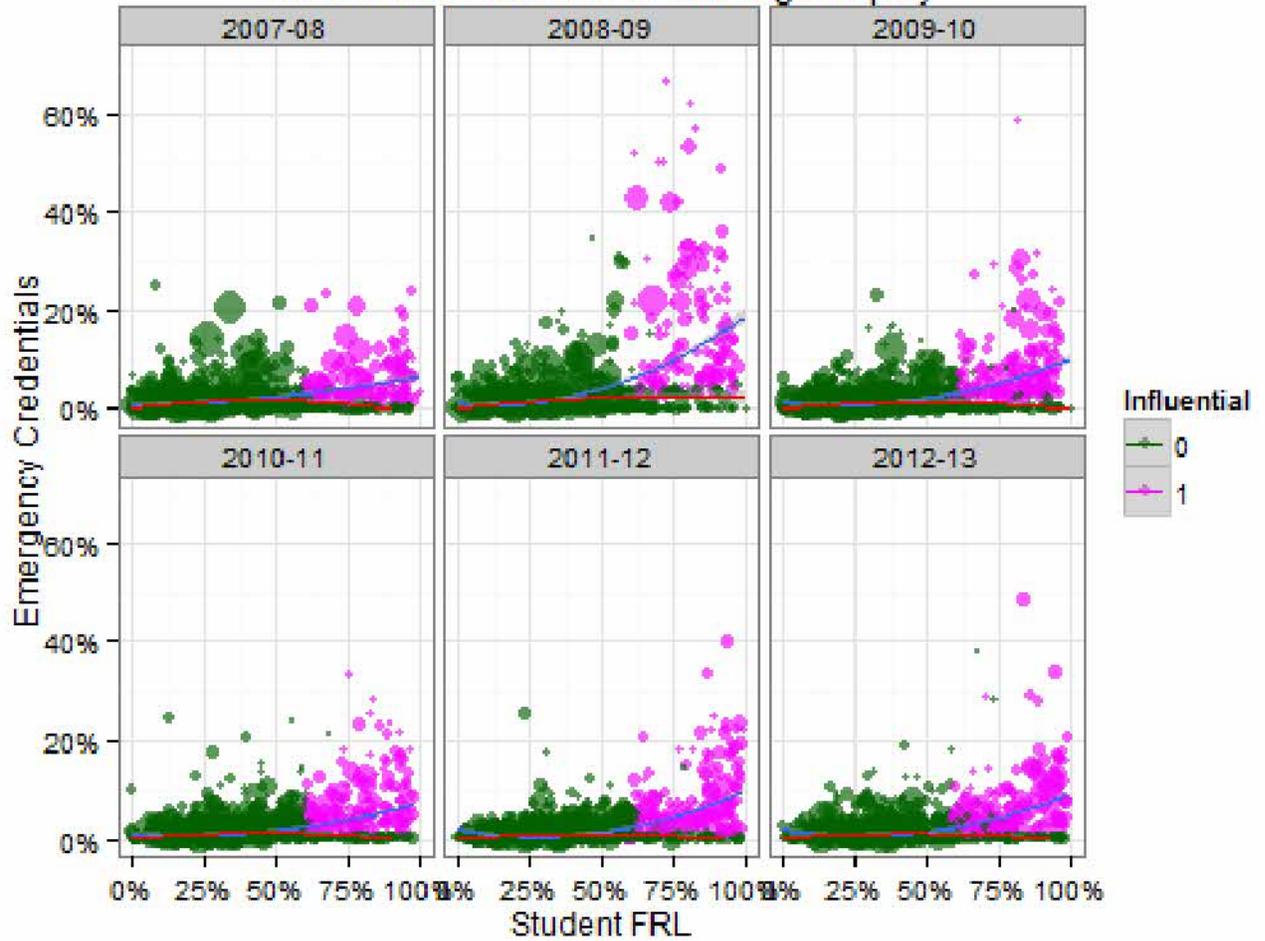
This series of scatter plots demonstrate the selection methodology employed by the department. Each panel represents data for a single school year. In each panel each point represents a school and each point is scaled in size by the number of pupils enrolled in the school. The blue line represents the bivariate correlation between the student indicator on the x-axis (e.g. percentage of students eligible for free and reduced price lunch) and the staff characteristic on the y-axis (e.g. percentage of staff with 3 or fewer years experience). The red line represents the simulated bivariate relationship if the most influential schools are brought toward the state average.

Each school is shaded pink or green. Pink shading is used for schools that are the greatest contributor to the slope of the blue line -- the measure of inequality statewide. These schools do not have inequality within them necessarily, but allocating more experienced staff or better credentialed staff to these schools would have the greatest impact on reducing statewide inequality between schools. For the purposes of this plan, the Department identified schools that both had a high contribution to the slope and had greater than 65 percent FRLP eligible students or greater than 30 percent non-white students.

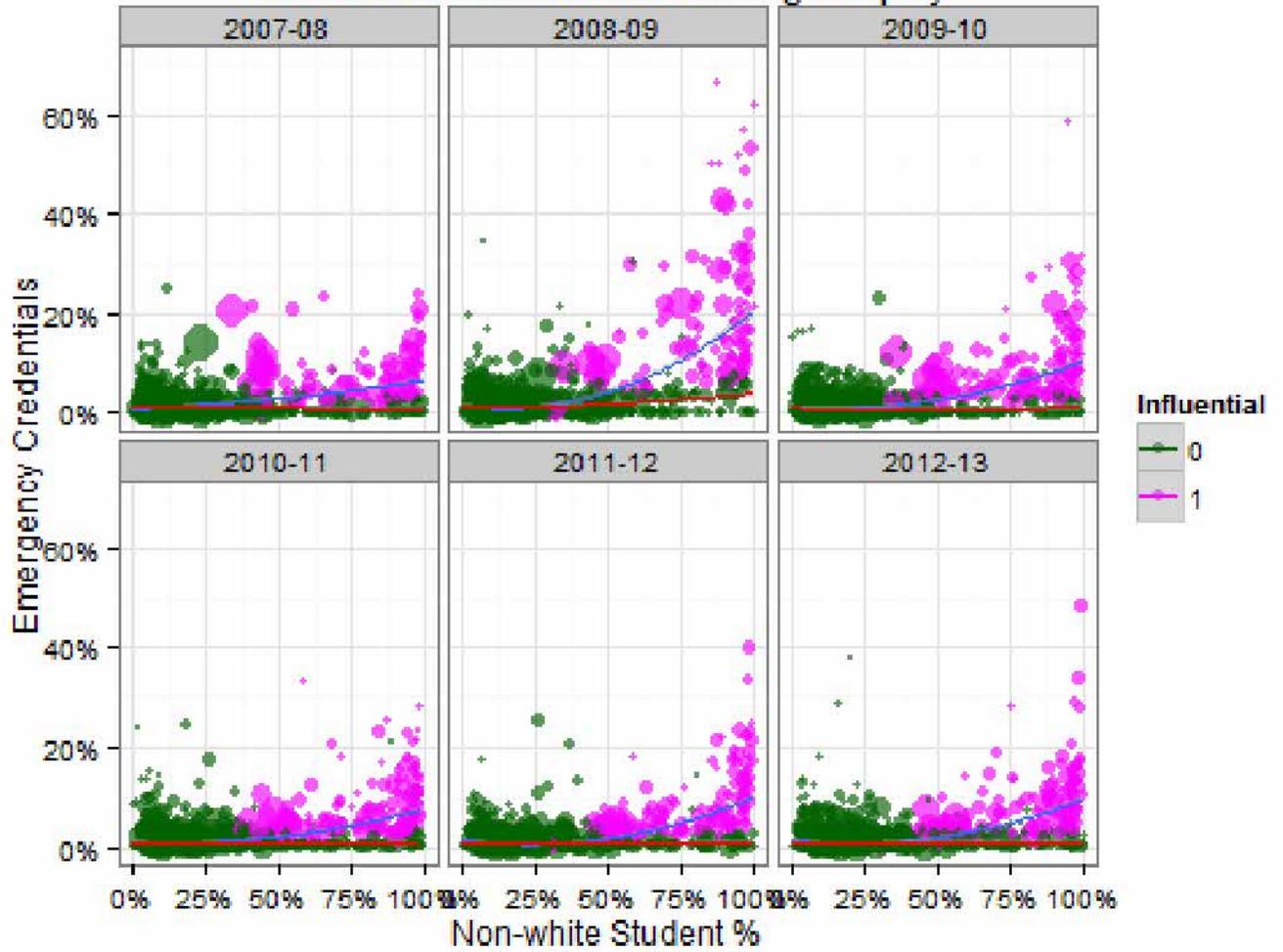
Figure 1.



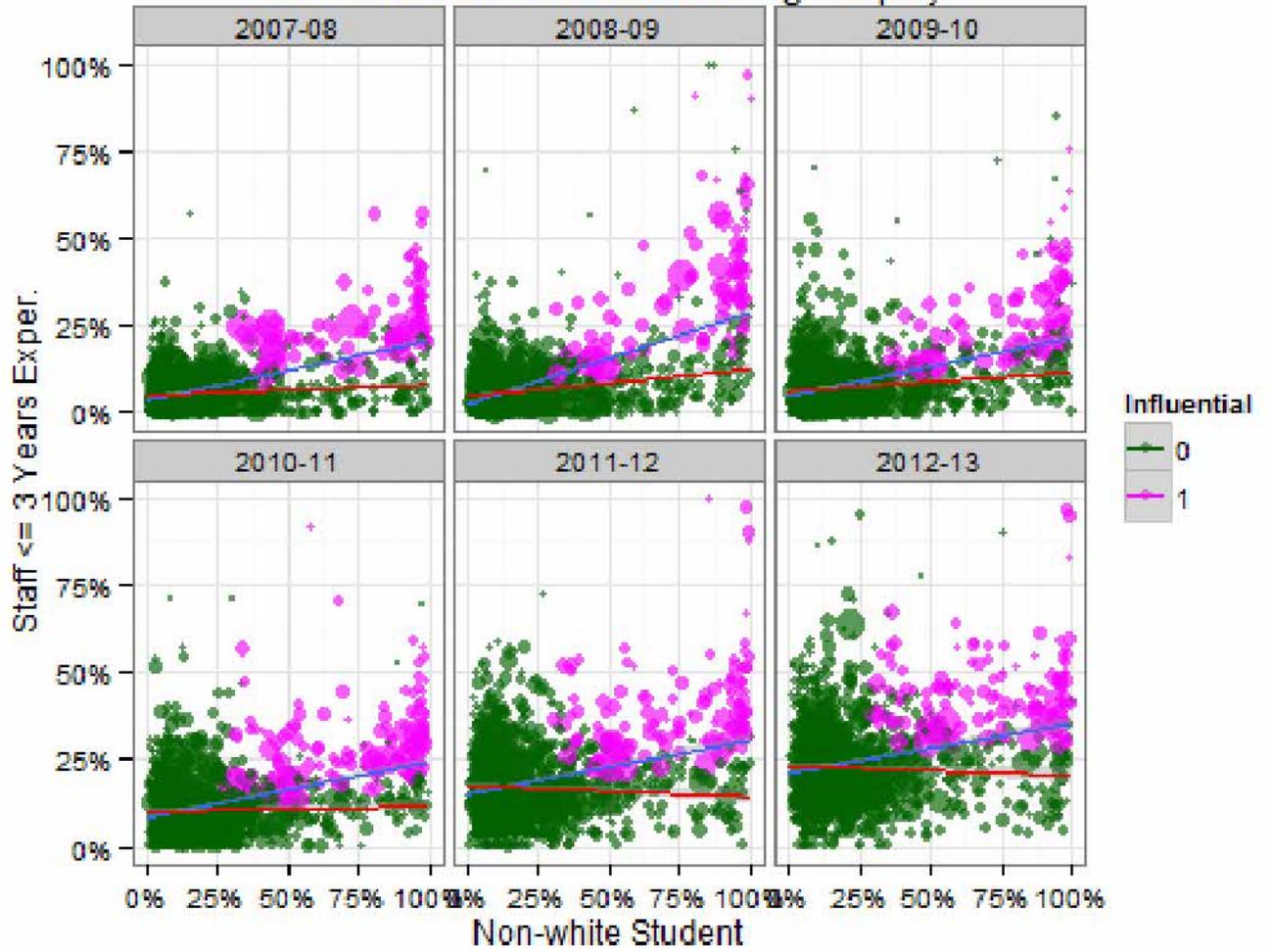
School Contributions to Staffing Inequity



School Contributions to Staffing Inequity



School Contributions to Staffing Inequity



Appendix F. Talent Development Framework for 21st Century Educators: Moving Toward State Policy Alignment and Coherence

Excerpts from the Wisconsin Policy Scan

Introduction – Wisconsin Quality Educator Initiative

The Wisconsin Department of Public Instruction initiated a collaborative reform effort in 1994 to meet the changing needs of Wisconsin schools and districts. The Department appointed the Restructuring Teacher Education and Licensure in Wisconsin Task Force that included representatives from all Wisconsin stakeholder groups. Educators from all ranks and areas joined with union representatives, cooperative educational service agencies, representatives from higher education, members of professional organizations, and district superintendents to forge a new structure for educator preparation and licensure in the state of Wisconsin.

The task force put forth its recommendations in April 1995. Three work groups immediately formed to respond to the recommendations and detail proposed rules. By May 1997, the work concluded, rules were put forth to the legislature in 1999, and Wis. Admin. Code Ch. PI 34, known as the Wisconsin Quality Educator Initiative (WQEI) was promulgated in 2000. Under WQEI the requirements for educator preparation and licensure shifted to a standards and performance-based system and aimed to create a seamless system of preparing and retaining quality educators. Performance-based proficiency is demonstrated by a candidate during the preparation program and continues into an educator's career through a multi-tiered licensing system: initial educator, professional educator, and master educator stages.

Wisconsin Educator Standards

In 2000, with the promulgation of Wisconsin Administrative Rule PI 34, Wisconsin moved to a standards and performance-based educator preparation and licensing system. Three sets of educator standards were put into place: The Wisconsin Teacher Standards, Wisconsin Administrator Standards, and Wisconsin Pupil Services Standards. As well, a new tiered licensing system was implemented which included an Initial Educator License, a Professional Educator License, and a Master Educator License. Wisconsin colleges, universities, and alternative route educator preparation program providers swiftly moved forward to revise their programs as they needed to ensure that candidates who completed their programs after August 31, 2004 were proficient in the standards and could be endorsed for an Initial Educator License.

The Wisconsin educator standards guide pre-service educators in their approved educator preparation programs and, further, in their professional development as they seek to advance their license to the next licensure stage. These standards also serve as the basis for Wisconsin's continued educator development through successive professional development plans for licensure renewal and for the educator effectiveness system of evaluation.

Teacher Standards

The Wisconsin teacher standards were based on the *1992 Interstate New Teacher Assessment and Support Consortium (INTASC) Model Standards for Beginning Teacher Licensing and Development* standards, as noted in PI 34.02. In 2001, stakeholder groups from across the state came together to develop the Wisconsin Content Guidelines for each teaching licensure area. National program standards available from national professional organizations along with the 1992 InTASC knowledge, skills, and disposition statements were used to complete the work.

With the release of the new *2011 Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards*, Wisconsin began to use the reordered standard statements presented in InTASC 2011. Alignment documents have been developed to show how the Wisconsin Teacher Standards align to the 2011 InTASC standard statements. With the release of these new standards, changes that have occurred in the national program standards and the adoption of some new student academic standards in Wisconsin, we have begun the revision process of our teaching content guidelines. Recently, two stakeholder groups came together to draft revised content guidelines for teaching licensing in the Mathematics area and English Language Arts area as a result of adopting the Common Core State Standards in Mathematics and ELA. Our current teaching content guidelines are available at: <http://tepd.dpi.wi.gov/epp/licensure-program-guidelines>.

In Wisconsin, to receive a license in a teacher category under PI 34.27-PI 34.30, an applicant must complete an approved program in teacher licensure and demonstrate proficient performance in the knowledge, skills and dispositions under all of the Wisconsin teacher standards.

Administrator Standards

The Wisconsin administrator Standards were originally based on the *1996 Interstate School Leaders Licensure Consortium (ISLLC) Standards*, as noted in PI 34.03. In 2001, stakeholder groups from across the state came together to develop the Wisconsin Content Guidelines for each administrator licensure area. With the generous support of the Wallace Foundation, Wisconsin moved forward in November, 2009 to revise the Wisconsin Content Guidelines for Principal Licensure. A broad stakeholder group from across the state came together to revise the content guidelines based on the *Educational Leadership Policy Standards: ISLLC 2008-Interstate School Leaders Consortium (ISLLC) standards* and the *National Policy Board for Educational Administration (NBPEA) Educational Leadership Constituent Council (ELCC) Draft 2009 Program Standards*. The new content guidelines were approved March, 2010.

Again, with the generous support of the Wallace Foundation, Wisconsin was able to bring educator preparation program providers and practitioners together for a full day of professional development around implementing the principal standards in a performance based system. We were also able to move forward to revise eight additional administrative licensure areas. These content guidelines are available along with the alignment to national standards at: <http://tepd.dpi.wi.gov/epp/licensure-program-guidelines>. Wisconsin has provided comment and looks forward to the release of the proposed 2014 ISLLC standards, which will allow us to revisit and revise our content guidelines.

In Wisconsin, to receive a license in a school administrator category under PI 34.32, an applicant must complete an approved program in school administration and demonstrate proficient performance in the knowledge, skills, and dispositions under all of the Wisconsin administrator standards.

Pupil Services Standards

Following the standards format, Wisconsin created a set of pupil services standards PI 34.04. These standards were developed to include the pupil services areas of school guidance counselor, school psychologist, school social worker, and school nurse. In 2001, stakeholder groups from across the state came together to develop the Wisconsin Content Guidelines for each pupil services licensure area. These content guidelines have not been revised since 2001 and draw heavily on the national program standards available in these areas at that time. Our current pupil services content guidelines are available at: <http://tepd.dpi.wi.gov/epp/licensure-program-guidelines>.

In Wisconsin, to receive a license in a pupil services category under PI 34.31, an applicant must complete an approved program and demonstrate proficient performance in the knowledge, skills, and dispositions under all of the pupil services standards.

Wisconsin Tiered Licensure Stages

Under Wisconsin Administrative Rule PI 34, three licensure stages have been established: initial educator, professional educator, and master educator. These three stages are founded on the principle that a renewal system framed by performance-based standards assures the public that educators will engage in professional growth and, further, that the professional growth will include the acquisition of knowledge in the educator's area of endorsement. Such growth will both support and enhance student learning at the local level.

Initial Educator

An initial educator is an individual who has successfully completed an approved educator preparation program after August 31, 2004 and who is issued an Initial Educator License by the Department of Public Instruction for the first time in a particular category (teaching, pupil services, and/or administration). The Initial Educator license is issued for five years. It is a non-renewable license unless the initial educator does not attain employment for at least three full academic years of the five-year period. If employment is attained and successful completion of a Professional Development Plan (PDP) occurs, an initial educator can advance to the professional educator license stage.

Professional Development Plan (PDP)

The PDP, created and carried out by the initial educator within a three to five-year period of employment, requires documentation of professional growth and the effect of that professional growth on student learning. Under PI 34 tiered licensure stages, a PI 34 Initial Educator may advance their license to the PI 34 Professional Educator license through the PDP process. Upon advancing, a PI 34 Professional Educator must use the PDP process for licensure renewal throughout their educational career.

Professional Educator

The Professional Educator License is a five-year license issued with a July 1 start date and June 30 end date. It may be renewed every five years. Professional Educators on the PI 34 renewal process must complete a PDP for license renewal. Educators prepared before August 31, 2004 and those holding licenses issued prior to August 31, 2004 were grandfathered into the new PI 34 system. These educators, considered PI 3 Professional Educators, were given two options for subsequent license renewal: complete 6 semester credits of continued learning or complete a PDP. If a professional educator desires, he or she may seek the Master Educator License.

Master Educator

The Master Educator License is a voluntary, ten-year license available to educators who successfully complete National Board for Professional Teaching Standards Certification (NBPTS) or the Wisconsin Master Educator Assessment Process (WMEAP). The WMEAP process is a national-board like process designed for Wisconsin teachers licensed in certificate areas not represented by NBPTS, for administrators, and for pupil services professionals in Wisconsin.

Wisconsin Initial Educator Support System

To support initial educators, Wisconsin school districts per PI 34.17 (2) are required to provide ongoing orientation, support seminars, and qualified mentors for all initial educators within their districts. In addition, districts per PI 34.17 (3) must designate a Wisconsin DPI trained administrator to be available to serve on the initial educator's Professional Development Plan (PDP) team. Further, institutions of higher education per PI 34.17 (3) must also designate representatives to be trained and to be available to serve on the initial educator's Professional Development Plan (PDP) team. This provides a connection from pre-service to in-service within the performance-based system.

Current Status of the Wisconsin Quality Educator Initiative

The previous information provides a historical perspective of how PI 34 began, and it provides an abbreviated context of the Wisconsin standards and performance based system of educator development and licensing. While much work has been accomplished since PI 34 rolled out, it is time to take stock of where we are at now and strategically plan for our future.

The Wisconsin Quality Educator Initiative was built on the premise that we would have a seamless system of educator development that began in preservice preparation and continued throughout an educator's career. This would ensure a quality workforce to meet the human capital needs of our Wisconsin school districts.

To assist us in reviewing our current status and to develop a strategic plan for the future, two resources have been identified: a review group and a review tool. The Wisconsin Professional Standards Council (PSC) was established in 1998 to provide advisory feedback to the state superintendent on licensure, program approval, and educator development. Their role is defined in Wis. Stats. § 15.377 (8) and Wisconsin Administrative Code PI 34.36 The PSC will conduct a review beginning in April 2015 and will assist in the development of a strategic plan throughout the 2015-2016 year. A resource that will guide the review process and serve as a review tool is the *Talent Development Framework for 21st Century Educators: Moving Toward State Policy Alignment and Coherence* developed by the Center on Great Teachers & Leaders at American Institutes for Research.