Wisconsin ESEA Flexibility

Request

July 3, 2012

U.S. Department of Education
Washington, DC 20202

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Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0708. The time required to complete this information collection is estimated to average 336 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537.

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INTRODUCTION

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

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

REVIEW AND EVALUATION OF REQUESTS

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

GENERAL INSTRUCTIONS

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

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

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

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

1. Key milestones and activities: Significant milestones to be achieved in order to meet a given principle, and essential activities to be accomplished in order to reach the key milestones. The SEA should also include any essential activities that have already been completed or key milestones that have already been reached so that reviewers can understand the context for and fully evaluate the SEA's plan to meet a given principle.

2. Detailed timeline: A specific schedule setting forth the dates on which key activities will begin and be completed and milestones will be achieved so that the SEA can meet the principle by the required date.

3. Party or parties responsible: Identification of the SEA staff (*e.g.*, position, title, or office) and, as appropriate, others who will be responsible for ensuring that each key activity is accomplished.

4. Evidence: Where required, documentation to support the plan and demonstrate the SEA's progress in implementing the plan. This *ESEA Flexibility Request* indicates the specific evidence that the SEA must either include in its request or provide at a future reporting date.

5. Resources: Resources necessary to complete the key activities, including staff time and additional funding.

6. Significant obstacles: Any major obstacles that may hinder completion of key milestones and activities (*e.g.,* State laws that need to be changed) and a plan to overcome them.

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

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

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

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

Each request must include:

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

Requests should not include personally identifiable information.

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

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

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

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

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

REQUEST SUBMISSION DEADLINE

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

TECHNICAL ASSISTANCE MEETING FOR SEAS

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

FOR FURTHER INFORMATION

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

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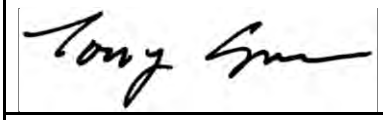
COVER SHEET FOR ESEA FLEXIBILITY REQUEST

Legal Name of Requester: Wisconsin Department of Public Instruction	Requester's Mailing Address: 125 South Webster Street P.O. Box 7841 Madison, WI 53707-7841
State Contact for the ESEA Flexibility Request Name: Lynette Russell Position and Office: Assistant State Superintendent, Division for Student and School Success Contact's Mailing Address: 125 South Webster Street P.O. Box 7841 Madison, WI 53707-7841 Telephone: 608-266-5450 Fax: 608-267-9142 Email address: lynette.russell@dpi.wi.gov.	
Chief State School Officer (Printed Name): Tony Evers	Telephone: 608-266-8687
Signature of the Chief State School Officer: 	Date: July 3, 2012
The State, through its authorized representative, agrees to meet all principles of the ESEA Flexibility.	

WAIVERS

By submitting this flexibility request, the SEA requests flexibility through waivers of the ten ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements by checking each of the boxes below. The provisions below represent the general areas of flexibility requested; a chart appended to the document titled *ESEA Flexibility Frequently Asked Questions* enumerates each specific provision of which the SEA requests a waiver, which the SEA incorporates into its request by reference.

☒ 1. The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State's proficient level of academic achievement on the State's assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. The SEA requests this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.

☒ 2. The requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. The SEA requests this waiver so that an LEA and its Title I schools need not comply with these requirements.

☒ 3. The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. The SEA requests this waiver so that it need not comply with these requirements with respect to its LEAs.

☒ 4. The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. The SEA requests this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.

☒ 5. The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a schoolwide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools that meet the definitions of "priority schools" and "focus schools," respectively, set forth in the document titled *ESEA Flexibility*, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.

☒ 6. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its LEAs in order to serve any of the State's priority and focus schools that meet the definitions of "priority schools" and "focus schools," respectively, set forth in the document titled *ESEA Flexibility*.

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

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

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

☒ 10. The requirements in ESEA section 1003(g)(4) and the definition of a Tier I school in Section I.A.3 of the School Improvement Grants (SIG) final requirements. The SEA requests this waiver so that it may award SIG funds to an LEA to implement one of the four SIG models in any of the State's priority schools that meet the definition of "priority schools" set forth in the document titled *ESEA Flexibility*.

Optional Flexibilities:

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

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

☒ 12. The requirements in ESEA sections 1116(a)(1)(A)-(B) and 1116(c)(1)(A) that require LEAs and SEAs to make determinations of adequate yearly progress (AYP) for schools and LEAs, respectively. The SEA requests this waiver because continuing to determine whether an LEA and its schools make AYP is inconsistent with the SEA's State-developed differentiated

recognition, accountability, and support system included in its ESEA flexibility request. The SEA and its LEAs must report on their report cards performance against the AMOs for all subgroups identified in ESEA section 1111(b)(2)(C)(v), and use performance against the AMOs to support continuous improvement in Title I schools that are not reward schools, priority schools, or focus schools.

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

ASSURANCES

By submitting this application, the SEA assures that:

☒ 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of the flexibility, as described throughout the remainder of this request.

☒ 2. It will adopt English language proficiency (ELP) standards that correspond to the State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2), and that reflect the academic language skills necessary to access and meet the new college- and career-ready standards, no later than the 2013–2014 school year. (Principle 1)

☒ 3. It will develop and administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and are aligned with the State's college- and career-ready standards. (Principle 1)

☒ 4. It will develop and administer ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii). (Principle 1)

☒ 5. It will report annually to the public on college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State. (Principle 1)

☒ 6. If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and uses achievement on those assessments to identify priority and focus schools, it has technical documentation, which can be made available to the Department upon request, demonstrating that the assessments are administered statewide; include all students, including by providing appropriate accommodations for English Learners and students with disabilities, as well as alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and are valid and reliable for use in the SEA's differentiated recognition, accountability, and support system. (Principle 2)

☒ 7. It will report to the public its lists of reward schools, priority schools, and focus schools at the time the SEA is approved to implement the flexibility, and annually thereafter, it will publicly recognize its reward schools as well as make public its lists of priority and focus schools if it chooses to update those lists. (Principle 2)

☒ 8. Prior to submitting this request, it provided student growth data on their current students and the students they taught in the previous year to, at a minimum, all teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs, or it will do so no later than the deadline required under the State Fiscal Stabilization Fund. (Principle 3)

☒ 9. It will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools. (Principle 4)

☒ 10. It has consulted with its Committee of Practitioners regarding the information set forth in its request.

☒ 11. Prior to submitting this request, it provided all LEAs with notice and a reasonable opportunity to comment on the request and has attached a copy of that notice (Attachment 1) as well as copies of any comments it received from LEAs (Attachment 2).

☒ 12. Prior to submitting this request, it provided notice and information regarding the request to the public in the manner in which the State customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice (Attachment 3).

☒ 13. It will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout this request.

☒ 14. It will report annually on its State report card, and will ensure that its LEAs annually report on their local report cards, for the "all students" group and for each subgroup described in ESEA section 1111(b)(2)(C)(v)(II): information on student achievement at each proficiency level; data comparing actual achievement levels to the State's annual measurable objectives; the percentage of students not tested; performance on the other academic indicator for elementary and middle schools; and graduation rates for high schools. It will also annually report, and will ensure that its LEAs annually report, all other information and data required by ESEA section 1111(h)(1)(C) and 1111(h)(2)(B), respectively.

If the SEA selects Option A in section 3.A of its request, indicating that it has not yet developed and adopted all the guidelines for teacher and principal evaluation and support systems, it must also assure that:

☒ 15. It will submit to the Department for peer review and approval a copy of the guidelines that it will adopt by the end of the 2011–2012 school year. (Principle 3)

CONSULTATION

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

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

The Department of Public Instruction (DPI), Wisconsin's state education agency, actively seeks input on the contents of this request in a variety of ways, engaging key educational stakeholders including but not limited to: district administrators; principals; teaching staff targeting specific student populations including English learners and students with disabilities; parents; school board association/members; Title I staff, including Committee of Practitioners; and cooperative educational service agencies (CESAs) (regional partners). A number of presentations, meetings, conversations, and written communications with a variety of stakeholders have taken place (See Attachment 1 and Attachment 2, A-H). Wisconsin's waiver was posted for a two-week window accompanied by a comprehensive survey. DPI received over 700 responses (many from teachers) to the survey which were considered in the design of Wisconsin's new Accountability Index and Statewide System of Support. Below is a summary of the education stakeholders that were consulted in the development of this waiver request and plans to continue outreach and consultation.

Wisconsin's Unions

The state superintendent was involved in a statewide process conducted by the Wisconsin Education Association Council (WEAC) and the American Federation of Teachers-Wisconsin (AFT-Wisconsin), the state's educator unions which collectively represent over 100,000 educators. Throughout fall 2011, WEAC and AFT-Wisconsin organized eight listening sessions, called *Speak Out for Wisconsin Public Schools*, to discuss the future direction of accountability in Wisconsin. The state superintendent attended every *Speak Out* event held around the state. Additional input was gathered through a Facebook page: www.facebook.com/SpeakOutWisconsin. WEAC and AFT-Wisconsin proposed recommendations regarding Wisconsin's accountability reform as a result of a number of emerging themes. The resulting recommendations, *The ABCs of School Accountability*, informed this request for flexibility. The recommendations can be found in Appendix 1 and are summarized here:

- Wisconsin should create a holistic system of school accountability.
- Wisconsin should develop specific criteria for assessing non-tested subject areas.
- Wisconsin should assess key indicators of school quality, including class size, the quality and availability of staff professional development programs, the availability of vital student support services, and school climate.
- Wisconsin should link educator evaluation systems to professional development programs that promote teaching effectiveness.
- Wisconsin should provide parents with access to meaningful information regarding the strengths and weaknesses of their schools.

The recommendations mirror many of the elements outlined in this proposal.

To follow-up and follow-through on the findings of these listening sessions, DPI continued to reach out to WEAC and AFT-Wisconsin through meetings and other communications to gather their perspectives on the plans found in this request. Their feedback confirmed that this waiver request is necessary, and that teachers support Wisconsin's direction and the plans found in this request. In addition, WEAC's president testified at a joint legislative hearing in support of DPI's proposal on February 2, 2012 (Attachment 2F). As a result of these meetings, DPI proposes to change state statute to reflect more rigorous graduation requirements that also honor the importance of electives. Additionally, as part of the ongoing evaluation of

the proposed Accountability Index, DPI intends to complete impact analyses that look carefully for potential negative unintended consequences such as narrowing of curriculum. Advances in data and reporting systems will also enable DPI to produce report cards that provide a fuller representation of the rich and varied educational programs offered in schools. DPI will continue to meet and consult with staff from WEAC and AFT-Wisconsin regarding ongoing work to refine the design and begin implementation of the new statewide system of accountability of support, as well as to continue to evolve the system as advances in data systems contribute to greater capacity for the accountability index proposed in Principle 2.

School Administrator's Alliance

Consultations with the School Administrator's Alliance—which includes the state organizations representing principals, superintendents, administrators of special services, and school business officials—resulted in refinement to the accountability labels resulting from the accountability index (discussed in Principle 2). Offering the ACT Suite statewide is a key priority for the Association of Wisconsin School Administrators, and DPI is requesting funds in the 2013-15 biennial budget to make EXPLORE, PLAN, ACT, and WorkKeys available across the state. DPI continues to consult with this group on issues related to implementation of new standards and assessments, new data systems, and the design and dissemination of new school report cards. Members representing these organizations will be included in consultation efforts and focus groups related to school and district report cards.

Wisconsin's Educators

Workgroups comprised of classroom teachers, principals, superintendents, representatives from regional service agencies, higher education faculty, and DPI staff have been formed to develop components of the Educator Effectiveness system. A summary of their work follows:

Development of the rubric to evaluate teacher practice
Teacher practice evaluation will be aligned with the Interstate Teachers Assessment and Support Consortium (InTASC) standards. This teacher practice workgroup is drafting a rubric using Charlotte Danielson's Framework for Teaching as a foundation to guide and assess practice and is identifying evidence sources relevant to the rubric. Like the principal practice workgroup (below), the teacher workgroup will create a Process Manual that details the timing of the evaluation cycle, data collection procedures, and how practice measures will be combined to rate teacher practice.

Development of the rubric to evaluate principal practice
Principal practice evaluation will be aligned with the Interstate School Leaders Licensure Consortium (ISLLC) Educational Leadership Policy Standards. This workgroup is drafting a rubric to guide and assess practice and is identifying evidence sources relevant to the rubric. They are creating a Process Manual that details the timing of the evaluation cycle, data collection procedures, and how practice measures will be combined to rate principal practice.

Student Learning Objectives
This workgroup has reviewed existing selection and approval rubrics from other states and districts using student learning objectives (SLOs), and is producing a draft version for use in Wisconsin. Selection and approval of SLOs will follow a rubric designed to ensure alignment to state standards and 21st Century skills. The workgroup also reviewed SLO process guides and are nearing completion of a guiding document for Wisconsin. Other outcome measures (e.g., value-added measures) will be developed during 2012-13.

Future workgroups will address issues related to

Data Management: Addressing the data capacity issues and resources needed for quality data systems to support educator effectiveness decisions.

Equivalency Process: Developing an equivalence review process for districts seeking to use their own teacher or principal practice evaluation approach aligned to the state model evaluation systems.

Further, the state superintendent has appointed a statewide Coordinating Committee to oversee the implementation of the *Wisconsin Framework for Educator Effectiveness* that has been working with national experts to ensure that DPI develops evaluation systems that can be used with reliability and generate valid results for all educators.

Educators of Special Populations

Educator engagement also focuses on the needs of students with disabilities. To date, DPI has heard from leading advocates in the state, including the Quality Education Coalition (QEC), a coalition of educators, parents, and advocates working to improve the quality of special education in Wisconsin, with whom DPI has met several times, prior to and following submission of the initial waiver request. DPI also received specific feedback from Disability Rights Wisconsin and the Wisconsin Board for People with Developmental Disabilities. Wisconsin's Disability Policy Partnership provided input to the state superintendent and other members of the School and District Accountability Design Team early on in conversations about Wisconsin's new school accountability system. The Wisconsin Disability Policy Partnership includes three of the state's leading disability agencies: the Wisconsin Board for People with Developmental Disabilities, Disability Rights Wisconsin, and the University Center for Excellence in Developmental Disabilities. Further, the Survival Coalition of Wisconsin Disability Organizations submitted specific comments in response to the public waiver draft. The QEC also provided a letter, this one prior to release of the public draft. Overlap in membership of these organizations allowed for an ongoing conversation and DPI looks forward to continued partnership with groups advocating for individuals with disabilities.

The Wisconsin Council of Administrators of Special Services (WCASS) also provided valuable input on the contents of this request. WCASS is chiefly concerned with the educational experience of students with disabilities, English language learners, and students in poverty. As a member of the School and District Accountability Design Team, WCASS provided input on the design of Wisconsin's new school accountability system. WCASS provided their support for this request, along with their concerns, in writing (Attachment 2B).

Meetings with representatives from the organizations above included conversations on the waiver in which specific input was invited regarding issues related to cell size, transitions to new assessments, incorporation of subgroups in the accountability index, and the importance of Universal Design for Learning principles, among other issues. The change in minimum group size used for accountability calculations from 40 to 20 is a direct result of input from the organizations listed above. Further, DPI paid particular attention to Universal Design for Learning and the importance of addressing specific needs of students with disabilities in developing transition plans for new standards and new assessments in the narrative of this application. Since initial submission of Wisconsin's Request for ESEA Flexibility, DPI has met with several of the groups listed above to discuss ongoing work to refine DPI's work on the major initiatives presented in this request. In one meeting with the Board for People with Developmental Disabilities, DPI staff spoke with Board members and learned about concerns related to the importance of providing assessment systems that give students different ways and multiple opportunities to demonstrate what they know and can do. DPI staff also presented at the statewide Wisconsin Council of Administrators of Special Services (WCASS) conference in the winter, sharing information and answering questions about the proposed changes to the accountability system, as well as gathering important input and feedback. Continued outreach and conversations with these key stakeholders are critical to the successful implementation of the accountability system, and the improvement of that system over time. DPI maintains its commitment to ongoing consultation with these stakeholder groups and outreach in the form of presentations and dialogue with educators in the field.

Educators of English Language Learners

English language learners (ELLs) represent 5.7 percent of Wisconsin's student population. DPI staff specifically notified a number of stakeholders including district Title III coordinators, bilingual-bicultural coordinators, a regional ELL network, and a variety of district and school-based educators of the public comment period and requested their input via the waiver survey that accompanied the draft. Additionally,

the survey accompanying the waiver draft for public review included multiple specific questions about how DPI can ensure the plans proposed in this application better meet the needs of English language learners and educators of English language learners.

Since initial submission of DPI's waiver request, DPI has engaged in specific outreach to stakeholders in the English learner community, providing presentations and conducting feedback sessions with school, district, and higher education staff on issues related to standards implementation, assessment, and accountability systems. School and district staff are particularly interested in the connection between the transition away from adequate yearly progress (AYP) and how new annual measurable objectives will relate to Title III annual measurable achievement objectives. They also had input on the design of school report cards, specifically requesting that the report cards address program type, given that Wisconsin requires bilingual, bicultural programs in schools with a minimum number of English learners. As a result, DPI has put a statement on the report card as follows: "This report shows student performance in mathematics and reading in English; it does not include academic performance in languages other than English." DPI staff are building a network of English language learner advocates and educators to serve as a regular point of contact for issues related to instruction, assessment, accountability, and policies affecting the English learner population.

Educators at Milwaukee Public Schools

DPI staff has and continues to engage a number of administrators in Milwaukee Public Schools (MPS), Wisconsin's largest district. DPI staff held teleconferences, briefings and ongoing informational meetings with a number of MPS staff, including administrators, researchers, business managers, and the director of school improvement on the contents of this proposal. Additionally, the Title I coordinator from MPS participated in the webinar that DPI held for the Committee of Practitioners. Lastly, regular MPS staff meetings take place in which the ESEA waiver is discussed with DPI staff, including the close alignment with the current Corrective Action Requirements (CAR).

DPI received a letter from MPS that highlights multiple components of the draft waiver that the district supports, including increasing proficiency expectations; considering both achievement and growth; emphasizing the importance of closing achievement gaps and basing achievement gap analysis on the highest performing subgroup rather than defaulting to the performance of white students; provision of opportunities for extended learning days for students in low-performing schools; and establishment of statewide student information and reporting systems. The letter also requested clarity on a few points that DPI has since addressed: that plans for an early warning data system are underway but have a long-term timeline; providing clarity within the application narrative about when and which subgroups are factored into the accountability index; and clarifying for MPS the role of DPI in directing reform at a district level. The letter may be found in Attachment 2G.

DPI staff specifically consulted with Milwaukee educators on the issue of supplemental educational services (SES) because MPS has been required to offer SES since 2003. MPS was very supportive of the state's proposal to waive the SES requirement (as outlined in Principle 2). MPS continues to be part of conversations about shaping extended learning opportunities in conjunction with parents as well as the involvement of community organizations. For instance, DPI has consulted a large community-based organization in working collaboratively with MPS in developing and/or enhancing extended learning opportunities.

DPI briefed almost 200 private schools that participate in the Title I equitable participation process or the Milwaukee Parental Choice Program. DPI also briefed over 20 suburban Milwaukee-area school districts at the Southeastern Wisconsin Schools Alliance meeting.

Committee of Practitioners

The Title I Committee of Practitioners (COP) represents a broad range of education stakeholders from across the state, including teachers, administrators, pupil services staff, parents, and school board members. The COP provides recommendations to DPI around important Title I issues including legislation, funding, and programming. The COP meets on a regular basis and members were specifically consulted with regard to the need for this flexibility request as well as the contents of Wisconsin's request. They confirmed that the changes outlined here are needed and will greatly improve Wisconsin's accountability system.

Staff from DPI's Title I and School Support team held two webinars for the COP during the public comment period, and there was broad geographic representation from participating district and regional staff. The purpose of these webinars was to ensure these practitioners have a comprehensive understanding of the waiver, and to offer an opportunity for questions and feedback to inform the final waiver request.

DPI Title I staff met with the COP in May 2012. This meeting focused primarily on Wisconsin's new Accountability System as it relates to the ESEA waiver. As a result, many local educational agencies (LEAs) at the meeting provided input and recommendations specifically around communication resources. These recommendations, and DPI action to-date to address the recommendations, included:

- Provision of parent-friendly communication resources: fact sheets, web-based resources
  - DPI staff are currently building a series of fact sheets for different components of the new accountability system. All resources will be available online.
- Identification of a point of contact (at the state education level [SEA] level) based on specific topic areas (identification, required interventions, supports/resources)
  - DPI releases a topic-based contact sheet annually. This will be updated to reflect new topics stemming from the accountability reform. In the meantime, released documentation includes relevant contact information.
- Requests for resources targeted to local school boards—including presentation materials that may be utilized by district and school administrators.
  - All resources will be available online and should be reusable for different audiences. Stakeholder-specific resources, such as communication materials for school boards, will be developed following release of initial materials intended for use with various audiences.
- Increasing the accessibility and number of resources available on DPI's accountability reform website.
  - DPI will re-design the accountability reform website: (http://dpi.wi.gov/oea/acct/accountability.html). Initial plans are underway; final re-design will follow completion of the accountability-related resources mentioned above.

Title I Network

In collaboration with Wisconsin's 12 regional cooperative educational service agencies (CESAs), the Title I Network provides technical assistance and ongoing professional development to all Title I schools across the state. With financial support from DPI, each CESA has a designated staff person who coordinates and provides expertise around Title I programs. The Title I Network meets with a DPI liaison on a quarterly basis. The Title I Network was updated and consulted on the waiver request at these regularly scheduled meetings. Additionally, the Title I and School Support team provided two webinars during the public comment to ensure a comprehensive understanding of the waiver.

The Title I and School Support Team has provided bi-monthly updates to the Network to ensure all CESAs are receiving a clear and consistent message. In addition, in June 2012, all CESAs will appoint a central contact (including the Title I coordinator) for the new accountability system. Over the coming year, these representatives will be trained by DPI staff to communicate key aspects of the new accountability system. The four identified trainings will focus on 1) understanding and collecting input on preliminary school report cards (June 2012); 2) building public understanding of the new accountability system (Fall 2012); 3) helping parents understand the change in WKCE cut scores for reading and mathematics (January 2013); and 4) understanding district report cards (May 2013). This will raise the SEA's capacity around communication and will allow for more strategic and ongoing communication to take place when rolling out the new accountability system statewide.

Public Review

Prior to submission of this request, DPI posted the flexibility draft for a two-week public comment period and directly invited a plethora of organizations to provide input. DPI issued a press release http://dpi.wi.gov/eis/pdf/dpinr2012_15.pdf (Attachment 3) and conducted a broad outreach effort to notify stakeholders of the posting and opportunity to provide feedback via the survey.

There were more than 700 respondents to the survey that accompanied the waiver draft. Respondents included Wisconsin teachers; principals; superintendents; practitioners serving high need students, English learners, and students with disabilities; as well as educators and administrators in charter and private schools. Of those responding to the waiver survey, 80 percent were educators:

- 50 percent teachers
- 16 percent administrators
- 14 percent other school/district personnel

The results of the survey showed 75 percent of respondents were in favor of DPI submitting a waiver request. In a number of areas, DPI received very favorable feedback on the contents of the request and the new direction of accountability for the state, demonstrating that the request is in sync with Wisconsin's educators.

Recurring themes in survey responses, whether addressed in this waiver application or not, have been noted by DPI and will inform ongoing work of the agency. Some of these themes include:

- The importance of more and even better professional development, especially targeted for instruction of students with disabilities and English language learners, i.e., differentiating instruction
- Time should be allocated for teacher collaboration
- Linking individualized education plans with college- and career-readiness planning to personalized learning
- The value of using technology to engage students
- Including advanced students in planning as well as lower-performing students
- The importance of Universal Design for Learning and how this relates to specific accommodations
- Proposed use of portfolio assessments
- Need for more bilingual programs
- Increasing graduation requirements is important; consider including requirements for fine arts and foreign language credits; financial literacy should be a graduation requirement
- Linking graduation requirements to experiences outside the classroom (i.e., internships, work-study, and service learning)
- More vocational training is important
- Parent participation is a key indicator in school and student success
- There should be flexibility to have longer school years or days
- Life skills are important in addition to academic skills
- Consider requirements for pre-service teachers to have coursework in instruction of students with disabilities and English language learners, and coursework in Universal Design for Learning

Another recurring theme in survey results was a call for smaller class sizes and small group instruction to target student needs more effectively, personalizing instruction as much as possible. In addition, it was clear the process of personalizing learning and planning for student learning goals must include more than the classroom teacher. Parents and students must be primarily involved, along with teachers and library media specialists, and to whatever extent possible, business, industry, and community leaders who also have an investment in the successful education of students. Involvement should focus on personalizing learning and creating dynamic, engaging school experiences directly tied to career and college expectations. This important input is being taken into consideration as ongoing planning occurs for refinement of the Accountability System; supports, interventions, and rewards; and development of resources and training for educators and educational leaders related to implementation of new, college- and career-ready standards and assessments.

As previously noted, more than 700 stakeholders responded to the survey. The survey requested feedback on each of the principles contained in the waiver, and specifically asked what strategies, supports, and resources could be provided to better address the needs of English language learners (ELLs) and students with disabilities (SwD) in Wisconsin. Suggestions centered on inclusion of instruction explicitly for ELLs and SwDs in both teacher training and professional development for all educators, regardless of grade level or content area. A copy of the survey is included. (Attachment 3C)

During the public comment period, DPI publicized the Request for ESEA Flexibility and the opportunity for public input via the DPI homepage. In addition, the state superintendent issued an editorial (http://dpi.wi.gov/eis/pdf/dpinr2012_22.pdf [Attachment 2]), and led his weekly electronic briefing, ConnectEd, (Attachment 3D) with this story. Outreach also included distribution of a Waiver Overview document which continues to serve as a user-friendly summary of some of the key proposals in DPI's draft application (http://dpi.wi.gov/oea/acct/accountability.html and Attachment 3A). A list of organizations contacted, while not exhaustive, is included in Attachment 3G, and collectively represents thousands of stakeholders.

Since posting the draft request, the state superintendent received a number of emails from parents, educators, and concerned citizens. The great majority of these letters (near 90 percent) registered support for Wisconsin's plan to include all schools—public, charter, and schools in parental choice programs (vouchers)—in the state accountability system. DPI-continues to stay engaged with educators and key stakeholder groups beyond the public comment period as the single statewide accountability system evolves. DPI has established a communications plan that includes a variety of outreach and mediums, and is scheduled to present at a number of educator conferences in the coming months to review the contents of this request and gather input for ways to improve. DPI is confident that the contents of this waiver request align to the priorities of Wisconsin's educators. However, continued engagement with these practitioners is critical to the successful implementation of the system and will, therefore, remain a priority for the state.

Next Steps

The Department of Public Instruction (DPI) acknowledges that the accountability index is complex, and that helping people with a vital interest in effective schools, but little familiarity with educational performance measurement—such as most parents—understand the index is critical. The success of that process will largely depend on the quality and focus of DPI's communications materials. Below, approaches are first discussed to targeting accountability related communications materials to different audiences. Next, examples of outreach events and activities that are planned are given. After that, plans are described for helping districts and schools use the accountability index information.

Levels of information for different audiences

There are four levels of specificity that are germane to DPI's communications about Wisconsin's new accountability system. The audience narrows for each successively more specific level.

The first level is the most general and does not delve into the specifics of the accountability system. This level is especially suitable for the media, policy makers, community leaders, and the interested public, including individuals who do not have a day-to-day interest in school affairs. At this level, DPI will be conveying the significance of the different educational reform initiatives in Wisconsin and how these different initiatives add up to comprehensive change. The accountability system is one of these initiatives, and others include the related statewide system of school support, the CCSS, next-generation assessments, educator effectiveness, and new data tools for school improvement. A series of one-page fact sheets address this level.

At the second level, a description of specific features of the accountability system begins. This level is key for educators and stakeholders, including parents. While the methods behind Wisconsin's accountability system are complex, the purpose and overall structure of Wisconsin's balanced system are not. It is important for all stakeholders to have a conceptual understanding at this level. Many will support Wisconsin's system based on this level of understanding and will not feel a need to or want to examine the methods used to produce index scores.

Parents and educators can easily understand that DPI is measuring school performance according to these perspectives:

- Student Achievement—the level of academic attainment of a school's students
- Student Growth—the pace at which students in a school are learning and improving

- Closing Gaps—the extent to which a school is helping lower performing, traditionally underserved students catch up
- On-Track—the extent to which students in a school are reaching educational milestones that predict success.

DPI's second level materials will provide a little more information about the priority areas than the above capsule descriptions—e.g., it may be appropriate to mention that Student Achievement scores are based on WKCE performance levels and are smoothed out over three years—but will make no attempt to explain the calculations behind the scores. It is important not to mask the basic construction of the accountability index with detail that is unnecessary for many consumers of the accountability system.

DPI's third level will address educators and other stakeholders who want to have a grasp of the method behind the measures to develop confidence in the system and think about how to use the data. This level will explain the logic of the calculations so it is apparent what kinds of source data contribute to the priority area scores. These explanations should be accessible to all who care to take the time to understand the methods, not just those who have quantitative backgrounds, so these will be written in plain English and will avoid mathematical specifics, unless they can be intuitively grasped.

DPI's fourth level is for educators and stakeholders who want to understand these methods in full. This level will consist of technical documentation that explains the calculation methods in detail.

DPI will be designing the communications materials and organizing them (e.g., on the DPI website) so that consumers can easily access the level of information they need without wading through unnecessary detail that may hinder their understanding.

It is worth acknowledging that the report card itself is the primary communications tool for explaining the accountability system. The DPI is paying, and will continue to pay, close attention to feedback received from stakeholders as work to design a report card that balances being informative with transparency and clarity is made.

Communications events and activities

Looking ahead, the Department of Public Instruction (DPI) has planned a number of outreach sessions, training, collaborative meetings, and other communications to ensure that stakeholders across the state have access to accurate, timely information regarding the plans provided here as well as a direct line to provide input and suggestions. Some examples of these plans include:

- A series of four train-the-trainer sessions over the coming year with Wisconsin's regional educational service agencies. The first session was held on June 12, 2012, and received both useful suggestions for the design of the report card and a show of support for the accountability index.
- Presenting webinars fashioned after the future CESA trainings so that more CESA staff and interested school district staff can participate in this kind of detailed exposure to the system.
- For the initial, preliminary release of report cards for school review and data-checking to include at least one survey to collect input, suggestions, and questions regarding the new report cards.
- Gathering focus groups of school and district staff, including classroom educators, to discuss the accountability index and report cards.
- Specific outreach for schools identified as Focus or Priority that includes phone conversations, written communication, and in-person meetings for discussion and planning.
- Acknowledgment that understanding is a critical prerequisite to constructive participation in the design or implementation of a new system. As a result, DPI staff are producing a series of one-page fact sheets on various components of the larger education reform initiative, from new data systems, to what it means to be identified as a Focus School. These user-friendly documents are meant as tools for school and district staff as well as the public. Additionally, specific online guides will accompany the report cards to build understanding.
- Ongoing outreach and opportunities for legislative and gubernatorial staff to review and comment on the work of the waiver, as well as outreach with education organizations.

- Meetings and phone conversations with staff from school districts, education organizations, and student advocates to discuss plans following from this waiver proposal. Such meetings inform ongoing conversations at the DPI and ultimately inform and improve upon the design, communications, and implementation of the new system.
- All of the materials produced for the various outreach activities described above will be made available on the DPI website in a way that makes it easy for stakeholders to find the specific content and level of coverage that they need. In the fall, the DPI's website will be converted to a content management platform (Drupal) that will provide DPI with much improved capabilities for providing flexible, easy access to materials according to users' needs, gathering user input on the effectiveness of those materials, and pushing news and updated information to DPI's audiences. DPI will exploit this website change specifically to make learning about Wisconsin's accountability system as easy as possible.

The DPI is fully committed to ensuring that all stakeholders understand and have a voice in the various components of this Request for ESEA Flexibility, from the design of parent-friendly materials related to the implementation of the Common Core Essential Elements, to adjustments to accountability report cards, to the design of training related to student learning objectives as part of the new educator evaluation system. This collaboration makes each part of this education reform plan stronger.

Helping educators use accountability system data
Wisconsin's new accountability system is designed to provide guidance for and be a part of the process of school improvement and not just be a reporting tool that stands at a distance from school operations. However, examining accountability data is only a first step in a data-informed improvement planning process. DPI's training and communications materials will help educators understand what accountability data can and cannot accomplish and how they can be used in conjunction with other performance data and school improvement planning resources to drive improvement.

DPI's message to educators will point out that the priority areas and accountability expectations can serve as school-wide metrics for continuous school improvement. The report card data can call attention to problematic areas that merit further investigation; they can be the stimulus for targeted root cause analysis. However, actual diagnoses of issues within the school that need attention can only be made on the basis of analyzing disaggregated performance data and the input of school administrators, teachers, and staff.

To assist with the analytical process, DPI will place school report cards within WISEdash, DPI's new business intelligence solution being launched this fall. This will place accountability information in the same vicinity as other school data—on attendance and enrollment, testing results, and Student Growth Percentiles—that can be used to identify problem areas and areas of accomplishment. Eventually, the WISEdash school report cards will be interactive, enabling schools to drill deeper into priority areas data simply by clicking on parts of the report card. WISEdash itself will expand to include much more student level data (e.g., related to course enrollments), and the report card will reside in a very rich data environment that will be a single locale for data to inform root cause analysis.

The DPI will also build explicit linkages between the accountability system and specific resources available for supporting school improvement. Wisconsin's RtI (Response to Intervention) Center has a strong track record of assisting schools with improvement planning, emphasizing individualized instruction, collaboration, and smart use of data. The RtI Center will play a key role in supporting Focus Schools, and its services will also be available to other schools. DPI will leverage its partnership with the RtI Center from an accountability standpoint by training RtI Center staff on the accountability index and working with them to build accountability metrics into the RtI process of diagnosing and solving school performance issues.

The DPI also intends to incorporate accountability metrics into Wisconsin's implementation of Indistar, the web-based system for guiding and tracking school improvement efforts. Indistar will be required for Priority and Focus Schools, and it will be available to any school or district at no cost. Embedding

accountability indices into Indistar will help us ensure that school accountability and targeted improvement efforts are mutually reinforcing parts of an integrated cycle of school improvement.

- A description of how the SEA meaningfully engaged and solicited input on its request from other diverse communities, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes.

The Department of Public Instruction (DPI), Wisconsin's state education agency, sought input from stakeholders from all areas of education in production of this Request for ESEA Flexibility. Input, questions, and comments were collected in a variety of formats, including meetings over the last year with the Educator Effectiveness and the School and District Accountability Design Teams; recommendations from the Read to Lead Task Force, which also met in 2011; a survey that accompanied a draft of this waiver request, which was posted for a two-week public review and comment period; a number of presentations, briefings and additional meetings, conversations, and written communications with myriad stakeholders.

School and District Accountability Design Team

The work of the School and District Accountability Design Team (Accountability Design Team) greatly informed this request, particularly the proposals contained in Principle 2. A draft report of their recommendations is included in Appendix 2. While the report is not final, it was the origin of many of the proposals in this request, including the selection of four sub-scale areas, the use of an accountability index, the intervention and support processes, and the reporting of accountability performance. DPI solicited specific feedback on a number of issues with the Accountability Design Team, including

- what it means to be college- and career-ready in today's world;
- developing a definition of college- and career-readiness to guide the work;
- how to meaningfully report student performance (attainment and growth);
- how to meaningfully report on school and district performance;
- how to engage the public in school improvement efforts;
- the design of new report cards including specific engagement over the contents of the school and district report cards;
- what the appropriate interventions would be for schools identified along the performance continuum;
- how interventions might differ based on school type (public, charter, choice); and
- how to move forward in building, piloting, evaluating, and sustaining the accountability system.

The members of the Accountability Design Team included key stakeholders from the business community, parent organizations, philanthropic representatives, elected officials, student advocacy groups, and education leaders, including tribal leaders. The Accountability Design Team was chaired by State Superintendent Evers, Governor Walker, and the chairs of the legislature's education committees, Senator Olsen and Representative Kestell.

Collaborative Council

Outreach continued with multiple presentations to the State Superintendent's Collaborative Council, which includes representatives from school boards, school administrators, district administrators, the Wisconsin Association for Supervision and Curriculum Development, regional cooperative educational service agencies (CESAs), the Commissioner of the CESA Statewide Network, institutions of higher education, and aforementioned educator unions, WEAC and AFT-Wisconsin. A recommendation resulting from this briefing was to develop a broad communication plan to educate stakeholders, parents, and the community at large. DPI is currently developing this plan that will involve multiple resources and talking points in order to provide ongoing awareness of the waiver. DPI consults this group of representatives strategically in a consistent manner. The Collaborative Council is consulted on all major state education policy issues. As a result, the ESEA waiver continues to be presented and feedback is weighed heavily.

Legislators

Deep, sustained engagement around accountability reform occurred with key legislators for over a year. As described in Principle 3, the Educator Effectiveness Design Team included staff from the governor's office. The Coordinating Committee, which is currently serving as an advisory body to the implementation process for educator effectiveness, includes staff from the Office of the Governor, the chair of the Senate Education Committee, the chair of the Assembly Education Committee, and two additional legislators. Design work on Wisconsin's educator effectiveness system began over a year ago.

Building on the collaboration around educator effectiveness, the state superintendent and the governor convened the Accountability Design Team, which they chaired along with the chair of the Senate Education Committee and the chair of the Assembly Education Committee. The work of these two design teams serve as the foundation of this request, particularly in terms of the details described in Principles 2 and 3.

In addition, the legislature held an informational hearing on this waiver request on February 2, 2012. Testimony provided at this hearing is included in Attachment 2F.

Parents

The State Superintendent's Parent Advisory Council was specifically notified of the two-week public comment period. As part of a regularly scheduled meeting, the State Superintendent's Parent Advisory Committee received a briefing on the waiver, and committee members were highly encouraged to provide input via the waiver survey. The Parent Advisory Council meets on a quarterly basis and continues to be consulted both on DPI's submission and involved in ongoing conversations, particularly around efforts to increase parent involvement and building parent-friendly accountability reports. DPI's Parent Advisory Consultant has become an integral part of the statewide communication plan. This expertise in tailoring resources to ensure clear and consistent communication with parents has been a large asset to the communication team.

In addition, the Wisconsin Parent Teacher Association was represented on the Accountability Design Team, which provided much of the foundation of the state accountability system. DPI will continue to present to audiences targeted to parents, including statewide-PTA sponsored events as well as local events. For example, DPI will be presenting the main areas of the ESEA waiver for an MPS parent organization in June 2012.

Peer Review

This request benefitted from the peer review processes sponsored by the Council of Chief State School Officers (CCSSO). DPI staff attended the fall "pre-peer review" meeting in Chicago in November 2011 and the winter pre-peer review in Dallas in January 2012. These meetings provided structured feedback to DPI staff on elements of their requests that were on track (i.e., development of a system that will continue to evolve over time), and elements that were in need of clarification (i.e., the use of red flags to accompany the accountability index) or reconsideration (i.e., the growth goals established in the public review draft). These sessions included a summary analysis of ESEA Flexibility and an independent review of the U.S. Department of Education's (USED) letters to states in Round 1 and the accompanying peer review notes and negotiations, which revealed several themes relevant to Round 2 states as they finalized flexibility requests. The CCSSO meetings were designed to assist states in identifying communication strategies and target audiences related to stakeholder engagement. Each state intending to apply for ESEA Flexibility could attend, and each state had the opportunity to meet individually with a group of educational experts to review strengths and weaknesses of the initial proposal, and make recommendations to prepare for submission.

Additional peer review included outreach to other states, and participation in a number of flexibility webinars sponsored by CCSSO and USED.

Throughout the development of this request, DPI consulted with a number of internal teams and each of the Assistant State Superintendents overseeing the five divisions in the agency. The request benefitted

from this internal consultation in drawing connections across the reform areas and highlighting areas of success from which to build as DPI moves forward.

Ongoing work to refine DPI's request for ESEA Flexibility was informed by additional cross-state conversations hosted by CCSSO, as well as outreach to staff in other SEAs and research on other states' proposals.

Technical Advisory Committee

Department of Public Instruction staff met with Wisconsin's Technical Advisory Committee (TAC) in March and April 2012. The purpose of these meetings was to gather input and identify potential issues of validity or reliability in the design of the Accountability Index. These meetings identified strengths and weaknesses in the system, and directly informed decisions to make adjustments to index calculations. For instance, DPI adjusted its initial approach to high-need supergroups, which only created such a group in cases when all three binary subgroups (economically disadvantaged, English learner, and students with disabilities) did not meet cell size, to create a high-need supergroup in any case in which, when combined, two or three of the binary subgroups meet cell size. The TAC also advised on issues related to the change of WKCE cut scores (endorsing DPI's statistical approach) and the overall weighting of sub-scale areas of the Accountability Index. Agendas for these meetings are attached. (Appendix 16)

Results of Consultation

The major design phases of both the new school accountability system and educator effectiveness system were informed from the ground up by stakeholder input. The entire system presented in this waiver request represents a collaborative effort, the result of hundreds of hours of meetings and briefings, email communications, and compromises. DPI continues to refine the initiatives described in this Request for ESEA Flexibility in response to declared need from districts, feedback from other stakeholders, technical expertise, and evaluation from experts.

This important work is complicated and it benefits greatly from the cooperation of so many diverse stakeholders across the state and around the country. The outline of these systems and the direction this waiver opportunity is taking Wisconsin has been affirmed many times over by stakeholders. The number of refinements to this ESEA Flexibility Request based on DPI's extensive consultation effort is too many to delineate in full, but there are several key ways in which DPI modified this proposal as a direct result of input or feedback:

- In addition to raising the mathematics and science credit requirements needed for graduation, DPI is advocating for 6.5 elective credits as a graduation requirement across the state, so that art, music, world languages, and technical courses may be a part of every student's high school experience. This is critical to Wisconsin teachers and families, and was a key finding of WEAC's *Speak Out* series discussed above.
- In order that more students are recognized and included in this accountability system, and to avoid the masking of small subgroup performance, DPI will change the cell size used for accountability calculations from 40 to 20. This was a priority for the disability advocacy groups in Wisconsin.
- A combined subgroup will be used when at least two of the binary subgroups (ELL, SwD, economically disadvantaged) do not meet cell size, in recognition of the need to closely monitor the performance of these traditionally high-need student groups.
- DPI will continue to incorporate Universal Design for Learning principles into planning and development of resources for standards implementation, assessments, and instructional practices.
- DPI will raise cut scores on current assessments to reflect higher expectations for students during the two-year transition between current and next generation assessment systems.
- DPI confirmed support for the plans to waive SES in lieu of other extended learning opportunities as well as having significant parental input as part of these plans.

- In serving Focus Schools, DPI will be significantly increasing the capacity of Wisconsin's RtI Center to ensure a high quality, multi system of support, including additional interventions/supports for students with disabilities and English language learners.
- In serving Focus Schools, DPI has developed a specific professional development plan with clearly defined outcomes and priorities. This "pathway" for professional development was developed through ongoing consultation with experts/consultants that work specifically with English learners and students with disabilities.
- In serving Priority Schools, initiatives and requirements will be aligned with current Corrective Action Requirements (where applicable) to avoid duplication.
- In serving Priority Schools, the Turnaround Partner will provide the analysis of the diagnostic review which will in turn drive the reform plan. Priority Schools must sustain an ongoing partnership and consult with the Turnaround Partner over the four-year cohort timeframe.

DPI continues to engage educators and key stakeholder groups and will continue to do so as the statewide accountability system evolves. DPI has established a communications plan that includes a variety of outreach and mediums, and DPI is scheduled to present at a number of educator conferences in the coming months to review the contents of this request and discuss the accountability index and new report cards. Continued engagement with these practitioners is critical to the successful implementation of the system and, therefore, will remain a priority for the state. DPI staff meets weekly to continue to develop the statewide communication plan that will reach all stakeholders. The main areas of communication that will be targeted over the course of the next three months include:

- Clearly delineated goals of the new Accountability System
- Communication tools, including intended audiences and specific topics
- Resources required to ensure successful rollout of the new Accountability System

The cross-agency communications team maintains a work plan to ensure tasks are completed within specified timelines and stakeholder needs are addressed. Further, a cross-agency calendar has been established to monitor and respond to requests for meetings, presentations, and other consultation opportunities. (See the current version of the work plan below):

Communication Planning for Wisconsin's Education Reform Initiatives

MONTH	DATE	TASK	PRODUCT	TEAM(S) RESPONSIBLE
May		Brief DPI staff	**Overview PowerPoint**	Office of Educational Accountability
May	Late May	Notify Priority and Focus Schools	**Formatted List:** Priority and Focus Schools	Office of Educational Accountability
			FAQ: Focus	Title I
			FAQ: Priority	Title I
			Fact sheet: Every Child a Grad	Education Information Services
			Fact sheet: Priority and Focus Schools	Title I
June	Late June	Identify Accountability Trainers Host Accountability Training on new report cards	**Sample Report Cards, Interpretive Guide, Technical Guide**	Office of Educational Accountability
			Fact sheet: Higher Expectations	Office of Educational Accountability
			Fact sheet: New School Accountability System	Office of Educational Accountability
			Fact Sheet: Every Child a Grad	Education Information Services

June-July		Waiver approved	**News release**	Education Information Services
			Fact Sheets (12)	(various)
			Updated Executive Summary	Office of Educational Accountability; Title I
June - August		Brief district leaders, education leaders, and state leaders	**Accountability Handbook**	Title I
			Teacher Training Toolkit	Title I
			Media and Parent Communication Guides	Title I
June - October		Develop Budget and Legislative Proposals regarding all current initiatives	**Budget Proposal**	Policy Team
July-August		Publicly Announce Roll-out of Accountability System	**News release**: Accountability system	Education Information Services
			Fact Sheet: Every Child a Graduate	Education Information Services
			Fact Sheet: New School Accountability System	Office of Educational Accountability
			Fact Sheet: Higher Expectations	Office of Educational Accountability
			Fact Sheet: World Class Academic Standards	Content and Learning
			Fact sheet: Priority and Focus Schools	Title I
			Fact Sheet: New Assessments	Office of Educational Accountability
			Fact Sheet: Educator Effectiveness	Teacher Education, Professional Development, and Licensing
			Fact Sheet: Innovative Learning	Division for Libraries and Technology
			Fact Sheet: Data Systems	Division for Libraries and Technology
			Media Day	Education Information Services
July-August		Solicit feedback on School Report Cards; host accountability training	**Report Card Survey, Sample Report Cards, Interpretive Guide, Technical Guide**	Office of Educational Accountability
August		Notify Reward Schools	**Fact Sheet:** School Accountability System	Office of Educational Accountability
			Fact Sheet: Every Child a Graduate	Education Information Services
September	9/14/12	Announce Budget	**Budget Request**	Office of the State Superintendent; Education Information Services; Policy and Budget
			News Release	Office of the State Superintendent; Education Information Services; Policy and Budget

September	9/20/12	State of Education Address	**Speech**	Office of the State Superintendent; Education Information Services; Policy and Budget
			News Release	Office of the State Superintendent; Education Information Services; Policy and Budget
			Budget Request	Office of the State Superintendent; Education Information Services; Policy and Budget
September		Announce Reward schools	**Formatted List**	Title I; Education Information Services
			News Release	Education Information Services
			Fact Sheet: New School Accountability System	Office of Educational Accountability
			Fact Sheet: Every Child a Graduate	Education Information Services
September -October		Release School Report Cards. Schools communicate with parents and the media regarding school report cards, school identifications, and student assessment results	Previously Supplied DPI Tools	Office of Educational Accountability; Education Information Services
October		Release Report Cards Publicly	**Report Cards**	Office of Educational Accountability; Education Information Services
			Fact sheet: Every Child a Graduate	Office of Educational Accountability; Education Information Services
			Fact Sheet: New School Accountability System	Office of Educational Accountability; Education Information Services
			Fact Sheet: Priority and Focus	Office of Educational Accountability; Education Information Services
			Fact Sheet: Higher Expectations	Office of Educational Accountability; Education Information Services

EVALUATION

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

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

OVERVIEW OF SEA'S REQUEST FOR THE ESEA FLEXIBILITY

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

1. explains the SEA's comprehensive approach to implement the waivers and principles and describes the SEA's strategy to ensure this approach is coherent within and across the principles; and

2. describes how the implementation of the waivers and principles will enhance the SEA's and its LEAs' ability to increase the quality of instruction for students and improve student achievement.

Theory of Action

An education system will only impact every student's future when it guarantees equal, yet individualized opportunities for all students. Driven by this knowledge, the Department of Public Instruction (DPI) will differentiate and personalize Wisconsin's education system to transform teaching and learning across the state. Differentiation and personalization—for both student and teacher—mark the difference between successfully educating *some* and successfully educating *all* students.

Accordingly, DPI has committed to a robust, sensitive, and impactful statewide accountability system, as demonstrated in the state's plans across the four Principles of this request.

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

- A detailed, high-quality plan for implementation of the Common Core State Standards (CCSS) that includes
  - Foundational Guiding Principles for Teaching and Learning;
  - Partnerships with educational leaders, regional service agencies, and institutions of higher education;
  - Formation of an innovative Center for Standards, Instruction, and Assessment to develop rigorous, online instructional resources for the CCSS and assessment systems;
  - Universal Design for Learning Principles;
  - Alignment with Wisconsin's Model Early Learning Standards (WMELS);
  - Development, adoption, and implementation of the Essential Elements of the CCSS;
  - Lessons learned from a productive partnership with the Wisconsin Response to Intervention Center, which provides excellent methods for differentiation and personalization.
- Wisconsin is transitioning to next generation assessment systems through three assessment consortia:

- Smarter Balanced – developing an accessible, balanced assessment system with precision and adaptive differentiation at the heart of the assessment; implementation in spring 2015;
- Dynamic Learning Maps – developing essential elements of the CCSS and an alternate assessment system; implementation in spring 2015;
- ASSETS Consortium – developing new English Language Proficiency standards rooted in CCSS expectations and an English language proficiency assessment; implementation in 2015-16.

- Recognizing that the early years provide the foundation for later school success, Wisconsin is working through the Governor's Early Childhood Advisory Council (ECAC) to align screening and assessment structures and professional development practices for children from birth to third grade.
- Additional changes in college- and career-ready expectations
- DPI will request funding for EXPLORE, PLAN, ACT, and WorkKeys to for statewide implementation, in recognition that these assessments provide important information regarding a student's trajectory toward college and career readiness, while allowing flexibility in the trajectory by honoring different pathways to college or career.
- DPI will change WKCE cut scores to reflect the more rigorous NAEP proficiency scale.
- DPI proposes changes to state graduation requirements to reflect an increased focus in science, technology, engineering, and mathematics (STEM) fields, in recognition of their importance for 21st Century learning.

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

- Wisconsin will differentiate how schools are characterized by accountability measures, expectations, and interventions that result from accountability determinations; an approach that is an extension of the belief in the power of differentiation and personalization.
- Wisconsin built an accountability index system using priority areas defined by stakeholders that factor in multiple measures, including attainment and growth, to place schools on a differentiated performance continuum while emphasizing the importance of continuous improvement for all students.
- Rewards, interventions, and supports will begin with diagnostic reviews to individualize appropriate next steps using the most effective and efficient school improvement actions.
- Wisconsin has established ambitious but achievable Annual Measurable Objectives (AMOs) for all students and every subgroup in reading and mathematics proficiency as well as graduation rates. These AMOs will provide information supplemental to Wisconsin's state accountability report cards, further helping DPI and districts identify strengths and needs in their work with students and guiding direction for supports.

Principle 3: Supporting Effective Instruction and Leadership

- Wisconsin's Educator Effectiveness Framework includes formative and summative elements and is intended to link each educator's professional development to their individual strengths and weaknesses identified in the evaluation system.
  - This Educator Effectiveness Framework applies to teachers in all content areas and all principals.

The work outlined here is shaping DPI's strategic plan to make Every Child a Graduate and ensure every student in Wisconsin graduates ready for college and career.

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

1.A ADOPT COLLEGE- AND CAREER-READY STANDARDS

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

Option A	Option B
☒ The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards. i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4)	☐ The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards. ▪ Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4) ▪ Attach a copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level. (Attachment 5)

1.B TRANSITION TO COLLEGE- AND CAREER-READY STANDARDS

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

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

Proactive Steps Taken Prior to CCSS Adoption

In the year prior to the release of the Common Core State Standards (CCSS) [2009], Wisconsin was deep into state-level revision of English language arts and mathematics standards. The Department of Public Instruction (DPI) was working with state-level leadership teams made up of expert educators from the two disciplines to revise Wisconsin's academic standards with assistance from Achieve and the

Partnership for 21st Century Skills. When CCSS discussions began midway through this project, what had initially seemed like bad timing turned into the first of a series of proactive steps DPI was able to take to prepare Wisconsin for the CCSS. Given the teams' previous charge, the statewide English language arts and mathematics teams were able to quickly shift gears from standards writing to CCSS reviewing, doing so with a clear perspective of what Wisconsin was looking for in new standards. The teams also turned their attention to considering the implementation of new standards, and began to locate the partnerships needed to best ready the field for the monumental task of shifting to the CCSS.

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

Investigation Year (2010-11)

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

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

Guiding Principles for Teaching and Learning

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

core beliefs intrinsic to high-quality teaching and learning. (Appendix 3 and http://dpi.wi.gov/standards/guiding-principles.html). The Guiding Principles are:

- Every student has the right to learn.
- Instruction must be rigorous and relevant.
- Purposeful assessment drives instruction and affects learning.
- Learning is a collaborative responsibility.
- Students bring strengths and experiences to learning.
- Responsive environments engage learners.

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

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

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

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

Literacy for All

One additional decision made by Wisconsin's CCSS Implementation team that appears to set Wisconsin apart from other states is DPI's approach to the CCSS for literacy in science, social studies, history, and the technical subjects. Quite simply, Wisconsin's CCSS Implementation workgroup determined that all educators must see themselves as part of the CCSS literacy work. This decision compelled DPI to convene a new statewide leadership team for Literacy in All Subjects, or Disciplinary Literacy, in January of 2011. The Disciplinary Literacy team, made up of educators from career and technical education, the arts, health studies, and the four core content areas, was charged with broadening the scope of grades 6-12 CCSS literacy standards to include all content areas and all grade levels. The resulting materials parallel DPI's English language arts and mathematics guidance documents and send a strong message about the need for every content area educator to identify the meaningful expressive and receptive skills students must learn in order to access deeper and richer content knowledge in that discipline (http://www.dpi.wi.gov/cal/pdf/las.pdf).

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

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

A focus on literacy—in early grades especially—received particular attention through the development and recommendations of the Read to Lead Task Force, convened for the first time in March 2011 by the governor and state superintendent. The Read to Lead Task Force was charged with reviewing the state of reading skills in Wisconsin and developing recommendations and a plan for improvement (http://165.189.60.210/Documents/Read.pdf). The Read to Lead Task Force released its report in January 2012.

The Read to Lead Task Force recommendations include:

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

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

Moving Forward

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

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

A Center for Standards, Instruction, and Assessment

The model provided by the Wisconsin RtI Center for development and dissemination of high-quality, standardized materials across Wisconsin has guided DPI's planning around the best process and organizational structure for meeting emerging needs of districts, namely, the need for instructional resources directly related to the CCSS. Building upon this model, DPI is designing a Standards, Instruction, and Assessment (SIA) Center. The SIA Center will centralize mathematics and English language arts content and professional learning experts focused on the development of high-quality, standardized CCSS and CCEE resources and training plans that will be easily accessed at low- to no-cost across the state. The SIA Center, a critical component of the State's transition to the Common Core State Standards (CCSS) and the Common Core Essential Elements (CCEE), will serve as a hub of CCSS/CCEE content experts to serve the whole state on a regional basis.

Design and plans for the SIA Center reflect these priorities:

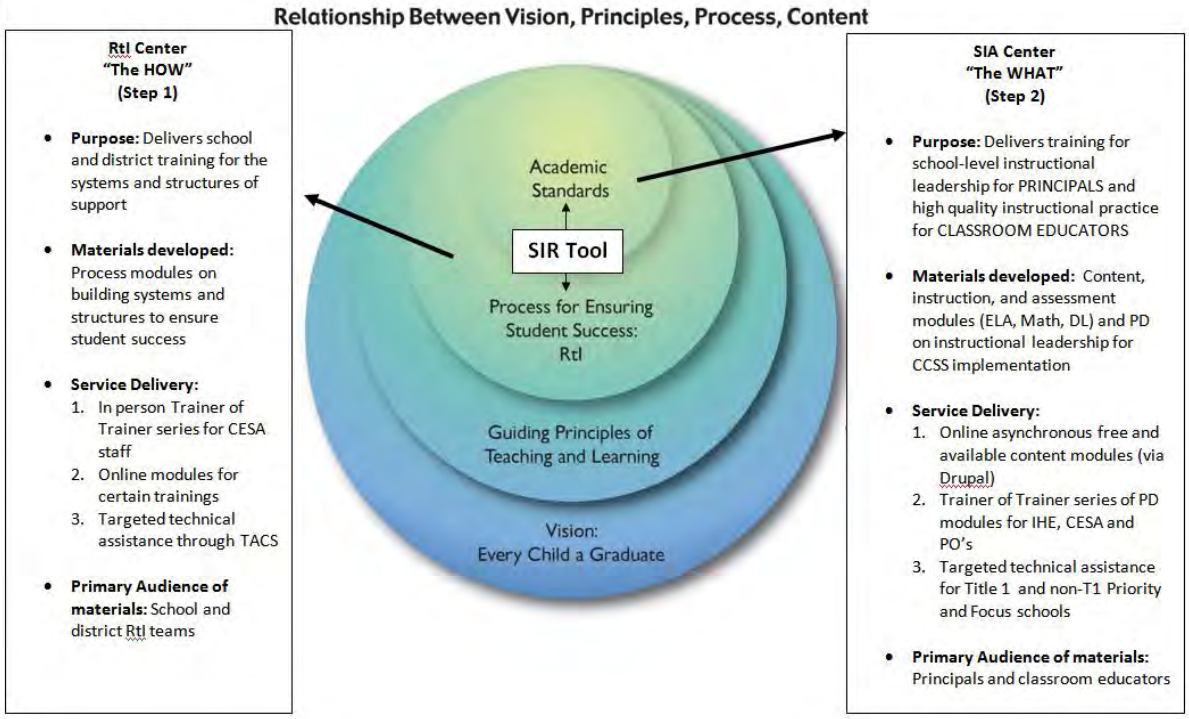
- standardization of materials and fidelity of implementation
- low- to no-cost resources
- increased access to content expertise across the state
- centralized leadership connected to DPI
- agility, speed, and responsiveness to needs across the state and DPI's direction
- partnerships with institutions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

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

- Develop critical disciplinary-specific content knowledge;
- Use effective instructional practice that is anchored within a disciplinary context;
- Connect common skills and student dispositions across disciplines;
- Incorporate culturally relevant practices;
- Build assessment and data literacy;
- Use effective student support systems;
- Build family engagement;
- Create partnerships with institutions of higher education (IHE), professional organizations, and community groups and businesses; and
- Build leadership skills.

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

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



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

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

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

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

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

The initial scope of work for the SIA Center will focus on two things:

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

These foci require

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

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

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

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

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

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

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

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

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

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

CCSS for ELA
Students Who Are College and Career Ready:

- Demonstrate independence
- Build strong content and knowledge
- Respond to varying demands of audience, tasks, discipline, and purpose
- Comprehend as well as critique
- Value evidence
- Use technology and digital media strategically and capably
- Come to understand other perspectives and cultures

CCSS for Math
8 Standards for Mathematical Practice

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning

Next Generation Science Standards
Scientific and Engineering Practices

- Asking questions and defining problems
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations and designing solutions
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information

What does it mean to be College and Career Ready?

Students can:

- Reason
- Argue
- Apply
- Critique
- Interpret
- Analyze
- Create
- Use tools and technology strategically

By using appropriately challenging content to develop the skills above, students will:

- Be independent
- Persevere
- Take risks
- Communicate
- Value other perspectives and cultures

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

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

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

Working with Higher Education

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

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

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

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

seven states selected to be in the partnership include: Kentucky, Maine, Massachusetts, Missouri, Oregon, Tennessee, and Wisconsin. The CRP objectives are to:

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

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

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

- Strong Partnerships
- Shared Values, Understanding and Language
- Curriculum
- Professional Development
- Assessment

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

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

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

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

Assessing the Common Core

Focused support and resources connect DPI's vision of Every Child a Graduate Ready for College or Career (http://dpi.wi.gov/sprntdnt/index.html) with the beliefs stated in the Guiding Principles for Teaching and Learning. These resources, produced by the Standards, Instruction, and Assessment Center, will be focused on CCSS and CCEE implementation and instruction and will be differentiated to ensure access for educators of all students. They will be directly related to improving instruction and assessment of college- and career-ready standards. The vision of ensuring students graduate college-

and career-ready starts early. As such, DPI's plans for creating resources for all students include children from early kindergarten through high school.

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

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

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

Table 1.1. Implementation of Statewide Assessments

Current Assessment	Population	New Assessment	Population	Implementation
Wisconsin Knowledge and Concepts Exam	General education students; all but the 1% population	Smarter Balanced Assessment System	All but students with significant cognitive disabilities	2014-15
Wisconsin Alternate Assessment for Students with Disabilities	Special education students with significant cognitive disabilities	Dynamic Learning Maps	Students with significant cognitive disabilities	2014-15
ACCESS for English language learners	English language learners	ASSETS for ELLs	English language learners	2015-16

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

However, the implementation dates for the new assessments (provided in the table above) leave a window that could easily slip by in the hurry to prepare for these big transitions. In Wisconsin, the DPI has paid particular attention to these transition years, and proposes several important changes to prepare Wisconsin for full implementation of the CCSS and CCSS-based assessments, changes that

also reflect the DPI's campaign to raise rigor in classrooms across the state (as well as within DPI). This focus on "moving the needle" toward higher rates of college- and career-readiness, and decreased graduation and achievement gaps, requires additional commitment from DPI. As such, DPI has plans for three significant changes to Wisconsin's current standard operating procedures:

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

Changing Expectations in High School`

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

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

Subject Area	Current Requirement	Proposed Change
Mathematics	2 credits	3 credits
Science	2 credits	3 credits (2 of which would remain traditional science or science equivalency credits)
Elective Courses	0 credits	6.5 credits

These changes have not yet taken place, and will require legislative change, but are a priority for DPI and are being reflected in DPI's strategic planning process currently underway. An analysis of current district-level graduation requirements is available in Appendix 5.

Wisconsin currently requires four credits of English language arts, but the increased importance of strong educational foundations in mathematics and science in order to be competitive in today's career and collegiate marketplaces cannot be ignored. DPI also recommends putting into statute an additional 6.5 elective credits for graduation, as recommended by the state superintendent last year. Elective courses offer students important opportunities to build upon content-area knowledge and skills with a focus on areas that interest them, and in ways that connect learning to 21st Century Skills. As such, this proposal addresses both the DPI's intention to personalize learning and to increase focus on preparing students to graduate from high school prepared for both college and career.

These recommended requirements would result in a total of 21.5 credits required for graduation (an increase from the current requirement of 13 credits). This proposal aligns to national averages and current local practice in Wisconsin. Additionally, this is a minimum requirement as many districts will continue to require more credits, and most graduates will complete more credits than the proposed requirement in statute.

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

"We can make our high school graduation requirements more meaningful. Right now, Wisconsin law only requires students to complete 13 credits, the lowest in the nation. Most of Wisconsin's graduates already take at least 21.5 credits. DPI needs to change state law to hold all students to this higher uniform standard, which would put Wisconsin's requirements above the national average." (http://dpi.wi.gov/eis/pdf/dpinr2010_119.pdf)

The new graduation requirements will be in effect for students in the four-year adjusted cohort expected to graduate in 2016-17, pending the legislative change mentioned above.

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

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

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

Bridging Secondary and Postsecondary Programs and Opportunities

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

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

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

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

1. Link secondary and postsecondary education
2. Combine academic and career and technical education in a structured sequence of courses
3. Offer students the opportunity to earn postsecondary credits for courses taken in high school
4. Lead to a postsecondary credential, certificate, or degree.

Providing Measures of College and Career Readiness

DPI will include funding in the next (2013-15) biennial budget request for schools to administer the EXPLORE, PLAN, ACT, and WorkKeys assessments. This assessment suite provides important information about college and career readiness for students. It also allows for analysis of academic growth during high school, data that are lacking in current assessments.

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

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

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

Reading – NAEP percentile rank information and interpolation to identify percentile ranks							
	Duplication from grade 4	NAEP % Rank	Interpolation	Interpolation	Interpolation	NAEP % Rank	Duplication from grade 8
Spring 2011	**3**	**4**	**5**	**6**	**7**	**8**	**10**
Advanced	93.00	93	94.00	95.00	96.00	97	97.00
Proficient	67.00	67	66.50	66.00	65.50	65	65.00
Basic	33.00	33	30.00	27.00	24.00	21	21.00

Mathematics – NAEP percentile rank information and interpolation to identify percentile ranks							
	Duplication from grade 4	NAEP % Rank	Interpolation	Interpolation	Interpolation	NAEP % Rank	Duplication from grade 8
Spring 2011	**3**	**4**	**5**	**6**	**7**	**8**	**10**
Advanced	92.00	92	91.75	91.50	91.25	91	91.00
Proficient	53.00	53	54.50	56.00	57.50	59	59.00
Basic	14.00	14	15.75	17.50	19.25	21	21.00

This interim measure will provide districts a sense of where cut scores may fall on the more rigorous Smarter Balanced Assessment. The impact of this change will be dramatic, and DPI intends to work with districts to evaluate the new cut scores in comparison with current cut scores and implement the cut scores as part of the DPI-developed accountability index, discussed in Principle 2.B.

The index calculations for the 2011-12 school year reports will factor in a new baseline that accounts for cut score changes and back-maps this change such that growth calculations are possible. The 2011-12 results will also be used for accountability determinations that will result in the categorization of schools along a continuum, identification of schools requiring specific interventions, and support as well as rewards. This reporting timeline involves intensive communication and professional learning for schools, districts, and the public. DPI has plans to provide support in the form of talking points, letters to parents, and media outreach packets to schools in preparation for this transition.

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

Raising Rigor for Alternate Populations

DPI is dedicated to raising rigor for all students to ensure multiple pathways to success throughout school and following high school graduation. At this time, DPI does not plan to change cut scores on the Wisconsin Alternate Assessment-Students with Disabilities (WAA-SwD). The discussion of growth for students with severe cognitive disabilities is one Wisconsin is engaging in with experts and stakeholders from across the country through work in the Smarter and Dynamic Learning Maps (DLM) consortia. DPI's decision to delay the transition to higher rigor (through assessment) for Wisconsin's alternate population is driven by a desire to approach this work thoughtfully, and is sensitive to the fact that increased rigor and expectations for growth must look different for students with significant cognitive disabilities. Instead, DPI's focus is on development of excellent SwD-focused resources for both educators in both general and special education related to implementation of the Common Core

State Standards (CCSS) and the Common Core Essential Elements (CCEE). Creating connections across the general special education areas are integral to further work around raising rigor.

Additional Efforts to Raise Rigor and Improve Student Outcomes

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

Moodle

Beginning in spring of 2012, DPI will create a statewide Moodle "instance," a virtual environment for educators to create, share, and learn about online classroom resources. Moodle, which stands for Modular, Object Oriented, Dynamic Learning Environment, is an online course management system and customizable environment for educational communities (http://moodle.org/). It can be used by educators interested in delivering course content outside of class time via online modules or in using rich collaborative online communities during class to enhance learning. Moodle is technology designed to support different learning and teaching styles, and its open-source design makes it interoperable with e-portfolio systems that offer students relevant ways to demonstrate what they know and can do.

In the spirit of shared standards and shared assessments, Moodle brings together educators across the country (and globe). Implementation plans for CCSS in English language arts and mathematics, as well as implementation of new and updated standards in everything from science, to early learning, to world languages, will benefit from this collaborative environment. Individual users each benefit from a community of over nine million users, a collective environment that contributes to personalization.

Individualized Learning Plans

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

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

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

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

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

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

Reducing Duplication and Unnecessary Burden

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

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

The two major technology and data reporting initiatives mentioned above, a Statewide Student Information System (SSIS) and WISEdash, are key to provision of these reports. These initiatives will significantly impact districts. WISEdash will provide districts with direct access to aggregate student-level data in a secure format. Reports and dashboards will be available on a variety of topics. Initial implementation of WISEdash will be with secure access only, for school- and district-level staff authorized to see non-redacted or suppressed data, and possibly authorized to view student-level information. Eventually, WISEdash will not only replace DPI's current, myriad public reporting systems, updating and locating those reports in a single portal, but will add to the types and topics of available public reports. Accountability reporting will be completed through WISEdash, but so will other public reporting including information about postsecondary transitions, literacy, and other important statewide initiatives. More information about WISEdash is available here: http://www.dpi.wi.gov/lds/wk12bi.html.

Currently, with many different student information systems in districts across the state, districts must submit data they already maintain through separate, time-consuming methods. As data collection requirements only increase in magnitude and number, the burden has a negative impact on districts. In a year in which schools have seen the largest state cuts to education ever, districts are forced to parse staff time from direct education toward data entry. This does not improve education and is not acceptable. The transition from individual, disconnected data management systems to a statewide system will:

- save personnel time by requiring zero duplicate data entry,
- create financial savings for districts via lower cost-per-pupil fees as part of a statewide contract,
- improve timeliness of data reporting (from several months to a number of days or hours),
- improve data quality by reducing duplicative data entry and translation errors,
- allow schools to focus on accessing, interpreting, and using data to inform decisions, and
- address data issues related to an increasingly mobile student population whose records lag as those students move from one district to another.

More information about the statewide student information system project is available here: http://dpi.wi.gov/ssis/.

Ultimately, the availability of data management and data reporting systems from a single location will allow any interested data consumer to have easier access to important data that can play a part in many decisions.

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

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

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

For Option B, insert plan here

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

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

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

Theory of Action

The Wisconsin Department of Public Instruction (DPI) is in the midst of a strategic planning process that centers on college and career readiness. Specifically, the strategic plan contains three state goals:

- Raise Wisconsin's graduation rate
- Close graduation and career- and college-readiness gaps
- Increase Wisconsin graduates' career and college readiness

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

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

A Statement about Systems Change

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

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

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

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

Reprioritization and Systemic Changes at the State Level

This ESEA Flexibility Request has provided DPI an opportunity to increase communication and collaboration with key stakeholders regarding how best to enhance existing educational initiatives, develop new initiatives designed to improve student outcomes, increase rates of students graduating college- and career-ready, and close achievement gaps. DPI worked in collaboration with the School and District Accountability Design Team (Accountability Design Team) to design the framework for a new statewide system of accountability and support. The Accountability Design Team developed thirteen principles to guide this work, which directly align to DPI's strategic plan to raise graduation rates, close graduation gaps, and graduate all students ready for college and career. As such, DPI is advancing the following systemic changes.

Raising Expectations, Increasing Rigor

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

While Wisconsin has previously emphasized graduation rates (and boasted one of the highest in the nation), the Wisconsin has significant achievement and graduation gaps. The accountability index prioritizes achievement and attainment using measures which emphasize not only graduation, but also the proportion of students graduating college- and career-ready. Additionally, the system examines

closure of achievement gaps within and across schools as a means to address the state's existing gaps. Using a multifaceted index will help pinpoint areas of need within a school, as well as areas of strength, and help schools track their progress at meeting the needs of all student subgroups. Within the system of support, identified schools will participate in diagnostic reviews and needs assessments (Priority and Focus Schools, respectively), to identify the instructional policies, practices, and programming that have impacted student outcomes and to differentiate and individualize reforms and interventions accordingly. While planning and implementing reforms, schools and districts will have access to increasingly expansive and timely data systems to monitor progress. Additionally, DPI will require Priority and Focus Schools to implement Response to Intervention (RtI, with the support of the Wisconsin RtI Center and its resources) to ensure that all students receive customized, differentiated services within a least restrictive environment, including additional supports and interventions for students with disabilities and English language learners as needed, or extension activities and additional challenges for students exceeding benchmarks.

Developing a Statewide System for Accountability and Support

Currently, Wisconsin's system of support for schools identified for improvement serves Title I schools. Due to funding and capacity, the state's system currently classifies the performance of all traditional public schools and charter schools as required by No Child Left Behind (NCLB), but only requires interventions for Title I schools and districts. Wisconsin's persistently low-performing schools do not experience sanctions or implement targeted interventions prescribed by Wisconsin unless they receive Title I funding.

To address these issues, the Accountability Design Team developed a statewide accountability framework to specifically include~~s~~ *all* state schools, including traditional public schools and charter schools, regardless of Title I funding, as well as private schools participating in Parental Choice Programs (PCP). In this vision, all schools receiving state funds would be part of the state accountability and support system. This statewide system requires legislation, and will initially be implemented within the public school system.

Aligning Relevant State Initiatives

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

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

- Streamline the pathways from high school to career and college
- Increase reading and mathematics performance
- Improve student wellness and safety
- Personalize learning
- Build a statewide infrastructure to support learning

Addressing Capacity

The Accountability Design Team also indicated the state should develop a system based on *reasonable and realistic implementation goals* that address capacity at the state, district, and school levels. Informed by this recommendation, DPI's request for flexibility identifies the most efficient yet effective means to effect change. For example, the proposal to focus reforms at the district level if a district exhibits systemic barriers to improvement was informed by findings from school improvement grant (SIG)

monitoring visits. DPI deemed district level intervention more effective and efficient, and also more likely to create change. The flexibility created through this ESEA Flexibility Waiver opportunity will allow DPI to address these district-level needs to best serve schools and students.

Making Improvements as Necessary

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

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

Newly Developed Statewide System of Accountability

The Accountability Design Team provided helpful guidance and recommendations concerning the accountability system presented in this ESEA Flexibility Request. For example, the group not only specified generally that growth and achievement should be factors in school accountability, but proposed four priority areas of the accountability system: Student Achievement, Student Growth, Closing Gaps, and On-track to Graduate (for elementary and middle schools) or Postsecondary Readiness (for schools that graduate students). These priority areas serve as sub-score areas that form the foundation of an accountability index system that incorporates multiple measures including achievement, growth, attendance, and graduation rates. The accountability index results in a school-level score (on a scale from 0-100) that is used to place schools on a six-level continuum. The index system is also used to identify the highest-need schools based on overall performance and gaps between subgroups, and to identify schools that demonstrate high performance overall. Finally, the index system is supplemented by annual measureable objectives (AMOs) that reflect Wisconsin's focus on high expectations and balanced attention to achievement and improvement.

New school report cards have been designed, in consultation with Wisconsin's TAC, school and district staff, and other stakeholders. Report cards based on the accountability index will be publicly reported beginning in fall 2012. As part of an implementation plan that includes an extensive and necessary feedback period for school staff, DPI will release preliminary report cards directly to districts through a secure reporting system in summer 2012. A survey instrument to collect input and understanding of the accountability index will accompany the report cards. Plans to meet with focus groups, including classroom educators, over the summer are underway. Input collected during the preliminary secure release will be incorporated appropriately into updated report cards to be available (following a final data checking period for schools) in fall 2012. District report cards will be produced for the 2012-13 school year and available in summer 2013. Only school-level report cards will be released in 2012.

Reports highlight areas in need of improvement so schools can target interventions to focus on specific indicators like improving graduation rates (the key indicator in the postsecondary readiness sub-scale area) or closing achievement gaps. Additional expectations for test participation, dropout rates, and absenteeism will be the same across the state and represent that it is important for all schools to achieve certain standards in these areas that impact each of the index's sub-scale areas.

Customized and Differentiated System of Rewards, Recognition, and Support

The Accountability Design Team recognized that systems of accountability must be aligned to systems of support in order to affect change. The Design Team recommended that the new statewide accountability system provide differentiated, targeted systems of support to improve student outcomes.

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

Implementation of New Statewide Accountability System: 2012-Ongoing

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

Timeline for Implementation

DPI will begin implementation of its new accountability system following the 2011-12 school year. At this time, DPI will begin distribution of the new report cards using the accountability index to inform schools and districts of the new system (including reporting of assessment scores using the new cut scores based on comparisons with NAEP performance), and their own strengths and weaknesses within the new system. Priority Schools currently implementing school improvement grants (SIGs) will continue implementation of the turnaround models, and therefore will meet the requirement for implementation of Priority School reforms in 2012-13. The 2012-13 year will represent the final year of SIG implementation for most of these schools, allowing Wisconsin to transition completely to its new accountability system, including plans targeted to the district and school level as appropriate. Focus schools will also begin implementation of required supports and interventions beginning in the 2012-13 school year. Additionally, schools currently required to implement supplemental educational services as a consequence of NCLB will no longer be required to implement this sanction beginning in 2012-13. DPI will expand its current system of recognition and rewards, adding recognition of high achievement and high progress schools effective with the 2012-13 school year.

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

Table 2.2: Timeline for Transition to Newly Developed State System of Differentiated Recognition, Accountability, and Support

	Responsible Party	2011-12 School Year	2012-13 School Year	2013-14 School Year	2014-15 School Year	2015-16 School Year
Pursuing a New Accountability System						
ESEA waiver posted for public comment	SEA	January 23	N/A	N/A	N/A	N/A
ESEA waiver submitted to DOE	SEA	February 22	N/A	N/A	N/A	N/A
Peer Review Process	SEA/ USED	March	N/A	N/A	N/A	N/A
Approval Process with USED	SEA/ USED	Ongoing	N/A	N/A	N/A	N/A
Accountability Index and Reporting						
Technical Advisory Council meetings	OEA	March/ April	Spring	TBD	TBD	TBD
Standards Setting	OEA	April/ May	N/A	N/A	N/A	N/A
Finalization of accountability index, report card design	OEA	April/ May	Spring (Modifications)	TBD	TBD	TBD
Updated preliminary Priority and Focus school lists released (with 2011-12 data)	OEA	April	N/A	N/A	N/A	April (2016 Cohort)
Initial release of report cards (district review only to check data)	OEA	N/A	June/ July 2012	N/A	N/A	N/A
Public release of report cards	OEA	N/A	Fall 2012	Summer 2013	Summer 2014	Summer 2015
Final Focus school lists released (2012 Cohort)	OEA	N/A	June 2012	N/A	N/A	April (2016 Cohort)
Final Priority school lists released (2012 Cohort)	OEA	N/A	June 2012	N/A	N/A	April (2016 Cohort)
Accountability Index and Report Cards updated as necessary	OEA	N/A	August 2012	Ongoing	Ongoing	Ongoing
Supporting School Improvement-Priority Schools						
Release of SIG continuation applications for existing Cohort I and II schools (pending USED timelines)	Title I and School Support Team	N/A	Summer 2012	Summer 2013	TBD	TBD
Development of state-approved turnaround partner list	Title I and School Support Team	N/A	Summer 2012	N/A	N/A	April (2016 Cohort)
Recruitment and training of SEA-district liaisons assigned to Priority Schools	Title I and School Support Team	N/A	June 2012	N/A	N/A	April (2016 Cohort)
LEAs notified of determinations and requirements of Priority Schools	Office of State Superintendent	N/A	June 2012	N/A	N/A	May (2016 Cohort)
SEA conducts meetings and webinars with Priority Schools as well as their LEAs, to clarify expectations, timelines, and grant opportunities.	Title I and School Support Team	N/A	June 2012	Ongoing support and interventions	Ongoing support and interventions	Ongoing support and interventions
SEA provides training to all new Priority Schools and their LEA representatives on Indistar (planning and monitoring tool)	Title I and School Support Team	N/A	Summer 2012	June-July 2013 as needed	June-July 2014 as needed	July-July 2015 as needed
New Priority Schools assigned turnaround partner from state-approved list	LEAs with SEA district liaison	N/A	August 2012	August 2013 if Necessary	August 2014 if Necessary	August 2015 if Necessary
Turnaround partner conducts diagnostic review	Turnaround partner and LEAs	N/A	August - November	August – November as needed	August – November as needed	August – November as needed

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

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

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

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

Option A	Option B
☒ The SEA includes student achievement only on reading/language arts and mathematics assessments in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools.	☐ If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system or to identify reward, priority, and focus schools, it must: 3. provide the percentage of students in the "all students" group that performed at the proficient level on the State's most recent administration of each assessment for all grades assessed; and 4. include an explanation of how the included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards.

Wisconsin's School and District Accountability Design Team indicated interest in including content areas other than reading and mathematics as part of a statewide accountability system. This topic will be revisited as new, common standards and assessments are developed for other content areas.

2.B SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES

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

Option A	Option B	Option C
☐ Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the "all students" group and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs. • Provide the new AMOs and an explanation of the method used to set these AMOs.	☐ Set AMOs that increase in annual equal increments and result in 100 percent of students achieving proficiency no later than the end of the 2019–2020 school year. The SEA must use the average statewide proficiency based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs. • Provide the new AMOs and an explanation of the method used to set these AMOs.	☒ Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups. ➢ Provide the new AMOs and an explanation of the method used to set these AMOs. ➢ Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below. ➢ Provide a link to the State's report card or attach a copy of the average statewide proficiency based on assessments administered in the 2010–2011 school year in reading/language arts and mathematics for the "all students" group and all subgroups. (Attachment 8)

State Superintendent Tony Evers convened the School and District Accountability Design Team (Accountability Design Team) with other educational leaders because of a shared commitment to improve upon existing accountability structures and ultimately to improve outcomes for all students in Wisconsin. The Department of Public Instruction (DPI) is deep in the work of re-focusing its efforts in a way that braids together agency initiatives, including this accountability plan, to build college- and career-readiness for all students.

An Index-Based Accountability System for Wisconsin

The Accountability Design Team put forth several recommendations for a statewide accountability system. One key recommendation was that the accountability system should use multiple measures and reflect the skills and knowledge students need to be successful in a variety of postsecondary opportunities. As a component of that recommendation, performance should be measured using both growth and achievement calculations.

In an effort to design a system that reflects this vision and holds schools accountable for high-leverage, measurable, fair indicators of student engagement, progress, and performance, DPI has developed an accountability index system that incorporates multiple measures, including student growth. This index

system reflects the goals of high attainment and growth as well as other key priorities. In all, the accountability index incorporates four sub-scale areas: Student Achievement; Student Growth; Closing Gaps; and On Track to Graduation/Postsecondary Readiness. Schools' index scores and supporting data will be provided to parents, educators, and the general public through a detailed school report card. Data on school performance toward Annual Measurable Objectives (AMOs) will be included in addition to accountability index information. (See Appendix 9 for a draft report card.)

Important Index Miscellany

NAEP-like Scores

Overall accountability index scores are based largely upon student assessment data incorporating the revised NAEP-like Wisconsin Knowledge and Concepts Exam (WKCE) cut scores described in Principle 1. A cut score change incorporating the one percent of students tested with the Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD) could not be implemented, due to the fundamentally different nature of that assessment and its lack of comparability with NAEP; however, these students will continue to be included in determinations of achievement. Raising expectations for all students, including those taking an alternate assessment, is important to DPI and informs Wisconsin's work with the multi-state Dynamic Learning Maps consortium.

Cell Size

Accountability calculations will apply a minimum group cell size of 20, a change from DPI's current use of a cell size of 40. This change represents a dedication to ensuring that accountability calculations are fair for all populations, while shining a light on subgroup performance in more schools. The only component of DPI's accountability system using a different cell size is the 3rd grade reading/8th grade mathematics measure within the On Track to Graduation/Postsecondary Readiness sub-scale area; because this measure takes the smallest subset of students, thus excluding the largest number of schools, DPI uses a cell size of 20 combined over two years.

Implementation

This proposal brings many significant changes to Wisconsin's accountability system. DPI has a keen desire to ensure an ample implementation period so that educators, the public, and other important stakeholders are well-informed about this new accountability system. As such, DPI intends to phase-in accountability report cards within the requirements of the waiver.

The adjusted implementation timeline results in a shift in the release schedule of school accountability report cards. (District-level report cards will be produced for the 2012-13 school year and available in late spring 2013.) As mentioned in the Accountability System Overview, DPI has an implementation plan that includes an extensive and necessary feedback period for school staff. DPI will release preliminary report cards directly to schools through a secure reporting system in summer 2012. This secure preliminary release provides districts the critical opportunity for technical review and education on the new accountability system, as well as final adjustments to the index and/or report card design before a public release. A survey instrument to collect input and understanding of the accountability index will accompany the report cards. Plans to meet with focus groups, including classroom educators, over the summer are underway. Input collected during the preliminary secure release will be incorporated appropriately into updated report cards to be available (following a final data checking period for schools) in fall 2012. Only school-level report cards will be released in 2012.

Factoring in Subgroups

One of the major systemic issues with No Child Left Behind (NCLB) is that large, diverse schools can miss Adequate Yearly Progress on any one of 64 separate determinations. Balancing an appropriate focus on subgroups—one that does not hide subgroup performance—while acknowledging the importance of performance among all students is crucial to addressing this issue. DPI will continue to incorporate the performance of all students and NCLB-defined subgroups throughout the accountability system as much as possible. In areas where we are currently unable to include all students—such as Student Growth, which cannot be used to evaluate the 1 percent of students taking the alternate assessment—DPI will work toward alternatives that allow inclusion of more students in the future—such

as by evaluating growth with the new Dynamic Learning Maps alternate assessment, scheduled to come on-line in two years. For determinations, subgroup performance forms the basis of the Closing Gaps sub-scale area-as well as attendance, test participation calculations, and achievement and graduation rate AMOs. Determinations of Student Achievement and Student Growth will be based upon all students. DPI believes this is a fairer system that appropriately prioritizes subgroup performance within the context of college- and career-readiness for all students. Accountability report cards disaggregate reporting to the full extent possible balancing cell-size considerations.

A Subgroup for Combined Small, High-Need Groups

Wisconsin's 424 districts are mostly small and rural. As such, many districts have very small numbers of students, and subgroup populations are below even the proposed new minimum group size of 20 required for inclusion in accountability calculations. In order to ensure that more schools without sufficient subgroup size have an opportunity to evaluate performance calculations, DPI will create high-need "supergroups" to factor into the accountability index as recognition of the need to closely monitor the performance of traditionally high-need student populations. Supergroup details are provided in the Closing Gaps sub-scale area description that follows. Further information about the change in cell size as well as the high-need subgroup is presented in Appendix 8.

A Subgroup for Low Performers

The School and District Accountability Design Team specifically recommended use of an additional subgroup, one that groups the lowest 25 percent of performers together. The goal for including such a subgroup is to prioritize moving all low performers up, regardless of demographic characteristics. Use of the lowest 25 percent as an additional subgroup is not incorporated into the accountability index at this time, but will be considered for inclusion upon implementation of the Smarter Balanced Assessment System in the 2014-15 School Year.

Effect of Accountability Changes on ESEA Subgroup Consideration

Wisconsin is making three school accountability changes in the ESEA Flexibility request that affect consideration of ESEA subgroups:

- A cell size of 20 will be used throughout Wisconsin's accountability system.
- Non-tested students will be included in the denominator for assessment-based determinations.
- In the Closing Gaps area of the accountability index, "supergroups" will be included made up of students belonging to two or three of the binary ESEA subgroups (students with disabilities, economically disadvantaged students, and limited English proficient students). Rather than substituting these supergroups for ESEA subgroups, they will be used only when the individual subgroups comprising the supergroup do not meet cell size.

Using 2011-12 assessment data the effect of these changes will be illustrated. The first table below shows their impact on the numbers of schools and ESEA subgroup students included for accountability, comparing the numbers of schools and unduplicated subgroup students included under NCLB to the numbers included under ESEA flexibility:

	Schools held accountable for one or more ESEA subgroups		**Unduplicated ESEA subgroup students included in determinations**		**Denominators**	
	Number	*Percentage*	*Number*	*Percentage*	*Schools*	*Students*
NCLB	1,231	62.5%	167,117	88.0%	1,971	189,988
ESEA Flexibility	1,692	85.8%	187,543	98.2%	1,971	190,972
Change	+461	+23.3%	+20,426	+10.2%	0	+984

The second table shows the impact on the numbers of students in ESEA binary subgroups (students with disabilities, economically disadvantaged students, and English language learners) included in accountability determinations under NCLB versus ESEA flexibility. Students can be identified within multiple groups, so totals will exceed the unduplicated totals in the first table:

	Students with Disabilities		Economically Disadvantaged		English Language Learners		Denominators		
	N	*Pct.*	*N*	*Pct.*	*N*	*Pct.*	*SwD*	*Econ.*	*ELL*
NCLB	23,639	46.5%	130,113	89.4%	13,214	54.1%	50,853	145,516	24,405
ESEA Flexibility	44,410	86.5%	143,493	98.2%	19,631	79.9%	51,366	146,185	24,578
Change	+20,771	+40.0%	+13,380	+8.8%	+6,417	+25.8%	+513	+669	+173

Note: This analysis only evaluates the impact of accountability changes to the consideration of subgroups in student achievement. It does not include other aspects of AYP determination, such as graduation or attendance rate, that are based upon all students.

Accountability Rating Category Placement

When constructing simulations of the accountability index and its components, it became clear that certain proposed components of the index were not functioning in ways that were intended. Consequently, DPI staff sought an alternative way to include certain key indicators in the composite index.

Red Flags

The concept of "red flags" is Wisconsin's solution to incorporating measures that are high leverage indicators that impact the reliability of components of the index. As a reflection of the importance of these indicators, accountability scores will be adjusted for schools that receive one or more red flags. Specific impact will be established to ensure that the point deduction is a sufficient deterrent for these critical areas.

There are three red flag indicators that affect particular aspects of a school's index score: test participation, dropout rates, and absenteeism.

Test Participation. This possible red flag reflects the impact of participation rates on the accountability index. In addition to the fact that all achievement-based calculations in the accountability index factor in all full academic year (FAY) enrolled students (as opposed to FAY tested), schools will receive a red flag if their "All Students" group or any subgroup misses the target in either mathematics or reading test participation. The target test participation rate is 95 percent. This measure looks at all students, not only full academic year students. Up to three years of test participation data are factored into calculations.

*A note about test participation: in addition to the red flag, which will result in points deducted from index calculations, DPI will include all enrolled students in achievement calculations, thus ensuring that schools have no incentive to selectively test students as non-tested students will count "against" a school's calculations. That is, in the calculation of the achievement priority area, a student is weighted at "zero" if the student scores in the Minimal Performance category, or if the student is in the "not tested" category.

Dropout Rate. Schools will receive a red flag if their dropout rate is above six percent. This threshold was calculated based on recent statewide data, and was determined as a sufficient threshold for placing focus on the schools contributing heavily to Wisconsin's overall dropout rate.

Student Absenteeism. Schools will receive a red flag if their rate of student absenteeism is above 13 percent. This threshold was calculated based on recent statewide data, and was determined as a sufficient threshold for placing focus on the schools contributing heavily to Wisconsin's overall absenteeism, an indicator highly correlated with lower achievement and low growth. Future versions of the accountability index, enabled by advances in data collection, may factor truancy (which is currently a local determination

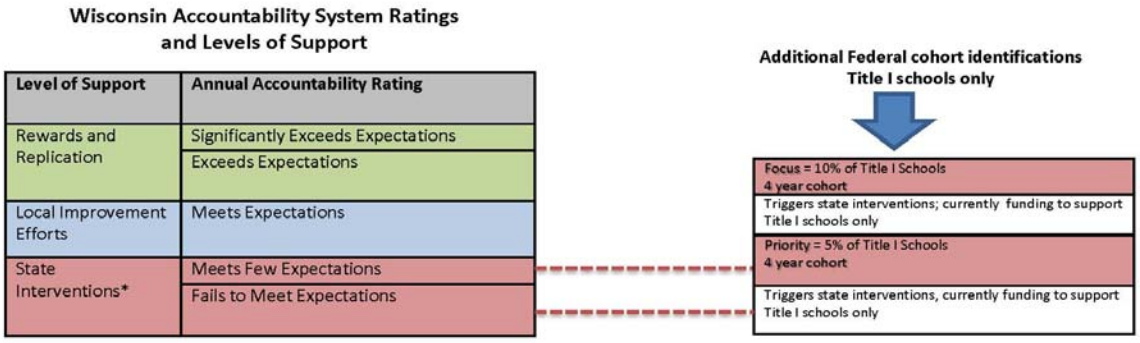
based on state statute that incorporates more real-time data) rather than absenteeism (which is the percentage of students below an attendance threshold – a snapshot of attendance) as a red flag.

Rating Categories

A school's overall index score will determine its placement into one of five rating categories. These categories are:

1. Significantly Exceeds Expectations
2. Exceeds Expectations
3. Meets Expectations
4. Meets Few Expectations
5. Fails to Meet Expectations

See Appendix 8 for the analyses that informed goal-setting for the indicators above and Appendix 9 for sample report cards that demonstrate the full accountability index system.



*The placement of state interventions as a level of support reflects the long-term vision for a statewide accountability system that supports all schools. Currently, federal Title I funding is available only to support Focus, Priority, and Title I Reward schools.

Note: Labels, in combination with comprehensive report cards, are intended to provide schools with information that will guide local improvement efforts and inform state intervention planning.

Expectations for Wisconsin Schools

Wisconsin plans to couple these accountability determinations with differentiated interventions and supports for certain schools and development of school improvement tools and resources available statewide with the goal of all schools in the state being at or above the *Meeting Expectations* level

Expectations for Districts

District-level expectations will focus on how a district performs at each of three grade-band levels: grades K-5, 6-8, and 9-12. The overall accountability index is calculated at each level, using the On-Track to graduation sub-scale area in grades K-5 and 6-8, and the Postsecondary Readiness sub-scale area in schools that graduate students. Red flags for test participation, dropout rate, and absenteeism may be factored in at each level. Additionally, districts with one or more Focus or Priority schools are subject to state-level interventions at the district level if it is determined that district-level improvement, in combination with school-level interventions, will best meet the needs of the identified schools.

Table 2.3: The Accountability Index, Performance Category, and Identification Process

Steps	Step 1: Calculate Sub-scale Area Scores and Aggregate for Overall Accountability Score	Step 2: Apply Red Flags if Necessary	Step 3: Adjust Scores for Red Flags	Step 4: Place School into Performance Category	Step 5: Identify Schools of Recognition and Schools/Districts in Need of Interventions and Supports
Notes	Four Sub-scale Areas: 1) Student Achievement 2) Student Growth 3) Closing Gaps 4) On-track to Graduation/Post-secondary Readiness Weighting is described in the text below. Overall score scale: 0-100	Red flag categories: 1) Test Participation (<95%) 2) Dropout Rate (>7%) 3) Absenteeism (>13%) Red flag(s) are applied if school misses goal for all students or any individual subgroup depending on the category	Accountability scores will be adjusted based on missing the thresholds described in Step 2. Schools earning red flags will have a score impact that reflects the number of red flags earned.	Schools are placed into one of five categories: 1) Significantly exceeds expectations 2) Exceeds expectations 3) Meets expectations 4) Meets few expectations 5) Fails to meet expectations	Schools of Recognition acknowledge high performance, high progress, and Title I schools that are "beating the odds" Schools with the lowest performance in the state require Priority Interventions and Supports Focus schools are those with the largest gaps or low subgroup performance in reading achievement, math achievement, or graduation rates
Result	Sub-scale Area scores inform school improvement efforts and public reporting Overall score reflects school performance on multiple indicators in a meaningful way	Integrity of accountability index is maintained Attention to subgroups prioritized	Acknowledgement of the importance of these measures by affecting index scores and possible rating category placement.	Categories place schools along a continuum of performance. Categories are included on school report cards and inform school, district, and parental decisions	Schools are identified for interventions based on need and measures that reflect DPI's strategic goals. Identification is differentiated, as are resulting interventions and supports.

Sub-scale Areas and Overall Scores

Within this multiple measures accountability index, sub-scale area scores will be combined into an overall score. A school's index score in each sub-scale area describes its performance on a 100-point scale, and index areas are combined to create an overall score on a similar 100-point scale. The process of translating raw data into sub-scale scores and creating overall scores was developed in consultation with DPI's Technical Advisory Committee: Dr. Brian Gong of the National Center for the Improvement of Educational Assessment, Dr. Andrew Porter from the University of Pennsylvania, and Dr. Robert Linn from the University of Colorado. Descriptions follow of how each sub-scale area score is calculated, and how they are combined into the overall school accountability index.

Sub-scale Area 1: Student Achievement

The student achievement sub-scale area is a composite of proficiency rates in reading and mathematics for the "all students" group on the Wisconsin Student Assessment System (WSAS), which includes both the WKCE and the WAA-SwD. After reviewing the impact of the NAEP-like cut score change on the WKCE, DPI decided to use a points-based system for deriving the achievement index:

- Scores are calculated separately for reading and mathematics (50 points each) and added. A school must have both reading and mathematics scores calculated within cell size requirements to have a student achievement index score calculated.
- Each student earns points depending on their WSAS achievement level: 0 points for Minimum Performance, 0.5 points for Basic, 1 point for Proficient, and 1.5 points for Advanced. The average number of points earned by all full academic year enrolled (as opposed to tested) students in a school over the three most recent tested years are used to calculate a score.
- Point averages are weighted over the three-year period and pooled by the number of students with data in each year, in order to give more weight to a school's most recent performance while reducing the impact of year-to-year and enrollment-based statistical instabilities in aggregate achievement data.
    - For weighting by year, weights of 1.5 for the most recent year, 1.25 for the prior year, and 1.0 for the year before that are applied. If a school has test data available for only the two most recent years, the most recent year is given a weight of 1.5, while the prior year is given a weight of 1.0. If a school has only the most recent year of data available, only that year's data are used.
    - The weights are adjusted to create a pooled weighted average by multiplying each year's weight by the quotient of that year's number of enrolled students with data divided by the average number enrolled across all available years.
- For calculating achievement scores, pooled weighted averages have a ceiling of 1. Values greater than 1 will be reported, but the score will be based on a value of 1.
- The pooled weighted average is multiplied by 50 to create a subject achievement score.

Sub-scale Area 2: Student Growth

The methodology behind the student growth sub-scale area uses an adaptation of the principles behind Colorado's "Catch Up, Keep Up, Move Up" measures across multiple levels of achievement. It is a self-differentiating, growth-to-standards measure accounting for schools with high achievement while allowing lower-achieving schools to gain credit for high growth, a priority for this accountability system. Wisconsin is not yet adopting a high school growth measure because students are not tested in the 9th, 11th, or 12th grades; however, DPI intends to request funds for EXPLORE, PLAN, ACT, and WorkKeys which would enable an appropriate growth measure to be calculated for high school students (in addition to providing important college-pathway information to students, parents, and educators).

Background

Student Growth Percentiles (SGP) were originally developed for the Colorado Department of Education.[1] An SGP is a number derived from a statistical comparison of a student's growth on an assessment to

[1] Betebenner, Damian. *Estimation of Student Growth Percentiles for the Colorado Student Assessment Program*. Dover, N.H.: National Center for the Improvement of Educational Assessment, 2007. Accessed Jan. 5, 2012, from http://www.cde.state.co.us/research/Documents.htm.

students with similar performance histories, assigning the amount of growth a percentile rank. An advantage of SGPs is that they characterize growth without regard to student demographics; every student (with enough data) receives a growth percentile.

Colorado developed a set of aggregate measures based on SGPs known as "Catch Up, Keep Up, Move Up."[2] In this method, the statistical program that calculates each student's SGP also projects the SGP they need to achieve the next year in order to grow to a higher proficiency level within a number of years. The next year, their actual SGP is compared to the projection.[2] Using SGPs in this manner is a growth-to-standard measure with the advantage that it evaluates growth relative to how a student is achieving and where they need to go to meet proficiency standards, rather than by a fixed number of scale score points as with a value table.

Wisconsin's growth measure avoids the drawback of aggregating SGPs by school median, which is that a median SGP is normative and is affected by the achievement of other students at other schools. Instead, it uses a normative tool in a criterion-based manner to create a unique growth-to-standards measure drawing on the power of SGPs.

Methodology

This growth measure uses the tools developed for Colorado's "Catch Up, Keep Up, Move Up" measures. The difference is that, rather than expressing separate values for different types of growth among different groups of students, the output is a single score that encompasses growth across all levels of student achievement. It is also unique because it accounts for both growth and decline in student achievement. The process to determine a school's score is:

- A student is included in the set of students for calculation if DPI is able to calculate their SGPs in two consecutive years. Growth scores are calculated separately for reading and mathematics (50 points each) and added. A school must have both reading and mathematics scores calculated within cell size requirements to have a student growth index score calculated.
- Because Wisconsin currently tests its students in the fall, the school accountable for a student's growth is the school at which they were enrolled in the first year.
- To calculate the growth measure, in the prior year a student's SGPs needed to reach the Basic, Proficient, and Advanced achievement levels over 1, 2, or 3 years are projected for each subject. At each level, the lower of the 1-, 2-, or 3-year projections is their target for that level.[3]
- In the current year, the student's SGPs, describing their growth from the prior year to the current, are compared to their targets for each subject. This comparison is used to determine the number of positive or negative growth points earned by the student, based on a value table:

Prior year proficiency level	*Comparison of current year SGP to prior year target*			
	Does not exceed Basic	*Exceeds*		
		Basic	*Proficient*	*Advanced*
Min. Perf.	**0**	**+1**	**+2**	**+3**
Basic	**0**	**0**	**+1**	**+2**
Proficient	**-1**	**-1**	**0**	**+1**
Advanced	**-1**	**-1**	**0**	**0**

- Positive and negative growth points are considered separately because this model cannot assign points to every student—students who begin at the Advanced level cannot receive positive points, and those who begin at Minimum Performance or Basic cannot receive negative points.
    - A school's growth factor (GF) is the average number of positive points earned by the students who begin at Minimum Performance, Basic, or Proficient in the prior year (Avg_{Pos}) scaled by the proportion of students who begin at Advanced (P_{Adv}):

      $$GF = Avg_{Pos} + P_{Adv} - (Avg_{Pos} \times P_{Adv})$$

      The calculation is set up such that a school with all Advanced students ($P_{Adv} = 1.0$) will earn full growth credit.

[2] Colorado Department of Education. *Catch Up, Keep Up, and Move Up Definitions*. Denver, Co.: 2009. Accessed Jan. 5, 2012, from http://www.cde.state.co.us/research/Documents.htm.

[3] Usually, the three-year projection will be lowest and thus the target, but since DPI's cut score progression is not linear there will be times where a student is near an achievement level cut and the one- or two-year projections are lower.

- A school's decline factor (DF) is the average number of negative points earned by the students who begin at Proficient or Advanced in the prior year (Avg_{Neg}) scaled by the proportion of students who begin at Minimum Performance or Basic (P_{MB}):

$$DF = Avg_{Neg} - (Avg_{Neg} \times P_{MB})$$

The calculation is set up such that a school with all Minimum Performance or Basic students ($P_{MB} = 1.0$) will earn no decline credit.

- A school's raw score (RS) is the sum of its growth and decline factors plus 0.5 (RS = GF + DF + 0.5) with a floor of 0 and a ceiling of 1. This creates a rate-like value where 0.5 represents a school with equal growth and decline, more than 0.5 represents more growth than decline, and less than 0.5 represents more decline than growth.
- A 75 percent confidence interval is calculated[4] with RS and the average number of students with SGP data in both years and added to RS to create an adjusted raw score (RS_{Adj}).
- RS_{Adj} is transformed into a growth index score (GS) out of 50 points:[5]

$$GS = ((RS_{Adj} \times 1.01) - 0.16) \times 50$$

- The school's growth sub-scale score is the sum of its reading and mathematics subject scores.

As a baseline to describe the impact on student inclusion in the growth measure, DPI has two years of SGP data for 288,688 (95%) of the 302,545 students in grades 3-7 tested in 2009-10, and 288,680 (95%) of the 303,638 tested in 2010-11. Given the large number of small schools in Wisconsin, DPI considers this rate more than acceptable.

Discussion

This growth measure moves beyond a simple consideration of growth-to-proficiency and contributes to a system that differentiates accountability determinations. Wisconsin believes that growth is important at all levels of student achievement. This measure credits growth across the full range of achievement, while weighting most heavily the growth of Wisconsin's lowest-achieving students to proficiency or better. It credits students who are already proficient for showing growth to the highest level. It recognizes that schools ought to be rewarded, not punished, for making progress with their most challenging students.

The creation of this growth measure began by looking at Colorado's "Catch Up" measure, which uses SGPs to characterize student growth to the proficient level. DPI initially developed and evaluated a simplified measure which took the percentage of below-proficient students meeting targets to proficiency, and scaled it with the percentage of proficient students. DPI's approach is a compromise that recognizes USED's stress on growth to proficiency, while reflecting the School Accountability Design Team's strong desire to recognize growth among low- and high-achieving students, in addition to those near the proficiency cutoff. This does result in a more complex measure. This growth measure also has the particular advantage of being a self-differentiating measure. Lower-achieving schools can earn higher scores by showing more growth, since the one-point-per-level scoring system allows lower-achieving students to gain more points. Meanwhile, the measure essentially gives automatic credit for students at the Advanced level, rewarding schools for high achievement rather than punishing them because there is no level to which DPI can compare their highest-performing students.

Sub-scale Area 3: Closing Gaps

State Superintendent Evers has established a vision of Every Child a Graduate, College and Career Ready, a vision that drives efforts to close gaps in access and opportunities as well as in achievement. In his opening comments at a School and District Accountability Design Team meeting, Superintendent Evers specifically mentioned the importance of ensuring that all students, regardless of economic status,

[4] This calculation uses the Wald formula: $\pm 1.15\sqrt{(P(1-P)/N)}$

[5] This formula aligns the overall distribution of growth scores to approximate the distribution of achievement scores. DPI is not able to calculate growth scores for small schools with student populations too small to meet cell size. If growth is not aligned toward achievement, it creates a bias in a school's overall index score depending on whether or not it incorporates a growth score. However, repeating this alignment process every year would simply create a normative measure. The values included in this formula were derived from three years of data and will not be recalculated every year. Like any criterion-based measure, the numbers are created with a normative process but applied consistently over time. The same process is used to transform raw scores into index scores in the Closing Achievement Gaps sub-scale area.

race/ethnicity, or disability status, have equal opportunities to pursue fulfilling college and career lives following graduation from Wisconsin schools.

Closing gaps is a priority for Wisconsin, burdened by one of the largest black-white achievement gaps in the nation. The design of this accountability system, while it aims to eradicate existing gaps across subgroups, also focuses on moving up all low performers. Wisconsin's accountability system reflects this priority by including a specific sub-scale area for closing gaps in the index calculation for accountability determinations. This sub-scale area includes two components, Closing Achievement Gaps and Closing Graduation Gaps; a school's total sub-scale score (out of 100 points) is the sum of these two components.

High-Need "Supergroups"

The Closing Gaps component of Wisconsin's new accountability index evaluates subgroups within a school in order to make an accountability determination for that school. As a result of impact analyses, DPI determined that inclusion of a high-need supergroup is an appropriate additional step when there are insufficient numbers for separate subgroup evaluation to ensure that more schools are represented in the accountability system and to closely monitor the performance of traditionally high-need student groups.

DPI defines four supergroups: one including the students identified as belonging to any or all of the three binary groups and three including students belonging to either/both of two groups:

Supergroup	Includes
Supergroup 1	Students with disabilities and/or economically disadvantaged and/or English language learners
Supergroup 2	Students with disabilities and/or economically disadvantaged
Supergroup 3	Students with disabilities and/or English language learners
Supergroup 4	Economically disadvantaged and/or English language learners

For a supergroup to be included in determination of a school's closing gaps score, the supergroup must meet the cell size of 20 students with none of the binary groups that constitute that supergroup meeting the cell size. Students are counted in a supergroup only one time; an economically disadvantaged student who is also an English language learner is counted in Supergroup 4 as one student.

Closing Achievement Gaps

Earlier versions of DPI's "closing gaps" measure could more accurately be described as "characterizing gaps," in that school scores were based on the difference between a subgroup and its comparison group. Feedback from DPI's Technical Advisory Committee and from a separate two-day standards review session identified this conflict between label and content as a particular weakness of the overall school accountability system. After further development and review of other states' waiver applications, DPI staff developed a new measure that bases school scores on progress in improving student group achievement from the prior year to the current year; this measure replaces both the "Achievement Gap" and "Growth Gap" components in DPI's original waiver application.

An alternative using subgroup growth scores was evaluated but found to correlate highly (more than 80 percent) with growth sub-scale scores, conflicting with DPI's overall goal of a differentiated accountability system. The method presented here has a lower correlation with growth (30-35 percent), and the correlation that exists is concentrated among schools with higher growth scores—conceptually consistent with the definitions of both measures but still differentiated.

The methodology for calculating a school's closing achievement gaps score is:

- Closing achievement gaps scores are based on aggregate-level data for the subgroups mentioned above, and are calculated separately for reading and mathematics and added. If a school also has a closing graduation gaps score calculated, each subject score is out of 25 points; otherwise each is out of 50 points. A school must have both reading and mathematics scores calculated to have a closing achievement gaps score calculated.

- For each of the five racial/ethnic groups, and each of the binary groups and supergroups and their complement groups (students not within the group), achievement point averages are calculated for the current and prior years with the methodology used to calculate the pooled weighted averages (the numbers multiplied by 50 to get subject scores) in the achievement sub-scale area.
- The change in achievement point average from the prior year to the current year is calculated for each group.
- Pairs of groups are compared to arrive at a raw closing achievement gaps score for each pair. These pairs are:
  - Racial/ethnic groups: Each of Asian, Black (not Hispanic), Hispanic, and American Indian students, compared to White (not Hispanic) students.
  - Binary groups: Each of students with disabilities, economically disadvantaged students, and English language learners, compared to its complement.
  - Supergroups (when applicable): Each supergroup compared to its complement.

  A raw score for a group is the change in its achievement point average; if the comparison group's achievement point average declined, a value of ½ the decline is subtracted from the raw score as a penalty[6].

$$\text{Example 1: } \Delta Avg_{Black} = 0.10;\ \Delta Avg_{White} = 0.05$$
$$Raw_score_{Black} = \Delta Avg_{Black} = 0.10$$
$$\text{Example 2: } \Delta Avg_{SwD} = 0.10;\ \Delta Avg_{Not_SwD} = -0.10$$
$$Score_{SwD} = \Delta Avg_{SwD} + (\Delta Avg_{Not_SwD} \times 0.5) = 0.10 + (-0.10 \times 0.5) = 0.05$$

- A school's overall raw score (RS_{Avg}) is the average of the raw scores for all the groups present in that school.
- RS_{Avg} is transformed into a closing achievement gaps index score (CAGS) out of the total number of possible points (Pts_{Poss}; 25 if a closing graduation gaps score is present or 50 if it is not):[7]

$$CAGS = ((RS_{Adj} \times 3.18) + 0.65) \times Pts_{Poss}$$

- The school's total closing achievement gaps score is the sum of its reading and mathematics subject scores.

Closing Graduation Gaps

Decreasing Wisconsin's graduation gap is a particular focus of DPI's strategic plan. The agency is focusing efforts to decrease gaps in graduation rates in addition to setting a goal of improving Wisconsin's statewide graduation rate over coming years. DPI's method for evaluating schools' progress in closing graduation gaps is similar to that for achievement gaps:

- Closing graduation gaps scores are based on aggregate-level data for the subgroups mentioned above. If a school also has a closing achievement gaps score calculated, the graduation score is out of 50 points; otherwise it is out of 100 points.
- For each of the five racial/ethnic groups, and each of the binary groups and supergroups and their complement groups (students not within the group), four- and six-year cohort graduation rates are calculated and averaged, in each of the current and prior years.[8]
- The change in average of the four- and six-year cohort graduation rates from the prior year to the current year is calculated for each group.
- Pairs of groups are compared to arrive at a raw closing graduation gaps score for each pair. These pairs are:
  - Racial/ethnic groups: Each of Asian, Black (not Hispanic), Hispanic, and American Indian students, compared to White (not Hispanic) students.

[6] The purpose of including comparison group decline as a penalty is a desire to close achievement gaps by improving performance among historically lower-achieving groups, not by reducing performance among higher-achieving groups.
[7] See footnote 6.
[8] In the first year of this accountability system, DPI will only have two years of four-year cohort rates available and will use only those data. In the second year, two years of five-year rates will become available and be used in place of six-year rates for this Graduation Gaps calculation.

  - Binary groups: Each of students with disabilities, economically disadvantaged students, and English language learners, compared to its complement.
  - Supergroups (when applicable): Each supergroup compared to its complement.

  A raw score for a group is the change in its graduation rate average; if the comparison group's graduation rate average declined, a value of ½ the decline is subtracted from the raw score as a penalty.
- A school's overall raw score (RS_{Avg}) is the average of the raw scores for all the groups present in that school.
- RS_{Avg} is transformed into a closing graduation gaps index score (CGGS) out of the total number of possible points (Pts_{Poss}; 50 if a closing achievement gaps score is present or 100 if it is not):[9]

$$CGGS = ((RS_{Adj} \times 0.79) + 0.65) \times Pts_{Poss}$$

Sub-scale Area 4: On-Track to Graduation/Postsecondary Readiness

The On-Track to Graduation/Postsecondary Readiness (OT/P) sub-scale area consists of a number of measures designed to identify whether schools are meeting benchmarks in preparing students for postsecondary success. It includes graduation or attendance rate, 3rd grade reading and/or 8th grade mathematics achievement, and ACT participation and performance. All measures use data for the "all students" group.

Graduation or Attendance Rate

Wisconsin has high overall rates of high school graduation and school attendance, but also a number of high gaps—particularly Wisconsin's Black-White graduation gap—driven by a small number of schools concentrated in certain areas. The result is that the overall distributions of graduation and attendance rates are highly compressed, with narrow peaks in the 90-95 percent range and long tails encompassing lower rates. This can have a distorting effect on the overall index.

DPI's Technical Advisory Committee recommended that, because the distributions of graduation and attendance rates are virtually identical, and because attendance due to its high correlation with graduation is included, Wisconsin adopts an either-or method: if a school has a graduation rate, it forms the basis of this component of the On-Track Postsecondary (OT/P) sub-scale score; otherwise attendance is used. Further, DPI staff proposed and committee members supported fixing the weight of this component within the overall index. If the weight of a skewed measure like graduation or attendance is allowed to vary, depending on how many other sub-scale areas are present for a school, it creates a bias that increases the scores of schools with fewer areas.

Methodology:

- Graduation: A school's raw graduation score is the average of its four- and six-year cohort graduation rates.[10] (Because Wisconsin only began reporting cohort rates in 2009-10, for the first year of this new accountability system DPI has only the four- and five-year rates available; the five-year will be used in place of the six-year rate.)
- Attendance: For a school that does not have a raw graduation score, its raw attendance score is simply the attendance rate, the number of days attended by students in a school divided by the total possible number of days.
- A school's graduation or attendance score is the raw rate multiplied by 80 points. The weight of this score is fixed at 20 percent of the overall accountability index (not the OT/P sub-scale area) as described in the "Creating the Overall Index" section below.

[9] See footnote 5.

[10] Both the four- and six-year rates are included because of DPI's overarching *Every Child a Graduate* mission. It is important for all students who are able to graduate within four years to do so, but Wisconsin recognizes that some students need more than four years. One of the clearest messages from DPI's School Accountability Design Team and waiver public comment processes was support for including the six-year rate from advocates for students with disabilities.

Other On-Track/Postsecondary Measures

The other measures within this sub-scale area—3rd grade reading achievement, 8th grade mathematics achievement, and ACT participation and performance—vary in terms of their individual presence within a particular school's index score. Wisconsin has a number of schools that do not fit within traditional elementary/middle/high grade span definitions; for example, a grades K-8 school could have both 3rd grade reading and 8th grade mathematics scores. At this time, these three measures together are worth a possible 20 points and weighted at a fixed 5 percent of the overall index (not the OT/P sub-scale area). The number of possible points for each measure depends on which are present:

3rd Grade Reading	Alone	20 points
	With 8th grade mathematics	10 points
	With both 8th grade mathematics and ACT participation & performance	5 points
8th Grade Mathematics	Alone	20 points
	With 3rd grade reading	10 points
	With ACT participation & performance	10 points
	With both 3rd grade reading and ACT participation & performance	5 points
ACT Participation and Performance	Alone	20 points
	With 3rd grade reading and/or 8th grade mathematics	10 points

As this accountability system evolves, DPI anticipates identifying and adding additional measures to this sub-scale area of the index. That process will include evaluating the impact on point values for other measures, within an overall goal of maintaining the fixed 20 percent weight of graduation/attendance.

3rd Grade Reading/8th Grade Mathematics

In adhering to DPI's overall goals of improving high school graduation and college readiness for all Wisconsin students, DPI has included third grade reading and eighth grade mathematics achievement as a specific area of focus in Wisconsin's index. Empirical evidence has consistently shown reading performance in third grade to be a significant predictor of future success (See Appendix 10). Students who have a solid reading foundation in third grade are better able to build their skills around this foundation throughout their academic career. Reading ability in the third grade has been empirically linked to high school performance, high school graduation, and college enrollment; students who read at or above grade level in third grade tend to have better outcomes in all of these areas. Like its third grade reading counterpart, eighth grade mathematics is being leveraged as a high-impact measure because of its importance in predicting success in secondary mathematics. Eighth grade mathematics performance is also an important measure in current early-warning research.

Methodology

- 3rd grade reading/8th grade mathematics scores are based on aggregate-level data using a reduced cell size of 20 students over the two most recent tested years.
- For the "all students" group, an achievement point average in the tested grade and subject is calculated with the methodology used to calculate the pooled weighted averages (the numbers multiplied by 50 to get subject scores) in the achievement sub-scale area.
- A school's 3rd grade reading/8th grade mathematics score is the achievement point average multiplied by the number of points possible.

ACT Participation and Performance

The ACT assessment is a well-respected assessment accepted by institutions of higher education as a measure of collegiate readiness. While not all schools currently administer the ACT, in 2010-11, 60.4 percent of Wisconsin twelfth graders took the ACT. DPI recognizes ACT results as a high-leverage indicator and will include a proposal to fund ACT in the next (2013-15) biennial budget.

Methodology

- The ACT participation rate is calculated by first identifying twelfth grade students with a composite ACT score. The number of students with a score is divided by the total number of twelfth grade students in the school to arrive at the ACT participation score. Schools must meet the minimum cell size of 20 for twelfth grade students.
- Four ACT college-readiness performance rates are calculated by identifying the number of students classified as meeting the College Readiness Benchmark established by ACT for each test area (English, reading, mathematics, and science) and dividing by the total number of tested students.
- The ACT participation rate and the four ACT college-readiness performance rates are averaged to arrive at the overall ACT participation and performance score. A school must have a participation rate calculated to have the overall score calculated.

Future Postsecondary Indicators

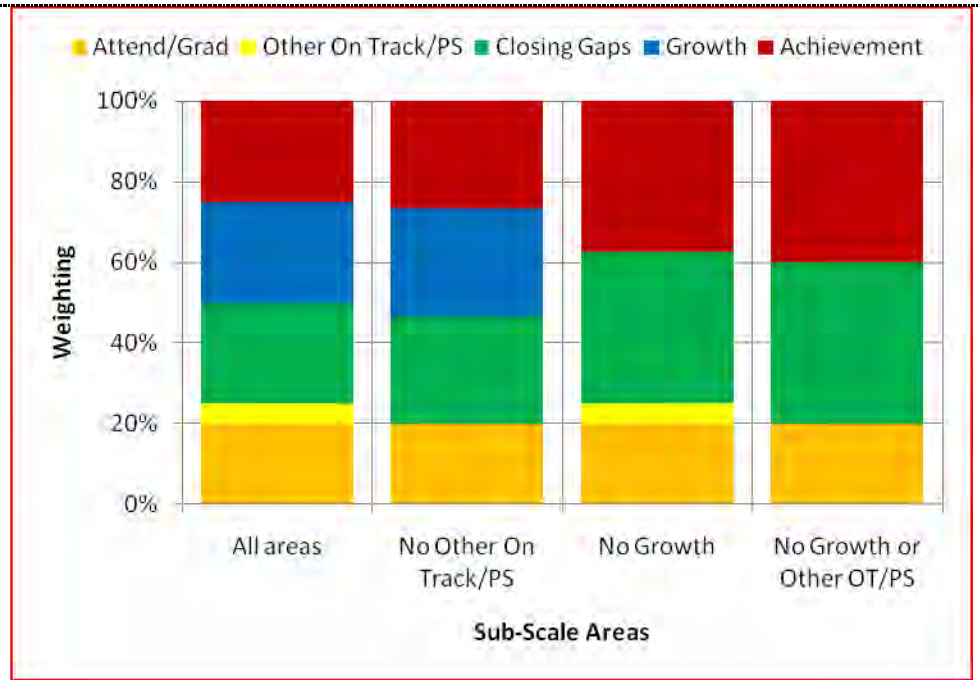
The School and District Accountability Design Team supported the idea of evolving accountability systems that incorporate additional meaningful measures when the data are available in a reliable, high-quality manner. DPI intends to include other postsecondary data, including (but not necessarily limited to) college enrollment, industry certification, and military enlistment, when these data are widely available.

Creating the Overall Index

DPI's original waiver application described the overall index score in general terms as being based on an average of all the sub-scale scores calculated for a school. After its submission, DPI staff addressed the issue of inequities between schools created by the presence or lack of sub-scale scores with different distributions. One way to address this problem is to transform raw data into scores with similar distributions, as DPI has done with the Student Growth and Closing Gaps sub-scale areas. This process is analogous to creating a scale score for a student assessment like the WKCE: scale scores are reported rather than reporting percentages answered correctly, in part because the assessment contains different types of questions whose scores have different meanings.

Graduation and attendance scores cannot, however, be transformed in the same way; those rates have simple, direct meanings and a transformation would introduce variation that does not exist in the data. After consultation with Wisconsin's Technical Advisory Committee, DPI solved this problem by fixing the weight of the graduation/attendance component of the On-Track to Graduation/Postsecondary Readiness sub-scale area at 20 percent of the overall index. The other components of this area, when present, are fixed at 5 percent, based on an "ideal" scenario of having four sub-scale areas each worth 25 percent. Because the other three sub-scale areas—Student Achievement, Student Growth, and Closing Gaps—have similar distributions, DPI can weight the scores calculated for a school equally within the remaining space in the index without creating inequities.

By developing an overall weighting scheme that aligns Student Growth and Closing Gaps with Student Achievement, and fixes components of On-Track to Graduation/Postsecondary Readiness to specific weights of the index, DPI has developed a system that holds accountable as many schools as possible without unfairly disadvantaging schools that cannot be measured with every component of the index. This overall weighting scheme is illustrated by the figure on the next page.



(Note: This figure is schematic and for illustrative purposes; it does not display every possible weighting scenario possible for Wisconsin schools.)

The process for combining sub-scale scores into an overall index score is:

- An average is calculated from the Student Achievement, Student Growth, and Closing Gaps scores calculated for a school and multiplied by 3, giving a value out of 300 points.
- If a school has scores for both graduation/attendance (out of 80 points) and the other components of On-Track to Graduation/Postsecondary Readiness (out of 20 points), those are added to the average from the other areas and the sum is divided by 4, giving an overall score out of 100 points.
- If a school only has a score for graduation/attendance (out of 80 points), with none for the other components of On-Track to Graduation/Postsecondary Readiness, it is added to the average from the other areas and the sum is divided by 3.8 (380 ÷ 100 = 3.8), giving an overall score out of 100-points.

Table 2.4. Overview of Wisconsin Accountability Index by School Level

School Level	Relevant Sub-scale Area(s)	Measures Used	Subgroups
Elementary (K-5)	Student Achievement	Reading Achievement Mathematics Achievement	All Students
	Student Growth	Reading Growth Mathematics Growth	All Students
	Closing Gaps	Closing Reading Gaps Closing Mathematics Gaps	ESEA Subgroups *High-Need Supergroup when applicable*
	On-Track to Graduation/ Postsecondary Readiness	Attendance 3rd Grade Reading *Possible Future Indicators:* *Science Achievement* *Social Studies Achievement*	All Students

School Level	Relevant Sub-scale Area(s)	Measures Used	Subgroups
Middle (6-8)	Student Achievement	Reading Achievement Mathematics Achievement	All Students
	Student Growth	Reading Growth Mathematics Growth	All Students
	Closing Gaps	Closing Reading Gaps Closing Mathematics Gaps	ESEA Subgroups *High-Need Supergroup when applicable*
	On-Track to Graduation/ Postsecondary Readiness	Attendance 8th Grade Mathematics *Possible Future Indicators:* *Science Achievement* *Social Studies Achievement*	All Students
High (9-12)	Student Achievement	Reading Achievement Mathematics Achievement	All Students
	Student Growth	*Reading Growth* *Mathematics Growth*	*All Students*
	Closing Gaps	Closing Reading Gaps Closing Mathematics Gaps Closing Graduation Gaps *Possible Future Indicators:* *Postsecondary Enrollment gap* *Industry Certification gap*	ESEA Subgroups *High-Need Supergroup when applicable*
	On-Track to Graduation/ Postsecondary Readiness	Graduation ACT Participation and Performance *Possible Future Indicators:* *Postsecondary Enrollment* *Industry Certification* *Rates of college credit earned in high school*	All Students
Note: Items shown in *gray italics* are not currently included in accountability calculations, but may be in future versions of the accountability index given advances in data collection systems. Not all Wisconsin schools fall within these generic grade band descriptions; those schools' scores will be based on measures appropriate to their particular grade bands.			

Annual Measurable Objectives

Existing outside the accountability index but reported alongside it, schools will have ambitious but achievable annual measurable objectives (AMOs) in reading and mathematics proficiency and in graduation rate. In addition, AMOs will be used as part of the exit criteria for Title I Focus and Priority Schools.

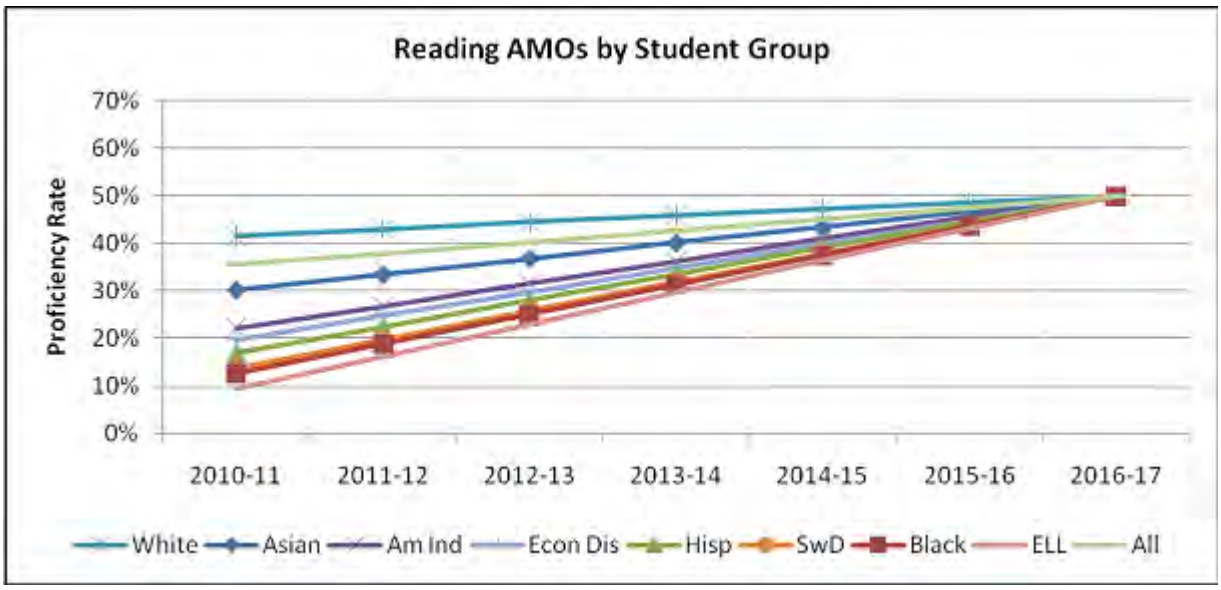
Reading and Mathematics

The Wisconsin Department of Public Instruction (DPI) has carefully weighed multiple options for Annual Measurable Objectives (AMOs) in reading and mathematics for all students and each subgroup.

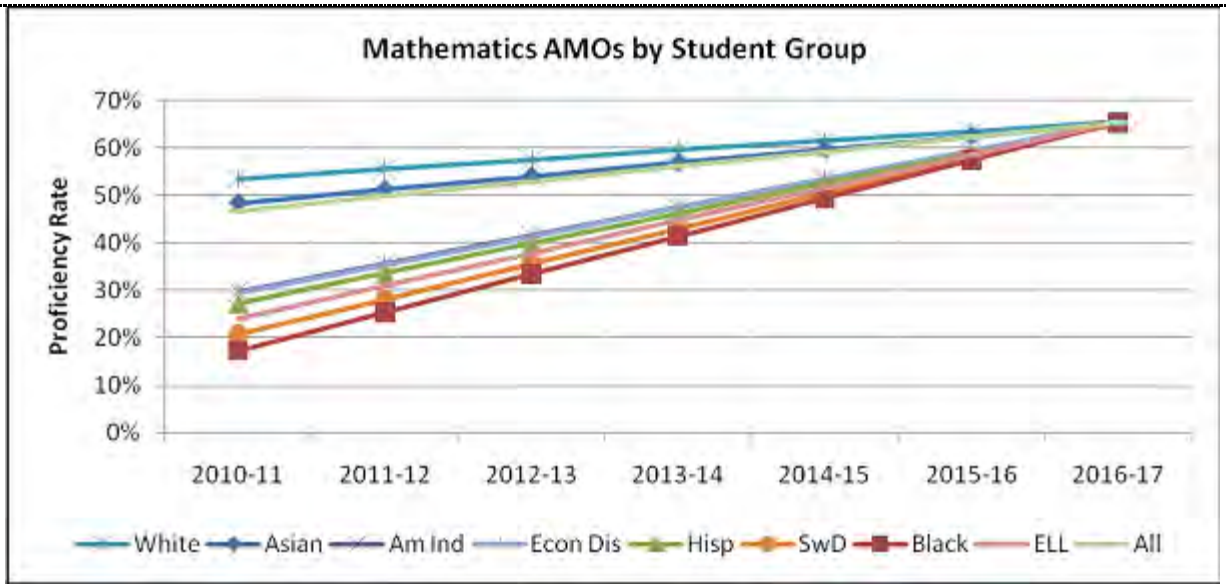
Wisconsin's approach to selecting AMOs was based on the following premise: in order for AMOs to be ambitious as well as achievable, targets must be set based on a combination of known data (i.e., what are the best schools able to accomplish?) and ambitious timelines that press a sense of urgency. Wisconsin's re-setting of proficiency based directly on the NAEP proficiency level sets an ambitious goal, and one that involves the need for rapid progress by groups that are traditionally under-achieving.

As a result, DPI proposes to set AMOs that reflect the approach taken by New Mexico: to set targets based on the performance of the best combined with a timeline that incentivizes rapid acceleration to those goals. Specifically, DPI proposes that its AMOs be set to move all schools in the state to the level of Wisconsin's schools performing at the 90th percentile in the state within six years.

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



Wisconsin Annual Measurable Objectives - Reading Proficiency								
Student Group	**Annual Increase**	**AMOs**						
		2010-11	***2011-12***	***2012-13***	***2013-14***	***2014-15***	***2015-16***	***2016-17***
All Students	**2.4%**	**35.5%**	**37.9%**	**40.3%**	**42.7%**	**45.1%**	**47.5%**	**49.9%**
American Indian	**4.7%**	**22.1%**	**26.8%**	**31.5%**	**36.2%**	**40.9%**	**45.6%**	**50.3%**
Asian or Pacific Islander	**3.3%**	**30.2%**	**33.5%**	**36.8%**	**40.1%**	**43.4%**	**46.7%**	**50.0%**
Black not Hispanic	**6.2%**	**12.6%**	**18.8%**	**25.0%**	**31.2%**	**37.4%**	**43.6%**	**49.8%**
Hispanic	**5.5%**	**17.0%**	**22.5%**	**28.0%**	**33.5%**	**39.0%**	**44.5%**	**50.0%**
White not Hispanic	**1.4%**	**41.6%**	**43.0%**	**44.4%**	**45.8%**	**47.2%**	**48.6%**	**50.0%**
Students with Disabilities	**6.0%**	**13.8%**	**19.8%**	**25.8%**	**31.8%**	**37.8%**	**43.8%**	**49.8%**
Economically Disadvantaged	**5.0%**	**19.8%**	**24.8%**	**29.8%**	**34.8%**	**39.8%**	**44.8%**	**49.8%**
English Language Learners	**6.7%**	**9.6%**	**16.3%**	**23.0%**	**29.7%**	**36.4%**	**43.1%**	**49.8%**



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

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

Graduation

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

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

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

A school will meet the graduation rate AMO for graduation:

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

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

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

Next Steps

This index is an accountability tool and it reflects components of the rich, high-quality educational experiences offered by schools across Wisconsin as well as the specific challenges that schools face. It is a step forward from prior accountability structures, but not the full picture of the accountability system that will evolve in Wisconsin. The index will undergo regular review and evaluation to ensure statistical reliability and validity as well as to identify statewide impact. These reviews will inform ongoing changes to the system.

In addition, while some changes will be informed by the review process, DPI believes there are measures not included in the current Index that may result in a more sensitive, accurate system. Examples of such measures include:

- student postsecondary readiness (such as postsecondary enrollment, credit-earning, and remediation rates),
- information about performance on assessments in additional subject areas like science and social studies, and
- school characteristics that point to the importance of rich, varied curricula that include course offerings such as art, music, physical education, world language, career and technical education, and other non-tested subjects as well as varied co-curricular activities.

Advances in DPI's technology and data system will allow for some of these indicators to be factored into the Index in the future and such additions will be evaluated as soon as the data are available.

This index system is a work in progress. DPI has continued fine-tuning the index since submission of its initial waiver request in February the operational details of the accountability system with Wisconsin's

Technical Advisory Committee, incorporating their feedback and recommendations. A standards review was completed, which provided valuable insights that drove further refinement of the index. Continual input from the field was gathered, including consultation with regional service agency staff, superintendents, and others. Refinements will continue leading up to a full public launch and implementation of the accountability system this fall:

- DPI will complete its standard setting process to create final accountability category definitions.
- DPI will field-test report cards with schools over the summer for technical and editorial review.
- DPI will resolve how "special case" schools lacking key measures can be included in the accountability system. For example, K-2 schools do not have assessment data and are thus missing three-fourths of the index.
- DPI will implement a communications plan to explain the new accountability system to educators, parents, the media, and the general public.
- DPI will establish an ongoing framework to review and incorporate other measures into the index. For example, Advanced Postsecondary Infrastructure project, involves Wisconsin's public and private postsecondary institutions, will allow Wisconsin to gather data such as postsecondary measures of enrollment, remedial coursework, and credit accumulation.
- DPI will collect input and feedback on school report cards during the public release period, further informing possible improvements to the design of the system or reports for the following year.

Summary

By identifying four key sub-scale areas, and high-leverage measures within those sub-scale areas, DPI is creating an index-based accountability system that places schools on a continuum to inform differentiated interventions and supports. Ambitious but achievable annual measurable objectives will complement the accountability index and further inform improvement for all student populations. Data will be presented to educators, parents, and the general public on a report card designed to identify particular strengths and weaknesses, rather than naming and shaming schools for missing only one of 64 indicators. A school's determination will be the beginning, not the end, of an ongoing improvement process.

Wisconsin is making dramatic changes in how it thinks about accountability across the state. While work remains, this waiver request represents a significant commitment from DPI as well as a public statement that building and implementing a meaningful, transparent, statewide accountability system, while complicated and time-consuming, must continue to move quickly and must reflect the priorities of Wisconsin to move toward college and career readiness for every Wisconsin student. As mentioned above, work on the accountability index continues. A timeline for this continued work is provided in Appendix 11

2.C REWARD SCHOOLS

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

Reward School Identification Process

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

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

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

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

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

DISTRICT	SCHOOL	Aggregate Read/Math	Accountability Index Category
redacted	redacted	0.96	Exceeds Expectations
redacted	redacted	0.96	Significantly Exceeds Expectations
redacted	redacted	0.93	Significantly Exceeds Expectations
redacted	redacted	0.92	Exceeds Expectations
redacted	redacted	0.90	Significantly Exceeds Expectations
redacted	redacted	0.89	Significantly Exceeds Expectations
redacted	redacted	0.89	Exceeds Expectations
redacted	redacted	0.89	Exceeds Expectations
redacted	redacted	0.88	Significantly Exceeds Expectations
redacted	redacted	0.88	Significantly Exceeds Expectations
redacted	redacted	0.88	Significantly Exceeds Expectations
redacted	redacted	0.87	Exceeds Expectations
redacted	redacted	0.86	Exceeds Expectations
redacted	redacted	0.85	Exceeds Expectations
redacted	redacted	0.85	Exceeds Expectations
redacted	redacted	0.85	Significantly Exceeds Expectations
redacted	redacted	0.84	Exceeds Expectations
redacted	redacted	0.84	Significantly Exceeds Expectations
redacted	redacted	0.84	Exceeds Expectations
redacted	redacted	0.83	Exceeds Expectations
redacted	redacted	0.83	Exceeds Expectations
redacted	redacted	0.82	Exceeds Expectations
redacted	redacted	0.82	Exceeds Expectations
redacted	redacted	0.82	Significantly Exceeds Expectations

B. High-Progress Rewards schools were identified using the following process:
   1. The initial pool for this award consisted of 10% of Title I schools with
      a. the highest Accountability Index Student Growth sub-scale area scores (which describe improvement among all students in reading and mathematics achievement); and/or
      b. the highest improvement in four-year cohort graduation rates. The thresholds for these values are a Student Growth score of 78.8 or greater, or an increase in the four-year cohort graduation rate of 9.9 percent or greater.
   2. Any school identified as a Title I Priority or Focus School were removed.
   3. Any school with "significant achievement gaps that are not closing" were removed. This was defined as at least one gap of 3 percent or greater between an ESEA subgroup and its comparison group in reading, mathematics, or graduation, where the gap was larger in the current year than the previous year.
   4. Finally, any school already identified as a High-Achieving Rewards school was excluded.

A total of 44 schools were identified using this methodology.

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

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

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

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

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

This application for flexibility of implementation within ESEA legislation provides Wisconsin the opportunity to enhance and expand the existing rewards and recognition program in order to implement more rigorous identification requirements of participants and expand the current Title I accountability and support system to a Statewide System of Support (SSOS) that includes all Wisconsin schools. Wisconsin will also use this flexibility to add recognition for *High-Progress* schools making significant improvement in closing their in-school achievement gap and schools *Significantly Exceeds Expectations* which demonstrate overall high achievement.

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

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

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

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

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

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

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

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

Basic eligibility requirements include the following:

- Teach in a Wisconsin SOR;
- Teach in a Pre-Kindergarten through 12th grade classroom;
- Minimum of three years classroom teaching experience;
- A full-time teacher spending at least 50 percent of the time in the classroom or a classroom-like setting; and
- Intention to return to teaching in their school/district in the following school year.

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

Enhancements to Wisconsin's Existing Recognition and Rewards Program

This application provides DPI an opportunity to enhance its existing recognition and rewards program to include more rigorous identification criteria using the new accountability index system (as described in Section 2.B). DPI plans to introduce two new categories:

- High-Progress Schools (as described in 2.C.i); and
- Exemplary Schools earning the highest scores across multiple measures of achievement (as measured by the overall accountability index score described in Section 2.B).

Additionally, this flexibility provides DPI the opportunity to expand its existing system of public recognition to include non-Title I schools in an effort to develop a statewide school and district accountability system aligned to recommendations provided by the School and District Accountability Design Team (Accountability Design Team). For more information regarding the Accountability Design Team recommendations, see Appendix 2.

Schools identified within these new categories will receive public recognition and become eligible to participate in state-conducted diagnostic reviews to help inform best practices statewide, pending identification of additional state resources. DPI will conduct diagnostic reviews within a small, representative sample of schools identified as exemplary schools in order to provide a comprehensive model of effective instruction and educational policies to all Wisconsin schools. Additionally, DPI plans to prioritize diagnostic reviews in a small, representative sample of High-Progress schools, which can inform statewide practice by providing strategies proven to rapidly improve school outcomes. The diagnostic review process and dissemination of best practices in non-Title I schools will require additional state resources, including staffing and funding.

Rationale for School Rewards and Recognition

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

These programs remain popular with stakeholders across the state. While participating in informational sessions and presenting at key conferences across the state to inform stakeholders of the Elementary and Secondary Education Act (ESEA) waiver opportunity, multiple representatives from SORs expressed concerns regarding the potential discontinuation of SOR programming.

These stakeholders have directly informed the inclusion of future recognition initiatives through the Accountability Design Team process, as well. Accountability Design Team members, (Appendix 2A), supported the recognition of high-performing schools identified using indices under the New Statewide Accountability System that will be implemented in 2012-13. (See Section 2.B for more information regarding these processes)

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

2.D PRIORITY SCHOOLS

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

Priority schools, as the lowest performing schools in the state, are identified using the Student Achievement sub-scale area of the accountability index. Title I schools are be rank-ordered by Student Achievement sub-scale score. The cut point includes the bottom 5 percent of Title I schools (59 schools). As per SIG methodology, no alternative schools are included in Priority calculations.

DPI does not include "high schools with less than 60% graduation rates" on the Priority list. Wisconsin does not have any high schools (other than dropout recovery high schools) that meet this criterion.

2.D.ii Provide the SEA's list of priority schools in Table 2.

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

Plans for Reform in Priority Schools

Wisconsin will use this flexibility request to entirely reprioritize its efforts working in persistently low-achieving schools at the state, district, and school level. DPI recognizes that challenges must be identified as early as possible in order to align districts and schools to appropriate resources and interventions to ensure that these systems of support affect change. Informed by evidence from the implementation of

previous statewide reforms, as well as the monitoring processes applicable to those grants, DPI understands that simply directing interventions at the school level will not necessarily succeed in improving student outcomes if policies and practices at the district level create barriers to the required reforms. As such, the state superintendent will utilize his or her authority, as defined by Act 215, as necessary to enact intensive reforms at the district level in order to ensure reforms are implemented in the most efficient and effective manner, while developing the local capacity to sustain reforms after four years of implementation. Specifically, beginning in 2012-13, DPI will emphasize improvement efforts in Milwaukee Public Schools (MPS) within central office at the district-level, with effects permeating throughout the numerous Priority Schools (53 schools) identified within the district (described in further detail below).

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

Milwaukee Public Schools (MPS)
Due to the overrepresentation of Milwaukee Public Schools identified as Priority Schools, DPI determined that emphasizing reforms at the district level would address state and district capacity to serve the large proportion of schools, as well as identify and resolve existing systemic challenges at the district level which appear to create challenges for schools attempting to implement reforms. Specifically, the DPI determined that when 31 percent of schools within a district have been identified as Priority Schools, representing 92 percent of all Priority Schools across the state, the district has demonstrated it does not have the capacity to support reforms in its schools. As such, DPI will target reforms at the district level, while requiring Priority Schools to continue to implement the turnaround principles, as required within CAR. DPI believes that changing structures at the district level will more likely result in long-term reform than changing structures within a school which still operates within a persistently low-achieving district exhibiting systemic limitations. This flexibility request provides DPI the opportunity to introduce reforms informed by prior experiences and differentiated based on identified needs, resulting in unprecedented change in local districts and schools.

District Diagnostic Review and Turnaround Partners
DPI will contract with an external district diagnostic review expert with proven expertise in reform at the district level (e.g., conducting diagnostic reviews, identifying existing strengths and weaknesses which affect student and school outcomes, and developing reform plans informed by reviews, as well as the turnaround principles), as measured by rigorous evaluation criteria for applicants. Once selected by DPI, the district diagnostic review expert will complete a review of MPS central administration's critical systems and structures, including human resources, curriculum and instruction, finance, and leadership. The district diagnostic review expert will present its findings and recommendations to the state superintendent and DPI. Informed by these recommendations, the state superintendent will require specific, directive reforms at the local education agency (LEA) level, while also requiring schools to continue implementing existing reforms, including DPI Corrective Action Requirements (CAR). Upon identification of the state superintendent's requirements, the district diagnostic review expert will act as a liaison between DPI and the district, developing a reform plan which aligns to the state's directives, as well as the turnaround principles, supporting high quality implementation of the plan in the district and its schools, and providing objective information to DPI regarding implementation status and progress towards outcomes. DPI believes that this directed effort at the district level will result in significant improvements in Priority Schools across the district.

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

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

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

To meet these goals, DPI requires the following:

Highly qualified teachers and leaders (Turnaround Principles 1 and 2). In addition to existing requirements stated within the CAR which specify that MPS must staff all its schools with highly qualified teachers and leaders, DPI has also developed requirements which prioritize staffing in the district's lowest performing schools (i.e., SIG schools). Specifically, DPI will leverage SIG funds to require the district to prioritize staffing of highly qualified, as well as highly skilled, teachers and leaders in its SIG schools, and have the schools fully staffed by a clearly defined date in fall 2012.

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

Leaders. Prior to contracting with DPI, the district diagnostic review expert must demonstrate expertise in identifying, recruiting, training, and retaining highly skilled leaders and administrators to ensure effective and sustainable implementation of newly developed reforms. A primary outcome of the district diagnostic review will be staffing turnaround schools with effective leaders willing and able to create change, providing these leaders adequate professional development aligned to needs, and creating the flexibility at the district level necessary for the school to succeed.

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

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

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

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

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

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

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

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

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

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

All Other Priority Schools

DPI will provide targeted support to newly identified Title I Priority Schools outside of MPS (6 schools) to improve student outcomes. The same support and requirements will also apply to all schools identified as *Persistently Failing to Meet Expectations*, pending availability of additional state resources.

School Requirements

School Improvement Turnaround Partner and Diagnostic Reviews

Districts electing to implement a turnaround plan (as opposed to closing the school) must contract with a turnaround partner to assist in the development and implementation of the reform plan. The districts must select a partner from the DPI-approved list. Turnaround partners will be recruited and approved by DPI. Districts may use the 20 percent set-aside of their district's Title I allocation, the school's Title I allocation, funds transferred from other Titles, School Improvement Grants (if applicable), or if available, may use DPI reform funds to secure the services of a turnaround partner. Methods for approving DPI-approved turnaround partners are described in detail in Principle 2.G, Capacity.

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

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

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

- **Highly Skilled Leaders** (Turnaround Principle 1) If a district wishes to retain the current principal in a Priority School, the district must produce data which demonstrates the principal has improved student learning in the school across multiple years. Regardless of whether the district replaces or retains the principal, the district must provide continuous support for its leaders, increase principals' capacity to implement reform plans and lead change with his/her staff by creating opportunities for ongoing learning through job-embedded professional development. Additionally, the district must communicate its plan to implement a leadership evaluation as part of its newly developed educator evaluation system. Principals must be given operational flexibility over budgets, staffing, schedules, and curriculum.
- **Highly Skilled Educators** (Turnaround Principle 2) Priority School reform plans must describe how the district's systems and structures will ensure all teachers are not only highly qualified for their assignment, but also demonstrate effectiveness. Specifically, the plan must demonstrate that the district will implement an Educator Evaluation system by 2014-15 that aligns to the existing statewide framework (refer to Principle 3). Additionally, the district must create opportunities for continuous learning through job-embedded professional development designed to increase all teachers' capacity to implement their school's reform plan. Administrators must describe the systems and structures in place which will support alignment of findings from the newly implemented Educator Evaluation system to specific, differentiated professional development and training opportunities.

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

Indistar: Schools must develop and submit their plans to DPI within Indistar. Indistar is a web-based system implemented by a SEA for use with district or school improvement teams to inform, coach, sustain, track, and report improvement activities. Indistar requires activities within plans to align with indicators of evidence-based turnaround and improvement strategies at the district, school, and classroom levels designed to improve student achievement, including RtI implementation and strategies to successfully serve students with disabilities (SwDs) and English language learners (ELLs). Specifically, schools complete a needs-assessment aligned to the turnaround principles and indicators. Any indicator which has not previously been fully implemented (as determined by the needs assessment) is automatically pre-populated into the planning tool. Within the planning process, the tool requires schools to identify discrete tasks, as well as the person(s) responsible for completing the task and their deadlines. The tool's pre-populated indicators draw upon the vast turnaround literature and will ensure that Priority Schools conduct a continuous cycle of assessment, planning, implementation, and progress monitoring to progress towards full implementation of the turnaround principles. In addition, Indistar allows for customization, and Wisconsin intends to enhance the system to ensure it can effectively support school and district planning, as well as state monitoring, while remaining streamlined and reducing unnecessary burden at the local levels. DPI will provide schools and districts Indistar training, as well as an extensive rubric to communicate the state's expectations of schools and their plans.

Closure
If a Priority School, or its LEA, does not wish to implement the required interventions, as noted above, the district can opt to close the school, starting the following school year.

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

DPI has consulted with Milwaukee Public Schools (MPS), a district required to implement SES since the 2003 school year. Given this long history with the program, DPI consulted district staff to identify specific advantages and disadvantages of waiving SES. Based on their input, DPI believes districts would benefit by waiving the current provisions around SES and receive flexibility in developing and implementing supports that more closely align with local school and district reading and mathematics curricula. In addition, there was significant support based on the feedback received from the waiver survey, where 52 percent of respondents agreed to waive SES from the current accountability system.. Lastly, as a result of this flexibility, DPI would no longer maintain a DPI-approved SES provider list. However if a district, through consultation with parents, chooses to continue to contract with current SES providers, they would have that *option. Currently, four districts (representing 32 schools) are required to provide SES statewide.*

School Improvement Grants
In 2012-13, School Improvement Grants (SIG) Cohort I and Cohort II schools will continue implementation of their reform plans, aligned to the turnaround principles as planned. DPI will continue to provide comprehensive support and intensive monitoring for the SIG schools, as described below.

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

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

Department of Public Instruction Support and Monitoring
School Reform Plans
Beginning in the fall of 2012, all districts with Priority Schools that opt to implement a turnaround model must develop and implement a single reform plan for each Priority School via submission in Indistar. Indistar is a web-based system implemented by DPI for use with district or school improvement teams to inform, coach, sustain, track, and report improvement activities. Indistar requires activities within plans to align with indicators of evidence-based practices at the district, school, and classroom levels. The tool's pre-populated indicators draw upon the vast turnaround literature and, once embedded in the aligned school reform plan, will ensure that Priority Schools progress through a continuous cycle of assessment, planning, implementation, and progress monitoring. In collaboration with their turnaround partner, school staff will complete the needs assessment included within Indistar and begin developing a plan aligned to the weaknesses illustrated within the diagnostic review and needs assessment. As

previously noted, when approving reform plans, DPI will ensure that the plans meet the following turnaround principles:

- Response to Intervention
- Extended learning time
- Highly skilled educators and leaders
- Positive and safe learning environments
- Family engagement

In 2012-13, DPI will expand its recently enhanced system of monitoring and support for SIG schools to include all Priority Schools. The system will consist of onsite diagnostic reviews by contracted experts, the Indistar online system, a DPI liaison, fiscal monitoring, data reviews, and site visits.

Increasing Interventions after Four Years

Traditional Public Schools

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

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

2.D.iv Provide the timeline the SEA will use to ensure that its LEAs that have one or more priority schools implement meaningful interventions aligned with the turnaround principles in each priority school no later than the 2014–2015 school year and provide a justification for the SEA's choice of timeline.

2.D.v Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement exits priority status and a justification for the criteria selected.

DPI will identify Priority schools every four years. Priority schools, due to their significant need, will not be allowed to exit Priority status prior to the end of their four-year improvement cohort. At the end of four years, three sets of criteria will be applied in order to determine a school's readiness to exit Priority status:

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

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

Priority schools can meet their exit criteria by meeting their "All Students" AMO for two consecutive years. *However,* given that this is a highly ambitious goal (and one that will almost certainly not be achievable in the first year of Priority status), schools can also meet through being on a *trajectory* to meet their future AMOs. This exit criterion is defined in terms of schools showing strong enough growth to meet their 2015-16 AMO.

The Trajectory AMO is calculated individually for each school, using the identification year (2011-12) as the baseline for calculating a trajectory to the AMO in the final year of the cohort (2015-16.) This is done by finding the average yearly gain in proficiency that a school needs to make, which is equal to one quarter of the difference between the target AMO and the 2011-12 proficiency rate. A school's 2012-13 Trajectory AMO would then be equal to that school's 2011-12 proficiency rate **plus** that school's average yearly gain; a school's 2013-14 Trajectory AMO would be equal to that school's 2011-12 proficiency rate **plus** two times that school's average yearly gain; etc.

DPI believes that allowing schools multiple ways to meet their exit criteria strikes an ideal balance between ambitious and achievable, as it requires high levels of achievement or high levels of growth from Wisconsin's lowest-performing schools.

Table: Priority Exit Criteria 1 (AMO) Compared With Priority Exit Criteria 2 (Trajectory AMO)

	Average 2011-12 Proficiency	2012-13 Exit Criteria 1: AMO	2012-13 Exit Criteria 2: Average Trajectory AMO
Reading	6.6%	40.3%	16.8%
Mathematics	9.0%	52.9%	22.3%

2.E FOCUS SCHOOLS

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

Identification of Focus Schools

DPI will identify Focus Schools based on large within-school achievement gaps between demographic subgroups, low performing subgroups within a school, large gaps in graduation rates between subgroups within the school, and low subgroup graduation rates within a school.

Specifically, schools may be identified as a Focus School six ways:

- • Large subgroup gaps in math achievement
- • Large subgroup gaps in reading achievement
- • Large subgroup gaps in graduation rates
- • Low-performing subgroups in math achievement over a number of years
- • Low-performing subgroups in reading achievement over a number of years
- • Low subgroup graduation rates over a number of years

A subgroup and its comparison group must each have at least 20 students in order to meet cell size and be included in calculations.

Identification of Focus schools with *low performing subgroups* will be based on reading and mathematics subgroup Achievement sub-scale scores of the Accountability Index.
A reading and mathematics Achievement Index score will be calculated for each subgroup separately within a school, and a school level average subgroup Achievement Index score (across all subgroups) will be determined for reading and mathematics separately. DPI applied averages across subgroups

not to obscure subgroup performance, but to better capture subgroup performance. By focusing solely on the lowest performing subgroup, almost all focus schools would be identified – whether by gaps or low subgroup performance—due to differences in performance between their students with disabilities and students without disabilities population. Working to address the needs of all student groups is critical to the success of any individual student. DPI's approach reflects this by enabling identification as a focus school based on one or multiple subgroups. Detailed data provided in school report cards, including AMOs, will help guide interventions and support for specific groups in identified schools.

To identify schools with large *within-school achievement gaps* between subgroups, proficiency rates for each demographic subgroup and their comparison group will be evaluated for each school. Accountability index scores for closing reading gaps and closing mathematics gaps will be calculated. A reading and mathematics Gap Index score will be calculated for each subgroup separately within a school, and a school level average subgroup Gap Index score (across all subgroups) will be determined for reading and mathematics separately.

The average subgroup reading achievement index score, the average subgroup math achievement index score, the average subgroup reading gap index score, and the average subgroup math index score will be rank ordered for each school. The bottom 86 schools with the lowest achievement index scores and the bottom 28 schools with the lowest gap index scores will be identified as Focus Schools. The rationale for selecting 86 low achieving schools and 28 schools with large gaps is based on the fact that 1) more schools have subgroup achievement data than have gap data due to small cell sizes when comparing gaps, and 2) DPI chose to place greater weight on achievement to target low performing schools that were not included on the Priority schools list.

To identify schools with *low subgroup graduation rates*, graduation rates for each subgroup were determined, and an average graduation rate across all subgroups was calculated. The closing graduation gaps Accountability Index score is used to identify schools that are not closing *large gaps between their subgroup graduation rates*. The average gap closure across all subgroups is used to determine the Gap Index score. Both the average subgroup graduation rates and the average subgroup graduation gap scores were ranked and the bottom 4 schools will be identified as Focus schools.

2.E.ii Provide the SEA's list of focus schools in Table 2.

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

Focus School Requirements: 2012 - Ongoing

The Department of Public Instruction (DPI) will provide targeted support to Focus Schools to improve student outcomes. Wisconsin Focus Schools are identified based on significant gaps or low-performing subgroups within three primary measures: reading, mathematics, and graduation. As such, the DPI will require Focus Schools to assess and address instructional practices which impact student outcomes—specifically, outcomes of student subgroup populations—through a self-assessment and reform plan.

Self-assess core instruction and interventions in reading and mathematics

In keeping with Wisconsin's strategic plan to close achievement gaps through the implementation of individualized student learning plans, school staff must assess the school's Response to Intervention (RtI) implementation practices. Schools will conduct this self-assessment using WI RtI Center's School Improvement Review (SIR) and submitted via Indistar, provided by the Center for Innovation and

Instruction (CII). Indistar is a web-based system used with school improvement teams to inform, coach, sustain, track, and report improvement activities. The tool's pre-populated indicators draw upon the vast turnaround literature, including RtI (65 specific RtI indicators), as well as indicators supporting success for individual student populations, such as English language learners (ELLs) (19 indicators), Students with Disabilities (SwD) (10 indicators), and various levels (e.g., high school). (Refer to Appendix 12 to review the specific indicators) In addition, Indistar allows for customization, and DPI intends to enhance the system to better align to Wisconsin's vision of RtI, as well as implementation of the Common Core State Standards (CCSS).

Additionally, WI will draw upon experience using the tool (current SIG schools) to modify the tool to increase efficacy. Specifically, WI will ensure indicators provide concrete actions/strategies that school leadership teams will complete (not an individual) and will drive the school's actions in making progress outlined in the reform plan. Having school-specific data will assist schools in customizing a reform plan that will support implementation and identify different professional development needs that specifically address the individualized strengths and weakness of each school. DPI will provide Indistar training to all Focus Schools to accomplish the following objectives: learn the technical components and capacity of the tool and understand the process for which the tool will be utilized (support, reform planning and modification, and progress monitoring), including revising the plan as needed (based on SEA approval).

Develop and implement a school reform plan to ensure RtI is implemented with fidelity in reading and mathematics

Following completion of the annual self-assessment, districts must ensure each Focus School develops and submits a reform plan aligned to identified needs necessary to improve RtI implementation and academic outcomes for identified student populations via Indistar. To receive approval from DPI, the reform plans must address how each Focus School will implement a school-wide RtI system and must include the following components:

- Coordination of RtI Initiatives. The reform plan must address how districts will coordinate the readiness and professional development of the school's leadership and staff to implement the Wisconsin RtI Framework. This must include ongoing analysis of RtI implementation via Indistar, as well as ongoing training and support around universal curriculum and instructional practices provided by the WI RtI Center and the WI Standards, Instruction, and Assessment (SIA) Center.
- Positive Behavioral Interventions and Supports. The reform plan must address implementation of a school-wide, systematic implementation of Positive Behavioral Interventions and Supports (PBIS). Districts will have access to consultation, training, and ongoing technical assistance from Wisconsin's PBIS Network, developed in coordination with the WI RtI Center. The Wisconsin PBIS Network will provide necessary support to high schools struggling to establish a positive school culture, increase academic performance, improve safety, and decrease negative behaviors. The Wisconsin PBIS Network, in collaboration with the Wisconsin RtI Center, will provide support to Focus Schools regarding PBIS implementation and methods for sustainability.
- Collaborative Planning Time. If necessary, schools must modify the current school schedule to allow grade-level and/or specific content area teams (i.e., reading and mathematics) teachers and support staff to meet frequently in order to review student data and modify instruction and interventions.
- Professional Development. The reform plan must include a calendar of professional development aligned to needs identified within the annual self-assessment. The district must create opportunities for continuous learning through job-embedded professional development to increase all teachers' capacity to implement the reform plan. Training and support must be targeted to universal curriculum and instructional practices, universal screening, and processes or tools for progress monitoring. If necessary, the district may need to revise the teacher and principal evaluation systems and hiring processes to ensure that staff in the school(s) can effectively implement the reform efforts.

- Early Warning Systems. Each district must ensure its Focus Schools implement an early warning system, using available data to target interventions that support off-track students. Through the implementation of an early warning system, schools will identify specific patterns and school climate issues that may contribute to disproportionate dropout rates. The early warning system will rely on student information that exists at the school level and that will exist within the statewide student information system (SSIS), which districts can access beginning in fall 2012.

Reporting RtI implementation progress and student achievement data

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

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

Statewide Data Collection

DPI is currently developing a Statewide Student Information System (SSIS). Districts will begin transitioning to this system in the Fall of 2012 and, as a result, will increase the timeliness of access to reported school level data, allowing districts more time to focus on using data to inform important educational decisions. The implementation of the SSIS will greatly enhance districts' ability to implement effective early warning systems, as it will provide school level student information in a timely manner.

DPI is currently developing WISEdash, a single reporting system which will include reports on student growth percentiles, enrollment, postsecondary enrollment, literacy, and other measures, to replace DPI's current public data reporting systems. This new system will provide more comprehensive data in a more transparent, accessible, and pliable format to allow teachers, schools, and districts to utilize data to inform and differentiate instruction for all students with greater consistency and ease, well beyond identification as a Focus School.

Implementation of the Plans

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

- An online intervention bank of resources that range from intensive interventions to evidence-based practices in reading and mathematics, all of which will align to the Common Core State Standards (CCSS) (August 2012).
- Universal review of reading and mathematics instruction training (June 2012).
- Ongoing development of webinars which include: balanced assessment systems; family engagement; screening and progress monitoring.
- Ongoing development of online Learning Modules targeting the following topics: collaboration, balanced assessment, and high quality instruction. These modules include online videos that highlight best practices, parent and educator handouts, as well as conversation guides. An example of these online modules as well as other online RtI resources can be found at: http://www.wisconsinrticenter.org/.
- Development of a quarterly online newsletter that is forwarded statewide to all key stakeholders to increase awareness and accessibility of the Center's services/resources.

- Development of peer-to-peer network meetings that will be facilitated quarterly by RtI Center staff beginning in Fall 2012. All Focus Schools will be required to send a team of school staff (including the principal) to at least two of these meetings to increase awareness and knowledge of RtI, facilitate networking opportunities, and increase resources at school level.

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

Implementation Plan for Focus Schools (Year 1 and 2)

Action/Event	Objective	Outcomes	Timeline	Party Responsible
Orientation Meeting (required)	Build commitment, strengthen leadership	Understand "label" and receive list of requirements and supports	June 2012	DPI Title I Team
Indistar Training (required)	Resource mapping	Become familiar with Indistar in order to engage in self-assessment to map resources and develop action plan	Year One August/September 2012	DPI Title I Team and Indistar
Foundational Overview – 1 with elementary focus, 1 with secondary focus, principal and leadership team in attendance (required)	Build commitment, strengthen leadership, resource mapping	Understand RtI, begin self-assessment to map resources and develop action plan	Year One October/November 2012, two-day event	RtI Center
Coaching Training – at both school and district level (required)	Build commitment, strengthen leadership	Receive tools to strengthen leadership	Year One 6 separate days throughout 2012-13 school year	RtI Center
Indistar self-assessment in curriculum and instruction, Common Core Standards Training (required)	Increase core high-quality instruction and assessment, resource mapping, action planning	Engage in self-assessment and resource mapping, develop action plan, align instruction and assessment to Common Core Standards	Year One	RtI Center/SIA Center/DPI Content & Learning Team/CESA SIS
Formal Network Meeting (required)	Build commitment, strengthen leadership	Share/Receive support	Year One Two days throughout 2012-13 school year	RtI Center/DPI Title I Team
Visit Demo Sites/Spotlight Schools (optional)	Increase core high-quality instruction and assessment, strengthen leadership	Receive support, strengthen leadership, increase high-quality instruction	Year One During 2012-13 school year	Focus Schools, Demo Sites, Spotlight Schools
Universal Core Reading Instruction/Math Instruction	Increase core high-quality instruction and assessment	Increase high-quality instruction and assessment	Year Two As offered in 2013, three-day event	RtI Center/SIA Center

Action/Event	Objective	Outcomes	Timeline	Party Responsible
Screening and Progress Monitoring (required)	Increase high-quality instruction and assessment, increase expertise with data	Determine how to identify students in need of additional support, increase differentiation of high-quality instruction and assessment	Year Two As offered in 2013, two-day event	RtI Center
Formal Network Meeting (required)	Build commitment, strengthen leadership	Share/Receive support	Year Two Two days throughout 2012-13 school year	RtI Center/DPI Title I Team
Coaching Support – at both school and district level (required)	Build commitment, strengthen leadership	Receive tools to strengthen leadership	Year Two Two separate days throughout 2012-13 school year	RtI Center
Coaching Support – at both school and district level (required)	Increase high-quality instruction and assessment, increase expertise with data, assess and increase quality of interventions	Increase differentiation of high-quality instruction and assessment, support students in need of additional academic support	Year Two As offered in 2013, after Universal Core Instruction event, one day	RtI Center
Visit Demo Sites/Spotlight Schools (optional)	Increase core high-quality instruction and assessment, strengthen leadership	Receive support, strengthen leadership, increase high-quality instruction	Year Two During 2012-13 school year	Focus Schools, Demo Sites, Spotlight Schools

Flexibility in the use of Title I funds

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

State Support for Focus Schools

Wisconsin RtI Center

DPI, in collaboration with the 12 regional cooperative educational service agencies (CESAs), developed and funds a statewide RtI Center. The Wisconsin RtI Center provides high quality professional development and technical assistance and will play a critical role in providing training, expertise, and support to each school and their district. The DPI established the Wisconsin RtI Center to support schools through the phases of RtI implementation to increase success, as well as sustainability. Wisconsin is one of a small number of states to establish, develop, and utilize a comprehensive, statewide RtI Center. The Wisconsin RtI Center exists to develop and provide high quality professional development and training opportunities, as well as to gather, analyze, and disseminate DPI's implementation data to enhance RtI implementation statewide (see Figure 2.1).

Figure 2.1

The Wisconsin RtI Center developed a continuum of technical assistance and training to implement RtI. Focus School staff will be required to attend the following training sessions:

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

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

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

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

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

The RtI Center will also add two additional full-time positions targeting Culturally Responsive Practices and students with disabilities. The addition of these positions will provide additional expertise and will be instrumental in coordinating PD targeting these populations, state-wide. The responsibilities of these positions include:

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

This position will:

- Research effective aspects of culturally responsive multi-level systems of support
- Coordinate infusion of a culturally responsive focus in all RtI Center/PBIS Network PD and technical assistance (TA)
- Coordinate the transition and scale-up of Culturally Responsive Classroom Practice
- Coordinate adaptation or creation of needed additional PD and TA
- Coordinate demonstration sites piloting culturally responsive systems and plan for scale-up of practices
- In-depth knowledge of all PD and TA offered through the Center
- Closely collaborate with DPI consultant for culturally responsive practices

Students with Disabilities/At Risk Services (one additional FTE): Professional development will be created and delivered to provide the supports necessary to increase the academic and behavioral success of students with disabilities. Supports will be targeted at the school and CESA level. Supports will focus on student access to the universal curriculum as well as intensive supports and interventions.

This position will:

- Coordinate creation and delivery of PD and TA on access to universal curriculum and instruction (differentiation, accommodations/modifications, etc.)
- Coordinate creation and delivery of PD and TA on intensive academic and behavioral interventions, standards-based individualized education programs (IEPs), and universal design for learning
- Develop resources that address progress monitoring toward IEP goals and team teaching
- Closely collaborate with DPI consultant for special education academic improvement (TBD)

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

Standards, Instruction, and Assessment Center

Currently in development, the Standards, Instruction, and Assessment (SIA) Center, based on the successful model of the WI RtI Center, will centralize content experts focused on development of high-quality, standardized resources and training plans available at low- to no-cost across the state in partnership with Institutes of Higher Education. Recognizing that the RtI Center has successfully promoted "how" to implement quality instructional programming through modifications to schools' and districts' systems and structures, DPI is developing a Standards, Instruction, and Assessment Center to work in tandem with the RtI Center as a means to inform districts and schools about "what" constitutes quality instructional programming. Specifically, the Center will synthesize existing best practices and research-based interventions, as well as play a critical role in providing systematic professional development and resources statewide. For example, the SIA Center will be pivotal in the statewide roll-out of the Common Core Statewide Standards, including data-based decision making and assessment practices that improve learning and inform instruction.

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

Flexibility in the use of Title I funds

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

After Four Years of Implementation

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

If, after four years of reform and Focus School status, the school does not exit Focus School status, DPI will increase the level of involvement at the state level to become much more prescriptive with regard to the school requirements. Rather than requiring schools to conduct a self-assessment, a team of DPI and RtI Center staff will conduct an onsite school diagnostic review to thoroughly evaluate the level and quality of RtI implementation. The diagnostic review will focus on the following key elements:

- Strong leadership
- Team approach (leadership and staff/teachers sharing a common vision; collaboration; communication)
- Curriculum, instruction, and assessment aligned with state standards
- Data informed instruction
- Focused professional development (addressing areas of need identified in needs assessment; research-based interventions; evaluation of PD) / ongoing evaluation of instruction and interventions
- Safe school environment
- Engagement of families and stakeholder buy-in (family/community involvement)

Upon completion of the review, DPI will provide specific requirements for staff training addressing student interventions, assessments, and instructional methods which directly align to findings from the onsite review and are consistent with needs identified in the data for specific student groups. For example, DPI consultants with expertise in ELL educational programs will provide expertise and technical assistance to schools identified due to low performance of ELL students. Additionally, all RtI practices must be approved by the appropriate DPI expert (special education, ELL, reading, mathematics). Depending on the need(s), these schools may be required to implement reforms similar to Priority Schools including extended learning opportunities, placement of highly skilled educators and leaders, and family engagement. In addition, DPI's role/presence will increase in these schools, in terms of monitoring and support, which will consist of onsite diagnostic review, monthly review of the Indistar online system, fiscal monitoring, data reviews, and on-site visits.

Rationale for Focus School Requirements

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

Literature Review

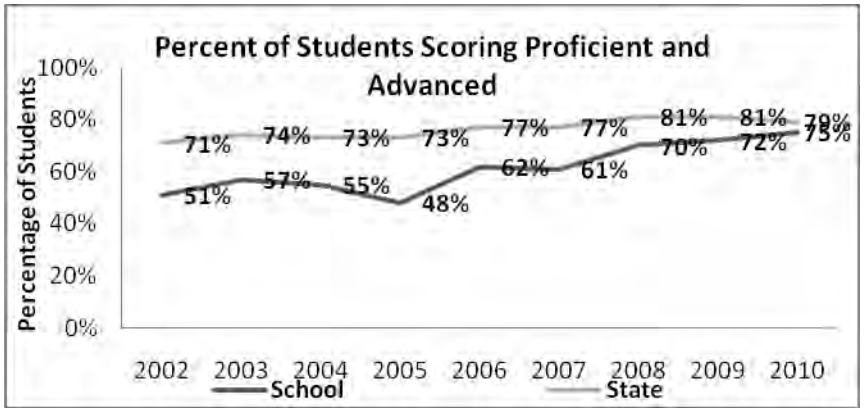
The National Center on Response to Intervention's research shows that implementation of the RtI framework with ELLs, particularly those who are Spanish-speaking, improves English literacy. Brown and Sanford[11] (2011) explain that "few intervention programs have included ELLs in their norming samples" (as cited in Hughes. C., & Dexter, D., 2010). Therefore, educators must use what is currently known regarding effective instruction in literacy for ELLs at all grade levels of the multi-level prevention system.

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

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

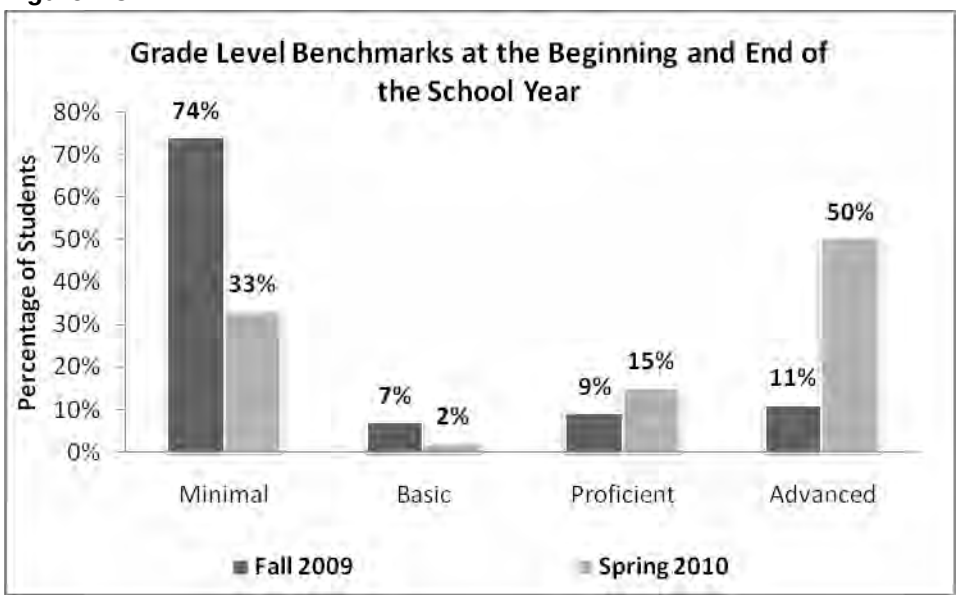
[11] For a full literature synthesis of RtI, including citations, please see Appendix 16

Figure 2.2.



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

Figure 2.3.



Students with Disabilities

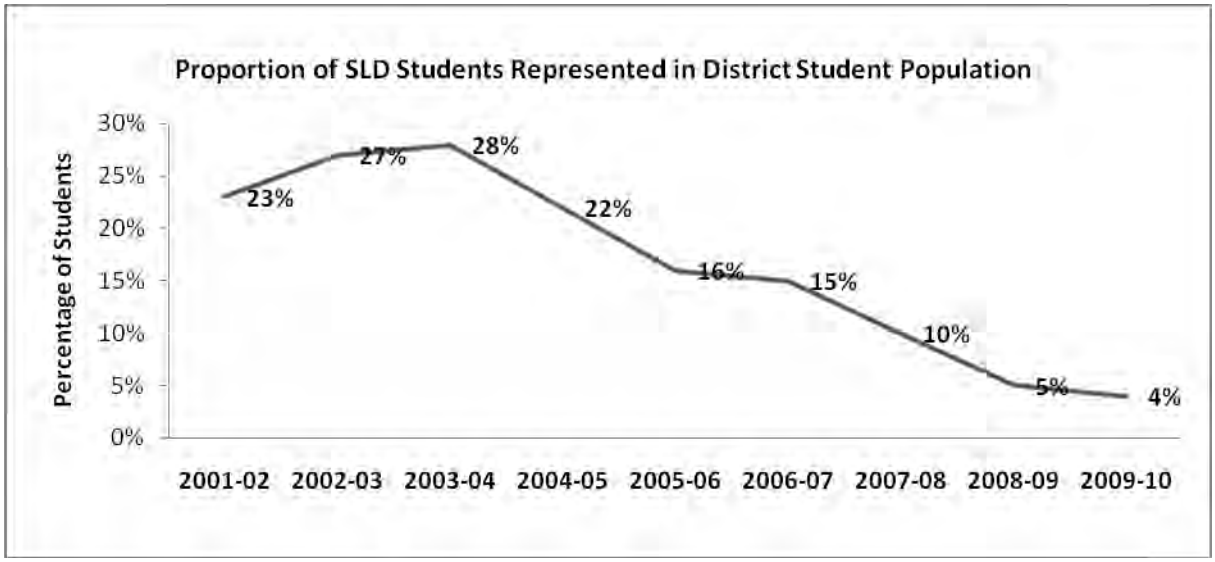
Six of the 16 studies analyzed by Hughes and Dexter[12] reported data on the effects of their programs on special education referral and/or placement rates. Bollman and colleagues (2007) examined the "effect of the St. Croix River Education District (SCRED) model on the rate of identification for special education services" (as cited in Hughes. C., & Dexter, D., 2010) and reported that placement rates dropped from 4.5 percent to 2.5 percent over a 10-year period. They indicate that the statewide prevalence rate over the same time period dropped from 4 percent to 3.3 percent. Calendar (2007) reported that placements decreased by 3 percent for "districts with at least one RBM school," whereas the state rate decreased by

[12] For a full literature synthesis of RtI, including citations, please see Appendix 16

1 percent. Marston and his co-authors (2003) "indicated that special education placement rates stayed constant over time for Minneapolis problem-solving model schools," as did the district as a whole (as cited in Hughes. C., & Dexter, D., 2010). Peterson, Prasse, Shinn, and Swerdlik (2007) reported similar information: Referrals and placements stayed relatively stable over time after RtI implementation. O'Connor et al. (2005) examined the "effect of the tiers of reading intervention model on placement rates" (as cited in Hughes. C., & Dexter, D., 2010). They found that during the four years of implementation, rates fell to 8 percent compared to an historical contrast group (same schools, same teachers) for which the rate was 15 percent. Finally, VanDerHeyden and colleagues (2007) reported that "for the four schools included in their study, there was a decrease in referrals and an increase in placements" (as cited in Hughes. C., & Dexter, D., 2010). The authors interpreted this pattern as an indication of more appropriate referrals.

- Similarly, one Wisconsin elementary school reduced the number of students identified as specific learning disability (SLD) as a proportion of the total number of students in the district by 83 percent (23 percent as compared to 4 percent) across the past nine years since the implementation of RtI (see Figure 2.4). Specifically, the proportion of SLD students increased temporarily after the implementation of a universal screening process. Upon the implementation of high-quality interventions and processes to monitor the progress of students identified using the screening assessment, the proportion of students identified as SLD reduced dramatically. These findings illustrate the inability to properly identify struggling students without an adequate screening system (represented with the 15 to 18 percent growth in the proportion of students identified after implementation of the screener). The findings also point to the over identification of struggling students as students with disabilities (SwD) or SLD without implementation of a balanced assessment system aligned to appropriate resources/interventions as represented by the dramatic decrease (75 percent) in the proportion of identified students upon implementation of a balanced RtI system in 2005-06 (see Figure 2.4).

Figure 2.4.



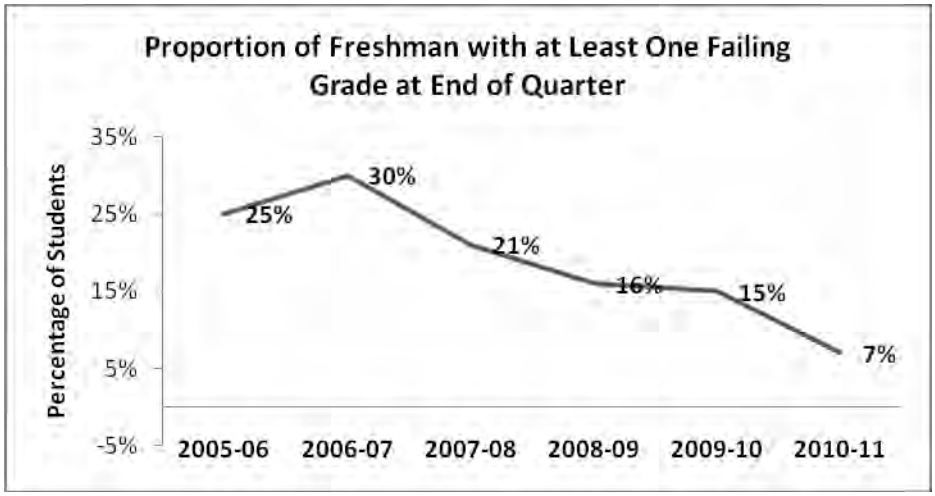
Secondary Schools

M. Burns, Ph.D., at the University of Minnesota, conducted a literature synthesis for the National Association of Secondary School Psychologists (NASSP) regarding the use of RtI in secondary school settings. Burns explained that the research has consistently found RtI initiatives "lead to gains in student achievement and schoolwide improvements, such as reduced referrals to and placements in special education and a higher rate of students scoring proficiently on state tests" (Burns, Appleton, and Stehouwer, 2005). Windram, Scierka, and Silberglitt (2007) described two secondary programs and found "a 66 percent proficiency rate on a group-administered accountability test among the 18 high school students who were considered at risk for failing the tests and who participated in the pilot RtI

project" (as cited in Burns, M., 2010). In addition, "the average growth rate on a group-administered test for those students was more than three times the national average among students in grade nine and more than five times their growth from the previous year" (as cited in Burns, M., 2010). A similar program for mathematics in grade eight led to growth rates that exceeded the national average by a factor of almost six (Windram, Scierka, and Silberglitt, 2007). Finally, the Heartland Area (Iowa) Education Agency 11 (2004) published extensive data regarding its well-known RtI approach and found "high rates of proficiency among middle level and high school students," but perhaps more important, it reported a drop-out rate of less than 2 percent, which is well below the national average (as cited in Burns, M., 2010).

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

Figure 2.5.



Academically Related Behaviors

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

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

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

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

Focus School Exit Criteria

DPI will identify Focus schools every four years. Focus schools are able to exit Focus status prior to the end of their four-year improvement cohort, provided they demonstrate the following:

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

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

Focus schools can meet their exit criteria by meeting their subgroup AMO for two consecutive years. However, given that this is a highly ambitious goal, schools can also meet by being on a *trajectory* to meet their future AMOs. This exit criterion is defined in terms of schools showing strong enough growth to meet their 2015-16 AMO, the end of the four year cohort.

The Trajectory AMO is calculated individually for each school and subgroup, using the identification year (2011-12) as the baseline for calculating a trajectory to the AMO in the final year of the cohort (2015-16.) This is done by finding the average yearly gain in proficiency that a school needs to make in each of its subgroups, which is equal to one quarter of the difference between the subgroup's target AMO, and the subgroup's 2011-12 proficiency rate. A school's 2012-13 Trajectory AMO for each subgroup would then be equal to that school's 2011-12 subgroup proficiency rate **plus** that school's average yearly gain for each subgroup. A school's 2013-14 Trajectory AMO for each subgroup would be equal to that school's 2011-12 subgroup proficiency rate **plus** two times that school's average yearly gain for each subgroup; etc.

DPI believes that allowing schools multiple ways to meet their exit criteria strikes a balance between ambitious and achievable, as it requires high levels of achievement or high levels of growth from schools in Wisconsin that have targeted areas for improvement.

The following table shows the average subgroup performance across all Focus schools in reading and mathematics. To give an indication of the amount of progress required by each subgroup, DPI has provided an average subgroup AMO and Trajectory AMO. This table illustrates the marked increases required of schools to exit Focus status. Please note that both the AMO and Trajectory AMOs for Focus schools will be individually based on their subgroup performance and that this table is an indication of the average progress schools will need to demonstrate.

Table: Focus Exit Criteria 1 (AMO)
Compared With Focus Exit Criteria 2 (Trajectory AMO)

Reading					
Subgroup	**2011-12 Focus School Average Proficiency**	**2012-13 Exit Criteria 1: Subgroup AMOs**	**2012-13 Exit Criteria 2: Average Focus School Trajectory AMO**	**2013-14 Exit Criteria 1: Subgroup AMOs**	**2013-14 Exit Criteria 2: Average Focus School Trajectory AMO**
Asian	22.9%	36.8%	30.0%	40.1%	37.0%
Black	11.9%	25.0%	20.0%	31.2%	28.0%
Hispanic	11.9%	28.0%	20.2%	33.5%	28.5%
American Indian	18.4%	31.5%	27.0%	36.2%	35.6%
White	29.7%	44.4%	34.9%	45.8%	40.1%
English Language Learners	5.2%	23.0%	14.7%	29.7%	24.2%
Students with Disabilities	9.7%	25.8%	18.3%	31.8%	26.9%
Economically Disadvantaged	12.6%	29.8%	20.6%	34.8%	28.7%
Mathematics					
Subgroup	**2011-12 Focus School Average Proficiency**	**2012-13 Exit Criteria 1: Subgroup AMOs**	**2012-13 Exit Criteria 2: Average Focus School Trajectory AMO**	**2013-14 Exit Criteria 1: Subgroup AMOs**	**2013-14 Exit Criteria 2: Average Focus School Trajectory AMO**
Asian	33.3%	54.0%	41.3%	56.8%	49.3%
Black	17.3%	33.4%	27.5%	41.4%	37.7%
Hispanic	23.4%	39.9%	32.4%	46.2%	41.5%
American Indian	29.2%	41.5%	38.8%	47.4%	48.4%
White	40.2%	57.5%	46.5%	59.5%	52.7%
English Language Learners	16.6%	37.8%	27.2%	44.7%	37.8%
Students with Disabilities	14.7%	35.6%	25.5%	43.0%	36.4%
Economically Disadvantaged	21.8%	41.4%	31.2%	47.4%	40.6%

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

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

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

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

Total # of Title I schools in the State: 1,183
Total # of Title I-participating high schools in the State with graduation rates less than 60%: 0

Key	
Reward School Criteria: **A.** Highest-performing school **B.** High-progress school **Priority School Criteria:** **C.** Among the lowest five percent of Title I schools in the State based on the proficiency and lack of progress of the "all students" group **D-1.** Title I-participating high school with graduation rate less than 60% over a number of years **D-2.** Title I-eligible high school with graduation rate less than 60% over a number of years ➢ Tier I or Tier II SIG school implementing a school intervention model	**Focus School Criteria:** ➢ Has the largest within-school gaps between the highest-achieving subgroup(s) and the lowest-achieving subgroup(s) or, at the high school level, has the largest within-school gaps in the graduation rate ➢ Has a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate ➢ A Title I-participating high school with graduation rate less than 60% over a number of years that is not identified as a priority school

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

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

The Department of Public Instruction (DPI) encourages continuous improvement in ***all*** other Title I schools. To improve student and school outcomes across the state, DPI has developed an extensive menu of targeted resources and services designed to support increased achievement in schools failing to meet annual measurable objectives (AMOs), as well as improve Title I programming in all other Title I schools. The following sections describe these supports in greater detail.

SUPPORTING TITLE I SCHOOLS FAILING TO MEET ANNUAL MEASURABLE OBJECTIVES
Prior to approval of its ESEA consolidated application, DPI will require any district with schools failing to meet their AMOs for all students or student subgroups to align Title I funds to missed AMOs. Until satisfactorily meeting this expectation, DPI consultants will not approve district applications.

Required Interventions
When reviewing the ESEA consolidated application of a district with schools failing to meet AMOs, DPI Title I consultants will ensure the district has allocated Title I funds to specific activities designed to improve student outcomes (i.e., *approved interventions* and *professional development*). The districts must demonstrate or justify how the selected activities will improve achievement in areas of identified need within these schools.

State-Approved Interventions
Districts with schools failing to meet AMOs must implement instructional interventions selected from a menu of state-approved, evidence-based, proven resources and interventions. Informed by the work of Dr. Allen Coulter, a national expert in early intervening services and improving outcomes for students with disabilities, as well as his team of contracted national experts with expertise in literacy, math, behavior, RtI systems, and bilingual instruction, DPI has begun developing an initial list of interventions. The state will continue to identify state-approved, evidence-based, proven resources and interventions meeting specific criteria (i.e., similar to the criteria used by the National RtI Center) from highly regarded sources (e.g., National RtI Center and the What Works Clearinghouse). Additionally, DPI will continue to create resources and strategies to address common needs within schools failing to meet AMOs that existing resources often do not address (e.g., proven high school interventions—as opposed to proven interventions used in high school, culturally responsive practices, etc.) in an effort to ensure all students, including SwDs and ELLs, graduate ready for college and career.

Preliminary List of Approved Interventions (DRAFT)

Subject Area	Elementary and Middle School		Secondary	
	Tier 2	Tier 3	Tier 2	Tier 3
Reading	• Academy of Reading • Academy of Reading by EPS • Excel in Reading Through Technology • LIndamood Phonemic Sequencing • Literacy Navigator • My Reading Coach • Peer Assisted Learning Strategies (PALS) • Ramp up Literacy • Reading Toolkit • Strategic Intervention Model • Tesoros de Lectura - Intervencion • Wilson Reading SYStem • Word Journeys • Words Their Way	• SRA Skillbuilder	• Academy of Reading • My Reading Coach • Strategic Intervention Model	--
Math	• America's Choice Math Navigator • Building Blocks for Math • Cognitive Tutor • Computation of Fractions • Computation of Integers • Fraction Nation • Go Solve • Hot Math • Odyssey Math • Ramp it UP • Solve It! • Solving Equations • TransMath • Voyager Math	• Algebraic Thinking • Math U See • Number Worlds	• Math U See • Odyssey Math • Transition Mathematics • TransMath	--
Writing	• Writing Aviator	--	--	--

Professional Development

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

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

- Supporting Students with Disabilities
  To support schools' efforts in improving instruction for students with disabilities, DPI developed self-assessments which provide the necessary structure and resources for districts and schools to conduct in-depth data analyses that lead to a comprehensive plan to improve student outcomes for SwDs. Additionally, DPI provides guidance online regarding the process of writing IEPs aligned to standards, resources for each of the 20 indicators in the State Performance Plan (SPP), links to recorded online modules and webinars, a calendar of professional development and technical assistance spanning the year, strategies for increasing accessibility across the content areas, and resources to enhance parent involvement and understanding of their child's educational progress. Schools missing AMOs for students with disabilities must consult with DPI special education consultants to determine which, if any, of these available resources will best support local efforts to improve student outcomes.

- Supporting English Language Learners
  With an increasing population of ELLs across the state, DPI recognized the need to hire education consultants with expertise in instructional strategies to support language acquisition and ELLs. As such, DPI hired consultants to review agency resources, materials, and systems of support to ensure they were adequate, appropriate, and effective for the language learning population. Additionally, these education consultants provide technical assistance to stakeholders in the field and align them to appropriate resources as necessary and requested. A large proportion of the technical assistance provided, in collaboration with the CESAs and WIDA, address:
    - English language development standards;
    - Differentiated instruction for ELLs;
    - Academic content language for ELLs;
    - ACCESS for ELLs; and
    - Title III technical assistance

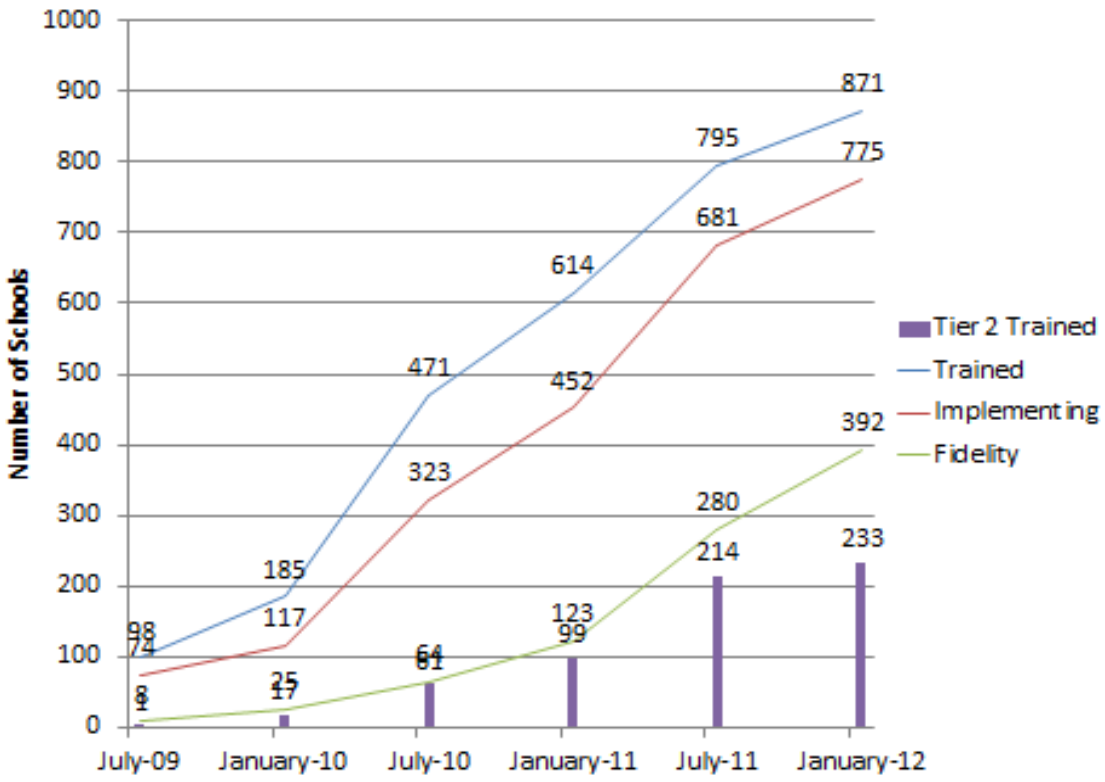
  As the population of ELLs increases each year, the number and quality of professional development addressing instructional practices to support improved outcomes for ELLs has also increased statewide. The following provide examples of some professional development opportunities offered during 2011-12:
    - Principles of Effectiveness: Best Practices for ELL Instruction and Programming;
    - Reading, Writing, Thinking: Literacy Instruction for ELLs;
    - Leveraging Technology to Support ELLs;
    - Common Core and More: Making the Right Connections for Language and Academic Achievement of ELLs;
    - Designing Formative Assessments to Promote ELL Achievement;
    - Data Discovery: Understanding and Using ACCESS for ELLs and GREAT for ELs;
    - Data to Promote Success and Achievement;
    - Supporting ELLs in Mainstream Classrooms;
    - RtI for ELLs and Culturally Responsive Practices;
    - Supporting ELLs in Early Childhood settings; and
    - Involving Parents and Families of ELLs in their education

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

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

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

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



Standards, Instruction, and Assessment Center
As previously noted, Wisconsin is currently developing a Standards, Instruction, and Assessment (SIA) Center that will provide content experts focused on the development of high-quality, standardized resources, and training plans. Districts with schools failing to meet AMOs will have guaranteed access to these resources at low- to no-cost. The SIA Center will serve as a separate, but connected, entity funded in part by DPI. The key priorities of the Center include:

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

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

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

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

Common Core State Standards
In 2010, Wisconsin became the first of 40 states to adopt the Common Core State Standards (CCSS) in mathematics, language arts, and literacy across disciplines. Developed in collaboration with numerous stakeholders, the CCSS emphasize 21st Century Skills embedded within expectations for the understanding and application of rigorous core content knowledge. In collaboration with two multi-state consortia, Wisconsin is currently developing new CCSS for science and social studies. DPI provides online resources and guidance to ensure districts and schools implement the CCSS with fidelity. Specifically, online resources address Wisconsin's Guiding Principles for Teaching and Learning, local implementation of CCSS, curricular alignment, assessments, and instructional practices. When a school fails to meet its AMOs in any given subject, the Title I education consultant will align the school and its district to *subject-specific online resources, online forums,* and *professional development* as appropriate.

Online Resources
In order to support the implementation of the Common Core State Standards and high quality instructional practices, DPI's Content and Learning team provides subject-specific online resources.

English language arts. The Department of Public Instruction (DPI) addresses curriculum, instruction, and assessment in English language arts in many ways:

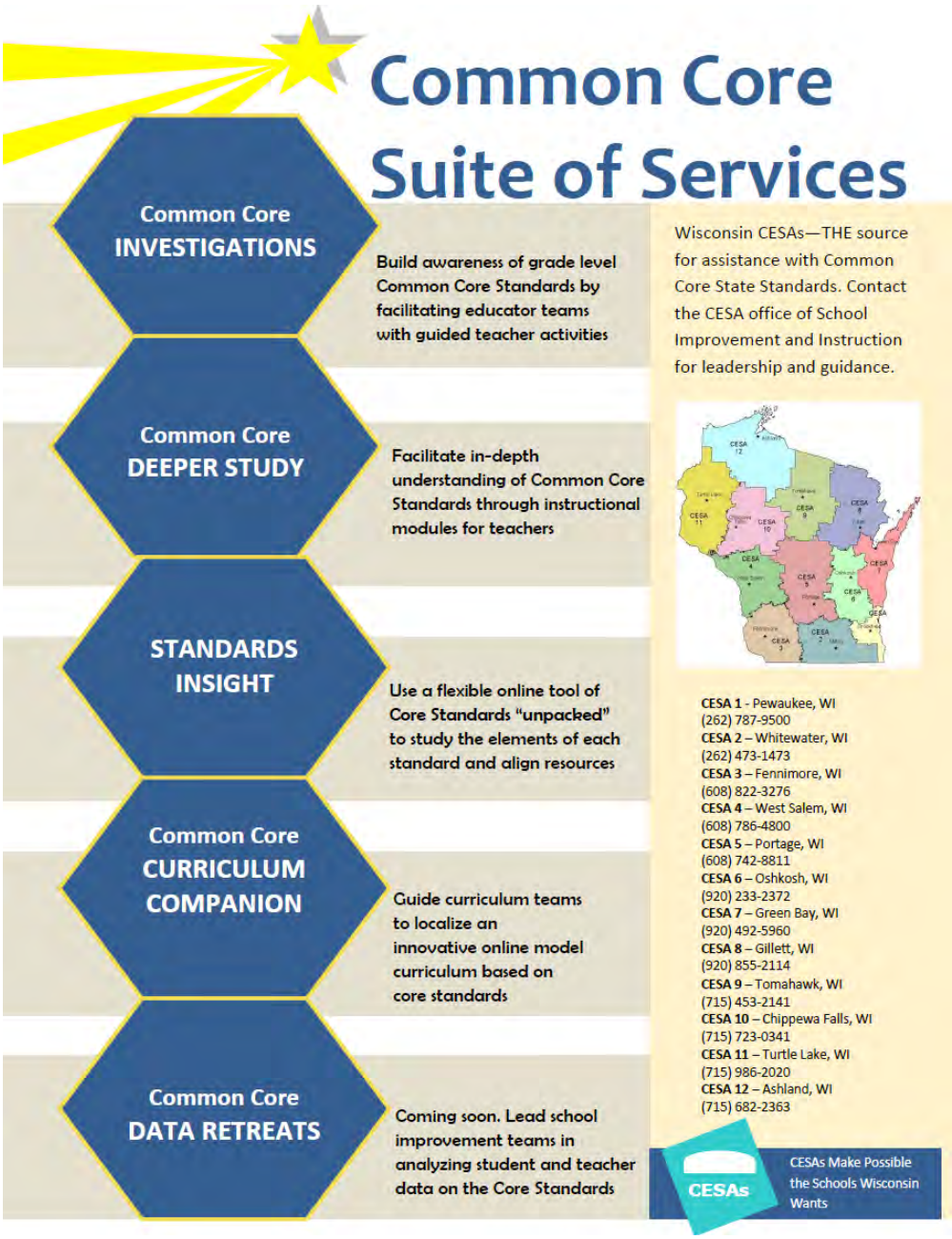
- Disseminating and supporting application of the Common Core State Standards for English Language Arts as frameworks for state and local efforts related to the four content standards:
  - Reading
  - Writing
  - Speaking and Listening
  - Language
- Publishing and disseminating current research, theory, and best practices through publications such as:
  - Planning Curriculum in English Language Arts
  - Classroom Activities in Listening and Speaking
  - Planning Curriculum in Classroom Drama and Theatre
- Providing leadership and consultation to local districts related to curriculum development and instructional planning.
- Working with state, regional, and national professional communities on shared goals.
- Supporting professional development for teachers and teacher educators.

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

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

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

Professional Development
DPI has partnered with the twelve regional cooperative educational service agencies (CESAs) to provide districts CCSS training in a systematic, efficient manner. The CESAs provide a "suite of service," designed in collaboration with DPI, to districts in their region. District teams then implement a "train-the-trainer" model locally to increase staff's understanding of the new standards. Initial trainings provided Wisconsin educators with the foundational overview of the CCSS, followed by more in-depth analysis of the standards to ensure Wisconsin educators have a deep understanding. These training opportunities will continue, as the CESAs guide district teams through curriculum development and implementation. Districts with schools failing to meet AMOs will have priority when registering for these training sessions.



Statewide Title I Network

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

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

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

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

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

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

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

2.G Describe the SEA's process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, including through:

- timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools;
- ensuring sufficient support for implementation of interventions in priority schools, focus schools, and other Title I schools identified under the SEA's differentiated recognition, accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources); and
- holding LEAs accountable for improving school and student performance, particularly for turning around their priority schools.

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

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

In order to optimize local capacity, technical assistance and resources must be accessible to districts and schools. DPI will build the capacity of districts and their identified schools to successfully implement reform initiatives with a comprehensive system of support, which will include DPI-approved turnaround partners, a DPI liaison, the Wisconsin Response to Intervention (RtI) Center, and other networking opportunities. DPI will actively monitor districts and schools, particularly those with low performance and/or large achievement gaps, to ensure that schools and districts implement planned reforms effectively and with fidelity. DPI's system also includes accountability measures for districts and schools that are not successful in improving student learning. This combination of additional resources and support, consistent monitoring, and accountability will lead to improved student outcomes, particularly in Priority and Focus Schools. Lastly, Wisconsin plans to increase its capacity and expertise in supporting all Title I schools in the state through a reallocation of its resources and utilization of outside expertise.

New Consolidated ESEA Application
In the 2012-13 school year, DPI will roll out a new Consolidated ESEA Application DPI designed to generate greater transparency while reducing burden at the state and local levels related to the application and claiming process. Districts will submit claims electronically, as opposed to the current paper process. Once the initial applications are submitted and approved for the 2012-13 school year, DPI estimates that the agency and districts will conserve substantial amounts of time. DPI plans to reallocate Title I consultants' additional time to provide more frequent assistance to school districts across the state as they implement Title I programs. Consultants will have greater access to district and school data through the implementation of the new Accountability Index and Report Cards and this information will inform consultants' conversations with districts regarding areas of identified academic and instructional needs, as well as their subsequent plans for use of ESEA funds to support school and district improvements in these areas.

Indistar
Although DPI will require identified schools to utilize Indistar (an online planning, monitoring, and coaching tool), the DPI will make the tool available to any interested school or district at no cost. The implementation of Indistar statewide builds consistency of expectations and reduction of duplication across the state. Informed by lessons learned using the tool in school improvement grant (SIG) schools, DPI intends to continually modify and improve the tool to ensure all key elements of the new accountability system, as well as best practices, are embedded within the system to allow all schools across the state the ability to monitor their progress towards full implementation of research-based practices designed to improve student and school outcomes.
Existing Expertise

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

Statewide Networks
Recently, the DPI has brought together all of its key statewide networks, including the Wisconsin RtI Center, School Improvement Services (SIS), Regional Service Network (RSN), and Title I Network, in order to systematically provide updates regarding the agency's developing initiatives, as well as a way to build collaboration between the networks in an effort to systematize the statewide efforts and provide technical assistance and professional development in an efficient and effective manner. DPI has

committed to ensuring all districts across the state receive adequate, equitable support while reducing the duplication of services provided by the various networks.

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

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

- **Title I Application**. District Title I coordinators can consult with CESA staff regarding Title I law, programming, reporting requirements, and monitoring, as it applies to their program planning and grant application processes.
- **Title I Coordinator Leadership Development**. District Title I coordinators are provided information and resources through a Title I coordinator orientation, one-on-one technical assistance, and regional meetings. This support is designed to enhance the quality of Title I programs in all districts and ensure implementation of effective programming.
- **Professional Development**. Biennially, DPI conducts a statewide assessment of Title I professional development needs and uses that data to shape requirements for CESA services. The inter-agency agreement between DPI and CESA mandates that the CESAs provide professional development that fits the statewide identified needs as well as regional needs.
  - Align professional development with statewide and local needs
  - Use statewide survey results to drive professional development requirements at each CESA
  - Dictate professional development offerings so they are consistent between CESAs; professional development offerings will align with identified themes provided by DPI (such as structuring Title I within RtI systems, Title I interventions in literacy and mathematics, Title I instruction and Common Core State Standards)
  - Communicate correlation between expressed needs and professional development offerings statewide via DPI and CESA websites, newsletters, etc.
  - Annually assess the needs of each CESA and biennially assess the needs statewide to ensure that the professional development offerings consistently meet the expectations and the needs of Title I schools
  - Examples of professional development provided by the Title I Network include Leveled Literacy Interventions, Math Strategies that Motivate and Engage Students, Add+Vantage: Math Recovery, Matching Kids to Text: Choosing Appropriate Books for Students, and the Title I Paraprofessional Development Series.
- **Response to Intervention**. Beginning in 2012-13, Title I Network contracts with DPI will require CESAs to provide more targeted support to schools to improve student achievement or narrow achievement gaps. Network representatives will provide the Wisconsin RtI Center trainings to districts in their respective CESA. Network contracts will specify that CESA Title I staff attend RtI trainings, where applicable, provided by the Wisconsin RtI Center and will serve as a primary point of contact for RtI in their region.
- **Resources and Collaboration**. The Title I Network also connects district staff to pertinent information and resources regarding local and statewide initiatives and agencies supporting Title I programming to improve student outcomes.
- **School incentives for utilizing the Statewide Title I Network.** CESAs can partner with Institutions of Higher Education (IHE) to offer credits for professional development so that teachers can renew their license/advance on the salary scale. CESAs will offer professional development “strands” to address the most common Professional Development Plan (PDP) goals so that teachers can advance/renew their license(s).

RtI Center
As previously mentioned, Wisconsin will be partnering with the statewide RtI Center to provide targeted professional development and technical assistance to Focus Schools. In addition, the DPI will fund additional staff positions to increase the Center's capacity to assist in supporting these newly identified schools (2 FTE), as well as all other Title I schools in need of assistance across the state (1 FTE). The new staff will assist the Center with the roll-out of coordinated professional development sessions, collaborate with CESA staff including the Title I Network in the development of resources (e.g., new online modules, seminars), and build capacity for Focus Schools as well as any other schools interested in the Center's services, statewide.

New Expertise
Turnaround Partners
Beginning in the 2012-13 school year, the DPI Title I team will also begin to utilize the expertise of external Lead Turnaround Partners operating in Priority Schools, such as learning from existing challenges and barriers to implementation of reforms, as well as strengths which can be replicated to support Title I schools across the state. Additionally, DPI will analyze district and school diagnostic reviews conducted in Priority Schools in an effort to identify potential programming needs and instructional trends across the state. Title I consultants will use results of the analyses to actively address identified areas of need within Title I schools across the state.

Standards, Instruction, and Assessment Center
Currently in development, the Standards, Instruction, and Assessment (SIA) Center, based on the successful model of the WI RtI Center, will centralize content experts focused on development of high-quality, standardized resources and training plans available at low- to no-cost across the state in partnership with Institutes of Higher Education. Recognizing that the RtI Center has successfully promoted "how" to implement quality instructional programming through modifications to schools' and districts' systems and structures, DPI is developing a Standards, Instruction, and Assessment Center to work in tandem with the RtI Center as a means to inform districts and schools about "what" constitutes quality instructional programming. Specifically, the Center will synthesize existing best practices and research-based interventions, as well as play a critical role in providing systematic professional development and resources statewide. For example, the SIA Center will be pivotal in the statewide roll-out of the Common Core Statewide Standards including data based decision making and assessment practices that improve learning and inform instruction.

Comprehensive Monitoring of and Support for Priority Schools

DPI will implement its recently enhanced system of monitoring and support for school improvement grant (SIG) schools in all Priority Schools. The system will consist of *onsite diagnostic reviews and assistance from turnaround partners, the Indistar* online system*, a DPI liaison, fiscal monitoring, data reviews,* and *site visits*.

Turnaround Partners. DPI will approve turnaround partners for Priority Schools that demonstrate evidence of experience and expertise in successful reform initiatives. Under contract with DPI, the experts will assess the schools' core instructional program (specifically reading and mathematics), teacher collaboration, data systems, progress monitoring methods, and supports for struggling learners. Based on the diagnostic review findings and in collaboration with the turnaround partner, districts with Priority Schools will develop and submit for DPI approval a school reform plan for each Priority School in the district.

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

The criteria will include, but not be limited to, the following items:

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

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

Indistar. DPI will require districts with Priority Schools to submit their school reform plan using Indistar. Indistar is an online system aligned to the turnaround principles and designed to monitor the progress of the implementation of school reform plans. DPI Title I and School Support team staff will review plans submitted via Indistar and communicate with Priority Schools and their districts regarding missing, incomplete, or inadequate plans for each indicator of success. In addition to providing a means for DPI to monitor each district's level of implementation of reforms, this process will facilitate the introduction of instructional program planning at the district and school level, resulting in modifications aligned to ongoing assessments of need and the implementation of reforms, which the district can sustain at no cost after exiting Priority status.

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

Fiscal monitoring. DPI will provide ongoing fiscal oversight of expenditures submitted by Title I districts serving Priority Schools to ensure claims match activities included within approved budgets.

Data reviews. DPI will conduct monthly data reviews to ensure that schools and districts make progress towards their goals. DPI will require districts to submit student achievement and school climate data for each of their Priority Schools. DPI staff will discuss progress towards goals, as evidenced by data, as well as concerns regarding objectives illustrating stagnant or minimal progress. DPI will require district and school staff to identify and communicate strategies to modify existing plans and practices in order to address concerns and improve academic outcomes. This process will facilitate data reviews at the district level, resulting in modifications to instructional programming aligned to ongoing assessments of need, which the district can sustain at no cost after exiting Priority status.

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

District monitoring visits. DPI currently implements a risk-based, onsite monitoring system of all Elementary and Secondary Education Act (ESEA) grants. Districts are selected for onsite monitoring by a DPI-organized team based on the size of the district allocations in Title I, II, and III, frequency of fiscal audit findings, and concerns about the district plans submitted in the ESEA application. Under the new accountability system, DPI will also prioritize districts with Priority Schools for ESEA monitoring. While a significant component of the district monitoring system is compliance with federal law, it also results in targeted technical assistance to improve the effectiveness of services provided to students, staff, and families.

Comprehensive Monitoring of and Support for Focus Schools. The DPI determined Focus Schools' status based on specific criteria identifying the largest gaps across subgroups. Because Focus Schools are identified based on low performance of specific subgroups, DPI will require the implementation of RtI, which will provide differentiated, individualized instruction to meet the specific academic needs of prioritized student populations within schools. DPI will monitor the implementation of these practices to ensure that Focus Schools and their districts implement appropriate practices necessary to improve the academic outcomes of prioritized student subgroups. Through these practices, Focus Schools and their districts will build their capacity to align students to differentiated resources which meet individual student needs identified through extensive monitoring processes which can continue after exiting Focus School status to ensure that the academic performance of prioritized student subgroups continually improves.

Indistar. DPI will require districts with Focus Schools to submit their school reform plans for approval using Indistar, an online system designed to monitor the progress of the implementation of school reform plans. The DPI Title I and School Support team will review plans submitted via Indistar and communicate with Focus Schools and their districts regarding missing, incomplete, or inadequate plans for each indicator of success. DPI will also provide technical assistance for Focus Schools through Indistar's coaching feature. This allows DPI coaches to provide feedback and commentary on the school's plan. In addition to providing a means for DPI to monitor each district's level of implementation of reforms, this process will facilitate the introduction of instructional program planning at the district and school level, resulting in modifications aligned to ongoing assessments of need and the implementation of reforms, which the district can sustain at no cost after exiting Focus status.

*RtI Center. T*he Wisconsin RtI Center will be the primary source of technical assistance for Focus Schools. Regional experts in RtI implementation are available statewide to provide training and consultation. For a complete description of the services to be provided to Focus Schools, see 2.E.iii.

Funding Flexibility

DPI intends to allow LEAs funding flexibility for funds currently used under ESEA to support the requirements for Priority and Focus Schools.

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

Given the new Accountability Index, Title I schools identified for improvement and districts identified for improvement will no longer be required to set aside 10 percent of funds allocated at the school level and at the district level (respectively) for the purpose of professional development.

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

Comprehensive Monitoring of and Technical Assistance for all Title I Schools

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

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

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

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

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

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

Districts Identified for Improvement
DPI will maintain and enhance its existing accountability structures, including its authority to intervene in Districts Identified for Improvement (DIFI). DPI understands that a complete system of support includes a strong accountability component. The accountability system described in detail below will ensure that districts are responsible for improved achievement, particularly for Priority and Focus Schools.

In accordance with 2009 Wisconsin Act 215 which states, "The State Superintendent shall promulgate rules establishing criteria and procedures for determining whether a school or district is in need of improvement," DPI will modify the criteria for identification as a DIFI. Districts will be identified for improvement if they have one or more schools persistently failing to meet expectations **or** if the district misses its annual measureable objectives (AMOs) at the elementary, middle, and high school levels. Any district identified for improvement under the provisions of this waiver may be subject to state interventions at the discretion of the state superintendent.

DPI currently requires corrective action in Milwaukee Public Schools (MPS), which has been identified as a District Identified for Improvement (DIFI) since 2005. The state superintendent will continue to require specific corrective actions of the district due to the evidence that these structures and interventions have positively impacted school performance and student achievement, although the evidence also shows more growth is needed. The corrective actions emphasize three goals to ensure that all MPS students succeed academically. These goals are

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

To meet these goals, DPI has required MPS to implement RtI and Positive Behavioral Interventions and Supports (PBIS) in all schools by 2014. Historically, MPS has been a highly decentralized system which resulted in wide variations among schools in terms of reading and mathematics instruction, availability of effective interventions, and progress monitoring systems. Corrective action has resulted in the development of district-wide comprehensive literacy and mathematics plans. For the district's Corrective Action Requirements, please see: http://www.dpi.state.wi.us/esea/pdf/2011-12_Corrective_Action_MPS.pdf.

To support MPS and its implementation of corrective action requirements (CAR), the state superintendent established the Committee on District and School Improvement (CoDSI), which sets annual benchmarks for MPS corrective action, reviews impact data, and directs agency resources to support improved core instruction in reading and mathematics, universal screening, data analysis, interventions, and progress monitoring. CoDSI will continue its work with MPS under its continued status as a DIFI. CoDSI is staffed by agency directors representing Title I, teacher education and licensing, content and learning, special education, and charter schools. The work with MPS is informed by consultation with national experts in reading, mathematics, and RtI.

As a result of its DIFI status, DPI has appointed a federal funds trustee for MPS. This position is responsible for ensuring that all federal funds available to MPS are used appropriately to serve the district. The federal funds trustee meets quarterly with district fiscal and program staff to align financial resources with CAR, review balances of all entitlement and discretionary accounts, and advise MPS on effective budget management processes.

Under this waiver, DPI will maintain its authority to implement similar requirements in other Districts Identified for Improvement at the discretion of the state superintendent (Refer to Principle 2.D for more information).

DPI Will Use This Waiver to Reduce Burden on Districts Through a Number of Means

Districts with low-performing schools will have access to an online tool, Indistar, to develop, monitor, and communicate all reform efforts with DPI within a single plan. This electronic system will eliminate the need for periodic paper reports currently required for school improvement.

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

The roll-out of the statewide Standards, Instruction, and Assessment (SIA) Center will ensure consistency around instruction and assessment. Districts and schools will have much greater access to best practices which will inform instructional practice. Additionally, the SIA Center will greatly enhance the collaboration with Wisconsin's institutes of higher education, which in turn will positively impact the education and training of new teachers.

Providing alternatives to supplemental educational services (SES) providers will greatly reduce the amount of staff time, both at the DPI and district level, in terms of approving providers, contracting with providers, and tracking multiple provider programs. This flexibility will allow one program that will much more closely align with district and school improvement goals, as well as interests and expectations of parents.

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

PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

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

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

Option A	Option B
☐ If the SEA has not already developed and adopted all of the guidelines consistent with Principle 3, provide: • the SEA's plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year; • a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and • an assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2011–2012 school year (see Assurance 14).	☒ If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide: • a copy of the guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; • evidence of the adoption of the guidelines (Attachment 11); and • a description of the process the SEA used to involve teachers and principals in the development of these guidelines.

Introduction of the Wisconsin Framework for Educator Effectiveness

The *Wisconsin Framework for Educator Effectiveness* is a performance-based evaluation system for teachers and principals that serves as the state guidelines for educator effectiveness. The primary purpose of the *Wisconsin Framework for Educator Effectiveness* is to support a system of continuous improvement of educator practice, from pre-service through service, that leads to improved student learning. The system will be designed to evaluate teachers and principals through a fair, valid, and reliable process using multiple measures across two main areas: educator practice and student outcomes. The framework (http://dpi.wi.gov/tepdl/edueff.html) described here will lead to the development of a state educator effectiveness system, which will be piloted and implemented throughout the state by the 2014-15 school year.

Theory of Action

The *Wisconsin Framework for Educator Effectiveness* (Attachment 10) was developed using the same principles that guide each of the state level reforms proposed in this waiver request, specifically personalization and increased rigor. The framework links educator evaluation with student achievement, and will ensure that all teachers and principals receive a comprehensive and rigorous evaluation that includes both formative and summative feedback. The new system provides individualized feedback, support, and professional development to every principal and teacher in the state. With this framework in

place, Wisconsin's educators will receive personalized support intended to raise the standard for educator excellence. The Wisconsin Educator Effectiveness system refers to a comprehensive evaluation and support system for both principals and teachers. Wisconsin uses "educator" to refer to both principals and teachers throughout this document. Further, Wisconsin is implementing the Educator Effectiveness system simultaneously for principals and teachers.

The *Wisconsin Framework for Educator Effectiveness* was designed to raise the quality and effectiveness of Wisconsin's educators, and improve student outcomes across Wisconsin. The new evaluation system will work in combination with other state level reforms, specifically increased academic standards and assessments, and a new accountability framework, that increases rigor, leading to more students ready for college and careers.

Key Design Features of the Framework

The following design features are predicated on the understanding that the success of a performance-based evaluation system hinges on the development of a high-quality system that is implemented with fidelity and fully aligned with the individual educator's professional development plan.

The framework necessitates both formative and summative processes. That is, educators must be engaged in evaluating their own practice and receive constructive formative feedback on an ongoing basis, as well as receive feedback on their summative evaluations. Both formative feedback and summative evaluations should be aligned to the district's human resource practices (including staffing, mentoring, professional development, and performance management) in order to provide a consistent focus. Professional development plans, in particular, should be personalized and aligned with evaluation feedback to ensure Wisconsin educators are supported throughout their careers.

Guiding Principles

The Educator Effectiveness Design Team (EE Design Team) believes that the successful development and implementation of the new performance-based evaluation system is dependent upon the following guiding principles, which define the central focus of the entire evaluation system. The guiding principles of the educator evaluation system are:

- The ultimate goal of education is student learning. Effective educators are essential to achieving that goal for all students. It is imperative that students have highly effective teams of educators to support them throughout their public education. Effective practice leads to better educational achievement and requires continuous improvement and monitoring.
- A strong evaluation system for educators is designed to provide information that supports decisions intended to ensure continuous individual and system effectiveness. The system must be well-articulated, manageable, reliable, and sustainable. The goal of this system is to provide students with highly qualified and effective educators who focus on student learning. An educator evaluation system must deliver information that
    - Guides effective educational practice that is aligned with student learning and development.
    - Documents evidence of effective educator practice.
    - Documents evidence of student learning.
    - Informs appropriate professional development.
    - Informs educator preparation programs.
    - Supports a full range of human resource decisions.
    - Is credible, valid, reliable, comparable, and uniform across districts.

Development of the Framework

The *Wisconsin Framework for Educator Effectiveness* was designed in collaboration with leaders of state professional organizations representing teachers, principals, superintendents and school boards, as well as educator preparation programs, the Office of the Governor, and the Department of Public Instruction (DPI). Educator Effective Design Team members represented the following organizations:

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

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

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

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

Framework Foundation: Multiple Measures

Educator Practice: Measures of educator practice will account for 50 percent of the overall summative rating for educators. Dimensions of effective educator practice for teachers will be based on the 2011 Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards and for principals, the 2008 Interstate School Leaders Licensure Consortium (ISLLC) Educational Leadership Policy Standards.

The InTASC and ISLLC standards were selected as they are widely recognized as rigorous and robust standards of professional practice. These research-based standards describe effective teacher and leadership practices that lead to improved student achievement. Both sets of standards have been endorsed by CCSSO and are envisioned as the foundation for a comprehensive framework that addresses each stage of an educator's career. Numerous education organizations, unions, and institutions of higher education have endorsed the InTASC standards. In addition, the National Policy Board for Educational Administration (NPBEA) endorsed the 2008 ISLLC standards.

The following measures of educator practice will be used:

- For teachers, the domains and components of Charlotte Danielson's *A Framework for Teaching* will be used to provide definition and specificity to the InTASC standards. Rubrics for observing teacher practice will be developed, adapted, or identified to address each component. Danielson's work and other models based on InTASC will be used as a starting point in rubric development. The domains and components identified in the educator

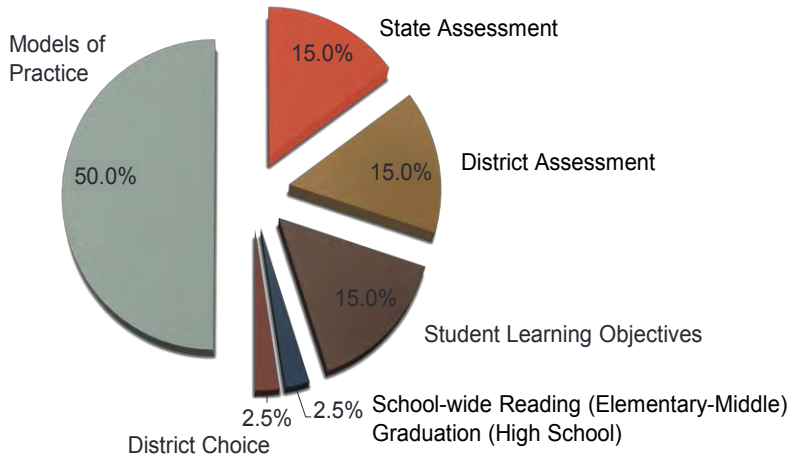
effectiveness system will be required by school districts. Each domain represents a distinctive area of effective teaching practice. The components provide a detailed, but manageable, list of teaching skills that are consistent with the 2011 InTASC standards.

- Appropriate adaptations to the domains and components will be developed for certified professional staff that have out-of-classroom assignments as part or all of their duties, or for those who work with special populations.
- For principals, the 2008 ISLLC standards will be used. The ISLLC subordinate functions under the standards will form the components. Rubrics for observing principal practice will be developed, adapted, or identified at the component level. Models based on ISLLC will be used as a starting point for rubric development**.**
- Multiple observations of educator practice are required during summative evaluations. Observations must be supplemented by other measures of practice. Multiple sources of evidence must be collected to document the evaluation of practice. Particular attention should be paid to evidence of instructional practices that support students with disabilities and English language learners.
- Districts will have the flexibility to create their own rubrics of educator practice. Districts that choose to do so must apply to the state superintendent through an equivalency review process. The rubrics (and related training, tools) for teacher practice must be based on the InTASC standards and Danielson's four domains of teaching responsibility, but may combine components into fewer categories.

Student Achievement: Measures of student achievement will comprise 50 percent of the overall summative rating for educators. Multiple measures of student outcomes will be used. State and district achievement data with both individual and school components will be included.

All teachers' evaluations will be based on multiple measures of student outcomes. The measures used and their relative weights will vary based on availability of measures. For example, value-added data are available for a limited number of grades and subjects (currently grades 3-7 reading and mathematics, the "covered grades and subjects" where growth data is available). However, when the following are available—results from state assessments, district assessments and student learning objectives—equal weight will be given to these three measures. When only two of these measures are available, equal weight will be given to those two measures. When only SLOs are available, they will account for 45% of the overall rating. In all cases, district improvement strategies and school-wide data will together comprise 5% of the student achievement data.

Student Outcome Detail (50% of evaluation)



Individual value-added data will be used as one of several measures of student outcomes for teachers of covered grades and subjects. Value-added data will take into account the instructional time spent with students, also known as "dosage" in the value-added model to be developed by the Value-Added Research Center (VARC) at the Wisconsin Center for Education Research (WCER). The VARC model will also examine differential effects, or the varying effects a school/teacher has on student subgroups such as economically disadvantaged, English language learners, and students with disabilities.

The following measures of student outcomes will be used for *teachers of covered grades and subjects:*

- Individual value-added data on statewide standardized assessments (currently possible for grades 3-7 reading and mathematics)
- District-adopted standardized assessment results where available. The selection of assessments will be informed by district and school goals, the Common Core State Standards and 21st Century Skills, and meet APA/AERA criteria for tests that are used for high-stakes decisions.
- Student learning objectives (SLOs) agreed upon by teachers and administrators that move students toward mastery of applicable content or skills. SLOs must be rigorous and meet the following criteria: specific, measurable, attainable, relevant, and timely. The SLOs will be informed by district and school goals, the Common Core State Standards, and 21st Century Skills. The district will establish a process for the development and oversight of the student learning objective component. The DPI will provide guidelines and tools to support districts in this process prior to full statewide implementation. Particular attention should be paid to SLOs that support students with disabilities and English language learners.
- District selection of data based on improvement strategies and aligned to school and district goals within the state accountability system.

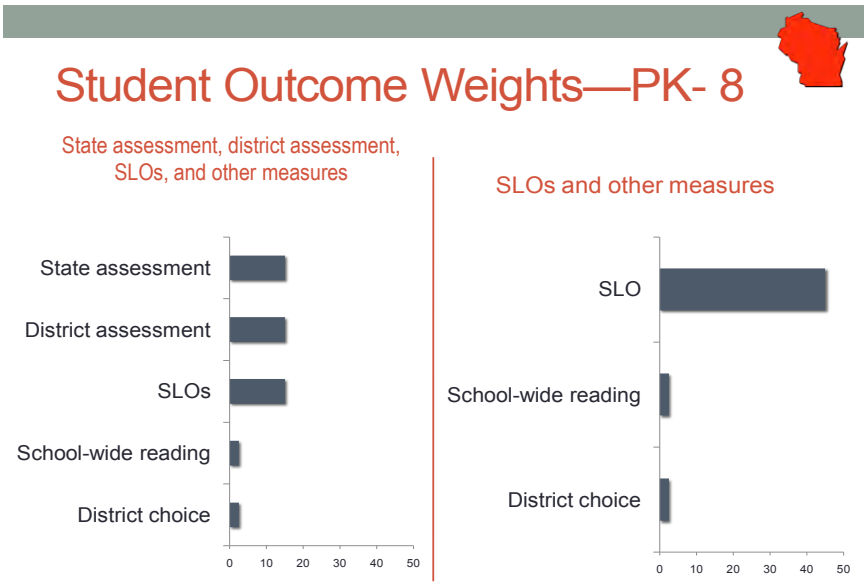
School-wide student achievement on state assessments in reading will account for 2.5 percent of the student outcome component of PK-8 teacher evaluations. In lieu of school-wide reading, for 9-12 grade teachers, 2.5 percent of student outcomes will be graduation rate. If a successor state assessment system allows, a similar school-wide measure based on reading will be phased in at the high school level.

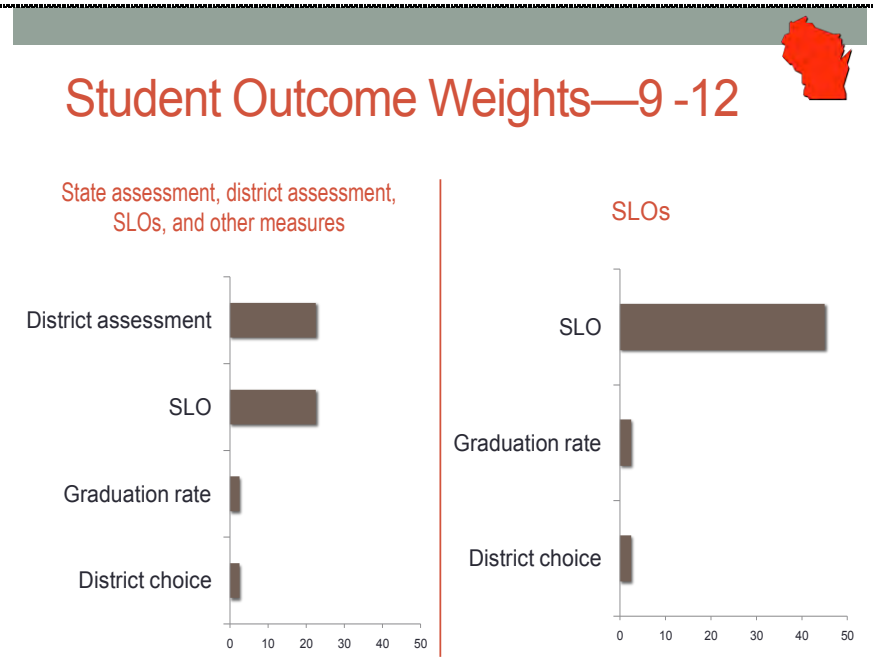
The following measures of student outcomes will be used for *teachers of non-covered grades and subjects*:

- District-adopted standardized assessment results where available as described above.
- Student learning objectives as described above.
- District choice of data based on local improvement strategies and aligned to school and district goals within the state accountability system.
- For principals, the following data will be used when available:
  - School-wide value-added data from statewide standardized assessments taken by students in the school(s) to which the principal is assigned.
  - District-adopted standardized assessment results where available. The selection of assessments will be informed by district and school goals, the Common Core State Standards and 21st Century Skills, and meet APA/AERA criteria for tests that are used for high-stakes decisions.
  - School performance outcomes, agreed upon by principals and administrators, which move students toward mastery of applicable content or skills. The school performance objectives must be rigorous and meet the following criteria: specific, measurable, attainable, relevant, and timely. The school performance objectives will be informed by district and school goals, the Common Core State Standards, and 21st Century Skills. The district will establish a process for the development and oversight of the school performance objectives component. The DPI will provide guidelines and tools to support districts in this process prior to full statewide implementation.
  - District choice of data based on local improvement strategies.

School-wide student achievement on state assessments in reading will be considered as five percent of the student outcome component of PK-8 principal evaluations. In lieu of school-wide reading for high school principals, 5 percent of student outcomes will be graduation rate until a statewide reading assessment is available.

Because a growth score cannot be calculated at the high school level (the state assessment in administered only once in high school), the weights will look different depending on school level.





The Evaluation Process

The evaluation process will include multiple forms of evidence, and will serve both formative and summative evaluation needs. A manual describing formative and summative evaluation, detailing evidence sources, the frequency of data collection, timelines, and procedures for collection and analysis of evidence will be developed by the Department of Public Instruction (DPI). Formative evaluation shall be ongoing. Summative evaluations shall follow the timelines specified in the manual and align to the following Effective Educator Design Team decisions.

- New educators (first three years in a district) will be evaluated annually.
- Struggling educators (those whose summative performance rating is *"Developing"*) will be evaluated annually.
- Veteran, non-struggling educators will be evaluated once every three years, although these educators could be evaluated on a subset of performance dimensions each year, with the entire set covered over a three-year period.

These specifications refer to summative evaluations. Formative evaluation shall be ongoing for all educators. The above timelines are minimums as districts may decide to conduct summative evaluations every year.

Ongoing Feedback

Ongoing formative evaluation processes will provide useful feedback to individual teachers in addition to school and district leadership. The formative evaluation process will identify needs within classrooms, and guide future professional development. Educators must be engaged in evaluating their own practice and receive formative feedback each year on an ongoing basis from peers, mentors and supervisors. Formative elements may include classroom observations, peer review, data chats/reviews, and a range of diagnostic support or mentoring activities.

While districts will have discretion in structuring their formative process and elements, these activities should occur multiple times throughout the year and include a mix of peer/mentor and supervisory feedback. Depending on district practice and policies, some formative elements may inform the summative evaluation process. However, inclusion of too many formative elements in the summative evaluation may undermine the formative focus on coaching and improvement. Both formative feedback and summative evaluations should be aligned to the district's human resource practices (including

staffing, mentoring, professional development, and performance management) in order to provide a consistent focus. Professional growth development plans, in particular, should be aligned with evaluation feedback to ensure Wisconsin educators are supported throughout their careers.

A number of workgroups have been convened to develop and pilot Wisconsin's Educator Effectiveness system. The teacher workgroup has begun to define the type, frequency, and duration of classroom observations—for both formative and summative purposes. For example, the following table shows how classroom observations could be structured for veteran teachers who are not struggling. This table is a draft only, as this level of detail is what is to be tested in the 2012 and 2013 pilots. The pilots will assist the DPI in ensuring districts have the capacity for such an observations schedule. The draft table illustrates the blend of announced and unannounced classroom observations, frequency, duration, and purpose.

	Year 1 Formative	Year 2 Formative	Year 3 Summative
1 unannounced, 45 minutes primary or secondary observer; alternatively (2) 20 minute observations.	X	X	X
1 announced, 45 minutes, primary or secondary observer; alternatively (2) 20 minute observations			X
3-5 informal and unannounced (e.g., walkthroughs) for at least 5 minutes, primary or secondary observer	X	X	X
Other evidence collected by teacher and evaluator as agreed to in the planning session	X	X	X
Pre/Post Feedback			X

The DPI plans to highlight opportunities for informal feedback and exploring other methods of incorporating formative feedback throughout the Educator Effectiveness system. The DPI anticipates convening a workgroup in the 2012-13 to address how the multiple formative elements can inform professional growth plans.

In addition to formative feedback, in 2011, educators began receiving annual data on the growth of their students via Student Growth Percentile (SGP) reports. The SGP reports allow educators to review the growth data of individual students, groups of students, by grade and by subgroup.

What will happen annually?
LEAs will conduct annual formative evaluations for both probationary and non-probationary teachers that include student growth as a significant component. The formative feedback will be used to inform professional development activities and may lead to the implementation of individual performance improvement plans. The formative process will include classroom observations and annual data reviews including the following:

- Student growth and achievement data from state and district assessments in reading and mathematics; and
- Evidence of student growth and achievement through pre-established student learning objectives (SLO), which may include other evidence such as portfolios of student work, grades, rigor of coursework (including dual enrollment, honors, AP or IB courses), and other measures deemed by the DPI to be rigorous and comparable across classrooms.

For veteran teachers, some components of the Educator Effectiveness system are annual (such as the formative component described above), while other components will occur every three years. However, if there is evidence that a veteran teacher is struggling or demonstrates poor performance through formative components in any given year, the teacher will work with the principal to begin an annual improvement and monitoring plan. Also, as previously indicated, any educator rated as *developing*—regardless of time in the profession—will have annual summative evaluations.

All initial educators will be rated annually. Additionally, all initial educators must establish and successfully execute a professional development plan (PDP) as outlined in state statute. The PDP must be reviewed by a professional development team comprised of a teacher, an administrator, and a representative of a teacher training institution of higher education (IHE) to attain professional certification. Review of progress under an educator's PDP is a critical part of a formative assessment for probationary educators. DPI-trained team members must approve PDP goals.

How will the system inform professional development?
Wisconsin is implementing the Educator Effectiveness system simultaneously for teachers and principals. Because principals play a role in professional development plans, and they will be driving the summative evaluations, the DPI believes the evaluations will be inextricably linked to professional growth plans.

Additionally, in Wisconsin, initial educators can only advance to professional licensure after a successful professional development plan (PDP) verification process. Educators who are not approved during the initial PDP verification must resubmit with additional evidence. If an educator either fails to resubmit or is not approved after the resubmission process, he or she cannot maintain professional certification and must exit the profession. Once an initial educator has been evaluated through the state's educator effectiveness system, the results of the new system will connect to the educator's PDP.

Both formative and summative data will inform educator's professional growth plans. The Educator Effectiveness system will highlight educators' strengths and weaknesses; the professional development process identifies where the educator can get assistance to improve on their professional practice and refine areas of excellence. As such, professional growth plans will include the results of the Educator Effectiveness system and is the primary vehicle to develop Wisconsin educators.

Additionally, because Wisconsin will be administering the Smarter Balanced assessment the same year the Educator Effectiveness system is implemented (2014-15), and the assessment system will link formative resources to the student results, educators will have instructional resources at their fingertips. In addition to these professional resources, Wisconsin has begun planning the hosting and launching of virtual professional learning communities, which will serve as a cross-state professional development forum.

Including All Educators
Teachers of students with disabilities (SwD) and English language learners (ELL) will be included in the evaluation and support system as all other educators. Teachers of SwD and ELLs are representatives on the various Educator Effectiveness workgroups, and are working toward full implementation in 2014-15.

Student growth data will be attributed to teachers by way of the state's student information system (SSIS). The SSIS will begin bringing districts online in Fall 2012. In particular, student growth data on the summative assessment will be calculated using a value-added model. The model will control for demographic variables including race/ethnicity, gender, socio-economic status, disability status, and English language learner status. The DPI will include "dosage" in the model, which permits growth estimates to be calculated based on the amount of instructional time educators spend with students. The use of dosage is particularly important for teachers of SWD and ELL, and the SSIS will allow DPI to ascertain how much instructional time an English teacher versus an ELL reading coach may have provided to a student.

Value-Added Growth

The Educator Effectiveness Design Team specified that the value-added model for student growth will be developed by the Value-Added Research Center (VARC) at the University of Wisconsin-Madison, and that the model shall control for demographic variables including race/ethnicity, gender, socio-economic status, disability status, and English language learner status.

The thinking of the Design Team was that a refined value-added model can sort out which influences upon learning are beyond educators' direct control, such as prior achievement and student background characteristics, while holding educators accountable for what they can control, which is the continued growth in achievement for all students. As such, value-added growth models were seen to be a useful tool as one component of a "multiple measures" approach to identifying the effects of educators on growth in achievement compared to other schools and teachers who educate similar student populations. The stakeholders involved in the Design Team further believed that such models "level the playing field" for educators, providing a fair evaluation metric that resonates with teachers and doesn't discourage teachers from working with diverse populations.

In order to provide the most precision and accuracy, value-added results will include growth estimates with standard errors, used to gauge precision. Without standard errors, educators are left without knowledge of how precisely their contributions to student growth have been measured.

When considering the small size of many Wisconsin schools and classrooms, another important issue is that growth estimates can be pulled in one direction or another by just a few students. It is important to account as accurately as possible for whether a school's growth estimate is based on many data points or only a few. Value-added models can account for this by including "shrinkage" estimators, which adjust each school's estimate according to its precision.

One final consideration was the ability of VARC to include "dosage" in the model, which permits growth estimates to be calculated based on the amount of instructional time educators spend with students (e.g. an English teacher versus a reading coach providing instruction to the same group).

These were the primary reasons why a value-added model was recommended by the Design Team. However, this decision was not arrived at without debate. Specifically, the issue of lowered expectations – real or perceived – was discussed. All stakeholders agreed they didn't want a system that perpetuates low expectations. In terms of scaling up a system in a short amount of time, however, and with 40 districts, representing 30% of Wisconsin's enrollment, already familiar with VARC's value-added model (through a demonstration project), the group agreed to recommend a value-added model with the expectation that growth scores, like all measures in the system, be evaluated for validity and reliability, and monitored for unintended consequences (such as lowered expectations) as the system is implemented over time. On a related note, the School & District Accountability Design Team did not come to consensus on which growth model is a best fit for the statewide accountability system and requested that DPI monitor multiple growth models (value-added and student growth percentiles) for efficacy. In other words, given the unknown nature of how a value-added model might function statewide, the DPI will monitor results and be flexible to system improvements.

Currently, the DPI plans to convene a workgroup in Summer 2012 to begin constructing the specifics of the value-added model, sort out student-teacher linkages, detail the required data exchanges between VARC and DPI, and examine related technical issues. DPI and VARC have a pre-existing relationship to build from, as DPI has been exchanging data and working to develop growth reports for use outside of the accountability system. DPI and VARC will leverage this experience in the development of the value-added model for educator effectiveness. The DPI expects this work to be completed in time for the full pilot in 2013-14 school year.

Educator Ratings

Educators will receive feedback on their performance in educator practice and student outcomes, both of which will be combined into an overall performance rating. Three or more performance ratings will apply which include:

- **Developing**: this rating describes professional practice and impact on student achievement that does not meet expectations and requires additional support and directed action.
- **Effective**: this rating describes solid, expected professional practice and impact on student achievement. Educators rated as effective will have areas of strength as well as areas for improvement that will be addressed through professional development.
- **Exemplary**: this rating describes outstanding professional practice and impact on student achievement. Educators rated as exemplary will continue to expand their expertise through professional development opportunities. In addition, these educators will be encouraged to utilize their expertise through leadership opportunities.

An educator will not be allowed to remain at the developing level and continue to practice indefinitely. If an educator is rated as Developing for longer than would be reasonable for their level of experience in their position (i.e., educators assigned to teach a new content area may have additional time to demonstrate their effectiveness than a veteran teacher who has had the same assignment for many years), the educator will undergo an intervention phase to improve on the areas rated as Developing. If, at the end of the intervention phase, the educator is still rated as developing, the district shall move to a removal phase. An appeals process shall be developed by the district. Both the intervention and removal processes are district determined, but will need to fall within the ranges established in the state guidance. Educators rated as Developing must be evaluated on an annual basis, and both their formative and summative evaluation components are to inform their professional development plans.

Personnel decisions are a locally determined decision. The Educator Effectiveness system was designed to be a strengths-based system. Following a fair implementation with buy-in from Wisconsin's educators, the system will be able to inform human capital decisions from professional development planning to personnel decisions. A strengths-based system allows administrators to know where they can deploy their staff to best leverage strengths, and allows for differentiated job responsibilities. Therefore, as a long-term goal, the DPI believes a comprehensive Educator Effectiveness system will play a role in informing personnel decisions, but should never be the sole factor in personnel decisions, as those are locally controlled.

Differentiating Performance

The reason the state superintendent convened the Educator Effectiveness Design Team well over a year ago was to craft an evaluation system that meaningfully differentiated educator performance and led to improved educator practice and student outcomes. Differentiation is precisely the intent of this new system. Prior to the development of the Educator Effectiveness system, DPI could not meaningfully say which teachers in Wisconsin were excellent, which were struggling, and which were doing well in most areas but needed professional development to improve in others.

The *Wisconsin Framework for Educator Effectiveness* specified that, at a minimum, three performance categories (developing, effective, highly effective) would be implemented. If the DPI finds after piloting or in development with our partner, the Wisconsin Center for Education Research (WCER), that more than three categories are necessary, DPI will explore the best practices around this. The DPI is open to further differentiation within these categories, as well, should findings from the pilot evaluation or other development work warrant the change. The DPI anticipates reviewing the rating categories as soon as possible, and will work to ensure they are transparent and meaningful.

Ratings and the Timing of Evaluations
Wisconsin will develop Process Guides to address administrative issues, specifically the timing of evaluations. The Process Guide will detail the evaluation timing for struggling educators rated "Developing" and non-struggling educators. The Process Guide will also detail the timing of the formative and summative aspects of the system.

As detailed in the *Wisconsin Framework for Educator Effectiveness*, teachers who are rated as Developing will be evaluated annually. Experienced educators who are rated effective may be observed on an annual basis—in part to aid ongoing formative feedback and in part to reduce the evaluation burden on principals—but are required to be summatively rated every three years. Allowing observations to occur in the intervening years is meant to reduce the burden on evaluators. The number of observations required annually will be outlined in the Process Guide, but national research shows 3-5 observations are ideal. It is not reasonable to expect principals to conduct multiple observations on every educator in their building every year. Instead, two options are being explored. First, annual observations of experienced educators could reduce the time burden on evaluators when it is time to conduct the summative evaluation in year three. The other possibility is for peer observers to conduct observations in the intervening years, not only reducing the burden on the evaluator but also eliciting important formative feedback.

Formative feedback is a key piece of the state's Educator Evaluation system. Formative feedback shall be ongoing, and occur annually. One major opportunity for formative feedback is built into the student learning objectives (SLO) process. SLOs are teacher developed learning goals that are measurable and serve as a component of an educator's summative evaluation. For non-struggling educators who have a summative evaluation every three years, they will receive feedback on their SLOs each year. Additionally, the SLO workgroup is recommending that the pilot process test whether SLO scores should be based on the average over three years, rather than the current year only, for these educators.

DPI plans to identify opportunities for the inclusion of formative feedback and to explore ways in which formative and summative elements of the Educator Effectiveness system can be coherently linked to professional growth plans for all educators, regardless of their ratings and time in the profession.

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

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

Ensuring System Implementation

In April 2012, Wisconsin adopted the Educator Effectiveness system into law. Act 166 details the requirement for each district to implement the system outlined in the *Wisconsin Framework for Educator Effectiveness* and submitted in Wisconsin's request for ESEA Flexibility [http://docs.legis.wisconsin.gov/2011/related/acts/166].That is, districts must implement the state system which will base half of an educator's rating on professional practice, and half on student growth. The law specifies that this system will be in place for the 2014-15 school year. The law also requires Wisconsin to submit funding estimates so that the system may be appropriately resourced. DPI will be preparing the funding estimates in time for the state superintendent's biennial budget request in Fall 2012.

The DPI has convened a number of workgroups whose membership includes educators from around the state to develop this Educator Effectiveness system. By involving Wisconsin teachers and principals in the active development of the system, we inherently strengthen the credibility of the system and the viability of implementation in three years. The workgroups had made great progress even before the law was passed:

- **Teachers**. The teacher practice workgroup is developing the rubric to evaluate teacher practice. Teacher practice evaluation will be aligned with the Interstate Teachers Assessment and Support Consortium (InTASC) standards. The workgroup is drafting a rubric using Charlotte Danielson's Framework for Teaching as a foundation to guide and assess practice and is identifying evidence sources relevant to the rubric. Like the principal practice workgroup, the teacher workgroup will create a Process Manual that details the timing of the evaluation cycle, data collection procedures, and how practice measures will be combined to rate teacher practice.
- **Principals**. The principal practice workgroup is developing the rubric to evaluate principal practice. Principal practice evaluation will be aligned with the Interstate School Leaders Licensure Consortium (ISLLC) Educational Leadership Policy Standards. The workgroup is drafting a rubric to guide and assess practice and is identifying evidence sources relevant to the rubric. They are creating a Process Manual that details the timing of the evaluation cycle, data collection procedures, and how practice measures will be combined to rate principal practice.
- **Outcome Evidence**. Student Learning Objectives (SLOs) are a category of student outcome evidence—in addition to state and district standardized assessments—that will be used to evaluate teachers and principals under the Educator Effectiveness system. Whereas state and district assessment data will only pertain to certain educators (those in tested grades and subjects), SLOs will apply to all teachers and principals as part of the "multiple measures" guiding principle that underlies the educator effectiveness system. SLOs are indicators of student learning that are jointly developed by teachers, principals, and other school leaders, typically at the beginning of the year. The SLO workgroup has reviewed existing selection and approval rubrics from other states and districts using SLOs, and are producing a draft version for use in Wisconsin. Selection and approval of SLOs will follow a rubric designed to ensure alignment to State Standards and 21st Century skills. The workgroup also reviewed SLO process guides and are nearing completion of a guiding document for Wisconsin. Other outcome measures (e.g., value-added measures) will be developed during 2012-13.
- **Data Management**. A data management team has been working internally and a work group was just convened to address the data capacity issues and resources needed for quality data systems to support educator effectiveness decisions. This group will be involved in the constructing the specifics of the value-added model, sorting out student-teacher linkages, detailing the required data exchanges, and examining related technical issues that arise when working with state data, district data and VARC data.
- **Equivalency Process**. An equivalence review process will be developed by DPI for districts seeking to use their own teacher or principal practice evaluation approach aligned to the state model evaluation systems.

Given these developments, the DPI is assured that districts will implement the Educator Effectiveness system and that the system will be funded in the next biennial budget.

System Guidance

In order to facilitate the transition to this system, the DPI will develop guidance for districts. The Educator Effectiveness Design Team recommended that a Process Manual be developed by DPI to provide guidance on the administration of evaluations including frequency, duration, and timelines related to formative and summative components. The Process Manual will address evidence sources for each performance dimension and procedures for the collection and evaluation of that evidence. The Manual will also provide guidance around the intervention phase that certain educators who have been rated *Developing* must undergo. In addition, DPI anticipates developing a separate manual that outlines the criteria LEAs must meet when applying for the equivalency review process.

System Training
Inter-rater reliability will be ensured through the evaluator training process. The DPI, along with its partner, the Wisconsin Center for Education Research (WCER), is evaluating commercial products as well as the viability of creating our own evaluator training program. The DPI is actively looking at an online tool aligned to the specifications found in the *Wisconsin Framework for Educator Effectiveness* that ensures a standardized training and inter-rater reliability. DPI and WCER have been exploring these options on the basis recommendations of the Teacher Practice Workgroup. The primary concern of the workgroup, WCER, and DPI is that the training program be of high-quality, so as to ensure the integrity of the Educator Effectiveness system. Inter-rater reliability is a critical component of building a credible system.

Details on how the state moves from designing a new system to implementing it statewide follow. A more detailed plan is also available in Appendix 17.

Design Phase (2010-11)

The Wisconsin Educator Effectiveness Design Team (Design Team) and the Wisconsin Department of Public Instruction (DPI) completed the *Wisconsin Framework for Educator Effectiveness* (Attachment 10) in November 2011. While the proposed framework is subject to change based on findings of the pilot evaluations, its publication initiated the next phase of this process: development work leading into the pilot and full implementation statewide. DPI is responsible for developing, piloting, implementing, evaluating, and maintaining the high-quality evaluation system. Wisconsin's educator effectiveness system will be fully developed, piloted, and implemented by 2014-15 to meet the Elementary and Secondary Education Act (ESEA) Flexibility requirements, and will coincide with Wisconsin's school and district accountability reform efforts discussed in Principles 1 and 2. DPI will be responsible for this work and for ensuring alignment within the broader accountability system.

Since releasing the state's guidelines (the *Wisconsin Framework for Educator Effectiveness*, as discussed in 3A), DPI has convened an Educator Effectiveness Coordinating Council representing diverse stakeholders. The Coordinating Council will provide guidance and feedback throughout the piloting and initial implementation phases of the system, at least through the 2014-15 school year. The Coordinating Council meets regularly to advise on the implementation of the state system.

Individual educators, districts, and Wisconsin's regional cooperative educational service agencies (CESAs) are also collaborating with DPI on the development, pilot, and training phases of this initiative. The DPI is encouraging districts to begin implementing the new system as soon as possible and will allow any district wishing to implement the new system early to do so.

Development Phase (2011-12)

During the development phase, many key tasks will be accomplished to prepare for the pilot phase. These key tasks include the development of rubrics for educator practice; defining evaluation sources (observations, surveys, portfolios); building the value-added data system that links to district student information systems and takes into account the instructional time spent with students ("dosage" in the value-added calculations); developing criteria for student learning objectives; training of evaluators and those being evaluated; and writing guidance documents for district implementation. Workgroups consisting of educators, researchers, and DPI staff will be convened to tackle each of these tasks.

Shortly after releasing the state guidelines found in the *Wisconsin Framework for Educator Effectiveness,* DPI assembled workgroups to immediately begin working on rubric development. Workgroup members include a wide variety of education stakeholders. The DPI structured each of the workgroups overseeing rubric development for teacher practice, principal practice and student learning objectives (SLOs) to include a variety of educators. Specifically included in the workgroups are general education and special education teachers, teacher mentors, ELL educators, principals, superintendents, district administrators, school board representatives, and representatives from institutions of higher education. The DPI has been intentional in convening a diverse group of educators to inform the development of this system. DPI strives to include geographic diversity, general and special education, as well as a variety of content area and grade-level educators.

The workgroup developing processes for student learning objectives (SLOs) includes special education teachers; this group is specifically considering how SLOs impact students with disabilities. Guidance on SLO development for students taking the alternate assessment will be created as the new standards (Common Core Essential Elements) and assessment in production by the Dynamic Learning Maps Consortium, as detailed in Principle 1, are developed.

The SLO workgroup is also connecting with experts of English language instruction, particularly researchers at the Wisconsin Center for Education Research (WCER) who benefit from the in-house expertise of the WIDA Consortium. WIDA—World-Class instructional Design and Assessment Consortium—is dedicated to the design, implementation, and assessment of high standards for English language learners.

Internally, DPI has convened a cross-agency team to coordinate educator effectiveness work, and contracted with the Wisconsin Center for Education Research (WCER) to guide workgroup efforts and manage connections among workgroups. WCER was a key partner in the Design Phase, offering pivotal research, perspectives, and technical advice, and will continue to lead this work through the development, piloting, and evaluation processes. DPI will align this effort with other state initiatives discussed in Principles 1 and 2, including development of the state accountability system, early childhood literacy, and new assessment and data systems initiatives.

These workgroups have been working intensively since their formation in January 2012. The DPI is in continuous contact with its partner, the Wisconsin Center for Education Research (WCER), to ensure open lines of communication among and across the educator effectiveness workgroups.

Currently, the DPI—working in close conjunction with our partners at WCER—is planning developmental pilots for Fall 2012. These pilots will test the rubrics developed to measure teacher practice, principal practice and student learning objectives, and allow for educator feedback throughout the 2012-13 school year. A major component of any pilot process is creating mechanisms for feedback and continuous improvement. Educator feedback is the underpinning of the pilot plans.

Additionally, the Educator Effectiveness Coordinating Council, which includes legislators, educators, teacher representatives and administrators, is a mechanism for DPI to engage with key stakeholders on the progress toward system development, and to solicit feedback from these stakeholders. The Coordinating Council meets on a regular basis to ensure continuous feedback throughout implementation of the Educator Effectiveness system. They have also been in consultation with national experts to ensure that Wisconsin develops a system that is reliable, and generates valid results for all educators.

Throughout the development, piloting and implementation processes, DPI will provide updates, presentations, webinars, Polycom meetings, and Q&A sessions to answer questions and solicit feedback from educators and administrators around the state.

Pilot Phase (2012-13 and 2013-14)

Developmental Pilot (2012-13)

The system will be piloted in school districts that will include urban, suburban, and rural district diversity. A sufficient number of school districts will pilot the educator effectiveness system to provide valid and reliable evaluation data. The pilot will be conducted for one full school year. Evaluators and those being evaluated will be trained before participating in the pilot test. The training program will describe the evaluation process including the use of formative feedback, value-added student outcomes, and performance rating categories. Special attention will be paid to teachers of students with disabilities and English language learners in the training program.

System Pilot (2013-14)

A statewide system pilot will follow in 2013-14 to test both principal evaluation and teacher evaluation, including both components of the system—educator practice and student outcomes. Specific licensure areas for teachers will be included, namely those teaching English language learners and students with disabilities, as well as music, art, physical education, agriculture, and early childhood educators.

Pilot Evaluation

During the developmental and system pilots, an external evaluator will evaluate the pilot program that will include formative and summative feedback and will address, at a minimum:

- Implementation process: are evaluations carried out as intended, following appropriate procedures in completing the evaluations on time?
- Understanding: do district leaders, teachers, and principals understand what is to be evaluated, how evaluations are to occur, and how the results should be used?
- Acceptance: do district leaders, teachers, and principals accept the evaluation process and results; are the measures perceived as fair?
- Training: was the training program effective?
- Reliability: are evaluations being carried out in a consistent manner; is there evidence of inter-rater reliability?
- Impact: how is the evaluation process impacting practice? Does it vary by student subgroup?
- Frequency distribution of scores on component measures (i.e., student learning objectives, practice, other student outcome scores).

No high-stakes decisions will be made using pilot evaluation results (e.g., non-renewal, termination). This would not preclude districts from referring educators to an intervention process outside of the pilot evaluation approach if warranted.

Pilot Feedback

Educators will have opportunities to provide ongoing feedback throughout the pilot processes (e.g., through department staff, external evaluator, trainers, and the department's Educator Effectiveness website). Specific feedback will be sought from teachers who teach students with disabilities and those who teach English language learners.

Evaluation results and feedback from educators will inform the workgroups, WCER, and DPI as to what modifications may be required to the system before statewide implementation.

Implementation Phase (2013-14 and 2014-15)

Roll-out (2013-2014)

Districts will be supported through ongoing evaluator/educator training, resource tools, and communication. Resources will include rubrics, scoring protocols, technical assistance with analyzing student growth measures, protocols for combining multiple measures, department-supported training from evaluators, and professional development tailored to state system materials. The state system will address the following:

- Ongoing training for evaluators for teachers and principals
- Evaluation results that are valid and reliable
- Evaluation rubrics and tools that are fair, rigorous, and transparent
- Timing and frequency of evaluations to ensure sufficient data is collected
- Collaborative professional development time for educators to respond to student outcome data
- Correlated data between student outcomes and educator effectiveness ratings

Statewide Implementation (2014-15)

All districts will be required to begin implementation of the Educator Effectiveness system in 2014-15. School districts may apply to the state superintendent to develop their own rubrics (and related training, tools) provided they meet the system standards as defined in the development phase and the *Wisconsin Framework for Educator Effectiveness*. District principals and teachers will be trained before implementing the system.

The system will be adapted for the evaluation of other professional educators, including teachers in language instruction programs, special education teachers, pupil services, paraprofessionals, and other district administrators. Initial piloting and implementation will inform this further.

Continuous Monitoring and Improvement

This request for flexibility is driven by the belief that increasing rigor across academic standards and assessments, while implementing a new statewide accountability system, will result in improved instruction and improved student outcomes throughout Wisconsin. The educator effectiveness system is designed to provide individualized support and professional development to every teacher and principal in the state. Regularly timed formative evaluations will inform educators' individualized professional growth plans. As such, ongoing improvement will be addressed through professional development.

The systems should provide individualized and useful feedback to educators. Educators should report that the evaluation process is providing information that assists them in improving their practice and positively affects student outcomes. Educators should work collaboratively to improve teaching and learning through an ongoing process of planning, instructing, assessing, and improvement.

The state system itself will continue to be evaluated for fidelity of implementation and impact on practice and student outcomes. Data collection and monitoring will be focused on increased educator effectiveness and the improvement of student outcomes. Particular attention will be paid to the outcomes of students with disabilities and English language learners. The effectiveness ratings of teachers and principals will be consistent with overall student and school performance. For example, the DPI is particularly interested in ensuring SLOs are aligned with state standards and 21st Century skills; are rigorous; and are implemented consistently within and across districts. In the short-term, the DPI is working with educators and current workgroup members to determine strategies to check for implementation fidelity.

The most efficient and high leverage implementation check will be in the data collection process. Districts will be required to upload local data so it can be matched with state assessment data and value added scores. Any district with data discrepancies or missing data will be required to work with the state to submit timely, accurate data in line with system specifications.

As the statewide system is implemented, also discussed will be implementation fidelity with the statewide Coordinating Council. The state, along with the Educator Effectiveness workgroups, anticipates well-defined guidance and high-quality training will serve as safeguards and facilitate fidelity checks.

During the pilot stage, fidelity to the system design will be monitored and supported through the pilot design and the external evaluation. There are three main areas that are the focus of the first year pilot: teacher evaluation of practice, principal evaluation of practice, and student learning objectives. These pilots are intended to test systems developed by DPI work teams of practitioners which met January through June 2012. These systems will be revised based on the first year pilot results and tested again, along with the outcome components, during 2013-14.

All districts participating in the pilot will be using common evaluation models for teacher evaluation of practice, principal evaluation of practice, and Student Learning Objectives (SLO). Each of these three systems will include a common training approach. The training will focus on standards and rubrics, evidence sources, the evaluation process, practice evaluations for calibration, and common rating errors (e.g., bias, leniency, consistency). In addition to a three-day overview prior to the pilot, evaluators trained in the teacher evaluation model will undergo approximately 20 hours of training and will be certified prior to carrying out evaluations using the 2011 Danielson Framework for Teaching. Principal evaluators and those engaging in the SLO pilot will also participate in a three-day overview of the pilot including expected evaluation activities. A certification process will be developed as part of the pilot for principal evaluation. Eventually, the SLO process will be incorporated into the teacher and principal evaluation systems.

All systems will include a process manual that evaluators and educators will be trained on and have access to during the pilot. The process manual spells out the steps evaluators and educators are expected to take when carrying out the evaluations. This includes timing of evaluations, evidence collection, evaluation feedback, and rating of practice. The process manuals also include common forms for evaluators to use as they collect evidence and analyze the evidence relative to the evaluation criteria (i.e., rubrics). The manuals include definitions of key terms and a Frequently Asked Questions guide to further inform educators and their evaluators during the pilot. Finally, DPI will maintain a hotline for those participating in the pilot to call (or email) in order to get clarification and handle any technical problems. The DPI will work with its partners at the Wisconsin Center for Education Research (WCER) to address technical assistance issues.

There will be multi-tiered monitoring systems supported by DPI and the WCER team. This includes a state level implementation team at DPI, regional teams to interact with districts, district teams to support schools, and school level teams. These teams will be convened periodically (quarterly), in order to monitor implementation at each level and facilitate two-way communication from the school level to the state. They will also help inform the external evaluation of the pilot.

An external pilot evaluation will be carried out by researchers at the UW-Madison, Wisconsin Center for Education Research. The evaluation will monitor fidelity of system implementation of the teacher, principal and SLO evaluation pieces. Fidelity will be monitored through questionnaires to measure the extent to which evaluators and teachers are implementing the evaluation systems as intended. Since the evaluation will be conducted using on-line tools, the evaluation will attempt to track how evaluators are using the system, including whether they are logging on to schedule observations, how many observations are conducted, and completion of the process. This implementation information will be summarized across the whole initiative and separate for individual districts and schools. Further, qualitative methods will be used to assess aspects of implementation not covered within data systems. These methods will include interviews to define the range of educator experiences with the evaluation process, including how they are carrying out evaluation activities, challenges with the process, impact on other aspects of their work, and ways in which the process can be improved. Surveys will then be used to define the commonality of these experiences across the entire initiative. The totality of this information will be used to inform changes to the implementation of the pilot during the year and the Educator Effectiveness initiative in subsequent years.

Moving beyond the pilots, the state plans to review district implementation of the Educator Effectiveness system. The Department of Public Instruction (DPI) has oversight and monitoring responsibilities to review compliance within the federal Elementary and Secondary Education Act (ESEA) consolidated programs including Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part A; and Title III, Part A. As part of this responsibility, the monitoring process will include reviewing districts educator effectiveness implementation including data systems to ensure compliance with the state system. The oversight and monitoring process includes an extensive review and approval process through a combination of on-site and phone reviews. The monitoring, designed to provide guidance to districts, will include compliance requirements of the state system. Those compliance requirements will include:

- Evidence that summative evaluations are conducted annually for initial and struggling educators, and at least every three years for non-struggling veteran educators
- Evidence that formative processes are conducted annually
- Evidence that student growth data is provided annually
- Evidence that student outcome data complies with state specifications
- Evidence that the teacher and principal practice rubrics align with the state system
- Evidence that the results of the system are informing professional growth plans

A combination of on-site and phone monitoring will be conducted each year in randomly selected districts. Each year, DPI will monitor districts and consortiums of varying size and programmatic responsibilities. Additionally, any district in which concerns have been raised will be included in monitoring. One- to two-day monitoring reviews will be held in the district office of the selected districts. Small teams of DPI staff will conduct the reviews. District/consortia will receive notification at least six weeks in advance of their scheduled visit, including logistical information, an agenda, and the monitoring guidance document.

Upon completion of the monitoring process districts will be notified of any corrective action necessary, necessary follow up and a timeline for compliance. DPI will monitor all compliance agreements.

As discussed in Principle 2 of this request, no one reform initiative will lead to change. Only coordinated efforts directed at systems change will improve outcomes statewide. The educator effectiveness system will require a portion of every educator's evaluation to be based on growth in reading scores. The accountability system will identify schools and districts underperforming in reading, and they will be required to implement targeted improvements. Recommendations from Wisconsin's Early Literacy Task Force include requirements to implement improvements to teacher preparation programs around early reading, including a new, more rigorous exam for reading educators. That task force also recommended that professional development plans of all new elementary educators explicitly focus on literacy; and that districts provide aggressive professional development opportunities to enhance the skills of current reading educators in order to raise the literacy and reading achievement in Wisconsin. When initiatives are approached in an integrated manner and implemented with fidelity, the DPI expects achievement of all students will be raised.

SAMPLE FORMAT FOR PLAN

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

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

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Tony Evers, PhD, State Superintendent

January 23, 2012

Dear Colleague:

I am writing today to share with you a draft of Wisconsin's proposed waiver from certain elements of the Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB). With this posting, the Department of Public Instruction (DPI) opens the public comment period. Attached to this letter you will find:

- A summary of the key elements in the proposal (http://dpi.wi.gov/esea/pdf/summary.pdf);
- The initial full draft waiver proposal (http://dpi.wi.gov/esea/pdf/waiver.pdf);
- A survey through which you can submit your comments by February 3, 2012. (https://forms.dpi.wi.gov/se.ashx?s=56301B2D5BE3EF8D)

For the past decade, NCLB has forced one-size-fits-all mandates and labels on our schools and districts. Through this waiver process, the USED has offered states the opportunity to apply for flexibility on certain provisions of ESEA. Specifically, all state proposals must demonstrate how they will use this flexibility to implement the following principles:

- College- and career-ready expectations for all students;
- State-developed differentiated recognition, accountability, and support;
- Supporting effective instruction and leadership;
- Reducing duplication and unnecessary burden.

DPI's proposal is, in part, based on the work of the statewide School and District Accountability Design Team that met over the last several months to design a fair and accurate accountability system that measures growth and attainment for all students. In addition, the proposal reflects the robust education investment agenda we've advanced together over the past two-and-a-half years, focused on improving student achievement and graduating students prepared for future success.

The DPI intends to submit its waiver application to the United States Department of Education (USED) by February 21, 2012. Through this comment period, we hope to further engage the citizens of Wisconsin in this discussion so critical to the future of education. We encourage you to share this draft of Wisconsin's proposed waiver and the associated survey with others. Most importantly, we want broad input to ensure that our proposal best meets the needs of Wisconsin's children.

After we receive feedback from you and other educators, parents, and citizens from across the state, we will be revising and refining this draft proposal. Please remember to provide your comments through the survey no later than February 3.

Sincerely,

Michael J. Thompson, PhD
Deputy State Superintendent

MJT:sjb

Attachments

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(608) 266-3390 ▪ (800) 441-4563 toll free ▪ (608) 267-1052 fax ▪ (608) 267-2427 tdd ▪ dpi.wi.gov

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Guest Editorial

Education Information Services ▪ 125 South Webster Street ▪ P.O. Box 7841 ▪ Madison, WI 53707-7841 ▪ (608) 266-3559

FOR IMMEDIATE RELEASE DPI-NR 2012-22
Wednesday, January 25, 2012
Contact: Patrick Gasper, DPI Communications Officer, (608) 266-3559

NCLB waiver will improve education

By Tony Evers, State Superintendent of Public Instruction

MADISON — The education we provide to our kindergarten through 12th-grade students must improve. Though change may sometimes be difficult, the future demands that we move forward.

This is why the Department of Public Instruction developed a plan to seek waivers from several provisions of federal education law, known as No Child Left Behind (NCLB). Simply, NCLB is broken. It is overly prescriptive and focuses too heavily on punishment rather than supporting improvement. Our draft waiver request, posted online for public comment, lays out an ambitious plan for increasing rigor across Wisconsin's standards, assessment, and accountability systems. These changes will be challenging, but they will result in improved classroom instruction and higher student achievement.

Why are college- and career-ready expectations needed? Educational research and surveys of employers both find that the preparation needed for a one-, two-, or four-year college program is the same preparation needed for family-supporting jobs. Adopting higher standards for what our students should know and be able to do, developing better assessments to measure how well they are learning, and holding schools accountable for *all* students' success is the right thing to do for our children, our communities, and our state. Our waiver request will help us reward schools that are doing well, share best practices so other schools can improve, and support schools that need to do better.

The quality of the teacher in the classroom and the principal in the school is vital to students' educational success. Our waiver request calls for evaluations that will support teachers and principals in their job of educating students and help our educators improve throughout their careers. Evaluations will focus on multiple measures of student achievement and professional practice. These changes are based on recommendations from educators at the elementary, secondary, and postsecondary levels; school board members; and policymakers who worked together to develop an evaluation framework that is centered on student learning, fair, valid, and reliable.

Over and over we hear the importance of ensuring that students receive a well-rounded education. No one wants a curriculum narrowed to just what's on the test. We want our students to enjoy the rich learning offered

(more)

through art, music, foreign languages, and other coursework. We must develop ways to value these subjects as much as the state-assessed content areas.

How will we know if education is getting better? Taxpayers rightly want to know that their education tax dollars are producing results. Our waiver request will improve accountability through more sophisticated data collection and reporting. The DPI at one time sent and received thousands of paper forms to collect data. We've streamlined data requirements for schools through online reporting and are developing more robust systems to use this information for making educational decisions and reporting to the public. School and district report cards will be part of that reporting.

I know these are tough times for schools. Most cut their budgets this year and face additional budget cuts next year. It will take investments at the state and federal levels to make some of these reforms possible.

From increased standards and graduation requirements to better assessments and reporting of results, our waiver request covers a wide range of education reforms. We are looking forward and embracing change, while respecting the work and intent of those who developed recommendations for various parts of our plan. Through collaboration and mutual respect, we will improve education so our children will be successful in the future.

We want feedback from educators, parents, and citizens from across the state on our draft waiver request. Diverse opinions will help us make our plan better, which will make education in Wisconsin stronger. The public comment survey will be open until Feb. 3. After that time, we will revise our waiver request and submit it to the United States Department of Education by Feb. 21.

Please help us improve education in Wisconsin. Visit the state's Elementary and Secondary Education Act webpage, http://dpi.wi.gov/esea/index.html. Click on "Public Notice of Intent to Seek Waiver - NCLB Accountability" for links to the Wisconsin Department of Public Instruction's draft waiver request, a summary of key elements in the request, and the public comment survey. Together we will improve education for our children.

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Tony Evers is the elected state superintendent of public instruction.

NOTES: A high-resolution photo of the state superintendent is available on the Department of Public Instruction "Media Contacts and Resources" webpage at http://dpi.wi.gov/eis/vm-media.html. This editorial is available electronically at http://dpi.wi.gov/eis/pdf/dpinr2012_22.pdf.

February 2, 2012

For Immediate Release

Contact: Cullen Werwie, 608-267-7303

Governor Walker Statement on Proposed No Child Left Behind Waiver

Madison—Today the Wisconsin Legislature is having a hearing on a proposed *No Child Left Behind (NCLB)* waiver. Below is Governor Walker's statement related to the proposed NCLB waiver:

Continued collaboration with Superintendent Evers and a wide range of education stakeholders including teachers, administrators, and school boards will be needed to refine and submit a waiver to the federal government that will allow us to continue to innovate the way we deliver education in Wisconsin. The proposed waiver is a good starting point.

It is important to continue to focus on setting high standards, ensuring transparency and measuring what matters to ensure that all students are ready for college or a career. This includes, but is not limited to rating all schools, be they public, charter, or choice, on multiple measures of student growth and proficiency.

Ultimately we want to empower parents to make educational decisions based on quantifiable performance data. The waiver will help fight complacency by replicating success and providing assistance to schools in need of improvement.

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The Wisconsin Council of Administrators of Special Services

February 3, 2012

Dr. Michael Thompson
Wisconsin Department of Public Instruction
PO Box 7841
Madison, WI 53707-7841

Dear Dr. Thompson,

The Executive Board of WCASS reviewed the ESEA waivers and has identified their concerns below:

Whereas the Wisconsin Council of Administrators of Special Services (WCASS) has read and reviewed the proposed Waiver of Flexibility for the Elementary and Secondary Education Act as prepared by the Wisconsin Department of Public Instruction (WDPI); and

Whereas WCASS has concerns for students with disabilities, English Language Learners and students in poverty; and

Whereas WCASS supports the concept of a growth model for evaluating school performance and high expectations; and

Whereas WCASS supports an accountability system that reviews all schools receiving public funding; and

Whereas WCASS supports financial assistance to the schools identified as Focus and Priority schools; and

Whereas WCASS supports a system that unites as opposed to divides the various student populations; and

Whereas WCASS wishes to express concerns regarding the current proposal;

Therefore be it resolved WCASS asks the WDPI to address the following issues:

1. Clarity of the growth model related to the students with disabilities, English Language Learners and students in poverty;
2. More emphasis on solutions as opposed to the emphasis on identification of problems;
3. Clarity regarding the method to be used for the evaluation of teachers outside of the core subject areas;
4. Seek our organizational assistance in developing criteria for diagnostic review and development of solutions for schools identified as Focus or Priority schools;
5. Clarity regarding the expanded graduation requirements and the role of the IEP teams
6. Any assessment required by ESEA should be administered to students with disabilities within the parameters specified in the students' IEPs. Accommodations stated on the IEPs and used throughout the year should be allowed during testing.

Dave Kwiatkowski, WCASS President
Greg Nyen, WCASS President Elect
Timothy Gantz, WCASS Past President
Gary Myrah, WCASS Executive Director

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219 North Milwaukee Street, Milwaukee, WI 53202

February 3, 2012

This document was prepared by School Choice Wisconsin, an advocacy organization that works with schools that participate in the Milwaukee Parental Choice Program and Private School Parental Choice Program in Racine. Our review of the 2012 ESEA Waiver prepared by the Wisconsin Department of Public Instruction resulted in the following notations:

General Comments:

Close the achievement gap by incentivizing high-performing schools to expand.

- **The barrier to closing the achievement gap is not that we have too many low quality schools. The real problem is that we don't have enough seats available in high-quality schools. This is true across all sectors.**

- **Closing poor-performing schools does nothing to increase high-quality seats. It just moves students from one poor-performing school to another because the high-performing schools are already full.**

- **Creating more regulations increases the burden on high-performing schools, slowing down their ability to add high-quality seats.**

- **The academic performance of government-run schools in Wisconsin over the past few decades (especially in urban centers) suggests that the government can't increase school quality by adding more regulations. This approach has already proven not to work.**

The solution to closing the achievement gap and making the best use of taxpayer resources is to add more high-quality seats by investing in the expansion of schools and/or school operators that already have a proven track record of success.

Introduction

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

School Choice Wisconsin requests that language be inserted in the ESEA Flexibility Request that requires local educational agencies (LEAs) to provide equitable participation of eligible private school students and teachers in ESEA programs and further that LEAs shall determine the private school Title I and Title IIA allocations prior to determining the funds it will dedicate to government school programs, including priority and focus schools.

Waivers

"5. The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a schoolwide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more." (p 4 of the ESEA Flexibility Request)

School Choice Wisconsin requests that you include language in the ESEA Flexibility Request that requires local educational agencies (LEAs) to provide equitable participation of eligible private school students and teachers in ESEA programs and further that LEAs shall determine the private school Title I and Title IIA allocations prior to determining the funds it will dedicate to government school programs, including priority and focus schools.

6. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its LEAs in order to serve any of the State's priority and focus schools. (p 4 of the ESEA Flexibility Request)

School Choice Wisconsin requests that you include language in the ESEA Flexibility Request that requires local educational agencies (LEAs) to provide equitable participation of eligible private school students and teachers in ESEA programs and further that LEAs shall determine the private school Title I and Title IIA allocations prior to determining the funds it will dedicate to government school programs,

including priority and focus schools.

7. The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school;; or (2) has exceeded AYP for two or more consecutive years. The SEA requests this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State's reward schools. (p 5 of the ESEA Flexibility Request)

School Choice Wisconsin requests that you include language in the ESEA Flexibility Request that requires local educational agencies (LEAs) to provide equitable participation of eligible private school students and teachers in ESEA programs and further that LEAs shall determine the private school Title I and Title IIA allocations prior to determining the funds it will dedicate to government school programs, including priority and focus schools.

9. The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. The SEA requests this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A. (p 5 of the ESEA Flexibility Request)

School Choice Wisconsin requests that you include language in the ESEA Flexibility Request that requires local educational agencies (LEAs) to provide equitable participation of eligible private school students and teachers in ESEA programs and further that LEAs shall determine the private school Title I and Title IIA allocations prior to determining the funds it will dedicate to government school programs, including priority and focus schools.

Consultation

"An SEA must meaningfully engage and solicit input from diverse stakeholders and communities in the development of its request." (p 13 of the ESEA Flexibility Request)

School Choice Wisconsin provided regular input to the Department of Public Instruction noting serious concerns that the ESEA Flexibility Request had gone beyond its mandate regarding charter schools and private schools participating in parental choice programs. Seeking examples in other states' ESEA Flexibility Requests, we could find no instance in which other states' education departments sought to supplant existing state law relating to private and charter schools with fiat rules and regulations. And yet, that is exactly what we find contained in this ESEA Waiver.

The Department of Public Instruction (DPI) does not and may not have management authority through active state intervention over a private or religious

school through "targeted interventions" or "school improvement diagnostic reviews" whether that management authority through active state intervention is excised directly by DPI or indirectly through DPI-contracted external vendors.

Principle 2: State-Developed Differentiated Recognition, Accountability, And Support

2.A Develop And Implement A State-Based System of Differentiated Recognition, Accountability, And Support

"Wisconsin will differentiate how schools are characterized by accountability measures, expectations, and interventions that result from accountability determinations; an approach that is an extension of the belief in the power of differentiation and personalization." (p 15 of the ESEA Flexibility Request)

School Choice Wisconsin in theory supports the inclusion of private schools participating in parental choice programs in the new Wisconsin State Accountability System. However, that system needs to be constitutional, equitable and functional.

There are a number of items in this section that conflict with these parameters.

Developing a Statewide System

Currently, Wisconsin's system of support for schools identified for improvement serves Title I schools. Due to funding and capacity, the state system currently identifies the performance of traditional public schools and charter schools as required by NCLB, but only requires interventions for Title I schools and districts. The state's persistently low performing schools do not experience sanctions or implement targeted interventions prescribed by the state unless they receive Title I funding." (p 31 of the ESEA Flexibility Request)

The funding conflict inherent in the waiver places the equitable functionality of required interventions on future funding by the state legislature. While this is possible, that funding is not now available meaning the interventions are currently not financially equitable moving forward to the new State Accountability System.

Because of the unfortunate restrictions on taxpayer dollars going directly to private schools, interventions need to reflect the inability of those imposing sanctions to fund the interventions.

"Due to constitutional limitations in private schools, the State Superintendent cannot direct specific programming or interventions within a private school." (p 33 of the ESEA Flexibility Request)

The previous statement regarding constitutionality is correct. Unfortunately, the DPI proposals listed on page 33 and 34 potentially violate that statement.

School Choice Wisconsin strongly believes that options need to be presented to private schools after being initially identified as "Persistently Low Performing" that do not involve direct DPI interventions. School Choice Wisconsin has presented these options to DPI during the input process. Private schools should be allowed to meet established and equitable benchmarks working those entities or authorizers which are the agent of school improvement within a private school, i.e. accreditation agency, jurisdictional authority, and or ecclesial authorizing body. As long as schools improve to meet established and equitable benchmarks, the mechanism by which they achieve those results should be flexible and constitutional.

The Department of Public Instruction (DPI) does not and may not have management authority through active state intervention over a private or religious school through "targeted interventions" or "school improvement diagnostic reviews" whether that management authority through active state intervention is excised directly by DPI or indirectly through DPI-contracted external vendors.

"The choice school must enter into a performance agreement with DPI in which it agrees to meet annual state-approved performance targets that demonstrate substantial academic improvement within three years." (p 33 of the ESEA Flexibility Request)

It is important to note that a "Choice school", as such, does not exist. Rather there exist only private schools that participate in parental choice programs.

While the requirement of a performance agreement with DPI has potential constitutional issues, if a performance agreement with a private entity were an option, there are still problems with the requirement as "…annual state-approved performance targets that demonstrate substantial academic improvement…" is undefined. There is no detail as to what these standards are, if they are subject to change, what criteria was used for their creation and if they will be assigned equally to public, charter and choice sectors.

"These priority areas form the foundation of an accountability index system that incorporates multiple measures in calculating a school-level score (on a scale from 0-100) that is used to place schools on a six-level continuum." (p 35 of the ESEA Flexibility Request)

School Choice Wisconsin does not support using a six-level continuum. The report card should implement a five-level continuum labeled with grades A through F. Creating a new syntax for a six-level continuum dramatically weakens its

effectiveness in comparison to a letter grade that is already understood by parents and the public in general.

The goal is to give accurate, effective and impactful information on the report card. Using anything other than letter grades makes the report card less effective.

"Additionally, the Design Team recommended the state recognize high performing schools to incentivize improved outcomes, as well as disseminate practices statewide. These recommendations represent a commitment to a statewide system of support (SSOS) aimed at providing differentiated recognition, rewards, and interventions built upon the core of high quality instruction, collaboration, balanced assessments, and culturally responsive practices in order to successfully meet the state's three strategic goals." (p 35 of the ESEA Flexibility Request)

Unfortunately, except for public recognition, there are no tangible incentives and/or results for high preforming schools. The end result of this process should be a higher percentage of students in high performing schools. This waiver and accountability system are based on directing resources to low performing schools only. Instead, this system should be directing resources to expanding high performing schools in areas where it makes geographic sense.

After all, closing a low performing school without providing seats at a high performing school accomplishes nothing. And funds directed at turning schools around have limited, if any, success.

The barrier to closing the achievement gap is not that we have too many low quality schools. The real problem is that we don't have enough seats available in high-quality schools.

Closing poor-performing schools does nothing to increase high-quality seats. It just moves students from one poor-performing school to another because the high-performing schools are already full.

We support the dissemination of the best practices of high performing schools and other mechanisms designed to improve other schools. However, the focus needs to be on school improvement, not positive publicity alone.

1.B Transition to College- and Career-Ready Standards

Providing Measures of College and Career Readiness
"DPI will include funding in the next (2013-. -15) biennial budget request for schools to administer the EXPLORE, PLAN, ACT, and WorkKeys assessments. This assessment suite provides important information about college and career readiness for students. It also allows for analysis of academic growth during high school, data that are lacking in current assessments." (p 24 ESEA Flexibility Request)

School Choice Wisconsin supports the use of the EXPLORE, PLAN, ACT assessments at the high school level especially as it relates to measuring academic growth. However, as with other state-mandated assessments, School Choice Wisconsin requests that past practice be followed and that the Department of Public Instruction provide these assessments, free of charge, to students in schools participating in parental choice programs.

Reducing Duplication and Unnecessary Burden

"Through advances such as these in data collection and reporting systems, DPI will be able to provide districts with access to data and reports that provide timely information about student (individual and group) progress toward graduation. This includes the all-important early warning system, the technology for which has been outside DPI's grasp for some years. Recent approval and funding of a statewide student information system, however, will allow DPI to provide districts across the state with access to relevant, almost real-time data. Key to provision of these reports are the two major technology and data reporting initiatives mentioned above: a Statewide Student Information System (SSIS) and WISEdash. These initiatives will significantly impact districts. WISEdash will provide districts with direct access to aggregate and student-level data in a secure format. Reports and dashboards will be available on a variety of topics. Initial implementation of WISEdash will be with secure access only – for school- and district-level staff authorized to see non-redacted or suppressed data and possibly authorized to view student-level information. Eventually, WISEdash will not only replace DPI's current, myriad public reporting systems, updating and locating those reports in a single portal, but will add to the types and topics of available public reports. Accountability reporting will be completed through WISEdash, but so will other public reporting including information about postsecondary transitions, literacy, and other important statewide initiatives." (p 25 of the ESEA Flexibility Request)

In order to reduce unnecessary burden to private schools participating in parental choice programs, School Choice Wisconsin requests that private schools may voluntarily participate, free of charge, in the state data collection and reporting systems, specifically SSIS and WISEdash.

2.A Develop and Implement a State-Based System of Differentiated Recognition, Accountibility, and Support

"Within the system of support, identified schools will participate in diagnostic reviews and needs assessments (Priority and Focus Schools, respectively) to identify their instructional policies, practices, and programming that have impacted student outcomes and to differentiate, and individualize reforms and interventions. While planning and implementing reforms, schools and districts will have access to increasingly expansive and timely data systems to monitor progress. Additionally, the state will require Priority

and Focus Schools to implement RtI (with the support of the Wisconsin RtI Center and its resources) to ensure that all students are receiving customized, differentiated services within a least restrictive environment, including additional supports and interventions for SwDs and ELLs as needed, or extension activities and additional challenge for students exceeding benchmarks." (p 31 ESEA Flexibility Request)

School Choice Wisconsin strongly believes that options need to be presented to private schools after being initially identified as "Persistently Low Performing" that do not involve direct DPI interventions. School Choice Wisconsin has presented these options to DPI during the input process. Private schools should be allowed to meet established and equitable benchmarks working those entities or authorizers which are the agent of school improvement within a private school, i.e. accreditation agency, jurisdictional authority, and or ecclesial authorizing body. As long as schools improve to meet established and equitable benchmarks, the mechanism by which they achieve those results should be flexible and constitutional.

The Department of Public Instruction (DPI) does not and may not have management authority through active state intervention over a private or religious school through "targeted interventions" or "school improvement diagnostic reviews" whether that management authority through active state intervention is excised directly by DPI or indirectly through DPI-contracted external vendors.

To address these issues, the Wisconsin School and District Accountability Design Team developed a statewide accountability framework which [sic] specifically includes all state schools, including traditional public schools and charter schools regardless of Title funding, as well as private schools participating in the Parental Choice Program (PCP). All schools receiving state funds will be part of the state accountability and support system. The state will use this opportunity to not only include all schools, but also to increase accountability through the implementation of aggressive policies designed to address persistently low-achieving schools in the state. (p31-32 of the ESEA Flexibility Request)

It is important to note that private schools do not receive state funds. Parents receive funds that they may use to attend private schools that choose to participate in parental choice programs.

The Department of Public Instruction (DPI) does not and may not have management authority through active state intervention over a private or religious school through "targeted interventions" or "school improvement diagnostic reviews" whether that management authority through active state intervention is excised directly by DPI or indirectly through DPI-contracted external vendors.

Private Schools in the Parental Choice Program

Unique to other states, Wisconsin is home to the largest and oldest voucher program in the United States. The Milwaukee Parental Choice Program (MPCP) provides low-income Milwaukee students the ability to attend private schools within the city using tax-

payer funded vouchers towards tuition. The state instituted the program as a means to provide educational options to Milwaukee students. The current Legislature has expanded MPCP to include students within a higher income bracket, as well as offering beyond the city of Milwaukee. (p 33 of the ESEA Flexibility Request)

In 2011, Wisconsin continued its tradition of progressive reforms by expanding parental choice in education to include families resident in the Racine Unified School District. In addition, any private school in the state may now participate in the parental choice programs in Milwaukee and Racine. Families within 300% of poverty now qualify for Wisconsin's parental choice programs.

These schools have not participated in the state's accountability system. Beginning in 2010-11, the state required Choice schools to administer the WKCE assessment to all Choice funded students and to publicly report their results. Including Choice schools in the statewide accountability system is the next step in providing transparent information about student achievement across the state. (p 33 of the WKCE Flexibility Request)

It is important to note that a "Choice school", as such, does not exist. Rather there exist only private schools that participate in parental choice programs.

While private schools may not have participated in government accountability systems, private schools have other forms of accountability. The ultimate accountability for private schools is that every parent chooses to attend a private school. Parents choose to attend a private school, often with great sacrifice, rather than be compelled to attend their assigned government school.

Private schools participating in parental choice programs have administered nationally normed standardized tests for years and in most cases for decades and continue to do so in addition to the now mandated WKCE. In past years, private schools chose not to administer the WKCE exam for the very same reason that the DPI is now abandoning that test, i.e. the WKCE provided overly optimistic predictions of proficiency on standards that were not shared by the nation.

Due to constitutional limitations in private schools, the State Superintendent cannot direct specific programming or interventions within a private school. Therefore, when a choice school is initially identified as being among the persistently lowest performing schools in the state, it must implement one of the following three options:

- The choice school must enter into a performance agreement with DPI in which it agrees to meet annual state-approved performance targets that demonstrate substantial academic improvement within three years. If annual performance targets are not met, the school shall no longer participate in the Choice program; or
- DPI will conduct a mandatory on-site diagnostic review to identify the factors contributing to poor performance at the school, funded by the private school. After participation in the state-conducted review, the Choice school must implement one of two options with respect to the school consistent with the

findings and recommendations of the diagnostic review:
  - Contract with a state-approved independent expert/vendor to implement a turnaround model based on the recommendations of the diagnostic review.
  - Discontinue participation in the choice program; or
- In lieu of implementing either of these options, the choice school may elect to immediately discontinue participation in the program. (p 33-34 of the ESEA Flexibility Request)

It is important to note that a "Choice school", as such, does not exist. Rather there exist only private schools that participate in parental choice programs.

School Choice Wisconsin strongly believes that options need to be presented to private schools after being initially identified as "Persistently Low Performing" that do not involve direct DPI interventions. School Choice Wisconsin has presented these options to DPI during the input process. Private schools should be allowed to meet established and equitable benchmarks working those entities or authorizers which are the agent of school improvement within a private school, i.e. accreditation agency, jurisdictional authority, and or ecclesial authorizing body. As long as schools improve to meet established and equitable benchmarks, the mechanism by which they achieve those results should be flexible and constitutional.

It is essential that the established benchmarks be equitable across sectors in terms of improvement expectations, timelines for improvement, and sanctions and rewards.

The Department of Public Instruction (DPI) does not and may not have management authority through active state intervention over a private or religious school through "targeted interventions" or "school improvement diagnostic reviews" whether that management authority through active state intervention is excised directly by DPI or indirectly through DPI-contracted external vendors.

Transition Year: 2012-13

The 2012-13 school year will serve as a transition year as DPI pilots the major components of its new statewide accountability system. While the identification of Schools Identified for Improvement (SIFIs) under current adequate yearly progress (AYP) formula will continue for 2012-13. Title I SIFI schools will no longer be required to provide SES as currently defined in NCLB. Instead, districts may use their 20 percent Title I set aside to provide a broader range of supports to students. (p 35-36 of the ESEA Flexibility Request)

School Choice Wisconsin requests that you include language in the ESEA waiver that requires local educational agencies (LEAs) to provide equitable participation of eligible private school students and teachers in ESEA programs and further that LEAs shall determine the private school Title I and Title IIA allocations prior to determining the funds it will dedicate to government school programs, including priority and focus schools.

Budget. The district must submit a budget detailing funding sources and allocations to support the district's plan. Districts may use the Title I 20% set aside, if they provide evidence of consultation with private schools, as these services will now be subject to equitable participation. (p 37 of the ESEA Flexibility Request)

School Choice Wisconsin requests that you include language in the ESEA waiver that requires local educational agencies (LEAs) to provide equitable participation of eligible private school students and teachers in ESEA programs and further that LEAs shall determine the private school Title I and Title IIA allocations prior to determining the funds it will dedicate to government school programs, including priority and focus schools.

2.B. Set Ambitious but Achievable Annual Measurable Objectives

It is important to note that private schools participating in parental choice programs do not have the capacity nor do they currently collect most of the information identified in this section, e.g. student growth, achievement gaps, subgroups, test participation, dropout rates, graduation gaps, on-track/postsecondary status, etc. A plan to address private school capacity issues will be needed from the Department of Public Instruction in order for this system to not be overly burdensome on private schools participating in parental choice programs.

"The school and District Accountability Design Team put forth several recommendations for a statewide accountability system. One key recommendation was that the accountability system should use multiple measures and reflect the skills and knowledge students need to be successful in a variety of post-secondary opportunities. As a component of that recommendation, performance should be measured using both growth and attainment calculations (p 47 of ESEA Flexibility Request).

In all, the Wisconsin accountability index incorporates four priority areas: Student Achievement, Student Growth, Closing Gaps; and On-Track (for elementary and middle schools) or Postsecondary readiness (for high schools) (p 47 of ESEA Flexibility Request)."

School Choice Wisconsin believes that student growth over a period of time rather than snap shot test scores is the most accurate measurement of a school's performance. Therefore, School Choice Wisconsin is fully supportive of a statewide accountability report card that measures student and school performance using all of these aspects and most importantly incorporates student growth over time.

School Choice Wisconsin asks that private schools may voluntarily include the results for all students in the school rather than just students participating in parental choice programs. Without the voluntary inclusion of all students, we will not have data on private schools but rather data on only a specific subset or

population of students in the private school obscuring comparisons.

However, while we are supportive of a report card that incorporates student growth, there are aspects within DPI's proposed waiver that are unclear, undefined, and inequitable across sectors, and simply increases the bureaucracy of the Department of Public Instruction rather than uses established successful models already in place.

Factoring in Subgroups

"The School and District Accountability Design Team specifically recommended use of an additional subgroup, on that groups the lowest 25% of performers together…DPI has determined that it is not possible at this time give that the WKCE's scale is not vertically aligned…Instead, inclusion of the lowest 25% as an additional subgroup will be considered for inclusion in the accountability system upon implementation of the SMARTER Balanced Assessment System in the 2014-15 School Year" (p 48 of the ESEA Flexibility Request).

The term "will be considered" leaves the inclusion of the subgroup uncertain. Rather, DPI should state that this subgroup will be included as soon as this information is available.

Priority Area and Overall Scores

"The exact methodology for how each category is weighted and combined into the overall score will be determined through a standard setting process overseen by DPI's Technical Advisory Committee, Dr. Brian Gong of the National Center for the Improvement of Educational Assessment, Dr. Andrew Porter from the University of Pennsylvania, and Dr. Robert Linn from the University of Colorado" (p 48 of the ESEA Flexibility Request).

While School Choice Wisconsin supports including measures such as student growth, how each category is scored and weighted is still undefined and needs clarification. This process needs to be specifically determined and more thoroughly defined prior to the implementation of the accountability system.

Flags and Stars

"The concept of "unacceptable-performance flags" is Wisconsin's solution to incorporating test participation and dropout rates into the new accountability system, as well as to highlight the importance placed on every child reading at grade level by 3rd grade. These flags exist outside of the mathematical calculation of the index, and instead carry overarching weight in determining where on the accountability scale a school falls…

An accountability system should not only identify performance below expectations; it

should also highlight positive progress or work being done in schools and districts. In addition to flags, report cards will include stars for certain indicators for which DPI will not hold schools accountable, but that are important enough to highlight as a significant positive for that school or district" (p 48-49 of the ESEA Flexibility Request).

School Choice Wisconsin supports the inclusion of dropout rates, 3rd grade reading, and test participation, rate of college credits earned in high school, postsecondary enrollment rates, and AP participation and performance in the accountability system. However, The "Flags" and "Stars" methods are still significantly undefined and need more clarification prior to their implementation.

"Final overall index scores will be an aggregation of scores in the four priority areas. Overall scores place schools and districts within one of six categories:

- Significantly Exceeding Expectations
- Exceeding Expectations
- Meeting Expectations
- Not Meeting Expectations
- Significantly Below Expectations
- Persistently Failing to Meet Expectations"

(p 49-50 of the ESEA Flexibility Request).

How these categories are measured and what growth a school must demonstrate to move up or down between categories is undefined and needs clarification prior to the implementation of the accountability system.

School Choice Wisconsin does not support using a six-level continuum. The report card should implement a five-level continuum labeled with grades A through F. Creating a new syntax for a six-level continuum dramatically weakens its effectiveness in comparison to a letter grade that is already understood by parents and the public in general.

The goal is to give accurate, effective and impactful information on the report card. Using anything other than letter grades makes the report card less effective.

Student Attainment

"The attainment priority area is a composite of proficiency rates in reading and mathematics for the "all students" group on the Wisconsin Student Assessment System (WSAS). Proficiency rates will be calculated using a weighted average of the three most recent years of performance data. The weighting scheme gives a weight of 1.5 to the current year, a weight of 1.25 to the prior year, while two years prior receives a weight of 1.0. If a school has test data available for only the two most recent years, the most recent year is given a weight of 1.5, while the prior year is given a weight of 1.0, and the divisor becomes 2.5 rather than 3.75. If a school has only the most recent year of data available, only a single year of data is used to calculate the proficiency rate. The weighted

proficiency rate is then put back onto a 0-100 scale by dividing the weighted proficiency rate by 3.75. This calculation is done separately for mathematics and reading. Each school's attainment score is an average of its weighted reading and mathematics proficiency rates." (p 51 of the ESEA Flexibility Request).

School Choice Wisconsin understands from its active participation in the Accountability Task Force that initial identification of a school should only take place after three years of growth data are available and not before. Prior to the release of this waiver it was understood that a school would only be included in the state accountability system that had three years of measureable growth data. This suggests that schools with one and two years of data will also be included. Comparing one year of snapshot test scores to a school with three years of growth data is inaccurate and potentially misleading. As such, the reporting of this data needs clarification and correction.

Student Growth *On Target To Move Up*

"The growth measure proposed, on Target to Move up, is an adaptation of the principles behind Colorado's "Catch up, Keep up, Move up" measures across multiple levels of achievement" (p 51-52 of the ESEA Flexibility Request).

While School Choice Wisconsin supports using growth data to measure student achievement, the "adaptation" method proposed by DPI is undefined and needs further clarification.

Additionally, it is unclear why DPI is proposing an adaptation to Colorado's method, when the Value-Added Research Center in Wisconsin already has the information and calculates student growth data using the value-added growth method. Additionally, SCW supports the Value-Added Growth method to measure student growth data because it controls for student background demographics and characteristics, which is important measuring the achievement of schools in diverse city such as Milwaukee.

Closing Achievement Gaps
Attainment Gap (p54), The Growth Gap (p 55), The Graduation Gap (p 56)

School Choice Wisconsin supports closing all of these gaps in Wisconsin. We are especially supportive of including graduation rates in the report card and closing the graduation gap as studies show that graduation from high school is a significant quality of life indicator.

However, more specifics as to the weighting of categories needs to be clarified. Additionally, for private schools participating in parental choice programs it needs

to be clarified whether all student data at a school will be included or only data from students who participate in the parental choice program.

On-Track Status/Postsecondary Readiness (p 56)

On track Status (dropout rate, 3rd grade readiness, dropout rate)
Postsecondary Readiness (Attendance, ACT Performance and Participation, Graduation Rate, Dropout Rate)

School Choice Wisconsin is supportive of including all of these measures. Specifically, we are very supportive of weighting Graduation Rates at 60% of the priority area index score. However, for private schools participating in parental choice programs it needs to be clarified whether all student data at a school will be included or only data from students who participate in the parental choice program.

Advanced Placement—Star consideration

The process to determine Advanced Placement exam performance and participation is:

For Participation – to identify the number of students completing an Advanced Placement exam in a given year and divide that number by the total number of 9th thru 12th grade students in the school to arrive at the participation rate.

For Performance – to identify the number of Advanced Placement exams taken in a given year and dividing that by the number of exams passed with a score of 3 or above." (p 58 of the ESEA Flexibility Request).

This section needs more clarification. The participation rate for Advanced Placement testing is likely to be extremely small for all schools making this measurement relatively meaningless. Additionally, many private schools participating in parental choice programs are unable to offer AP classes due to limited funding. However, while School Choice Wisconsin has reservations about measuring participation, SCW is potentially supportive of including a marker that identifies the number of Advanced Placement exams taken in a given year and dividing that by the number of exams passed with a score of 3 or above. However, the flag/star system needs further clarification.

2.C Reward Schools

An important aspect to the proposed waiver is the reward and recognition programs for high-performing schools.

"Reward schools are identified annually and fall into one of three categories: Exemplary Schools, Gap Closing Schools, and schools that are Beating the Odds.

Exemplary schools are those schools that earn an index label of Significantly Exceeding Expectations. These schools have earned a high index score and done so without any flags; they are models for the state and will be acknowledged as such.

Gap Closing Schools are those schools that are making significant progress toward closing achievement gaps. Identification of these schools will be based on the Closing Gaps priority area of the index.

Beating the Odds schools are calculated using current, Title I Schools of Recognition methodology. Only Title I eligible or receiving schools in the top quartile for poverty qualify for this reward. (p 14 of ESEA Flexibility Request)."

We believe that identifying and rewarding the states highest-performing schools to increase performance, emphasize and develop innovative instruction, and inform and support the dissemination of best practices. Therefore, School Choice Wisconsin is fully supportive of a statewide reward system.

However, while we are supportive of a statewide reward system, we expect that all schools will equal access to rewards and recognition programs whether they are government-run schools, charter schools or private schools participating in a parental choice program. In the proposed reward scheme, private schools serving high percentages of Title I students will be excluded from participation in all Schools of Recognition rewards and recognitions as private schools may not be identified as Title I schools. In this case private schools are subject to all the sanctions and none of the corresponding rewards proposed in the ESEA waiver. Further clarification is needed as to how the waiver will provide full access to private schools and private school teachers to reward and recognition programs available to government-run and charter schools.

2.D Priority Schools

"Priority Schools, as the lowest performing schools in the state, are identified using the Student Attainment portion of the accountability index. While DPI will identify at least 5% of Title I schools in the state, is to appropriately identify all low-performing schools as defined by the Wisconsin Accountability Index. Schools with the lowest scores in this area will be rank ordered. Schools falling below a certain cut point, which will be established as part of a standards setting process and posted publically, are identified as Priority Schools.

Wisconsin has been working to build a statewide accountability system, one that includes all traditional public schools as well as charter schools and private schools participating in the Parental Choice Program. However, until State funding is made available, only Title I funds are currently available to provide the interventions mentioned in section 2.D.iii (below), and as such those interventions will only be available for Title I schools (p 66-67 of ESEA Flexibility Request)."

School Choice Wisconsin supports the practice of identifying the lowest performing schools in the state as priority schools.

However, while we are supportive of priority schools identification across sectors, we expect that all schools will have equal access to funding to implement interventions whether they are traditional public schools, charter schools or private schools participating in a parental choice program. In the proposed reward scheme, private schools identified as priority schools will be excluded from all funding to implement interventions as private schools are not allowed to be identified as Title I schools. In this case private schools will be subject to all the sanctions but non of the corresponding intervention funding proposed in the ESEA waiver. Further clarification is needed as to how the waiver will provide full access to intervention funding available to government-run and charter schools.

"DPI will be using the ESEA flexibility as an opportunity to waive choice and supplemental education services (SES) from its current accountability system…(p 67 of the ESEA Flexibility Request)"

"The district must submit a budget detailing funding sources and allocations to support the district's plan. Districts may use the Title I 20% set aside, if they provide evidence of consultation with private schools, as these services will now be subject to equitable participation. (p 69 ESEA Flexibility Request)"

School Choice Wisconsin supports using the ESEA flexibility to waive choice and supplemental education services (SES) for its current accountability system.

However, we request that you include language in the ESEA waiver that requires local educational agencies (LEAs) to provide equitable participation of eligible private school students and teachers in ESEA programs and further that LEAs shall determine the private school Title I and Title IIA allocations prior to determining the funds it will dedicate to government school programs, including priority and focus schools.

Implementation of New Statewide Accountability System: 2013-On-going

DPI will provide targeted support to newly identified Priority Schools and Districts to improve implementation quality and student outcomes. The following sections describe the targeted systems of support and interventions provided to the state's persistently lowest-achieving (p 69-70 of the ESEA Flexibility Request)

As defined on page 70 of the ESEA Waiver by footnote the following sections of 2D within the ESEA Waiver "summarize interventions in traditional public schools and districts" within the statewide accountability system and do not speak to "the interventions required of charter schools and private schools participating in the Parent Choice Program".

School Choice Wisconsin would restate that the following sections of 2D do not apply to private schools and that the Department of Public Instruction (DPI) does not and may not have management authority through active state intervention over a private or religious school through "targeted interventions" or "school improvement diagnostic reviews" whether that management authority through active state intervention is excised directly by DPI or indirectly through DPI-contracted external vendors.

After Three Years of Implementation

Implementation of the processes and practices described throughout Section 2.D in schools statewide (as opposed to Title I schools only) will require additional state resources, including staffing and funding. Without additional state funding, DPI will continue to implement the Priority School reform efforts in Title I schools only. (p 73 of the ESEA Flexibility Request)

Whether or not the "implementation of the processes and practices described throughout Section 2.D" are implemented statewide and beyond Title I schools, the ESEA Waiver defines by footnote that section 2D within the ESEA Waiver "summarize(s) interventions in traditional public schools and districts" within the statewide accountability system and do not speak to "the interventions required of charter schools and private schools participating in the Parent Choice Program".

School Choice Wisconsin would restate that sections 2D does not apply to private schools and that the Department of Public Instruction (DPI) does not and may not have management authority through active state intervention over a private or religious school through "targeted interventions" or "school improvement diagnostic reviews" whether that management authority through active state intervention is excised directly by DPI or indirectly through DPI-contracted external vendors.

2.E Focus Schools

School Choice Wisconsin requests that a footnote be inserted on page 79 of the ESEA Waiver stating that section 2E "summarize(s) interventions in traditional public schools and districts" within the statewide accountability system and do not speak to "the interventions required of charter school and private schools participating in the Parent Choice Program".

School Choice Wisconsin would restate that section 2E does not apply to private schools and that the Department of Public Instruction (DPI) does not and may not have management authority through active state intervention over a private or religious school through "targeted interventions" or "school improvement diagnostic reviews" whether that management authority through active state

intervention is excised directly by DPI or indirectly through DPI-contracted external vendors.

Flexibility in the Use of Title I Funds

The LEA will have the option to set aside up to 20% of its Title I dollars to fund the school reform plan. This option will ensure resources can be allocated to these schools' improvement efforts. (p 83 of the ESEA Flexibility Request)

School Choice Wisconsin requests that language be included in the ESEA waiver that requires local educational agencies (LEAs) to provide equitable participation of eligible private school students and teachers in ESEA programs and further that LEAs shall determine the private school Title I and Title IIA allocations prior to determining the funds it will dedicate to government school programs, including priority and focus schools.

2.F Other Incentives and Supports for Title I Schools

Does not apply to private schools.

2.G Building SEA, LEA, and School Capacity to Improve Student Learning

"Due to constitutional limitations in private schools, the State Superintendent cannot direct specific programming or interventions within a private school" (p 107 of the ESEA Flexibility Request).

School Choice Wisconsin maintains that the above statement regarding constitutionality is correct and applies to Section 2G in its entirety. Unfortunately, the DPI proposals listed on page 107 and the following sections violate that statement.

School Choice Wisconsin maintains that options need to be presented to private schools after being initially identified as "Persistently Low Performing" that do not involve direct DPI interventions. SCW has in fact presented alternative language to DPI as possible and workable options which, to date, have not been inserted into the ESEA Waiver by DPI. As long as private schools participating in parental choice programs, identified as persistently low performing, improve to meet established and equitable benchmarks with equitable timetables to do so, the mechanism by which they achieve those results should be flexible and constitutional.

The Department of Public Instruction (DPI) does not and may not have management authority through active state intervention over a private or religious school through "targeted interventions" or "school improvement diagnostic

reviews" whether that management authority through active state intervention is excised directly by DPI or indirectly through DPI-contracted external vendors.

"Therefore, when a choice school is initially identified as being among the persistently lowest performing schools in the state..,

It is important to note that a "choice school", as such, does not exist. Rather there exist only private schools that participate in parental choice programs.

School Choice Wisconsin understands from its active participation in the Accountability Task Force that initial identification of a school should only take place after three years of growth data are available and not before. Prior to the release of this waiver it was understood that a school would only be included in the state accountability system that had three years of measureable growth data. This suggests that schools with one and two years of data will also be included. Comparing one year of snapshot test scores to a school with three years of growth data is inaccurate and potentially misleading. As such, the reporting of this data needs clarification and correction.

"The choice school must enter into a performance agreement with DPI in which it agrees to meet annual state-approved performance targets that demonstrate substantial academic improvement within three years."

It is important to note that a "choice school", as such, does not exist. Rather there exist only private schools that participate in parental choice programs.

While the requirement of a performance agreement with DPI has potential constitutional issues, if a performance agreement with a private entity were an option, there are still problems with the requirement as "…annual state-approved performance targets that demonstrate substantial academic improvement…" is undefined. There is no detail as to what these standards are, if they are subject to change, what criteria was used for their creation and if they will be assigned equally to the government-run, charter and choice sectors.

"Wisconsin's new accountability system will provide a single statewide system that will impact all schools. Currently, the system is primarily linked to Title I, as there is no funding/consequences at the state level for non-Title I schools. The new system will look at all schools, including charter schools and schools participating in the Parental Choice Program, and hold the same standard of accountability for all schools, statewide" (p 110 of the ESEA Flexibility Request)

"Due to constitutional limitations in private schools, the State Superintendent cannot direct specific programming or interventions within a private school", therefore a new accountability system must be created that seeks to achieve common improvements and common minimum results across sectors, but it is not possible or

constitutional to create single and standard statewide method of achieving those improvements and results across the sectors.

Again, School Choice Wisconsin maintains that options need to be presented to private schools after being initially identified as "Persistently Low Performing" that do not involve direct DPI interventions. SCW has in fact presented alternative language to DPI as possible and workable options which, to date, have not been inserted into the ESEA Waiver by DPI. As long as private schools participating in parental choice programs, identified as persistently low performing, improve to meet established and equitable benchmarks with equitable timetables to do so, the mechanism by which they achieve those results should be flexible and constitutional.

The Department of Public Instruction (DPI) does not and may not have management authority through active state intervention over a private or religious school through "targeted interventions" or "school improvement diagnostic reviews" whether that management authority through active state intervention is excised directly by DPI or indirectly through DPI-contracted external vendors.

3.A & 3.B Teacher Evaluation Systems

Does not apply to private schools

QUALITY EDUCATION COALITION

131 W. Wilson St., Suite #700
Madison, WI 53703
608-267-0214

January 13, 2012

Superintendent Anthony Evers
Wisconsin Department of Public Instruction
125 South Webster Street
Madison, WI 53703

Re: Wisconsin's ESEA Flexibility Request - Students with Disabilities

Dear Superintendent Evers:

We are writing to provide input on the waiver request which the State of Wisconsin intends to submit to the U.S. Department of Education which will outline changes to our state's accountability plan under federal education law. As a statewide coalition comprised of groups interested in quality education outcomes for all students, but particularly those with disabilities, we have been following Wisconsin's Accountability Design Team process and have both suggestions and concerns. Note that our recommendations closely mirror those provided to you by Disability Rights Wisconsin and the Wisconsin Board for People with Developmental Disabilities on October 28, 2011.

As you are aware, the Elementary and Secondary Education Act (ESEA) has provided important accountability for the achievement of students with disabilities. Any new flexibility in Wisconsin's system should continue to adequately protect the rights of students with disabilities. **In addition, while this waiver plan is important, we continue to believe that well-trained teachers, robust curriculum and quality instruction, particularly in the area of reading, is the key to closing the achievement gap and improving outcomes for students with disabilities.**

We hope you will consider and include our feedback in the waiver request as part of the state's requirement for meaningful engagement from diverse communities, including those who represent critical subgroups.

<u>State-Based System of Recognition, Accountability and Support</u>
We support a strategic accountability evaluation tool that drills down to pinpoint the root of an achievement gap for an identified subgroup. Data for any subgroup must be disaggregated to the greatest degree (e.g. IDEA category) allowing for targeted evidence-based intervention.

Wisconsin's waiver request should include a statement regarding how Wisconsin will provide meaningful access to the general education curriculum for students with disabilities, including targeted guidance by DPI to result in more accurate reporting of Indicator 5: Participation/Time in General Education Settings (LRE). Given the importance of the link between a student's performance and his or

her access to the general education curriculum, Indicator 5 should not only reflect where a child is physically present, but how the child is given meaningful access to general education curriculum. Wisconsin's guidance should make it clear that a child's placement is defined through their program of study to reflect the content that peers without disabilities are learning at that time.

Plan to Improve Instruction

Universal Design for Learning should be a component of Wisconsin's plan to address the needs of diverse learners across issues related to access to college and career ready standards; professional development; instructional materials and access and design of college preparatory courses.

High Quality Assessments

Wisconsin should ensure a 95% participation rate in state assessments, disaggregated by subgroup population. Wisconsin should continue its policy of not using the 2% flexibility which allows the shielding of performance of students with disabilities. Like Florida, Wisconsin's application should include a statement ensuring that assessment items will be developed using universal design principles and provide for accommodated versions of items when necessary, allowing valid use of these measures for the broadest possible group of students, including English language learners and students with disabilities. Wisconsin's application should adopt and implement the accommodations policy developed by the Race to the Top Consortia.

Growth Models

Wisconsin's waiver request should include growth models with have the ability to demonstrate growth for all students, including those using alternative assessments. The models should support accelerated growth toward proficiency for students with disabilities to address the achievement gap.

Subgroup Size

Wisconsin's current N size is far too large at 40 and is not appropriate for students with disabilities in smaller school districts. We appreciate your recent assurances that Wisconsin will now propose changing the accountability cell size from 40 to 20. However, we agree with Disability Rights Wisconsin and the Wisconsin Board for People with Developmental Disabilities that in a state like Wisconsin with many rural school districts, that an N size of 10 is actually a more accurate reflection of student performance and note that several states with more rural populations currently use an N size of 10.

Annual Measurable Objectives (AMOS)– Performance Targets

We recommend that the state consider a flexibility option which would allow Wisconsin to create AMOS which could allow for an accelerated proficiency plan for students with disabilities. A mere extension of the proficiency timeline is not appropriate for students with disabilities who have been experiencing the achievement gap.

Student Subgroups Reported for Accountability Purposes

We appreciate your intent to include disaggregated subgroup accountability for reporting purposes as opposed to moving to a system focused on a lowest-performing subgroup. We believe it is important to continue to disaggregate data by disability subgroup and we suggest that Wisconsin drill down to IDEA disability category. We share your concerns that without requiring accountability for specific subgroups the disability subgroup in some schools may be too small to trigger accountability concern.

Definition of Reward Schools

A high performing school should only be labeled as such when the school can demonstrate it is closing significant achievement gaps for all subgroups, including students with disabilities. DPI should include in its waiver request a plan to facilitate the intentional sharing of best practices and mentoring by high performing schools which serve students with disabilities well with those schools which are identified as needing support.

Interventions when Subgroups are Not Performing
A strategic accountability evaluation tool which identifies the root of an achievement gap within a clearly defined subgroup must trigger a set of questions accompanied by a set of evidence-based interventions. Interventions should be accessible to students with disabilities.

Graduation Rates
The definition used for Wisconsin's graduation rate should continue to be calculated by those graduating under Sec. 118.33(1), Stats. Data collection for Indicator 14: Participation in Postsecondary Settings One Year After Graduation must be improved to secure a statistically relevant response rate for each disability subgroup and we should better understand outcomes for students based upon diploma/certificate category.

School-Wide Reforms
Wisconsin's process for building school capacity should include the earlier referenced strategic accountability evaluation tool which would encourage and support the school-wide implementation of evidence-based practices which benefit all students – including those with disabilities: Universal Design for Learning; Response to Intervention; Positive Behavioral Intervention and Supports.

Teacher and Principal Evaluation
Any evaluation tool should include an evaluation of a general educator's capacity to support a particular subgroup which is experiencing an achievement gap. Wisconsin accountability measures in this category will influence and incent teacher and administrator degree programs in higher ed.

Items for Follow-up by DPI

1. We note that the waiver proposal will be posted for public comment prior to January 21. QEC members request a meeting with DPI to discuss the proposal in-person, prior to formal submission. In particular, we would like to review and discuss DPI's required implementation plan which will outline how the state intends to enhance the quality of instruction for students with disabilities.
2. QEC representatives request to be included in the development of any strategic evaluation tool that would highlight gaps which can be addressed through evidence-based practices.
3. QEC requests an update on Wisconsin's assessment development, including alternative assessment development.
4. As a statewide coalition representing a variety of organizations, QEC not only requests that this feedback be included as a part of required stakeholder input, but that QEC members should be formally invited to participate in ongoing conversations as Wisconsin implements approved waiver provisions.

We look forward to continuing dialogue with you about this important issue.

Sincerely,

s/Jeffrey Spitzer-Resnick

Chairperson

The Quality Education Coalition (QEC) is Wisconsin's only coalition of parents, educators and advocates, that works together to improve the quality of special education in Wisconsin on a systemic basis. QEC works on a wide variety of issues which affect the quality of special education delivered to children with disabilities in Wisconsin.

WISCONSIN STATE ASSEMBLY

PEGGY KRUSICK
STATE REPRESENTATIVE

To: Wisconsin Department of Public Instruction
From: Peggy Krusick
Date: February 3, 2012
Subject: Wisconsin ESEA Waiver Proposal Recommendations

- College Readiness
  Students start applying to colleges in the first semester of their senior year. College admission departments are reviewing the acceptance of students based on their most recent test scores which is usually at the end of their junior year. Students can wait until after their first semester senior year grades are recorded to apply but by this time much of the scholarship and grant money has been delegated, at least for private colleges. The monies are given on a "first come, first serve" basis so it is prudent to apply early. The eleventh grade is too late to take the Smarter Test. Problem areas need to be assessed by the student's sophomore year in order to make important changes for their crucial junior year GPA.

- District Accountability
  Parents need to have school accountability not only on the district level but for individual schools as well. Choices are made between specific schools within a school district at the elementary level. Performance data for each school would give parents the tools to decide where to enroll their child for their foundational years.

- Life Skills
  Practical life skills are critical. A required personal finance class would give a child a basic tool for balancing their finances. Also, obesity is becoming an epidemic for our youth. Keeping required physical education classes benefit the body as well as the mind.

- Similar Standards for Voucher Schools
  Require licensure for teachers in choice schools as required for public schools. Taxpayers pay for voucher schools. The voucher schools should be held to the same standards as public schools. Teacher evaluations (examining MAP assessments as well) should be required for choice schools for the same reason.

- Test Results Reported as a Percentage
  Redesign the way WKCE scores are reported to parents by including current information along with the percentage of questions each pupil answered correctly for each core subject and area under that core subject.

- Test Results in Paper Form
  Many parents are busy and need to have practical information that is easy to retrieve. The test scores must be made available in paper form to every parent twice during an academic school year and up to four times during an academic school year upon parent request. Test scores must be given in paper form to any other interested persons upon request within ten business days. Test results must be broken down by school, grade and subject and areas underneath subjects. Provide parents in paper form with the last five years of any standardized tests given including the medium/mean WKCE in percentiles for each subject/subject area and Iowa test scores in percentiles for each subject/subject area. There must not be any arbitrary categories. Also, provide parents ACT scores by grade and subject and percentage of students taking advanced placement classes and pass rate in paper form. And, provide parents MAP assessment or any other assessment test scores by grade and subject in paper form. Failure to comply with academic performance facts on a school would render the school or district ineligible for state and federal monies.

- Support Services for all Students
  Schools must provide intervention and support services for all students regardless of whether they are free or reduced lunch.

- Creative Skills
  Art, music and theater help students creatively problem solve in their future career. Cutting edge companies excel in creative intelligence.

The following pages include testimony from a joint hearing of the Wisconsin State Legislature, held on February 2, 2012. Documents and positions included here are in reference to the Department of Public Instruction's waiver draft released for public comment on January 23, 2012.

Assembly Committee on Education
Senate Committee on Education
February 2, 2012

Testimony of Dr. Mike Thompson, Deputy State Superintendent on the Department of Public Instruction's Elementary and Secondary Education Act Waiver Request

I want to thank Chairperson Kestell and Chairperson Olsen for the opportunity to talk to you and members of your committees about the Department of Public Instruction's (DPI) proposed Elementary and Secondary Education Act (ESEA) waiver request.

The last reauthorization of the ESEA, also known as the No Child Left Behind Act (NCLB), was in January of 2002. Since that time the legislation's intent to increase student and school performance has not been realized due to overly prescriptive language which prohibits creative reforms that would help more students gain the skills needed for further education and the workforce. For instance, the ESEA's main approach to accountability is very narrow in its limited examination of proficiency in a given year with no attention to growth and its creation of a single pass/fail measure of school performance. This pass/fail measure is called adequate yearly progress (AYP). It is a measure that does nothing to identify specific needs in low performing schools or exceptional success in high performing schools.

Since it is unclear when, or if, Congress will reauthorize ESEA, we feel it is imperative to seek a waiver from the U.S. Department of Education (USDE) for flexibility regarding aspects of the law so we can increase rigor across the standards, assessments, and an accountability system that will result in improved instruction and improved student outcomes.

USDE has laid out what provisions states must address in any waiver request. All requests must address how states will use flexibility to implement a statewide accountability system that addresses four principles:

- College- and career-ready expectations for all students.
- State-developed differentiated recognition, accountability, and support.
- Supporting effective instruction and leadership.
- Reducing duplication and unnecessary burden.

DPI posted a draft of our waiver proposal on January 23 for public review and comment. This draft is the based on months of work by the department with numerous stakeholders including the department's work and involvement with the Accountability Design Team chaired by the State Superintendent, the Governor, Senator Olsen, and Representative Kestell and including Senator Cullen and Representative Pope-Roberts. We could not thank them more for their time and commitment to that process. The two week public comment period on the draft will end at the end of the day tomorrow, after which DPI will refine the proposal and submit to the United Stated Department of Education by February 21, 2012.

A primary reason for the federal Department of Education to offer an opportunity to apply for this flexibility is to allow states an opportunity to unify existing state and federal accountability systems. In Wisconsin, we are looking to build a statewide system, one that holds all schools that receive public funds accountable to the standards and expectations of the system. However, while our vision is for a statewide system encompassing all schools, it is important to note that the ESEA flexibility pertains to Title I schools only using Title I funds. There are no additional funding sources available from the Department

of Education for activities proposed by states in their waiver proposals, nor for state-developed accountability systems that reach beyond Title I schools.

Our waiver proposal is built around two key goals, raising rigor and personalizing learning. We need to be able to meet and exceed international standards and change expectations. In order to this we have to provide a statewide system of support for our schools and districts. In other words, our accountability planning is about more than just a labeling system. A labeling or rating system alone doesn't do anything to move the needle. We need to provide the diagnostic tools and supports to provide schools with the additional capacity to make changes that lead to improvement.

As I mentioned earlier, the Accountability Design Team recommendations provided the critical foundations for much of what you see in the waiver request including input about what it means to be college and career ready; identification of four key priority areas for an accountability system; and specifications for reporting school performance, including reporting both student growth and student attainment in our system.

Going back to the four principles that USDE requires us to address, you will see some significant changes that will affect schools and districts.

Principle 1: Adopting College and Career-ready Expectations for All

In order to ensure Wisconsin graduates are prepared for success in college and career, DPI is raising standards and thinking differently about assessment and graduation requirements. Specifically:

- **We have adopted the Common Core State Standards (CCSS), which will be fully implemented and assessed starting in 2014-15 school year.**
- **Proficiency on CCSS will be measured by new assessment systems**.
    - These assessment systems are being developed by the SMARTER Balanced Assessment Consortium (replacing the WKCE) and the Dynamic Learning Maps Assessment (replacing the WAA-SwD).
    - The new assessments will be online, guaranteeing faster turnaround of results for teachers, students, and families. Both assessments will be field tested in 2013-14 and required statewide in 2014-15.
- **Until the SMARTER test is operational, we will be raising expectations by piloting a different way of evaluating WKCE proficiency.**
    - Specifically, we will use cut scores based on the National Assessment of Educational Progress (or NAEP)—the Nation's report card—to measure proficiency on the WKCE.
    - This cut score change will result in a drop in proficiency rates, at least in the short term.
    - DPI fully intends to provide resources to support districts with this transition. Resources will include sample letters to parents explaining the change, press release info, and media outreach from DPI.
- **In order for growth to be measured at the high school level and to collect data that will inform students, parents, and educators about how on track they are toward college and career, DPI is recommending use of the EXPLORE-PLAN-ACT + WorkKeys package (the ACT suite) and will request funding to support administration of the assessments statewide in the 2013-15 biennial budget.**
- **Graduation requirements will be raised at the state level**
    - New graduation requirements will include 3 credits of mathematics; and 3 credits of science, engineering or technology (with 2 of those years as traditional science or science equivalency courses); and 6.5 elective credits.

  - This represents a change from requiring a minimum of 13 credits for graduation to requiring 21.5 credits for graduation, which is in line with national averages and current local practices regarding total credits required for graduation.
- **DPI is developing plans for a Standards, Instruction, and Assessment Center that will produce high-quality, classroom-level instructional materials for teachers and educational leaders.**
  - The resources the SIA Center produces will directly address instruction and assessment of the Common Core State Standards and will target support to classroom educators and educational leaders.

Principle 2: State –developed Differentiated Recognition, Accountability, and Support

The accountability system being proposed provides meaningful results to inform differentiated recognitions, intervention, and support. Specifically, the accountability system:

- **Holds schools accountable according to the four Priority Areas identified by the School Accountability Design Team**
  - **Student Achievement**
    - This area looks at performance on the WKCE and the alternate assessment for reading and mathematic for all students.
  - **Student Growth**
    - *DPI's approach is based on individual student growth, looking at student growth percentiles.* Districts are awarded 'credit' for students' growth within proficiency categories (like growth from the lower end of basic to almost-proficient), and between proficiency categories. As such, the growth calculation differentiates school performance in which schools with more low-performing students have more room to grow and can earn more points. Of course, schools still get credit for students who maintain proficiency and who move from the proficient to the advanced category. In other words, all growth is accounted for, but schools with the most room to grow can earn more credit.
    - *We are committed to providing reports to schools/districts that include both student growth percentiles, and value-added reports developed in collaboration with VARC.* We believe that multiple perspectives are important to understanding growth. The ESEA accountability waiver specifies that a growth model that controls for student characteristics, like value-added models, may not be used for federal accountability purposes. Basically, with what we have proposed, we're complying with current requirements and staying open to possible adjustments in the future.
  - **Closing Achievement Gaps**
    - *Here we are looking at three types of gaps that we know we have: attainment gaps; gaps in rates of growth* (which acknowledges that lower attaining students must grow at higher rates in order to catch up); *and graduation rate gaps*. In order to do this we will compare each race/ethnicity subgroup to the highest performing subgroup; students with disabilities to students without disabilities; economically disadvantaged students to non-economically disadvantaged students; and English language learners to non-English language learners.
  - **On-track to graduation and Postsecondary Readiness**
    - *This is primarily at attendance for elementary and middle schools,* but in the future, we intend to include assessments in other content areas like science and course-taking.
    - *For high schools, this includes attendance, graduation rates, and participation and performance on the ACT.*

        - In the future, we'd like the postsecondary readiness indicator to include measures of postsecondary enrollment and retention, as well as important indicators about access to careers, the military, and industry certifications.
- **The accountability system ensures that all students are counted by including smaller populations in our calculations.**
    - Specifically, a cell size of 20 will be used for calculations. This is a change from 40. What this means is that more students will be accounted for in accountability calculations.
- **Classifies schools along a continuum of performance that will replace our current AYP pass-fail system.**
    - Schools will receive scores for each priority area and an overall index score of 0-100 that places schools within one of six categories:
        - Significantly Exceeding Expectations
        - Exceeding Expectations
        - Meeting Expectations
        - Not Meeting Expectations
        - Significantly Below Expectations
        - Persistently Failing to Meet Expectations
- **DPI will intervene or require certain changes in schools that are persistently low-performing or have persistently significant achievement gaps. Interventions are based on a differentiated system whereby schools complete a diagnostic review of their practices to identify key needs and strategies for improvement.**
    - *The waiver requires us to identify the lowest performing Title I schools in the state, and those that have persistent gaps between subgroups.* The accountability index will be used to make these Title I designations and meet this federal requirement.
    - *Public schools that are identified as the lowest performing schools will be required to implement one of two options.*
        1. They could conduct a diagnostic review with an external expert and develop a reform plan based on this review. The school must contract with a state-approved turnaround partner to implement reform plans that focus on improving core instruction in reading and mathematics.
        2. The school may choose to close.
    - *Charter and Choice schools that fall into this designation will have three options.*
        1. Have the same option as traditional public schools to conduct a diagnostic review.
        2. Charter schools can choose to close and choice schools to be removed from the program.
        3. Enter into a performance agreement with DPI to meet annual performance targets approved by the State.
    - Schools that have persistent gaps between subgroups will be required to develop school reform plans and work closely with the Wisconsin Response to Intervention (RtI) Center to implement these improvement plans.
- **DPI will build a Statewide System of Support for all schools.**
    - This includes online resources, required in some instances of identification but available to any school wishing to conduct a self-assessment or continuous improvement planning.
- **Districts will be identified for improvement in two ways: if the overall index scores fail to meet expectations at all three elementary, middle, and high school levels; or if the district has any schools with the Persistently Failing to Meet Expectations designation.**
    - For districts identified for improvement, DPI may require a contracted expert to complete a diagnostic review at the district level to evaluate critical systems and structures within the district's central office that include human resources, curriculum and instruction, finance, leadership.

  - Based on diagnostic review the State Superintendent may direct reform at the district level. Districts would work closely with the district assigned turnaround expert in implementing the required reforms.
  - In all cases, districts will be the entry point for school improvement and district reform.
- **In Priority schools failing to make adequate progress after three years, the State Superintendent will intervene to appoint a special master that may direct school board to open the school under a contract with a successful charter management organization, or close.**

Principle 3: Supporting Effective Instruction and Leadership

This portion of the waiver is based on the work of the Educator Effectiveness Design Team which produced the Wisconsin Framework for Educator Effectiveness, the primary purpose of which is to support a system of continuous improvement of educator practice—from pre-service through service—that leads to improved student learning. The system was designed to evaluate teachers and principals through a fair, valid, and reliable process using multiple measures across two main areas: educator practice and student outcomes.

Here are some main points of the system:

- All educators will be included in the evaluation system.
- Both principal and teacher evaluations will include multiple measures of educator practice and student outcomes. Educator practice will count for half of the evaluation; student outcomes will count for the other half of the evaluation.
- The measures used will differ for teachers of English language arts and mathematics than for teachers of other subject areas.
- The evaluation system will include formative (ongoing) and summative (once-a-year) elements, both to be directly linked to the educator's professional development plan.
- The system will be fully implemented in the state by the 2014-15 school year.

The Department of Public Instruction has the goal of producing a waiver request that accurately reflects the thoughtful input, recommendations, and compromises of the many groups and individuals that have been involved in the accountability reform process. This includes the recommendations of the Educator Effectiveness Design Team, the School Accountability Design Team and other stakeholder groups representing parents, classroom educators, school and district administrators, students with disabilities, English language learners, business leaders, philanthropic organizations, and community groups.

Additionally, we want to make sure we also take into account input from the general public. To date, DPI has received nearly 600 survey responses on the waiver via our Web site. We look forward to adding any additional comments received here today into that public record. The final waiver request will then address ways in which public input resulted in changes to our proposal.

Thank you and I would be happy to answer any questions you may have.

Wisconsin Legislative Hearing on NCLB Waiver

February 2, 2012

Allan Odden
Strategic Management of Human Capital (SMHC)
University of Wisconsin-Madison

SMHC

CPRE

Waiver Expectations

- Designed to modify several glitches with the NCLB accountability requirements, and
- Continued pressure to move states towards more aggressive education reforms and real accountability
- Fabulous that Wisconsin is at the table as it had been reluctant in recent past to embrace these new accountability issues

SMHC

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Cudos

- Collaboration among DPI, legislature and governor
- Many, many topics in document
- Terrific the state will move to the NAEP proficiency standards
- Terrific that there is a robust proposal for school-based accountability
- Terrific progress on educator effectiveness/evaluation elements and I will comment only on them

SMHC 3 CPRE

State Action on Teacher Evaluation

- About 2/3 of the states engaged in changing how teachers are to be evaluated
- All require a ***combination*** of indicators including:
  - Measures of instructional practice – at least 50%
  - Student achievement data
    - State accountability test data – 3+ years of data
    - Other test data, that usually can include short cycle assessment data
  - Short cycle can comprise up to 35% of the data on student learning, so are important options

SMHC 4 CPRE

Wisconsin' Proposal Similar

- Educator practice is 50% of the score
  - Multiple observations
- Student data is another 50% to include
  - State accountability tests – revision of WKCE, given spring to spring means need 4 years to get three years of growth
  - Other local assessments – benchmark (like NWEA MAP), short cycle, SLOs

SMHC STRATEGIC MANAGEMENT OF HUMAN CAPITAL 5 CPRE

Possible Changes for Efficiency

- Educator practice is 50% of the score
  - No need to start from scratch on the rubrics for the data – several rubrics have already been developed
    - Most also have been validated by the Gates Foundation MET study
  - Multiple live observations with pre- and post-observation conferences will be VERY expense and require a squadron of observers

SMHC STRATEGIC MANAGEMENT OF HUMAN CAPITAL 6 CPRE

For the Educator Practice Measures

- For rubrics:
  - Use a system that is part of the Gates study because they have been validated
- Consider videos instead of observations
  - Being developed both by TeachScape as part of the Gates MET program and by TNTP
  - Easy to obtain
  - Only need trained scorers
- Consider requiring fewer observations, like 3, but embedded in one integrated curriculum unit – so an observation/video at the beginning for direct instruction, one in the middle, and one at the end when the teacher is having students apply the concepts and knowledge to novel situations

SMHC 7 CPRE

Possible Changes for Efficiency

- Think hard about devolving details to each local district or consortia of districts
  - These systems are VERY hard to design and implement; most states struggling to design, pilot and implement
  - Few districts or regions have the expertise or resources to develop and implement these systems on their own
  - State should want a substantial common core so when the results are used for key decisions – licensure, tenure (continuing contract), promotion, dismissal, compensation – districts are using comparable metrics.

SMHC 8 CPRE

Use of the Evaluation Metrics

- Lots of language that the evaluation system is part of the development system – fine but:
  - Make sure there is an aligned robust educator development system that doesn't depend on the evaluation system
  - Danger of using the evaluation results to pinpoint remediation for teachers – a concern
  - Difficulty of using the generic rubrics to imply training for content specific instruction
  - Think of the evaluation system as aligned with the development system but not a central part of it, because …

SMHC 9 CPRE

Use of the Evaluation Metrics

- The evaluation system is meant to be used for key decisions and need more than 3 levels:
  - For key decisions about teachers (principals) such as licensure, tenure (continuing contract), promotion, dismissal, compensation, etc.
  - Level 1 – initial licensure
  - Level 2 – 3-4 years later, "developing," professional licensure, and then the tenure clock starts
  - Level 3 – another 3-4 years, tenure, effective
  - Level 4 – Advanced Professional
  - Level 5 – Accomplished professional

SMHC 10 CPRE

Think Now About Combining Multiple Measures of Teaching Performance

- Standard Prescription:
  Instructional practice measure (e.g., teacher evaluation ratings) + Gain, growth, student growth percentiles, or value-added based on state standards-based assessments

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Issues in Combining Practice & Student Achievement Measures

- But…… the practice measures and the student performance data have:
  - Different Distributions
  - Different Scales
  - Different Reference Points
- So much thought needs to be given to how they will be combined and into how many levels of effectiveness and used for what

SMHC STRATEGIC MANAGEMENT OF HUMAN CAPITAL

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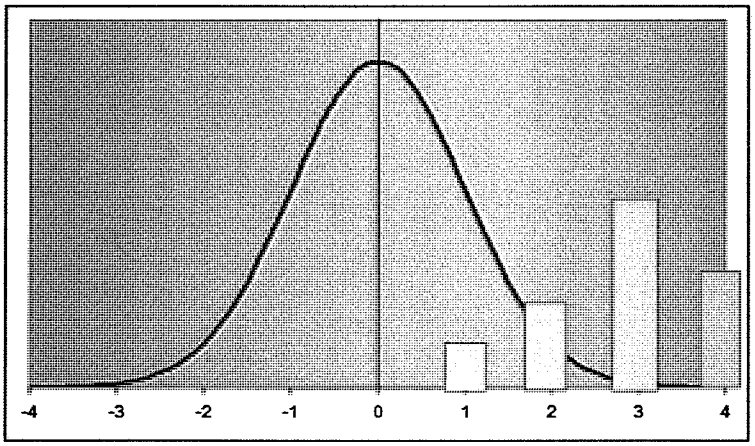
Scales, Distributions, & Reference Points for Value-Added vs. Practice



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Putting Practice Ratings and Student Achievement on the Same Scale

Emerging Practice: Rescale growth, gain or value-added measure to match the practice rating scale

- Standardize & set cut-off points in units of standard error, standard deviation or percentiles

Category	In S.D. Units	Percentiles
Extraordinary (5)	>2.0 S.D. Above Mean	85th +
Advanced (4)	1.5-2.0 S.D. Above Mean	70th – 85th
Effective, Professional (3)	0.0-1.5 S.D. Above Mean	50th to 70th
Developing (2)	Up to 1.5 S.D. below Mean	31th to 50th
Basic (1)	1.5 - 2 S.D. Below Mean	15th to 30
Unsatisfactory	> 2 S.D. Below Mean	Below 15th

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Conjoint Model for Combining 2 Measures

	Student Outcome Rating			
Teaching Practice	**1**	**2**	**3**	**4**
4 = Advanced	2	2		4
3 = Proficient	2	2		4
2 = Basic		2	2	
1 =Unsatis-factory				2

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Conjoint Model for Combining 3 Measures

To Get a Summary Rating of	Need Scores of at Least:
5 – Accomplished	4 on all measures
	2 on the practice measure and 4 on both the student achievement measures
3 – Effective	2 on the practice measure and 3 on both the student achievement measures - or - 3 on the practice measure and 3 on at least one of the student achievement measures
	2 on the practice measure and 2 on either of the student achievement measures
	1 on the practice measure and 1 on either student achievement measure

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Use Metrics for a New Salary Schedule

- Current salary structures are unaligned with current education goals
  - Years of experience not linked to greater effectiveness after the first 3 years
  - Nothing in the structure that signals the need to improve instructional practice
  - No pay element linked to student learning gains
  - So current pay system not linked to core system goals – improved learning and teaching

SMHC STRATEGIC MANAGEMENT OF HUMAN CAPITAL 17 CPRE

Create New Salary Structures

That trigger base pay increases on a validated metrics of <u>teaching effectiveness:</u>

- Link pay levels with teacher performance levels – levels of instructional performance to the system's view of effective instructional strategies
- Augment with bonuses based on student learning gains, for both teachers and principals
- Augment with incentives for teachers in subject shortage areas, and in high need schools
- Prime funding source is current teacher salary budget

SMHC STRATEGIC MANAGEMENT OF HUMAN CAPITAL 18 CPRE

	Step Within Level	BA	MA	MA 60/ Doctorate
Entry	1	$40,000	$41,600	$43,264
	2	$40,600	$42,224	$43,913
	3	$41,209	$42,857	$44,572
Developing Professional	1	$45,330	$47,143	$49,029
	2	$46,010	$47,850	$49,764
	3	$46,700	$48,568	$50,511
	4	$47,400	$49,297	$51,268
	5	$48,112	$50,036	$52,037
	6	$48,833	$50,787	$52,818
Effective Professional	1	$56,158	$58,405	$60,741
	2	$57,000	$59,281	$61,652
	3	$57,855	$60,170	$62,577
	4	$58,723	$61,073	$63,515
	5	$59,604	$61,989	$64,468
	6	$60,498	$62,919	$65,435
Exemplary	1	$72,598	$75,503	$78,522
	2	$73,687	$76,635	$79,700
	3	$74,792	$77,785	$80,895
	4	$75,914	$78,951	$82,109
	5	$77,053	$80,136	$83,340
	6	$78,209	$81,338	$84,590

National Board Certification	10 %			
Percent Increase for Step	1.5%			
Percent Increase for Skill Level	Increasing	10%	15%	20%
MA, MA60/Doctorate	4.0%			
Math and Science Incentives	10.0%			

SMHC STRATEGIC MANAGEMENT OF HUMAN CAPITAL

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Aspects of this New Structure

- Major pay increase is based on metrics of instructional effectiveness – 10, 15 and 20 % Some step increases, if wanted – 1.5 %
- Pay can top out at different effectiveness levels if instructional effectiveness does not increase
- Can include wage premiums for math, science, high need school, MA/Doctorate, and National Board Certification
- Needs operating and transition rules
  - Key principle: move everyone on at current pay level, i.e., no one loses pay in the transition

SMHC STRATEGIC MANAGEMENT OF HUMAN CAPITAL

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Summary

1. Measure teaching effectiveness with BOTH measure of teaching practice and impact on student growth
2. Produce 4-5 teacher performance levels
3. Have a multi-level state licensure system provide the rigorous external measures and combine more informal elements in the local evaluation system
4. Ensure all elements are linked to student growth
5. Use for licensure, tenure, promotion, measuring distribution, salary, dismissal
6. Make the system as efficient as possible

SMHC 21 CPRE

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SMHC CPRE

Statement of
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At the
Joint Informational Hearing of the
Wisconsin Senate and Assembly Committees on Education

February 2, 2012

Chairman Olsen, Chairman Kestell, and other members of the Senate and Assembly Committees on Education, thank you for this opportunity to discuss Wisconsin's request for a waiver from certain requirements of the federal No Child Left Behind Law. My goals in these remarks are to explain why a waiver is essential for our state, and why this particular waiver, if achieved, would advance the cause of education reform in the State of Wisconsin.

My name is Adam Gamoran, and I served with Chairmen Olsen and Kestell on the Design Team for Wisconsin's new school accountability system, a major source of input to the NCLB waiver request. My statement is based not only on that experience, but also on my expertise in education research over a career of 27 years at the University of Wisconsin-Madison, in which I have focused on efforts to improve performance and reduce learning gaps in U.S. schools from early education to the postsecondary level. I am an elected member of the National Academy of Education and have served on a variety of national education panels. Currently I am a member of the National Research Council's Board on Science Education. Recently I chaired the Independent Advisory Panel of the National Assessment of Career and Technical Education, and I also served a term as an appointed member of the National Board for Education Sciences. At UW-Madison, I am the John D. MacArthur Professor of Sociology and Educational Policy Studies, director of the Wisconsin Center for Education Research, and Associate Dean for Research in the School of Education.

Why a Waiver is Needed

The No Child Left Behind Act (NCLB) had some successes, but it has fallen far short of its goals, and its demise is imminent. No Child Left Behind is failing because it set unrealistic expectations and failed to distinguish between effective and ineffective schools, and because its strategies for improvement were poorly and inconsistently implemented. Here in Wisconsin, we can do better.

Prior to NCLB, neither U.S. education policy nor Wisconsin state policy held schools accountable for students' test results. NCLB, which required states to set achievement targets for students and to hold schools and school districts accountable for reaching these targets, was the culmination of two decades of increasing emphasis on higher standards in education. It was passed with strong bipartisan support, as Republicans and Democrats alike supported the twin goals of raising achievement overall and reducing achievement gaps.

Accomplishments of NCLB

Two important accomplishments were evident for NCLB early on. First, NCLB has highlighted inequalities among demographic groups. In the past, schools had been able to hide the low performance of disadvantaged groups behind a high overall average. That is no longer the case, as schools are held accountable for the success of all demographic groups. Of course, shining a spotlight on inequalities is not the same as reducing inequalities. Recognizing a problem, however, may be the first step towards addressing it.

Second, the increasing standards mandated by NCLB have apparently motivated teachers and principals to seek new ways of promoting higher achievement among their students. On surveys, teachers reported that they have responded to NCLB with efforts to identify new teaching methods and materials that will boost their students' test scores. Also, educators have indicated that the curriculum has become more rigorous as a result of accountability pressures. This is precisely the sort of incentive that the designers of NCLB had hoped to create.

Failures of NCLB

Despite these accomplishments, NCLB has not come close to its goals. One reason is that NCLB's strategies for improvement have been poorly implemented. To take one example, NCLB requires schools that missed their achievement targets for three successive years to offer tutoring to low-achieving students. Yet only about 20% of eligible students receive such tutoring, and even among those who do, attendance is poor, the size of groups being tutored is often large (e.g., 8-10 students instead of 1-3), there is inconsistent coordination between tutors and teachers, and the qualifications of tutors are variable and unregulated. As a result, even though tutoring can be a powerful strategy for helping low achievers catch up to their peers, tutoring has made little difference under NCLB. Other improvement strategies such as hiring highly qualified teachers, promoting school choice, selecting instructional strategies based on research evidence, and restructuring schools, have also been weakly implemented.

Another reason NCLB cannot meet its goals is that it is not designed to distinguish between effective and ineffective schools. Under NCLB, students in grades 3-8 are tested each year in reading and mathematics. Each state designs its own test and determines what score on the test counts as "proficient" in the subject area. Some states have adopted easy tests and some state tests are harder; these contrasts are evident when one compares performance on each state's own test to performance on the National Assessment of Educational Progress (NAEP), a test given every two years in reading and math (and less frequently in other subjects) to a sample of students in grades 4, 8, and 12 in each state. NCLB requires states to increase year by year the percentage of students in each school who meet the proficiency threshold, so that by 2013-2014, 100% of students are proficient. Schools that fail to meet their proficiency targets are said to not make "Adequate Yearly Progress," and are subject to an increasing regimen of sanctions the longer they fail to hit their increasingly difficult targets.

This approach identifies schools where test scores are low, but it does *not* identify schools that are ineffective. Achievement test scores are responsive to many conditions, some of which schools can control, and many of which they cannot. NCLB holds schools accountable for student performance *at a given point in time*, instead of focusing on *how much progress schools make with students over time*. So, a school whose students have low test scores when they enter may not be counted as making "Adequate Yearly Progress," even if individual students are improving at a relatively high rate. In this way, NCLB mixes up effective and ineffective schools.

To illustrate this point, consider Figure 1, taken from a public report on school performance in Madison middle schools, compared to schools across Wisconsin. The vertical axis ranks Madison middle schools on the percentage of students scoring proficient, while the horizontal

axis ranks schools based on how much they contribute to *increases* in student performance. Some schools, with low average test scores have high levels of growth; these schools are being sanctioned under NCLB, when in fact they should be praised for their progress. James Wright Middle School stands out as an example in Figure 1: although it had the lowest percentage of students proficient among middle schools in the city, it was one of the most effective in elevating student performance from lower to higher levels.

Collapse of NCLB

Whatever the accomplishments of NCLB, its demise is imminent. This is because it is tied to the unrealistic goal of 100% of students performing at the "proficient" level by 2014. The goal is unrealistic for two reasons. First, only a portion of student performance is subject to the influence of educators. As many writers have explained, schools contribute to student performance, but so do families, neighborhoods, and any other experiences students have outside of school. Second, while student test scores have risen since the introduction of NCLB, the rise is not nearly steep enough to meet the pace demanded by NCLB. As of 2010-2011, about half of U.S. schools were failing to make Adequate Yearly Progress. The proportion varied greatly from state to state. Part of the state-to-state differences reflect how students are performing, but mostly they reflect differences in the difficulty of the state assessments and in how rapidly the states have escalated the percent of students who must be proficient in order for a school or district to be counted as having met AYP. Wisconsin, for example, had in 2010-2011 the lowest proportion in the nation of schools failing to make AYP. This is not because our students perform at high levels, but because the target for percent proficient was set at a relatively easy level and has advanced slowly.

Even in Wisconsin, however, virtually all schools will soon be failing AYP. Figure 2 shows the percent of students scoring proficient in grade 4 reading, alongside the percent required to be proficient to make AYP, between 2001-02 and 2009-10. About 80% of fourth graders statewide scored proficient on the reading assessment in 2002-2003, a figure that has hardly wavered during the past 7 years. Yet nearly all schools met the proficiency standard required for AYP because the target was set low enough, and has risen gradually enough, to accommodate this flat performance trend. From 2002 to 2010, the AYP standard rose by 6.5 percentage points every three years. Beginning in 2010, schools are required to increase their percent of students by 6.5 percentage points every year to reach the target of 100% by 2014. In light of past performance, this appears utterly unrealistic.

Figure 2 also depicts the performance of a sample of Wisconsin fourth graders on the NAEP. The percentage of students scoring proficient has remained flat on this assessment as well, but at a much lower level. The contrast between statewide percent proficient on the state test and on the NAEP reveals that Wisconsin has a relatively easy test, or sets its proficiency target at a relatively low level. Many other states – indeed, those with low numbers of schools that have failed AYP – exhibit the same pattern. But even states like Wisconsin will soon have nearly all schools failing AYP, because even their tests are not easy enough to have all students scoring proficient.

In contrast to reading, Figure 3 shows that the percentage of Wisconsin fourth graders scoring proficient in mathematics has risen over time, from 71% in 2002-2003 to 80.5% in 2009-2010. Nonetheless, the same phenomenon will occur as in reading, that is, virtually all schools will fail AYP due to NCLB's artificial and unrealistic demands for percent proficient after 2010.

Thus, not only have the accomplishments of NCLB been limited, but the accountability system will shortly fail, as nearly all schools are unable to meet AYP. A system in which no participant can meet the standard is useless for accountability because it means that the rewards associated with success and the sanctions linked to failure no longer provide incentives for improving performance.

NCLB was scheduled for reauthorization in 2007. Congress has had five years to correct these problems, but it has yet to act. As a result, the Secretary of Education plans to use the authority given to him under the law to waive the unrealistic requirements of NCLB for states that agree to put into place a rigorous and in some ways more far-reaching accountability system, yet one that is more flexible and which focuses on the real problems of school improvement.

Why This Waiver Will Advance Education Reform in Wisconsin

Wisconsin's Department of Public Instruction has taken advantage of this flexibility to propose a new accountability system for Wisconsin. Not only does the waiver request respond to the requirements of the U.S. Department of Education, but it proposes an approach that will serve the children and families of our state in a way that is far better than our current system of education accountability.

I will not review the entire waiver request, but I will make five points about its strengths that have led me to recommend that this waiver be pursued.

1. Use of a Better Assessment

Any test-based accountability system is only as good as the test upon which it relies. Wisconsin's waiver request proposes to move to the SMARTER Balanced assessment as soon as it becomes available in 2014. This will provide a deeper and richer assessment of student performance compared to our current assessment, the Wisconsin Knowledge and Concepts Examination. Perhaps more importantly, the new assessment will have higher standards for judging success than we are currently using, bringing Wisconsin in line with other states and with high-performing nations around the world in setting high standards for our students.

2. Assessment of Educator Effectiveness

To obtain a waiver, states are required to devise an approach for measuring the performance of educators, and to hold educators accountable for results. Wisconsin's approach will use test scores, but not only test scores. Under the waiver, Wisconsin would use a balanced approach to judging effectiveness, including observations of practice as well as impact on student achievement.

3. A Focus on Growth as well as Status

The school accountability system proposed for the NCLB waiver focuses on achievement *growth* as well as where students are at a given point in time (status). So, a school such as the James Wright Middle School in Madison, which serves a disadvantaged population, could demonstrate its success by making progress with low achievers, now that it will no longer have to reach completely unrealistic targets in an absolute sense. Schools will also get credit for closing achievement gaps and for keeping students on track to graduate high school on time.

For technical reasons which I have communicated separately to DPI and have included as an appendix to my written statement, I believe DPI has not chosen the best available approach to measuring achievement growth. But any approach that takes growth into account is much better than the approach we are currently using under NCLB.

4. Every Student's Test Scores Matter

In a system solely focused on hitting an achievement target, the students who matter the most are those whose scores can be elevated from slightly below to slightly above the target. Wisconsin's waiver request will make every student's score important, because every student can contribute to the measure of achievement growth over time.

Many other states are proposing to drop their attention on student demographic categories to focus solely on low achievers. I think this is a poor decision and I am glad to see that Wisconsin is not pursuing that route. Achievement gaps by race, ethnicity, income level, language minority status, and disability status are the most challenging education issue of our time, and it is essential that we continue to focus on that challenge – as Wisconsin's waiver request proposes.

5. Targeting Interventions to Where They Are Needed Most

NCLB mixes up effective and ineffective schools and as a result, schools that perform well may still be sanctioned if their students start out with low achievement levels. By focusing on achievement growth as well as status, Wisconsin's waiver would sort this out. Moreover, the waiver request would target interventions to where they are most needed, that is, schools in which achievement is persistently low *and* little growth occurs.

Conclusion

With the collapse of NCLB on the horizon, we face a clear choice: develop a new approach to accountability, or abandon accountability altogether. In the absence of changes at the federal level, it is left to the states to devise an appropriate response. In my judgment, Wisconsin's waiver request will allow us to maintain the advantages of education accountability while overcoming many of the flaws of NCLB.

The State of Wisconsin has a long history of leading the nation in designing innovative social programs. Our contributions to national welfare reform are well known, but the history is much

longer. In his introduction to Charles McCarthy's 1912 book, *The Wisconsin Idea*, former president Theodore Roosevelt explained:

> [Wisconsin] has become literally a laboratory for wise experimental legislation aiming to secure the social and political betterment of the people as a whole...The Wisconsin reformers have accomplished the extraordinary results for which the whole nation owes them so much, primarily because they have not confined themselves to dreaming dreams and then to talking about them. They have had power to see the vision, of course; if they did not have in them the possibility of seeing visions, they could accomplish nothing; but they have tried to make their ideals realizable, and then they have tried, with an extraordinary measure of success, actually to realize them.

With this waiver request, Wisconsin becomes a leader in designing an accountability system that is fairer, more accurate, and therefore more useful in advancing the cause of educational progress and equality. We should pursue it with all vigor.

Appendix: Approaches to Measuring Achievement Growth for School Accountability

Wisconsin proposes to assess achievement growth for school accountability using an approach known as Student Growth Percentiles (SGPs). SGPs identify differences among schools in changes in the percentile rankings of students who attend them. SGPs are a useful descriptive tool. However, they have three weaknesses that limit their value for an accountability system.

1. No adjustment for measurement error

Achievement tests are an imperfect gauge of student performance. Accuracy can be improved with statistical techniques that adjust for measurement error, that is, adjustments that incorporate uncertainty about how well student performance has been measured. Under the proposed waiver, achievement growth will become part of a high-stakes accountability system, and it should be as accurate as possible. Adjusting for measurement error improves the accuracy with which school contributions to student growth are assessed.

2. No standard errors

When measuring school contributions to achievement growth, it is important to estimate not only the effects of schools, but how precisely those effects are measured. Standard errors are the usual way to gauge precision. Without standard errors, educators are left without knowledge of how precisely their contributions have been measured. Is there a high or a low degree of accuracy? Absent this information it is hard to have confidence in an accountability system.

3. No accounting for large vs. small schools

In calculating changes in student percentile rankings, the SGP approach does not take account of whether a school estimate is based on many data points, or only a few data points (i.e. many students or few students). In a school with few data points, estimates can be pulled in one direction or another by just a few cases. SGPs try to deal with this problem by focusing on medians rather than means. A more sophisticated approach is to produce "shrinkage" estimators, which adjust each school's estimate according to its precision. School effects that are especially imprecise (generally because they are estimated on few data points) are "shrunk" towards the overall mean as a way of adjusting for imprecision. This is a standard feature of multilevel statistical modeling (modeling achievement of students within schools) that helps improve precision, but SGPs do not incorporate this feature.

Value-Added Models to Measure Achievement Growth

Value-added models are a widely used alternative to SGPs. They do not share these weaknesses: sophisticated value-added models adjust for measurement error, generate standard errors, and adjust estimates of school effects according to their precision. Many value-added models also control for student demographics (e.g., race, free lunch, etc.), but that is not permitted under the NCLB waiver. It is important to note that (a) **demographic controls are not necessary features of value-added models** and (b) **value-added models without demographic controls are superior, for the reasons above, to SGPs** (which also do not use demographic controls).

Further Reading

Note: Portions of these remarks are adapted from A. Gamoran, The future of U.S. educational inequality: Will better measures and more accountability make a difference? Forthcoming in *Revue Française de Pédagogie.*

Also see:

Gamoran, A., Editor. (2007a). *Standards-based reform and the poverty gap: Lessons for No Child Left Behind.* Washington, DC: Brookings Institution.

Gamoran, A. (2007b). School accountability, American style: Dilemmas of high-stakes testing. *Swiss Journal for Educational Science and Research, 29*, 79-94.

Harris, D. N. (2011). *Value-added measures in education: What every educator needs to know.* Cambridge, MA: Harvard Education Press.

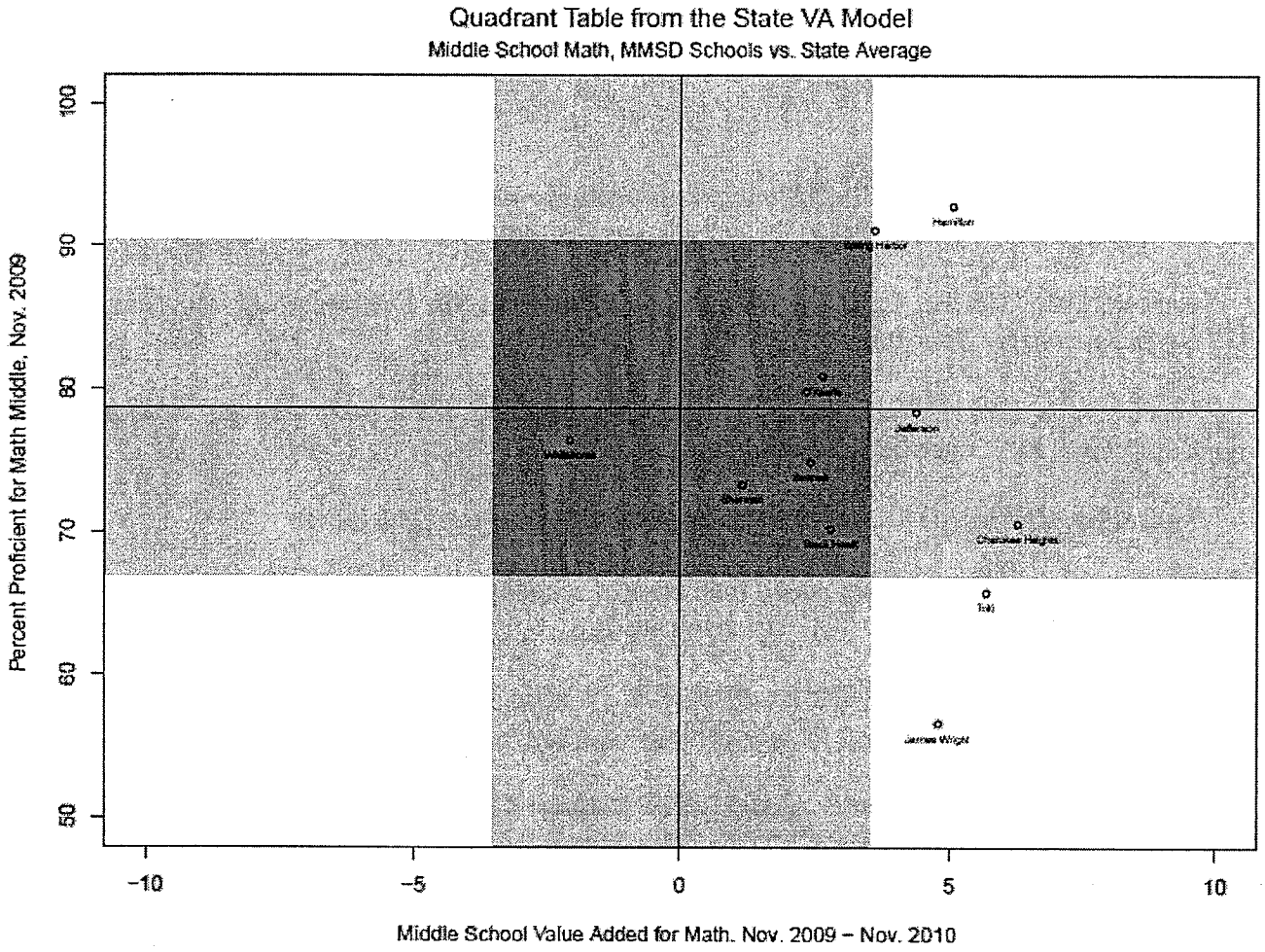
McCarthy, Charles. (1912). *The Wisconsin idea.* New York: Macmillan.

Meyer, R. H. (1997). Value-added indicators of school performance: A primer. *Economics of Education Review, 16*, 283-301. Available at: http://upi-yptk.ac.id/Ekonomi/Meyer_Value.pdf

Usher, A. (2011). *AYP results for 2010-2011.* Washington, DC: Center on Education Policy. Available at: http://www.cep-dc.org/displayDocument.cfm?DocumentID=386

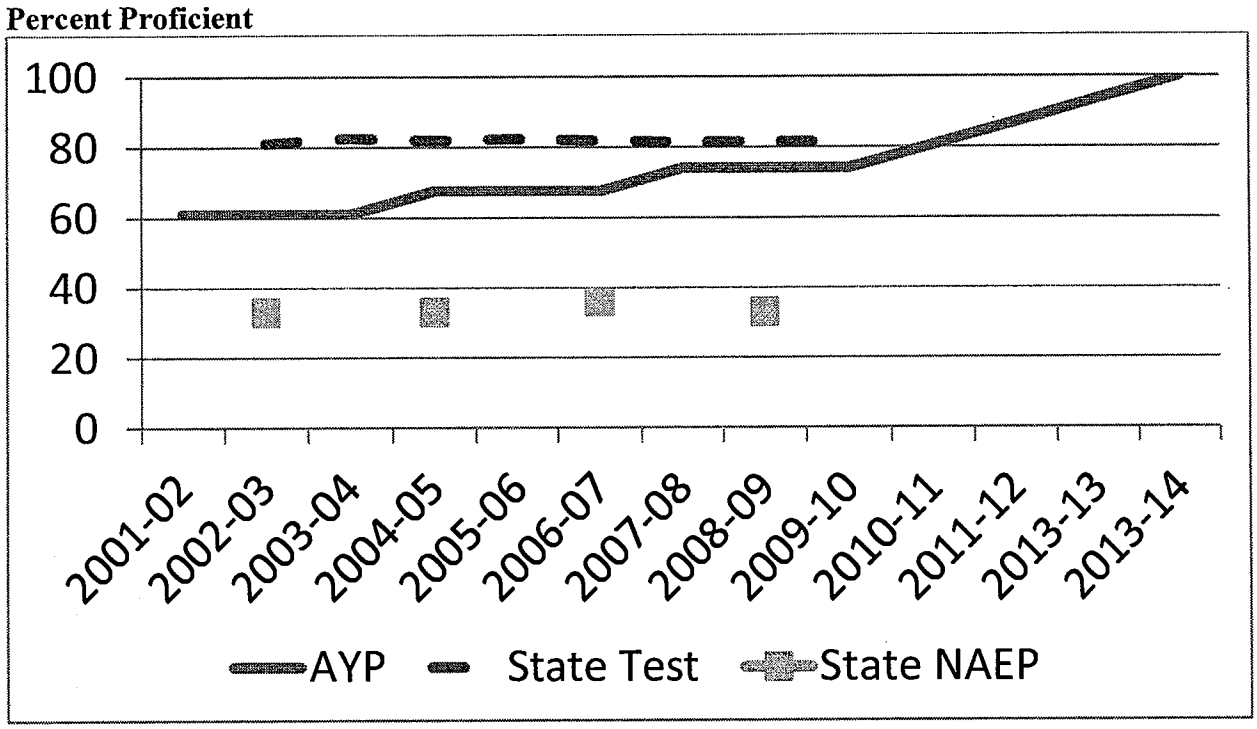
Value-Added Research Center. (2011). *The Madison Metropolitan School District Value-Added Model.* Madison, WI: Madison Metropolitan School District, p.15. Available at: http://www.schoolinfosystem.org/pdf/2011/09/mmsd_value_added2011fullreport.pdf

Figure 1. Madison, WI Middle Schools Ranked on Growth (horizontal axis) versus Absolute Performance (vertical axis)



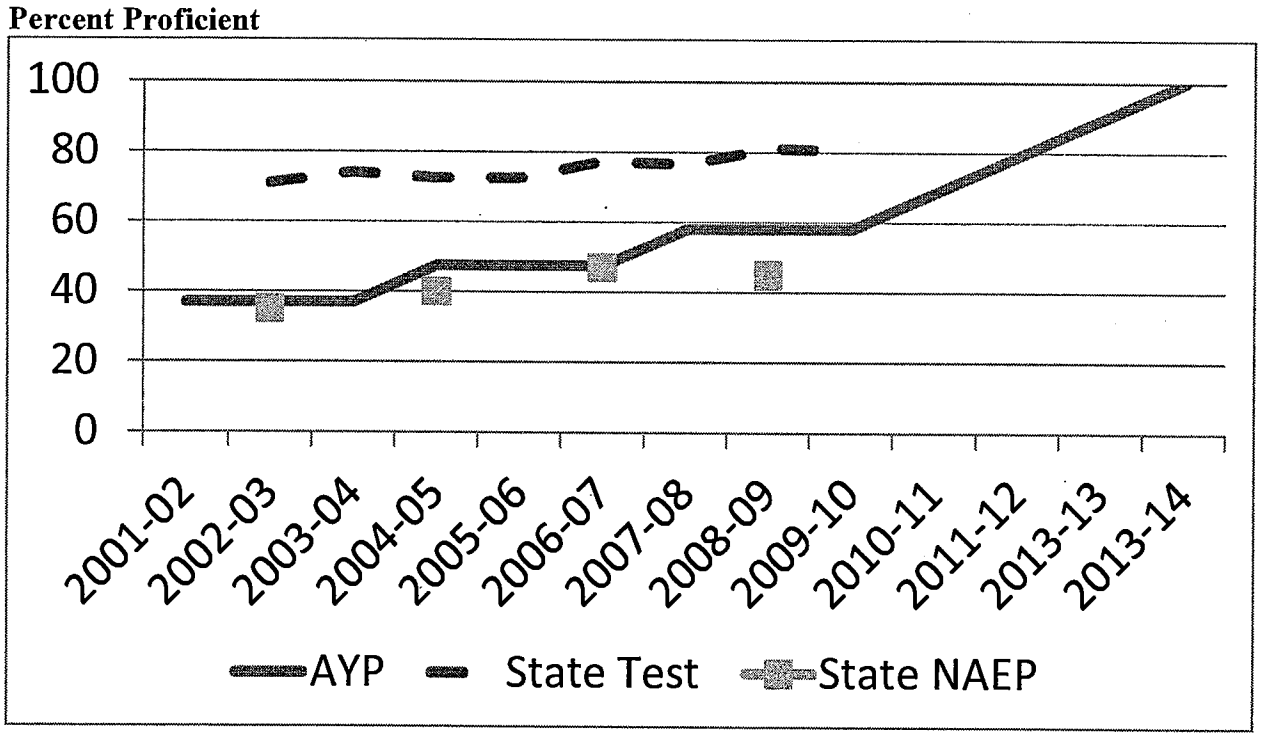
Source: Value-Added Research Center. (2011). *The Madison Metropolitan School District Value-Added Model*. Madison, WI: Madison Metropolitan School District, p.15. Available at: http://www.schoolinfosystem.org/pdf/2011/09/mmsd_value_added2011fullreport.pdf

Figure 2. Adequate Yearly Progress and Proficiency Rates in Grade 4 Reading in Wisconsin



Sources: Wisconsin Department of Public Instruction; National Center for Education Statistics

Figure 3. Adequate Yearly Progress and Proficiency Rates in Grade 4 Mathematics in Wisconsin



Sources: Wisconsin Department of Public Instruction; National Center for Education Statistics

WISCONSIN EDUCATION ASSOCIATION COUNCIL
an NEA affiliate

Testimony of Mary Bell, WEAC President,
before the Senate and Assembly Education Committees
February 2, 2012
ESEA Waiver

Thank you for holding this hearing and inviting public testimony on Wisconsin's request for a waiver from several provisions in the federal Elementary and Secondary Education Act (ESEA) commonly referred to as "No Child Left Behind." My name is Mary Bell. I am a library media specialist and English teacher currently serving as the president of the Wisconsin Education Association Council, the largest union of education employees in the state.

Our union of educators supports efforts by State Superintendent Tony Evers to find a better way to measure how all of Wisconsin's schools are performing to ensure accountability because all children should have outstanding educational opportunities. Through a series of forums around the state last fall, we were pleased to add the voices of educators and community residents offering input on how the state might approach increasing childhood literacy, developing a fair and reliable way to evaluate teachers and principals, and pursuing an accountability system that reflects what Wisconsin citizens value in their schools. Education policy proposals are strengthened when those who work in our classrooms and interact with students are part of the conversation.

This waiver application is an improvement over the No Child Left Behind (NCLB) Act with its overemphasis on student testing and impossible proficiency standards that set all schools up for failure. The waiver provides useful information for teachers and administrators to quickly identify and help struggling students. That's important, because under the current system students are tested in the fall but educators do not see their results until the following spring. Under NCLB, schools that fail to make Adequate Yearly Progress face sanctions that are more focused on punishing than improving schools, like replacing staff and reconstituting schools, among other actions. Make no mistake, Wisconsin's waiver application is aggressive, as schools that are persistently low-achieving and do not make improvements will be closed. But, in contrast to NCLB, the waiver is solutions-based, designed to make all schools better, and targets resources to where they are needed most.

Under NCLB, we have also seen schools and districts narrowing their curriculum to focus on tested subject areas at the expense of other areas – art, music, health, physical education, career and technical education, and other important components of a well-rounded education. Clearly, NCLB needs to be changed.

The plan by the Department of Public Instruction (DPI) for the NCLB Flexibility Waiver brings more balance to the state's accountability system as it establishes an index to track schools in four priority areas: 1) student attainment; 2) student growth; 3) closing achievement gaps; and 4) on-track to graduate and post-secondary readiness. In addition, three performance expectations will be factored into the new accountability index: 1) test participation; 2) dropout rates; and 3) 3rd grade reading. The priority area scores will be factored together with the performance expectations to provide an accountability score for a school on an index from 1-100.

The waiver request also reduces the cell size from 40 students to 20 students for accountability calculations which will better identify groups of students who may be struggling but were not reported under the old system. The new reporting system will require school districts to better identify groups of students and areas where learning gaps may

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exist so that they address the learning needs of all students. With these changes, improved professional development is important. To be successful, teachers will need more common planning time where they can work together on strategies to ensure student success.

In addition, in the waiver request, Wisconsin will move away from the Wisconsin Knowledge and Concepts Exam (WKCE) and the Wisconsin Alternative Assessment and toward the new SMARTER Balanced Assessments and Dynamic Learning Maps. These new tests include a variety of assessments at the classroom, school and district levels to provide schools and educators with data throughout the academic year. Teachers will then be able to use this timely data to inform their instruction and guide learning interventions. School districts can use the data to target professional development and ensure an accurate measure of each student's progress. Again, professional development will be important here.

Notably, *all* schools receiving public funds, including Title I schools, non-Title I schools, charter schools and voucher schools are subject to the proposed new state accountability system. Over the years, WEAC has advocated for holding all taxpayer-supported schools to the same standards and to assess them in the same way so it is easier for parents and the community to make "apples to apples" comparisons. If our state is serious about pursuing a comprehensive accountability system that assesses whether the education needs and achievement goals of all students are being met, voucher and charter schools must be included along with traditional public schools. To do anything less would shortchange students, parents, local communities, and our state.

Of course, student test scores and graduation rates are only one part of the picture. While these outputs are important markers, they do not tell us what we need to do to improve school performance. Efforts to improve school quality must identify variables internal to the process of education itself that are directly related to student learning. These inputs include teacher quality, professional development, the availability of subject-specific specialists, class size, tutoring and other academic supports, and a rich curriculum.

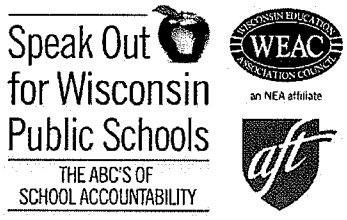
As we traveled the state last fall in our Speak Out for Public Education forums, parents told us that when it comes to measuring schools and holding them accountable, they wanted to know about programs in art, music, physical education, world languages, and similar opportunities. These programs contribute to student achievement and build a well-rounded education. (A summary report and video outtakes from our conversations with communities across the state can be found by visiting www.weac.org/speakout). An accountability system that only focuses on outputs and disregards inputs is unbalanced. We sincerely hope a holistic approach that includes both outputs *and* inputs will be included in the state's final waiver application.

For an accountability system to be successfully implemented, resources must be available. For instance, it takes staff time and costs money to carry out the proposed on-site diagnostic reviews and targeted intervention. To fund data collection systems that trigger labeling of schools, but not invest in solutions and interventions, would only repeat past mistakes from the flawed NCLB.

I applaud State Superintendent Evers and the Department of Public Instruction for offering an NCLB waiver request that is thoughtful, honors and reflects the work of diverse taskforces, and seeks to improve instruction and student outcomes. I hope any potential legislation introduced in conjunction with the state's waiver application equally embraces the deliberative work of the task forces and reflects what truly makes a difference for our children.

WEAC and AFT Recommendations to State Superintendent Tony Evers

November 21, 2011



The Wisconsin Education Association Council (WEAC) and the American Federation of Teachers, Wisconsin, (AFT) submit the following recommendations to the Governor's School Accountability Task Force. The recommendations are informed by a series of eight public events held around the state entitled **Speak Out for Public Schools: The ABC's of School Accountability**. The Speak Out events were promoted and open to the public. Local media were invited and attended each of the events. They occurred in Eau Claire, Weston (DC Everest), Superior, Reedsburg, Oshkosh, South Milwaukee, Kenosha and Green Bay. The events started on September 20th and concluded on November 8th.

More than 500 Wisconsin parents, community members, teachers, support professionals and school officials attended the events. The events were organized around four discussion areas: school programs and services, student achievement, teaching effectiveness and parent/community involvement in schools. The discussions were conducted in small groups of six to ten participants. Small group discussions were led by local volunteers. The format was designed to allow individuals ample opportunity to voice their opinions and to suggest ideas not specifically addressed by the discussion questions. Individual responses to questions were collected and tabulated.

Additional conversation and input was generated through an online Facebook page at www.facebook.com/SpeakOutWisconsin. Review of Facebook discussions served as an additional basis for the recommendations.

The recommendations offered by WEAC and AFT are:

- **Recommendation #1**: Wisconsin should create a holistic system of school accountability.
- **Recommendation #2**: Wisconsin should develop specific criteria for assessing non-tested subject areas.
- **Recommendation #3**: Wisconsin should assess key indicators of school quality, including class size, the quality and availability of staff professional development programs, the availability of vital student support services and school climate.
- **Recommendation #4**: Wisconsin should link educator evaluation systems to professional development programs that promote teaching effectiveness.
- **Recommendation #5**: Wisconsin should provide parents with access to meaningful information regarding the strengths and weaknesses of their schools.

Recommendation #1: Wisconsin should create a holistic system of school accountability.

Issues surrounding school and teacher accountability are being discussed with increasing frequency nationally, with many states contemplating and even enacting new systems and measures. When asked about accountability, Wisconsinites who attended the statewide series of listening sessions identified breadth of curriculum and student support services as some the most important qualities they value in their schools. And, regarding school improvement and teacher effectiveness, participants identified class size, school environment (climate) and professional development as key areas that mattered most.

Many of these measures fall on the input side of the school equation, and stand in contrast to the standard set of outputs (test scores, disaggregated test scores and graduation rates) that have come to dominate school accountability. Outputs are important markers, but they do not tell us what we need to do to improve school performance. Efforts to improve school quality must identify variables internal to the process of education itself that are directly related to student learning. These inputs include teacher quality, professional development, the availability of subject-specific and developmental specialists, class size, tutoring and other academic support services for students, and effective school leadership, to name but a few.

The question before us today is how to build an accountability system that balances the measure of vital inputs (programs and services for children) with standard output measures. How, in other words, can we build an accountability system that actually measures the programs and services that the public values most?

Parents and community members attending the listening sessions identified art, music, foreign language, and career and/ technical education specifically as classes that they are most concerned about losing—or that they want more of in districts where such programs were deemed insufficient.

Because student outcomes in these subjects are difficult to measure through the present regime of standardized testing, the state accountability system must incorporate school-based measures of student performance if they are to respect the integrity of these disciplines.

Wisconsin can create a holistic assessment system that better informs strategies to improve achievement and better reflects what parents and community members value most by:

- Balancing inputs (programs and services for children) with standardized outcome measures, and
- By incorporating school-based performance measures in non-tested subjects into the overall set of metrics used to assess education.

In order to incorporate non-tested subjects into the accountability system, Wisconsin must first identify the basic qualities it aspires to, specifically for art, music, foreign language and career and/ technical education. Then it can determine the extent to which school districts are meeting standards related to (1) opportunity to learn, and (2) quality. Do all students statewide have equal access to such programs?

At what grade levels should the different subjects be introduced? And how do we measure the quality of these programs in objective fashion?

Recommendation #2: Wisconsin should develop specific criteria for assessing non-tested subject areas.

Wisconsin has academic standards established in a number of areas, and they should be enhanced to include robust offerings in art, music, physical education, foreign language, and career and/ technical education. Speak Out participants were most concerned about preserving these curricular offerings, and Wisconsin should develop a unique set of rubrics for each of these non-tested subjects.

WEAC and AFT recognize that assessing non-tested subjects such as art and music poses many challenges. Further inquiry and discussion are needed to develop an assessment model that will work for Wisconsin. Nevertheless, we believe that, at minimum, non-tested subjects can be assessed using the four sets of criteria outlined below.

(A) Measure the quantity and duration of such programming (opportunities to learn)—what are the minimum number of hours and days of instruction and number of course offerings that should be made available to students, what percentage of students should be able to participate at different grade levels, and are school districts meeting these requirements?

(B) Use teacher qualifications as a measure of program quality—quality measures should include the qualifications of staff teaching the different programs beyond basic licensure requirements. How do you measure a highly qualified foreign language teacher? How about a teacher of art? Are more robust experiences needed than traditional schooling that would allow teachers to be more effective in class? Are there specific certificate programs that better enrich teachers and help them be more effective? One possible measure of teacher qualification is National Board Certification, given its rigor and availability in almost all subject areas. Other criteria should also be explored.

(C) Establish school-based performance measures—the state also needs to establish simple and clear parameters outlining criteria for performance assessment that schools can use to measure student achievement in these programs. Performance is the ability of a student to exhibit actions that show understanding of a subject. In science, for example, a student's knowledge of the experimental method is better measured by having them perform an actual experiment and assessing the process than by asking a series of questions on a standardized exam. Similar performance expectations should be developed for art, music, foreign language and career and/ technical education.

In music, for example only, 10th grade students might be expected to play basic scales on their instrument, and successfully master compositions for band or orchestra performance. Different skills and expectations would be set for different grade levels.

In art, students might be expected to understand primary colors and color composition by the end of middle school. Art students in high school might be expected to establish rudimentary skills of creating dimension (depth) in sketches and paintings. In short, performance measures are those where students can demonstrate a level of mastery over a given topic, which is especially important for subjects that are not easily measured by standardized tests.

Other program performance measures might also be developed. For example, we know that music and art teachers value the role of families and the community and look for regular opportunities to build partnerships that extend beyond school (community music festivals, performances at nursing homes, community art fairs, etc.). Standards might be developed that measure the frequency and adequacy of such outreach programs.

School districts would be required to construct their assessments based on guidelines provided by the state, but implemented locally.

(D) Set participation goals and determine if these subjects improve graduation rates—the state should set goals that a minimum percentage of at-risk students participate in art, music, foreign language and career and/ technical education in pilot districts and establish an ongoing study to determine any correlation with rates of graduation.

By assessing the extent to which students are offered these subjects by grade level, by establishing quality measures for teachers that are discipline specific, and by creating standards that allow school districts to score student performance, Wisconsin can create a rigorous and objective set of accountability measures in non-tested subjects, while ensuring their survival in an environment of ever-narrowing curricular offerings.

Recommendation #3: Wisconsin should assess key indicators of school quality, including class size, the quality and availability of staff professional development programs, the availability of vital student support services and school climate.

When asked about school improvement strategies, participants rated highly the importance of class size, professional development for staff, and a positive school climate, which includes relations between staff and administrators as well as those within the overall school. These topics account for more than a third of the responses to the question "How do we improve schools where the students are struggling?" Importantly, class size, professional development, and a positive school climate also ranked highly as strategies participants identified to support effective teaching.

Participants also identified student support services, which include academic support (tutoring and mentoring) in addition to guidance and psychological counseling, as highly valued programs.

Accordingly, the state's accountability system should measure class size. It should also gauge the level and nature of support services for children. In addition, school climate should be assessed with annual state-developed surveys to ensure comparability between schools and districts.

Professional development poses a larger challenge. The frequency of professional development could be counted, but the quality of those programs—the extent to which they are targeted to specific needs of individual teachers—is more difficult to assess.

One strategy is for the state to establish a best practices guideline that it then asks school districts to adopt. Accountability would be a measure of the extent to which districts adhere to the guideline. A small number of expert teams could be created to work with low-performing schools to implement these practices. Other school districts could be randomly audited every few years to measure their progress.

Ultimately, the extent to which these input measures help student achievement will be checked by output measures, such as standardized tests in reading and math, which undoubtedly will remain as one component of any accountability system. The relationship between these input variables, school-based performance measures, and outcomes can then be better analyzed.

Recommendation #4: Wisconsin should link educator evaluation systems to professional development programs that promote teaching effectiveness.

If the purpose of accountability is to improve student achievement, then the role of teaching is integral. Expectations for teachers continue to increase and today's teacher is required to have more knowledge than her/his predecessors about subject matter and the skills necessary to teach effectively. This requires knowledge of child development, learning styles and different methods of teaching to meet the needs of all students in our increasingly diverse state. Our teacher evaluation system needs to be aligned with what we know are the characteristics of effective teaching.

Speak Out participants cited, and WEAC and AFT agree, that teachers must know the subjects they teach, must understand child development as it pertains to learning, and must be able to adapt their lesson plans to children with different learning styles.

It is hoped that Wisconsin's new teacher evaluation system being developed through the State Superintendent's Educator Effectiveness Design Team will be an important step in appraising a teacher's understanding of and ability to practice different teaching methods. Ideally, professional development programs (suggested above) would be aligned with these new teacher evaluations and offer development opportunities in areas identified through the evaluation process.

Participants, it should be noted, overwhelmingly reject the use of standardized test scores as a primary means to help improve teaching, although they do support using growth measures of student progress through the school year. They reject basing pay on standardized test scores and reject tying evaluation primarily to standardized test scores.

Instead, participants favor as the best strategies to help effective teaching: teacher mentoring, professional development, reasonable class sizes, and maintaining a positive school climate.

Participants, in other words, believe that strategies that promote the growth of teaching are the best means we have to improve overall academic quality and achievement.

Accordingly, as part of the state accountability system, Wisconsin should report by district: the percentage of new teachers with trained mentors, the percentage of teachers working toward master status, the percentage of teachers with master status, and rates of teacher retention not related to an individual's inability to gain professional licensure (in which case they are forced to leave the profession).

Recommendation #5: Wisconsin should provide parents with access to meaningful information regarding the strengths and weaknesses of their schools.

Information collected at the state level from each of the assessments outlined in recommendations 1 through 4 should be available to parents, teachers, school officials and others through a transparent and easily understood system. Additional information, such as the hours and numbers of course offerings by district, teacher and staff expertise, and school performance standards for non-tested subjects, would be posted and made available to the public while maintaining current confidentiality protections afforded to students and staff. This information should become part of a new standard for school performance reports.

Conclusion

A holistic accountability system would (1) incorporate input variables (programs and services for children) linked to achievement, (2) incorporate school-based performance measures for non-tested subjects, and (3) put in place measures that promote teacher growth. A holistic system is more likely to promote student growth than an outputs-only accountability system because it measures what affects classroom teaching and the level of support services and programs for children. It would also have the advantage of reflecting what parents and the community value most in their schools.

-end-

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Testimony for Public Hearing on ESEA Waiver

February 2, 2012

Chairman Olsen, Chairman Kestell, Committee members,

Thank you for the opportunity to present testimony in front of this joint hearing on the waiver to Elementary and Secondary Education Act. While this process has been ongoing for months, the first official act will be the application for this waiver.

We appreciate the opportunity to have participated in the Design Team for the new Wisconsin State Accountability System. We are strong proponents of accurately creating and disseminating data about schools of all sectors. Parents, in the end, need to be empowered with opportunity and useful information. To that end, the new measures in the report card are welcomed.

That being said, we believe the lack of focus on replicating high performing schools misses a golden opportunity. Instead, there is a disproportionate focus on turning around low-performing schools, an area where the results frankly have been quite limited. Simply disseminating best practices and sending out press releases thanking high performing schools is not enough. We should have created a system where we can quickly adapt other schools to their practices.

Still, the new accountability system has great potential…in theory. In practice, however, there are areas that cause us concern.

To start, compared with other states' waiver applications, we have not found any that are trying to expand state governmental power over charter schools or private schools in school choice programs. Yet this application contains expansions of regulatory authority in those areas.

This waiver is for Title 1 public schools, meaning that private schools in choice programs have no bearing on its acceptance. We understand the desire to include an all-encompassing state accountability system. But with so much undefined, we do not see why DPI needs to have expanded regulatory powers granted to them by the legislature before the waiver is even approved.

Further, charter schools already have an authorizer and the power to remove a child from a private school already exists – with parents. While we are open to the possibility of changing the system to address low performing schools, we have not heard a convincing argument about how more government bureaucracy in the choice program improves education for anyone.

There are also serious equity issues that would need to be remedied prior to changes in the current system. For starters, the interventions for schools under sanctions are not equal on time, funding, or finality.

Traditional public schools would be eligible for Title funding and rolling three-year interventions with no hard end date for failure to improve. Private schools in the choice program would have state interventions into private operations, no funding, a single three-year window and a fixed time for removal from the program, according to the proposal. It is roughly the same for charters.

In brief, public schools get money and unlimited time without closure. Education reform entities are given one shot at improving, then closure.

Without a plan to create high performing seats, where are these children supposed to go? Moving a child from one low performing school to another improves nothing, unless your goal, at least in Milwaukee and Racine, is to move children from education reform entities back to the public schools.

Equity across all these sectors should be the starting point, the foundation of a truly transparent accountability system. The sanctioning system referenced in this waiver proposal is clearly not equitable and therefore, something we cannot support.

Attached to this letter are comments from School Choice Wisconsin on all aspects of the waiver application. We detail the sections we like, those that need more clarification and those we oppose. I hope you will review these items as your work continues on this process.

With legislative input I believe this waiver and new accountability system could provide parents with new freedoms and opportunities. However, the process of empowering parents and schools by gaining relief from federal mandates should not be used as a way for DPI to replace those mandates with new bureaucratic powers of their own.

Thank you,

Jim Bender
School Choice Wisconsin

February 2, 2012

Public Hearing on ESEA Waiver Application

This document was prepared by School Choice Wisconsin, an advocacy organization that works with schools that participate in the Milwaukee Parental Choice Program and Private School Parental Choice Program in Racine. Our review of the 2012 ESEA Waiver prepared by the Wisconsin Department of Public Instruction resulted in the following notations:

Principle 2: State-Developed Differentiated Recognition, Accountability, And Support

2.A Develop And Implement A State-Based System of Differentiated Recognition, Accountability, And Support

School Choice Wisconsin in theory supports the inclusion of private schools participating in parental choice programs in the new Wisconsin State Accountability System. However, that system needs to be constitutional, equitable and functional.

There are a number of items in this section that conflict with these parameters.

Developing a Statewide System

Currently, Wisconsin's system of support for schools identified for improvement serves Title I schools. Due to funding and capacity, the state system currently identifies the performance of traditional public schools and charter schools as required by NCLB, but only requires interventions for Title I schools and districts. The state's persistently low performing schools do not experience sanctions or implement targeted interventions prescribed by the state unless they receive Title I funding." (p 31 of the ESEA Waiver)

The funding conflict inherent in the waiver places the equitable functionality of required interventions on future funding by the state legislature. While this is possible, that funding is not now available meaning the interventions are currently not financially equitable moving forward to the new State Accountability System.

Because of the restrictions for public dollars going directly to private schools, interventions need to reflect the inability of those imposing sanctions to fund the interventions.

"Due to constitutional limitations in private schools, the State Superintendent cannot direct specific programming or interventions within a private school." (p 33 of the ESEA Waiver)

The previous statement regarding constitutionality is correct. Unfortunately, the DPI proposals listed on page 33 and 34 potentially violate that statement.

We strongly believe that options need to be presented to private schools after being initially identified as "Persistently Low Performing" that do not involve direct DPI interventions. As long as schools improve to meet established and equitable benchmarks, the mechanism by which they achieve those results should be flexible and constitutional.

The Department of Public Instruction (DPI) does not and may not have management authority through active state intervention over a private or religious school through "targeted interventions" or "school improvement diagnostic reviews" whether that management authority through active state intervention is excised directly by DPI or indirectly through DPI-contracted external vendors.

"The choice school must enter into a performance agreement with DPI in which it agrees to meet annual state-approved performance targets that demonstrate substantial academic improvement within three years." (p 33 of the ESEA Waiver)

While the requirement of a performance agreement with DPI has potential constitutional issues, if a performance agreement with a private entity were an option, there are still problems with the requirement as "...annual state-approved performance targets that demonstrate substantial academic improvement..." is undefined. There is no detail as to what these standards are, if they are subject to change, what criteria was used for their creation and if they will be assigned equally to public, charter and choice sectors.

"These priority areas form the foundation of an accountability index system that incorporates multiple measures in calculating a school-level score (on a scale from 0-100) that is used to place schools on a six-level continuum." (p 35 of the ESEA Waiver)

School Choice Wisconsin does not support using a six-level continuum. The report card should implement a five-level continuum labeled with grades A through F. Creating a new syntax for a six-level continuum dramatically weakens its effectiveness in comparison to a letter grade that is already understood by parents and the public in general.

The goal is to give accurate, effective and impactful information on the report card. Using anything other than letter grades makes the report card less effective.

"Additionally, the Design Team recommended the state recognize high performing schools to incentivize improved outcomes, as well as disseminate practices statewide. These recommendations represent a commitment to a statewide system of support (SSOS) aimed at providing differentiated recognition, rewards, and interventions built upon the core of high quality instruction, collaboration, balanced assessments, and culturally responsive practices in order to successfully meet the state's three strategic goals." (p 35 of the ESEA Waiver)

Unfortunately, except for public recognition, there are no tangible incentives and/or results for high preforming schools. The end result of this process should be a higher percentage of students in high performing schools. This waiver and accountability system are based on directing resources to low performing schools only. Instead, this system should be directing resources to expanding high performing schools in areas where it makes geographic sense.

After all, closing a low performing school without providing seats at a high performing school accomplishes nothing. And funds directed at turning schools around have limited, if any, success.

We support the dissemination of the best practices of high performing schools and other mechanisms designed to improve other schools. However, the focus needs to be on school improvement, not positive publicity alone.

2.B. Set Ambitious but Achievable Annual Measurable Objectives

An important aspect to the proposed waiver that would replace No Child Left Behind is the Wisconsin statewide Accountability System.

"The school and District Accountability Design Team put forth several recommendations for a statewide accountability system. One key recommendation was that the accountability system should use multiple measures and reflect the skills and knowledge students need to be successful in a variety of post-secondary opportunities. As a component of that recommendation, performance should be measured using both growth and attainment calculations (p 47 of ESEA Waiver).

In all, the Wisconsin accountability index incorporates four priority areas: Student Achievement, Student Growth, Closing Gaps; and On-Track (for elementary and middle schools) or Postsecondary readiness (for high schools) (p 47 of ESEA Waiver)."

We believe that student growth over a period of time rather than snap shot test scores is the most accurate measurement of a school's performance. Therefore, School Choice Wisconsin is fully supportive of a statewide accountability report card that measures student and school performance using all of these aspects and most importantly incorporates student growth over time.

However, while we are supportive of a report card that incorporates student growth, there are aspects within DPI's proposed waiver that are unclear, undefined, and inequitable across sectors, and simply increases the bureaucracy of the Department of Public Instruction rather than uses established successful models already in place.

Factoring in Subgroups

"The School and District Accountability Design Team specifically recommended use of an additional subgroup, on that groups the lowest 25% of performers together...DPI has determined that it is not possible at this time give that the WKCE's scale is not vertically aligned...Instead, inclusion of the lowest 25% as an additional subgroup will be considered for inclusion in the accountability system upon implementation of the SMARTER Balanced Assessment System in the 2014-15 School Year" (p 48 of the ESEA Waiver).

The term "will be considered" leaves the inclusion of the subgroup uncertain. Rather when DPI is able to include this subgroup it should be included.

Priority Area and Overall Scores

"The exact methodology for how each category is weighted and combined into the overall score will be determined through a standard setting process overseen by DPI's Technical Advisory Committee, Dr. Brian Gong of the National Center for the Improvement of Educational Assessment, Dr. Andrew Porter from the University of

Pennsylvania, and Dr. Robert Linn from the University of Colorado" (p 48 of the ESEA Waiver).

While SCW supports including measures such as student growth, how each category is scored and weighted is still undefined and needs clarification. This process needs to be specifically determined and more thoroughly defined prior to the implementation of the accountability system.

Flags and Stars

"The concept of "unacceptable-performance flags" is Wisconsin's solution to incorporating test participation and dropout rates into the new accountability system, as well as to highlight the importance placed on every child reading at grade level by 3rd grade. These flags exist outside of the mathematical calculation of the index, and instead carry overarching weight in determining where on the accountability scale a school falls…

An accountability system should not only identify performance below expectations; it should also highlight positive progress or work being done in schools and districts. In addition to flags, report cards will include stars for certain indicators for which DPI will not hold schools accountable, but that are important enough to highlight as a significant positive for that school or district" (p 48-49 of the ESEA Waiver).

School Choice Wisconsin supports the inclusion of dropout rates, 3rd grade reading, and test participation, rate of college credits earned in high school, postsecondary enrollment rates, and AP participation and performance in the accountability system. However, The "Flags" and "Stars" methods are still significantly undefined and need more clarification prior to their implementation.

"Final overall index scores will be an aggregation of scores in the four priority areas. Overall scores place schools and districts within one of six categories:

- Significantly Exceeding Expectations
- Exceeding Expectations
- Meeting Expectations
- Not Meeting Expectations
- Significantly Below Expectations
- Persistently Failing to Meet Expectations" (p 49-50 of the ESEA Waiver).

How these categories are measured and what growth a school must demonstrate to move up or down between categories is undefined and needs clarification prior to the implementation of the accountability system.

School Choice Wisconsin does not support using a six-level continuum. The report card should implement a five-level continuum labeled with grades A through F. Creating a new syntax for a six-level continuum dramatically weakens its effectiveness in comparison to a letter grade that is already understood by parents and the public in general.

The goal is to give accurate, effective and impactful information on the report card. Using anything other than letter grades makes the report card less effective.

Student Attainment

"The attainment priority area is a composite of proficiency rates in reading and mathematics for the "all students" group on the Wisconsin Student Assessment System (WSAS). Proficiency rates will be calculated using a weighted average of the three most recent years of performance data. The weighting scheme gives a weight of 1.5 to the current year, a weight of 1.25 to the prior year, while two years prior receives a weight of 1.0. If a school has test data available for only the two most recent years, the most recent year is given a weight of 1.5, while the prior year is given a weight of 1.0, and the divisor becomes 2.5 rather than 3.75. If a school has only the most recent year of data available, only a single year of data is used to calculate the proficiency rate. The weighted proficiency rate is then put back onto a 0-100 scale by dividing the weighted proficiency rate by 3.75. This calculation is done separately for mathematics and reading. Each school's attainment score is an average of its weighted reading and mathematics proficiency rates." (p 51 of the ESEA Waiver).

School Choice Wisconsin understands from its active participation in the Accountability Task Force that initial identification of a school should only take place after three years of growth data are available and not before. Prior to the release of this waiver it was understood that a school would only be included in the state accountability system that had three years of measureable growth data. This suggests that schools with one and two years of data will also be included. Comparing one year of snapshot test scores to a school with three years of growth data is inaccurate and potentially misleading. As such, the reporting of this data needs clarification and correction.

Student Growth *On Target To Move Up*

"The growth measure proposed, on Target to Move up, is an adaptation of the principles behind Colorado's "Catch up, Keep up, Move up" measures across multiple levels of achievement" (p 51-52 of the ESEA Waiver).

While School Choice Wisconsin supports using growth data to measure student achievement, the "adaptation" method proposed by DPI is undefined and needs further clarification.

Additionally, it is unclear why DPI is proposing an adaptation to Colorado's method, when the Value-Added Research Center in Wisconsin already has the information and calculates student growth data using the value-added growth method. Additionally, SCW supports the Value-Added Growth method to measure student growth data because it controls for student background demographics and characteristics, which is important measuring the achievement of schools in diverse city such as Milwaukee.

Closing Achievement Gaps
Attainment Gap (p54), The Growth Gap (p 55), The Graduation Gap (p 56)

School Choice Wisconsin supports closing all of these gaps in Wisconsin. We are especially supportive of including graduation rates in the report card and closing the graduation gap as studies show that graduation from high school is a significant quality of life indicator.

However, more specifics as to the weighting of categories needs to be clarified. Additionally, for private schools participating in parental choice programs it needs to be clarified whether all student data at a school will be included or only data from students who participate in the parental choice program.

On-Track Status/Postsecondary Readiness (p 56)

On track Status (dropout rate, 3rd grade readiness, dropout rate)
Postsecondary Readiness (Attendance, ACT Performance and Participation, Graduation Rate, Dropout Rate)

School Choice Wisconsin is supportive of including all of these measures. Specifically, we are very supportive of weighting Graduation Rates at 60% of the priority area index score. However, for private schools participating in parental choice programs it needs to be clarified whether all student data at a school will be included or only data from students who participate in the parental choice program.

Advanced Placement—Star consideration

The process to determine Advanced Placement exam performance and participation is:

For Participation – to identify the number of students completing an Advanced Placement exam in a given year and divide that number by the total number of 9th thru 12th grade students in the school to arrive at the participation rate.

For Performance – to identify the number of Advanced Placement exams taken in a given year and dividing that by the number of exams passed with a score of 3 or above." (p 58 of the ESEA Waiver).

This section needs more clarification. The participation rate for AP testing is likely to be extremely small for all schools making this measurement relatively meaningless. Additionally, many private schools participating in parental choice programs are unable to offer AP classes due to limited funding. However, while School Choice Wisconsin has reservations about measuring participation, SCW is potentially supportive of including a marker that identifies the number of Advanced Placement exams taken in a given year and dividing that by the number of exams passed with a score of 3 or above. However, the flag/star system needs further clarification.

2.C Reward Schools

An important aspect to the proposed waiver is the reward and recognition programs for high-performing schools.

"Reward schools are identified annually and fall into one of three categories: Exemplary Schools, Gap Closing Schools, and schools that are Beating the Odds.

Exemplary schools are those schools that earn an index label of Significantly Exceeding Expectations. These schools have earned a high index score and done so without any flags; they are models for the state and will be acknowledged as such.

Gap Closing Schools are those schools that are making significant progress toward closing achievement gaps. Identification of these schools will be based on the Closing Gaps priority area of the index.

Beating the Odds schools are calculated using current, Title I Schools of Recognition methodology. Only Title I eligible or receiving schools in the top quartile for poverty qualify for this reward. (p 14 of ESEA Waiver)."

We believe that identifying and rewarding the states highest-performing schools to increase performance, emphasize and develop innovative instruction, and inform and support the dissemination of best practices. Therefore, School Choice Wisconsin is fully supportive of a statewide reward system.

However, while we are supportive of a statewide reward system, we expect that all schools will equal access to rewards and recognition programs whether they are traditional public schools, charter schools or private schools participating in a parental choice program. In the proposed reward scheme, private schools serving high percentages of Title I students will be excluded from participation in all Schools of Recognition rewards and recognitions as private schools may not be identified as Title I schools. In this case private schools are subject to all the sanctions proposed in the ESEA waiver but do not qualify for the corresponding rewards proposed in the ESEA waiver. Further clarification is needed as to how the waiver will provide full access to private schools and private school teachers to reward and recognition programs available to traditional public and charter schools.

2.D Priority Schools

"Priority Schools, as the lowest performing schools in the state, are identified using the Student Attainment portion of the accountability index. While DPI will identify at least 5% of Title I schools in the state, is to appropriately identify all low-performing schools as defined by the Wisconsin Accountability Index. Schools with the lowest scores in this area will be rank ordered. Schools falling below a certain cut point, which will be established as part of a standards setting process and posted publically, are identified as Priority Schools.

Wisconsin has been working to build a statewide accountability system, one that includes all traditional public schools as well as charter schools and private schools participating in the Parental Choice Program. However, until State funding is made available, only Title I funds are currently available to provide the interventions mentioned in section 2.D.iii (below), and as such those interventions will only be available for Title I schools (p 66-67 of ESEA Waiver)."

School Choice Wisconsin supports the practice of identifying the lowest performing schools in the state as priority schools.

However, while we are supportive of priority schools identification across sectors, we expect that all schools will have equal access funding to implement interventions whether they are traditional public schools, charter schools or private schools participating in a parental choice program. In the proposed reward scheme, private schools identified as priority schools will be excluded from all funding to implement interventions as private schools may not be identified as Title I schools. In this case private schools are subject to all the sanctions proposed in the ESEA waiver but do not qualify for the corresponding intervention funding proposed in the ESEA waiver. Further clarification is needed as to how the waiver will provide full access to intervention funding available to traditional public and charter schools.

"DPI will be using the ESEA flexibility as an opportunity to waive choice and supplemental education services (SES) from its current accountability system…(p 67 of the ESEA Waiver)"

"The district must submit a budget detailing funding sources and allocations to support the district's plan. Districts may use the Title I 20% set aside, if they provide evidence of consultation with private schools, as these services will now be subject to equitable participation. (p 69 ESEA Waiver)"

School Choice Wisconsin supports using the ESEA flexibility to waive choice and supplemental education services (SES) for its current accountability system.

However, we request that you include language in the ESEA waiver that requires local educational agencies (LEAs) to provide equitable participation of eligible private school students and teachers in ESEA programs and further that LEAs shall determine the

private school Title I and Title IIA allocations prior to determining the funds it will dedicate to public school programs, including priority and focus schools.

Implementation of New Statewide Accountability System: 2013-On-going

DPI will provide targeted support to newly identified Priority Schools and Districts to improve implementation quality and student outcomes. The following sections describe the targeted systems of support and interventions provided to the state's persistently lowest-achieving (p 69-70 of the ESEA Waiver)

As defined on page 70 of the ESEA Waiver by footnote the following sections of 2D within the ESEA Waiver "summarize interventions in traditional public schools and districts" within the statewide accountability system and do not speak to "the interventions required of charter school and private schools participating in the Parent Choice Program".

School Choice Wisconsin would restate that the following sections of 2D do not apply to private schools and that the Department of Public Instruction (DPI) does not and may not have management authority through active state intervention over a private or religious school through "targeted interventions" or "school improvement diagnostic reviews" whether that management authority through active state intervention is excised directly by DPI or indirectly through DPI-contracted external vendors.

After Three Years of Implementation

Implementation of the processes and practices described throughout Section 2.D in schools statewide (as opposed to Title I schools only) will require additional state resources, including staffing and funding. Without additional state funding, DPI will continue to implement the Priority School reform efforts in Title I schools only. (p 73 of the ESEA Waiver)

Whether or not the "implementation of the processes and practices described throughout Section 2.D" are implemented statewide and beyond Title I schools, the ESEA Waiver defines by footnote that section 2D within the ESEA Waiver "summarize(s) interventions in traditional public schools and districts" within the statewide accountability system and do not speak to "the interventions required of charter school and private schools participating in the Parent Choice Program".

School Choice Wisconsin would restate that sections 2D does not apply to private schools and that the Department of Public Instruction (DPI) does not and may not have management authority through active state intervention over a private or religious school through "targeted interventions" or "school improvement diagnostic reviews" whether that management authority through active state intervention is excised directly by DPI or indirectly through DPI-contracted external vendors.

2.E Focus Schools

School Choice Wisconsin requests that a footnote be inserted on page 79 of the ESEA Waiver stating that section 2E "summarize(s) interventions in traditional public schools and districts" within the statewide accountability system and do not speak to "the interventions required of charter school and private schools participating in the Parent Choice Program".

School Choice Wisconsin would restate that section 2E does not apply to private schools and that the Department of Public Instruction (DPI) does not and may not have management authority through active state intervention over a private or religious school through "targeted interventions" or "school improvement diagnostic reviews" whether that management authority through active state intervention is excised directly by DPI or indirectly through DPI-contracted external vendors.

Flexibility in the Use of Title I Funds

The LEA will have the option to set aside up to 20% of its Title I dollars to fund the school reform plan. This option will ensure resources can be allocated to these schools' improvement efforts. (p 83 of the ESEA Waiver)

School Choice Wisconsin requests that language be included in the ESEA waiver that requires local educational agencies (LEAs) to provide equitable participation of eligible private school students and teachers in ESEA programs and further that LEAs shall determine the private school Title I and Title IIA allocations prior to determining the funds it will dedicate to public school programs, including priority and focus schools.

2.F Other Incentives and Supports for Title I Schools

Does not apply to private schools.

2.G Building SEA, LEA, and School Capacity to Improve Student Learning

"Due to constitutional limitations in private schools, the State Superintendent cannot direct specific programming or interventions within a private school" (p 107 of the ESEA Waiver).

School Choice Wisconsin maintains that the above statement regarding constitutionality is correct and applies to Section 2G in its entirety. Unfortunately, the DPI proposals listed on page 107 and the following sections violate that statement.

School Choice Wisconsin maintains that options need to be presented to private schools after being initially identified as "Persistently Low Performing" that do not involve direct DPI interventions. SCW has in fact presented alternative language to DPI as possible and workable options which, to date, have not been inserted into the ESEA Waiver by DPI. As long as private schools participating in parental choice programs, identified as persistently low performing, improve to meet established and equitable benchmarks with equitable timetables to do so, the mechanism by which they achieve those results should be flexible and constitutional.

The Department of Public Instruction (DPI) does not and may not have management authority through active state intervention over a private or religious school through "targeted interventions" or "school improvement diagnostic reviews" whether that management authority through active state intervention is excised directly by DPI or indirectly through DPI-contracted external vendors.

"Therefore, when a [private school participating in a parental choice program] is initially identified as being among the persistently lowest performing schools in the state..,

School Choice Wisconsin understands from its active participation in the Accountability Task Force that initial identification of a school should only take place after three years of growth data are available and not before. Prior to the release of this waiver it was understood that a school would only be included in the state accountability system that had three years of measureable growth data. This suggests that schools with one and two years of data will also be included. Comparing one year of snapshot test scores to a school with three years of growth data is inaccurate and potentially misleading. As such, the reporting of this data needs clarification and correction.

"The choice school must enter into a performance agreement with DPI in which it agrees to meet annual state-approved performance targets that demonstrate substantial academic improvement within three years."

While the requirement of a performance agreement with DPI has potential constitutional issues, if a performance agreement with a private entity were an option, there are still problems with the requirement as "...annual state-approved performance targets that demonstrate substantial academic improvement..." is undefined. There is no detail as to what these standards are, if they are subject to change, what criteria was used for their creation and if they will be assigned equally to public, charter and choice sectors.

"Wisconsin's new accountability system will provide a single statewide system that will impact all schools. Currently, the system is primarily linked to Title I, as there is no funding/consequences at the state level for non-Title I schools. The new system will look at all schools, including charter schools and schools participating in the Parental Choice Program, and hold the same standard of accountability for all schools, statewide" (p 110 of the ESEA Waiver)

"Due to constitutional limitations in private schools, the State Superintendent cannot direct specific programming or interventions within a private school" (p 107 of the ESEA Waiver), a new accountability system can be created that seeks to achieve common improvements and common minimum results across sectors, but it is not possible or constitutional to create single and standard statewide method of achieving those improvements and results across the sectors.

Again, School Choice Wisconsin maintains that options need to be presented to private schools after being initially identified as "Persistently Low Performing" that do not involve direct DPI interventions. SCW has in fact presented alternative language to DPI as possible and workable options which, to date, have not been inserted into the ESEA Waiver by DPI. As long as private schools participating in parental choice programs, identified as persistently low performing, improve to meet established and equitable benchmarks with equitable timetables to do so, the mechanism by which they achieve those results should be flexible and constitutional.

The Department of Public Instruction (DPI) does not and may not have management authority through active state intervention over a private or religious school through "targeted interventions" or "school improvement diagnostic reviews" whether that management authority through active state intervention is excised directly by DPI or indirectly through DPI-contracted external vendors.

3.A & 3.B Teacher Evaluation Systems

Does not apply to private schools

Statement of Steven M. Kimball, Ph.D., before the Joint Hearing of the Senate and House Education Committees on the Wisconsin Department of Public Instruction ESEA Waiver Request

February 2, 2012

Senator Olsen, Representative Kestell, members of both Committees, I appreciate the invitation to speak with you today as you consider the Department of Public Instruction's request for flexibility from provisions of the Federal Elementary and Secondary Education Act.

I present today as a researcher who has studied teacher and principal evaluation over the last decade with the Consortium for Policy Research in Education and the Value-Added Research Center at the Wisconsin Center for Education Research at UW-Madison. More recently, I have provided technical assistance to the DPI as the State Design Team developed the Wisconsin Educator Effectiveness Framework, which is the basis for the "Supporting Effective Instruction and Leadership" section of the waiver request. I am now working with a team from WCER that is supporting the statewide work groups tasked with developing the structure and process of a state system for evaluating teachers and principals. I have some brief remarks relevant to the effective teaching and leadership section and will be happy to answer your questions.

Teacher and principal evaluation policies are evolving rapidly across the nation. About half of the states have enacted teacher evaluation reforms in recent years. Several of those have also linked teacher licensure and tenure to the evaluation changes. In many cases, principal evaluation reforms are included in these new policies. One of the most common reforms is to add student achievement as a significant measure for educator evaluation. For educators and those who evaluate them, this alone will be a sea change. Decades old evaluation approaches that had little impact are now being replaced with complex systems for use in high stakes personnel decisions.

Although recent research on measures of teaching effectiveness provides some help in the evaluation design process, the research behind principal assessment is not as well developed. Overall, for both teacher and principal evaluation, the new policies and expectations for evaluation are moving ahead of the research.

However, we do know a number of important features to include in the process of designing principal and teacher evaluation systems. Many of these have been considered in the Wisconsin Educator Effectiveness Framework and

are outlined in the waiver request. Considerable work lies ahead to make the changes a reality for Wisconsin.

I want to highlight some of the considerations within the framework and the waiver elements that will be critical in the design and implementation process:

- Stakeholder engagement and communication. Teachers and principals must be involved in reforming the systems used to evaluate their performance. This is fundamental to garner acceptance of the major changes and to help with understanding of the new measures and processes. The engagement effort has begun, but the communication process needs to be stepped up and strategically managed.

- Multiple outcome measures. New, state of the art statistical approaches to measuring student achievement, including value-added modeling, have been created and tested. The Value-Added Research Center here at UW-Madison is a national leader in this work and has been involved with Wisconsin districts and CESAs for many years in the effort. Yet, value-added is not the cure-all. Measurement error is still an issue in any

assessment approach; most teachers do not teach in tested grades and subjects; and it takes several consecutive years of test data to reliably use value-added results – particularly if it is intended for high stakes decisions.

In addition to at least 3 years of test data, other measures, including district tests and student learning objectives, will both cover more teachers and help produce more reliable results.

- New measures of educator practice. Teacher and leader evaluation systems must be anchored to clearly articulated standards of practice. Detailed rubrics of leader and teacher behaviors in their work contexts are also needed to evaluate practice to the standards. In addition to evaluation, these standards and rubrics can then center other educator human capital management practices, including recruitment, selection, induction, professional development, performance management and compensation.

Like student outcome measures, multiple measures of educator practice are also called for. The recent Measures of Effective Teaching study suggests that multiple evidence sources, with several observations, and

more than one observer are needed to increase evaluation reliability and validity.

- Formative and summative focus. These reforms will quickly lose credibility if they are seen as a "gotcha" or punitive exercise. This shouldn't be about building a better hammer. This is about better identifying teacher and principal effectiveness to support educator growth and ultimately improve student learning. Teachers and principals must know what they are expected to do to get a good evaluation rating, have opportunities to improve before their final evaluation, and obtain actionable feedback to help them develop their practice once the evaluation is completed. It should be an on-going, continuous improvement cycle.
- Thorough evaluator training. The Measures of Effective Teaching study also confirms that extensive training is required for evaluators to carry out their roles with consistency. The study suggests that over 2 days of training per evaluator is needed to reach an adequate level of consistency. Evaluator training is not something our principal preparation programs have done well and it is not something districts are prepared to do. It will require a substantial effort to scale up training

capacity across the state. The alternative - skimping on training - will lead to idiosyncrasies and potentially erroneous ratings. In addition to initial training, re-training and oversight will be required to maintain consistency over time.

- Pilot testing. Once the teacher and principal evaluation systems are developed, pilot testing will be carried out to examine whether the process is implemented as intended, whether evaluations are yielding reliable results, how the systems are impacting practice, and what improvements can be made prior to full implementation.
- Adequate support and funding. Education reform of this scale requires a champion. It is my sincere hope that this body, the Governor, and the State Superintendent can look beyond the near-term political strife and work together on the educator effectiveness initiative. But good will is not enough. If this effort is a priority of the State, and it should be, then it needs to be backed with adequate resources. Funding is needed to carry out the changes at the State level and to support districts as they build the capacity to implement the new systems. Without new resources to help districts with evaluator training, data systems, and potentially new personnel to manage the evaluation burden and

maximize evaluation reliability, this will either become a large unfunded mandate or will be implemented so weakly it will be ineffectual. We owe it to our educators, and most importantly, our children, to do this work and do it right.

The teacher and principal evaluation reforms outlined in this waiver request will require a tremendous effort from the state, local education agencies, school administrators, and teachers. With your support, there's a good chance these changes can have a positive, lasting impact across Wisconsin.

Attachment F Testimony

WISCONSIN CATHOLIC CONFERENCE

TO: Senator Luther Olsen, Chair
Members, Senate Committee on Education

Representative Steve Kestell, Chair
Members, Assembly Committee on Education

FROM: Kim Wadas, Associate Director

DATE: February 2, 2012

RE: Elementary and Secondary Education Act Flexibility Request

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The Wisconsin Catholic Conference (WCC) appreciates having the opportunity to provide testimony on the Elementary and Secondary Education Act (ESEA) Flexibility Request (hereinafter, waiver request).

There is much to be applauded in the waiver request. It encompasses a bold plan of action designed to improve the quality of education in Wisconsin. For example, not requiring school districts (local educational agencies) to reserve 10 percent of the Title I allocation for professional development allows the local school district to more adequately address the unique needs of their student population.

However, the WCC would like to take this opportunity to seek further clarification on elements of the waiver request. We also wish to raise concerns regarding the waiver's impact on private schools, especially those schools participating in the State's parental choice voucher programs.

As drafted, the ESEA waiver requests flexibility for local educational agencies (LEAs) by allowing LEAs to transfer 100 percent of the funds received under authorized programs (Title II, Part-A of the ESEA) into Title I, Part A. Additionally, LEAs may reserve up to 20 percent of the Title I, Part A funds for use in schools identified as "focus" and "priority" schools.

The Wisconsin Catholic Conference would like clarification that the waiver request and use of this flexibility regarding Title funds will not result in a detriment to private school students and that private schools will have access to Title funds in the manner they do today. In distributing funds under the various titles of the ESEA, federal law does not permit the equitable participation of private school students to be waived. Also, requirements on LEAs to participate in timely and meaningful consultation with private school representatives to determine how to best serve the eligible private school students remain. The WCC has concern that both the transfer of funds, and more importantly the set aside of funds under Title I, will ultimately result in private schools students having reduced access to Title services and funding.

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The waiver request also includes a proposal to include choice participating schools in the new statewide accountability system. The WCC has supported efforts to promote transparency and accountability within the choice program in the past, recognizing the need for students, families, and the community to be informed on the performance of choice participating schools. Under the new accountability system, choice participating schools will be identified if the school is persistently a lowest performing school statewide. Choice schools identified as such will be required to meet annual performance targets and demonstrate substantial academic improvement within three years. If this does not occur, the school will no longer be allowed to participate in the choice program.

Private schools serving students under Title I of the ESEA cannot access funds set aside to assist focus and priority schools. Therefore, under the new accountability measures, choice participating schools will, for the State's purposes, be identified as low performing, but such schools will not be able to access federal funds to improve performance. It is important, as the waiver request itself notes, that systems of support be established to make certain improvements are made for schools identified in the system of accountability. If permissible under DOE guidance, the waiver request should ask that choice participating schools have equitable access to all Title funds, including those set aside for focus or priority schools.

There are additional concerns raised by the accountability system reforms identified in the waiver as relates to choice participating schools. The waiver instructs that a lowest performing choice school "enter into a performance agreement with DPI" to attain academic improvement. As this represents a heavy involvement of DPI in the affairs of a private school, the WCC respectfully requests that the waiver include additional alternatives to DPI direct involvement, such as third party contractors or sponsor oversight (such as with a diocese or jurisdictional authority for religious schools).

There is also concern as to how this accountability system will accurately measure performance in choice participating schools when only those students who participate in the choice program are assessed within a choice school, and even those students may currently opt out of any assessment. There are several families who do take advantage of this opt out provision to avoid having their student identified as a voucher recipient by participating in the assessment process.

As there are still details and information to be supplied in the waiver request, the WCC recognizes that many of these concerns may be addressed in additional documentation. The WCC request that you seriously consider the concerns outlined in this testimony and act to make certain the waiver request adequately addresses the needs of private school students and schools affected by its provisions.

Thank you.

School District of
West Allis-West Milwaukee, et al.
EDUCATIONAL ADMINISTRATION CENTER

February 2, 2012

Dear Senate and Assembly Education Committee Members especially Ms. Vukmir who represents our School District,

We have reviewed the information from the Wisconsin Department of Public Instruction and the U.S. Department of Education NCLB Flexibility Waiver as well as the Accountability Reform Overview from the Wisconsin Department of Public Instruction. We are very pleased that someone had taken the time to prepare this information however, there are several areas of concern, questions, and suggestions which we have included in this document for you to review. We would ask that you please review these prior to making any decisions.

Concerns

- Using NAEP assessments to create new cut scores for next year will likely result in lower proficiency rates as the NAEP. This is providing districts less than one year to align benchmarks in accordance with NAEP before being held accountable.
- If the above is truly important to do right away, and change the cut scores immediately, then we should also change the testing window to the spring immediately in order to truly identify the student's achievement at grade level.
- There needs to be greater weight and focus on annual learning and achievement through emphasis on the growth model rather then on point in time tests.
- Regarding the four-year adjusted graduation cohort: District credit requirements already exceed the new expectations but concern needs to be expressed regarding students transferring into districts severely credit deficient. There needs to be some sort of measure similar to Full Academic Year when measuring the 4-year cohort rate. How can we be help accountable for a student who transfers in from another district as a high school student and is severely credit deficient?
- In speaking to the graduation cohort. This is certainly taking our state back in time (a step backwards) when it comes to student learning. Our focus should be on graduating students....not graduating students in 4 years. State law uses the age of 21. There is nothing magical about 4 years. Post secondary does not limit or measure student learning in a 4 year window....why would/should we do this in K-12 education. Our major focus should be to make "every child a graduate"...and ready for life beyond high school. Students learn at different rates and have different needs....we should honor and value this. A four year graduation cohort does not.
- Value Added needs to be one of the multiple measures used to calculate a school/district performance along the 0-100 accountability continuum.
- Cell size for accountability dropping fro 40 to 10 will have significant impact on small schools or subgroups.
- Why would Title Schools Failing to Meet Expectations be required to use a state approved vendor to implement reform? This seems to fall into a very similar punitive venue as the current NCLB. An approved plan concept would be more appropriate.
- With regard to the Reading initiative, a longer window than one year prior to Grade 3 should be identified for students moving into a new school district, especially where assessment data demonstrates that they are not reading at or are well beyond grade level.
- A growth model or diagnostic tool should be used to demonstrate reading levels....not a standardized test.

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(Page 2)

- Semantics: change "publicly funded schools" to all schools receiving public funds so there is no confusion and the meaning is not left open for interpretation or debate
- Semantics: If the term "beat the odds" is being used internally it probably is acceptable, however if this is a term that is going to be used in some type of public identification format....there is a concern as to the connotation this creates for a school or school district with regard to "who they are" outside of student achievement. (public stereotypes)

Questions

- Will ASSETS measure proficiency for ELL's in a different manner? Will this impact how AMAO is calculated?
- What are the cut scores to attain status as a Priority, Focus or Reward School and what formula will be used to calculate this?
- We know the priority areas but what formula will be used to calculate the accountability index used to rate schools.
- If district missed AMAO at all three levels is it realistic/appropriate for the state superintendent to direct the reform after only one year?
- Need more information about what the state evaluation system will look like for teachers and principals.
- Are Special Education Students, students with disabilities, being accounted for based upon their unique special needs as identified through their disability (unlike when NCLB currently does)?

Step Forward

- Funding to expand the use of the ACT suite (EXPLORE-PLAN) will assist schools in providing targeted instruction for students and help them get on track for collage and career as well as increase proficiencies in reading and math. (as long as it is true and sustained funding)
- Positive that all schools are being evaluated and being help accountable to these standards, including Public/Private Choice, Voucher/Charter program schools....any schools receiving public monies
- Positive that all schools will have the opportunity to be Schools of Promise Recognition program will be expanded to recognize all schools not just low poverty schools.
- Outstanding that Title schools will not have to demonstrate Supplemental Education Services but rather be allowed to submit a plan detailing extended learning opportunities for eligible students.

We would like to thank you for taking the time to review this information and please contact my office if you have any questions or need clarification on these matters.

Sincerely,

Kurt D. Wachholz,
Superintendent of Schools
West Allis-West Milwaukee School District, et. al

Thank you, Senator Olsen, Representative Kestell, and members of the committees, for the opportunity to testify on the Wisconsin ESEA Accountability Waiver.

My name is Tim Schell and I am the Director of Curriculum and Instruction for the Waunakee Community School District. We are a district that has participated in the value-added pilot you heard about in earlier testimony. I serve on CESA 2's value-added advisory council. I am also a member of one of DPI's Educator Effectiveness work teams, the one working on SLO's (Student Learning Objectives) that have also been referenced in earlier testimony. I would be happy to answer any questions regarding these topics.

In Washington Irving's classic short story, Rip Van Winkle is a well regarded member of his community who turns to idleness, falls asleep for twenty years, and awakes to a changed world. This is a metaphor for public education in Wisconsin, where once we were a leading state in most respects whether it was reading, career preparation, college and career readiness, and innovation. That was once upon a time.

Now we find ourselves no longer a leading state. Not because of our students. Not because of our teachers. Not because of a lack of support in our communities. Collectively, however, we have been complacent and have not made hard choices to maintain our leading position in public education and provide a world class education to our children. Until now.

We are talking today about the draft ESEA waiver that the Wisconsin DPI intends to submit to the federal government to move beyond the requirements of NCLB. Although NCLB was an important evolutionary step in raising student achievement and making achievement gaps more visible, it lacked useful middle mechanisms to improve learning for all students and the ultimate goal of 100% proficiency was unrealistic. Or at least unrealistic by any standard worth striving for. Further, NCLB is more than four years overdue for reauthorization. This proposed ESEA waiver, however, is a serious leap forward for our state. It represents our waking up from twenty years of slumber to catch up with leading states like Massachusetts and Minnesota. This is an important moment for Wisconsin's students and we owe it to them to make this happen.

Three points I want to touch on regarding the federal waiver guidelines are:

1) We must have college and career-readiness expectations for all students,
2) We must have, or be developing, a comprehensive system of teacher and principal evaluation,
3) We must have a differentiated plan for assessment and accountability.

In Wisconsin, along with more than forty other states, we have moved on the adoption of the Common Core State Standards in English Language Arts and Mathematics and their implementation in our instructional and assessment systems by the 2014-2015 school year. This ensures that we have academic standards that prepare our students well for college and career.

We have discussed the challenges our students are facing transitioning from high school to two and four year higher education institutions. That is partly due to how our old Wisconsin model academic standards were designed in the 1990's. They were not specifically designed to be anchored to defined post-secondary readiness expectations. There was a gap in what students were expected to do in high school and what they needed to make a smooth transition to technical college, two year colleges, and four year colleges and universities. With the Common Core, there is a backwards design, so the Common Core begins with college and career readiness anchor standards and works back grade by grade. This minimizes the gap, but it also is like pulling on a slinky. The expectations at every grade level with the Common Core are ratcheted up by approximately a grade level of rigor in each year of schooling. It is important to recognize that and understand the connection to assessment and why the updated proficiency benchmarks are significant to schools and students. At Waunakee, as our teachers have been examining the Common Core Standards and the Smarter Balanced Assessment Consortium content specifications we see quality and rigor. We know we will need to continue to improve our instructional practices with our students.

As we look at students transitioning to the work force, either directly or via higher education, the inclusion of dual credit and industry certifications in the waiver proposal are also important. As we move forward with the increased graduation requirements in math and science, it will be important for districts to consider where it is appropriate to offer equivalency credits. For example, equating a Project Lead the Way pre-engineering course to science, an accounting course to mathematics, or an Ag Sciences course to biology.

Another item in the accountability waiver proposal is the note that we will soon have next generation science standards. If and when Wisconsin adopts the new science standards, we need to consider as a state how to incorporate science into our accountability framework. The DPI proposal envisions that.

I want to comment on NAEP benchmarking as significant step forward to higher standards and better information about college and career readiness to stakeholders. Just as the old model academic standards were not really designed to align with post-secondary expectations, our proficiency cut scores for accountability in Wisconsin are set at an extremely low level, a very low level. A student who scores proficient on the WKCE probably is not proficient in terms of college and career readiness. Scoring advanced is more aligned with college and career readiness. By recalibrating our proficiency standard on a NAEP-like standard, we are providing students and parents with a more accurate set of information about readiness for success beyond elementary school, middle school, and high school. All of us in our local schools will need to work with our school boards, parents, and the community at large to explain this change in how we report proficiency. It is not that are students are performing more poorly, it is that the bar is being raised higher and it is being raised to where is should be set.

I want to draw attention to an area of the DPI accountability waiver proposal where as school districts we need your help in the Legislature. This has to do with the request to fund Explore, Plan, and ACT testing statewide in the next biennial budget. This is extremely important. Many districts, and Waunakee is one of these, use Explore and Plan to a degree. We find these assessments valuable because ACT works to align their assessments with what students need to succeed in college, succeed in technical school, and succeed in the workforce. They provide very good information for students and their families in planning for life beyond high school. These are valuable assessments, but to do them completely involves a money commitment. This should not be a Waunakee decision; this should be a Wisconsin decision to offer this for our students.

The other reason why these Explore, Plan, and ACT assessments are very important is their potential role in evaluating educator effectiveness. In the Educator Effectiveness design recommendations, half of an educator's evaluation, for teachers and principals, is based on student learning. If you are a fifth grade teacher, that might be one-third on the state assessment, one-third on a local benchmark assessment like the MAP, and one-third on SLO's. At the high school level you tend not to see many benchmark assessments. We can not measure student growth on the state assessment because we only administer that at 8th and 10th grade. There are not year to year pairings to obtain a growth measure. That means we are using SLO's only for the student learning component of the evaluation. This is reasonable for special areas like Art, Music, Physical Education and Library Media, but in core subjects like English, Math, and Science we would like to have multiple measures of student learning. By adopting the Explore, Plan, and ACT, we will be able to measure growth on a year to year basis using proven assessments that are well-regarded and used by colleges and universities for high stakes decisions. I sincerely encourage you as our legislators to look favorably on this request in the next biennial budget.

There are a few areas where we need to develop implementation capacity that I want to discuss briefly.

One area all districts are looking at now is professional development. All of the key items in the accountability waiver proposal and the other initiatives (Common Core, Read to Lead) require time for use to train our teachers to implement them at an excellent level. All of this is challenging at the secondary level, but a Geometry teacher is a content specialist who only teaches math and common planning time is frequently in place in middle and high schools for teachers to work together on instructional improvement as math teachers, as science teachers, etc. But the elementary teacher in their classroom, he or she is the reading teacher, the math teacher, the writing teacher, the science teacher, and the social studies teacher. They are wearing multiple hats and their professional development needs to meet these new goals across the curriculum are much greater. Finding a way to improve the availability of professional development time for all teachers, but especially at the elementary level is important if we are to succeed.

Statewide technical support in implementing Common Core and the accountability proposal items is also important. One way the DPI accountability waiver proposal could

be improved would be to add a formal program evaluation component. Kentucky's waiver proposal includes a program evaluation element to assist schools in developing their instructional programs. Adding something similar where we not only look at a district's results, but how they go about arranging and delivering their instructional programs would strengthen an otherwise excellent DPI accountability waiver proposal.

Looking long term, we need to re-examine the school calendar. We have been on the same calendar in Wisconsin for a long time. To prepare our students to compete with any other young people, not only in the United States, but the world we need a different looking academic year. We only need to look to our neighbors to the north, the Canadian provinces. Their school year is typically ten days longer than ours. I am not asking for the moon, I am only asking that we look to our northern neighbors who are very like us and if that is what they feel their students need, perhaps we should consider doing the same.

In summary, the accountability waiver is an important step forward for our state and deserves legislative support. As we implement this initiative, we can adapt and improve it was move forward together.

I would be happy to answer any questions you might have. Thank you.

MILWAUKEE PUBLIC SCHOOLS

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February 3, 2012

Dr. Tony Evers
State Superintendent
Department of Public Instruction
125 South Webster Street
Madison, WI 53707

Dear Dr. Evers:

RE: Response to ESEA Waiver

Thank you for the opportunity to comment on the Wisconsin Department of Public Instruction's (DPI) draft NCLB waiver application. We very much appreciate the time and effort the participants put into creating a document that will significantly impact educational outcomes for students in the state.

There are many things in the application that Milwaukee Public Schools (MPS) supports. The move away from an attainment only measurement that does not accurately capture progress made within schools toward a growth measure will significantly increase the credibility of the state's school accountability system.

Most specifically, MPS applauds the following key components of the waiver application:

- Institution of new state assessments
- Funding of EXPLORE, PLAN, ACT and WorkKeys
- Increasing proficiency expectations
- Including all publicly-funded schools
- Recognizing high-achieving schools
- Reducing duplication and unnecessary burden on districts
- Considering both achievement growth and proficiency in measuring educational effectiveness
- Emphasizing the importance of closing achievement gaps in individual schools and across the district.
- Provision of opportunities for extended learning days for students in low-performing schools.
- Support of effective instruction and leadership through the development and implementation of teacher and principal evaluation systems that take into account student outcomes and effective practice
- Encouragement of customized interventions for students
- Basing achievement gap analysis on the highest-performing subgroup, instead of defaulting to white student performance

- Establishment of a Statewide Student Information System and WISEdash.

The district also supports an accountability system that includes the broad participation of a wide range of school types. Substantial Title I funding is currently dedicated to support non–MPS and non-public schools within the district's boundaries.

In addition MPS very much supports the DPI's declaration to "provide meaningful measures to inform differentiated recognitions, intervention and support." The emphasis on flexibility and more accurately targeting resources to areas of specific need is welcomed and simply makes common sense. In the district's experience, such flexibility is desperately needed

Currently, the one size fits all approach hampers efforts to target resources and interventions to students who are in most need of assistance. Instead, schools are compelled to engage in professional development and other training that does not focus on their specific areas of concern. Such broad brush responses draw time, effort and resources away from interventions for students who are most in need of assistance and greatly weaken a school's ability to make the type of progress called for by the corrective action plans themselves. It is imperative that if such flexibility is granted that MPS is afforded the opportunity to capitalize on it.

State and federal law provide for a variety of interventions and allow the State Superintendent to use his or her discretion in implementing such interventions. We believe that it is in the interest of schools, school districts, communities and the State Superintendent to retain that discretion in order to work cooperatively with school districts to ensure that improvement measures that are showing progress in schools are not aborted due to an arbitrary timeline. Further, the retention of such discretionary authority is critical given the unprecedented and unknown elements of the intervention.

There appears to be no flexibility in the waiver application language, the State Superintendent "will" take the unprecedented step of removing the school from the authority of the locally elected school board and the school district. The concerns here are many and given the dramatic nature of the intervention the State Superintendent must retain some authority to exercise his or her discretion before handing a school off to an unknown, untested, potentially unqualified "expert."

While MPS supports many of the most significant aspects of the waiver application, the district also has some serious concerns about the process involved in creating it and some of its contents. MPS strongly feels that a two-week public comment period is inadequate for a full analysis of the waiver request. By way of this letter, we respectfully request that the United States Department of Education (ED) direct the Wisconsin DPI to open a new comment period to allow a reasonable amount of time for review of a proposal that would shake the educational foundations of K-12 education in this state and that has the potential to dramatically alter the relationship between the local citizenry, elected school boards and the schools within their districts.

It is unclear from the application what outreach efforts DPI made to encourage parental and community comment on the plan. Before the ED takes action on the waiver application, we are requesting that DPI publicly identify the steps it has taken to involve parents and community members around the state in the development of the waiver application and to encourage them to participate in the public comment period. The department also should identify the steps it took to explain the waiver application to parents and communities in terms they understand.

Other concerns the district has about the waiver application include, but are not limited to:

- Overall, the waiver application has multiple areas with placeholders for "plans" to be developed at a later time, making comment and feedback exceedingly difficult, if not impossible.
- It is unclear which subject areas are being targeted for instruction and assessment. The proposal speaks of English, language arts, mathematics and literacy across the content areas, yet mentions only English, language arts and mathematics in other sections, and only reading and mathematics in still other areas.
- The waiver application appears to be inconsistent in its approach on Districts Identified for Improvement given how it speaks to increased flexibility.
- Currently, the waiver application appears to lack a research base to indicate how the state taking over individual low-performing schools would improve academic outcomes for students.
- The application does not include basic qualification requirements for turnaround or takeover vendors.
- The application does not state what, if any, participating districts will have in selecting the consultants and vendors who will be tasked with assisting those districts.
- The extended learning opportunity provisions (in lieu of Supplemental Educational Services) likely would be more expensive than the current SES provisions, while funding available for district students will be reduced by 25% due to the requirement for equitable participation of non-public schools, which is not currently a requirement.
- The waiver application does not provide an alternative plan if EXPLORE, PLAN, ACT and WorkKeys funding again is denied by the Legislature, thereby weakening the accountability plan for high schools.
- The anticipated top priority of the proposed Standards, Instruction and Assessment Center, "standardization of materials and fidelity of implementation" appears to usurp the power of local school boards.
- If private schools continue to be allowed to use current admission standards and admission practices, the waiver may have the unintended consequence of encouraging private schools to reject or "counsel out" some students who seem less likely to achieve DPI's standards.
- The waiver request is silent on how many aspects of the plan, including how contractors and schools removed from their Local Educational Agency (LEA), would be funded, thus presuming DPI is largely transferring the oversight obligation to unknown experts and compelling local school districts and local taxpayers to foot the bill.
- The exclusion of value added models – even ones that do not control for demographics – reduces the potential for most accurately measuring growth.
- The proposed growth metrics in the school accountability system are different from the proposed metrics in teacher accountability/evaluation system, thereby undermining system coherence.
- Last, but not least, aside from the unanswered questions and issues previously noted, MPS feels it is important for the DPI to address the following questions and issues which are specific to MPS so as to allow us to sufficiently comment on the waiver proposal.

We request that DPI address the following matters.

- Would the "statewide early warning system" with "almost real time" data for schools be duplicative of our current CAR-required systems?
- It is unclear when student subgroup progress does and doesn't count. It appears subgroups don't count in accountability/measures of student attainment or student growth on the test, but do count in post-secondary attainment.
- Clarity is necessary regarding the proposed state role in "direct[ing] reform at the LEA level, including staffing, programming, financing". Does this free us up from some contract restrictions?

Again, MPS appreciates the opportunity to comment on the DPI's draft NCLB waiver application. We are supportive of the state's effort to find a better way to structure and assess for strengthening the entire K-12 education system in the state of Wisconsin. There are many promising ideas in the application, and we believe, through meaningful collaboration, solutions exist to resolve the concerns delineated in this letter. We look forward to continuing this dialogue with the Department.

Sincerely,

Michael Bonds, Ph.D.
President, Milwaukee Board of School Directors

Gregory E. Thornton, Ed.D.
Superintendent of Schools

Survival Coalition

of Wisconsin Disability Organizations

131 West Wilson Street, Suite 700, Madison, Wisconsin 53703
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February 14, 2012

Superintendent Tony Evers
Dept. of Public Instruction
P.O. Box 7841
Madison, WI 53707-7841

Re: Comments on DPI's Draft ESEA Waiver request

Dear Superintendent Evers:

As you are probably aware, the Survival Coalition of Disability Organizations is a broad based coalition of over 40 disability organizations in Wisconsin, which work on disability related public policy issues to improve the lives of people with disabilities throughout Wisconsin. Although some of our members did complete DPI's on-line survey regarding its draft ESEA waiver, the Survival Coalition believes that the survey did not allow us to provide the comprehensive response that we feel is necessary to ensure accountability for students with disabilities. Therefore, we are sending these comments to you in the hope that you will amend certain aspects of the waiver. We would appreciate the inclusion of our comments, along with all other stakeholder comments, in your submission of the ESEA waiver request to the U.S. Dept. of Education.

Overall, we do want to make clear that we support DPI's desire to obtain a waiver from the onerous provisions of the ESEA which will go into effect in 2013, and which we do not feel will help provide a better education to children with disabilities. In addition, there are many aspects of DPI's draft waiver which we support. However, there are also many aspects that we either oppose or believe need to have far greater detail in order for us to consider supporting them. We have outlined both the aspects of the waiver which we support as well as those that concern the Survival Coalition below, in the order in which the waiver is drafted.

Overview of SEA's Request for the ESEA flexibility

- We strongly support the emphasis on Universal Design for Learning (UDL) Principles.

- We support the proposed use of Dynamic Learning Maps as the alternate assessment based on alternate achievement standards (AA-AAS) and applaud Wisconsin's participation in this national consortium. However, we believe that DPI should not emphasize that these alternative assessments should be used on 1% of all students, as this perpetuates a myth that there is no need to make individualized determinations for children with the most significant disabilities who should be involved in this type of assessment. In addition, in Wisconsin, 1% of students do not take the AA-AAS currently, in fact the number is lower and 1% should not become a new target. Current U.S. Department of Education (USDOE) WI data assessment data (2009-2010) shows the percent of students with disabilities (SWD) on AA-AAS: 8.8% in Reading; 8.9% in Math. It is also important that Wisconsin refer to this group of students who may take the AA-AAS consistently throughout the application as "students with the most significant disabilities."

Principle 1.B–Transition to College-and Career-Ready Standards

- We support the fact that one of the guiding principles that "drive the work of DPI": "Every Student has the Right to Learn" includes reference to the essential elements of the Common Core Standards, which "will be the foundation of instruction and assessment for student with significant cognitive disabilities..."

- While we support the creation of a "Standards, Instruction and Assessment (SIA) Center," we are concerned over the failure to identify the timeline during which it will be created. We also support the fact that the SIA Center will create materials to support teaching and learning for all students, including SWD. While we approve of the fact that DPI is interested in partnerships with higher ed. faculty, we are concerned that there is no detail as to how this partnership (which currently does not exist) will be created. We understand there is a model for DPI and institutions of higher education partnerships utilized by DPI's State Personnel Development Grant (SPDG) that has demonstrated system change initiatives and promising outcomes.

- We support increasing Math and Science High School (HS) credit requirements from 2-3. However we are concerned about the failure to identify the need to obtain legislative approval and that this may not happen in waning days of the current legislative session.

- We are pleased that DPI is going to field test use of new cut scores, but we are concerned that draft waiver has not stated when this will happen or in what manner.

- While we support the concept of Reducing Duplication and Unnecessary Burden, there is no reference to including federally required IDEA (special education) data in this unified system. It is critical that IDEA data be included in any unified data system.

Principle 1.C–Develop and Administer Annual, Statewide, Aligned, High-Quality Assessments that Measure Student Growth

- We strongly support DPI's participation in the SMARTER Balanced Assessment Consortium, which supports the concept of "regardless of disability" in referencing Common Core Standards Assessment.

- We support DPI's decision to move toward "quick turnaround of results" for assessments.

- We offer qualified support for "Optional comprehensive and content-cluster measures that include computer adaptive assessments and performance tasks, administered at locally determined intervals." This is because we do not understand why these are optional and the draft is unclear as to how or when this will be done and whether the computer adaptations are designed for SWD.

- Wisconsin's waiver request should provide detail on how the state will transition students taking the alternate assessment on alternate academic achievement standards (AA-AAS) to common core standards. The application should also state that teachers of students who participate in the AA-AAS are specifically included in all training and rollout of the common core standards, and in every other facet of Wisconsin's proposal that applies to all other students, including teacher evaluation.

- Any accommodations offered on these assessments should be the same as the national standards. Wisconsin's' waiver proposal should include a plan for reviewing and matching current accommodations policy with new accommodations which will be implemented with new assessments. This is particularly important because USDOE reported data shows 58% of Wisconsin SWDs using test accommodations on the general assessment in reading and 61% using accommodations in math - (2009-2010).

- Finally, the waiver application should be clear that the model being used to measure student growth for any purpose includes students who take the AA-AAS – i.e. students with the most significant disabilities.

Principle 2.A–Develop and Implement a State-Based System of Differentiated Recognition, Accountability and Support

- We strongly support an accountability system which will apply to schools, including charter and voucher schools which receive public funding, as DPI proposes.

- We support the draft options for priority schools including turnaround expert and targeted school reform or closing.

- We support the proposal calling for prioritizing improvements at the district level if the diagnostic review "demonstrates that systemic challenges at the LEA level contributed to identification as a Priority School."

- We support charter schools entering into a performance agreement with DPI if identified as a priority school.

- While we support private voucher schools entering into performance agreement if identified as a priority school or exiting the program, we are concerned that the waiver is silent about disability participation or assessment in these schools, especially given the known dearth of SWD who participate in the current voucher program.

- We are very concerned that the draft waiver states that the overall accountability index system is currently under development and that School and District Report Cards will be developed over the coming year in consultation with stakeholders. We cannot support such a vague statement. If USDOE approves this waiver despite its vagueness, then we insist that parents, advocates and educators of SWDs be invited to be active participants in developing this accountability index.

- We are very concerned about the draft proposal to waive supplemental education services, which states that these services can be waived if a "majority" of parents wish to waive them, and that districts must show evidence of subgroup parent involvement, including parents of SWD. Our concern is that there is no mechanism identified for how a majority of parents can be obtained and what the nature of subgroup parent consultation must be. See also Sec. 2.D. regarding priority schools which has this same concern.

- While we support the draft waiver's proposal for "individualized instruction and align with individual student needs identified through balanced assessments, including the needs of SWDs," we are concerned that there is no mention of the necessary inter-relation with a student's IEP. The same is true regarding the proposal for written parental consent on student's "instructional learning plan" where there is no mention of inter-relation with student's IEP. See also Sec. 2.D. regarding priority schools which has this same concern.

- We support the draft waiver's call for DPI-contracted turnaround experts in persistently low performing schools to complete a School Improvement Diagnostic Review (SIDR), which includes identification of the processes and practices to serve SWDs. However, we are concerned that there is no mention of analysis of behavior management or

discipline practices required in this review which is critical to turning a school around. See also Sec. 2.D. regarding priority schools which has this same concern.

- While we support the identification of LEA level systemic challenges if "a large proportion of district schools are identified as priority schools," we are concerned that the term "large proportion" is not defined in the waiver.

- Regarding Recognizing High Performing Schools, while we support, identification of increases in math and reading performance and closing achievement gaps, we do not believe that reading and math should be lumped together, and we are concerned that there is no reference to behavior and/or discipline practices.

2.B–Set Ambitious but Achievable Annual Measurable Objectives (AMOs)

- We are very concerned that while individual subgroup performance is reported, the waiver proposed not to use it for overall accountability calculation. Wisconsin's proposal for accountability should not be watered down by reporting subgroups for some calculations and not others.

- We are concerned that a methodology has not yet been determined to calculate Priority Area and Overall Scores.

- We support the draft waiver's proposal that schools may receive unacceptable-performance flags if any single subgroup misses the target in math or reading test participation rate and that the target test participation is 95%.

- We are very troubled that the draft waiver considers it acceptable to have any dropouts in elementary school, let alone not flagging those schools which have fewer than 2% dropouts. We also believe that flagging at 10% in high school is too high and that should be lowered to 5% if it is indeed the state's goal to graduate every child. Finally, we believe it is extremely important that the calculation for dropouts be disaggregated by subgroup.

- Regarding the 3rd Grade Reading accountability, we believe that falling 2 standard deviations below the statewide average is insufficiently rigorous as that is the old methodology for determining if students had a significant learning disability. In addition, subgroup performance in this area should also be a cause for a flag.

- Regarding the "Stars" heading, we believe there is a typo when it states that stars awarded for rate of college credits in HS and postsecondary enrollment within 16 months of "college" (probably should be HS) graduation, and AP participation and performance. In addition, we believe stars should be awarded for a high post-HS employment rate.

- We support adding a district flag if 1 or more schools is persistently failing to meet expectations.

- While we strongly support the reduction of the "Cell Size" from 40 to 20 for accountability purposes, we remain concerned that a large number of small and rural schools will not be held accountable under this system, particularly for subgroups. We have requested previously that DPI report the number of Wisconsin schools that would not be reporting for accountability purposes on SWD with a cell size of 20. In addition, N size calculation parameters should not apply, and do not need to apply, to dropout and graduation rate calculations. The purpose of n-size is to get statistically relevant information but for these measures which have an absolute calculation there is no need for this caution. Smaller schools that cannot meet an n size of 20 for a subgroup should not be eliminated from these important calculations and review.

- We support that "DPI intends to request funds for EXPLORE, PLAN, ACT and WorkKeys," but we are concerned that the draft waiver does not state from whom or how much.

- We fail to understand and therefore do not support the fact that students are not tested in 9th, 11th or 12th grades, so high schools won't be included in the growth gap.

- We are concerned that in discussing "The Graduation Gap" there is no reference to the vocational diploma (Senate Bill 335) which has broad support in the Wisconsin Legislature and is pending passage this session.

- Wisconsin is right to give credit to the 6-year graduation rate, but the 4-year rate must be calculated to have priority. These rates must not be added together and divided to find an average. We want students to graduate in four years if this is possible.

- We are concerned that in the "On-Track Indicator," the only priority measurement is attendance. Behavior and discipline should also be measured, especially as a component of attendance.

- Finally, it is extremely important that AMOs be set between schools verses between subgroups. A measure that is focused on comparing subgroups within a school may mean some students may never reach proficiency.

2.C.–Reward Schools

- We are concerned that in the proposed "ENHANCEMENTS TO WISCONSIN'S EXISTING RECOGNITION AND REWARDS" there is no mention of cost for "additional state resources, including staffing for funding" for Spotlight Schools Diagnostic Reviews (SPDR).

2.D.–Priority Schools

- See comment under Sec. 2.A. above discussing "Waiving Supplemental Education Services."
- See comment under Sec. 2.A. above discussing "Alternative Requirements."
- See comment under Sec. 2.A. above discussing "Parent Involvement."
- While we support the "Assurances" statement on p. 3, we are concerned that there is no mention of the relationship to children's IEP.
- Regarding School Improvement Diagnostic Reviews, we support inclusion of universal screening and progress monitoring. However, we are concerned that there is no mention of behavior management and discipline practices
- We fully support the paragraphs on pp. 6-7, entitled -RtI, Extended Learning Time, Highly Skilled Educators, Highly Skilled Leaders, Positive and Safe Learning Environments, Family Engagement, and After 3 Years of Implementation.
- We are concerned that Tables 2.3 and 2.4–Timeline for Implementation of Priority School Activities all budget items listed TBD. Without a real budget, this is difficult to support.
- We cannot tell if high schools are included in the priority school program, and if not, this would concern us.
- We are concerned that exit criteria are not clearly articulated in the draft waiver proposal.

2.E.-Focus Schools

- We support subgroup proficiency rates in reading and math being used for Focus Schools. We are not in favor of a definition of a Focus School that includes the biggest gaps between subgroups within a school as a student then becomes a victim of where he/she resides. A better measure is to compare subgroups with the lowest achievement.
- We support the plan to "Access Core Instruction in Reading and Math." However, we are concerned about the draft waiver proposal's continued failure to focus on behavior.
- Given our comments regarding a need to focus on behavior and discipline, we are pleased to see the discussion of PBIS.

- We support the Increased Prescriptive and Directive Requirements section.

- While we support the stated "RATIONALE FOR FOCUS SCHOOL REQUIREMENTS" which calls for RtI as a means to "appropriately serve all students," we believe the draft waiver needs to explain how RtI helps kids with disabilities. The intent of RtI should continue to be reducing inappropriate referral to special education.

- We have a grave concern that the Students with Disabilities section, pp. 10-11, only focuses on lowering identification rate and fails to mention increasing rates of learning.

- Once again, we are concerned that no exit criteria are listed.

- We are concerned that there is only a focus on schools because there also needs to be a focus on subgroup achievement.

- We strongly suggest that Wisconsin's waiver proposal adopt a plan to move toward standards-based IEPs as a strategy to improve the performance of students with disabilities who are already determined as IDEA eligible. This is a highly effective way to ensure that SWDs are being educated in accordance with the statewide common core standards.

2.G.–Build SEA, LEA and School Capacity to Improve Student Learning

- We are concerned that there is no mention about subgroup specific expertise.

- We are concerned that Table 2.5–Monitoring Activities of School and Student Performance, describes SEA monitoring "as necessary" for priority schools and "yearly with more frequent communication as necessary" for focus schools which is too vague to support.

- We support prioritizing district level improvements if school diagnostic review demonstrates systemic LEA challenges.

- We are concerned that Principle 4: Reducing Duplication and Unnecessary Burden moves away from school plans to district-wide plans. Both are necessary.

3.A.-Develop and Adopt Guidelines for Local Teacher and Principal Evaluation and Support Systems

- We are concerned that in the Development of the Framework, no parent or special education groups were involved.

- We are concerned that in the section on Student Achievement discussing principal evaluation, there is no discussion of SWD.

- While we support that within the Evaluation Process an educator will not be allowed to remain at the developing level "indefinitely", we are concerned that no time frame is identified for exiting such educators out of the profession.

We appreciate the opportunity to provide you with this feedback. Feel free to contact us if you have any questions or wish to discuss our concerns.

Sincerely,

Survival Coalition Co-Chairs

Beth Swedeen, WI Board for People with Developmental Disabilities; 608-266-1166; Beth.Swedeen@wisconsin.gov
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CC: Senator Luther Olsen
Representative Steve Kestell

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

News Release

Education Information Services ▪ 125 South Webster Street ▪ P.O. Box 7841 ▪ Madison, WI 53707-7841 ▪ (608) 266-3559

FOR IMMEDIATE RELEASE DPI-NR 2012-15
Monday, January 23, 2012
Contact: Patrick Gasper, DPI Communications Officer, (608) 266-3559

DPI seeks comments on draft NCLB waiver request

MADISON — Wisconsin's request for waivers from several provisions of federal education law creates the expectation that every child will graduate ready for college and careers by setting higher standards for students, educators, and schools.

"Education for today's world requires increased rigor and higher expectations," said State Superintendent Tony Evers. "The federal No Child Left Behind Act (NCLB) has shackled schools by being overly prescriptive and prohibiting creative reforms that would help more students gain the skills needed for further education and the workforce. Wisconsin's request for flexibility from NCLB is driven by the belief that increasing rigor across the standards, assessment, and accountability system will result in improved instruction and improved student outcomes."

To receive waivers, state education agencies must demonstrate how they will use flexibility from NCLB requirements to address four principles: transitioning to college- and career-ready standards and assessments; developing systems of differentiated recognition, accountability, and support; evaluating and supporting teacher and principal effectiveness; and reducing duplication. The Department of Public Instruction has posted its draft waiver request online and is asking for public comment through a survey. After the two-week comment period, the agency will revise the waiver request and submit it to the U.S. Department of Education by Feb. 21.

College and Career-Ready Expectations for All Students

Major provisions of the plan have been in progress through collaborative work throughout Wisconsin and with other states. Wisconsin, as part of several consortia projects, is developing new assessments to replace the Wisconsin Knowledge and Concepts Examinations (WKCE), the Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD), and the assessment for students who are learning English. The new assessments will be aligned with the Common Core State Standards. Wisconsin's approach to standards implementation, which sets it apart from other states, includes an added focus on literacy in all subjects. Educators in science, social studies, history, and technical subjects will work as part of the state's comprehensive literacy efforts to enrich students' learning in all content areas.

(more)

The draft waiver request calls for higher expectations for student achievement by using proficiency levels based on the National Assessment of Educational Progress (NAEP) for new cut scores on statewide tests. This will provide an important transition to the higher expectations of the new assessment system. Results from the NAEP cut score evaluation will inform new baseline accountability measures and will be used for reporting student performance and school accountability in 2012-13.

"Increasing our expectations of what students need to know and be able to do, to match the reality of the 21st century, will not be easy," Evers said. "Students who were proficient on the WKCE may no longer be proficient on the new assessment system as new, more important skills are measured. Schools that were making AYP under NCLB may no longer meet the expectations of our next generation accountability system. Also, schools growing student achievement will be recognized by this new system in ways that never happened with NCLB."

To ensure that students will meet graduation requirements and be ready for postsecondary studies, the Department of Public Instruction will recommend the use of the assessments from ACT (EXPLORE, PLAN, ACT, and WorkKeys) and will again request funding in the 2013-15 biennial budget to support statewide administration. The agency also will seek an increase in graduation standards to include a minimum of three years of mathematics and three years of science, engineering, or technology coursework. Currently, graduates must have two credits each in mathematics and science.

Differentiated Recognition, Accountability, and Support

The draft waiver request incorporates work by the School and District Accountability Design Team to help Wisconsin establish accountability measures that 1) are fair; 2) raise expectations; and 3) provide meaningful measures to inform differentiated recognition, intervention, and support. Furthermore, the design team felt that any new system should not narrow options for students. As a result, the state will continue to find ways to place a value on important electives such as art, music, world languages, and physical education.

Wisconsin's draft waiver request calls for schools to be held accountable for: student attainment, growth in student achievement, closing achievement gaps, and on-track to graduation and postsecondary readiness. An index system that uses multiple measures to classify schools along a continuum of performance and a new school report card will be developed. The state's lowest performing schools and those with the largest achievement gaps will be identified. Interventions in identified schools will be based on a diagnostic review to improve core instruction. The state's Response to Intervention Center (RtI) as well as a Statewide System of Support, which will be developed, will be entry points for school improvement and district reform.

New procedures for identifying schools and districts will replace the current Adequate Yearly Progress (AYP) determination and will establish recognition for high performing schools. The department intends to seek

(more)

authority to include all publicly funded schools in its accountability and support efforts. Under NCLB, only Schools Identified for Improvement (SIFI) that receive Title I funding must implement reforms.

"We are changing these systems to support struggling schools and to share what works," Evers said. "Taxpayers rightly want to know that their education tax dollars are producing results. Our waiver request will improve accountability for publicly funded education in Wisconsin."

Support for Effective Instruction and Leadership

Teachers and principals will be evaluated on their professional practice and student achievement in an educator evaluation framework that is part of the state's waiver request. Evaluations will include multiple measures, with half based on educator practice and half on student outcomes. Evaluations will link to each educator's professional development plan. Provisions in the draft waiver request are based on recommendations from the State Superintendent's Educator Effectiveness Design Team.

"Centered on student learning, fair, valid, and reliable — these are core principles for our educator effectiveness framework," Evers said. "Our performance-based evaluation system will support teachers and principals in their job of educating students and help our educators improve throughout their careers."

Reduce Duplication and Unnecessary Burden

The department has been working on a Longitudinal Data System to reduce duplication and burden in school district reporting. Methods of collecting district data are changing as a result of the transition to a statewide student information system (SSIS). Additionally, methods of making data available directly to districts as well as to the public will be more timely through the SSIS and a new reporting system called the Wisconsin Information System for Education dashboard (WISEdash). WISEdash, a single reporting system for school and district accountability reporting, will be released initially in a secure format. WISEdash eventually will replace the DPI's current data reporting systems.

"Wisconsin's waiver request brings together a number of initiatives that have been in the works for some time. We are seeking public input on our draft waiver plan now so we can refine our reform efforts and ensure Wisconsin's public education system is responsive to our citizens," Evers concluded.

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NOTE: The Wisconsin Department of Public Instruction's ESEA Flexibility Request is posted online at http://dpi.wi.gov/esea/index.html. This page includes a link to a summary of the major provisions in the draft request and the public response survey. The survey will be open from Jan. 23 to Feb. 3. All responses will be kept confidential. This news release is available electronically at http://dpi.wi.gov/eis/pdf/dpinr2012_15.pdf.

Accountability Reform Overview

This overview describes the changes to Wisconsin's accountability system outlined in the Department of Public Instruction's (DPI) waiver proposal for ESEA flexibility.

ESEA Flexibility Waiver

The U.S. Department of Education (USED) has offered states the opportunity to apply for flexibility on certain provisions of the federal Elementary and Secondary Education Act (ESEA, currently known as NCLB, the No Child Left Behind Act). States' proposals must demonstrate how they will use this flexibility to implement the following principles:

- College- and career-ready expectations for all students,
- State-developed differentiated recognition, accountability, and support,
- Support for effective instruction and leadership, and
- Reduced duplication and unnecessary burden.

DPI posted a draft waiver proposal on January 23 to elicit feedback over a two-week public comment period, after which DPI refined the proposal for submission to USED on February 22, 2012. Ongoing work with the US Department of Education has prompted additional clarifications to the waiver document. Accountability and other changes affecting schools and districts are included in this overview. Some specific changes or plans included in the final draft that are a direct response to stakeholder input are below:

- In addition to raising the mathematics and science credit requirements needed for graduation, DPI is advocating for 6.5 elective credits as a graduation requirement across the state, so that art, music, world languages, and technical courses may be a part of every student's high school experience. This is critical to Wisconsin teachers and families, and was a key finding of WEAC's *Speak Out for Wisconsin Public Schools*.
- In order that more students are recognized and included in this accountability system, and to avoid the masking of small subgroup performance, DPI will change the cell size used for accountability calculations from 40 to 20. This was a priority for the disability advocacy groups in Wisconsin. Additionally, a combined subgroup will be used when at least two of the binary subgroups (ELL, SwD, economically disadvantaged) do not meet cell size but when combined do meet cell size, in recognition of the need to closely monitor the performance of these traditionally high-needs student groups.
- DPI will continue to incorporate Universal Design for Learning principles into planning and development of resources for standards implementation, assessments, and instructional practices.
- DPI will raise cut scores on current assessments to reflect higher expectations for students during the two-year transition between current and next generation assessment systems. DPI

will also propose funding to make the ACT suite available across the state, a specific request from school administrators.

- DPI confirmed support for the plans to waive Supplemental Educational Services (SES) from the current accountability system.
- In serving Focus Schools, DPI will significantly increase the capacity of Wisconsin's RtI Center to ensure a high quality, multi-level system of support, including additional interventions/supports for students with disabilities and English language learners.

College and career ready expectations for all students

Expanding upon "Every Child a Graduate" to ensure Wisconsin graduates are prepared for success in college and career, DPI is raising expectations and making changes to assessment and graduation requirements.

Standards & Assessments

- **Full implementation of Common Core State Standards (CCSS) and Common Core Essential Elements (CCEE)**: Instruction based on CCSS and CCEE (alternate achievement standards) must be in place by the 2014-15 school year. Assessment of CCSS and CCEE proficiency will begin in the 2014-15 school year.
- **New Assessment Systems**: Proficiency on CCSS will be measured by new assessment systems being developed by the Smarter Balanced Assessment Consortium (replacing the Wisconsin Knowledge and Concepts Examination [WKCE]). Proficiency on the CCEE will be measured by the Dynamic Learning Maps Assessment (replacing the Wisconsin Alternate Assessment for Students with Disabilities [WAA-SwD]). Both assessments will be field tested in 2013-14 and required statewide in 2014-15. Beginning in 2014-15, these state assessments will move from fall to spring, and the high school assessment will move from grade 10 to grade 11. Both assessments will be given in grades 3-8 and 11. These online assessment systems will include end-of-year tests, as well as additional resources to help benchmark student progress throughout the year.
- **Raised Expectations**: The proficiency levels on the Smarter Balanced assessment will be benchmarked against national and international standards. As a transition, the WKCE will use cut scores based on the more rigorous NAEP scale to calculate proficiency in reading and mathematics.
    - 2011-12: Current WKCE cut scores for proficiency remain in place for student-level reporting. DPI will begin the process to convert WKCE cut scores, working collaboratively with DPI's Technical Advisory Committee and testing vendor to field test NAEP-based cut scores on the WKCE. NAEP-based benchmarks will be applied for initial accountability calculations and provided on new school report cards.
    - 2012-13: NAEP-based cut scores applied to all WKCE test results including student-level individual performance reports and accountability report cards in spring 2013.
    - The cut score change does not apply to the Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD). WAA-SwD data are still included in accountability calculations.
- **College and Career Readiness**: DPI is proposing use of the EXPLORE-PLAN-ACT + WorkKeys package (the ACT suite) and will request funds in the Wisconsin 2013-15 biennial budget to support administration of these assessments statewide. The data gathered from these

assessments enable academic growth to be measured throughout high school. Results also inform students, parents, and educators about the extent to which students are on-track for college and career. These assessments are supplemental to the 11th grade Smarter Balanced assessment, which will be used to measure proficiency on the CCSS beginning in 2014-15.

- **English Language Proficiency**: DPI and World-Class Instructional Design and Assessment (WIDA), housed at the University of Wisconsin-Madison, lead a consortium to develop a new English language proficiency assessment for English Language Learners (ELLs). The project, *Assessment Services Supporting ELLs through Technology Systems* (ASSETS), will develop an online assessment system that measures student progress in attaining the English language skills needed to be successful in K-12 and postsecondary studies, and work. ASSETS will replace the ACCESS for ELLs assessment currently used in Title III accountability in 2015-16.

Graduation Requirements

- Pending state legislation, graduation requirements will increase to include these specified 15 credits:
  - 4 credits of English language arts
  - 3 credits of mathematics (an increase from two credits)
  - 3 credits of science, engineering or technology with two of those years as traditional science or science equivalency courses (an increase from two credits)
  - 3 credits of social studies
  - 1.5 credits of physical education
  - 0.5 credit of health education
- In addition, DPI recommends putting into statute an additional 6.5 elective credits for graduation, as recommended by the State Superintendent last year. DPI also recommends that innovative dual enrollment programs be increased.
- These recommended requirements would result in a total of 21.5 credits necessary for graduation, in alignment with national averages and current local practice. This is a floor requirement as many districts will continue to require more credits, and most graduates will complete more credits than the new requirement in statute.
- These requirements will be in effect for students in the four-year adjusted cohort expected to graduate in 2016-17, pending legislation.

State-developed differentiated recognition, accountability, and support

With the goal of developing a statewide accountability system that increases student achievement and promotes and supports school improvement across the state, DPI worked with a statewide school accountability design team, other stakeholders, and the Technical Advisory Committee to establish accountability measures that 1) are fair; 2) raise expectations; and 3) provide meaningful measures to inform differentiated recognitions, intervention, and support.

Comprehensive Statewide Accountability System

- Wisconsin's accountability system will include all schools receiving public school funds. This includes Title I schools, non-Title I schools; district, non-district, and non-instrumentality charter schools; and private schools participating in the state Parental Choice Programs.

- Full implementation of this accountability system beyond Title I schools would require state funding and potential legislative changes.

Accountability Index

- Beginning in 2011-12, a comprehensive accountability index will replace the current ESEA Adequate Yearly Progress (AYP) system. The index approach uses multiple measures and classifies schools along a continuum of performance.
- Schools and districts will be held accountable for outcomes in four priority areas that comprise sub-scales of the index:
    - Student achievement
    - Student growth
    - Closing achievement gaps
    - On-track to graduation and postsecondary readiness
- Index scores will be provided for each of the four sub-scale areas.
- Index scores may be reduced because of Red Flags signifying poor performance in three other areas. Schools or districts failing to meet minimum expectations in the following areas will receive deductions to index scores.
    - Test Participation (elementary, middle, high school) – Test participation rates falling below an acceptable level detrimentally affects the comparability of a school's assessment results. The expectation is for each school to have a minimum test performance rate of 95%.
    - Dropout rates (middle and high school) – Regardless of school performance, high dropout rates run counter to the goal of graduating all students prepared for college and careers through improving academic performance and retention. The expectation is for each school to have a maximum dropout rate of 6%.
    - Absenteeism (elementary, middle, high school) – Absenteeism is highly correlated with low performance; if students are not in school they do not have access to important content and instruction. This indicator compares the attendance of a school's students against a standard set by DPI that reflects the relationship between poor attendance and poor student performance. The expectation is for each school to have a maximum absenteeism rate of 13%.
- Overall accountability scores will be a combination of priority area scores, adjusted for Red Flag deductions, on an index of 0-100.

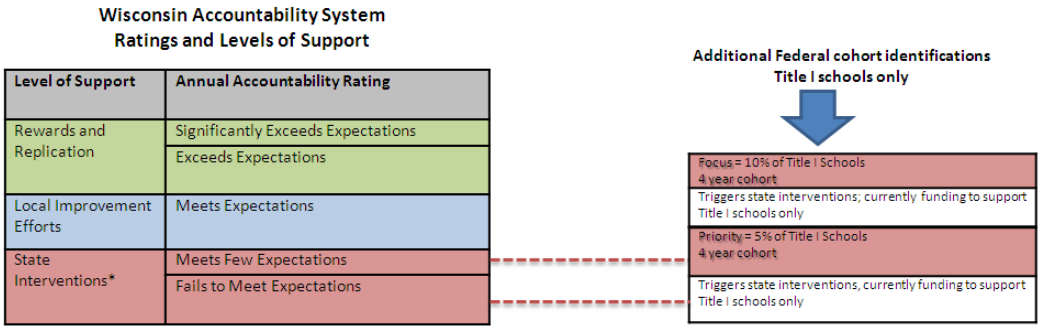
State Accountability Ratings

- Accountability index scores (0-100) will place schools and districts into one of five categories along the performance continuum:
    - Significantly Exceeds Expectations
    - Exceeds Expectations
    - Meets Expectations
    - Meets Few Expectations
    - Fails to Meet Expectations
- These ratings will be reported annually in the School Report Card, and will drive supports.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Federal Accountability Ratings

- In addition to the state accountability ratings, the waiver includes a requirement to identify two types of Title I schools. Title I is a federal funding stream for low income students. In 2011-12, the state will identify Priority Schools and Focus Schools for four year cohorts.
  - Priority Schools: 5% of all Title I schools with the lowest reading and mathematics performance in the state
  - Focus Schools: 10% of all Title I schools with the largest average subgroup gaps in reading, mathematics, or graduation rate; *or* with the lowest average subgroup performance in the state.
- These Title I schools will be required to implement interventions that address the reason for identification and have four years to demonstrate sustained improvements to student achievement.



*The placement of state interventions as a level of support reflects the long-term vision for a statewide accountability system that supports all schools. Currently, federal Title I funding is available only to support Focus, Priority, and Title I Reward schools.

Note: Labels, in combination with comprehensive report cards, are intended to provide schools with information that will guide local improvement efforts and inform state intervention planning.

Annual Measurable Objectives (AMOs)

- AMOs are required by USED as part of Wisconsin's waiver request. AMOs are annual goals for all students and subgroups in reading, mathematics, and graduation.
- New AMOs will be used beginning in 2011-12, with 2010-11 serving as the baseline year during which the AMOs were established. The AMOs are annual increases for all students and each subgroup for the next six years.
- AMOs were established using 2010-11 proficiency rates (reflecting NAEP-based cut scores) of the schools at the 90th percentile. All students and each subgroup will be expected to make annual improvement toward reaching that level of performance in six years, with a minimum 1% improvement each year.
- The AMOs expect higher levels of growth for students performing at lower levels of achievement, consistent with Wisconsin's goal of reducing the achievement gap between student groups.
- School performance on the AMOs will be included in the report card but are not factored into a school's accountability index score or accountability rating.
- Exit criteria for Priority and Focus schools will be tied to AMOs.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Subgroup Accountability

- A cell size of 20 students will be used for all accountability calculations, a change from 40 students. Reducing the cell size to 20 allows schools, districts, and the state to identify subgroups that may be struggling but would not be reported under larger cell size rules.
- A high-need supergroup that includes at least 20 students from the economically disadvantaged, English language learners, and students with disabilities subgroups will be applied only in cases in which at least two of these subgroups do not alone have the minimum group size of 20, but when combined, do meet cell size. This recognizes the importance of closely monitoring the needs of these groups and allows more schools to be included in accountability calculations.
- The accountability index is designed to emphasize the performance of every subgroup. The four sub-scale areas and index will prevent small subgroup performances from being masked.
- Report cards will include subgroup performance to increase transparency.

Assessment in Accountability Reporting

Year	Assessment	Role in accountability reporting
2011-12	***WKCE***	Current *WKCE* performance levels used for press release & individual student performance reports; NAEP-based performance levels used for initial school accountability report cards.
2012-13	***WKCE***	NAEP-based performance benchmarks used for *WKCE* student performance reports and school & district accountability report cards.
2013-14	***WKCE***	Continue using NAEP-based performance benchmarks for accountability report cards.
	Smarter Balanced and ***Dynamic Learning Maps***	Field test *Smarter Balanced* and *Dynamic Learning Maps* assessments and define performance benchmarks to be used across *all* participating states.
2014-15	***Smarter Balanced*** and ***Dynamic Learning Maps***	Fully implement *Smarter Balanced* and *Dynamic Learning Maps* assessments with consortia-defined performance benchmarks. Results used for accountability report cards.

District Accountability

- Currently, district accountability is based on the aggregate of all district students within three separate levels: elementary, middle, and high school. This will continue, with an accountability index score calculated for each of the levels.

- The district AMO is to have at least one of the three aggregate levels—elementary, middle or high school—in the *Meets Expectations* category or higher—and to have no individual school in the *Fails to Meet Expectations* category.
    - The district will miss the AMO if its aggregate scores for all three levels fall below the *Meets Expectations* category, or if it has any individual school in the *Fails to Meet Expectations* category.
- For districts missing the AMO, the state superintendent may require that a district-level diagnostic review be completed to evaluate critical systems and structures within the central office, including but not limited to human resources, curriculum and instruction, finance, and leadership.
- District-level report cards will be provided following the 2012-13 school year.

Support and Intervention

- Overall Approach
    - DPI will identify both high and low performing schools, but will focus interventions and supports on the lowest performing schools in the state.
    - Support and interventions will match the severity and duration of identified problems.
    - Districts will remain the entry point for school improvement and district reform.
    - DPI will establish one statewide system of support for all publicly-funded schools, pending state funding. This replaces the current system, which only is funded by federal Title I dollars and, therefore, only requires interventions of the lowest-performing Title I schools.
    - Resources will be electronically available to all schools in the state that wish to conduct a self-assessment to establish a plan for continuous improvement.
    - Supports will include online resources, and technical assistance from the Wisconsin Response to Intervention (RtI) Center, CESAs, and DPI staff.

- Priority Schools
    - For 2012-13, the lowest performing Title I schools, as determined by achievement scores within the accountability index, comprising at least 5% of all Title I schools in the state will be identified as Priority Schools.
    - Beginning in fall 2012, Title I schools will no longer have to implement NCLB mandated Supplemental Education Services (SES) or provide students the opportunity to transfer to a higher-performing district school using Title I funds for transportation.
    - Instead, Title I Priority Schools will have the following options:
        - Contract with a state-approved turnaround partner to conduct a comprehensive, on-site diagnostic review of instructional policies, structures, and practices to identify potential barriers to student outcomes. Informed by the findings of the review, the school must develop a reform plan, which emphasizes improvements in the core instruction of reading and mathematics, in collaboration with their turnaround partner. The plans must be submitted to and approved by DPI. Schools must continue to work with the turnaround partner to implement reform plans.

        - Reform plans must include specific onsite interventions, such as extended learning time, targeted reading and mathematics supports, professional development and implementation assistance.
        - DPI will conduct site visits, as well as reviews of data, implementation of reform plans, and budgets, as part of ongoing monitoring of reform implementation.
    - Closure.
  - The state superintendent may intervene and direct specific actions for schools failing to show demonstrable improvement after four years.

- Focus Schools
  - For 2012-13, Title I schools that show large gaps in reading scores, mathematics scores, or graduation rates between subgroups or low performance by high need subgroups, as determined by index calculations, will be identified as Focus Schools. Focus Schools will comprise at least 10% of all Title I schools in the state.
  - Title I Focus Schools must participate in an online state-directed self assessment of the current core reading and math curriculum including interventions for struggling students. The school must develop an improvement plan based on the self assessment, and implement Response to Intervention (RtI). Specific interventions in the plan must address identified problem areas. The plan must be approved by DPI.
  - Supports will include online resources and technical assistance from the Wisconsin Response to Intervention (RtI) Center, Cooperative Education Service Agencies (CESAs), and DPI staff.
  - DPI will conduct electronic reviews of each school's progress throughout the year.
  - The state superintendent may intervene and direct specific actions for schools failing to show demonstrable improvement after four years.

School Recognition and Rewards

- The top performing schools will receive public recognition.
- The state will reward high performing and high progress schools in order to highlight student achievement and student growth.
- The state will identify a small sample of high performing schools to serve as models of best practices which can be shared and replicated statewide, particularly with those schools not meeting expectations.

Support for effective instruction and leadership

The primary purpose of the Wisconsin Framework for Educator Effectiveness is to develop a system of continuous improvement of educator practice—from pre-service through service— that leads to improved student learning. The system established by the Educator Effectiveness Design Team was designed to evaluate teachers and principals through a fair, valid, and reliable process using multiple measures across two main areas: educator practice and student outcomes.

- All public school teachers and principals will be included in the evaluation system.
- Both principal and teacher evaluations will include multiple measures of educator practice and student outcomes. Educator practice will count for half of the evaluation; student outcomes will count for half of the evaluation.
- The evaluation system will include formative and summative elements, and will link directly to the educator's professional growth plan.
- The system will be fully implemented in the state by the 2014-15 school year.
- Individual educator ratings are confidential and will not be publicly reported.

Reduced duplication and unnecessary burden

*DPI is aligning a number of efforts to reduce duplication and unnecessary burden on districts. District data collection will be streamlined as a result of the transition to a statewide student information system (SSIS). Methods of making data available directly to districts, as well as to the public, will be localized and made more timely through the SSIS and a new reporting system called the Wisconsin Information System for Education dashboard (*WISE*dash).*

- **Single Statewide Student Information System**: There is a five-year implementation timeline for districts to transition to a single student information system, which will reduce duplication of reporting efforts, increase timeliness of data access, and allow districts more time to focus on using data to inform important educational decisions.
- **Single Reporting System:** WISE*dash*, a single reporting system for school/district accountability reporting, will include a plethora of pre-defined and user-defined reports including student growth percentiles, enrollment, course-taking, postsecondary enrollment, literacy, and more. WISE*dash* will be released initially in secure format only (i.e., for authorized district personnel to use via a login); eventually WISE*dash* will also house public reports and replace DPI's current public data reporting systems.
- **Consolidated Reporting Requirements**: School- and district-required performance reports will eventually be replaced by new school and district report cards, allowing these reporting requirements to be met without the need for districts to create separate reports.

Stakeholder Involvement

- **Involvement during Development**: Changes to Wisconsin's accountability system described in this document are the result of much deliberation and collaboration with stakeholders. The work of the School & District Accountability Design Team, as well as input from various educational stakeholders, informed the design of this new accountability system. DPI will continue to engage stakeholders throughout the state as this system develops.
- **Public Survey:** The DPI survey that accompanied the waiver draft request during the two-week public comment period resulted in input and guidance from over 700 respondents including educators, parents and other key education stakeholders. Survey results were utilized to clarify and modify the waiver request.
- **Ongoing communication:** The DPI will continue to develop support materials, presentations, and webinars to ensure key education stakeholders stay informed as the accountability system continues to evolve. These resources will be available on the Accountability Reform webpage: http://dpi.wi.gov/oea/acct/accountability.html.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Tony Evers, PhD, State Superintendent

January 23, 2012

Dear Colleague:

I am writing today to share with you a draft of Wisconsin's proposed waiver from certain elements of the Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB). With this posting, the Department of Public Instruction (DPI) opens the public comment period. Attached to this letter you will find:

- A summary of the key elements in the proposal (http://dpi.wi.gov/esea/pdf/summary.pdf);
- The initial full draft waiver proposal (http://dpi.wi.gov/esea/pdf/waiver.pdf);
- A survey through which you can submit your comments by February 3, 2012. (https://forms.dpi.wi.gov/se.ashx?s=56301B2D5BE3EF8D)

For the past decade, NCLB has forced one-size-fits-all mandates and labels on our schools and districts. Through this waiver process, the USED has offered states the opportunity to apply for flexibility on certain provisions of ESEA. Specifically, all state proposals must demonstrate how they will use this flexibility to implement the following principles:

- College- and career-ready expectations for all students;
- State-developed differentiated recognition, accountability, and support;
- Supporting effective instruction and leadership;
- Reducing duplication and unnecessary burden.

DPI's proposal is, in part, based on the work of the statewide School and District Accountability Design Team that met over the last several months to design a fair and accurate accountability system that measures growth and attainment for all students. In addition, the proposal reflects the robust education investment agenda we've advanced together over the past two-and-a-half years, focused on improving student achievement and graduating students prepared for future success.

The DPI intends to submit its waiver application to the United States Department of Education (USED) by February 21, 2012. Through this comment period, we hope to further engage the citizens of Wisconsin in this discussion so critical to the future of education. We encourage you to share this draft of Wisconsin's proposed waiver and the associated survey with others. Most importantly, we want broad input to ensure that our proposal best meets the needs of Wisconsin's children.

After we receive feedback from you and other educators, parents, and citizens from across the state, we will be revising and refining this draft proposal. Please remember to provide your comments through the survey no later than February 3.

Sincerely,

Michael J. Thompson, PhD
Deputy State Superintendent

MJT:sjb

Attachments

PO Box 7841, Madison, WI 53707-7841 ▪ 125 South Webster Street, Madison, WI 53703
(608) 266-3390 ▪ (800) 441-4563 toll free ▪ (608) 267-1052 fax ▪ (608) 267-2427 tdd ▪ dpi.wi.gov

WAIVER SURVEY

About the federal flexibility
The U.S. Department of Education has offered states the opportunity to apply for flexibility on certain provisions of the federal Elementary and Secondary Education Act (ESEA, currently known as NCLB, the No Child Left Behind Act). States' proposals must demonstrate how they will use this flexibility to implement the following principles:

- College- and career-ready expectations for all students
- State-developed differentiated recognition, accountability, and support
- Supporting effective instruction and leadership
- Reducing duplication and unnecessary burden

About the survey
The Department of Public Instruction (DPI) is conducting this survey to gather public feedback and guidance on Wisconsin's flexibility request. This survey will be open from January 23—February 3, 2012. DPI is seeking feedback on our draft proposal in terms of overall direction, but specifically we want to ensure there is enough detail and clarity in each of the four principles. Please be as specific as possible in your feedback. We will take your input under advisement as we refine the proposal to be submitted for federal review by February 21, 2012. All responses will be kept confidential and reported in the aggregate (e.g. 78% of respondents agreed…).

If you have questions about this survey, please email ESEAwaiver@dpi.wi.gov.

---

1. What best describes your role?
    a) Teacher (General Education)
    b) Teacher (Special Education)
    c) Teacher (ELL)
    d) Principal
    e) Title I Director/ESEA Coordinator
    f) Title III Director/ELL Coordinator
    g) Other district-based federal program director
    h) Other school- or district-based personnel
    i) Superintendent
    j) DPI staff
    k) Institution of Higher Education (IHE) staff
    l) Parent
    m) Student
    n) Community members (business, technology, nonprofit leader)
    o) Staff of professional or membership organization
    p) Staff of research organization
    q) Staff of philanthropic organization
    r) Other education stakeholder

2. How familiar are you with the current requirements of the Elementary and Secondary Education Act (ESEA) / No Child Left Behind (NCLB)?
    - Very familiar
    - Familiar
    - Somewhat familiar
    - Not at all familiar

3. Should Wisconsin request a waiver of any ESEA/NCLB requirements?
    - Yes
    - No
    - I'm not sure / don't know

The following questions are in regard to the narrative of Principle 1:

4. The narrative clearly explains how Wisconsin will implement College and Career Readiness standards and assessments for all students.
    - Strongly agree
    - Agree
    - Disagree
    - Strongly disagree
    - I'm not sure / don't know

5. The narrative clearly describes a focused plan toward improving college and career readiness for all students.
    a. Strongly agree
    b. Agree
    c. Disagree
    d. Strongly disagree
    e. I'm not sure / don't know

6. The actions described clearly show how the college and career readiness standards and assessments will help improve outcomes for English Language Learners (ELLs).
    - Strongly agree
    - Agree
    - Disagree
    - Strongly disagree
    - I'm not sure / don't know

7. What strategies/supports/resources could be provided to better address the needs of ELLs in the area of college/career standards and assessments?
    [OPEN RESPONSE]

8. The actions described clearly show how the college and career readiness standards and assessments will help improve outcomes for Students with Disabilities (SWD).
    - Strongly agree
    - Agree
    - Disagree
    - Strongly disagree
    - I'm not sure / don't know

9. What strategies/supports/resources could be provided to better address the needs of SWDs in the area of college/career standards and assessments?
   [OPEN RESPONSE]

10. How will transitioning to college and career readiness standards and assessments impact the preparation of Wisconsin's high school graduates for postsecondary education, workforce training, or immediate employment?
    - It will improve the preparation of all graduates
    - It will improve the preparation of some but not all graduates
    - It will have no impact on the preparation of graduates
    - It will weaken the preparation of graduates
    - I'm not sure / don't know

11. Principle 4 of the ESEA flexibility pertains to reducing duplication and burden on districts, in order to provide an environment in which schools and districts have the flexibility to focus on what's best for students.

    Please identify specific Wisconsin Statutes, Administrative Rules, or DPI requirements that could be modified or eliminated to reduce duplication and unnecessary burden in the area of college and career ready standards and assessments. Ideas on how to reduce burdensome requirements and a rationale for the modification of state law and/or rule are welcome.
    [OPEN RESPONSE]

The following questions are in regard to the narrative of Principle 2:

12. The narrative clearly explains how Wisconsin will develop a statewide system of support based on differentiated accountability.
    a. Strongly agree
    b. Agree
    c. Disagree
    d. Strongly disagree
    e. I'm not sure / don't know

13. The four priority areas (achievement, growth, closing gaps, and on-track/postsecondary readiness) will result in the proper identification of schools along a performance continuum.

a. Strongly agree
b. Agree
c. Disagree
d. Strongly disagree
e. I'm not sure / don't know

14. The multiple measures included in the accountability index are meaningful indicators of college and career readiness.
    a. Strongly agree
    b. Agree
    c. Disagree
    d. Strongly disagree
    e. I'm not sure / don't know

15. Reporting an annual accountability score, based on the index described in Principle 2, will provide valuable information about school performance.
    a. Strongly agree
    b. Agree
    c. Disagree
    d. Strongly disagree
    e. I'm not sure / don't know

16. The accountability determinations [*Significantly Exceeding Expectation, Exceeding Expectations, Meeting Expectations, Not Meeting Expectations, Significantly Below Expectations, Persistently Failing to Meet Expectations*] are clear and appropriate ratings for a differentiated accountability system.
    a. Strongly agree
    b. Agree
    c. Disagree
    d. Strongly disagree
    e. I'm not sure / don't know

17. Do you have suggestions for different labels?
    [OPEN RESPONSE]

18. The supports and interventions described clearly show how a statewide system of support based on differentiated accountability will help improve outcomes for English Language Learners (ELLs).
    a. Strongly agree
    b. Agree
    c. Disagree
    d. Strongly disagree
    e. I'm not sure / don't know

19. What strategies/resources could better address the needs of ELLs in the area of supports and interventions?
    [OPEN RESPONSE]

20. The supports and interventions described clearly show how a statewide system of support based on differentiated accountability will help improve outcomes for Students with Disabilities (SWD).
    a. Strongly agree
    b. Agree
    c. Disagree
    d. Strongly disagree
    e. I'm not sure / don't know

21. What strategies/resources could better address the needs of SWD in the area of supports and interventions?
    [OPEN RESPONSE]

In seeking a waiver of ESEA/NCLB requirements, Wisconsin must propose alternative approaches that are designed to increase the quality of instruction and improve academic achievement for all students, particularly in low performing schools and in schools with large achievement gaps.

22. What are some powerful incentives that can have the greatest impact on a school's performance? Please share 2 or 3 incentives.
    [OPEN RESPONSE]

23. What supports have the greatest impact in improving student learning in a short period of time? Please share 2 or 3 of the most critical/high leverage supports.
    [OPEN RESPONSE]

24. On a scale of 1 to 10 please rank the following interventions as to which you believe have the greatest impact on a school that is not performing well, with 1 being the most effective intervention.
    - ___Replacing administration at the school and/or district level
    - ___Providing administrators more autonomy and decision-making authority
    - ___Replacing least effective teachers
    - ___Mandated professional development for teachers and administrators in those content areas that match the needs of the students
    - ___Redesigning the school schedule (day, week or year) to include additional learning time for students
    - ___Redesigning the school schedule (day, week or year) to include additional time for teacher collaboration
    - ___Using data to inform instruction and continuous improvement
    - ___Establishing a school environment that is safe and conducive to students' social, emotional and health needs
    - ___Implement a system that ensures all students receive support while those at greatest risk receive the most intensive and customized interventions
    - ___Provide ongoing opportunities for family and community involvement

    Other suggestions

25. Currently NCLB requires schools identified for improvement to provide Supplemental Education Services (SES). Do you agree or disagree with the proposed modifications to SES as outlined in Principle 2?
    a. Strongly agree
    b. Agree
    c. Disagree
    d. Strongly disagree
    e. I'm not sure/don't know

26. Principle 4 of the ESEA flexibility pertains to reducing duplication and burden on districts, in order to provide an environment in which schools and districts have the flexibility to focus on what's best for students.

    Please identify specific Wisconsin Statutes, Administrative Rules, or DPI requirements that could be modified or eliminated to reduce duplication and unnecessary burden in the statewide system of support. Ideas on how to reduce burdensome requirements and a rationale for the modification of state law and/or rule are welcome.

    [OPEN RESPONSE]

27. Wisconsin is advancing a number of reform initiatives aimed at college and career readiness for all students by increasing rigor and personalizing/differentiating learning. What are some ways we can increase rigor and personalize learning? Please share 2 or 3 suggestions.

    [OPEN RESPONSE]

The following questions are in regard to the narrative of Principle 3:

28. The narrative clearly explains how Wisconsin will implement the Educator Effectiveness (EE) system for teachers and principals.
    - Strongly agree
    - Agree
    - Disagree
    - Strongly disagree
    - I'm not sure / don't know

29. The narrative clearly describes a focused plan toward improving educator practice.
    a. Strongly agree
    b. Agree
    c. Disagree
    d. Strongly disagree
    e. I'm not sure/don't know

30. The actions described clearly show how the EE system will help improve outcomes for English Language Learners (ELLs).
    - Strongly agree
    - Agree
    - Disagree
    - Strongly disagree
    - I'm not sure / don't know

31. What strategies/supports/resources could be included in the EE system to better address the needs of ELLs?
    [OPEN RESPONSE]

32. The actions described clearly show how the EE system will help improve outcomes for Students with Disabilities (SWD).
    - Strongly agree
    - Agree
    - Disagree
    - Strongly disagree
    - I'm not sure / don't know

2. What strategies/supports/resources could be included in the EE system to better address the needs of SWDs?
   [OPEN RESPONSE]

33. Principle 4 of the ESEA flexibility pertains to reducing duplication and burden on districts, in order to provide an environment in which schools and districts have the flexibility to focus on what's best for students.

    Please identify specific Wisconsin Statutes, Administrative Rules, or DPI requirements that could be modified or eliminated to reduce duplication and unnecessary burden in the educator effectiveness system. Ideas on how to reduce burdensome requirements and a rationale for the modification of state law and/or rule are welcome.

    [OPEN RESPONSE]

34. What other comments or suggestions do you have?
    [OPEN RESPONSE]

Thank you for taking the time to share your input!

ConnectED

1. NCLB Waiver Drafted – DPI Seeking Comments

The Department of Public Instruction has posted its draft waiver request for flexibility related to several provisions of the federal Elementary and Secondary Education Act (also known as No Child Left Behind, NCLB). The agency invites public comment through a survey, until February 6. After this two-week comment period, the agency will revise the waiver request and submit it to the U.S. Department of Education (USDE) by February 21.

"Wisconsin's waiver request brings together a number of initiatives that have been in the works for some time. We are seeking public input on our draft waiver plan now so we can refine our reform efforts and ensure Wisconsin's public education system is responsive to our citizens," said State Superintendent Tony Evers.

The waiver request addresses, as required by the USDE, how Wisconsin would use flexibility from NCLB to address four principles:

- Transitioning to College and Career-Ready Standards and Assessments for All Students
- Differentiated Recognition, Accountability, and Support
- Support for Effective Instruction and Leadership
- Reduce Duplication and Unnecessary Burden

A DPI news release summarizes the proposals in each area.

The draft request, news release, public notice, and survey are available from the DPI newsroom.

Senate

INFORMATIONAL HEARING
Committee on Education

The committee will hold an informational hearing on the following items at the time specified below:

Thursday, February 2, 2012
10:00 AM
412 East

This will be a joint hearing with the Assembly Education Committee.

Wisconsin ESEA Waiver Proposal

1/19/2012: The meeting time was changed from 1/25/2012 9:30 AM to 2/2/2012 10:00 AM. The top notes were changed. The bottom notes were removed.
1/25/2012: The top notes were changed.

Senator Luther Olsen
Chair

Assembly

INFORMATIONAL HEARING
Committee on Education

The committee will hold an informational hearing on the following items at the time specified below:

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1/25/2012: The top notes were changed.

Representative Steve Kestell
Chair

ESEA Waiver Request Stakeholder Engagement

Media Outreach

Press Release 1/23/12

Tony's editorial 1/25/12

ConnectEd 1/25/12

Press Release 2/22/12

Press Release 6/29/12

DPI homepage 1/23/12 http://dpi.wi.gov/ (See link to Accountability Reform)

DPI's ESEA webpage http://www.dpi.wi.gov/esea/

Informed draft waiver posted for comment (e-mailed directly)

(cover letter, summary, draft waiver request, and survey)**:**

ESEA listserv (sent 1/23/12), which includes:

- ESEA Coordinators
- District Administrators
- CESA Administrators
- 2R Charter Schools and Authorizers
- Miscellaneous school individuals requesting to receive ESEA info

Education-Related Organizations:

- WI-AFT
- AWSA
- WASB
- WASDA
- WEAC
- WASCD
- WCASS
- WASBO

Institutions of Higher Education:

- UW-Madison School of Education
- WTCS
- WAICU
- UWSA
- WI Council of Religious and Independent Schools

School and District Accountability Design Team (sent 1/24/12)

Title III / Bilingual-Bicultural (sent 1/24/12)

State Superintendent's Parent Advisory Committee

Directors of Special Education and Special Ed Council (Special Ed listserv and a meeting with WCASS Executive Board week of 1/30/12)

Regional Service Network Directors for Special Ed (CESAs)

Title I COP

DPI Cabinet

Meetings

Senator Luther Olsen
Representative Steve Kestell
3 other legislators' staff
Staff of the Governor
School Administrators Alliance
Milwaukee Public Schools
Disability Rights Wisconsin
Board for People with Developmental Disabilities
QEC
Wisconsin Education Association Council
WI-AFT
Wisconsin Association of School Boards
Collaborative Council

Wisconsin RTI Center

Webinars

Title I Committee of Practitioners
CESA Title I Network

Conference Calls

CESA 12 Professional Advisory Council (all district administrators)

Evidence of other support/consultation

WEAC press release 1/23/12

Waiver Update Meetings with Stakeholders

5/30/12:
Sarah Archibald
Michael Brickman
Kim Liedl
Chris Kulow

6/5/12:
John Ashley
Mary Bell
John Forester

6/12/12:
Accountability train-the-trainer session
CESA staff
Staff from five largest districts invited
DPI staff

6/14/12:
John Ashley
Mary Bell
John Forester
Bryan Kennedy
Jim Lynch
Joe Quick
Dan Rossmiller
Miles Turner

Sarah Archibald
Michael Brickman
Kim Liedl

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

News Release

Education Information Services ■ 125 South Webster Street ■ P.O. Box 7841 ■ Madison, WI 53707-7841 ■ (608) 266-3559

FOR IMMEDIATE RELEASE DPI-NR 2010-75 B
Wednesday, June 2, 2010
Contact: Patrick Gasper, DPI Communications Officer, (608) 266-3559

Wisconsin adopts Common Core State Standards

MADISON — State Superintendent Tony Evers formally adopted the newly released Common Core State Standards for English language arts and mathematics today for Wisconsin.

"Wisconsin is ready to make the Common Core State Standards its academic standards for curriculum, instruction, and assessment," Evers said. "These standards are aligned with college and career expectations, will ensure academic consistency throughout the state and across other states that adopt them, and have been benchmarked against international standards from high-performing countries."

Evers exercised his authority under Article X of the Wisconsin Constitution to adopt the standards. Adoption by the state superintendent is referenced in the state's Race to the Top application which was sent to the U.S. Department of Education on Tuesday.

The standards for English language arts and mathematics, which became public today (June 2), define the knowledge and skills students should have during their elementary and secondary school education so they are prepared to compete and succeed in the global economy. Wisconsin is a partner state in the Common Core State Standards Initiative and has had on-going involvement in shaping the standards as they were developed, reviewing them, and providing feedback to the project writers.

The process to implement the Common Core State Standards so they improve student achievement requires understanding the content of the standards, developing curriculum that reflects the standards, and then providing resources for teachers to develop lesson plans to teach those standards. The Department of Public Instruction will partner with school districts, universities, and education organizations to provide curriculum models and on-line resources to transition to the Common Core State Standards. Additionally, Wisconsin will work with the SMARTER/Balanced Assessment Consortium to develop high-quality, common assessments that are connected to classroom instruction.

"These English language arts and mathematics standards will serve as a solid foundation to ensure every child is a graduate ready for the workforce or postsecondary studies," Evers said. "Higher student achievement is

(more)

driven by rigorous standards, high-quality curriculum, and assessments that provide meaningful feedback to improve instruction."

Wisconsin was an early state in recognizing the need for standards that prepared students for workforce and college expectations. In spring of 2007, business leaders shared their expectations for students who would be graduating in five to 10 years. The state then worked with Achieve's American Diploma Project and with the Partnership for 21st Century Skills to revise its standards for English language arts and mathematics. Once the Common Core State Standards Initiative was announced, Wisconsin expanded its focus to work with participating states and territories, the National Governors Association Center for Best Practices, and the Council of Chief State School Officers to develop the Common Core State Standards.

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NOTE: This news release is available electronically at http://dpi.wi.gov/eis/pdf/dpinr2010_75.pdf. Additional information about the Common Core State Standards Initiative is available at http://www.corestandards.org.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Tony Evers, PhD, State Superintendent

1 June 2010

Carol Whang
c/o WestEd
730 Harrison Street
San Francisco CA. 94107

Dear Ms. Whang:

Enclosed please find a signed original of the State of Wisconsin's Memorandum of Understanding for the SMARTER Balanced Assessment Consortium Race to the Top Fund Assessment Program: Comprehensive Assessment Systems Grant Application (CFDA Number: 85.395B).

Also enclosed are original Letters of Intent for Institutes of Higher Education from the University of Wisconsin System and the Wisconsin Technical College System which together served 56,000 Direct Matriculation Students in 2008-2009. In addition we have included a letter of support from the Wisconsin Association of Independent Colleges and Universities which represents 20 independent colleges and universities in Wisconsin.

Please contact me with any questions.

Yours,

Lynette Russell by PB

Lynette Russell, Ph. D.
Director
Office of Educational Accountability
(608) 267-1072

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UNIVERSITY OF WISCONSIN SYSTEM

Office of the President

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1220 Linden Drive
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(608) 262-2321
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June 1, 2010

To: Tony Evers, State Superintendent of Public Instruction
SMARTER Balanced Assessment Consortium

From: Kevin P. Reilly, President

Subject: Race to the Top Comprehensive Assessment Systems Grant Application

I am pleased to inform you that the University of Wisconsin System will participate in the SMARTER Balanced Assessment Consortium. Attached is the signed Letter of Intent for Institutes of Higher Education. The University of Wisconsin System looks forward to working with K-12 and higher education partners from the participating states in developing assessments that measure student achievement against standards designed to ensure that all students gain the knowledge and skills needed to succeed in college and the workplace. This is certainly a goal that will benefit institutes of higher education and secondary education, but even more importantly, our students.

Our overall goal is to prepare high school students for college level coursework, and reduce the need for remediation. It is our hope that the summative assessments will encourage curriculum development that will better prepare students to be successful in college and the workplace. It is important to note that while the University of Wisconsin System is committed to the development of a new high school summative assessment tool, it is critical that this assessment tool be used along with placement tests and other measures to place students in courses where they can be successful. The University of Wisconsin System looks forward to being at the table in the development of assessments that allow us to achieve these goals.

I want to compliment both the Wisconsin Department of Public Instruction and the SMARTER Balanced Assessment Consortium for your leadership in this Grant Application. The University of Wisconsin System looks forward to being an active partner in this important endeavor.

Letter of Intent for Institutes of Higher Education

SMARTER Balanced Assessment Consortium

Race to the Top Fund Assessment Program: Comprehensive Assessment Systems Grant Application

CFDA Number: 84.395B

The purpose of this Letter of Intent is to

(a) Detail the responsibilities of the IHE or IHE system,
(b) Identify the total number of direct matriculation students in the partner IHE or IHE system in the 2008–2009 school year, and
(c) Commit the State's higher education executive officer (if the State has one) and the president or head of each participating IHE or IHE system through signature blocks.

(a) Detail the responsibilities of the IHE or IHE system

Each IHE or IHE system commits to the following agreements:

1. Participation with the Consortium in the design and development of the Consortium's final high school summative assessments in mathematics and English language arts in order to ensure that the assessments measure college readiness; and

2. Implementation of policies, once the final high school summative assessments are implemented that exempt from remedial courses and place into credit-bearing college courses any student who meets the Consortium-adopted achievement standard (as defined in the NIA) for each assessment and any other placement requirement established by the IHE or IHE system.

(b) Total Number of Direct Matriculation Students (as defined in the NIA) in the Partner IHE or IHE system in the 2008–2009 School Year

Note: NIA defines direct matriculation student as a student who entered college as a freshman within two years of graduating from high school

State	Name of Participating IHEs	Number of Direct Matriculation Students in IHE in 2008-2009	Total Direct Matriculation Students in State in 2008-2009
Wisconsin	University of Wisconsin System	24,000	

SMARTER Balanced Assessment Consortium IHE Letter of Intent

(c) Partner IHE or IHE System Signature Blocks

IHE or IHE system SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application.

Each IHE or IHE system commits to the following agreements:

(a) Participation with the Consortium in the design and development of the Consortium's final high school summative assessments in mathematics and English language arts in order to ensure that the assessments measure college readiness; and

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State Name:
Wisconsin

State's higher education executive officer, if State has one (Printed Name): Kevin P. Reilly

Telephone: (608) 262-2321

Signature State's higher education executive officer, if State has one:

Date: 6/1/10

President or head of each participating IHE or IHE system, (Printed Name): Kevin P. Reilly

Telephone: (608) 262-2321

Signature of president or head of each participating IHE or IHE system:

Date: 6/1/10

WISCONSIN
TECHNICAL COLLEGE
SYSTEM

June 3, 2010

Tony Evers
State Superintendent
Department of Public Instruction
PO Box 7841
Madison, WI 53707-7841

Dear Superintendent Evers:

The Wisconsin Technical College System welcomes the opportunity to collaborate with other educational partners across the state and the nation as part of the SMARTER Balanced Assessment Consortium. Attached is the signed Letter of Intent representing WTCS support.

A common goal at both the secondary and postsecondary level in Wisconsin is to prepare students for the 21st century. Ensuring that students are able to enter college without remediation will maximize student success not only in their pursuit of a postsecondary credential but also in the workplace. In a time of tight resources and a rapidly changing global economy, Wisconsin needs a workforce that is highly-skilled and adaptable and strong educational partnerships are critical to putting our economy back on track.

To that end, the WTCS looks forward to participating in the design and development of high school summative assessments in mathematics and English language arts which support college and career-ready preparedness across the K-12 and postsecondary institutions. We are hopeful that this tool, when used in concert with placement tests and other assessment strategies, will complement and further the work of the 16 technical colleges as they seek to meet the needs of the citizens of Wisconsin.

Thank you again for this opportunity to work and learn with other states as we develop assessments that support student attainment of the knowledge and skills necessary for Wisconsin students to compete in the global economy.

Sincerely,

Dan Clancy

Dan Clancy
President

Attachment

Daniel Clancy, President
4622 University Avenue PO Box 7874 Madison, Wisconsin 53707-7874 608.266.1207
TTY: 608.267.2483 Fax: 608.266.1690
www.wtcsystem.edu www.witechcolleges.org

Letter of Intent for Institutes of Higher Education

SMARTER Balanced Assessment Consortium

Race to the Top Fund Assessment Program: Comprehensive Assessment Systems Grant Application

CFDA Number: 84.395B

The purpose of this Letter of Intent is to

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(b) Identify the total number of direct matriculation students in the partner IHE or IHE system in the 2008–2009 school year, and
(c) Commit the State's higher education executive officer (if the State has one) and the president or head of each participating IHE or IHE system through signature blocks.

(a) Detail the responsibilities of the IHE or IHE system

Each IHE or IHE system commits to the following agreements:

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(b) Total Number of Direct Matriculation Students (as defined in the NIA) in the Partner IHE or IHE system in the 2008–2009 School Year

Note: NIA defines direct matriculation student as a student who entered college as a freshman within two years of graduating from high school

State	Name of Participating IHEs	Number of Direct Matriculation Students in IHE in 2008-2009	Total Direct Matriculation Students in State in 2008-2009
Wisconsin	Wisconsin Technical College System	32,000	

SMARTER Balanced Assessment Consortium IHE Letter of Intent

(c) Partner IHE or IHE System Signature Blocks

IHE or IHE system SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application.

Each IHE or IHE system commits to the following agreements:

(a) Participation with the Consortium in the design and development of the Consortium's final high school summative assessments in mathematics and English language arts in order to ensure that the assessments measure college readiness; and

(b) Implementation of policies, once the final high school summative assessments are implemented, that exempt from remedial courses and place into credit-bearing college courses any student who meets the Consortium-adopted achievement standard (as defined in the NIA) for each assessment and any other placement requirement established by the IHE or IHE system.

State Name: Wisconsin	
State's higher education executive officer, if State has one (Printed Name): Daniel Clancy	Telephone: 608-266-7983
Signature State's higher education executive officer, if State has one: Daniel Clancy	Date: 6/3/10
President or head of each participating IHE or IHE system, (Printed Name): Daniel Clancy	Telephone: 608-266-7983
Signature of president or head of each participating IHE or IHE system: Daniel Clancy	Date: 6/3/10

Alverno College
Beloit College
Cardinal Stritch University
Carroll University
Carthage College
Concordia University
Edgewood College
Lakeland College
Lawrence University
Marian University

WAICU
Wisconsin Association of Independent Colleges and Universities

Marquette University
Milwaukee Institute of Art & Design
Milwaukee School of Engineering
Mount Mary College
Northland College
Ripon College
St. Norbert College
Silver Lake College
Viterbo University
Wisconsin Lutheran College

May 27, 2010

Dr. Tony Evers, State Superintendent
Department of Public Instruction
125 S. Webster Street
P O Box 7841
Madison, WI 53707-7841

Dear Dr. Evers,

The Wisconsin Association of Independent Colleges and Universities (WAICU) has always been committed to the highest possible educational standards and assessment systems in support of elementary and secondary student achievement and college readiness. WAICU will be "at the table" as an active voluntary participant in future collaborative efforts with our partners at the Department of Public Instruction, the University of Wisconsin System, and the Wisconsin Technical College System.

We strongly support the development of new assessment systems and the continuous improvement of existing systems that measure student knowledge and skills against college- and career-ready standards in mathematics and English language arts. Faculty from WAICU-member colleges and universities and staff from the WAICU office have served on myriad task forces, boards, and committees and devoted countless hours to establishing meaningful comprehensive educational standards. For example, WAICU was a full partner in developing the "PI-34" regulations for teacher education. To cite another example, math professors from WAICU-member institutions currently serve on a tri-sector task force (representing the University of Wisconsin, the Wisconsin Technical College System, and WAICU) convened by the Department of Public Instruction that seeks to establish a common standard for the knowledge and skills required to be ready for credit-bearing math courses at the postsecondary level.

WAICU commits to work closely with the Wisconsin Department of Public Instruction, our higher education counterparts in the state, and the SMARTER Balanced Assessment Consortium in the design and development of high school summative assessments in mathematics and English Language arts for the purpose of measuring college readiness.

As the president of WAICU, I co-chair the Wisconsin PK-16 Leadership Council with the State Superintendent of Public Instruction, the president of the University of Wisconsin System, and the president of the Wisconsin Technical College System. The watchword of the Council has been "seamlessness," and a major emphasis has been improving transitions between secondary and postsecondary education. WAICU's history of collaboration and collegiality speaks to our willingness to work together on new opportunities and challenges.

Please call on me if I can help in any way.

Sincerely,

Rolf Wegenke, Ph.D.
President

122 W. Washington Avenue, Suite 700
Madison, WI 53703-2723
www.waicu.org

ROLF WEGENKE, Ph.D.
President

Telephone 608.256.7761
FAX 608.256.7065
mail@waicu.org

Memorandum of Understanding

SMARTER Balanced Assessment Consortium

Race to the Top Fund Assessment Program: Comprehensive Assessment Systems Grant Application

CFDA Number: 84.395B

This Memorandum of Understanding ("MOU") is entered as of **June 1, 2010**, by and between the **SMARTER Balanced Assessment Consortium** (the "Consortium") and the **State of Wisconsin**, which has elected to participate in the Consortium as (check one)

_____ An **Advisory** State (description in section e),

OR

__X__ A **Governing** State (description in section e),

pursuant to the Notice Inviting Applications for the Race to the Top Fund Assessment Program for the Comprehensive Assessment Systems Grant Application (Category A), henceforth referred to as the "Program," as published in the Federal Register on April 9, 2010 (75 FR 18171-18185.

The purpose of this MOU is to

(a) Describe the Consortium vision and principles,
(b) Detail the responsibilities of States in the Consortium,
(c) Detail the responsibilities of the Consortium,
(d) Describe the management of Consortium funds,
(e) Describe the governance structure and activities of States in the Consortium,
(f) Describe State entrance, exit, and status change,
(g) Describe a plan for identifying existing State barriers, and
(h) Bind each State in the Consortium to every statement and assurance made in the application through the following signature blocks:
    (i)(A) Advisory State Assurance
    OR
    (i)(B) Governing State Assurance
    AND
    (ii) State Procurement Officer

(a) Consortium Vision and Principles

The Consortium's priorities for a new generation assessment system are rooted in a concern for the valid, reliable, and fair assessment of the deep disciplinary understanding and higher-order thinking skills that are increasingly demanded by a knowledge-based economy. These priorities are also rooted in a belief that assessment must support ongoing improvements in instruction and learning, and must be useful for all members of the educational enterprise: students, parents, teachers, school administrators, members of the public, and policymakers.

The Consortium intends to build a flexible system of assessment based upon the Common Core Standards in English language arts and mathematics with the intent that all students across this Consortium of States will know their progress toward college and career readiness.

The Consortium recognizes the need for a system of formative, interim, and summative assessments—organized around the Common Core Standards—that support high-quality learning, the demands of accountability, and that balance concerns for innovative assessment with the need for a fiscally sustainable system that is feasible to implement. The efforts of the Consortium will be organized to accomplish these goals.

The comprehensive assessment system developed by the Consortium will include the following key elements and principles:

1. A Comprehensive Assessment System that will be grounded in a thoughtfully integrated learning system of standards, curriculum, assessment, instruction and teacher development that will inform decision-making by including formative strategies, interim assessments, and summative assessments.

2. The assessment system will measure the full range of the Common Core Standards including those that measure higher-order skills and will inform progress toward and acquisition of readiness for higher education and multiple work domains. The system will emphasize deep knowledge of core concepts within and across the disciplines, problem solving, analysis, synthesis, and critical thinking.

3. Teachers will be involved in the design, development, and scoring of assessment items and tasks. Teachers will participate in the alignment of the Common Core Standards and the identification of the standards in the local curriculum.

4. Technology will be used to enable adaptive technologies to better measure student abilities across the full spectrum of student performance and evaluate growth in learning; to support online simulation tasks that test higher-order abilities; to score the results; and to deliver the responses to trained scorers/teachers to access from an

electronic platform. Technology applications will be designed to maximize interoperability across user platforms, and will utilize open-source development to the greatest extent possible.

5. A sophisticated design will yield scores to support evaluations of student growth, as well as school, teacher, and principal effectiveness in an efficient manner.

6. On-demand and curriculum-embedded assessments will be incorporated over time to allow teachers to see where students are on multiple dimensions of learning and to strategically support their progress.

7. All components of the system will incorporate principles of Universal Design that seek to remove construct-irrelevant aspects of tasks that could increase barriers for non-native English speakers and students with other specific learning needs.

8. Optional components will allow States flexibility to meet their individual needs.

(b) Responsibilities of States in the Consortium

Each State agrees to the following element of the Consortium's Assessment System:

- Adopt the Common Core Standards, which are college- and career-ready standards, and to which the Consortium's assessment system will be aligned, no later than December 31, 2011.

Each State that is a member of the Consortium in 2014–2015 also agrees to the following:

- Adopt common achievement standards no later than the 2014–2015 school year,
- Fully implement statewide the Consortium summative assessment in grades 3-8 and high school for both mathematics and English language arts no later than the 2014–2015 school year,
- Adhere to the governance as outlined in this document,
- Agree to support the decisions of the Consortium,
- Agree to follow agreed-upon timelines,
- Be willing to participate in the decision-making process and, if a Governing State, final decision, and
- Identify and implement a plan to address barriers in State law, statute, regulation, or policy to implementing the proposed assessment system and to addressing any such barriers prior to full implementation of the summative assessment components of the system.

(c) Responsibilities of the Consortium

The Consortium will provide the following by the 2014-15 school year:

1. A comprehensively designed assessment system that includes a strategic use of a variety of item types and performance assessments of modest scope to assess the full range of the Common Core Standards with an emphasis on problem solving, analysis, synthesis, and critical thinking.

2. An assessment system that incorporates a required summative assessment with optional formative/benchmark components which provides accurate assessment of all students (as defined in the Federal notice) including students with disabilities, English learners, and low- and high-performing students.

3. Except as described above, a summative assessment that will be administered as a computer adaptive assessment and include a minimum of 1–2 performance assessments of modest scope.

4. Psychometrically sound scaling and equating procedures based on a combination of objectively scored items, constructed-response items, and a modest number of performance tasks of limited scope (e.g., no more than a few days to complete).

5. Reliable, valid, and fair scores for students and groups that can be used to evaluate student achievement and year-to-year growth; determine school/district/state effectiveness for Title I ESEA; and better understand the effectiveness and professional development needs of teachers and principals.

6. Achievement standards and achievement level descriptors that are internationally benchmarked.

7. Access for the State or its authorized delegate to a secure item and task bank that includes psychometric attributes required to score the assessment in a comparable manner with other State members, and access to other applications determined to be essential to the implementation of the system.

8. Online administration with limited support for paper-and-pencil administration through the end of the 2016–17 school year. States using the paper-and-pencil option will be responsible for any unique costs associated with the development and administration of the paper-and-pencil assessments.

9. Formative assessment tools and supports that are developed to support curricular goals, which include learning progressions, and that link evidence of student competencies to the summative system.

10. Professional development focused on curriculum and lesson development as well as scoring and examination of student work.

11. A representative governance structure that ensures a strong voice for State administrators, policymakers, school practitioners, and technical advisors to ensure an optimum balance of assessment quality, efficiency, costs, and time. The governance body will be responsible for implementing plans that are consistent with this MOU, but may make changes as necessary through a formal adoption process.

12. Through at least the 2013–14 school year, a Project Management Partner (PMP) that will manage the logistics and planning on behalf of the Consortium and that will monitor for the U.S. Department of Education the progress of deliverables of the proposal. The proposed PMP will be identified no later than August 4, 2010.

13. By September 1, 2014, a financial plan will be approved by the Governing States that will ensure the Consortium is efficient, effective, and sustainable. The plan will include as revenue at a minimum, State contributions, federal grants, and private donations and fees to non-State members as allowable by the U.S. Department of Education.

14. A consolidated data reporting system that enhances parent, student, teacher, principal, district, and State understanding of student progress toward college- and career-readiness.

15. Throughout the 2013–14 school year, access to an online test administration application, student constructed-response scoring application and secure test administration browsers that can be used by the Total State Membership to administer the assessment. The Consortium will procure resources necessary to develop and field test the system. However, States will be responsible for any hardware and vendor services necessary to implement the operational assessment. Based on a review of options and the finance plan, the Consortium may elect to jointly procure these services on behalf of the Total State Membership.

(d) Management of Consortium Funds

All financial activities will be governed by the laws and rules of the State of Washington, acting in the role of Lead Procurement State/Lead State, and in accordance with 34 CFR 80.36. Additionally, Washington is prepared to follow the guidelines for grant management associated with the American Recovery and Reinvestment Act (ARRA), and will be legally responsible for the use of grant funds and for ensuring that the project is carried out by the Consortium in accordance with Federal requirements. Washington has already established an ARRA Quarterly reporting system (also referred to as *1512 Reporting*).

Per Washington statute, the basis of how funding management actually transpires is dictated by the method of grant dollar allocation, whether upfront distribution or pay-out linked to actual reimbursables. Washington functions under the latter format, generating claims against grant funds based on qualifying reimbursables submitted on behalf of staff or clients, physical purchases, or contracted services. Washington's role as Lead Procurement State/Lead State for the Consortium is not viewed any differently, as monetary exchanges will be executed against appropriate and qualifying reimbursables aligned to expenditure arrangements (i.e., contracts) made with vendors or contractors operating under "personal service contracts," whether individuals, private companies, government agencies, or educational institutions.

Washington, like most States, is audited regularly by the federal government for the accountability of federal grant funds, and has for the past five years been without an audit finding. Even with the additional potential for review and scrutiny associated with ARRA funding, Washington has its fiscal monitoring and control systems in place to manage the Consortium needs.

- As part of a comprehensive system of fiscal management, Washington's accounting practices are stipulated in the State Administrative and Accounting Manual (SAAM) managed by the State's Office of Financial Management. The SAAM provides details and administrative procedures required of all Washington State agencies for the procurement of goods and services. As such, the State's educational agency is required to follow the SAAM; actions taken to manage the fiscal activities of the Consortium will, likewise, adhere to policies and procedures outlined in the SAAM.
- For information on the associated contracting rules that Washington will adhere to while serving as fiscal agent on behalf of the Consortium, refer to the Revised Code of Washington (RCW) 39.29 "Personal Service Contracts." Regulations and policies authorized by this RCW are established by the State's Office of Financial Management, and can be found in the SAAM.

(e) Governance Structure and Activities of States in the Consortium

As shown in the SMARTER Balanced Assessment Consortium governance structure, the Total State Membership of the Consortium includes Governing and Advisory States, with Washington serving in the role of Lead Procurement State/Lead State on behalf of the Consortium.

A **Governing** State is a State that:

- Has fully committed to this Consortium only and met the qualifications specified in this document,
- Is a member of only one Consortium applying for a grant in the Program,
- Has an active role in policy decision-making for the Consortium,
- Provides a representative to serve on the Steering Committee,
- Provides a representative(s) to serve on one or more Work Groups,
- Approves the Steering Committee Members and the Executive Committee Members,
- Participates in the final decision-making of the following:
    - Changes in Governance and other official documents,
    - Specific Design elements, and
    - Other issues that may arise.

An **Advisory** State is a State that:

- Has not fully committed to any Consortium but supports the work of this Consortium,
- Participates in all Consortium activities but does not have a vote unless the Steering Committee deems it beneficial to gather input on decisions or chooses to have the Total Membership vote on an issue,
- May contribute to policy, logistical, and implementation discussions that are necessary to fully operationalize the SMARTER Balanced Assessment System, and
- Is encouraged to participate in the Work Groups.

Organizational Structure

Steering Committee

The Steering Committee is comprised of one representative from each Governing State in the Consortium. Committee members may be a chief or his/her designee. Steering Committee Members must meet the following criteria:

- Be from a Governing State,
- Have prior experience in either the design or implementation of curriculum and/or assessment systems at the policy or implementation level, and
- Must have willingness to serve as the liaison between the Total State Membership and Working Groups.

Steering Committee Responsibilities

- Determine the broad picture of what the assessment system will look like,

- Receive regular reports from the Project Management Partner, the Policy Coordinator, and the Content Advisor,
- Determine the issues to be presented to the Governing and/or Advisory States,
- Oversee the expenditure of funds in collaboration with the Lead Procurement State/Lead State,
- Operationalize the plan to transition from the proposal governance to implementation governance, and
- Evaluate and recommend successful contract proposals for approval by the Lead Procurement State/Lead State.

Executive Committee

- The Executive Committee is made up of the Co-Chairs of the Executive Committee, a representative from the Lead Procurement State/Lead State, a representative from higher education and one representative each from four Governing States. The four Governing State representatives will be selected by the Steering Committee. The Higher Education representative will be selected by the Higher Education Advisory Group, as defined in the Consortium Governance document.
- For the first year, the Steering Committee will vote on four representatives, one each from four Governing States. The two representatives with the most votes will serve for three years and the two representatives with the second highest votes will serve for two years. This process will allow for the rotation of two new representatives each year. If an individual is unable to complete the full term of office, then the above process will occur to choose an individual to serve for the remainder of the term of office.

Executive Committee Responsibilities

- Oversee development of SMARTER Balanced Comprehensive Assessment System,
- Provide oversight of the Project Management Partner,
- Provide oversight of the Policy Coordinator,
- Provide oversight of the Lead Procurement State/Lead State,
- Work with project staff to develop agendas,
- Resolve issues,
- Determine what issues/decisions are presented to the Steering Committee, Advisory and/or Governing States for decisions/votes,
- Oversee the expenditure of funds, in collaboration with the Lead Procurement State/Lead State, and
- Receive and act on special and regular reports from the Project Management Partner, the Policy Coordinator, the Content Advisor, and the Lead Procurement State/Lead State.

Executive Committee Co-Chairs

- Two Co-chairs will be selected from the Steering Committee States. The two Co-chairs must be from two different states. Co-chairs will work closely with the Project Management Partner. Steering Committee members wishing to serve as Executive Committee Co-chairs will submit in writing to the Project Management Partner their willingness to serve. They will need to provide a document signed by their State Chief indicating State support for this role. The Project Management Partner will then prepare a ballot of interested individuals. Each Steering Committee member will vote on the two individuals they wish to serve as Co-chair. The individual with the most votes will serve as the new Co-chair.
- Each Co-chair will serve for two years on a rotating basis. For the first year, the Steering committee will vote on two individuals and the one individual with the most votes will serve a three-year term and the individual with the second highest number of votes will serve a two-year term.
- If an individual is unable to complete the full term of office, then the above process will occur to choose an individual to serve for the remainder of the term of office.

Executive Committee Co-Chair Responsibilities

- Set the Steering Committee agendas,
- Set the Executive Committee agenda,
- Lead the Executive Committee meetings,
- Lead the Steering Committee meetings,
- Oversee the work of the Executive Committee,
- Oversee the work of the Steering Committee,
- Coordinate with the Project Management Partner,
- Coordinate with Content Advisor,
- Coordinate with Policy coordinator,
- Coordinate with the Technical Advisory Committee (TAC), and
- Coordinate with Executive Committee to provide oversight to the Consortium.

Decision-making

Consensus will be the goal of all decisions. Major decisions that do not reach consensus will go to a simple majority vote. The Steering Committee will determine what issues will be referred to the Total State Membership. Each member of each group (Advisory/Governing States, Steering Committee, Executive Committee) will have one vote when votes are conducted within each group. If there is only a one to three vote difference, the issue will be re-examined to seek greater consensus. The Steering Committee will be responsible for preparing additional information as to the pros and cons of the issue to assist voting States in developing consensus and reaching a final decision. The Steering Committee may delegate this responsibility to the Executive Committee. The Executive Committee will decide which decisions or issues are votes to

be taken to the Steering Committee. The Steering Committee makes the decision to take issues to the full Membership for a vote.

The Steering Committee and the Governance/Finance work group will collaborate with each Work Group to determine the hierarchy of the decision-making by each group in the organizational structure.

Work Groups

The Work Groups are comprised of chiefs, assessment directors, assessment staff, curriculum specialists, professional development specialists, technical advisors and other specialists as needed from States. Participation on a workgroup will require varying amounts of time depending on the task. Individuals interested in participating on a Work Group should submit their request in writing to the Project Management Partner indicating their preferred subgroup. All Governing States are asked to commit to one or more Work Groups based on skills, expertise, and interest within the State to maximize contributions and distribute expertise and responsibilities efficiently and effectively. The Consortium has established the following Work Groups:

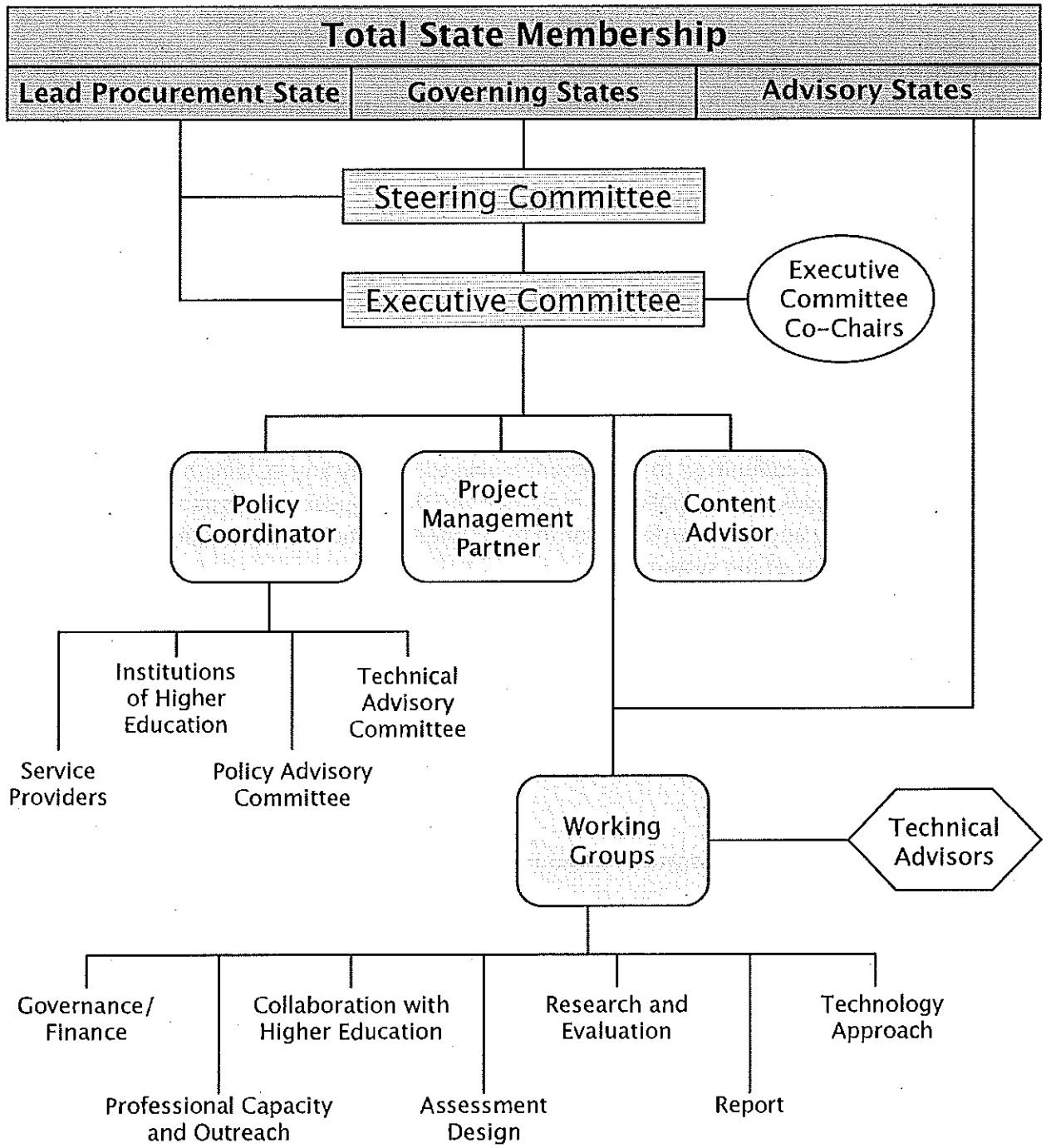
- Governance/Finance,
- Assessment Design,
- Research and Evaluation,
- Report,
- Technology Approach,
- Professional Capacity and Outreach, and
- Collaboration with Higher Education.

The Consortium will also support the work of the Work Groups through a Technical Advisory Committee (TAC). The Policy Coordinator in collaboration with the Steering Committee will create various groups as needed to advise the Steering Committee and the Total State Membership. Initial groups will include

- Institutions of Higher Education,
- Technical Advisory Committee,
- Policy Advisory Committee, and
- Service Providers.

An organizational chart showing the groups described above is provided on the next page.

SMARTER Balanced Assessment Consortium Organizational Structure



(f) State Entrance, Exit, and Status Change

This MOU shall become effective as of the date first written above upon signature by both the Consortium and the Lead Procurement State/Lead State (Washington) and remain in force until the conclusion of the Program, unless terminated earlier in writing by the Consortium as set forth below.

Entrance into Consortium
Entrance into the Smarter Balanced Assessment Consortium is assured when:

- The level of membership is declared and signatures are secured on the MOU from the State's Commissioner, State Superintendent, or Chief; Governor; and President/Chair of the State Board of Education (if the State has one);
- The signed MOU is submitted to the Consortium Grant Project Manager (until June 23) and then the Project Management Partner after August 4, 2010;
- The Advisory and Governing States agree to and adhere to the requirements of the governance;
- The State's Chief Procurement Officer has reviewed its applicable procurement rules and provided assurance that it may participate in and make procurements through the Consortium;
- The State is committed to implement a plan to identify any existing barriers in State law, statute, regulation, or policy to implementing the proposed assessment system and to addressing any such barriers prior to full implementation of the summative assessment components of the system; and
- The State agrees to support all decisions made prior to the State joining the Consortium.

After receipt of the grant award, any request for entrance into the Consortium must be approved by the Executive Committee. Upon approval, the Project Management Partner will then submit a change of membership to the USED for approval. A State may begin participating in the decision-making process after receipt of the MOU.

Exit from Consortium
Any State may leave the Consortium without cause, but must comply with the following exit process:

- A State requesting an exit from the Consortium must submit in writing their request and reasons for the exit request,
- The written explanation must include the statutory or policy reasons for the exit,
- The written request must be submitted to the Project Management Partner with the same signatures as required for the MOU,
- The Executive Committee will act upon the request within a week of the request, and
- Upon approval of the request, the Project Management Partner will then submit a change of membership to the USED for approval.

Changing Roles in the Consortium
A State desiring to change from an Advisory State to a Governing State or from a Governing State to an Advisory State may do so under the following conditions:

- A State requesting a role change in the Consortium must submit in writing their request and reasons for the request,
- The written request must be submitted to the Project Management Partner with the same signatures as required for the MOU, and
- The Executive Committee will act upon the request within a week of the request and submit to the USED for approval.

(g) Plan for Identifying Existing State Barriers

Each State agrees to identify existing barriers in State laws, statutes, regulations, or policies by noting the barrier and the plan to remove the barrier. Each State agrees to use the table below as a planning tool for identifying existing barriers. States may choose to include any known barriers in the table below at the time of signing this MOU.

Barrier	Issue/Risk of Issue (if known)	Statute, Regulation, or Policy	Governing Body with Authority to Remove Barrier	Approximate Date to Initiate Action	Target Date for Removal of Barrier	Comments

[remainder of page intentionally left blank]

(h) Bind each State in the Consortium to every statement and assurance made in the application through the following signature blocks

(h)(i)(A) **ADVISORY STATE** SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application Assurances. *(Required from all "Advisory States" in the Consortium.)* As an Advisory State in the SMARTER Balanced Assessment Consortium, I have read and understand the roles and responsibilities of Advisory States, and agree to be bound by the statements and assurances made in the application.	
State Name:	
Governor or Authorized Representative of the Governor (Printed Name):	Telephone:
Signature of Governor or Authorized Representative of the Governor:	Date:
Chief State School Officer (Printed Name):	Telephone:
Signature of the Chief State School Officer:	Date:
President of the State Board of Education, if applicable (Printed Name):	Telephone:
Signature of the President of the State Board of Education, if applicable:	Date:

(h)(i)(B) GOVERNING STATE SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application Assurances *(Required from all "Governing States" in the Consortium.)* As a Governing State in the SMARTER Balanced Assessment Consortium, I have read and understand the roles and responsibilities of Governing States, and agree to be bound by the statements and assurances made in the application. I further certify that as a Governing State I am fully committed to the application and will support its implementation.	
State Name: **Wisconsin**	
Governor or Authorized Representative of the Governor (Printed Name): JIM DOYLE	Telephone: 608-266-1212
Signature of Governor or Authorized Representative of the Governor:	Date: 5/24/10
Chief State School Officer (Printed Name): Tony Evers	Telephone: 608-266-8687
Signature of the Chief State School Officer:	Date: 5-21-10
President of the State Board of Education, if applicable (Printed Name): **N.A.**	Telephone:
Signature of the President of the State Board of Education, if applicable: **N.A.**	Date:

(h)(ii) STATE PROCUREMENT OFFICER SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application Assurances. *(Required from all States in the Consortium.)* I certify that I have reviewed the applicable procurement rules for my State and have determined that it may participate in and make procurements through the SMARTER Balanced Assessment Consortium.	
State Name: **Wisconsin**	
State's chief procurement official (or designee), (Printed Name): Helen McCain	Telephone: (608) 267-9634
Signature of State's chief procurement official (or designee),: Helen McCain	Date: 5/27/10

Office of Educational Accountability
Wisconsin Department of Public Instruction

2/21/11

Wisconsin Student Assessment System (WSAS) Percent Proficient or Advanced 2010-11

Group	Percent Proficient Reading	Percent Proficient Mathematics
All Students	83.0%	77.2%
Female	85.8%	77.0%
Male	80.4%	77.4%
American Indian or Alaska Native	75.8%	65.9%
Asian or Pacific Islander	79.2%	78.4%
Black Not Hispanic	59.9%	46.2%
Hispanic	69.7%	62.6%
White Not Hispanic	88.3%	83.7%
Students with Disabilities	48.6%	44.5%
Students w/o Disabilities	88.6%	82.6%
Economically Disadvantaged	71.7%	63.2%
Not Economically Disadvantaged or No Data	90.7%	86.8%
Limited English Proficient	57.5%	55.6%
English Proficient	84.6%	78.6%
Migrant	62.6%	52.2%
Non-migrant	83.0%	77.2%

LEA Name	School Name	School NCES ID #	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
REDACTED	REDACTED	550321001254	A		
REDACTED	REDACTED	550516000556	A		
REDACTED	REDACTED	550351000378	A		
REDACTED	REDACTED	551017002372	A		
REDACTED	REDACTED	551032003366	A		
REDACTED	REDACTED	551032001350	A		
REDACTED	REDACTED	550930002268	A		
REDACTED	REDACTED	550924002267	A		
REDACTED	REDACTED	551566002510	A		
REDACTED	REDACTED	551650002157	A		
REDACTED	REDACTED	550012000013	B		
REDACTED	REDACTED	550021000020	B		
REDACTED	REDACTED	550001603359	B		
REDACTED	REDACTED	550240000264	B		
REDACTED	REDACTED	550453000483	B		
REDACTED	REDACTED	550496000538	B		
REDACTED	REDACTED	550537000573	B		
REDACTED	REDACTED	550582000617	B		
REDACTED	REDACTED	550588000646	B		
REDACTED	REDACTED	550614002258	B		
REDACTED	REDACTED	550702000763	B		
REDACTED	REDACTED	550702000767	B		
REDACTED	REDACTED	550351000374	B		
REDACTED	REDACTED	550885001024	B		
REDACTED	REDACTED	550909001074	B		
REDACTED	REDACTED	550960000792	B		
REDACTED	REDACTED	550960001271	B		
REDACTED	REDACTED	550999001311	B		
REDACTED	REDACTED	551062000225	B		
REDACTED	REDACTED	551107001465	B		
REDACTED	REDACTED	551122001505	B		
REDACTED	REDACTED	551137001517	B		
REDACTED	REDACTED	551113001474	B		
REDACTED	REDACTED	551158001531	B		
REDACTED	REDACTED	551185001555	B		
REDACTED	REDACTED	551188001556	B		
REDACTED	REDACTED	551221001587	B		
REDACTED	REDACTED	551221001588	B		
REDACTED	REDACTED	551233001598	B		
REDACTED	REDACTED	551266001662	B		
REDACTED	REDACTED	551266001667	B		
REDACTED	REDACTED	551296001705	B		
REDACTED	REDACTED	551014001328	B		
REDACTED	REDACTED	550438000472	B		
REDACTED	REDACTED	551416003358	B		
REDACTED	REDACTED	551416001839	B		
REDACTED	REDACTED	551455002813	B		
REDACTED	REDACTED	551464001900	B		
REDACTED	REDACTED	550005002637	B		
REDACTED	REDACTED	551581000269	B		
REDACTED	REDACTED	551602002095	B		
REDACTED	REDACTED	551626002103	B		
REDACTED	REDACTED	550600002392	B		
REDACTED	REDACTED	551671002183	B		
DLH ACADEMY AGENCY	DLH ACADEMY	550004702536		C	
GREEN BAY AREA PUBLIC	FORT HOWARD ELEMENTARY	550582000622		C	
MILWAUKEE	ALLIANCE HIGH SCHOOL	550960002603		C	
MILWAUKEE	AUER AVENUE ELEMENTARY	550960001124		C	
MILWAUKEE	BARBEE EL (GARDEN HOMES ELEMENTA	550960001170		C	

LEA Name	School Name	School NCES ID #	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
MILWAUKEE	BROWN STREET ACADEMY	550960002395		C	
MILWAUKEE	BURROUGHS MIDDLE	550960001137		C	
MILWAUKEE	CARSON ACADEMY	550960001829		C	
MILWAUKEE	CARVER ACADEMY	550960002602		C	
MILWAUKEE	CASS STREET ELEMENTARY	550960001139		C	
MILWAUKEE	COMMUNITY HIGH SCHOOL	550960003370		C	
MILWAUKEE	FOREST HOME ELEMENTARY	550960001163		C	
MILWAUKEE	HAYES BILINGUAL SCHOOL	550960000680		C	
MILWAUKEE	HI-MOUNT ELEMENTARY	550960001187		C	
MILWAUKEE	HOLMES ELEMENTARY	550960001188		C	
MILWAUKEE	HOPKINS LLOYD ELEMEMENTARY (LLOY	550960001208		C	
MILWAUKEE	JACKSON ELEMENTARY	550960001261		C	
MILWAUKEE	KEEFE AVENUE ELEMENTARY	550960001196		C	
MILWAUKEE	KING JR ELEMENTARY	550960001129		C	
MILWAUKEE	KLUGE ELEMENTARY	550960001200		C	
MILWAUKEE	LAFOLLETTE ELEMENTARY	550960001202		C	
MILWAUKEE	LANCASTER ELEMENTARY	550960001204		C	
MILWAUKEE	LINCOLN MIDDLE SCHOOL	550960002302		C	
MILWAUKEE	MAPLE TREE ELEMENTARY	550960001214		C	
MILWAUKEE	METCALFE ELEMENTARY	550960002464		C	
MILWAUKEE	MILWAUKEE ACADEMY OF CHINESE LAN	550960002720		C	
MILWAUKEE	MONTESSORI HIGH	550960002706		C	
MILWAUKEE	OBAMA ELEMENTARY (THIRTY-FIFTH ST	550960001252		C	
MILWAUKEE	ROGERS STREET ACADEMY	550960002601		C	
MILWAUKEE	ROOSEVELT MIDDLE	550960001238		C	
MILWAUKEE	SHERMAN ELEMENTARY	550960001240		C	
MILWAUKEE	SIEFERT ELEMENTARY	550960002744		C	
MILWAUKEE	SILVER SPRING ELEMENTARY	550960001243		C	
MILWAUKEE	SIXTY-FIFTH STREET ELEMENTARY	550960001245		C	
MILWAUKEE	STARMS DISCOVERY	550960002442		C	
MILWAUKEE	STORY ELEMENTARY	550960001249		C	
MILWAUKEE	THOREAU ELEMENTARY	550960001255		C	
MILWAUKEE	THURSTON WOODS ELEMENTARY	550960002439		C	
MILWAUKEE	TOWNSEND STREET ELEMENTARY	550960001258		C	
MILWAUKEE	WESTSIDE ACADEMY	550960001512		C	
MILWAUKEE	WHS INFORMATION TECHNOLOGY	550960002608		C	
MILWAUKEE	WINGS ACADEMY	550960002558		C	
MILWAUKEE	WISCONSIN CAREER ACADEMY	550960002473		C	
MILWAUKEE	WORK INSTITUTE	550960002750		C	
RACINE UNIFIED	KNAPP ELEMENTARY	551236001628		C	
RACINE UNIFIED	GOODLAND ELEMENTARY	551236001617		C	
MENOMINEE INDIAN	MENOMINEE INDIAN HIGH	550907001070		E	
MILWAUKEE	ADVANCED LANGUAGE AND ACADEMIC	550960003372		E	
MILWAUKEE	BAY VIEW HIGH	550960001127		E	
MILWAUKEE	BRADLEY TECHNOLOGY HIGH	550960001218		E	
MILWAUKEE	CAREER AND TECHNICAL ED (CUSTER HI	550960001147		E	
MILWAUKEE	HAMILTON HIGH	550960001180		E	
MILWAUKEE	JAMES MADISON ACADEMIC CAMPUS	550960002700		E	
MILWAUKEE	NORTH DIVISION CHARTER HI (MILWAU	550960002730		E	
MILWAUKEE	NORTHWEST SECONDARY SCHOOL	550960002713		E	
MILWAUKEE	PULASKI HIGH	550960001235		E	
MILWAUKEE	SOUTH DIVISION HIGH	550960001247		E	
MILWAUKEE	VINCENT HIGH	550960002272		E	
MILWAUKEE ACADEMY OF SCIENCE	MILWAUKEE ACADEMY OF SCIENCE AGE	550004202234		E	
BIG FOOT UHS SCHOOL DISTRICT	BIG FOOT HIGH	551548001982			F
COLUMBUS SCHOOL DISTRICT	COLUMBUS ELEMENTARY	550282000321			F
DARLINGTON COMMUNITY SCHOOL DI	DARLINGTON ELEMENTARY/MIDDLE	550315000704			F
FOX POINT J2	STORMONTH ELEMENTARY	550480000518			F
GERMANTOWN SCHOOL DISTRICT	MACARTHUR ELEMENTARY	550516000555			F
HOWARDS GROVE SCHOOL DISTRICT	NORTHVIEW ELEMENTARY	550666000723			F
LA CROSSE SCHOOL DISTRICT	EMERSON ELEMENTARY	550753000855			F

LEA Name	School Name	School NCES ID #	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
LAKE MILLS	PROSPECT STREET ELEMENTARY	550771000889			F
MADISON METROPOLITAN SCHOOL DIS	FALK ELEMENTARY	550852000928			F
MADISON METROPOLITAN SCHOOL DIS	LAKE VIEW ELEMENTARY	550852000942			F
MADISON METROPOLITAN SCHOOL DIS	LEOPOLD ELEMENTARY	550852000944			F
MADISON METROPOLITAN SCHOOL DIS	LINCOLN ELEMENTARY	550852002263			F
MADISON METROPOLITAN SCHOOL DIS	LOWELL ELEMENTARY	550852000946			F
MADISON METROPOLITAN SCHOOL DIS	THOREAU ELEMENTARY	550852000964			F
MAUSTON SCHOOL DISTRICT	MAUSTON HIGH	550885001025			F
MEQUON-THIENSVILLE SCHOOL DISTRI	HOMESTEAD HIGH	550913001085			F
MEQUON-THIENSVILLE SCHOOL DISTRI	ORIOLE LANE ELEMENTARY	550913001087			F
MIDDLETON-CROSS PLAINS AREA SCHO	WEST MIDDLETON ELEMENTARY	550951001113			F
NEILLSVILLE SCHOOL DISTRICT	NEILLSVILLE HIGH	551035001357			F
SHEBOYGAN FALLS SCHOOL DISTRICT	SHEBOYGAN FALLS MIDDLE	551368002289			F
SUN PRAIRIE AREA SCHOOL DISTRICT	BIRD ELEMENTARY	551464001898			F
VERONA AREA SCHOOL DISTRICT	BADGER RIDGE MIDDLE SCHOOL	551533001973			F
VERONA AREA SCHOOL DISTRICT	GLACIER EDGE ELEMENTARY SCHOOL	551533002647			F
VERONA AREA SCHOOL DISTRICT	SUGAR CREEK ELEMENTARY	551533001971			F
WHITNALL SCHOOL DISTRICT	WHITNALL HIGH	550600000661			F
ARROWHEAD UHS	ARROWHEAD HIGH	550618000678			F
CLINTONVILLE SCHOOL DISTRICT	CLINTONVILLE HIGH	550267000302			F, G
KENOSHA SCHOOL DISTRICT	MCKINLEY ELEMENTARY	550732000818			F, G
MADISON METROPOLITAN SCHOOL DIS	ORCHARD RIDGE ELEMENTARY	550852000952			F, G
MILWAUKEE SCHOOL DISTRICT	FRATNEY ELEMENTARY	550960001166			F, G
YMCA YOUNG LEADERS ACADEMY AGE	YMCA YOUNG LEADERS ACADEMY	550004602576			F, G
21ST CENTURY PREPARATORY SCHOOL	21ST CENTURY PREPARATORY SCHOOL	550004502575			G
ADAMS-FRIENDSHIP AREA SCHOOL DIST	ADAMS-FRIENDSHIP ELEMENTARY	550006001433			G
APPLETON AREA SCHOOL DISTRICT	LINCOLN ELEMENTARY	550039000059			G
BAYFIELD	BAYFIELD MIDDLE	550090000082			G
BELOIT SCHOOL DISTRICT	MERRILL ELEMENTARY	550105000147			G
CAPITOL WEST ACADEMY AGENCY	CAPITOL WEST ACADEMY	550011403355			G
CLINTONVILLE SCHOOL DISTRICT	CLINTONVILLE MIDDLE	550267000301			G
DELAVAN-DARIEN SCHOOL DISTRICT	DELAVAN-DARIEN HIGH	550364000386			G
DELAVAN-DARIEN SCHOOL DISTRICT	TURTLE CREEK ELEMENTARY	550364000317			G
EAU CLAIRE AREA SCHOOL DISTRICT	LAKESHORE ELEMENTARY	550405000708			G
FOND DU LAC SCHOOL DISTRICT	RIVERSIDE ELEMENTARY	550468000497			G
GREEN BAY AREA PUBLIC SCHOOL DIST	DANZ ELEMENTARY	550582000616			G
GREEN BAY AREA PUBLIC SCHOOL DIST	EISENHOWER ELEMENTARY	550582000620			G
GREEN BAY AREA PUBLIC SCHOOL DIST	NICOLET ELEMENTARY	550582000634			G
JANESVILLE SCHOOL DISTRICT	WILSON ELEMENTARY	550702000776			G
JEFFERSON SCHOOL DISTRICT	WEST ELEMENTARY	550705000780			G
JOHNSON CREEK SCHOOL DISTRICT	JOHNSON CREEK HIGH	550717000783			G
KENOSHA SCHOOL DISTRICT	BRADFORD HIGH	550732000801			G
KENOSHA SCHOOL DISTRICT	EDWARD BAIN SCHOOL OF LANGUAGE A	550732002591			G
KENOSHA SCHOOL DISTRICT	FRANK ELEMENTARY	550732000807			G
KENOSHA SCHOOL DISTRICT	STRANGE ELEMENTARY	550732000826			G
KENOSHA SCHOOL DISTRICT	WILSON ELEMENTARY	550732000833			G
LAC DU FLAMBEAU #1 SCHOOL DISTRIC	LAC DU FLAMBEAU ELEMENTARY	550462000488			G
MADISON METROPOLITAN SCHOOL DIS	ALLIS ELEMENTARY	550852000929			G
MADISON METROPOLITAN SCHOOL DIS	SANDBURG ELEMENTARY	550852000920			G
MADISON METROPOLITAN SCHOOL DIS	SCHENK ELEMENTARY	550852000935			G
MENASHA JOINT SCHOOL DISTRICT	BUTTE DES MORTS ELEMENTARY	550903001054			G
MENASHA JOINT SCHOOL DISTRICT	CLOVIS GROVE ELEMENTARY	550903001055			G
MENASHA JOINT SCHOOL DISTRICT	MENASHA HIGH	550903001059			G
MENOMINEE INDIAN SCHOOL DISTRICT	KESHENA PRIMARY	550907001069			G
MENOMINEE INDIAN SCHOOL DISTRICT	MENOMINEE INDIAN MIDDLE	550907001071			G
MILWAUKEE SCHOOL DISTRICT	ALLEN-FIELD ELEMENTARY	550960001122			G
MILWAUKEE SCHOOL DISTRICT	AUDUBON HIGH	550960002782			G
MILWAUKEE SCHOOL DISTRICT	AUDUBON MIDDLE	550960001123			G
MILWAUKEE SCHOOL DISTRICT	BARTON ELEMENTARY	550960001126			G
MILWAUKEE SCHOOL DISTRICT	BROWNING ELEMENTARY	550960001132			G
MILWAUKEE SCHOOL DISTRICT	CARMEN HIGH AND TECHNOLOGY	550960002755			G

LEA Name	School Name	School NCES ID #	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
MILWAUKEE SCHOOL DISTRICT	CLARKE STREET ELEMENTARY	550960001140			G
MILWAUKEE SCHOOL DISTRICT	CLEMENS ELEMENTARY	550960001141			G
MILWAUKEE SCHOOL DISTRICT	CONGRESS ELEMENTARY	550960001143			G
MILWAUKEE SCHOOL DISTRICT	CURTIN ELEMENTARY	550960001146			G
MILWAUKEE SCHOOL DISTRICT	DOERFLER ELEMENTARY	550960001148			G
MILWAUKEE SCHOOL DISTRICT	EIGHTY-FIRST STREET ELEMENTARY	550960001154			G
MILWAUKEE SCHOOL DISTRICT	ELM CREATIVE ARTS ELEMENTARY	550960002438			G
MILWAUKEE SCHOOL DISTRICT	EMERSON ELEMENTARY	550960001157			G
MILWAUKEE SCHOOL DISTRICT	ENGLEBURG ELEMENTARY	550960001158			G
MILWAUKEE SCHOOL DISTRICT	FIFTY-THIRD STREET ELEMENTARY	550960001162			G
MILWAUKEE SCHOOL DISTRICT	FRANKLIN ELEMENTARY	550960001165			G
MILWAUKEE SCHOOL DISTRICT	GOODRICH ELEMENTARY	550960001173			G
MILWAUKEE SCHOOL DISTRICT	GRANTOSA DRIVE ELEMENTARY	550960001176			G
MILWAUKEE SCHOOL DISTRICT	HAMPTON ELEMENTARY	550960001181			G
MILWAUKEE SCHOOL DISTRICT	HAWTHORNE ELEMENTARY	550960001185			G
MILWAUKEE SCHOOL DISTRICT	KAGEL ELEMENTARY	550960001195			G
MILWAUKEE SCHOOL DISTRICT	LA CAUSA CHARTER SCHOOL	550960001317			G
MILWAUKEE SCHOOL DISTRICT	LINCOLN AVENUE ELEMENTARY	550960001206			G
MILWAUKEE SCHOOL DISTRICT	LONGFELLOW ELEMENTARY	550960001209			G
MILWAUKEE SCHOOL DISTRICT	MACDOWELL MONTESSORI ELEMENTAF	550960001212			G
MILWAUKEE SCHOOL DISTRICT	MILWAUKEE HIGH SCHOOL OF THE ART	550960002339			G
MILWAUKEE SCHOOL DISTRICT	MILWAUKEE SCHOOL OF ENTREPRENEU	550960000668			G
MILWAUKEE SCHOOL DISTRICT	MILWAUKEE SIGN LANGUAGE ELEMENT	550960001191			G
MILWAUKEE SCHOOL DISTRICT	MITCHELL ELEMENTARY	550960001219			G
MILWAUKEE SCHOOL DISTRICT	MORGANDALE ELEMENTARY	550960001220			G
MILWAUKEE SCHOOL DISTRICT	NEESKARA ELEMENTARY	550960001224			G
MILWAUKEE SCHOOL DISTRICT	NINETY-FIFTH STREET ELEMENTARY	550960001225			G
MILWAUKEE SCHOOL DISTRICT	PARKVIEW ELEMENTARY	550960001231			G
MILWAUKEE SCHOOL DISTRICT	PIERCE ELEMENTARY	550960001233			G
MILWAUKEE SCHOOL DISTRICT	PROFESSIONAL LEARNING INSTITUTE	550960003344			G
MILWAUKEE SCHOOL DISTRICT	REAGAN COLLEGE PREPARATORY HIGH	550960003342			G
MILWAUKEE SCHOOL DISTRICT	RILEY ELEMENTARY	550960001236			G
MILWAUKEE SCHOOL DISTRICT	RIVERSIDE HIGH	550960001237			G
MILWAUKEE SCHOOL DISTRICT	STUART ELEMENTARY	550960001250			G
MILWAUKEE SCHOOL DISTRICT	TROWBRIDGE STREET ELEMENTARY	550960001259			G
MILWAUKEE SCHOOL DISTRICT	VICTORY ELEMENTARY	550960001264			G
MILWAUKEE SCHOOL DISTRICT	VIEAU ELEMENTARY	550960001265			G
RACINE UNIFIED SCHOOL DISTRICT	FRATT ELEMENTARY	551236001611			G
RACINE UNIFIED SCHOOL DISTRICT	GILMORE MIDDLE	551236001616			G
RACINE UNIFIED SCHOOL DISTRICT	JANES ELEMENTARY	551236001622			G
RACINE UNIFIED SCHOOL DISTRICT	JULIAN THOMAS ELEMENTARY	551236003337			G
RACINE UNIFIED SCHOOL DISTRICT	MITCHELL ELEMENTARY	551236001632			G
RACINE UNIFIED SCHOOL DISTRICT	MITCHELL MIDDLE	551236001633			G
RACINE UNIFIED SCHOOL DISTRICT	STARBUCK MIDDLE	551236001639			G
RACINE UNIFIED SCHOOL DISTRICT	WADEWITZ ELEMENTARY	551236001642			G
SHEBOYGAN AREA SCHOOL DISTRICT	SHERIDAN ELEMENTARY	551365002678			G
TRI-COUNTY AREA SCHOOL DISTRICT	TRI-COUNTY MIDDLE	551182002620			G
WABENO AREA SCHOOL DISTRICT	WABENO ELEMENTARY	551539001978			G
WHITEHALL SCHOOL DISTRICT	WHITEHALL MIDDLE	551665002177			G
WHITEWATER UNIFIED SCHOOL DISTRIC	LINCOLN INQUIRY CHARTER ELEMENTAI	551668002180			G

Note: This list contains Title I Rewards, Focus, and Priority schools. The rewards schools are redacted and only include Title I schools identified as High Performing and High Progress schools as defined in ESEA Flexibility. As such, this Rewards list will be expanded to reflect the State's broader Rewards program.

The Wisconsin Framework for Educator Effectiveness

Summary of Design Team Work & Pre-Implementation Interim Report

May 2012

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I. Introduction

Over the last decade, Wisconsin has developed many of the crucial elements of a modern educator effectiveness system, including a pre-service assessment, induction supports and mentoring, a tiered educator licensing system, expanded licensure flexibility and a professional development and improvement process required for advancement.

While the State's educator effectiveness efforts includes improvements in many of these areas, the thrust of this work has been recommendations from the Wisconsin Educator Effectiveness Design Team (hereafter the Design Team) around key design features of and an implementation timeline for a performance-based evaluation system for teachers and principals.

The Wisconsin Framework for Educator Effectiveness (hereafter the Framework) is shaping the development of a state educator effectiveness system. The primary purpose of the Framework is to support a system of continuous improvement of educator practice—from pre-service through inservice—that leads to improved student learning.

The resulting system will evaluate teachers and principals through a fair, valid, and reliable process using multiple measures across two main areas: educator practice and student outcomes.

The model will be piloted and implemented throughout the state by the 2014-15 school year. An equivalency review process for districts that choose to develop their own rubrics of educator practice will be developed.

The Design Team acknowledges the significant change that the resulting educator effectiveness system will represent, and believes the system will positively impact both educator practice and student learning throughout Wisconsin. Further, this system will fulfill federal requirements around educator evaluation and professional development.

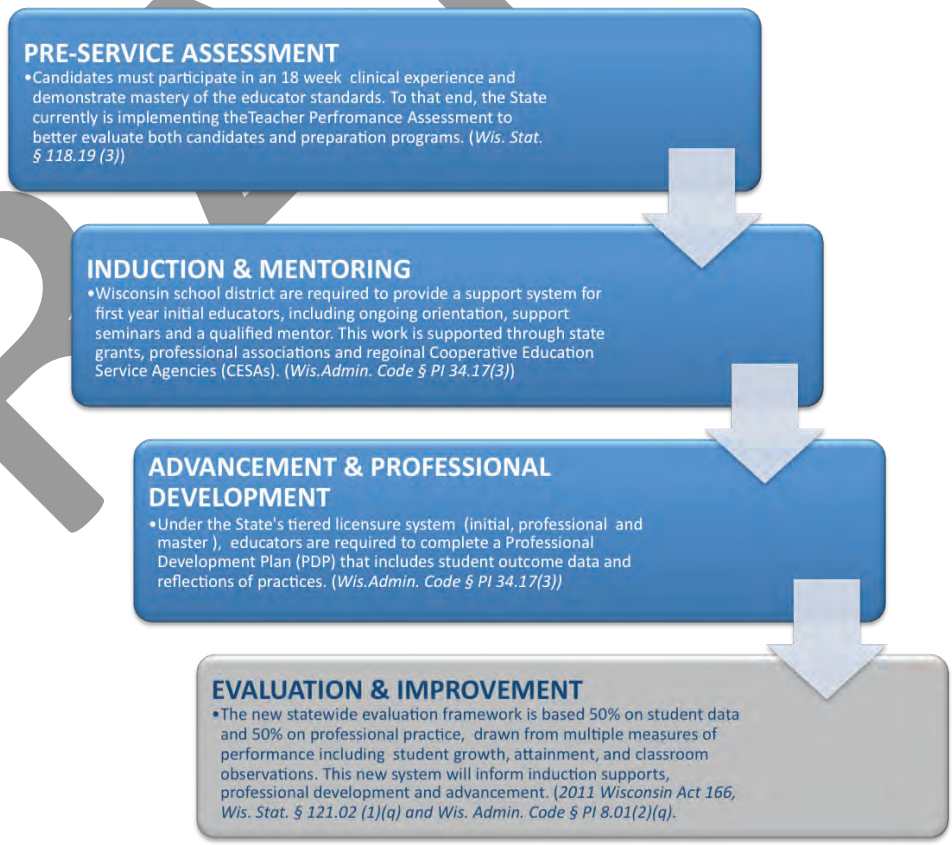

Figure 1: Wisconsin Educator Effectiveness System

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II. Development of the Educator Evaluation Framework

Purpose

Integrate a fair and reliable educator evaluation framework that incorporates student outcome data elements of educator practice into the State's educator effectiveness system. The framework will include ongoing formative components that support improvement as well as a summative evaluation.

Process

This framework was designed in collaboration with leaders of state professional education organizations, educator preparation programs, Governor Walker's office and the Wisconsin Department of Public Instruction. Design Team members represented the following:

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

The Design Team met monthly to review materials, resolve policy issues and reach consensus around the Framework. This work was based on recommendations from staff workgroups, national experts, state research organizations, and regional technical assistance providers (see Appendix A: Design Team Members for a full list of participants).

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Work groups, which largely consisted of staff from Design Team organizations, reviewed research, developed position papers and prepared recommendations for the Design Team between meetings (see Appendix B: Workgroup Members for a full list of participants).

Additionally, several nationally renowned partner organizations provided technical assistance, facilitation and research support (see Appendix C: Partner Organizations for a full list of participants). Notable support is outlined below:

> The **Wisconsin Center for Education Research (WCER)** helped frame the Design Team decision points; identified current educator effectiveness research, policies, and models; developed background material; and provided in-depth feedback during meetings throughout the process.
>
> The **National Comprehensive Center for Teacher Quality (TQ Center)** provided information on educator effectiveness research, policies, and models.
>
> The **Great Lakes West Regional Comprehensive Center (GLW) and Regional Educational Laboratories (REL) Midwest** facilitated and documented framework meetings and decisions.
>
> Additionally, members participated in national conferences and meetings hosted by the **Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA)**.

Feedback was solicited through ongoing stakeholder communication, including an Educator Effectiveness Symposium, which informed stakeholders and elicited feedback on the emerging framework design.

Guiding Principles

Informed by the CCSSO document "*Transforming Teaching and Leading: A Vision for a High-Quality Educator Development System,*"[1] the Design Team's work focused on five key questions:

1. What are the purposes of the system?
2. How will educator practice be evaluated?
3. How will student achievement & other outcomes be incorporated?
4. How will the evaluation process be administered?
5. How will the model be implemented statewide?

Effective educators are essential to improving learning for all students. The Design Team believes it is imperative that students have highly effective teams of educators to support them throughout their

[1] CCSSO, *Transforming Teaching and Leading: A Vision for a High-Quality Educator Development System.* http://www.ccsso.org/Resources/Publications/Transforming_Teaching_and_Leading.html.

public education. The Design Team further believes that effective practice leading to better educational achievement requires continuous improvement and monitoring.

A strong evaluation system for educators is designed to provide information that supports decisions intended to ensure continuous individual and system effectiveness. The system must be well-articulated, manageable, reliable and sustainable. The goal of this system is to provide students with highly qualified and effective educators who focus on student learning.

To that end, an effective educator evaluation system must deliver information that:

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

Defining Effectiveness

The Design Team defines educator effectiveness as follows:

> An **effective teacher** consistently uses educational practices that foster the intellectual, social and emotional growth of children, resulting in measurable growth that can be documented in meaningful ways.
>
> An **effective principal** shapes school strategy and educational practices that foster the intellectual, social and emotional growth of children, resulting in measurable growth that can be documented in meaningful ways.

III. Features of the Evaluation Framework

The following design features are predicated on the understanding that a successful performance-based evaluation system must be fully aligned with professional development and implemented with fidelity.

A system of this nature necessitates both an ongoing formative process that supports low-stakes continuous educator improvement as well as a more traditional summative evaluation that can support the full range of employment decisions.

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Formative Feedback: Educators must be engaged in evaluating their own practice and receive low-stakes formative feedback on an ongoing basis from peers, mentors and supervisors. Formative elements may include classroom observations, peer review, data chats/reviews, and a range of diagnostic support or mentoring activities.

While districts will have discretion in structuring their formative process and elements, these activities should occur multiple times throughout the year and include a mix of peer/mentor and supervisory feedback. Depending on district practice and policies, some formative elements may inform the summative evaluation process. However, inclusion of too many formative elements in the summative evaluation may undermine the formative focus on coaching and improvement.

Summative Evaluation: Per Wis. Stat. § 121.02(1)(q), all districts are required to conduct an evaluation of *non-probationary* teachers and principals in the first year and at least every third year thereafter to assess overall employment performance. *Probationary* educators, who are usually in the first few years of employment with a given district, are generally evaluated annually.

Among other things, summative evaluations may be used to make the full range of human resources decisions. These evaluations must include multiple classroom observations and artifacts as well as student performance data. Based on the evaluation, educators will be assigned to one of the following performance rating categories: exemplary, effective or developing. Educator ratings will be based equally on measures of educator practice (50%) and student outcomes (50%), and "developing" educators will be evaluated annually until they progress to "effective" or exit the profession.

Both formative feedback and summative evaluations should be aligned to the district's human resource practices (including staffing, mentoring, professional development, and performance management) in order to provide a consistent focus. Professional development plans, in particular, should be aligned with evaluation feedback to ensure Wisconsin educators are supported throughout their careers.

1. Multiple Measures of Educator Practice

Measures of educator practice will account for 50% of the overall summative rating for educators. Dimensions of effective educator practice for teachers will be based on the 2011 Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards. Effective practice for principals will be based on the 2008 Interstate School Leaders Licensure Consortium (ISLLC) Educational Leadership Policy Standards. The InTASC and ISLLC standards can be found in Appendix E and F.

The InTASC and ISLLC standards were selected as they are widely recognized as rigorous and robust standards of professional practice. These research-based standards describe effective teacher and leader practices that lead to improved student achievement. The standards are envisioned as the foundation for a comprehensive framework that addresses each stage of an educator's career. Both sets of standards

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were developed through multi-state collaborative efforts and have been endorsed by numerous education organizations, associations, and institutes of higher education.

The following measures of educator practice will be used:

- For teachers, the domains and components of Charlotte Danielson's *A Framework for Teaching* (Danielson, 2007) will be used to provide definition and specificity to the InTASC standards. Rubrics for observing teacher practice will be developed, adapted, or identified to address each component. Danielson's work and other models based on InTASC will be used as a starting point in rubric development. The domains and components identified in the model will be required by school districts.

  Each domain represents a distinctive area of effective teaching practice. The components provide a detailed, but manageable, list of teaching skills that are consistent with the 2011 InTASC standards. The Danielson domains and components can be found in Appendix G.

  Appropriate adaptations to the domains and components will be developed for certified professional staff that have out-of-classroom assignments as part or all of their duties or work with special populations.

- For principals, the 2008 ISLLC standards will be used. The ISLLC subordinate functions under the standards will form the components. Rubrics for observing principal practice will be developed, adapted, or identified at the component level. Models based on ISLLC will be used as a starting point in the rubric development.

- Multiple observations of educator practice are required during summative evaluations. Observations must be supplemented by other measures of practice. Multiple sources of evidence must be collected to document the evaluation of practice.

- Districts will have the flexibility to create their own rubrics of educator practice. Districts that choose to do so must apply to the State Superintendent through an equivalency review process. For teachers, rubrics must be aligned with the 2011 InTASC standards and be comparable to the Danielson domains and components. For principals, rubrics must be aligned with the 2008 ISLLC standards and be comparable to the ISLLC subordinate functions.

2. Multiple Measures of Student Outcomes

Measures of student outcomes will account for 50% of the overall summative rating for educators. Multiple measures of student outcomes will be used. State and district achievement data with both individual and school components will be included.

- For teachers, the following data when available will be used:

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- Individual **value-added data** on statewide standardized assessments (currently grades 3-7 reading and math);[2]
- District-adopted **standardized assessment** results.
- **Student Learning Objectives (SLOs)** agreed upon by teachers and administrators. SLOs are a collaborative method of setting measurable goals and measuring growth in student performance towards those goals during the course of instruction. SLOs can be based on teacher-developed or other classroom assessments.
- Choice of **district data**, based on improvement strategies, and aligned to school and district goals based on areas of need highlighted by the state accountability system.
- For elementary and middle school levels, **school-wide reading scores** will be used. For high schools, graduation rate will be used.

- For teachers, when the first three measures of student data (state assessment, district assessments and SLOs) are available, equal weight will be given to these three measures and together they will make up 90% of the data used for student outcomes. When only two of these measures are available, equal weight will be given to each measure and together they will make up 90% of the data used for student outcomes. When only SLOs are available, they will account for 90% of the data used in student outcomes. District improvement strategies and school-wide data will each comprise 5% under student outcomes in all cases. Student outcome weights can be found in Appendix H.

- For principals, the following data when available will be used:
  - School-wide value-added data from state-wide standardized assessments taken by students in the school(s) to which the principal is assigned.[3]
  - District-adopted standardized assessment results.
  - School Performance Outcomes (SPOs) agreed upon by principals and district leaders. SPOs are a collaborative participatory method of setting measurable goals and measuring growth in whole school performance toward those goals during the course of a year.
  - District choice of data based on improvement strategies and aligned to school and district goals based on areas of need highlighted by the state accountability system.
  - For elementary and middle school levels, school-wide reading scores will be used.[4] For high schools, graduation rate will be used.

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[2] Design Team specified the value-added model for student growth will be developed by the Value-Added Research Center at University of Wisconsin-Madison, and that the model shall control for demographic variables (race/ethnicity, gender, socio-economic status, disability status, and ELL status).

[4] If the successor state assessment system allows, a similar school-wide reading measure at high school will be used.

- For principals, when the first three measures of student data (state assessment, district assessments, and SPOs) are available, equal weight will be given to these three measures and together they will make up 90% of the data used for student outcomes. When only two of these measures are available, equal weight will be given to each measure and together they will make up 90% of the data used for student outcomes. When only SPOs are available, they will account for 90% of the data used in student outcomes. District improvement strategies and school-wide data will comprise 5% respectively under student outcomes in all cases.

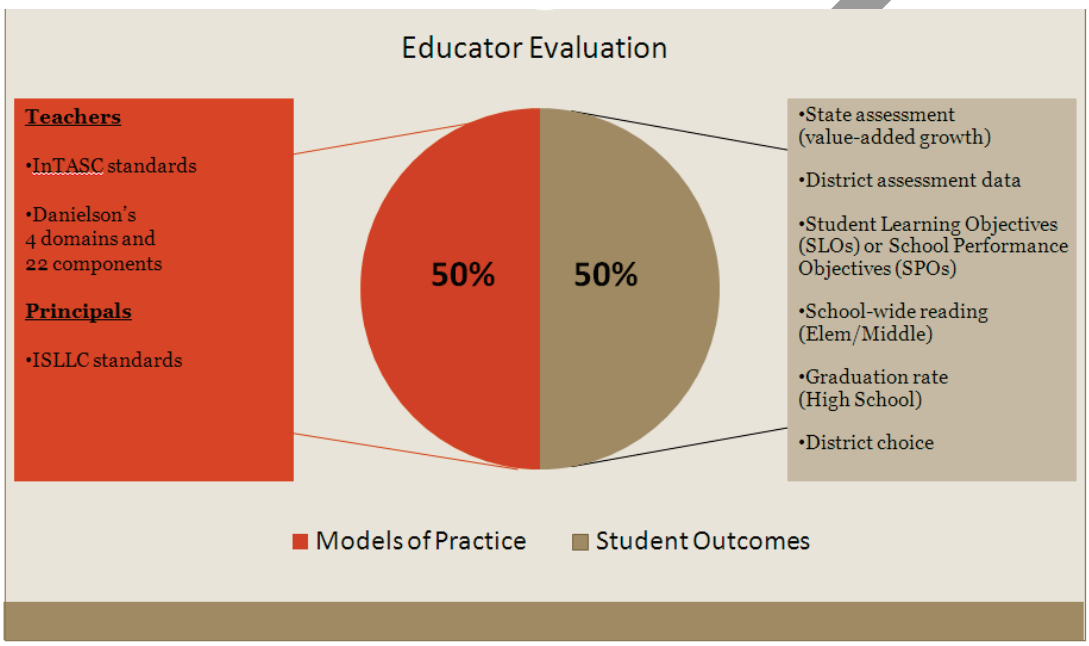

Figure 2: System weights

3. Summative Performance Ratings

Educators will receive feedback on their performance in educator practice and student outcomes, both of which will be combined into an overall performance rating. Educators will receive one of three ratings:

- **Developing**: this rating describes professional practice and impact on student achievement that does not meet expectations and requires additional support and directed action.
- **Effective**: this rating describes solid, expected professional practice and impact on student achievement. Educators rated as effective will have areas of strength as well as areas for improvement that will be addressed through professional development.
- **Exemplary**: this rating describes outstanding professional practice and impact on student achievement. Educators rated as exemplary will continue to expand their expertise through professional development opportunities. In addition, these educators will be encouraged to utilize their expertise through leadership opportunities.

An educator will not be allowed to remain at the developing level and continue to practice indefinitely. If an educator is rated as developing for longer than would be reasonable for their level of experience in their position the educator will undergo an *intervention phase* to improve on the areas rated as developing. If, at the end of the intervention phase, the educator is still rated as developing, the district shall move to a *removal phase*. An appeals process shall be developed by the district.

4. Matrix Model for Combining Measures

Dimensions of educator practice and student learning outcomes will be weighed equally. In order to determine summative performance ratings, educator practice and student outcomes will be combined using a matrix model. The matrix model has been applied by several states and districts as a way to represent how measures of practice and measures of outcomes can be combined to inform evaluation decisions. There are two axes: one represents a combination of practice measures, and one represents a combination of student outcome measures. Before the different measures are aggregated into a single score for each axis, they may be weighted for their relative importance to educator effectiveness determinations. When the scores are combined, they will yield one rating for each axis with 5 being the highest rating and 1 being the lowest. The final rating would then be determined by locating the cell that represents the cross section of the practice and outcome ratings. The pink highlighted cells in the upper-left corner represent a "Developing" rating, the empty grey cells represent an "Effective" rating, and the pink highlighted cells in the lower-right corner represent an "Exemplary" rating. Should the results indicate that scores for practice and outcomes are substantially different (e.g., very high for student outcomes but very low for practice) a review would be triggered to investigate the discrepancy.

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Educator Effectiveness System Matrix

	1	2	3	4	5
1				*	*
2					*
3					
4	*				
5	*	*			

•Asterisks indicate a mismatch between educator's practice performance and student outcomes and requires a focused review to determine why the mismatch is occurring and what, if anything, needs to be corrected.

Figure 3: Educator effectiveness matrix

5. Differentiated Evaluation Schedules

New educators (first three years in a district) will be evaluated annually. Struggling educators (those whose summative performance rating is "Developing") will be evaluated annually. Veteran, non-struggling educators will be evaluated once every three years, although these educators could be evaluated on a subset of performance dimensions each year, with the entire set covered over a three year period. These specifications refer to summative evaluations. Formative evaluation shall be ongoing for all educators.

6. Skilled Evaluators

To ensure consistency and maintain both rigor and quality, all evaluators will be required to complete a comprehensive certified training program that is consistent across the state.

For the purpose of summative evaluation, an educator's immediate supervisor will be the primary evaluator teaching practice. However, the Design Team recognizes the benefits of multiple observers and therefore encourages the use of a second observer, such as a peer, administrator or evaluator from an institute of higher education.

The Design Team also recognizes that this is not always practical within the current school staffing structure, and therefore recommends that pre-service internships be explored as a way to supplement staff time during the development phase. Pre-service interns could potentially cover classroom time to allow master educators, cooperating teachers, or outside observers to serve as peer evaluators. Similarly, pre-service principal internships should be considered.

7. Formative and Summative Use of Evaluation Data

The evaluation process will include multiple forms of evidence, and will serve both formative and summative evaluation needs. A manual detailing evidence sources, the frequency of data collection, timelines and procedures for collection and analysis of evidence will be developed. Formative evaluation shall be ongoing. Summative evaluations shall follow the timelines specified in the manual.

Data issues (e.g. longitudinal tracking, teacher-student linkages, data warehousing) will be handled by a uniform statewide system. The Design Team recommends that the laws and regulations of the State of Wisconsin must ensure that personally identifiable information in relation to the evaluation system is not subject to public disclosure. As such, individual evaluation ratings (and subcomponents used to determine ratings) are not subject to open records requests.

Non-personally identifiable data will be used to ensure institutional and system accountability and improvement. For example:

- Traditional and alternative preparation programs for teachers and principals

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- Induction, mentoring, and professional development programs
- The validity, reliability, fairness, and fidelity of implementation of the educator evaluation system
- Other appropriate research and accountability purposes subject to DPI approval, state and federal regulations, or individual institutional review boards (IRBs).

The privacy of evaluation ratings will be aligned with school and district accountability system suppression rules.

8. Equivalency Review Process

Districts will have the flexibility to create their own rubrics of educator practice. Districts must apply to the State Superintendent to develop their own rubrics (and related training, tools, etc.) provided they meet the Wisconsin Model Educator Effectiveness System standards (to be defined in the development phase). The equivalency review process will require the following:

1. The measurement of educator practice will be reported on comparable scales.
2. The method for combining the ratings from the two components (educator practice and student outcomes) must be consistent statewide.
3. The timeline for development and initial implementation will be the same.
4. Every teacher and principal will be rated according the state-defined performance rating categories: Developing, Effective, or Exemplary.

The equivalency review process will require districts to engage staff in the development of rubrics and other training tools. For teachers, rubrics must be aligned with the 2011 InTASC Standards and be comparable to the Danielson domains and components. For principals, rubrics must be aligned with the 2008 ISLLC Standards and be comparable to the ISLLC subordinate functions.

IV. Moving the Framework Forward

The Design Team recognizes the urgency of moving this work forward. In particular—as spelled out in the ESEA flexibility guidance (NCLB waivers)—the state is required to have a fully implemented educator effectiveness system by 2014-15.

In many areas, the bulk of the work lies ahead, and the Framework for Educator Effectiveness is only a start. The Framework highlights the issues most critical in developing and implementing a new statewide Educator Effectiveness system. Even beyond the development and piloting years, the state model must be continuously improved based on educators' feedback and experience.

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Role of the State

The state will be responsible for developing, piloting, implementing, evaluating and maintaining the high quality evaluation system. The statewide Educator Effectiveness model will be fully developed, piloted and implemented by 2014-15 to meet ESEA Flexibility requirements (NCLB waivers)[5], and will coincide with Wisconsin's school and district accountability reform effort. DPI will be responsible for this work and ensuring alignment within the broader accountability system. DPI will work to identify and leverage resources wherever possible, but all work outlined in the Framework and required by a high-quality statewide system is contingent on funding.

Stakeholder Involvement

DPI has convened a coordinating committee representing diverse stakeholders that will provide guidance and feedback throughout the development, pilot, and initial implementation phases of the model, at least through the 2014-2015 school year.

Districts are also encouraged to collaborate with DPI on the development, pilot and training phases. The state will encourage districts to begin implementing the new system as soon as possible and will allow any district wishing to implement the new system early to do so.

Timeline

As detailed in Figure 4 and the multi-stage timeline below, work to move from the framework to a state system has already begun and must continue with an aggressive pace to ensure the development, piloting and implementation of the full system.

However, resources to implement these recommendations have yet to be identified, budgeted, or legislated. The following points on resource allocation require action:

1. The Design Team recommends that a thorough review of current statutes, rules, and policies that govern the preparation, induction, and licensure of Wisconsin educators should be completed as quickly as possible. The review should be completed to ensure that Wisconsin statutes, rules, and policies are supportive of the Framework for Educator Effectiveness. It is critical that state processes affecting educators—from preparation through professional development—are aligned with the definition of effectiveness and intended to increase educator effectiveness.

2. The state must allocate sufficient staff, time, and resources to develop, pilot, implement, evaluate, and maintain a high quality educator effectiveness system.

[5] ESEA Flexibility, (http://www.ed.gov/esea/flexibility)

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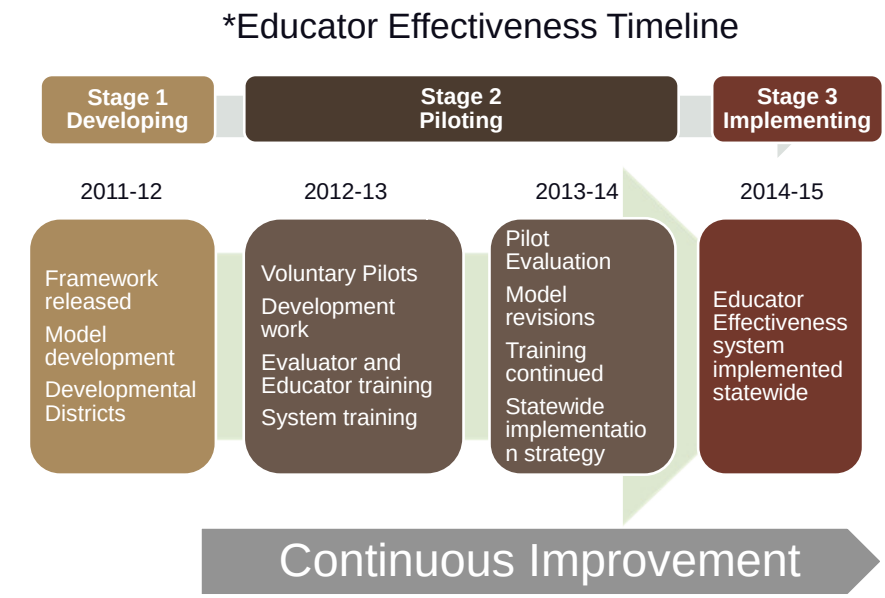

All work contingent on funding and resources

Figure 4: Overview of educator effectiveness timeline

STAGE 1: Developing

Phase 1 – Design Phase (December 2010 to October 2011)

- Design Team review of existing research and best practices
- Major design features decided for teachers and principals
- Publish Wisconsin Framework for Educator Effectiveness

Phase 2 – Development Phase (November 2011 – June 2012)

- Convene State Superintendent's Coordinating Council on Educator Effectiveness
- Workgroups develop rubrics and process manuals for all elements of the system

STAGE 2: Piloting

Phase 3 – Developmental Pilot Phase (July 2012 – June 2013)

- Train Pilot Districts, Support Pilot Districts, Evaluate Pilot
- Revise and/or refine the model based upon data from pilot process

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- Evaluate model
- Development of rubrics and process manuals for educators other than teachers and principals

Phase 4 – Full Pilot Phase (July 2013 – June 2014)

- Revise and/or refine model based upon data from pilot process
- Expand pilot, training, and implementation
- Evaluate model

STAGE 3: Implementing

Phase 5 – Implementation (July 2014 – June 2015)

- Refine model based upon data from two year pilot
- Train and prepare districts for statewide implementation
- Statewide implementation of Educator Effectiveness system

V. Conclusion

The members of the Design Team are clear: a state educator effectiveness system marks a major shift for Wisconsin, and will require tremendous commitment on the part of the legislature, teacher preparation programs, the state education agency, local districts and educators throughout the state to implement this system. The work ahead, while significant, is both necessary and attainable. The Design Team believes that it has established a solid foundation and looks now to the state legislature, DPI, local districts, and stakeholders to advance this important initiative. Working collaboratively, we have the opportunity to implement a system that lives up to Wisconsin's proud educational legacy.

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2011 InTASC (Interstate Teacher Assessment and Support Consortium) standards:
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Council of Chief State School Officers (CCSSO): http://ccsso.org/

Department of Public Instruction (DPI): http://dpi.wi.gov/home.html

DPI – Educator Effectiveness: http://dpi.state.wi.us/tepdl/edueff.html

State Consortium on Educator Effectiveness (SCEE) http://scee.groupsite.com/main/summary

Danielson website: http://charlottedanielson.com/

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Appendix D: Overview of Wisconsin Educator Effectiveness System

PRE-SERVICE ASSESSMENT

- Candidates must participate in an 18 week clinical experience and demonstrate mastery of the educator standards. To that end, the State currently is implementing theTeacher Perfromance Assessment to better evaluate both candidates and preparation programs. (*Wis. Stat. § 118.19 (3)*)

INDUCTION & MENTORING

- Wisconsin school district are required to provide a support system for first year initial educators, including ongoing orientation, support seminars and a qualified mentor. This work is supported through state grants, professional associations and regoinal Cooperative Education Service Agencies (CESAs). (*Wis.Admin. Code § PI 34.17(3)*)

ADVANCEMENT & PROFESSIONAL DEVELOPMENT

- Under the State's tiered licensure system (initial, professional and master), educators are required to complete a Professional Development Plan (PDP) that includes student outcome data and reflections of practices. (*Wis.Admin. Code § PI 34.17(3))*

EVALUATION & IMPROVEMENT

- The new statewide evaluation framework is based 50% on student data and 50% on professional practice, drawn from multiple measures of performance including student growth, attainment, and classroom observations. This new system will inform induction supports, professional development and advancement. (*2011 Wisconsin Act 166, Wis. Stat. § 121.02 (1)(q) and Wis. Admin. Code § PI 8.01(2)(q).*

Appendix E: 2011 InTASC Model Core Teaching Standards

	Teachers ***2011 InTASC Model Core Teaching Standards***
Standard 1	Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
Standard 2	Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
Standard 3	Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
Standard 4	Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
Standard 5	Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
Standard 6	Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
Standard 7	Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
Standard 8	Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
Standard 9	Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
Standard 10	Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Appendix F: 2008 ISLLC Educational Leadership Policy Standards

	Principals ***2008 ISLLC Educational Leadership Policy Standards***
Standard 1	An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders. Functions: **A.** Collaboratively develop and implement a shared vision and mission **B.** Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning **C.** Create and implement plans to achieve goals **D.** Promote continuous and sustainable improvement **E.** Monitor and evaluate progress and revise plans
Standard 2	An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. Functions: **A.** Nurture and sustain a culture of collaboration, trust, learning, and high expectations **B.** Create a comprehensive, rigorous, and coherent curricular program **C.** Create a personalized and motivating learning environment for students **D.** Supervise instruction **E.** Develop assessment and accountability systems to monitor student progress **F.** Develop the instructional and leadership capacity of staff **G.** Maximize time spent on quality instruction **H.** Promote the use of the most effective and appropriate technologies to support teaching and learning **I.** Monitor and evaluate the impact of the instructional program
Standard 3	An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment. Functions: **A.** Monitor and evaluate the management and operational systems **B.** Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources **C.** Promote and protect the welfare and safety of students and staff **D.** Develop the capacity for distributed leadership **E.** Ensure teacher and organizational time is focused to support quality instruction and student learning

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	Principals ***2008 ISLLC Educational Leadership Policy Standards***
Standard 4	An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources. Functions: **A.** Collect and analyze data and information pertinent to the educational environment **B.** Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources **C.** Build and sustain positive relationships with families and caregivers **D.** Build and sustain productive relationships with community partners
Standard 5	An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner. Functions: **A.** Ensure a system of accountability for every student's academic and social success **B.** Model principles of self-awareness, reflective practice, transparency, and ethical behavior **C.** Safeguard the values of democracy, equity, and diversity **D.** Consider and evaluate the potential moral and legal consequences of decision-making **E.** Promote social justice and ensure that individual student needs inform all aspects of schooling
Standard 6	An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment. Functions: **A.** Monitor and evaluate the management and operational systems

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Appendix G: Charlotte Danielson's *Framework for Teaching* Domains and Components

Domain 1: Planning and Preparation

- Demonstrating Knowledge of Content and Pedagogy
- Demonstrating Knowledge of Students
- Setting Instructional Outcomes
- Demonstrating Knowledge of Resources
- Designing Coherent Instruction
- Designing Student Assessments

Domain 2: The Classroom Environment

- Creating an Environment of Respect and Rapport
- Establishing a Culture for Learning
- Managing Classroom Procedures
- Managing Student Behavior
- Organizing Physical Space

Domain 3: Instruction

- Communicating with Students
- Using Questioning and Discussion Techniques
- Engaging Students in Learning
- Using Assessment in Instruction
- Demonstrating Flexibility and Responsiveness

Domain 4: Professional Responsibilities

- Reflecting on Teaching
- Maintaining Accurate Records
- Communicating with Families
- Participating in a Professional Community
- Growing and Developing Professionally
- Showing Professionalism

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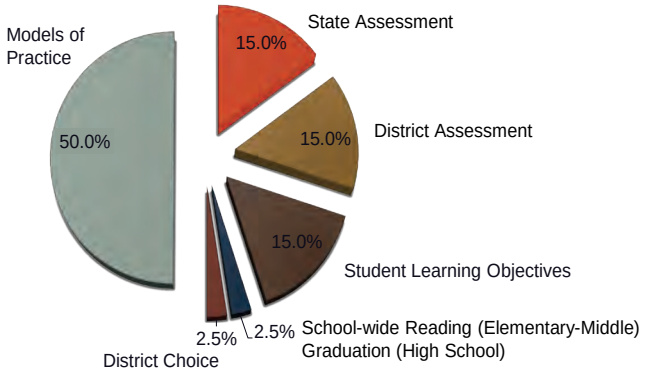
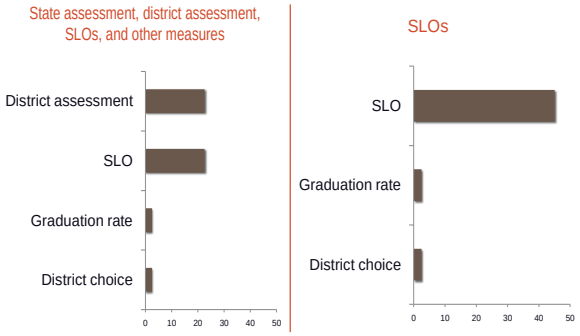
Appendix H: Student Outcome Weights

Student Outcome Detail (50% of evaluation)



Student Outcome Weights—PK- 8

Student Outcome Weights—9 -12



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Appendix I: Glossary

Source: TQ Center http://www.tqsource.org/

1. **Classroom Observations -** Used to measure observable classroom processes including specific teacher practices, aspects of instruction, and interactions between teachers and students. Classroom observations can measure broad, overarching aspects of teaching or subject-specific or context specific aspects of practice.

2. **Effective Principal -** An effective principal shapes schools strategy and educational practices that foster the intellectual, social and emotional growth of children, resulting in measureable growth that can be documented in meaningful ways.

3. **Effective Teacher -** An effective teacher consistently used educational practices that foster the intellectual, social and emotional growth of children, resulting in measureable growth that can be documented in meaningful ways.

4. **Formative Evaluation -** Formative evaluation is a process used to gather feedback on educator practice and student outcomes in order to adjust on-going teaching and leading, and to improve student outcomes. Formative evaluations occur within the teaching and learning process and, as a result, are often dynamic, in-the-moment, small-scale evaluations. This can be considered an evaluation of the process.

5. **Multiple Measures of Student Learning -**The various types of assessments of student learning, including for example, value-added or growth measures, curriculum-based tests, pre/post tests, capstone projects, oral presentations, performances, or artistic or other projects.

6. **Multiple Measures of Teacher Performance -**The various types of assessments of teachers' performance, including, for example, classroom observations, student test score data, self-assessments, or student or parent surveys.

7. **Non-tested Grades and Subjects -**Refers to the grades and subjects that are not required to be tested under the Elementary and Secondary Education Act.

8. **School Performance Outcomes -** A participatory method of setting measurable goals, or objectives, based on the specific school student data, such as the baseline performance of the students, and the measurable gain in student performance during the course of the year. SPOs can be based on standardized assessments, but they also may be based on school-developed assessments if they are "rigorous and comparable across districts." The general method of SPOs draws on both effective pedagogical practices and approaches to goal setting and evaluation and task motivation found in multiple professions.

9. **Standards for Professional Practice -** A set of ideals for what behaviors, skills, knowledge and dispositions teacher should exhibit.

10. **Student Growth -** The change in student achievement for an individual student between two or more points in time. A state also may include other measures that are rigorous and comparable across classrooms.

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11. **Student Learning Objectives (SLOs) -** A participatory method of setting measurable goals, or objectives, based on the specific assignment or class, such as the students taught, the subject matter taught, the baseline performance of the students, and the measurable gain in student performance during the course of instruction. SLOs can be based on the Elementary and Secondary Education Act or other standardized assessments, but they also may be based on teacher-developed or other classroom assessments if they are "rigorous and comparable across classrooms." The general method of SLOs draws on both effective pedagogical practices and approaches to goal setting and evaluation and task motivation found in multiple professions. In some instances, SLOs are shared by a team of job-alike teachers.

12. **Student Surveys -** Questionnaires that typically ask students to rate teachers on an extent-scale regarding various aspects of teachers' practice as well as how much students say they learned or the extent to which they were engaged.

13. **Summative Evaluation** - A summative evaluation is designed to assess the cumulative results of educator practice and student outcomes in order to determine the effectiveness of an educator at a given (end) point in time. Summative evaluations can occur annually or at predetermined intervals, but are cumulative in nature, and therefore evaluate performance after a period of time. This can be considered an evaluation of the outcomes.

14. **Teacher Self-Assessments -** Surveys, instructional logs, or interviews in which teachers report on their work in the classroom; the extent to which they are meeting standards; and in some cases, the impact of their practice. Self-assessments may consist of checklists, rating scales, and rubrics and may require teachers to indicate the frequency of particular practices.

15. **Reliability -** The ability of an instrument to measure teacher performance consistently across different rates and different contexts.

16. **Validity -** The ability of an instrument to measure the attribute that it intends to measure.

17. **Value-Added Models (VAMs) -** Complex statistical models that attempt to determine how specific teachers and schools affect student achievement growth over time. This model generally uses at least two years of students' test scores and may take into account other student-and school-level variables, such as family background, poverty, and other contextual factors. VAMs attempt to determine the extent to which changes in student performance can be attributed to a specific school and/or teacher compared with that of the average school or teacher.

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WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

News Release

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Evaluation system to balance educator practice and student outcomes

Framework for Educator Effectiveness is first step in model evaluation system

MADISON — Teachers and principals will be evaluated on their professional practice and student achievement in an educator evaluation system outlined in a preliminary report issued today by the Wisconsin Educator Effectiveness Design Team. State Superintendent Tony Evers appointed the group last December.

As described in the *Wisconsin Framework for Educator Effectiveness*, student outcomes and educator practice will be weighted equally to create an educator effectiveness performance rating. Outcomes for students will come from multiple measures. Those include value-added data from state assessments, district assessment data, student learning objectives, school-wide reading at the elementary level and graduation at the high school level, and district choice data based on improvement strategies.

Educator practice, which also will account for 50 percent of the evaluation rating, will be based on standards such as instructional strategies, classroom organization, content knowledge, school culture, and collaboration with faculty and the community. The standards come from the nationally recognized 2011 Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards and the 2008 Interstate School Leaders Licensure Consortium (ISLLC) Educational Leadership Policy Standards.

"Centered on student learning, fair, valid, and reliable — these are core principles for our educator effectiveness framework," said State Superintendent Tony Evers. "Our performance-based evaluation system will support teachers and principals in their job of educating students and help our educators improve throughout their careers."

In the framework, an effective educator is defined as consistently using educational practices that foster the intellectual, social, and emotional growth of children. That growth, documented in meaningful ways, will be part of the evaluations conducted by a teacher's or a principal's immediate supervisor. The evaluation system will include multiple forms of evidence and will serve both formative and summative evaluation needs. Evaluations will include observations, a review of documents, surveys, data, and discussions with the educator. Evaluations will result in a

(more)

performance rating at one of three levels: developing, effective, and exemplary. For all ratings, the evaluation will identify areas of strength and areas for improvement to be addressed through professional development.

New educators, who are in the first three years in a district, and educators, whose performance rating is at the developing level, will be evaluated annually. Veteran, non-struggling educators will have a summative evaluation every three years, though these educators could be evaluated on a subset of performance dimensions each year, with the entire set covered over a three-year period. Formative evaluation will be ongoing for all educators. When fully developed and implemented, the system will support a full range of human resource decisions.

Mary Bell, president of the Wisconsin Education Association Council, and Bryan Kennedy, president of the American Federation of Teachers-Wisconsin, commended the efforts of other members who worked with them on the design team. “Through consensus building, Wisconsin will be using an educator evaluation system that will improve teaching and student learning,” Bell said. “We have taken solid steps in the development of an evaluation system that constructively uses student outcome data and professional practice,” Kennedy added.

As work continues on developing the model evaluation system, the 2012-13 and 2013-14 school years will involve piloting the model, evaluator and educator training, evaluating and revising the model as well as identifying a statewide implementation strategy. Full implementation of the model in the 2014-15 school year depends on funding to identify or develop rubrics for educator practice, training for educators and evaluators, continuing efforts on the state’s data system to link student achievement data with an individual educator, establishing reliable calculations for value-added student outcomes, and increasing the capacity of local districts to collect and use student outcome data.

“The Wisconsin Educator Effectiveness Framework provides a good foundation for a statewide model evaluation system,” said John Ashley, executive director of the Wisconsin Association of School Boards. “Additionally, the framework recognizes that many districts have evaluation systems in place and allows districts flexibility to create or continue using their own rubrics of educator practice.”

Julie Underwood, dean of the University of Wisconsin-Madison School of Education, praised the framework for its comprehensiveness. “The educator effectiveness design team’s work gives us the opportunity to align our system from pre-service education, to professional development, and evaluation,” she said.

Miles Turner, executive director of the Wisconsin Association of School District Administrators, and Jim Lynch, executive director of the Association of Wisconsin School Administrators, also were active on the design team. “This is exciting work. We are developing resources that will move Wisconsin ahead with a performance-based evaluation system that respects the collaborative nature of successful schools,” Turner said. “We have a

(more)

tremendous opportunity to take the work of the design team and develop a well thought-out model evaluation system. It will take our continued best efforts, at the state and local level, to seize this opportunity," Lynch added.

The work group and design team, made up of leaders from a broad range of education stakeholders, developed the *Wisconsin Educator Effectiveness Framework*. Representatives came from: the American Federation of Teachers (AFT), Association of Wisconsin School Administrators (AWSA), Office of the Governor, Professional Standards Council, University of Wisconsin-Madison School of Education, Wisconsin Association of Colleges of Teacher Education (WACTE), Wisconsin Association of Independent Colleges and Universities (WAICU), Wisconsin Association of School Boards (WASB), Wisconsin Association of School District Administrators (WASDA), and Wisconsin Education Association Council (WEAC). Critical to the process was technical assistance provided by researchers from the Wisconsin Center for Education Research (WCER), Great Lakes West Regional Comprehensive Center (GLW), and Regional Educational Laboratory (REL) Midwest. National work by the State Consortium on Educator Effectiveness, led by the Council of Chief State School Officers, guided the state design team and work group efforts. The design team developed a timeline for moving the framework into a statewide model will ensure the process is not rushed.

As a next step, the state superintendent will convene a state coordinating committee, representing diverse stakeholders who will provide guidance and feedback to the Department of Public Instruction throughout the development, pilot, and initial implementation phases. That committee will work through 2014-15 when the evaluation system will be implemented statewide.

"I am happy to accept the recommendations in the Wisconsin Framework for Educator Effectiveness," Evers said. "We need to move ahead to ensure the effectiveness of educators in our schools and classrooms. The timeline in the framework gives us the opportunity to do this right so we improve academic achievement for all students."

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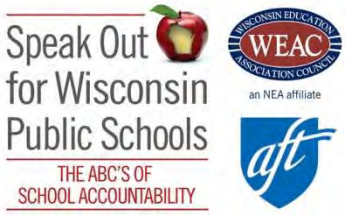
NOTE: Additional information, including a copy of the *Wisconsin Framework for Educator Effectiveness Preliminary Report and Recommendations*, is available on the Department of Public Instruction Educator Effectiveness website http://dpi.wi.gov/tepdl/edueff.html. This news release is available electronically at http://dpi.wi.gov/eis/pdf/dpinr2011_125.pdf.



WEAC and AFT Recommendations to State Superintendent Tony Evers

November 21, 2011

The Wisconsin Education Association Council (WEAC) and the American Federation of Teachers, Wisconsin, (AFT) submit the following recommendations to the Governor's School Accountability Task Force. The recommendations are informed by a series of eight public events held around the state entitled **Speak Out for Public Schools: The ABC's of School Accountability**. The Speak Out events were promoted and open to the public. Local media were invited and attended each of the events. They occurred in Eau Claire, Weston (DC Everest), Superior, Reedsburg, Oshkosh, South Milwaukee, Kenosha and Green Bay. The events started on September 20th and concluded on November 8th.

More than 500 Wisconsin parents, community members, teachers, support professionals and school officials attended the events. The events were organized around four discussion areas: school programs and services, student achievement, teaching effectiveness and parent/community involvement in schools. The discussions were conducted in small groups of six to ten participants. Small group discussions were led by local volunteers. The format was designed to allow individuals ample opportunity to voice their opinions and to suggest ideas not specifically addressed by the discussion questions. Individual responses to questions were collected and tabulated.

Additional conversation and input was generated through an online Facebook page at www.facebook.com/SpeakOutWisconsin. Review of Facebook discussions served as an additional basis for the recommendations.

The recommendations offered by WEAC and AFT are:

- **Recommendation #1**: Wisconsin should create a holistic system of school accountability.
- **Recommendation #2**: Wisconsin should develop specific criteria for assessing non-tested subject areas.
- **Recommendation #3**: Wisconsin should assess key indicators of school quality, including class size, the quality and availability of staff professional development programs, the availability of vital student support services and school climate.
- **Recommendation #4**: Wisconsin should link educator evaluation systems to professional development programs that promote teaching effectiveness.
- **Recommendation #5**: Wisconsin should provide parents with access to meaningful information regarding the strengths and weaknesses of their schools.

Recommendation #1: Wisconsin should create a holistic system of school accountability.

Issues surrounding school and teacher accountability are being discussed with increasing frequency nationally, with many states contemplating and even enacting new systems and measures. When asked about accountability, Wisconsinites who attended the statewide series of listening sessions identified breadth of curriculum and student support services as some the most important qualities they value in their schools. And, regarding school improvement and teacher effectiveness, participants identified class size, school environment (climate) and professional development as key areas that mattered most.

Many of these measures fall on the input side of the school equation, and stand in contrast to the standard set of outputs (test scores, disaggregated test scores and graduation rates) that have come to dominate school accountability. Outputs are important markers, but they do not tell us what we need to do to improve school performance. Efforts to improve school quality must identify variables internal to the process of education itself that are directly related to student learning. These inputs include teacher quality, professional development, the availability of subject-specific and developmental specialists, class size, tutoring and other academic support services for students, and effective school leadership, to name but a few.

The question before us today is how to build an accountability system that balances the measure of vital inputs (programs and services for children) with standard output measures. How, in other words, can we build an accountability system that actually measures the programs and services that the public values most?

Parents and community members attending the listening sessions identified art, music, foreign language, and career and/ technical education specifically as classes that they are most concerned about losing—or that they want more of in districts where such programs were deemed insufficient.

Because student outcomes in these subjects are difficult to measure through the present regime of standardized testing, the state accountability system must incorporate school-based measures of student performance if they are to respect the integrity of these disciplines.

Wisconsin can create a holistic assessment system that better informs strategies to improve achievement and better reflects what parents and community members value most by:

- Balancing inputs (programs and services for children) with standardized outcome measures, and
- By incorporating school-based performance measures in non-tested subjects into the overall set of metrics used to assess education.

In order to incorporate non-tested subjects into the accountability system, Wisconsin must first identify the basic qualities it aspires to, specifically for art, music, foreign language and career and/ technical education. Then it can determine the extent to which school districts are meeting standards related to (1) opportunity to learn, and (2) quality. Do all students statewide have equal access to such programs?

At what grade levels should the different subjects be introduced? And how do we measure the quality of these programs in objective fashion?

Recommendation #2: Wisconsin should develop specific criteria for assessing non-tested subject areas.

Wisconsin has academic standards established in a number of areas, and they should be enhanced to include robust offerings in art, music, physical education, foreign language, and career and/ technical education. Speak Out participants were most concerned about preserving these curricular offerings, and Wisconsin should develop a unique set of rubrics for each of these non-tested subjects.

WEAC and AFT recognize that assessing non-tested subjects such as art and music poses many challenges. Further inquiry and discussion are needed to develop an assessment model that will work for Wisconsin. Nevertheless, we believe that, at minimum, non-tested subjects can be assessed using the four sets of criteria outlined below.

> **(A) Measure the quantity and duration of such programming (opportunities to learn)**—what are the minimum number of hours and days of instruction and number of course offerings that should be made available to students, what percentage of students should be able to participate at different grade levels, and are school districts meeting these requirements?
>
> **(B) Use teacher qualifications as a measure of program quality**—quality measures should include the qualifications of staff teaching the different programs beyond basic licensure requirements. How do you measure a highly qualified foreign language teacher? How about a teacher of art? Are more robust experiences needed than traditional schooling that would allow teachers to be more effective in class? Are there specific certificate programs that better enrich teachers and help them be more effective? One possible measure of teacher qualification is National Board Certification, given its rigor and availability in almost all subject areas. Other criteria should also be explored.
>
> **(C) Establish school-based performance measures**—the state also needs to establish simple and clear parameters outlining criteria for performance assessment that schools can use to measure student achievement in these programs. Performance is the ability of a student to exhibit actions that show understanding of a subject. In science, for example, a student's knowledge of the experimental method is better measured by having them perform an actual experiment and assessing the process than by asking a series of questions on a standardized exam. Similar performance expectations should be developed for art, music, foreign language and career and/ technical education.
>
> In music, for example only, 10th grade students might be expected to play basic scales on their instrument, and successfully master compositions for band or orchestra performance. Different skills and expectations would be set for different grade levels.

In art, students might be expected to understand primary colors and color composition by the end of middle school. Art students in high school might be expected to establish rudimentary skills of creating dimension (depth) in sketches and paintings. In short, performance measures are those where students can demonstrate a level of mastery over a given topic, which is especially important for subjects that are not easily measured by standardized tests.

Other program performance measures might also be developed. For example, we know that music and art teachers value the role of families and the community and look for regular opportunities to build partnerships that extend beyond school (community music festivals, performances at nursing homes, community art fairs, etc.). Standards might be developed that measure the frequency and adequacy of such outreach programs.

School districts would be required to construct their assessments based on guidelines provided by the state, but implemented locally.

(D) Set participation goals and determine if these subjects improve graduation rates—the state should set goals that a minimum percentage of at-risk students participate in art, music, foreign language and career and/ technical education in pilot districts and establish an ongoing study to determine any correlation with rates of graduation.

By assessing the extent to which students are offered these subjects by grade level, by establishing quality measures for teachers that are discipline specific, and by creating standards that allow school districts to score student performance, Wisconsin can create a rigorous and objective set of accountability measures in non-tested subjects, while ensuring their survival in an environment of ever-narrowing curricular offerings.

Recommendation #3: Wisconsin should assess key indicators of school quality, including class size, the quality and availability of staff professional development programs, the availability of vital student support services and school climate.

When asked about school improvement strategies, participants rated highly the importance of class size, professional development for staff, and a positive school climate, which includes relations between staff and administrators as well as those within the overall school. These topics account for more than a third of the responses to the question “How do we improve schools where the students are struggling?” Importantly, class size, professional development, and a positive school climate also ranked highly as strategies participants identified to support effective teaching.

Participants also identified student support services, which include academic support (tutoring and mentoring) in addition to guidance and psychological counseling, as highly valued programs.

Accordingly, the state’s accountability system should measure class size. It should also gauge the level and nature of support services for children. In addition, school climate should be assessed with annual state-developed surveys to ensure comparability between schools and districts.

Professional development poses a larger challenge. The frequency of professional development could be counted, but the quality of those programs—the extent to which they are targeted to specific needs of individual teachers—is more difficult to assess.

One strategy is for the state to establish a best practices guideline that it then asks school districts to adopt. Accountability would be a measure of the extent to which districts adhere to the guideline. A small number of expert teams could be created to work with low-performing schools to implement these practices. Other school districts could be randomly audited every few years to measure their progress.

Ultimately, the extent to which these input measures help student achievement will be checked by output measures, such as standardized tests in reading and math, which undoubtedly will remain as one component of any accountability system. The relationship between these input variables, school-based performance measures, and outcomes can then be better analyzed.

Recommendation #4: Wisconsin should link educator evaluation systems to professional development programs that promote teaching effectiveness.

If the purpose of accountability is to improve student achievement, then the role of teaching is integral. Expectations for teachers continue to increase and today's teacher is required to have more knowledge than her/his predecessors about subject matter and the skills necessary to teach effectively. This requires knowledge of child development, learning styles and different methods of teaching to meet the needs of all students in our increasingly diverse state. Our teacher evaluation system needs to be aligned with what we know are the characteristics of effective teaching.

Speak Out participants cited, and WEAC and AFT agree, that teachers must know the subjects they teach, must understand child development as it pertains to learning, and must be able to adapt their lesson plans to children with different learning styles.

It is hoped that Wisconsin's new teacher evaluation system being developed through the State Superintendent's Educator Effectiveness Design Team will be an important step in appraising a teacher's understanding of and ability to practice different teaching methods. Ideally, professional development programs (suggested above) would be aligned with these new teacher evaluations and offer development opportunities in areas identified through the evaluation process.

Participants, it should be noted, overwhelmingly reject the use of standardized test scores as a primary means to help improve teaching, although they do support using growth measures of student progress through the school year. They reject basing pay on standardized test scores and reject tying evaluation primarily to standardized test scores.

Instead, participants favor as the best strategies to help effective teaching: teacher mentoring, professional development, reasonable class sizes, and maintaining a positive school climate.

Participants, in other words, believe that strategies that promote the growth of teaching are the best means we have to improve overall academic quality and achievement.

Accordingly, as part of the state accountability system, Wisconsin should report by district: the percentage of new teachers with trained mentors, the percentage of teachers working toward master status, the percentage of teachers with master status, and rates of teacher retention not related to an individual's inability to gain professional licensure (in which case they are forced to leave the profession).

Recommendation #5: Wisconsin should provide parents with access to meaningful information regarding the strengths and weaknesses of their schools.

Information collected at the state level from each of the assessments outlined in recommendations 1 through 4 should be available to parents, teachers, school officials and others through a transparent and easily understood system. Additional information, such as the hours and numbers of course offerings by district, teacher and staff expertise, and school performance standards for non-tested subjects, would be posted and made available to the public while maintaining current confidentiality protections afforded to students and staff. This information should become part of a new standard for school performance reports.

Conclusion

A holistic accountability system would (1) incorporate input variables (programs and services for children) linked to achievement, (2) incorporate school-based performance measures for non-tested subjects, and (3) put in place measures that promote teacher growth. A holistic system is more likely to promote student growth than an outputs-only accountability system because it measures what affects classroom teaching and the level of support services and programs for children. It would also have the advantage of reflecting what parents and the community value most in their schools.

-end-

Crafting a New Accountability System for Wisconsin

Purpose & Background

The purpose of the School and District Accountability Design Team is to design a fair and accurate accountability system that measures the growth and attainment of all students, including those in traditional public schools, charter schools, and private school choice programs, to ensure that every Wisconsin child has the opportunity to graduate ready to succeed in college or a career.

Redesigning Wisconsin's school and district accountability system is driven by our shared desire to raise achievement and learning among all Wisconsin students to world-class levels. Using rigorous benchmarks, our goal is to ensure all students have the opportunity to graduate from high school ready for college and career success.

Wisconsin has new world-class standards with the adoption of the Common Core State Standards in English Language Arts and Mathematics, and we are developing new state assessments and data systems that are comprehensive, robust, and timely. Wisconsin must now develop an accountability system that not only reflects these reforms, but draws upon them for maximum impact.

Agreeing that NCLB was a broken accountability system, State Superintendent Evers and Governor Walker established the School and District Accountability Design Team in August 2011 with an aggressive timeline: establish the key principles and design features of Wisconsin's next generation accountability system by December 2011.[1] The Design Team's work, as represented in this report, lays the foundation for a robust, comprehensive state accountability system.

Vision

Wisconsin's accountability system will be comprehensive, robust, and timely. It will

[1] The emerging decisions of this framework will inform the federal waiver request that Superintendent Evers will submit in February 2012 to the US Department of Education. The waiver request will not, however, limit the scope of this design team's work.

provide meaningful information that can be used to guide educational practices that ensure all students have the opportunity to graduate from high school ready for college and a career.

Having discussed one, three, five, and ten year plans, the Design Team considered a vision for accountability in both the short-term and the long-term, and a path to establish the long-term vision.

Design Team Members

State Superintendent Evers and Governor Walker co-chaired the Design Team, along with Senator Olsen and Representative Kestell, who chair the Legislature's education committees. The team consists of:

- business leaders
- community groups
- education leaders
- elected officials
- parent organizations
- philanthropic representatives

Design team members are included in cover letter accompanying this report and/or can be found in Appendix 2F at the end of this document.

Guiding Principles

The following principles set forth by the Design Team informed their decisions and will continue to guide the design of a new accountability system.

A quality accountability system will:

1. Support high-quality instruction in all publicly funded schools and districts;
2. Include all publicly funded students in accountability calculations;
3. Measure progress using both growth and attainment calculations;
4. Make every effort to align this work with other state educational reform initiatives;
5. Align performance objectives to career and college readiness;
6. Focus on and include multiple measures of student outcomes that can be used to guide and inform practice and for accountability purposes;
7. Use disaggregated student data for determinations and reporting to facilitate the

narrowing of persistent achievement gaps;

8. Make valid and reliable school and district accountability determinations annually;
9. Produce reports that are transparent, timely, useful and understandable by students, parents, teachers, administrators, and the general public;
10. Provide differentiated systems of support to the lowest performing schools and districts including professional development targeted to their deficits;
11. Recognize the highest performing schools and districts, and disseminate their best practices to schools serving similar populations to help scale-up high performance statewide;
12. Have reasonable and realistic implementation goals that ensure the state, districts, and schools have the capacity to fully implement the accountability system and act on the results; and
13. Remain open to feedback and findings about potential system improvements through implementation to ensure maximum effectiveness of the system.

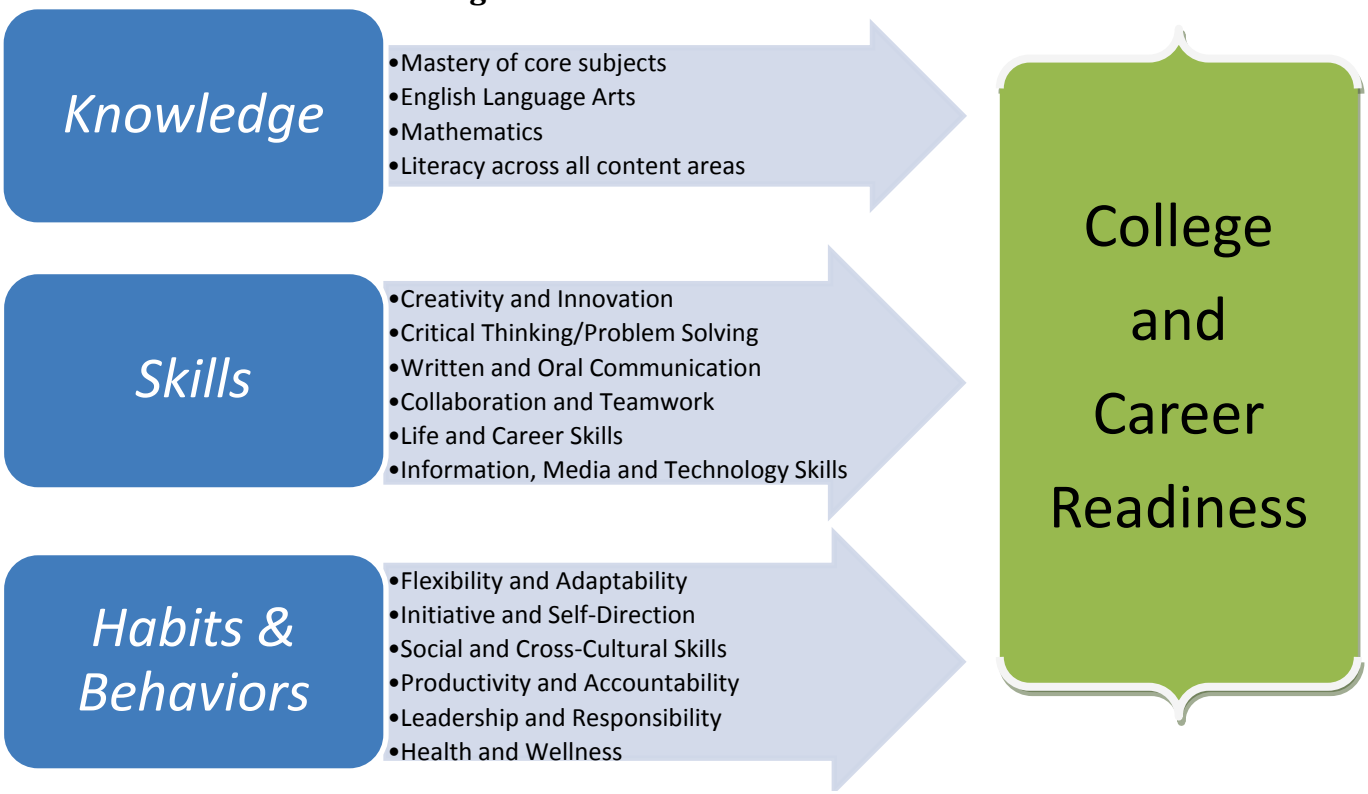
Defining College and Career Readiness

The Design Team developed the following definition of college and career readiness that sets the standard for preparing our students and is the ultimate benchmark by which we measure our progress:

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

In Wisconsin, we expect our schools to prepare all students to be ready for college and careers. This can include pursuing a degree at two-or four-year institutions, technical/vocational programs, community college, apprenticeship, significant on-the-job training, or the military. Entry into career or college should be without remediation. All students in Wisconsin should graduate from high school possessing and demonstrating the *knowledge* (academic and technical content), *skills* (e.g., critical thinking, application of knowledge), and *habits* (e.g., perseverance, time management) that only come from a rigorous, rich, and well-rounded curriculum and effective schools.

Conceptualizing College & Career Readiness



Priority Areas

The accountability system should reflect the guiding principles established by the Design Team and prioritize areas of focus. Identifying priority areas is an efficient way to operationalize the guiding principles and the definition of career and college readiness. As such, performance in four priority areas— based on research of the strongest indicators of student college and career readiness—will shape reporting, determinations, and supports:

1. **Student Growth**
2. **Student Attainment**
3. **On-Track Indicators / Post-Secondary Readiness**
4. **Closing the Achievement Gap**

The Design Team examined each of the four priority areas and how performance could be measured. The group selected the following measures as key metrics they value in an accountability system. It was decided that a subset of measures will be used for a school's accountability determination that will drive support, rewards, and interventions, while more measures will be available on public reports to increase transparency and public accountability and foster deepened data use.

Recommendation
Report school and district performance annually on the four priority areas.

Elements with asterisks are not currently available but can be captured in the future, and therefore are included in the system design.

Student Growth

Student growth is a critical component of evaluating the performance of a school or district in preparing students to be college and career ready. All schools and districts start with students of different abilities, different strengths, and different educational backgrounds. Growth is essential to understanding the learning trajectories of students in the school or district, and measuring how successful a school or district is at catching up students who start further behind their peers.

Reading/ELA (Grades 3-8)

- State test can be used
- WKCE until SBAC* is operational in 2014-15

Math (Grades 3-8)

- State test can be used
- WKCE until SBAC* is operational in 2014-15

High School

- WKCE and SBAC tests can't produce growth score at high school level
- EXPLORE-PLAN-ACT could be used*
- End-of-course assessments could be used*

**indicates data is not immediately available but could be in 3-5-10 year plan*

To measure growth, multiple points in time of student test data are necessary, as well as information about the students and the test. Currently, it is possible to obtain growth estimates for students on the Wisconsin Knowledge & Concepts Exam (WKCE). Highly precise growth estimates will be possible with the new SMARTER Balanced Assessment Consortium (SBAC) assessment, available in 2014-15.

Recommendation
Both student growth percentiles and value-added growth models should be examined for inclusion in the accountability system.

At the high school level, there is only one tested grade and so growth estimates are not available. This is true for the current and future—WKCE and SMARTER—high school assessments required for federal accountability. To track student growth in high school, either the development of end-of-course assessments or the purchase of an assessment suite such as the EXPLORE-PLAN-ACT + Work Keys is necessary.

Student Attainment

The Design Team determined it is not enough to know how students are growing. The other side of the student learning coin is attainment. Student attainment measures student performance relative to some fixed standard such as the Common Core State Standards. Student attainment of an objective standard of knowledge and skill allows us to know what proportion of a district or school's students are ultimately reaching the career and college readiness goal. Traditionally, this has been measured by proficiency rates on state standardized assessments like the WKCE. Assessments can measure where students are relative to these content standards and uncover where students in a school or district are strong and where they need more instruction and skill-building.

Recommendation
The accountability system should use multiple measures and reflect the skills and knowledge students need to be successful in a variety of post-secondary opportunities.

The Common Core State Standards (CCSS) reflect the most clear and consistent representation of what students are expected to learn K-12. Assessments aligned to the CCSS reflect where students are relative to these standards in any given grade. Districts and schools should be held accountable for having a high percentage of students who reach or exceed the proficiency threshold for their grade level and subject.

Reading/ELA (Grades 3-8)
- State test score (percent proficient and advanced)
- Participation in state test (WKCE and WAA-SwD)

Math (Grades 3-8)
- State test score (percent proficient and advanced)
- Participation in state test (WKCE and WAA-SwD)

Science*
- State test score if new assessments are developed

Social Studies*
- State test score if new assessments are developed

Reading and Math in HS
- State test score available: WKCE in 10th grade; SBAC* in 11th grade
- Participation in state test
- PLAN* in Grade 9, ACT* in Grade 11 or 12

**indicates data is not immediately available but could be in 3-5-10 year plan*

On-Track Indicators (Elementary and Middle School)

On track indicators are crucial to providing districts and schools feedback about students who are not in position to be college and career ready, and may need additional support and instruction to reach that standard. The crucial difference between the current accountability system and one that includes on-track indicators is that on-track indicators allow a district or school to intervene in a student's learning before it is too late by providing a timely and accurate assessment of the student's likely success.

3rd Grade Reading

- State test score (percent proficient or advanced)

Atendance

- Annual student-level data

Truancy

- Annual student-level data*

Middle School Dropout Rates

- Data currently collected but occurs in very small numbers statewide

**indicates data is not immediately available but could be in 3-5-10 year plan*

Research shows that by combining a few simple data points, much can be learned about likely future outcomes for students.[2] The above indicators represent some of the best practice/current research on how best to inform districts and schools on struggling students.

Recommendation
Measure success towards career & college readiness differently at the elementary and middle school levels than high school level.

[2] The National High School Center has done a number of high profile reports on evaluating student transitions. http://www.betterhighschools.org/pubs/ews_guide.asp. Also, major urban school districts such as Milwaukee and Chicago use so called 'Early Warning Systems' that look at future outcomes of students using current data.

Post-Secondary Readiness (High School)

Post-secondary readiness is at the heart of this system design. The measures in this priority area are designed to capture student progress on the variety of post-secondary outcomes students will encounter upon exiting K-12 education. These include assessments in preparation for entry into higher education, military service, or a trade/industry certification program. It also includes measures of postsecondary success for previous students to give districts and schools an indication of how the education they provided shaped the outcomes of their students later in life.

Student Engagement

- Attendance rate
- Truancy rate*
- Dropout rate

High School Transitions

- Credits earned by end of 9th grade*
- Course failures by end of 9th grade*

Postsecondary Preparation

- Participation in advanced courses*
- Rate of college credit earned in HS (AP, IB, Dual Credit)*
- Rate of industry certifications*
- Participation rates in AP, ACT, and SAT* exams
- Score on postsecondary readiness exams (AP, ACT, SAT*)
- Military readiness assessment*
- Workforce readiness assessment*
- Graduation rates (cohort and extended)

Postsecondary Success

- Entrance rates
- Credit accumulation*
- Remediation rates*
- Completion rates
- Workforce entry*

**indicates data is not immediately available but could be in 3-5-10 year plan*

Due to the diversity of postsecondary choices, a variety of measures and metrics are necessary to evaluate student access across these arenas, and to evaluate district and school success in preparing students for any and all choices they may make for themselves after exiting K-12 education.

Recommendation
Include indicators of post-secondary success that balance multiple pathways and honor both career and college options.

Closing the Achievement Gap

The Design Team determined that closing the achievement gap is crucial to ensure that all students have access to equal opportunities upon exiting K-12 education. This is particularly true in Wisconsin where we have significant achievement gaps among racial groups, students with disabilities, and low income students. To make certain we have a priority focus on closing the achievement gap, districts and schools must be held accountable for their efforts to improve equality in education across a number of student subgroups.

Achievement Gap - Attainment

- Difference betweeen NCLB subgroups in reading and mathematics assessments
- Differences between lowest performing students and other students*

Achievement Gap - Growth

- Difference betweeen NCLB subgroups in growth to proficiency on reading and mathematics assessments.
- Growth to proficiency of the lowest 25% of performers*

Achievement Gap - Postsecondary Readiness

- Subgroup differences in graduation rate
- Subgroup differences in postsecondary enrollment*

**indicates data is not immediately available but could be in 3-5-10 year plan*

System Design Beyond the Priority Areas

As a system, the priority areas and measures selected should benchmark performance against the Common Core State Standards and 21st century skills that are the foundation of college and career readiness. As the accountability system evolves, it should reflect the Design Team values and emphases, as outlined in the guiding principles, and our definition of college and career readiness. That is, as new measures that cover content areas beyond reading and mathematics—such as art, music, physical education, and world languages—and that address 21st century skills become available, they should be incorporated into the system. This is to avoid unintended consequences such as narrowed curriculums, and to enrich the system to better reflect the richness of schools.

Early Warning Indicators

The Design Team determined that there is an opportunity to include Early Warning Indicators into the accountability system. Early Warning Indicators can operate at the school, district, and state level. They mark key transition points along a student's K-12 path, and call attention to potential problems before a student is "lost."[3]

A variety of the measures and metrics should be considered for use in a statewide early warning system made available to districts and schools. These student level indicators would allow districts to have the necessary information to intervene early in the education of students who are not on track to be career and college ready. As an example, using prior data the state could build a profile of what previous college and career students looked like on a number of measures at different points in time, to demonstrate empirically valid pathways to college and career readiness. Additionally, the state could create an index of these indicators that spans all grades, and report individual student college and/or career readiness estimated from this indicator.

Early warning systems have been used in Chicago Public Schools and other states/districts to help schools employ timely strategies in order to improve student outcomes and meet performance targets. Such a system is also essential to guiding support to the lowest performing schools to help them channel resources and services to individual students, instead of thinking about the student body as a whole, or as cohorts of students in grades.

Using Wisconsin's longitudinal data system and next generation data systems to collect this data is feasible, but new costs associated with reporting Early Warning Indicators would arise. Such a system can be provided as a service to districts and schools by the state in a cost-effective and efficient manner that would greatly improve the usability of data for educators and school leaders to drive educational practices and meet the needs of each student in Wisconsin.

[3] For research supporting early warning systems and the use of high-leverage indicators, please see *Developing Early Warning Systems to Identify Potential High School Dropouts* (http://www.betterhighschools.org/pubs/ews_guide.asp), and *Predictors of In-School and Post-School Success* (http://www.nsttac.org/sites/default/files/assets/pdf/InSchoolPostSchoolPredictorsSuperTable.pdf).

Design Features of Determinations and Reporting

The Design Team wanted to ensure everyone across the education system is making progress and improving no matter where they are—student, teacher, school, district, and state. The focus is not only about everyone moving up, but also moving students who are furthest behind ahead faster in order to close achievement gaps. For this reason, the accountability system should:

Recommendation
Focus on progress not simply proficiency.
Focus on closing achievement gaps,
not just identifying them.

- Report performance on the four priority areas. Final accountability determinations will be based on the aggregate score of the four priority areas.

- Place aggregate scores on an index (0-100) that results in both an accountability score and a corresponding rating that determines what level of support, intervention, or reward the school receives.[4] Rating categories recommended by the Quad Chairs are as follows:

  Significantly Exceeding Expectations
  Exceeding Expectations
  Meeting Expectations
  Not Meeting Expectations
  Significantly Below Expectations
  Persistently Failing to Meet Expectations

Recommendation
Weight growth more heavily for schools
with low attainment.

- Be designed in consultation with the state's Technical Advisory Committee (TAC) to ensure a valid standard setting process is conducted, and that valid and reliable determinations are made.

- Factor growth and attainment differently depending on a school's performance. Specifically, it was decided to weight growth more heavily for schools with low attainment (i.e. those with low proficiency rates), and structure the system so

[4] There was substantial disagreement over whether a category rating or a letter grade should accompany a school's accountability score. Those in favor of ratings felt they convey more meaningful information, including actionable information, than a letter grade would; those opposed to ratings felt they obfuscate school performance and unnecessarily complicate designations. Those opposed to grading schools felt grades would be pejorative, reductionist, and a misrepresentation, masking the breadth of what is valued in our schools. Those in favor of grading schools felt letter grades would be transparent and easily understood by parents and the public, and would serve as a galvanizing force to involve the community in improving a school's standing. Ultimately, as there was no consensus, a vote was taken. More of the Design Team members voted to have a descriptor than a letter grade accompany the accountability score. The quad chairs followed-up on this issue and recommended six category ratings. See Appendix E for further details.

that schools with high attainment are not penalized for small growth rates.[5] This prevents the system from penalizing schools that have high proficiency rates with little room to grow; and emphasizes the need for higher rates of progress in low performing schools that need to "catch up."

Recommendation
Focus not only on English Language Arts and mathematics performance, but also science and social studies and 21st century skills as these measures become available.

- Report performance of the "all students" category, all student subgroups, and the lowest 25%.

- Use both student growth and proficiency on the English Language Arts (ELA) and mathematics assessments in making annual determinations. These two content areas will be weighed equally within both the growth and proficiency calculations.

- Incorporate science and social studies into the proficiency measures, once assessments in these content areas are available.

- Place schools on a continuum of levels in which support, interventions, and rewards are directly linked and adjusted according to the accountability determinations. Continuous improvement is expected of every school and district.

- Acknowledge the population served by the school and district, but hold all schools accountable for making progress regardless of their student population. While schools that serve high-needs students are not to be exempt from making progress, their population should be taken into consideration when viewing results.

Recommendation
Publish report cards for every school and district in the state, reporting on accountability determinations, student achievement and school climate factors.

- Produce a report card for every school and district, which includes not only accountability determinations, but also demographic information, course offerings, etc. Include a disclaimer and/or tutorial that will be developed to ensure data interpretations are made appropriately.

- Report multiple years of accountability determinations so that trend data is readily available. Report longitudinal data as much as possible over annual snapshot data.

[5] This psychometric process will be done under the guidance of the state's Technical Advisory Committee (TAC). Adjustments will be made within category. Clear explanations of weighting and scoring will be provided to enhance transparency.

- Publish report cards online, allowing users to drill into different aspects of school performance for more data. Provide a dashboard detailing performance on each of the four priority areas, as well as comprehensive data covering a variety of student and school factors.

Throughout the process, Design Team members weighed in on the potential design of new report cards. Appendix A includes elementary and high school draft report cards.

Supports, Interventions and Rewards

Recommendation
The state is responsible for a statewide system of support. The state will work with the district to implement both district-based and school-based interventions.

Supporting all schools along the performance continuum is a clear goal of the Design Team. Recognition of high performing schools, conducting diagnostic reviews and directing interventions aligned to the diagnostic review will all be components of the statewide system of support.

A strong accountability system will not, by itself, result in continuous improvement. A parallel system of assistance and intervention is necessary to advance district reform and school improvement. While the district is the entry point for the state's support work, these decisions on supports, interventions and rewards address the state's responsibilities:

- State will identify high and low performing schools, and sort them into accountability categories along a continuum based on performance
- State will intervene in persistently low performing schools
- State will conduct diagnostic reviews in persistently low performing schools and require a school improvement plan be developed aligned with the diagnostic review
- State will monitor implementation of improvement plans in low performing schools
- State will use all evidenced-based interventions available
- State will make available a tool for other schools and districts to conduct diagnostic reviews on their own as a form of self-assessment and continuous improvement
- State will observe a sample of high performing schools with model programs and best practices to disseminate and replicate
- State will publicly recognize high performing schools

Recommendation
The state will identify both high and low performing schools, but focus interventions and supports on the lowest performing schools in the state.

While it is a design feature that the accountability system will identify the high performing schools as well as the low performing schools, the focus of our statewide system of support will be on the latter.

Diagnostic Review

The first step in addressing low achievement in schools will be a diagnostic review. The state can make the diagnostic review an online tool so that it is freely and readily available to any district or school wishing to conduct a self-assessment. However, for those schools identified as low performing, the district will be required to conduct a diagnostic review. The state or its designee will conduct an in-depth diagnostic review with the lowest performing schools. The diagnostic review must factor in the student population of the school. For example, examining access to instruction for students with disabilities in relation to this group's performance is critical when conducting reviews. Likewise, examining the student population in light of any special programmatic focus of the school (e.g. dropout prevention schools) in relation to student performance is also critical.

Recommendation
The system must ensure that levels of accountability and assistance match the severity and duration of identified problems.

Persistently Low Performing[6]

Persistently low performing public schools will have increased state involvement beginning with a mandatory onsite diagnostic review to identify the problem(s) at the school and district level. Interventions aligned to the findings of that review will be required, as will intensive progress monitoring. As directed state intervention is warranted, these schools and districts will be required to submit an improvement plan addressing the findings of the diagnostic review, and work with the state to monitor progress on the plan.

Specific interventions will vary depending on school type (public, choice, charter), the needs of the school and their specific performance indicators. Examples include extended learning time, targeted reading and math supports, professional development and implementation assistance. In the case of charter schools—namely those chartered with specific pedagogical choices—intervention and support should be mindful of these choices which set the charter school apart.

If, after three years, the school is again identified as persistently low performing, the State Superintendent will intervene. In the case of choice schools, the state will remove the school from the choice program. In the case of charter schools, the authorizer must revoke the charter.

[6] As the Design Team did not reach conclusions on who intervenes, when or how in choice and charter schools, the Quad Chairs followed-up on this issue and recommended these actions. See Appendix F for further details.

Low Performing

Low performing schools will be required to conduct a diagnostic review in collaboration with the district. These schools should form a school leadership team and develop a school improvement plan that specifically addresses the results of the diagnostic review. As found in reviews of best practices, parents should be engaged in the development of the improvement plan. Online (not onsite) monitoring of improvement efforts could be conducted. The state can assist the district by disseminating a bank of supports and interventions that schools/districts could model. These interventions will be evidenced-based best practices, and whenever applicable, drawn from Wisconsin schools with proven track records in the performance area of concern.

High Performing

The top performing schools will be publicly recognized. The state will look to a sample of high performing schools to identify best practices. The state will share best practices statewide, particularly with low and persistently low performing schools that have deficits in specific performance areas. All high performing schools should be recognized regardless of whether they are public, charter or a school in the choice program. While the state will not provide monetary rewards to high performing schools, resources must be budgeted to effectively share best practices statewide.

District Accountability

Recommendation
Just as the state should align resources to help the neediest schools, districts should align resources to help the neediest students.

District accountability will be modeled on the same principles outlined above for school accountability. District performance of all students at the elementary, middle and high school levels will be reported for the same four priority areas. In addition, in order to maintain a focus on turning around the lowest performing schools, districts with any persistently low achieving schools will be identified for improvement.

Improvement efforts at the district-level must not add unnecessary compliance burdens. That is, district improvement efforts should ensure that monitoring of interventions does not become the goal over the interventions themselves.

Moving Forward

Sustainability

This new accountability system reflects the values we share about our schools, and elementary and secondary education in Wisconsin. In order to provide our schools the opportunity to be successful, we have to remain committed to carrying out this vision for education now and into the future. To support and sustain the efforts of the Design Team will require a strong communication plan, engaged stakeholders, and funding to carry out the system recommendations.

Recommendation
It isn't the creation of the system that's important; it is the meaningful use of the system that's important.

Stakeholder Engagement and Strategic Communication

This plan cannot be carried out in isolation; stakeholders must work together moving forward. The state education agency, Wisconsin Department of Public Instruction (DPI), will have primary responsibilities for plan development and implementation. DPI will continue to reach out to stakeholders as work proceeds on implementing the Design Team's recommendations. DPI will use existing structures and create additional structures as necessary for coordinated communication and stakeholder engagement, including using digital outreach for efficient dissemination of information. DPI will engage stakeholders in the review period for ESEA Flexibility (waiver), in addition to seeking broad public review.

The role of strategic and coordinated communication—both to share information proactively and provide transparency in the process—in developing the next generation accountability system will be critical. Consistent messaging, easy-to-understand "talking points" or over-arching themes will help the public understand the technical and difficult aspects of next generation accountability. Seeking public input and involvement in rollout, development and implementation via piloting/field-testing, surveys, webinars and sharing of "quick wins" will also all be important in the critical formative years of this new endeavor. Proactively involving the media will also be a key strategy.

Other Next Steps:

- Develop and improve Diagnostic Review, Supports, Interventions and Rewards structures to implement state accountability system
- Coordinate 1-3 year implementation plan with districts, regional partners, and state professional associations
- Work with Technical Advisory Committee (TAC) to validate the technical aspects of determinations and other psychometric components of the system.
- Integrate new accountability elements into statewide data systems
- Begin integration of aligned initiatives within DPI (Title I, Common Core,

Educator Effectiveness, Response to Intervention (RtI) and Positive Behavioral Interventions and Supports (PBIS), digital learning plan, etc.)

- Build comprehensive system for continual professional development on new accountability system to meet the needs of all stakeholders (i.e., urban, rural, small districts; parents/guardians and business/community) and to accelerate learning on critical new components of system
- Design sustainability plan at DPI including organizational, structural, human and material resources

Funding

Many of the most innovative and vital components of the above recommendations are beyond the scope of work going on in Wisconsin today. Implementation of this vision will require rethinking and reorganizing how current accountability work is carried out. It will also require additional resources to expand supports and rewards beyond the limited scope of Federal Title I funding.

The Design Team has approached this process with a shared understanding that these values will be reflected in the allocation of resources for accountability purposes moving forward. Some of the enhancements to the next-generation accountability system are low-cost and high-yield, such as providing on-track indicators and growth modeling. Other, just as important and impactful components, will require a higher level of supportive funding to bring to life, such as on-site diagnostic reviews, targeted, state-directed interventions and new, more comprehensive assessments. In both cases, advancing comprehensive and coherent accountability funding in 2013's budget and subsequent years is a priority for the Design Team.

Timeline

Our Commitment

Collectively we are committed to implementing, evaluating, and sustaining this state accountability system, which prioritizes what we value in education. We believe the system will increase college and career readiness of all Wisconsin students. We recommend the system be fully funded in the next state budget. We will stay engaged as stakeholders committed to successfully implementing this new accountability system for the state of Wisconsin.

The Department of Public Instruction (DPI) will continue to work with stakeholders on the development of an accountability system that fulfills the vision established above and adheres to the guiding principles. DPI will also engage the department's Technical Advisory Committee in the first half of 2012 to consult on the technical and psychometric issues inherent to transitioning from NCLB to a new accountability system.

We will remain open to enhancements and refinements that improve the validity, reliability and overall effectiveness of Wisconsin's school and district accountability system.

APPENDIX A: Report Card Samples

This appendix contains a link to the report card draft. For the most recent version, see Appendix 9.

APPENDIX B: Statewide System of Support Matrix

DRAFT Wisconsin Next Generation School and District Accountability System
Statewide System of School Identification, Support, and Interventions

Determination/ Designation	Description	Support and Interventions	Applicability of Intervention by School Type ✓= Designation and Intervention Apply/Should Apply Designation and Supports/Interventions Desired, Federal Resources Currently Available to Support Designations and Supports/Interventions Desired, but Additional Resources Necessary Beyond Federal Funding			
			Title I Traditional Public	**Non-Title I Traditional Public**	**Charter Schools** *(District and Independent)*	**Choice Schools** *(MPCP and RPCP)*
TBD	***Highest Performing Schools*** Add descriptor here for highest performers	**CURRENT: [Title I Schools of Recognition]** • Schools of Recognition Awards and Grants • Spotlight Schools Program, statewide network meetings • Teacher Fellowship Program • Title I consultant onsite school visits (Spotlight schools) • *Characteristics of Successful Districts* Diagnostic Review • Disseminate best practices collected from Diagnostic Review and Spotlight Visits	✓ **Schools are designated** and receive awards, etc.		✓ **Title I charter schools are designated** and receive awards, etc.	
		NEXT GENERATION ACCOUNTABILITY SYSTEM: • Continue the options above, as funding allows. • All publicly funded schools have opportunity to be designated highest performers. • Potentially create additional categories of awards as the number and type of schools increase, i.e. high growth. • Create opportunities for these schools to partner with identified lowest performing schools to replicate practices and help drive improvement.	✓ **Schools are designated.** Title I funding set-aside available to support monetary rewards, but only in years when there is an increase in Title I funding to the state.	✓ **Schools are designated.** Funding would be needed to support diagnostic review or monetary rewards in non-Title I schools.	✓ **Schools are designated.** Title I funding available for Title I-eligible charter schools only. Funding would be needed to support diagnostic review or monetary rewards for non-Title I charter schools.	✓ **Schools are designated.** Funding would be necessary to support diagnostic review or monetary rewards. Legal issues may preclude state-directed diagnostic reviews, or additional monetary rewards to private schools.
TBD [one or more categories]	Add descriptor here for schools "on track" or meeting expectations	**CURRENT: [Meeting AYP]** • *Characteristics of Successful Districts* Diagnostic Review • CESA-Title I Network Professional Development and Technical Assistance • WI RtI Center Professional Development and Technical Assistance • Online Resources (webinars, FAQs, print materials)	✓ **Schools are designated.** Federal funds available.	✓ **Schools are designated.** Online resources available free of charge. Other services available for a fee.	✓ **Schools are designated.** Online resources available free of charge. Other services available for a fee.	

WORKING DRAFT

APPENDIX C: Measures for Reporting and Data Availability

	Measures-Metrics	Reporting		
		Year 1	Year 3	Year 5
Student Attainment				
Achievement-Participation	State test-participation rate	WKCE	SBAC	SBAC
Reading/ELA	State test-attainment score	WKCE	SBAC	SBAC
Math	State test-attainment score	WKCE	SBAC	SBAC
Science (4th, 8th, 10th grade)	State test-attainment score	WKCE	WKCE	New Test
Social Studies (4th, 8th, 10th grade)	State test-attainment score			New Test
Student Growth (Grades 3-8)				
Reading/ELA	State test-growth score	WKCE		SBAC
Math	State test-growth score	WKCE		SBAC
Student Growth (High School)				
Explore-PLAN-ACT	ACT test-growth score		Purchase ACT Assessments?	Purchase ACT Assessments?
End-of-course assessments	Assessment-growth score			New Test?
Gap				
Achievement Gap-Reading	State test-proficiency gap	WKCE	SBAC	SBAC
Achievement Gap-Math	State test-proficiency gap	WKCE	SBAC	SBAC
Achievement Gap-Science	State test-proficiency gap	WKCE		New Test
Achievement Gap-Postsecondary entrance	Graduation rates, Dropout rates, postsecondary entrance rates	NSC	NSC	NSC
On-Track Indicators (3-8)				
On Grade Level	District benchmark tests			SIS
	3rd Grade Reading	WKCE	SBAC	SBAC
Student Attendance	Attendance rate (school, class, etc.)	Yes-annual	Yes-annual	SIS
	Truancy rate			SIS
	Dropout rates	Yes	Yes	SIS
Postsecondary Readiness (9-12)				
Student Attendance	Attendance rate (school, class, etc.)	Yes-annual	Yes-annual	SIS
	Truancy rate			SIS
	Dropout rates	Yes	Yes	SIS
Postsecondary preparation	Participation rates in advanced courses	CWCS	CWCS	SIS
	Rates of college credit earned in HS: AP, IB, Dual credit	CWCS	CWCS	SIS
	Rates of industry/trade certification in HS			SIS
	Participation rates of postsecondary exams: ACT, SAT	ACT Only	ACT Only	ACT Only
	Average scores on postsecondary exams	ACT Only	ACT Only	ACT Only
	Military readiness assessment		Yes	Yes
	Workforce readiness assessment		Yes	Yes
	Graduation rates	Yes	Yes	Yes
	Extended graduation rates	Yes	Yes	Yes
Postsecondary success	Postsecondary entrance rates	NSC	NSC	NSC
	College credit accumulation			SIS
	Postsecondary remediation rates	NSC	~~NSC~~	SIS
	Postsecondary completion	NSC	NSC	NSC
	Workforce entry			SIS?
School Environment				

Behavioral incidents	Discipline data by type	Yes-snapshot	Yes-snapshot	Yes-snapshot
Safety	Rate of violent suspensions	Yes	Yes	Yes
Course selection	Course availability	Yes	Yes	Yes
	Course participation	Yes	Yes	Yes
Extra and Co-Curricular	Availability and participation rates	Yes	Yes	Yes
Access to PE, Music, Art, etc.	Availability and participation rates	Yes	Yes	Yes
Career exploration	Descriptive: testing, planning, etc			Statewide Surveys
Vocational opportunities: Program, course, internship, etc.	Availability and participation rates		Yes	Yes
Intervention services	Availability and participation rates		Yes	Yes
Engagement/Involvement	Teacher, parent, student surveys			Statewide Surveys
Interactions	Teacher, parent, student surveys			Statewide Surveys
Educator Effectiveness	Results from EE system		EE System	EE System
Leader Effectiveness	Results from EE system		EE System	EE System
School Context				
School Type	Public, charter, private, magnet, Montessori	Yes	Yes	Yes
School Demographics	Rural, urban, size, funding, etc.	Yes	Yes	Yes
Student Demographics	Ethnicity, poverty, LEP, mobility, school readiness, etc.	Partial	Partial	Yes
Feeder patterns	Schools that matriculate to each school	Partial	Partial	Yes

APPENDIX D: Measures for Determinations and Data Availability

	Measures-Metrics	Determinations		
		Year 1	Year 3	Year 5
Student Attainment				
Achievement-Participation	State test-participation rate	WKCE	SBAC	SBAC
Reading/ELA	State test-attainment score	WKCE	SBAC	SBAC
Math	State test-attainment score	WKCE	SBAC	SBAC
Science (4th, 8th, 10th grade)	State test-attainment score			New Test
Social Studies (4th, 8th, 10th grade)	State test-attainment score			New Test
Student Growth (Grades 3-8)				
Reading/ELA	State test-growth score	WKCE		SBAC
Math	State test-growth score	WKCE		SBAC
Student Growth (High School)				
Explore-PLAN-ACT	ACT test-growth score		Purchase ACT Assessments?	Purchase ACT Assessments?
End-of-course assessments	Assessment-growth score			New Test?
Gap				
Achievement Gap-Reading	State test-proficiency gap	WKCE	SBAC	SBAC
Achievement Gap-Math	State test-proficiency gap	WKCE	SBAC	SBAC
Achievement Gap-Science	State test-proficiency gap	WKCE		New Test
Achievement Gap-Postsecondary entrance	Graduation rates, Dropout rates, postsecondary entrance rates	NSC	NSC	NSC
On-Track Indicators (3-8)				
On Grade Level	3rd Grade Reading	WKCE	SBAC	SBAC
Student Attendance	Attendance rate (school, class, etc.)	Yes-annual	Yes-annual	SIS
	Truancy rate			SIS
	Dropout rates	Yes	Yes	SIS
Postsecondary Readiness (9-12)				
Student Attendance	Attendance rate (school, class, etc.)	Yes-annual	Yes-annual	SIS
	Truancy rate			SIS
	Dropout rates	Yes	Yes	SIS
Postsecondary preparation	Participation rates in advanced courses	CWCS	CWCS	SIS
	Rates of college credit earned in HS: AP, IB, Dual credit	CWCS	CWCS	SIS
	Rates of industry/trade certification in HS			SIS
	Participation rates of postsecondary exams: ACT, SAT	ACT Only	ACT Only	ACT Only
	Average scores on postsecondary exams	ACT Only	ACT Only	ACT Only
	Military readiness assessment		Yes	Yes
	Workforce readiness assessment		Yes	Yes
	Graduation rates	Yes	Yes	Yes
	Extended graduation rates	Yes	Yes	Yes
Postsecondary success	Postsecondary entrance rates	NSC	NSC	NSC
	College credit accumulation			SIS
	Postsecondary remediation rates	NSC	~~NSC~~	SIS
	Postsecondary completion	NSC	NSC	NSC
	Workforce entry			SIS?

APPENDIX E: Measures for Determinations and Data Availability

Note: The following are recommendations from the Quad Chairs. These recommendations were made after the final Design Team meeting, but as next steps, they grew from the Design Team discussions.

School and District Accountability Design Team
Quad Chair Decision Items

I. PERSISTENTLY LOWEST PERFORMING SCHOOLS – TRADITIONAL PUBLIC SCHOOLS

Design Team Consensus: Based on a review of the meeting notes and the homework, the Design Team agreed that those schools which are ***initially identified*** as being among the persistently lowest performing in the state should be required to implement state-directed action.

A. Implementation of initial school-level identification

To carry out the Design Team recommendations, the state will conduct a **mandatory on-site diagnostic review** to identify the problem(s) at the school and district level. After participation in the state-conducted diagnostic review, the school must determine whether to implement one of two options:

(1) **Contract with a state-approved independent expert and/or vendor to implement a turnaround model based on the recommendations of the diagnostic review.** The school will have three years to implement the state-driven actions and demonstrate improved performance. These recommended actions could include, but are not limited to:

a. Mandatory new scientific-research based curriculum in the school and/or the district, along with required screening, assessments, interventions, and necessary professional development;

b. Replacement of the school staff and/or school leadership;

c. Opening as a charter school, including through a contract with a charter management organization that has a proven track record of success in turning around low performing schools. The organization must be selected after a rigorous review process approved by DPI, and the State Superintendent must approve the selection of the charter operator.

(2) **Close**

B. Implementation of subsequent school-level identification

If a traditional public school is identified again after three years of targeted, state-directed intervention and has not demonstrated adequate improvement, the State Superintendent

will utilize his or her intervention authority under Ch. 118.42 to appoint a special master to direct the activities of the school. These activities could include, but are not limited to, directing that the school board reopen the school under a contract with a charter management organization that has a proven track record of success in turning around low performing schools, is selected after a rigorous review process approved by the state, and is approved by the State Superintendent; or closure of the school.

C. Implementation of district-level identification

For persistently low performing districts, a DPI contracted expert will complete a diagnostic review at the LEA level to evaluate critical systems and structures within the district's central office that include human resources, curriculum and instruction, finance, leadership. Based on diagnostic review, the State Superintendent will direct reform at the LEA level in addition to reforms at the school level. The district would work closely with the turnaround expert in implementing the required reforms. Schools would continue to implement improvements based on DPI Corrective Action Requirements.

II. PERSISTENTLY LOWEST PERFORMING SCHOOLS – CHARTER SCHOOLS

Design Team Consensus: For development of the state's next generation accountability system, the Design Team generally agreed that a charter school should be subject to having their charter contract removed if it is among is the persistently lowest performing schools in the state. Further, some members of the Design Team raised concerns that it was not appropriate for the state to direct a charter school to implement a particular curriculum.

A. Implementation of Initial School-Level Identification

After the school has been in operation for at least three years, and the school is initially identified as being among the persistently lowest performing schools in the state, the charter school authorizer will implement one of three options:

Option 1: The charter school (or its authorizer) must enter into a performance agreement with the Department of Public Instruction in which it agrees to meet annual state-approved performance targets that demonstrate substantial academic improvement within three years. If annual performance targets are not met, the charter is revoked. To meet these rigorous performance benchmarks, the charter school authorizer may contract with a charter management organization that has a demonstrated record of success to implement any necessary reforms, or the charter school board may seek a different authorizer to implement the reforms.

Option 2: The Department of Public Instruction will conduct a mandatory on-site diagnostic review to identify the problem(s) at the school and authorizer level. After participation in the state-conducted review, the charter school authorizer must implement one of two options with respect to the school consistent with the findings and recommendations of the diagnostic review:

a. Contract with a state-approved independent expert/vendor to implement a turnaround model based on the recommendations of the diagnostic review. These recommendations could include, but are not limited to, mandatory new scientific-research based curriculum in the school and/or the district, along with required screening, assessments, interventions and necessary professional development; replacement of the school staff and/or school leadership; or closing and restarting the school under a contract with a charter management organization that has a demonstrated record of school improvement to manage the school's improvement activities.

b. Revoke the charter

Option 3: In lieu of implementing either of these two options, the charter authorizer may instead elect to immediately revoke the charter.

B. Implementation of Subsequent School-Level Identification and Authorizer Requirements

If the persistently low-performing charter school has not demonstrated adequate improvement after three years of either a turnaround model or a performance contract, the authorizer must revoke the charter. No authorizer may renew a charter if the school is persistently low performing. Relevant state law and new or, to the extent permissible, existing charter school contracts must be updated to reflect these requirements.

III. PERSISTENTLY LOWEST PERFORMING SCHOOLS – CHOICE SCHOOLS

Design Team Consensus: The Design Team agreed as a guiding principle that all schools – traditional public, choice, and charter – should be part of the new accountability system. They also agreed, in principle, that choice schools should participate in the diagnostic reviews process and that, if a choice school is persistently lowest performing, the school should be removed from the program.

A. Implementation of Initial School-Level Identification

After the choice school has been in operation for at least three years, and the school is initially identified as being among the persistently lowest performing schools in the state, the choice school will implement one of the following three options:

Option 1: The choice school must enter into a performance agreement with the Department of Public Instruction in which it agrees to meet annual state-approved performance targets that demonstrate substantial academic improvement within three years. If annual performance targets are not met, the school shall no longer participate in the choice program.

Option 2: The Department of Public Instruction will conduct a mandatory on-site diagnostic

review to identify the problem(s) at the school and authorizer level. The cost of the diagnostic review will be funded by the choice school. After participation in the state-conducted review, choice school must implement one of two options with respect to the school consistent with the findings and recommendations of the diagnostic review:

a. Contract with a state-approved independent expert/vendor to implement a turnaround model based on the recommendations of the diagnostic review. These recommendations could include, but are not limited to, mandatory new scientific-research based curriculum in the school and/or the district, along with required screening, assessments, interventions and necessary professional development; replacement of the school staff and/or school leadership; or closing and restarting the school under a contract with a charter management organization that has a demonstrated record of school improvement to manage the school's improvement activities.

b. Discontinue participation in the choice program.

Option 3: In lieu of implementing either of these options, the choice school may elect to immediately discontinue participation in the program.

B. Implementation of subsequent-school level identification

If the persistently low-performing choice school has not demonstrated adequate improvement after three years of either a turnaround model or a performance contract, the state must discontinue the school's participation in the choice program.

IV. SCHOOL PERFORMANCE CATEGORIES

Design Team Consensus: The design team agreed that the focus of the new system should be on placing schools in a continuum of levels, with continuous improvement expected for all students. A school's report card would be based on four priority areas (attainment; growth; CCR or "on track" measures; and closing achievement gaps), and final accountability determinations will be based on the aggregate score of the four priority areas. The Design Team agreed to place aggregate scores on an index (0-100) that results in both an accountability score and a corresponding rating that determines what level of support, intervention, or reward the school receives.

A. Implementation of School Performance Categories

Consistent with our Design Team discussions and relevant research on rating categories, **DPI will adopt six school performance categories that will allow differentiation of schools along a continuum.** The standards for each of these levels will be based on the accountability index proposed by the Design Team, and will be developed through the standards setting process run by DPI's Technical Advisory Committee. The performance categories will be as follows:

*Accountability Rating**	*Includes a subset for Federal waiver purposes*
Significantly Exceeding Expectations	Reward Schools, Spotlight Schools
Exceeding Expectations	
Meeting Expectations	
Not Meeting Expectations	Focus Schools
Significantly Below Expectations	Focus Schools
Persistently Failing to Meet Expectations	Priority Schools

*School cannot be in top three categories if the school missed its annual measurable objective. School cannot be in the top category if low in any of the four Priority Areas.
**The Title I levels required by the ESEA waiver (reward, focus, priority) are *included* as a subset of these proposed categories, but will also include other schools.

V. Additional Items

- DPI will continue to use full academic year for all schools' accountability determinations.
- DPI will provide a link to each school's website on the accountability report card.
- DPI's accountability index and the associated standard setting process will expect growth along the spectrum of performance to the extent possible within the parameters of the assessment.
- DPI will require (or state law will be changed to require) schools to display their report cards prominently on their website's homepage.
- DPI will have a process for continuous review and improvement of the accountability system, including any necessary revisions to the standards applied to accountability. ratings. There will be no "automatic trigger" to change standards in state law.
- DPI will produce the report card on an annual basis as soon as possible in alignment with applicable assessment and data collection timelines. Further discussion will be had about options available to students given the timing of the report card and whether any open enrollment changes are needed.

School and District Accountability Design Team Members

Name	Organization
Chairs	
Governor Scott Walker	Governor
State Superintendent Tony Evers	Department of Public Instruction
Senator Luther Olsen	Senate Education Committee, Chair
Rep. Steve Kestell	Assembly Education Committee, Chair

Members	Organization
Adam Gamoran	Wisconsin Center for Education Research
Bill Oemichen	Cooperative Network
Brian Jackson	American Indian Education Association
Dan Clancy	Wisconsin Technical College System
Gary Myrah	Wisconsin Council of Administrators of Special Services
Howard Fuller	Institute for the Transformation of Learning
James Bender	School Choice Wisconsin
Jan Serak	Wisconsin Family Assistance Center for Education, Training & Support
Jesse Harness	CESA Statewide Network
Jim Lynch	Association of Wisconsin School Administrators
John Ashley	Wisconsin Association of School Boards
Kevin Reilly	University of Wisconsin System
Kim Henderson	Wisconsin PTA
Kurt Bauer	Wisconsin Manufacturers and Commerce
Mary Kellner	Kelben Foundation
Matt Kussow	Wisconsin Council of Religious and Independent Schools
Miles Turner	Wisconsin Association of School District Administrators
Ralph Hollmon	Urban League of Milwaukee
Rep. Sondy Pope-Roberts	Assembly Education Committee, Ranking Member
Ricardo Diaz	United Community Center
Rolf Wegenke	Wisconsin Association of Independent Colleges and Universities
Sarah Granofsky Toce	Wisconsin Charter Schools Association
Senator Bob Jauch	Senate Education Committee, Ranking Member
Terry Kaldhusdal	Former Teacher of the Year
Woody Wiedenhoeft	Wisconsin Association of School Business Officials

SECTION 1

Wisconsin's Approach to Academic Standards

Foreword

On June 2, 2010, I formally adopted the Common Core State Standards for Mathematics and English Language Arts, including the Literacy in History/Social Studies, Science, and the Technical Subjects for Wisconsin.

The adoption of the Common Core State Standards capped a one year effort led by the Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices (NGA) to define K-12 academic standards that are aligned with college and work expectations, inclusive of rigorous content and application, and are internationally benchmarked. Staff from state departments of education reviewed and provided feedback on early drafts leading to a public comment period for citizens and educators. As of June 2011, 42 states have adopted the Common Core State Standards in this voluntary effort to bring academic consistency across the states.

Adoption of the standards, however, is the easy task. Implementing them through engaging instruction coupled with rigorous learning activities and assessment is the hard work. I applaud the efforts that are underway at the DPI, local school districts, Cooperative Educational Service Agencies (CESAs), professional organizations, and colleges and universities to bring the Common Core State Standards to teachers across Wisconsin.

The first step to implementation requires that teachers know and understand the Common Core State Standards. This document provides guidance on the relationship between the Common Core State Standards and our vision of Every Child a Graduate, supporting all students through Response to Intervention, and the responsibility that all teachers have for developing reading, writing, thinking, speaking, and listening skills.

One of the most distinguishing features of the Common Core State Standards is the emphasis directed to literacy in all of the disciplines. For students to be career and college ready, they must be proficient in reading and writing complex informational and technical text. This means that instruction in every classroom focuses on both the content and the reading and writing skills that students need to demonstrate learning in the discipline.

To support and ensure implementation, we will partner with school districts, universities, professional organizations, CESAs, and CCSSO to develop curriculum resources and highlight effective practices. Wisconsin educators are the best, both in their content knowledge and commitment to high-quality instruction. Combining helpful resources with effective practices used by quality educators leads to success for Wisconsin students.

Tony Evers, PhD
State Superintendent

"The adoption of Common Core State Standards defines K-12 academic standards that are aligned with college and work expectations, inclusive of rigorous content and application."

Acknowledgements

A special thanks to the Council of Chief State School Officers and the National Governors Association for having the vision to undertake the massive state-led project, the Common Core State Standards.

Thanks to Great Lakes West Comprehensive Center and Director Linda Miller for the generous support of Wisconsin's standards projects, and to Rachel Trimble and Beth Ratway for their guidance during the last year.

Thanks also to the CESA Statewide Network and Commissioner Jesse Harness for partnering to keep the CCSS message consistent statewide, and to the CESA School Improvement Specialists Network for their role in producing and providing high quality professional development statewide.

Also thanks to the many staff members across divisions and teams at DPI who have collaboratively contributed their time and talent to this project.

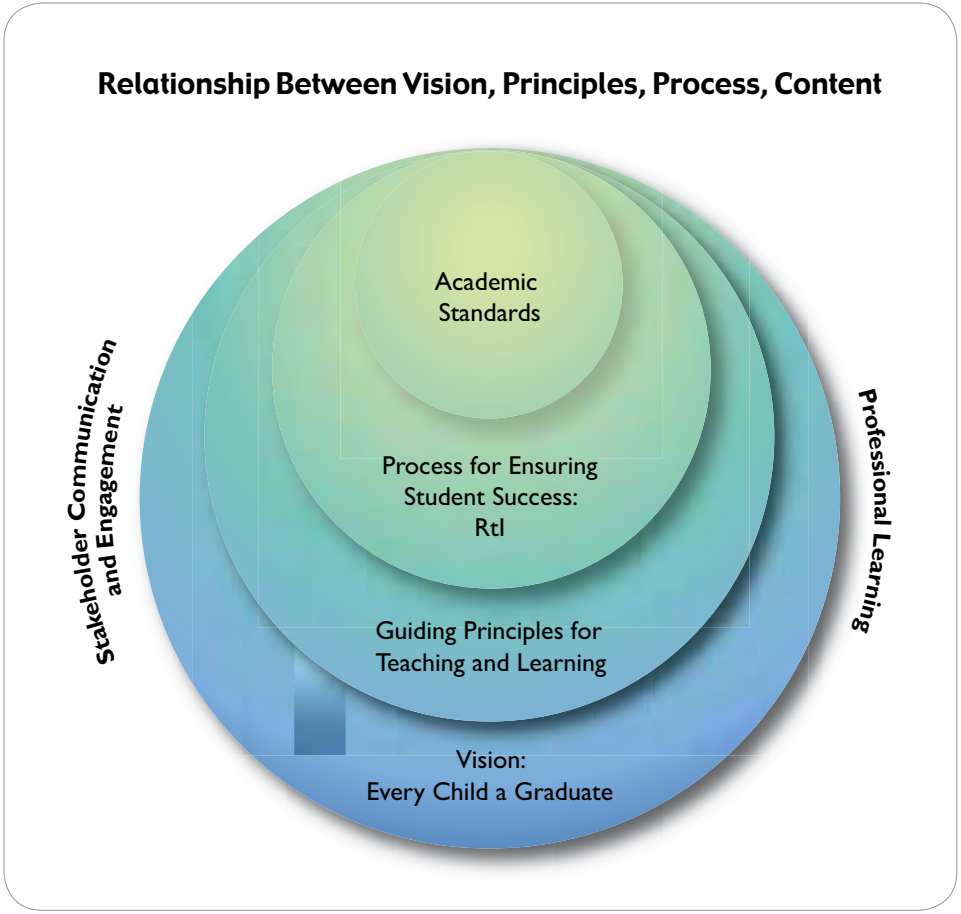
Finally, a special thanks to Wisconsin educators and citizens who provided public comment and feedback to drafts of the Common Core State Standards, served on statewide standards leadership groups, and supported implementation of standards.

Purpose of the Document

To assist Wisconsin education stakeholders in understanding and implementing the **Common Core State Standards (CCSS)**, Wisconsin Department of Public Instruction (DPI) has developed guidance to be used along with the CCSS. These materials are intended to provide further direction and should not be viewed as administrative rule. This publication provides a vision for student success, guiding principles for teaching and learning, and locates the standards within a multi-level system of support where high quality instruction, balanced assessment, and collaboration function together for student learning. Information on the design and content of the CCSS is included, as is a guide to assist with facilitating local conversations about these internationally-benchmarked standards and how they impact instruction.

Aligning for Student Success

To build and sustain schools that support every student in achieving success, educators must work together with families, community members, and business partners to connect the most promising practices in the most meaningful contexts. Major statewide initiatives focus on high school graduation, Response to Intervention (RtI), and the *Common Core State Standards for English Language Arts, Disciplinary Literacy, and Mathematics*. While these are often viewed as separate efforts or initiatives, each of them is connected to a larger vision of every child graduating college and career ready. The graphic below illustrates how these initiatives function together for a common purpose. Here, the vision and set of guiding principles form the foundation for building a supportive process for teaching and learning rigorous and relevant content. The following sections articulate this integrated approach to increasing student success in Wisconsin schools and communities.



A Vision: Every Child a Graduate

In Wisconsin, we are committed to ensuring every child is a graduate who has successfully completed a rigorous, meaningful, 21st century education that will prepare him or her for careers, college and citizenship. Though our public education system continues to earn nation-leading graduation rates, a fact we can be proud of, one in ten students drop out of school, achievement gaps are too large, and overall achievement could be even higher. This vision for every child a graduate guides our beliefs and approaches to education in Wisconsin.

Guided By Principles

All educational initiatives are guided and impacted by important and often unstated attitudes or principles for teaching and learning. *The Guiding Principles for Teaching and Learning* emerge from research and provide the touchstone for practices that truly affect the vision of every child a graduate prepared for college and career. When made transparent, these principles inform what happens in the classroom, the implementation and evaluation of programs, and most important, remind us of our own beliefs and expectations for students.

Ensuring a Process for Student Success

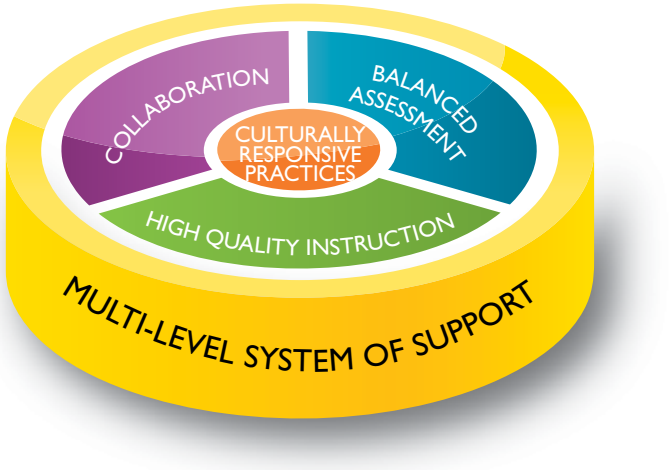
To ensure that every child in Wisconsin graduates prepared for college and career, schools need to provide high quality instruction, balanced assessment and collaboration reflective of culturally responsive practices. The Wisconsin Response to Intervention (RtI) framework helps to organize the components of a system designed to support student learning. Below, the three essential elements of high quality instruction, balanced assessment and collaboration interact within a multi-level system of support to ensure each student receives what he or she needs to access higher levels of academic and behavioral success.

At the school or district level, programs, initiatives and practices related to high quality instruction, balanced assessment and collaboration can be more powerful when organized or braided to function systemically to support all students. The focus must be on a comprehensive approach to student learning.

Connecting to Content: The Common Core State Standards

Within this vision for increased student success, rigorous, internationally-benchmarked academic standards provide the content for high quality curriculum and instruction, and for a balanced assessment system aligned to those standards. With the adoption of the CCSS, Wisconsin has the tools to build world-class curriculum, instruction and assessments for greater student learning. The CCSS articulate what we teach so that educators can focus on how instruction can best meet the needs of each student. When implemented within a multi-level system of support, the CCSS can help to ensure that every child will graduate prepared for college, work and a meaningful life.

Wisconsin's Vision for RtI



"Educators must work together with families, community members, and business partners to connect the most promising practices in the most meaningful contexts."

Guiding Principles for Teaching and Learning

These guiding principles are the underpinnings of effective teaching and learning for every Wisconsin teacher and every Wisconsin student. They are larger than any one initiative, process or set of standards. Rather, they are the lens we look through as we identify teaching and learning standards, design assessments and determine what good instruction looks like. These principles recognize that every student has the right to learn and are built upon three essential elements: high quality instruction, balanced assessment, and collaboration. They are meant to align with academic excellence, rigorous instruction, and college and career readiness for every Wisconsin student. For additional research, resources and probing questions to support professional learning on the six principles, please see the Wisconsin Research and Resources section of this document.

Every student has the right to learn.

It is our collective responsibility as an education community to make certain each child receives a high-quality, challenging education designed to maximize potential, an education that reflects and stretches his or her abilities and interests. This belief in the right of every child to learn forms the basis of equitable teaching and learning. The five principles that follow cannot exist without this commitment guiding our work.

Instruction must be rigorous and relevant.

To understand the world in which we live, there are certain things we all must learn. Each school subject is made up of a core of essential knowledge that is deep, rich, and vital. Every student, regardless of age or ability, must be taught this essential knowledge. What students learn is fundamentally connected to how they learn, and successful instruction blends the content of a discipline with processes of an engaging learning environment that changes to meet the dynamic needs of all students.

Purposeful assessment drives instruction and affects learning.

Assessment is an integral part of teaching and learning. Purposeful assessment practices help teachers and students understand where they have been, where they are, and where they might go next. No one assessment can provide sufficient information to plan teaching and learning. Using different types of assessments as part of instruction results in useful information about student understanding and progress. Educators should use this information to guide their own practice and in partnership with students and their families to reflect on learning and set future goals.

Learning is a collaborative responsibility.

Teaching and learning are both collaborative processes. Collaboration benefits teaching and learning when it occurs on several levels: when students, teachers, family members, and the community collectively prioritize education and engage in activities that support local schools, educators, and students; when educators collaborate with their colleagues to support innovative classroom practices and set high expectations for themselves and their students; and when students are given opportunities to work together toward academic goals in ways that enhance learning.

Students bring strengths and experiences to learning.

Every student learns. Although no two students come to school with the same culture, learning strengths, background knowledge, or experiences, and no two students learn in exactly the same way, every student's unique personal history enriches classrooms, schools, and the community. This diversity is our greatest education asset.

Responsive environments engage learners.

Meaningful learning happens in environments where creativity, awareness, inquiry, and critical thinking are part of instruction. Responsive learning environments adapt to the individual needs of each student and encourage learning by promoting collaboration rather than isolation of learners. Learning environments, whether classrooms, schools, or other systems, should be structured to promote engaged teaching and learning.

Reaching Every Student; Reaching Every Discipline

Reaching Every Student

The CCSS set high, clear and consistent expectations for all students. In order to ensure that all students can meet and exceed those expectations, Wisconsin educators provide flexible and fluid support based on student need. Each student brings a complex system of strengths and experiences to learning. One student may have gifts and talents in mathematics and need additional support to reach grade-level standards in reading. A student may be learning English as a second language while remaining identified for gifted services in science. The following statements provide guidance for how to ensure that the CCSS provide the foundation for learning for every student in Wisconsin, regardless of their unique learning needs.

Application of Common Core State Standards for English Language Learners

The National Governors Association Center for Best Practices and the Council of Chief State School Officers strongly believe that all students should be held to the same high expectations outlined in the Common Core State Standards. This includes students who are English language learners (ELLs). However, these students may require additional time, appropriate instructional support, and aligned assessments as they acquire both English language proficiency and content area knowledge.

ELLs are a heterogeneous group with differences in ethnic background, first language, socioeconomic status, quality of prior schooling, and levels of English language proficiency. Effectively educating these students requires pre-assessing each student instructionally, adjusting instruction accordingly, and closely monitoring student progress. For example, ELLs who are literate in a first language that shares cognates with English can apply first-language vocabulary knowledge when reading in English; likewise ELLs with high levels of schooling can often bring to bear conceptual knowledge developed in their first language when reading in English. However, ELLs with limited or interrupted schooling will need to acquire background knowledge prerequisite to educational tasks at hand. Additionally, the development of native-like proficiency in English takes many years and may not be achieved by all ELLs especially if they start schooling in the US in the later grades. Teachers should recognize that it is possible to achieve the standards for reading and literature, writing and research, language development and speaking and listening without manifesting native-like control of conventions and vocabulary.

English Language Arts

The Common Core State Standards for English Language Arts (ELA) articulate rigorous grade-level expectations in the areas of reading, writing, speaking, listening to prepare all students to be college and career ready, including English language learners. Second-language learners also will benefit from instruction about how to negotiate situations outside of those settings so they are able to participate on equal footing with native speakers in all aspects of social, economic, and civic endeavors.

ELLs bring with them many resources that enhance their education and can serve as resources for schools and society. Many ELLs have first language and literacy knowledge and skills that boost their acquisition of language and literacy in a second language; additionally, they bring an array of talents and cultural practices and perspectives that enrich our schools and society. Teachers must build on this enormous reservoir of talent and provide those students who need it with additional time and appropriate instructional support. This includes language proficiency standards that teachers can use in conjunction with the ELA standards to assist ELLs in becoming proficient and literate in English. To help ELLs meet high academic standards in language arts it is essential that they have access to:

- Teachers and personnel at the school and district levels who are well prepared and qualified to support ELLs while taking advantage of the many strengths and skills they bring to the classroom;
- Literacy-rich school environments where students are immersed in a variety of language experiences;
- Instruction that develops foundational skills in English and enables ELLs to participate fully in grade-level coursework;

- Coursework that prepares ELLs for postsecondary education or the workplace, yet is made comprehensible for students learning content in a second language (through specific pedagogical techniques and additional resources);
- Opportunities for classroom discourse and interaction that are well-designed to enable ELLs to develop communicative strengths in language arts;
- Ongoing assessment and feedback to guide learning; and
- Speakers of English who know the language well enough to provide ELLs with models and support.

Application to Students with Disabilities

The Common Core State Standards articulate rigorous grade-level expectations in the areas of mathematics and English language arts. These standards identify the knowledge and skills students need in order to be successful in college and careers.

Students with disabilities, students eligible under the Individuals with Disabilities Education Act (IDEA), must be challenged to excel within the general curriculum and be prepared for success in their post-school lives, including college and/or careers. These common standards provide an historic opportunity to improve access to rigorous academic content standards for students with disabilities. The continued development of understanding about research-based instructional practices and a focus on their effective implementation will help improve access to mathematics and English language arts (ELA) standards for all students, including those with disabilities. Students with disabilities are a heterogeneous group with one common characteristic: the presence of disabling conditions that significantly hinder their abilities to benefit from general education (IDEA 34 CFR §300.39, 2004). Therefore, how these high standards are taught and assessed is of the utmost importance in reaching this diverse group of students.

In order for students with disabilities to meet high academic standards and to fully demonstrate their conceptual and procedural knowledge and skills in mathematics, reading, writing, speaking and listening (English language arts), their instruction must incorporate supports and accommodations, including:

- Supports and related services designed to meet the unique needs of these students and to enable their access to the general education curriculum (IDEA 34 CFR §300.34, 2004).
- An Individualized Education Program (IEP)[1] which includes annual goals aligned with and chosen to facilitate their attainment of grade-level academic standards.
- Teachers and specialized instructional support personnel who are prepared and qualified to deliver high-quality, evidence-based, individualized instruction and support services.

Promoting a culture of high expectations for all students is a fundamental goal of the Common Core State Standards. In order to participate with success in the general curriculum, students with disabilities, as appropriate, may be provided additional supports and services, such as:

- Instructional supports for learning, based on the principles of Universal Design for Learning (UDL),[2] which foster student engagement by presenting information in multiple ways and allowing for diverse avenues of action and expression.
- Instructional accommodations (Thompson, Morse, Sharpe & Hall, 2005), changes in materials or procedures, which do not change the standards but allow students to learn within the framework of the Common Core.
- Assistive technology devices and services to ensure access to the general education curriculum and the Common Core State Standards.

Some students with the most significant cognitive disabilities will require substantial supports and accommodations to have meaningful access to certain standards in both instruction and assessment, based on their communication and academic needs. These supports and accommodations should ensure that students receive access to multiple means of learning and opportunities to demonstrate knowledge, but retain the rigor and high expectations of the Common Core State Standards.

Implications for the Common Core State Standards for Students with Gifts and Talents

The CCSS provide a roadmap for what students need to learn by benchmarking expectations across grade levels. They include rigorous content and application of knowledge through higher-order skills. As such, they can serve as a foundation for a robust core curriculum, however, students with gifts and talents may need additional challenges or curricular options. In order to recognize what adaptations need to be made or what interventions need to be employed, we must understand who these students are.

According to the National Association for Gifted Children (2011), "Giftedness, intelligence, and talent are fluid concepts and may look different in different contexts and cultures" (para. 1). This means that there are students that demonstrate high performance or have the potential to do so in academics, creativity, leadership, and/or the visual and performing arts. Despite this diversity there are common characteristics that are important to note.

Students with gifts and talents:

- Learn at a fast pace.
- Are stimulated by depth and complexity of content.
- Make connections.

These traits have implications for how the Common Core State Standards are used. They reveal that as curriculum is designed and instruction, is planned there must be:

- Differentiation based on student readiness, interest, and learning style:
  - Pre-assessing in order to know where a student stands in relation to the content that will be taught (readiness), then teach those standards that the student has not mastered and enrich, compact, and/or accelerate when standards have been mastered. This might mean using standards that are beyond the grade level of the student.
  - Knowledge of our students so we are familiar with their strengths, background knowledge, experiences, interests, and learning styles.
  - Flexible grouping to provide opportunities for students to interact with peers that have similar abilities, similar interests, and similar learning styles (homogenous grouping), as well as different abilities, different interests, and different learning styles (heterogeneous grouping).
- Differentiation of content, process, and product.
  - Use of a variety of materials (differentiating content) to provide challenge. Students may be studying the same concept using different text and resources.
  - Variety of tasks (differentiating process). For example in a science lesson about the relationship between temperature and rate of melting, some students may use computer-enhanced thermometers to record and graph temperature so they can concentrate on detecting patterns while other students may graph temperature at one-minute intervals, then examine the graph for patterns.
  - Variety of ways to demonstrate their learning (differentiating product). These choices can provide opportunities for students with varying abilities, interests, and learning styles to show what they have discovered.
- Adjustment to the level, depth, and pace of curriculum.
  - Compact the curriculum to intensify the pace.
  - Vary questioning and use creative and critical thinking strategies to provide depth.
  - Use standards beyond the grade level of the students. Since the CCSS provide a K-12 learning progression, this is easily done.
  - Accelerate subject areas or whole grades when appropriate.
- Match the intensity of the intervention with the student's needs. This means that we must be prepared to adapt the core curriculum and plan for a continuum of services to meet the needs of all students, including those with gifts and talents.

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Reaching Every Discipline
Wisconsin's Approach to Disciplinary Literacy

Background

In Wisconsin, we hold the vision that every child must graduate ready for post-secondary education and the workforce. To achieve this vision, students must develop the skills to think, read, communicate, and perform in many academic contexts. If students must develop these specific skills, every educator must then consider how students learn to read, write, think, speak and listen in their discipline.

The kinds of reading, writing, thinking, speaking and listening required in a marketing course are quite different when compared with the same processes applied in an agriculture, art or history course. For example, a student may have successfully learned the vocabulary and content needed to score an A on a freshman biology test, but finds he still struggles to understand relevant articles from *Popular Science Magazine*, or use his science vocabulary to post respected responses on an environmental blog he reads at home. This student knows biology content, but lacks the disciplinary literacy to think, read, write, and speak with others in this field. Without this ability, his content knowledge is limited only to the classroom, and cannot extend to the real world around him.

In Wisconsin, disciplinary literacy is defined as the confluence of content knowledge, experiences, and skills merged with the ability to read, write, listen, speak, think critically and perform in a way that is meaningful within the context of a given field.

Teaching for disciplinary literacy ensures that students develop the skills to use the deep content knowledge they learn in school in ways that are relevant to each of them, and to the world around them.

In 2009, *The State Superintendent's Adolescent Literacy Plan* offered recommendations for how to begin professional conversations about disciplinary literacy in Wisconsin. The plan recommended Wisconsin write standards for literacy that were specific to each discipline, and emphasized the need to accompany these literacy standards with discipline-specific professional learning.

Wisconsin's Approach to Disciplinary Literacy

In 2010, the Council of Chief State School Officers (CCSSO) responded to this need for standards by publishing Common Core State Standards for Literacy in History/Social Studies, Science and Technical Subjects in grades 6-12. These standards were adopted by State Superintendent Tony Evers in June 2010. Wisconsin applauds this bold move to begin a national conversation on disciplinary literacy, and recognizes the need to broaden this effort to include all disciplines, and every educator in every grade level.

The ability to read, write, think, speak, and listen, in different ways and for different purposes begins early and becomes increasingly important as students pursue specialized fields of study in high school and beyond. These abilities are as important in mathematics, engineering and art courses as they are in science, social studies and English.

To further solidify Wisconsin's expanded approach to disciplinary literacy, a statewide leadership team comprised of K-16 educators from diverse subject areas was convened. A set of foundations, was established and directs Wisconsin's approach to disciplinary literacy.

This document begins the conversation about literacy in all subjects. It will come to life when presented to teachers and they are able to showcase their subjects' connection to literacy in all subjects which will bring the literacy standards to life for their community of learners.

Wisconsin Foundations for Disciplinary Literacy

To guide understanding and professional learning, a set of foundational statements, developed in concert with *Wisconsin's Guiding Principles for Teaching and Learning*, directs Wisconsin's approach to disciplinary literacy.

- Academic learning begins in early childhood and develops across all disciplines.
- Content knowledge is strengthened when educators integrate discipline-specific literacy into teaching and learning.
- The literacy skills of reading, writing, listening, speaking and critical thinking improve when content-rich learning experiences motivate and engage students.
- Students demonstrate their content knowledge through reading, writing, listening, and speaking as part of a content literate community.

Wisconsin's Common Core Standards for Literacy in All Subjects

With the Wisconsin Foundations for Disciplinary Literacy, Wisconsin expands the Common Core State Standards for Literacy in History/Social Studies, Science and Technical Subjects, to include every educator in every discipline and at every level. The Common Core Standards for English Language Arts include the Literacy Standards in History/Social Studies, Science and Technical Subjects as well as other relevant standards materials, resources, and research that support discipline-specific conversations across all content areas and grade levels.

The Common Core State Standards for Literacy in all Subjects is included as part of every set of Wisconsin standards as each discipline is reviewed in accordance with the process for Wisconsin standards revision http://www.dpi.wi.gov/standards. This document includes relevant resources and research that may be helpful in advancing school and district conversations, and can also be downloaded at www.dpi.wi.gov/standards or purchased as a stand-alone document through www.dpi.wi.gov/publications.

Wisconsin Common Core Essential Elements (CCEEs)

Access to Academic Content: Instruction and Assessment for Students with Significant Cognitive Disabilities

Implementation Timeline- District/Local Education Agency Work

Draft

Phase 1 Awareness/Understanding	Phase 2 Implementation/Practice/Application,	Phase 3 Assessment/Instruction/Reporting
2012-13	**2013-14**	**2014-15** ***Implement New State Summative Alternate Assessment***
• Awareness and understanding of the CCSS and the most essential elements of these standards • Understand the foundations of and the purpose of the CCEEs • Understand the principles behind teaching content area and the CCEEs • Understand the relationship between the EGBS and the CCEEs • Understand the implications for instruction embedded in the knowledge, skills and understandings in grade level CCEEs • Understand the implications on local and state assessments and use of participation criteria. • Awareness of Dynamic Learning Maps	• Define curriculum and instructional practice as it relates to teaching students with significant cognitive disabilities • Align and select resources to implement shift in instruction from using EGBS to CCEEs • Research and align high quality instructional strategies to CCEEs • Plan for curriculum development with general education colleagues • Develop local curriculum based on an instructional focus to implement the CCEEs • Review and align local formative and benchmark assessments to CCEEs • Begin to use Dynamic Learning Maps to guide instruction • Evaluate the CCEEs as representing College and Career Readiness	• Plan and develop units of study and lesson plans using the CCEEs local curriculum • Collaboratively develop select, administer and analyze benchmark assessments to measure progress on CCEEs local curriculum • Develop/select, administer and analyze formative assessments to measure progress on CCEEs local curriculum • Conduct collaborative team studies of student data and progress • Design and use measures to gauge progress and effectiveness of interventions based on CCEEs local curriculum • Investigate, design and implement standards-based IEPs, grading and reporting systems • Prepare for and administer the Summative Alternate Assessment

Awareness/Understanding

Assessment/Instruction/Reporting

Implementation/Practice/Application

The Wisconsin Standards, Instruction, and Assessment Center: Serving Wisconsin Educators

Purpose

The Standards, Instruction, and Assessment Center will centralize content experts focused on development of high-quality, standardized resources and training plans related to the Common Core State Standards (CCSS) that will be easily accessed at low to no cost across the state. This Center will serve as a separate-but-connected entity centered at the Department of Public Instruction in partnership with CESA and institutions of higher education, one that is empowered to address needs related to high quality instructional practices by quickly developing excellent online resources, training plans, and virtual modules. Further, the Center will serve as a hub of content experts to serve the whole state on a regional basis.

Priorities:

- Standardization of highly accessible materials and fidelity of implementation
- Low to no cost resources
- Increased access to content expertise across the state
- Centralized leadership connected to DPI
- Agility, speed, and responsiveness to needs across the state and DPI direction
- Partnerships with IHEs

Stakeholders: Who is the Center for?

With the goal of improving outcomes of all students, the SIA Center will create resources for classroom educators and other educational stakeholders with a focus on improving instructional practices.

Resources for classroom educators will focus on how they can improve their practices; resources for principals will focus on how they can best support their classroom educators' improvement; resources for other school and district staff will similarly focus on bringing the Common Core State Standards to life for each and every student. To do this, all resources will incorporate Universal Design for Learning (UDL) principles, and will take advantage of technology to the fullest extent possible to ensure greater accessibility.

CESA Role

In order to facilitate more district contact time for CESA staff, the SIA Center will provide high-quality, standardized resources for use in every CESA. CESA staff will be able to focus their expertise to add value through one-on-one and group training and planning sessions with their districts. The training and other sessions will benefit from use of standardized resource that are diligently devised to reach specific audiences: general education and special education teachers; English as a second language and bilingual education teachers; and other educational leaders. By creating resources that incorporate UDL principles, the SIA Center will contribute to personalization of learning, and in doing so, open up the important content of the CCSS to all students.

Outcomes

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

- A deep understanding of the CCSS
- Consistent, appropriate attention to data to inform decisions
- Assessment practices that improve learning and inform instruction

These high-quality instructional practices will in turn result in better outcomes for students, specifically higher rates of college and career readiness (measures TBD).

Initial Scope of Work

2012-13

The first year of the SIA Center will focus on two things:

1. Establishing a governance structure and relationships with stakeholders across the state
2. Building in-depth K-12 CCSS content knowledge in disciplinary literacy, English language arts, and mathematics
    a. In general education
    b. For special education
    c. For English language learners

These foci require

- Development of resources that provide representative samples of high quality instruction that includes purposeful, embedded assessment, based in CCSS
- Instrument to gauge classroom-level CCSS implementation
- An online bank of resources
    - Make high-quality materials available across the state
    - Serve as a forum for educators

Initial Outputs

Initial professional development to be focused on the following

1. Elementary reading
2. Middle and high school mathematics
3. Disciplinary literacy (at all levels)

Tasks (Spring-Fall 2012):

- SIA Center proposal approved
- Identification of partner agency/institution/system/network
- Funding structure finalized
- Positions posted
- Hire staff

Long-term Scope of Work (three-to-five-year plan)

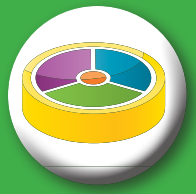
In year two, the SIA Center will focus on assessment literacy, and specifically the relationship of formative practices as a key part of instruction. This links the CCSS with instructional practices and assessment. Year three of the SIA Center will focus not only on assessment, but including other types of data to inform and adjust instructional practices.

The Wisconsin Standards, Instruction and Assessment Center:

Using an established and proven model to create a high quality, connected, equitable professional learning center

Wisconsin Response to Intervention Center

Established 2009



Current professional learning includes:

- Response to Intervention Foundational Overview
- Universal Instructional Practices Review (Reading and Mathematics)
- Data Analysis: Screening and Progress Monitoring
- Assessment Literacy
- Evidence Based Practices
- Family Involvement
- Coaches Professional Learning Series

Capacity:

20.0 FTE (statewide experts, and regional technical assistance coordinators for academics and behavior)

Drawing on Wisconsin Response to Intervention infrastructure makes proposed Center cost-effective for Wisconsin, and easily replicable for other states

Replicable Practices and Processes:

- Co-led by Wisconsin Department of Public Instruction and Cooperative Educational Services Agencies
- Online tool for district-level evaluation
- Professional learning communities model
- Statewide technical assistance coordinators and data and evaluation practices
- Consistent protocol, processes, practices, and expectations

Wisconsin Standards, Instruction, and Assessment Center

Center will draw on:

- Wisconsin Department of Public Instruction guidance documents
- Learning Forward Standards for Professional Learning
- Wisconsin Guiding Principles for Teaching and Learning
- Statewide Common Core State Standards professional development for English language arts and mathematics
- 2011-12 plan to develop 2.0 Curriculum resources
- Wisconsin approach to disciplinary literacy

Learning Forward Partnership will bring:

- Statewide approach to professional learning
- Addition of 50 statewide CCSS trainers
- Increased capacity to build connected learning for standards, instruction, assessment, and educator effectiveness

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Tony Evers, PhD, State Superintendent

Sample Project for SIA Center

(Actual In-Process Proposal)

Draft Proposal Overview:

Seeking Joint Partnership of CESA, WSRA and DPI to develop and hold ongoing statewide CCSS content training in ELA and Disciplinary Literacy

Background:

- WSRA has developed 3 one-day pilot trainings to address aspects of CCSS that are new/different/complex to educators:
    - Disciplinary Literacy (Doug Buehl as keynote presenter, Claire Wick and Doug Buehl as break-out hosts)
    - Text Complexity (Kathy Galvin and Tamara Maxwell as keynote presenters and Deb Zarling and Tamara Maxwell as break out hosts)
    - Vocabulary (TBD)
- The 3 pilots have been/will be held at CESA 1 through Wisconsin Education Innovations. The first (Disciplinary Literacy) drew a capacity crowd on a Saturday.
- The formats for the one-day institutes are the same:
    - Practice-oriented keynote presentation in the morning by Wisconsin experts
    - Break-out sessions in the afternoon
    - Ongoing capacity for collaborative discussion following the institute via online technology through Read Wisconsin

Big Idea:

- Leveraging the expertise of CESA SIS, DPI and WSRA, modify the pilots into statewide regional or CESA-based trainings that are:
    - Consistent with the language of the CCSS Curriculum Companion trainings (situating the work within the current CESA PD offerings)
    - Embellished with the best pre-existing or developing CESA trainings (ex: CESA 5's work with DL)
    - Addressing the deeper content learning needs of educators relative to the ELA and DL CCSS
    - Vetted, endorsed and collaboratively planned and executed by our three organizations, lending credibility and leveraging relationships and reputations to make maximum impact

Proposed Process:

- DPI would convene collaborative working teams to workshop and modify each of the three trainings into statewide modules
- CESA SIS and WSRA would identify the appropriate representatives to serve as members of this collaborative planning group
- Once completed, modules would be shared and logistics planned for how to host these trainings regionally or on a CESA by CESA basis in concert with current CCSS offerings

DRAFT

Ensure a separate physical space with a dedicated meeting room large enough for 15 people and a general area with office-like space for approx 8 spaces (four permanent spaces and 4-5 floating spaces).

SIA Center Proposal for 2012-2013

Administrative Oversight of full time staff: Content and Learning Team				
FTE	**New position?**	**Title**	**Classification**	**Skill Set**
1.0	YES	SIA Project Director	Consultant	-Big picture thinker -PD person -Curriculum generalist -Universal design orientation -connector between diverse communities (CESA, IHE, POs and specialized groups) -technology and/or online teaching/learning experience
1.0	YES	Mathematics Lead	Consultant	-Mathematics education background -intimate knowledge of research and high leverage implementation strategies - technology and/or online teaching/learning experience
1.0	YES	ELA lead	Consultant	-Reading and ELA education background -intimate knowledge of research and high leverage implementation strategies - technology and/or online teaching/learning experience
1.0	YES	Center Support	OOA or Ed Spec	-strong technology and marketing background -experience with web design -experience with editing content
.5	no	Mathematics support: CALT	Consultant	-Teaching and learning in Mathematics background
.4	no	Mathematics support: Title One	Consultant	-Title One and mathematics perspective
.4	no	Mathematics support: Assessment	Consultant	-Assessment and mathematics perspective
.4	no	Mathematics support Special Education	Consultant	-Special education and mathematics perspective
.5	no	ELA support: CALT	Consultant	-Teaching and learning in ELA background
.4	no	ELA support: Title One	Consultant	-Title One and ELA perspective
.4	no	ELA support: Assessment	Consultant	-Assessment and ELA perspective
.4	no	ELA support Special	Consultant	-Special education and ELA perspective

		Education		
.5	no	Teacher Effectiveness liaison	Consultant	-makes the connection between teacher effectiveness system and CCSS implementation

Sample Proposed Weekly Schedule

Mon	**Tues**	**Wed**	**Thurs**	**Fri**
8-12: Full time Center staff meeting (plus ed effectiveness consultant)	8-12: Math Team planning meeting	8-12: Whole Center Meeting	8-12: ELA Team planning meeting	8-4:30 Full time Center staff individual work day CALT ELA and Math available for half day Ed Effectiveness available all day
12:30-4:30 Full time team infrastructure building (ie—web design, product/project creations and synchronization) (plus ed effectiveness consultant)	12:30-4:30 Math team implementation time -time for mathematics content development, design and content related meetings with CESA staff, IHE, etc -time for math Cadre connections to field	12:30-4:30 Whole center SIA Center work -time for full team to meet with other stakeholders (DPI folks like OEL staff, waiver folks, G/T, etc or CESAs, IHEs, POs)	12:30-4:30 ELA Team Implementation time -time for ELA content development, design and content related meetings with CESA staff, IHE, etc -time for ELA Cadre connections to field	-time for ELA/Math Cadre connections to field

WISCONSIN'S STANDARDS, INSTRUCTION, AND ASSESSMENT CENTER: YEAR ONE

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Resources (*e.g.*, staff time, additional funding)	Significant Obstacles
Position descriptions written and posted for key SIA Center Staff	Mid-May 2012	Content and Learning Team; Human Resources; Department of Administration	▪ New allocation of funding required for Center staff ▪ Current staff time needed for planning, hiring, initial, and ongoing work (see Appendix 4D for more information about staff allocation and scheduling) ▪ Possible sources of funding identified across the agency: Title I, Title IIa, Title III, Division for Libraries and Technology, early childhood braided funding, Title VI	▪ Sustainable funding sources ▪ Unique location arrangements needed to provide Center staff appropriate collective work and meeting space ▪ Allocation of staff positions from existing agency divisions
Internal arrangements for SIA Center location (space) made	June 2012	Content and Learning Team; Building Staff		
Center Coordinator Hired	July 2012	Content and Learning Team; Human Resources		
Mathematics, English language arts, and reading leads hired; other Center staff hired	August 2012	Content and Learning Team; Human Resources		
Assessment Literacy Lead and Instructional Designer hired	Late August 2012	Content and Learning Team; Human Resources		
Evaluator Hired	September 2012	Content and Learning Team; Human Resources		
Design and distribute survey of content, instruction, and assessment needs for educators (teachers and principals)	Mid-September 2012	SIA Center Staff; DPI cross-agency staff (Content and Learning team, Special Education team, Office of Educational Accountability, Career and Technical Education, etc)		
Analyze internal data and survey data to determine scope and sequence for Mathematics, ELA, Disciplinary Literacy, and Principal Leadership modules	Late September 2012	SIA Center Staff		
Create Drupal (website) environment for SIA Center	Late September 2012	SIA Center Staff; Technical Services Staff		
Convene Mathematics Advisory Team (Wisconsin Mathematics Council and IHE's): in-person meeting to develop Mathematics Module 1 based on needs assessment results. Ongoing development of Module 1 continued	October 2012	SIA Center; Content and Learning Team		

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Resources (*e.g.*, staff time, additional funding)	Significant Obstacles
electronically.				
Convene ELA Advisory Team (Wisconsin Council of Teachers of English and IHE's): in-person meeting to develop ELA Module 1 based on needs assessment results. Ongoing development of Module 1 continued electronically.	October 2012	SIA Center; Content and Learning Team		
Convene Disciplinary Literacy Advisory Team (Wisconsin School Reading Association and IHE's): in-person meeting to develop DL Module 1 based on needs assessment results. Ongoing development of Module 1 continued electronically.	October 2012	SIA Center; Content and Learning Team		
Convene Instructional Leadership (Principal) Advisory Team (Association of Wisconsin School Administrators and IHE's): in-person meeting to develop Instructional Leadership Module 1 based on data analysis. Continue development of Module 1 electronically.	October 1	SIA Center; Content and Learning Team		
Design and produce Mathematics Module 1	December 2012	SIA Center; Content and Learning Team; Advisory Group		
Design and produce ELA Module 1	December 15, 2012	SIA Center; Content and Learning Team; Advisory Group		
Design and produce DL Module 1	December 15, 2012	SIA Center; Content and Learning Team; Advisory Group		
Design and produce Instructional Leadership Module 1	December 15, 2012	SIA Center; Content and Learning Team; Leadership Advisory Group		
Regional professional development to train-the-trainers for Mathematics	January 31, 2013	SIA Center; Content and Learning Team		

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Resources (*e.g.*, staff time, additional funding)	Significant Obstacles
Module 1				
Regional professional development to train-the-trainers for ELA Module 1	January 31, 2013	SIA Center; Content and Learning Team		
Regional professional development to train-the-trainers for DL Module 1	January 31, 2013	SIA Center; Content and Learning Team		
Regional professional development to train-the-trainers for Instructional Leadership Module 1	January 31, 2013	SIA Center; Content and Learning Team; Leadership Advisory Group		
Provide technical assistance to schools for Mathematics, ELA, DL, and Instructional Leadership Module 1	January 31, 2013	SIA Center; Content and Learning Team		
Create and make available online asynchronous learning opportunities for Mathematics, ELA, DL, and Instructional Leadership Module 1	February 15, 2013	SIA Center; Content and Learning Team		
Convene Mathematics, ELA, DL, and Instructional Leadership Advisory Team F2F meetings to develop Module 2 based on data analysis. Continue development of Module 2 electronically.	February 1, 2013	SIA Center; Content and Learning Team		
Design and produce Math, ELA, DL, and Instructional Leadership Module 2	March 1, 2013	SIA Center; Content and Learning Team		
Regional professional development to train-the-trainers for Mathematics, ELA, DL, and Instructional Leadership Module 2	March 31, 2013	SIA Center; Content and Learning Team		
Provide technical assistance to schools for Mathematics, ELA, DL, and Instructional Leadership Module 2	March 31, 2013	SIA Center; Content and Learning Team		
Create and make available online asynchronous learning opportunities for Mathematics, ELA, DL, and Instructional	April 15, 2013	SIA Center; Content and Learning Team		

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Resources (*e.g.*, staff time, additional funding)	Significant Obstacles
Leadership Module 2				
Convene Mathematics, ELA, DL, and Instructional Leadership Advisory Team F2F meetings to develop Module 3 based on data analysis. Continue development of Module 3 electronically.	April 1, 2013	SIA Center; Content and Learning Team		
Design and produce Math, ELA, DL, and Instructional Leadership Module 3	May 1, 2013	SIA Center; Content and Learning Team		
Regional professional development to train-the-trainers for Mathematics, ELA, DL, and Instructional Leadership Module 3	May 31, 2013	SIA Center; Content and Learning Team		
Provide technical assistance to schools for Mathematics, ELA, DL, and Instructional Leadership Module 3	May 31, 2013	SIA Center; Content and Learning Team		
Create and make available online asynchronous learning opportunities for Mathematics, ELA, DL, and Instructional Leadership Module 3	June 15, 2013	SIA Center; Content and Learning Team		
Convene Mathematics, ELA, DL, and Instructional Leadership Advisory Team F2F meetings to develop Module 4 based on data analysis. Continue development of Module 4 electronically.	June 1, 2013	SIA Center; Content and Learning Team		
Design and produce Math, ELA, DL, and Instructional Leadership Module 4	July 15, 2013	SIA Center; Content and Learning Team		
Regional professional development to train-the-trainers for Mathematics, ELA, DL, and Instructional Leadership Module 4	August 30, 2013	SIA Center; Content and Learning Team		
Provide technical assistance to schools for Mathematics, ELA, DL, and Instructional Leadership Module 4	September 30, 2013	SIA Center; Content and Learning Team		
Create and make available online		SIA Center; Content and Learning		

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Resources (*e.g.*, staff time, additional funding)	Significant Obstacles
asynchronous learning opportunities for Mathematics, ELA, DL, and Instructional Leadership Module 4	September 15, 2013	Team		

Credits Required by Districts for Graduation Summary 2011

The following are descriptive statistics describing the credits required for graduation in the 382 applicable Wisconsin districts in 2011.

Compared to the average:

- The average number of credits required for graduation is 24.7.
- 213, or 55.8%, districts have a total credit requirement below the average of 24.7.
- 169, or 44.2%, districts have a total credit requirement above the average of 24.7.

Compared to the proposed requirement of 21.5:

- 2, or 0.5%, districts have a total credit requirement below 21.5.
- 9, or 2.4%, districts have a total credit requirement at 21.5.
- 371, or 97.1%, districts have a total credit requirement above 21.5.

Total Credits Required for Graduation

- About 65% of districts require between 20.1 and 25 credits to graduate.
- About 35% of districts require between 25.1 and 30 credits to graduate.

Total Credits Required for Graduation – Grouped by Fives

Credits Required	Districts	Percent
15.1 thru 20	2	.5
20.1 thru 25	247	64.7
25.1 thru 30	133	34.8
Total	382	100.0

Total Credits Required for Graduation - Detail

Credits Required	Districts	Percent
18.00	1	.3
20.00	1	.3
21.50	9	2.4
22.00	33	8.6
22.50	15	3.9
23.00	27	7.1
23.25	2	.5
23.50	12	3.1
23.75	1	.3
24.00	100	26.2
24.25	1	.3
24.50	11	2.9
25.00	36	9.4
25.50	9	2.4
25.60	1	.3
26.00	61	16.0
26.50	7	1.8
27.00	17	4.5
27.50	1	.3
28.00	29	7.6
28.50	1	.3
29.00	3	.8
30.00	4	1.0
Total	382	100.0

English

- About 98% of districts require four credits of English to graduate.
- A small percentage of districts require more, between 4.3 and 5 credits.

Credits Required	Districts	Percent
4.0	373	97.6
4.3	1	.3
4.5	7	1.8
5.0	1	.3
Total	382	100.0

Foreign Language

- About 98% of districts do not require foreign language credits to graduate.
- A small percentage of districts require between 0.5 and 4 credits of foreign language.

Credits Required	Districts	Percent
.0	373	97.6
.5	1	.3
1.0	3	.8
1.5	1	.3
2.0	2	.5
3.0	1	.3
4.0	1	.3
Total	382	100.0

Computer Science

- About 70% of districts do not require computer science credits to graduate.
- About 23% of districts require half of a credit to graduate.
- A small percentage of districts require more, up to 2 credits.

Credits Required	Districts	Percent
.00	266	69.6
.25	1	.3
.50	89	23.3
1.00	21	5.5
1.50	3	.8
2.00	2	.5
Total	382	100.0

Mathematics

- All districts require at least two mathematics credits to graduate.
- About 61% of districts require two mathematics credits to graduate.
- About 35% of districts require three mathematics credits to graduate.

Credits Required	Districts	Percent
2.0	234	61.3
2.5	9	2.4
3.0	134	35.1
3.5	1	.3
4.0	4	1.0
Total	382	100.0

Science

- All districts require at least two science credits to graduate.
- About 68% of districts require two science credits to graduate.
- About 28% of districts require three science credits to graduate.

Credits Required	Districts	Percent
2.0	259	67.8
2.5	13	3.4
3.0	106	27.7
4.0	4	1.0
Total	382	100.0

Social Studies

- All districts require at least three social studies credits to graduate.
- About 72% of districts require three social studies credits to graduate.
- About 17% of districts require 3.5 social studies credits to graduate.
- About 11% of districts require four social studies credits to graduate.

Credits Required	Districts	Percent
3.0	275	72.0
3.5	65	17.0
4.0	42	11.0
Total	382	100.0

Fine Arts

- About 84% of districts do not require fine arts credits to graduate.
- About 7% of districts require half of a credit to graduate.
- About 8% of districts require one credit to graduate.
- A small percentage of districts require more, up to four credits.

Credits Required	Districts	Percent
.00	319	83.5
.25	1	.3
.50	25	6.5
1.00	31	8.1
1.50	1	.3
2.00	3	.8
3.00	1	.3
4.00	1	.3
Total	382	100.0

Physical Education

- About 90% of districts require 1.5 physical education credits to graduate.
- About 8% of districts require two physical education credits to graduate.

Credits Required	Districts	Percent
.0	2	.5
1.5	345	90.3
1.8	2	.5
1.8	1	.3
2.0	31	8.1
2.5	1	.3
Total	382	100.0

Health

- About 2% of districts do not require health credits to graduate.
- About 95% of districts require half of a credit to graduate.
- A small percentage of districts require more, up to 1.25 credits.

Credits Required	Districts	Percent
.00	7	1.8
.50	364	95.3
.75	1	.3
1.00	9	2.4
1.25	1	.3
Total	382	100.0

Vocational Technical

- About 76% of districts do not require vocational technical credits to graduate.
- About 13% of districts require half of a credit to graduate.
- About 7% of districts require one credit to graduate.
- A small percentage of districts require more, up to 9.5 credits.

Credits Required	Districts	Percent
.0	291	76.2
.3	1	.3
.5	48	12.6
1.0	27	7.1
1.5	6	1.6
2.0	8	2.1
9.5	1	.3
Total	382	100.0

Electives

- About 0.5% of districts do not require elective credits to graduate.
- About 50% of districts require between 5.1 and 10 credits to graduate.
- About 49% of districts require between 10.1 and 15 credits to graduate.
- A small percentage of districts require more, up to 17 credits.

Electives Credits Required – Grouped by Fives

Credits Required	Districts	Percent
0	2	.5
.1 thru 5	2	.5
5.1 thru 10	190	49.7
10.1 thru 15	186	48.7
15.1 thru 20	2	.5
Total	382	100.0

Electives Credits Required - Detail

Credits Required	Districts	Percent
.00	2	.5
2.00	1	.3
5.00	1	.3
5.50	1	.3
6.00	5	1.3
6.25	1	.3
6.50	4	1.0
7.00	10	2.6
7.25	1	.3
7.45	1	.3
7.50	11	2.9
7.75	1	.3
8.00	21	5.5
8.25	1	.3
8.50	35	9.2
8.75	1	.3
9.00	40	10.5
9.50	24	6.3
9.75	1	.3
10.00	32	8.4
10.25	1	.3
10.50	37	9.7
10.60	1	.3
10.75	1	.3
11.00	53	13.9
11.50	20	5.2
12.00	26	6.8
12.25	2	.5
12.50	10	2.6
13.00	14	3.7
13.50	7	1.8
13.75	1	.3
14.00	3	.8
14.50	4	1.0
15.00	6	1.6
16.50	1	.3
17.00	1	.3
Total	382	100.0

A Guide for Implementing Programs of Study in Wisconsin

Based upon the National Career Cluster & Pathway Framework

WISCONSIN'S TECHNICAL COLLEGES

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

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Foreword

Every child must graduate ready for further education and the workforce. Implementation of programs of study in schools across Wisconsin provides a framework to deliver rigorous and relevant curriculum hat prepare students for success in the 21st century.

The Program of Study Implementation guide contains key components like *Teaching and Learning*; *School Counseling and Academic Advising*; *Partnerships*; and *Skill Attainment*. These are critical pieces to the bigger puzzle of creating a program of study rooted in content knowledge, skill development, business and industry partnerships, and secondary and post-secondary collaboration.

The impact of career and technical education courses changes lives and will inspire a workforce for the 21st Century. This guide will serve as a valuable resource to build quality programs that provide sustainable, systemic change in districts that advance Wisconsin's workforce and economy through education.

Tony Evers, PhD, State Superintendent
Wisconsin Department of Public Instruction

Throughout the System's 100-year history, Wisconsin's 16 technical colleges have forged strong local partnerships with business and industry, as well as strong collaborations with area PK-12 districts. One result has been a solid foundation for the adoption of a Career Clusters framework and the development of clear, flexible Programs of Study.

Successful implementation of the resulting Career Pathways will ensure not only those educational offerings continue to align with industry needs, but that students see a clear path to the future and are positioned for success in the classroom and the workplace.

Dan Clancy, President
Wisconsin Technical College System

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SECTION I - INTRODUCTION

Who is this guide for?

This guide is written to assist secondary and post-secondary education professionals in creating sustained, systemic change through programs of study, connecting secondary schools with post-secondary instructional programs and 21st century careers. In this critically important work, education professionals must collaborate and leverage our resources at all levels to realize long-term, sustainable gains. Education professionals must also ensure that Pathways initiatives are done exceedingly well, incorporating continuous improvement mechanisms at each phase. "Career pathways, done well, don't just build workforces. They change lives." (McClenney, 2006)

Education professionals range from secondary to post-secondary, from administration to student services, from career and technical educators to occupational instructors to academic teachers. Stakeholders are community, business and industry individuals and groups with a specific interest in advancing Wisconsin's workforce and economy through education.

What is the purpose of this Guide?

The primary focus of **A Guide for Implementing Programs of Study in Wisconsin** is to demonstrate how PK-12 teams and post-secondary educational leaders and employers collaborate to facilitate effective PK-12 preparation and subsequent transition into post-secondary coursework and into careers. The basis of this work will be rooted in the National Career Clusters and Pathways Model, which is explained in detail in the following sections. The implementation guide provides Wisconsin context for the *Ten Key Components* of the Rigorous Program of Study (POS) Framework designed by the United States Department of Education. Programs of Study are for all students PK through 16 and beyond. The standard time assumptions are traditional semesters and academic years, etc., however, as schools are redesigned, Programs of Study are flexible enough to accommodate multiple learning structures. This guide will help make the process of POS design, development, and implementation much more beneficial for school partnerships to accomplish.

How is This Guide Organized?

This guide is organized based on recommendation from local educators. The first section is a short overview of the models and framework. The second section provides planning tools in brief format for those who are ready to take action. The third section goes into deeper discussion of each of the components. The fourth section includes resources. This is expected to be a living document available on the internet. As such we hope that educators will submit numerous tools, examples and artifacts to share with others (see the template for sharing in the appendix). Newcomers to these concepts will want to start with sections 1 and 3 and then work with section 2. Those ready to begin development or enhancement of a POS will start with section 2.

Why are Career Clusters and Career Pathways Important?

Career Clusters—The 16 **Career Clusters** provide a context for learning the skills specific to a career, and provide a structure for organizing or restructuring curriculum offerings and focusing coursework with a common theme such as an interest. **Career Clusters:**

- provide a framework for continuing contemporary, high-quality programs of college and career preparation;
- provide a framework for seamless education from high school through post-secondary;
- provide more career and educational options for students;
- provide a framework for organizing and reorganizing the delivery of career and technical education and needed 21st century skills;

Introduction

- provide understanding of knowledge and skill transfer as well as verification of qualification.

The 79 **Career Pathways** breakdown the 16 Career Clusters into career groupings with shared knowledge, skills, and dispositions required to be successful in careers within the pathway. They are the core of workforce and economic development in Wisconsin. **Career Pathways:**

- promote the connection between education and workforce/economic development;
- offer a seamless transition from high school to career or occupation preparation;
- focus on high skill, high demand, and high wage careers;
- provide a plan for attainment of a technical skill proficiency, and a degree/credential.

Career Pathways are critical to 21st Century schools and learners. Each pathway is grounded in a set of four guiding principles:

1. **Career Pathways prepare students for post-secondary education and careers.** A Pathway is always about both objectives; it's never a choice between one or the other. The probability of making a living wage in today's economy without some form of post-secondary education is already low and will only diminish. Increasingly, career success depends on post-secondary education and gaining and regaining formal credentials—a certificate, associate's degree, bachelor's degree, or higher level of achievement. Gone are the days when high schools could be content to prepare some students for college and others for work.

2. **Career Pathways connect academics to real-world applications.** Each Pathway integrates challenging academics with a demanding career and technical educational curriculum. Pathways alter how core academic subjects are taught; they do not lower expectations about what is taught. Through the Pathways approach, students are expected to achieve at high levels in mathematics, science, English, social studies, and world languages. Students master these subjects through the power of real-world application—their learning is challenged by authentic problems and situations that are part of the modern workplace. Students also have the opportunity to be part of work-based learning and youth apprenticeship, both of which lead to industry based credentials.

3. **Career Pathways lead to the full range of post-secondary opportunities.** Pathways prepare students for all the avenues they might pursue following high school graduation—two- and four-year college, certification programs, apprenticeships, formal job training, and military service. Each Pathway represents a broad industry theme that can appeal to and engage a student regardless of prior academic achievement and post-secondary aspirations. Pathways can eliminate current practices that sort and track high school students in ways that limit options after high school. With careful attention, pathways can ensure that all students from all backgrounds and experiences can succeed in the future workforce. Core skills to be addressed through Pathways include cultural understanding and competence, global and diversity awareness, and fairness/inclusiveness skills for students. A stronger workforce and a vibrant economy is based on diverse contributions and perspectives, and social justice for all in our communities.

4. **Career Pathways improve student achievement.** Pathways and Programs of Study are based on accountability. They are designed to produce higher levels of achievement in a number of measurable arenas, including academic and technical scores, high school completion, post-secondary transitions to career and education, and attainment of a formal post-secondary credential. They also contribute, in ways that most conventional academic and career and technical education curricula do not, to increase student proficiency in vital areas such as creativity and innovation; critical thinking and problem solving;

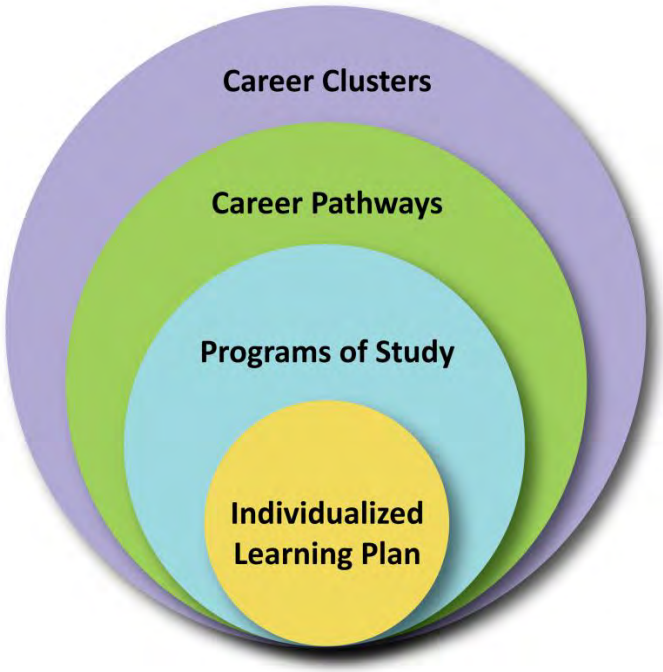
communication; collaboration; diversity competence; creativity and problem solving; and media and information literacy. Finally, Pathways make an immediate difference—helping young people gain higher earnings right after high school and giving students a leg up in the labor market while pursuing post-secondary education.

Career Cluster Framework:

The career cluster framework provides a sequential path for students to take a career interest and develop it into job potential. The 16 broad career clusters are broken down into 79 specific pathways. Students will be able to learn about multiple careers within each pathway and choose one program of study available in their school, which will be developed through the process laid out in this manual. That POS will be tied to community needs, specific partnerships, and a sequence of courses which will provide a channel for students to move seamlessly from high school to a post-secondary institution. The POS becomes a foundation for each students' Individual Learning Plan, which is a portfolio of student accomplishment in preparation for post-secondary education or the work force.

The following graphic is a detailed look at how all these pieces fit together.

Career Cluster Framework



Example

Career Cluster- Manufacturing

Career Pathway- Maintenance Installation and Repair

Program of Study-Electro-Mechanical

Individual Learning Plan-A plan for coursework related artifacts, and experience from 8th grade through 14 and beyond

Career Clusters are broad occupational groupings based on a set of common *knowledge and skills* required for a broad group of careers. Wisconsin has adopted the National 16 Career Clusters that also serve as a tool for organizing curriculum and instruction. Career clusters provide opportunities for all students regardless of their career goals and interests. They are a tool for a seamless educational system that blends rigorous

academic/technical preparation, provides career development, offers options for students to experience all aspects of a business or industry, and facilitates/assists students and educators with ongoing transitions.

Career Pathways are a sub-grouping of careers used as an organizing tool for curriculum design and instruction. Similar to career clusters, career pathways are grouped based on their requirements for a set of core and similar knowledge and skills for career success. Each pathway highlights a specific part of each cluster. An easy example of this can be seen in the Agriculture, Food and Natural Resources cluster. Seven different pathways, from Animal to Plant Systems highlight the variety of interests that each cluster holds for students.

A **Program of Study** is a specific career pathway, defined by a local school/district partnership, which is a sequence of instruction based on recommended standards and knowledge and skills, consisting of coursework, co-curricular activities, worksite learning, service learning and other learning experiences including Career and Technical Student Organizations (CTSO). The sequence of instruction provides preparation for a career.

An **Individualized Learning Plan** (**ILP**) includes a program of study and learning that represents a fluid, living, breathing, mapped academic plan reflecting a student's unique set of interests, needs, learning goals, and graduation requirements. It goes beyond the "four-year plan" by recording the student's connections to the larger community including examples of community service and volunteerism; membership in community organizations; participation in leadership activities outside of school; involvement in job shadowing, mentorships, and/or apprenticeships; and the pursuit of skill development through hobbies, athletics, and fine arts. See the school counseling and advising component for more information on the ILP. The Wisconsin Department of Public Instruction has created a power point outlining requirements of a sample ILP. This link can be found at: http://dpi.wi.gov/sspw/ppt/scilp.ppt

Wisconsin's Sixteen Career Clusters and the Seventy-nine Career Pathways-2010

Agriculture, Food and Natural Resources
- Agribusiness Systems
- Animal Systems
- Environmental Service Systems
- Food Products and Processing Systems
- Natural Resources Systems
- Plant Systems
- Power, Structural and Technical Systems

Architecture and Construction
- Construction
- Design/Pre-Construction
- Maintenance/Operations

Arts, Audio/Video Technology and Communications
- Audio and Video Technology and Film
- Journalism and Broadcasting
- Performing Arts
- Printing Technology
- Telecommunications
- Visual Arts

Business Management and Administration
- Administrative Support
- Business Information Management
- General Management
- Human Resources Management
- Operations Management

Education and Training
- Administration and Administrative Support
- Professional Support Services
- Teaching/Training

Finance
- Accounting
- Banking Services
- Business Finance
- Insurance
- Securities and Investments

Government and Public Administration
- Foreign Service
- Governance
- National Security
- Planning
- Public Management and Administration
- Regulation
- Revenue and Taxation

Health Science
- Biotechnology Research and Development
- Diagnostic Services
- Health Informatics
- Support Services
- Therapeutic Services

Hospitality and Tourism
- Lodging
- Recreation, Amusements and Attractions
- Restaurants and Food/Beverage Services
- Travel and Tourism

Human Services
- Consumer Services
- Counseling and Mental Health Services
- Early Childhood Development and Services
- Family and Community Services
- Personal Care Services

Information Technology
- Information Support and Services
- Network Systems
- Programming and Software Development
- Web and Digital Communications

Law, Public Safety, Corrections and Security
- Correction Services
- Emergency and Fire Management Services
- Law Enforcement Services
- Legal Services
- Security and Protective Services

Manufacturing
- Health, Safety and Environmental Assurance
- Logistics and Inventory Control
- Maintenance, Installation and Repair
- Manufacturing Production Process Development
- Production
- Quality Assurance

Marketing
- Marketing Communications
- Marketing Management
- Marketing Research
- Merchandising
- Professional Sales

Science, Technology, Engineering and Mathematics
- Engineering and Technology
- Science and Math

Transportation, Distribution and Logistics
- Facility and Mobile Equipment Maintenance
- Health, Safety and Environmental Management
- Logistics Planning and Management Services
- Sales and Service
- Transportation Operations
- Transportation Systems/Infrastructure Planning, Management, and Regulation
- Warehousing and Distribution Center Operations

Introduction

The Ten Components

The Ten Components of POS implementation offered in this guide are from those published by the Office of Vocational and Adult Education (OVAE), U.S. Department of Education. OVAE's components are developed in collaboration with major national associations, organizations, and states. Please see the appendix for the chart of the 10 Components, provided by OVAE.

These components are like building a brick foundation—each component is important and provides part of the foundation needed for a successful framework for Program of Study Implementation in Wisconsin. Working through the framework, educators can build a successful program of study.

SECTION II - PROGRAM OF STUDY IMPLEMENTATION PLAN

Putting It All Together

Understanding the *Ten Components* is the first step in implementing a Program of Study; however, many education professionals may ask, "What's next?" or "How do I do it?"

The challenge in putting this guide together was to outline a process while realizing that the process is not necessarily sequential. Components can be used multiple times in numerous areas of implementation. A good exercise to start with in any setting is a self study or survey to determine where the school district is in terms of incorporating the *Ten Components* into the phases outlined in this guide.

POS Implementation may start in a variety of settings—perhaps at a high school, a Cooperative Educational Service Agency (CESA), a technical college or an industry-based organization. For further information on stakeholder groups and contacts, please see appendix on page 63. Utilizing this guide, the creation of a program of study can be successful regardless of where the Program of Study Implementation begins.

This section will outline five phases of the POS Implementation process. Each phase will identify the relevant components of the OVAE National Model of Program of Study Implementation. Further, each phase will contain action steps across three levels of development a Program of Study requires. These levels are Developmental, Implementation and Refinement. There are five basic phases of work in implementing a program of study.

A. **Laying the Groundwork**- Researching best practices and collecting data about model programs of study based on local labor market information.

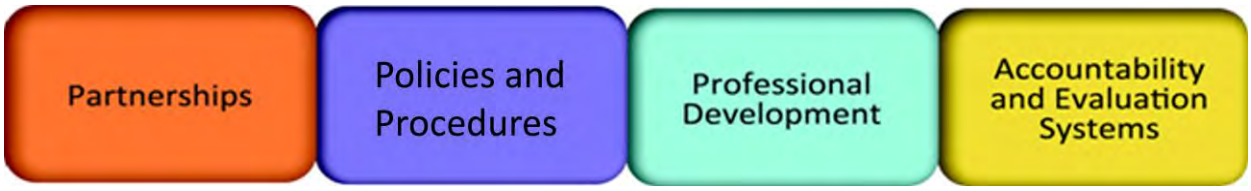
B. **Assembling a Team**- gathering a representative group of all stakeholders who will work together to guide the creation of a Program of Study.

C. **Designing and Building a POS**- After selecting a specific pathway, team members analyze curriculum and determine development and improvement needs. The outcome of this phase is a detailed plan for the implementation of the program of study.

D. **Implementing the Program of Study**- the detailed Program of Study plan is put in place and students enroll in the program and continue on to post-secondary education.

E. **Evaluating and refining the Program of Study**- An evaluation plan is created that defines what data elements are needed, how they will be collected, what the benchmarks for success are, and who is responsible for providing the improvements in the Program of Study. Considerations for refinement of the Program of Study after a strong evaluation.

Laying the Groundwork



Program of Study implementation requires groundwork preparation prior to starting. Think of it as preparing the foundation to be set in the process of building a home. Who does this work will vary by school district and post-secondary institution and may include a variety of individuals from administrators to teachers and from counselors to students and everyone in-between. The critical partnerships created for a particular POS will vary and therefore must be identified for each one that is created.

Relevant components for this phase include the Policies and Procedures and Partnerships. Additionally, it is not too early to begin planning for Professional Development or the Accountability and Evaluation Systems necessary for measuring success. Refer to the component descriptions in *Section III* for more specific information.

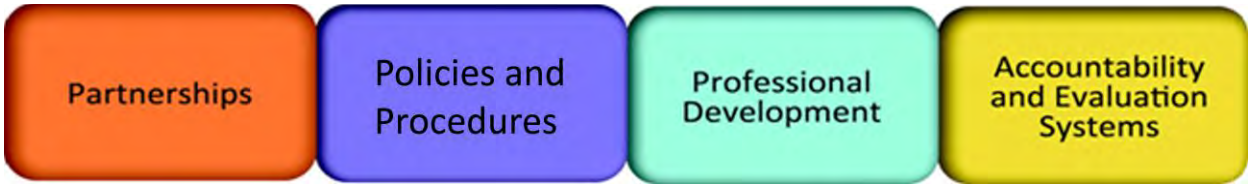
What Does Success Look Like for Laying the Groundwork?

Developmental Level	Needs To Be Considered	In the Planning Stage	Partially Implemented	Fully Implemented
Administrators and policy-makers are familiar with and support the career cluster and pathway initiative.				
Labor market and employer information is reviewed to identify potential Programs of Study.				
An evaluation process is in place for the internal and external review of existing offerings and curriculum at both secondary and post-secondary institutions.				
Needs assessments are conducted to determine training and development needs of local and regional stakeholders.				
Needs assessments of student career interests and necessary technical skills are conducted and analyzed.				

Program of Study Implementation Plan

Implementation Level	Needs To Be Considered	In the Planning Stage	Partially Implemented	Fully Implemented
Potential critical partners are actively identified and solicited.				
Build connections through School-to-Work, Career/Tech Prep, Career and Technical Education or Education for Employment networks.				
Build connections with non-education focused stakeholders like business and industry, chambers of commerce or other community related organizations.				
Educators participate in networking meetings and seminars to stay up-to-date in the Career Pathway field and local economic development needs.				
Needs assessments conducted to determine the focus of POS Professional Development.				
Develop and use network of communications about POS within and across partnerships and organizations.				
Refinement Level	Needs To Be Considered	In the Planning Stage	Partially Implemented	Fully Implemented
Identify possible budget requirements for the first three phases of the POS implementation process.				
Identify potential funding sources for initial and long term Program of Study implementation.				
Identify the existing and potential resources of secondary, post secondary, and community organizations related to potential programs of study.				
Insure that potential Programs of Study are included in the secondary Carl D. Perkins Act applications as soon as possible. Inform Career/Tech Prep coordinators of potential POS as soon as possible				
Partnerships are developed and evaluated to ensure growth and stability for POS.				

Assembling a Team



Program of study design and implementation requires collaboration at every level of the process. Based on your local community, a team should be convened that includes content and CTE teachers, curriculum and CTE coordinators, counselors, business and industry representatives, post-secondary partners, education administrators, labor union representatives, and recent graduates. This team will first examine policies and procedures currently operating in partner organizations to determine if they are in alignment with POS implementation guidelines. This analysis will lead to the creation of relevant policies and procedures the school district or post secondary institution may need to implement or alter. The team has many planning responsibilities. The first is to examine local labor market data and determine the highest employment needs in the local community and region. This data will help determine the specific pathways and curriculum needed for this community. It is essential to look at both secondary and post-secondary connections to make sure that a relevant pathway is created for a seamless student transition. It is also important to look at other sources of information, including asking local employers what skills they are looking for in future employees. Are the connections in place to lead students in this Program of Study to high-skill, high-demand, or high-wage jobs?

Another responsibility of the team is to insure that secondary and post-secondary partners work together on the design, development and implementation of Programs of study. Both secondary and post-secondary educators should view the Career/Tech Prep coordinator at their local technical college as their first point of contact in POS development. Please refer to www.wicareerPathways.org or this guide's appendix for a listing of the Career/Tech Prep coordinators at each of the 16 Wisconsin Technical colleges. Good questions to ask include how many students from the high school are going on to that college, how many are prepared for college-level work, what programs they are completing, what are local articulated/ dual credit courses, and how many transfer on to a 4-year college.

It is possible that a workforce or economic development agency might initiate Program of Study planning. Another great resource is the local or CESA CTE Coordinator, who may know valuable information about local career and technical education programs in their region. They would also make excellent speakers for teacher professional development as well.

This team will continue the work throughout all five phases of this project. The team is integral in planning, implementing, and evaluating the POS and should provide feedback for any necessary changes required. Leadership for this team is critical. It is important to identify team leaders from both the secondary and post-secondary institutions and give them the time and resources they need to be successful.

Program of Study Implementation Plan

What Does Success Look Like for Assembling a Team?

Developmental Level	Needs To Be Considered	In the Planning Stage	Partially Implemented	Fully Implemented
A team approach consisting of secondary school counselor(s), core academic teachers, CTE teachers, a curriculum or CTE/STW/E4E coordinator, business and industry representatives, and post-secondary Career/Tech Prep coordinators, content specialists, and deans is utilized.				
Program of Study team members and stakeholders become knowledgeable about career clusters, pathways, and regional POS opportunities.				
Introductory professional development is researched, developed, and provided.				
Team member roles and responsibilities are identified.				
Implementation Level	Needs To Be Considered	In the Planning Stage	Partially Implemented	Fully Implemented
The POS team reviews relevant secondary and post-secondary curriculum related to the POS.				
The POS team needs to collaborate with any existing advisory committees and encourage the integration of resources.				
Professional development opportunities for stakeholders are identified and shared.				
Program of Study team members and stakeholders participate in professional development programs specific to each stage of POS development.				
Data on POS development progress is collected and analyzed for quality, including how well it meets the needs of diverse students. Progress reports are created and shared with all stakeholders.				

Refinement Level	Needs To Be Considered	In the Planning Stage	Partially Implemented	Fully Implemented
There is evidence of regular, productive POS team meetings and collaborative maturity.				
POS choices are evaluated to insure they correspond with analyzed labor market data and to ensure nondiscrimination and equity in POS opportunities.				
Labor market information and stakeholder input are used to expand, refine, and update the POS in order to maintain or exceed industry standards.				

Designing and Building a POS

Designing and building a Program of Study in a specific Career Pathway goes way beyond filling in a chart with the names of existing coursework. This stage includes reviewing college and career readiness standards, skill attainment certifications, current and prospective articulation agreements, appropriate course sequencing, and accountability and evaluation systems.

The POS team will first review the skills and knowledge required for entry into a specific occupational or college program as well as entry into work. It is critical that post-secondary educators and business stakeholders are included to clarify the knowledge and skill proficiencies a student needs to have mastered by the completion of a program of study. Next, the POS team will first review the knowledge and skill statements of each Career Pathway to assess the sequence from secondary to post-secondary of existing or potential courses. Coursework mapping is the tool designed to assess what is currently offered and compare it to curriculum aligned to college and career readiness standards to truly prepare students for a successful career and future learning. Sample or initial knowledge and skill statements can be found on http://www.careertech.org/ . An example of the knowledge and skill cluster statement from the careerclusters.org website follows. There are cluster-level and pathway-level knowledge and skills competencies that should be used to crosswalk current offerings. These statements can also be vetted with local industry groups.

Health Science Career Cluster
Cluster Knowledge and Skill Statements

The following Cluster (Foundation) Knowledge and Skill Chart provides statements that apply to all careers in the Health Science Cluster. Persons preparing for careers in the Health Science Cluster should be able to demonstrate these skills in addition to those found on the Essential Knowledge and Skills Chart. The Pathway Knowledge and Skill Charts are available in separate documents.

Cluster Topic HLC01	**ACADEMIC FOUNDATIONS:** ***Achieve additional academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within a career cluster.***
HLC01.01	**Health care workers will know the academic subject matter required for proficiency within their area. They will use this knowledge as needed in their role. In addition to state high school graduation requirements, the following are included:**
HLC01.01.01	Use a knowledge of human structure and function to conduct health care role.

The POS team will work with the knowledge and skill statements for the purpose of both vertical and horizontal curriculum alignment. Horizontal alignment refers to teaching certain knowledge and skills at the same grade levels that are relevant in related subject areas. This includes content from academic and CTE coursework. Vertical alignment builds upon pre-existing knowledge from one grade level to the next, transitioning from high school to post secondary courses. This alignment will include determining where each specific knowledge and skill will be incorporated in the individual course sequence. The team next aligns the specific knowledge and skills with existing courses or develops and designs new courses and begins sequencing the courses.

In addition to the mapping of knowledge and skill statements and the sequencing of existing and new courses, the POS team will also look for opportunities for articulation agreements that add value to a high school diploma and provide seamless student transition to the post-secondary post secondary portion of their program of study. Articulation agreements will be revised, improved, or newly developed as called for in the program of study. Another related task of the POS team is to incorporate certifications or related credentials for technical skill attainment throughout the Program of Study, with input from their business partners.

Additional national standards to consult include relevant academic and Career and Technical Education content standards, industry developed standards, teacher association standards, and 21st century skill standards. Additional information can be obtained through specific occupational DACUMS conducted at the post-secondary level. The DACUM process starts with industry descriptions of knowledge and skills that an employee needs to be successful in a specific occupational area.

The POS team can use the tool to build a program of study sequence of courses on the Wisconsin Career Pathways website. This website also provides a great resource for POS teams to look at similar programs of study developed around the state. In order to Build POS charts utilizing the website, educators will need a login, obtainable through the Career/Tech Prep coordinator. Anyone can visit the website and utilize its multiple resources without a password. For more information on the website, please see the appendix.

Lastly, the POS team will design the accountability and evaluation plan to collect data for evaluating the POS. Data is essential to determine success of the POS. Data must be disaggregated and analyzed to provide information on how and to what proficiency level diverse groups of students are achieving the required competencies. Such data

contains clues as to what parts of the POS needs to be strengthened. Data from secondary, post-secondary and employer stakeholders needs to be included in the overall evaluation and accountability plan.

What Does Success Look Like at this Step?

Developmental Level	Needs To Be Considered	In the Planning Stage	Partially Implemented	Fully Implemented
Knowledge and Skill Statements have been analyzed, verified, and/or modified if needed and mapped to existing or future courses.				
Secondary and post-secondary curricula are aligned to national standards with industry and community objectives in mind in order to develop an appropriate sequence of courses.				
Required academic, technical, and employability skills are mapped throughout the POS curriculum.				
Data is analyzed according to demographic groups of students participating in the POS to determine the size, scope, and possible supports or interventions needed to close any gaps.				
A 3-5 year plan is used to guide decisions regarding course offerings and POS development, implementation, and refinement.				
Implementation Level	Needs To Be Considered	In the Planning Stage	Partially Implemented	Fully Implemented
Stakeholders verify that the planned courses in the POS represent a coherent and rigorous sequence.				
Both secondary and post-secondary courses are included.				
The district processes for curriculum development are being followed at both secondary and post-secondary levels.				
Curriculum is written with content objectives, state/ national standards, assessments, learning strategies, and evaluation strategies.				
The POS design requires innovative teaching and learning methods that integrate the use of technology, inquiry, challenge, and problem-based approaches, higher-order thinking skills, and competency based learning.				

Program of Study Implementation Plan

Implementation Level	Needs To Be Considered	In the Planning Stage	Partially Implemented	Fully Implemented
Articulation agreements are developed or enhanced to provide for transcript ted credit and advanced standing with post-secondary partners.				
Evaluation systems are designed to insure that courses represent a sequence of instruction that leads to a degree, certificate, or credential.				
Evaluation systems are designed to insure that course and POS outcomes are equitable based on sex, race, disability, English Language Learner status, economic status and other special populations as defined by the Perkins law.				
The POS is built and located online at the Wisconsin Career Pathways website or is available to all stakeholders. (Optional)				
A 3-5 year implementation plan has been developed and contains goals, timelines, and tasks to be performed related to the *Ten Components* of the career pathway.				
Refinement Level	Needs To Be Considered	In the Planning Stage	Partially Implemented	Fully Implemented
POS curriculum is aligned with the current Wisconsin Model Academic Standards for Comprehensive School Counseling and all content areas.				
Students and parents have opportunity for input into the development of the POS.				
Current Wisconsin Statewide exams and other student assessment data are analyzed and used to make curriculum improvements for all students and for sub-groups of students.				
Articulation agreements are developed and updated on an annual basis and are shared with stakeholders.				
The POS team works with industry to identify the value added certifications required for occupations.				
Schools, the community and employers must provide relevant work-based learning opportunities for each and every student.				

Professional development opportunities are provided to support educator's use of innovative teaching and learning methods.				

Implementing the POS

Once a Program of Study is designed by the team and verified by all stakeholders, the next step is implementing or engaging students in the Program of Study. At this point, the components of School Counseling and Academic Advising, Teaching and Learning, and continued Professional Development components are the focus in this phase. The work of the other components may appear at any time in the implementation phase, but the three components are critical to link developed programs of study to the students who will utilize them.

From a student's point of view, the POS is a key component of an Individual Learning Plan (ILP). An ILP is part of the Wisconsin Model for Comprehensive School Counseling, which recommends that each student create an ILP before leaving middle school and review and update it yearly throughout high school. An ILP is a fluid, living, breathing, mapped educational plan reflecting a student's unique set of interests, needs, learning goals, and graduation requirements. It goes beyond the "four-year plan" used for many years in high schools by documenting the student's connections to the larger community including examples of community service and volunteerism; membership in civic or community organizations; participation in leadership activities outside of school; involvement in job shadowing, mentorships, and/or apprenticeships; and the pursuit of skill development through hobbies, athletics, and fine arts. See the School Counseling and Academic Advising component in Section three of this manual for more information on this. The Wisconsin Department of Public Instruction has created a power point that outlines requirements of a sample ILP and is available at http://dpi.wi.gov/sspw/ppt/scilp.ppt.

Teaching and Learning reform and research has provided recommendations for the kind of instructional methods and practices as well as the organization of content that leads to higher student achievement. Research suggests that the teacher and their instructional skills is the single most important factor in student achievement. Because of this research, Wisconsin adopted administrator, teacher, and pupil services educator standards found at the following link: http://dpi.wi.gov/tepdl/standards.html. Information about requirements for ongoing teacher learning and development can also be found at http://dpi.wi.gov/tepdl/initialed.html. The following links will show numerous instructional strategies that any teacher may find useful to incorporate into their classrooms.

Professional development is also critical to the success of the educator.
http://www.mcrel.org/PDF/Instruction/5992TG_What_Works.pdf

http://www.marzanoresearch.com/site/# (Click on Professional Development)

http://www.alliance.brown.edu/tdl/tl-strategies/crt-principles.shtml

What Does Success Look Like at this Step?

Developmental Level	Needs To Be Considered	In the Planning Stage	Partially Implemented	Fully Implemented
Classroom curriculum, instruction, and assessments are aligned with each other and meet the goals designed by the POS team.				
Teachers know about and actively participate in professional development to incorporate innovative teaching and learning strategies.				
School counselors are familiar with the POS framework and can locate and utilize information on each of the 16 Career Clusters and 79 Career Pathways.				
Counselors and teachers provide students with career awareness, career interest assessments, traditional and nontraditional career exploration opportunities and facilitate student career development growth.				
The school district will work with local employers and community members to insure that students have opportunities to participate in work based learning.				
Course description booklets include information on Career Clusters, Career pathways, and Programs of Study and identify how courses and course sequencing are related.				
Implementation Level	Needs To Be Considered	In the Planning Stage	Partially Implemented	Fully Implemented
School counselors are familiar with, support, and promote the school's Programs of Study and actively contribute to the work of the POS team.				
School counselors have participated in the Wisconsin Comprehensive School Counseling Model (WCSCM) Level I, II, and III Trainings or similar program supporting contemporary school counseling.				
Teachers evaluate course and POS data and use the information to improve student achievement or the operation of the POS.				
Teachers demonstrate a commitment to their ongoing learning through highly effective professional development.				

Program of Study Implementation Plan

Implementation Level	Needs To Be Considered	In the Planning Stage	Partially Implemented	Fully Implemented
Teachers encourage student feedback to provide input to their education and help make necessary improvements.				
Teachers are familiar with common core content and proficiency standards as well as ever changing technical content related to the Program of Study.				
School counselors have educated other teachers and staff about the purpose and practice of comprehensive school counseling.				
Teachers integrate the development of the student's ILP into classes and activities.				
Students are engaged in the learning process and show evidence of growth throughout their POS. Continuous annual review of the ILP will demonstrate results. Diverse groups of students have substantially equal outcomes from the courses and activities in a POS.				
Students and parents are informed about labor market information, high demand/ high wage careers, and multiple educational pathways to prepare for those careers.				
Students are exposed to a variety of field trips, guest presenters, and mentors related to careers. Presenters represent the gender, ethnic, cultural, disability, and other diversity of the community.				
Students are developing and redeveloping post-secondary and career plans using the ILP, including their individual program of study.				
A comprehensive model of PK-12 career development is available to all students in the district.				
Employability Skills Certificates and other skill certificates (DPI, DWD, or industry-based) are earned by students. Copies of the certificates earned are retained as evidence of success of the POS.				

Refinement Level	Needs To Be Considered	In the Planning Stage	Partially Implemented	Fully Implemented
Interest, skill, and aptitude inventories and assessments are available to students. Care is taken to overcome stereotypes and myths about careers appropriateness based on gender, ethnicity, disability, or other diversity factors.				
Teachers and community members help students expand their interest, understanding, and awareness about careers.				
Students can identify at least one career cluster or related pathways they are interested in pursuing. They can also show the connection of those pathways to their current learning.				
Students utilize the POS documents to develop their ILP beginning in middle school but no later than 8th grade.				
Students use the ILP to guide course selection decisions each year.				
Students demonstrate growth toward and mastery of Program of study knowledge and skills.				
Achievement gaps based on sex, ethnicity, disability, or other diversity factors are analyzed and steps are taken to close those gaps.				
Student employability and 21st century skills are assessed at various levels so improvement in skills can be documented.				
The Comprehensive School Counseling Model articulates how the district meets the education for Employment Plan requirement to provide every student with the equivalent of a semester long course in career development.				
Students use the internet, e-portfolios, and/or career development software/materials in classroom lessons and advisement sessions to fulfill the goals of their ILP and POS.				
Students select classes based on their ILP and individual POS utilizing career clusters and pathways.				

Program of Study Implementation Plan

Refinement Level	Needs To Be Considered	In the Planning Stage	Partially Implemented	Fully Implemented
Students participate in documented work experiences, youth apprenticeship, job shadowing, and volunteer experiences related to their Program of Study.				
Students participate in "Career Pathways Days," "Career Fairs," "Career Expos," WI Education Fair, Reality Fair/Store, Mini-Business World, and student participation is documented.				
Students participate in career fairs, career days, and other events hosted by universities, technical colleges, and other partners.				
Parents/students are participating in educational/career planning conferences with the school counselor as defined by the WCSCM. Conferences assist in identifying the student's career goals, planning for course selection, reviewing academic performance, and updating the student's ILP.				
Students and parents are provided career development resources and strategies.				
Secondary and post-secondary educators review the data on non-traditional course or program participation and completion				
Review the number of student earned certifications is evaluated to determine improvements or enhancements for the refinement of the POS.				
Students continue their ILP as they transition from secondary to post-secondary education options.				
Counselors have written career development curriculum that is aligned to the WCSCM and that support POS implementation.				
Diverse and representative guest speakers are invited to present to students on work readiness skills and/or specific occupations.				
Secondary schools prepare students for post-secondary education without the need for academic remediation in each POS.				
Students are prepared to enter into the workforce, prepared with 21st century and technical skills key to successful employment.				

Evaluating the POS

The last phase in implementation is developing and implementing a detailed plan for evaluation and accountability. Through each of the phases, the POS team has made design decisions and draft data collection plans that will require both formative and summative evaluation.

Formative is an assessment of efforts prior to their completion for the purpose of improving efforts. The aim of this evaluation is prospective—to improve, to understand strengths, in order to replicate them or to isolate weaknesses in order to redesign them. Formative evaluations are done after specific events or points in time to get data about what happened. Answers to questions like what were the results, and what impact on the Program of Study or participants can then be documented for future analysis.

There are four main goals for formative evaluation:

- Planning-clarifies and assesses POS plans
- Implementation-focuses on the extent to which a program is proceeding according to plan.
- Progress-assesses a POS programs progress from design to full implementation usually involves benchmarks that are assessed along the way.
- Monitoring-is often conducted by an outside (impartial) evaluator for the purpose of overall POS evaluation.

Summative Evaluation assesses program outcomes or impacts. Summative evaluation is retrospective-to assess concrete achievement. A summative evaluation could occur quarterly, twice a year, or at the end of the implementation phase.

At this point, the team refines and finalizes an evaluation and accountability plan. Such a plan defines:

- the data elements to be collected,
- a timeline for each evaluation activity
- the individuals responsible for collecting/ analyzing the data, and
- checkpoints where the POS team will review and reflect on the data.

Evaluation and accountability results will be shared with partners. The partners and the POS Team will decide based on the data what changes or improvements are needed in the design and implementation of the POS. Finally, professional development opportunities based on the data will be provided to all stakeholders so that planned refinements can be supported.

Program of Study Implementation Plan

What Does Success Look Like at this Step?

Developmental Level	Needs To Be Considered	In the Planning Stage	Partially Implemented	Fully Implemented
POS formative and summative evaluation plan is developed and refined on a regular basis and will include short and long term local school, district, department, and individual performance goals and priorities.				
The accountability/assessment plan addresses the core indicators of Perkins IV legislation.				
Data collection systems are established or coordinated to provide data needed for formative and summative evaluations.				
All data is analyzed in both the aggregate and disaggregate.				
Using the evaluation charts in this manual, accountability takes place to evaluate the POS and measures are identified with a plan to benchmark and report the outcomes from the data. Any performance or achievement gaps based on diverse characteristics are identified and addressed to eliminate the gaps.				
Implementation Level	Needs To Be Considered	In the Planning Stage	Partially Implemented	Fully Implemented
Disaggregated data on participants in high school enrollment, dual/ transcripted credit, youth options, and post secondary programs is collected and analyzed.				
Data on utilization of articulation agreements, including and the number and type of participants of secondary and/or post-secondary articulation agreements is collected, reported and analyzed.				
Follow-up data is collected on diverse Career Pathway completers and high school graduates (i.e., post-secondary education institution application(s), post-secondary education major declared, post-secondary institution enrollment, etc.).				
POS implementation team members are engaged in continuous formative and summative evaluation on the program of study.				

Implementation Level	Needs To Be Considered	In the Planning Stage	Partially Implemented	Fully Implemented
Professional development is based on the findings of the evaluations and includes measurable improvements for one or more of the following: • new instructional methods/strategies, • differentiated instruction, • introduced a new course, • implemented a new course, • major revamping of units, and/or • new assessments/ rubrics added to units, student achievement and success, etc.				
The school, district, and POS team keep track of enrollment and course grades, course passage rates, and WKCE, Explore, Plan, ACT/SAT scores, post-secondary placement assessments, etc., by student demographic economic status, gender, ethnicity, disability, ELL, special population status, etc.) and program categories. (AP students, Career Pathways completers, CTE concentrators, etc.) over time.				
Data on participants of co-curricular and experiential learning opportunities (i.e., School-to-Work participants, students completing an internship or co-op experience, CTSOs, etc.) is collected and analyzed, including by demographic status.				
Action steps are identified to address the goals and priorities and progress toward completion of the action steps is monitored by the accountability/evaluation team as well as the career pathways team.				
Develop specific student competencies for each program of study and utilize them.				

Program of Study Implementation Plan

Refinement Level	Needs To Be Considered	In the Planning Stage	Partially Implemented	Fully Implemented
Evaluation instruments and data collection systems are functioning to track POS measurable outcomes in all of the following: • new instructional methods/strategies, • differentiated instruction, • introduced a new course, • implemented a new course, • major revamping of units, and/or new assessments/ rubrics added to units, student achievement and success, etc.				
The POS implementation team is actively reviewing and updating the POS on a regular basis as a result of the evaluations.				
The school, district, and POS team keep track of both secondary and post-secondary graduation rates over time to determine effectiveness of the POS delivery.				
Enrollment, course grades, course pass rates, exam pass rates, graduation rates, etc., are reported and analyzed				
Data on who earns state and/or national certification exams is collected and analyzed, including by demographic status.				
Feedback on data is solicited from stakeholder groups and documented.				
POS, CTE programs, and curriculum are updated and revised based on data-driven observations, including different performance or success based on demographics, recommendations, and decisions from various stakeholder groups.				
Revisions are made to the POS documents as courses are added or deleted from the middle school/high school/ technical college offerings.				
The POS team analyzes the POS budget to determine current and future expenditures as well as cost effectiveness.				
Increased student achievement is documented based on the data from one or more of the following: number of articulation agreements, student participation in CTSOs, participation in leadership activities, skills certificates completed, and participation in work-based learning options.				

Refinement Level	Needs To Be Considered	In the Planning Stage	Partially Implemented	Fully Implemented
An evaluation of the team approach is conducted on a continuous basis. The team consisting of school counselor(s), core academic teachers, CTE teachers, a curriculum coordinator, CTE Coordinator, business and industry representatives, post-secondary partners, and legislators actively manages and updates the POS. The team represents the diversity of the community or region and includes one or more individuals with knowledge of the needs of special populations.				
The POS team evaluates the participation in and the effectiveness of student's use of individual learning plans.				

SECTION III - A Deeper Look at the Ten Components

A Deeper Look at the Ten Components

Section III is a detailed part of the guide, which articulates each of the ten components of Program of Study Implementation. Each component is thoroughly investigated and step-by-step analysis of the POS Implementation process is included.

Those not familiar with the POS implementation process may utilize this portion of the guide much more closely than those immersed in the process. For others, it may provide a refresher to make sure that each component is thoroghly implemented at each step in the process.

A Deeper Look at the Ten Components

College & Career Readiness Standards

Content standards that define what students are expected to know and be able to do to enter and advance in college and/or their careers are at the core of Program of Study development and implementation. These standards—contributed dually through **local/regional** discussion with education and business partners as well as through key **national** initiatives, such as the Common Core State Standards, provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them.

Essential Elements

- ***Develop and continually validate College and Career Readiness Standards in collaboration with post-secondary and industry partners, as well as with secondary colleagues.***

Utilizing a well-developed partnership, educators should align and collaborate on defining and validating standards required of students upon the multiple exit points on a career pathway. When students transition to a post-secondary institution, clear standards or expectations of the skills the student will have for success should be clearly spelled out. In Wisconsin and nationally, post-secondary institutions have many similarities in the general readiness expectations for incoming students, especially in key academic areas of math, language arts, and science. And as skills sets frequently change within occupations, a plan to continually revisit the standards should be in place.

When designing programs of study, understanding the technical and academic coursework transition between grades 12 and 13 requires conversations between secondary and post-secondary teachers and staff to discuss the "threshold" at which college programs begin, to identify common content gaps/overlap, and to clearly understand performance expectations at the beginning of the 13th grade level of the Program of Study. These conversations among high school and college staff may be a relatively new development for some institutions, but they are critical to creating programs of study that are efficient and effective in helping students make progress toward their goals.

- ***The focus of discussions among secondary, post-secondary, and industry partners should be to create coherent, non-duplicative sequences of coursework through which students make progress without repetition or remediation***. Many programs of study will allow students to earn college credit while still in high school, but all programs of study should be designed to try to **eliminate the remedial coursework** that students have to take in college. "National data from the U.S. Department of Education on participation in remedial education found that 34% of all new entering college students required at least one remedial education class. Of those students who enrolled in a community college, 43% required some remedial education, 40% of high school graduates need remedial coursework when they get to college." (Vandal, 2010) Effective Career Pathway development can help Wisconsin students avoid remediation and continue progress in their chosen career field.

- ***Incorporate essential knowledge and skills and provide the same rigorous knowledge of such skills (i.e., academic skills, communication, and problem solving) which students must master regardless of their chosen career area or POS.***

The most recent and most widely-supported work on knowledge and skills that are essential for American students is the Common Core State Standards initiative (http://www.achieve.org/achievingcommoncore). At the heart of the Common Core State Standards initiative lays a quest for every student to achieve a baseline of essential knowledge and skills. Educators should incorporate this baseline as a starting point for discussions on the curriculum design for the Pathway.

The Common Core State Standards initiative is based on the reality that across the nation there is an "expectations gap," a disconnect between what students need to know to earn a high school diploma and what they need to know to be successful in college and careers. The recently-developed Common Core State Standards aim to help close this gap, as they are anchored in college- and career-ready expectations and were designed to ensure all students progress to the college and career-ready level by the end of high school. These college- and career-ready content standards, with their notion of a "line" or "threshold" that all students need to get to in order to be ready for college and careers, have been based on evidence from a number of sources, including international benchmarking, surveys of post-secondary faculty and employers, review of state standards, and expert opinion.

But the standards alone are not enough; local districts need policies in place to ensure that students have actually met the expectations in the standards. For instance, extensive national research suggests that for high school graduates to be prepared for success in post-secondary settings and in the 21st century workforce, they need to take four years of challenging mathematics—including content at least through Algebra II or its equivalent—and four years of rigorous English aligned with college- and career-ready standards.

As these standards are implemented in Wisconsin in coming years, POS teams need to be aware of how the Common Core standards should influence the content expectations of their programs of study. For example, it should be common for students enrolling in Programs of Study to be encouraged to select from a range of high quality mathematics options. For instance, a student interested in starting a business after high school could be in a POS that includes a course on mathematical decision-making. STEM-intending students should be in programs of study which strongly encourage them to take Pre-calculus and Calculus and perhaps a computer science course.

The intertwined work of implementing Programs of Study along with the Common Core State Standards provides school districts with the opportunity to re-evaluate their high school graduation requirements—and course content—to ensure that **all** students are expected to take courses that will prepare them for college, careers, and life.

- ***Incorporate industry-recognized technical standards that are valued in the workplace.*** In addition to core academic skill mastery based on standards, each given Pathway should provide opportunities for students to gain technical mastery. The technical mastery is defined with the assistance of the Career Pathway team including input from business and industry. As skills evolve due to changing industry expectations, the team should incorporate continued input into the technical skill standards to ensure students leave their respected institutions with the skills to succeed.

A Deeper Look at the Ten Components

College and Career Readiness Standards	Needs To Be Considered	In the Planning Stage	Partially Implemented	Fully Implemented
Develop and continually validate College and Career Readiness Standards in collaboration with post-secondary and industry partners, as well as with secondary colleagues.				
Incorporate essential knowledge and skills and provide the same rigorous knowledge of such skills (i.e., academic skills, communication, and problem solving) which students must master regardless of their chosen career area or POS.				
Focus on lowering common remediation needs of entering college students.				
Incorporate industry-recognized technical standards that are valued in the workplace.				

Partnerships

Cultivating partnerships is fundamental to successful career clusters and pathways framework in Wisconsin schools districts and post-secondary institutions. There are two types of partnerships that are essential: *internal* and *external*. Partnerships should include relationships within the school and/or district and/or post-secondary institution in the form of curriculum integration. Relationships with constituents from business and industry and other civic entities or professional organizations within the community should be included. Identify representatives from internal and external sources to formulate a career pathway team that will manage and administer Career Cluster and Pathway framework development and implementation.

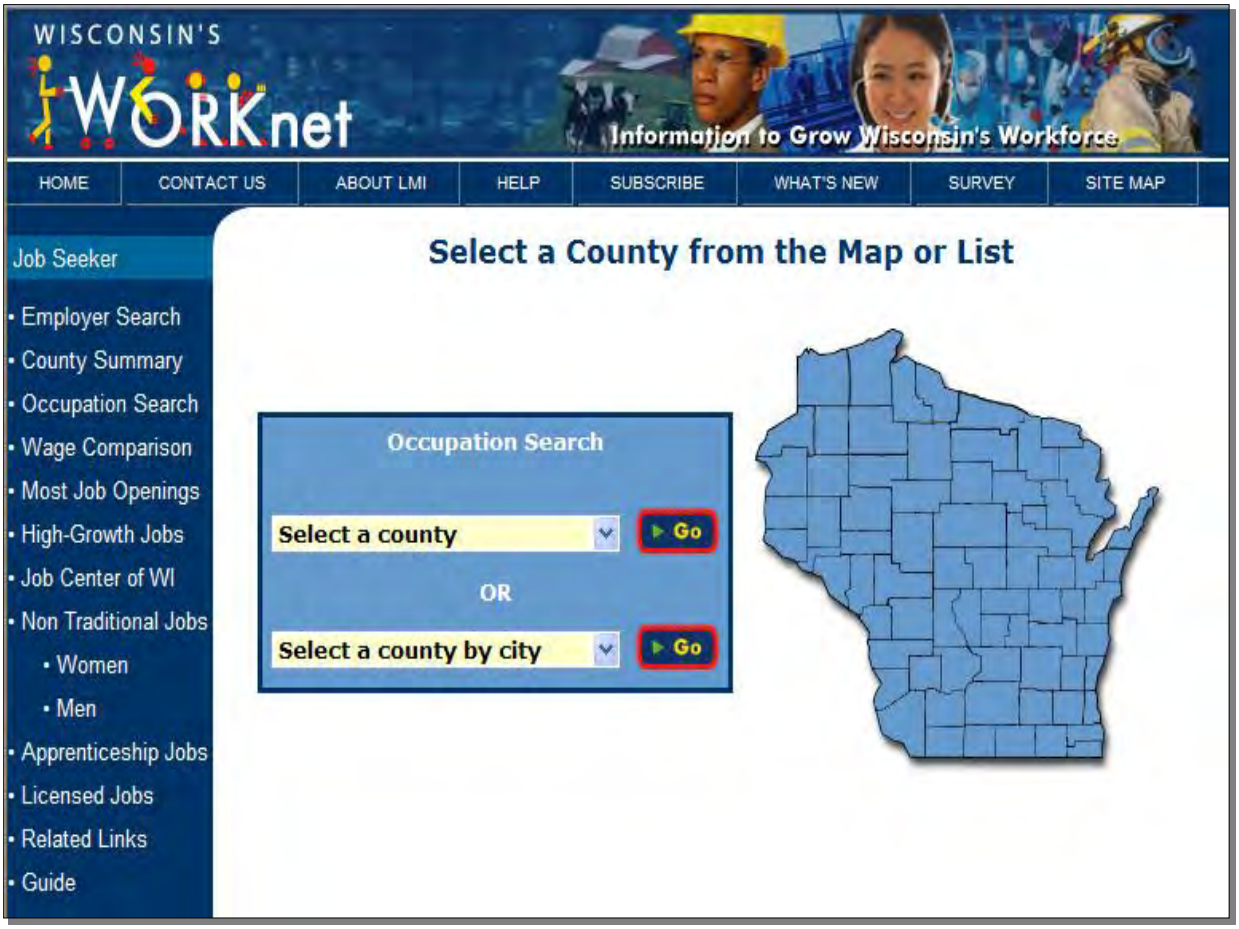
Steps

- ***Plan and elaborate on the goals, mission, or statement of purpose of partnerships.***
  Successful career pathway team partnerships begin with clear documentation. The school/district/post-secondary institution should determine broad goals and intended outcomes of partner relationships and put them in writing to serve as the partnership's mission/purpose. Next, create written documentation that describes the roles and responsibilities of each individual/organization involved in a specific partnership. Without this documentation, roles, responsibilities, and expectations are unclear.

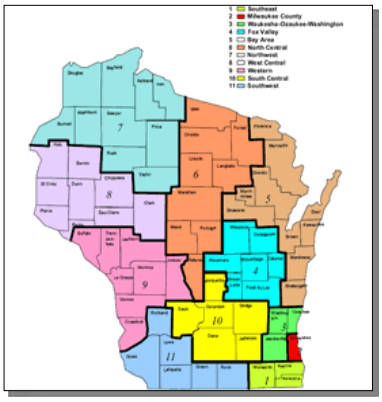
- ***Conduct ongoing analysis of economic and workforce trends.***
  Education professionals cannot make effective decisions about local, regional, or statewide Career Pathways to be created, expanded, or discontinued without being fully informed about current and future economic and workforce trends. It is up to education professionals to be knowledgeable about jobs within the economy that the selected career pathway serves. Secondary teachers and school counselors along with post-secondary faculty and academic advisors must inform students and parents about those current and future trends. This includes teaching students and parents how to find and interpret job information and trends as part of an assignment, or through a student-parent career planning session.

  The WORKnet website (http://worknet.wisconsin.gov/worknet/) offers pertinent job information in Wisconsin and is a good place to gather job projection data. This site contains a variety of labor market information including high-growth jobs, jobs with the most openings, and the ability to search in a regional format. Most jobs data is presented in the form of current statistics as well as short- and long-term projections based on job titles or standard industry codes. Remember that the Career Cluster and Pathway framework which focus on careers may actually prepare students for several jobs within a cluster and/or Pathway.

A Deeper Look at the Ten Components



- ***Link to existing local, regional and/or state initiatives that promote workforce and economic development.***
  Education professionals should work with other education, business and industry, workforce and economic development partners to identify existing and ongoing industry sector planning strategies and activities. Connect with local and/or regional workforce and economic development boards. Become involved in chamber of commerce and other civic organization activities to find out what is going on in the community/region and consider how education can get involved to further enhance existing initiatives.



- ***Identify, validate, and continue to update the employability, technical, and work-readiness skills that should be attained within a Career Pathway.***
  The career cluster and pathway team should conduct research about current and future economic and workforce trends and they should identify existing local/regional initiatives and examine existing articulation agreements. Articulation agreements from high school to technical colleges and universities are listed on technical college and university websites (WTCS articulations http://systemattic.wtcsystem.edu/reports/STW/articulation_agreements.htm). Course-by-course articulation agreements among post-secondary institutions can be found on the University of

Wisconsin (UW) System Transfer Information System web site. For further information please visit the following websites http://www.witechcolleges.org/transfer/agreements_by_college.php and http://www.uwsa.edu/tis/.

Once the career cluster and pathway team has identified a Career Pathway, the school/district should establish an advisory council or board **or** partner with an existing technical college advisory board. Advisory committee membership should consist of secondary and post-secondary education partners as well as business and industry representatives who are vital to the local community and/or region.

Partnerships	Needs To Be Considered	In the Planning Stage	Partially Implemented	Fully Implemented
Plan and elaborate on the goals, mission, or statement of purpose of partnerships				
Conduct ongoing analysis of economic and workforce trends.				
Link into existing local, regional, and/or state initiatives that promote workforce and economic development.				
Identify, validate, and continue to update the employability, technical- and work-readiness skills that should be attained within a Career Pathway.				

A Deeper Look at the Ten Components

Professional Development

Professional development in a successful Career Clusters and Pathways program contains opportunities for administrators, teachers, school counselors, and other education professionals and stakeholders to implement and evaluate career cluster and pathways. . Professional development is necessary at every level of implementation and should be provided to help teachers and other partners learn more about programs of study.

Steps

- ***Support the alignment of curriculum using national, state, and industry standards.***

Professional development opportunities must allow for a team approach to Career Cluster and Pathway research, development, implementation, and revision. The Career Cluster and Pathway team should consist of school counselor(s), core academic teachers, Career and Technical (CTE) teachers, district CTE coordinators, a curriculum coordinator, business and industry representatives, post-secondary partners, (including academic and occupational instructors/faculty and academic advisors) and legislators.

Successful Career Cluster and Pathway teams need concentrated time together to evaluate the knowledge and skill statements within a Career Pathway and to align curriculum around the standards model. Then, the team plans the curriculum from grades 9 -16.It is critical for secondary and post-secondary partners to work together on the curriculum planning. More often than not, secondary partners are not fully aware of what post-secondary partners or business and industry is doing. Likewise, post-secondary partners may not be completely informed about the curriculum that students take prior to pursuing post-secondary education. Business/industry representatives in the community and/or region may not always have a good handle on everything that education professionals are doing. Therefore, one of the first activities a career cluster and pathway team should engage in is the examination and alignment of the knowledge and skills statements to determine if the existing curriculum has consistent standards; course syllabi and objectives; and program competencies or outcomes. Here is a sample agenda for a local professional development day.

Career Cluster and Pathway
Professional Development Agenda

- Welcome and Introductions
- Overview of Career Clusters and Pathways
- Review of Labor Market Data and Selection of a Pathway
- Review of Knowledge and Skill Statements
- Analysis of Existing Curriculum
- Identification of Gaps in Curriculum
- Development of Plan to Address Gaps
- Adjourn

Another resource for education professionals is this piece on incorporating knowledge and skills.
http://www.dpi.wi.gov/cte/pdf/curriccrosswalk.pdf

- ***Support the development of integrated academic and career and technical curriculum and instruction.***

Promising Practices:

CTE and Academic teachers developed a Science of Transportation course at FVTC; this course is a hands-on contextual course which teaches students physics and chemistry in their occupation.

When the Career Cluster and Pathway team convenes to examine and review knowledge, skills, standards, and curriculum, the team must also work to integrate academic and career and technical coursework. This provides the whole picture of where in the curriculum the knowledge and skills required of the Pathway is being obtained or taught. This process is considered a horizontal curriculum alignment and is critical because many education professionals teach courses in isolation, without knowing what their colleagues teach or how course content fits into the entire curriculum or relates to content from other courses. Research indicates concepts and information are best taught in context which challenges **all** education professionals to seek ways to integrate course content and partner in instruction in order to help students see connections in what they are learning (see Teaching and Learning).

- ***Ensure that teachers and faculty have the content knowledge to align and integrate curriculum and instruction.***

The academic and career and technical integration just described does not happen automatically. Because many education professionals have performed curriculum development and instructional responsibilities in isolation for so long and people tend to revert back to that which is comfortable and familiar, they are often uninformed about what is going on outside their classroom walls. **Now** is the time to provide teachers with professional development opportunities to update knowledge and skills within specific content areas. Without these opportunities, curriculum updates and changes to instructional delivery does not happen. Further revisions may not be based on research, evidence, and current practice which would be a severe disservice to students and other stakeholders being served.

Examples of professional development opportunities:

- National conferences such as the Career Cluster Institute or the National Career Pathways Network conference
- Technical College-Career/Tech Prep Workshops
- State Conferences
- Industry Conferences
- School staff meetings

Promising Practices

Send a team of education professionals to a state or national conference including CTE and academic teachers, counselors, and administrators.

- ***Provide multiple resources for professional development, locally, regionally, statewide and/or nationally.***

Local school/district and post-secondary administrators should assist teacher professional development by making resources available and helping to locate growth opportunities. In addition to local and regional opportunities, professional development experiences outside the district and/or region should be encouraged to broaden perspectives and expand ideas beyond that which is already familiar. If funding for professional development is limited in school districts and post-secondary institutions, seek external grant funding sources.

- ***Offer professional development credit or graduate credit as an incentive for training.***

Local school districts and post-secondary administrators should work with post-secondary partners to offer professional development or university credit as an added incentive for teachers to participate in training. If credit is not offered, teachers can seek out post-secondary institutions that may be willing to offer graduate or undergraduate independent study credit for the experience.

A Deeper Look at the Ten Components

Education professionals can update their knowledge and skills in their content areas by participating in professional development activities such as:

- Work experience or externships
- State and national workshops, conferences, or seminars
- State or district task forces, review teams, or program reviews
- Professional service as a chairperson or member of professional or community service organization board
- Graduate, undergraduate, or continuing education courses
- Industry or occupational certification/licensing
- Business and industry site visits
- Post-secondary classroom observations
- Community service
- National or international study tours

Professional Development	Needs To Be Considered	In the Planning Stage	Partially Implemented	Fully Implemented
Validate the alignment of curriculum using national, state, and industry standards.				
Validate the development of integrated academic and career and technical curriculum and instruction.				
Ensure that teachers and faculty have the content knowledge to align and integrate curriculum and instruction.				
Provide multiple resources for professional development, locally, regionally, statewide and/or nationally.				
Offer professional development credit or graduate credit as an incentive for training.				

Teaching and Learning

Students come to any classroom environment with both preconceptions and misconceptions. It is important for every educational professional to learn about these conceptions and use them to help students successfully learn. To do this successfully, educators must draw from current research on student learning and apply that to the classroom; use research and apply it to instructional practices and designs; and finally, use research to help all students achieve fullest potential. (NRC, 1999) With these key ideas in mind, effective learning takes place when:

- The transfer of learning takes place and skills and knowledge are extended beyond the original learning context,
- Learners must know when, where, and how to use the learned concepts,
- Learning must be guided by general principles or big ideas,
- Learners must understand how individuals learn, and
- Learners need conceptual knowledge in order to successfully make independent learning attempts.

Course and career pathway content should be delivered in a manner that requires students to be engaged with the content, requires students to be engaged with each other, and requires students to be engaged with the teacher. Engaging learners means that "all student activities involve active cognitive processes such as creating, problem-solving, reasoning, decision-making, and evaluation. In addition, students are intrinsically motivated to learn due to the meaningful nature of the learning environment and activities." (Kearsley & Shneiderman, 1999)

Not only is instructional delivery important, but the school district or post-secondary institution should have an established process to review, evaluate and revise course content and examine and update course sequencing. Without such an internal system for curricular checks and balances, your school district or post-secondary institution curriculum may be out-of-date and misaligned with business and industry needs.

Steps

➢ ***Focus on rigor and relevance for diverse students.***
Teachers should aspire to establish a classroom environment that teaches students with high rigor and high relevance. Doing so causes education professionals to strive for excellence in the areas of curriculum, instruction, and assessment. An academically rigorous curriculum should be coherent across grade levels; meet state and district and post-secondary institution graduation requirements; teach analytical thinking, learning, comprehension, and writing skills; and integrate the knowledge and skills needed for students to pursue post-secondary options and be prepared for the workplace.

➢ ***Vary instructional strategies and employ contextualized work-based, project-based, and problem-based learning approaches along with multiple assessments.***
It is important to deliver course content in a variety of different ways to insure that diverse student learning styles are addressed. In a joint study, six organizations representing over 250,000 content teachers, administrators and others came together to unite behind six principles for learning. They determined that educators must know the

core concepts of their discipline if they are to help students grasp new ideas, solve problems, collaborate, and use their imaginations to pursue challenging questions. These groups determined that

- Being literate is at the heart of learning in every subject area.
- Learning is a social act
- Learning about learning establishes a habit of inquiry important in life-long learning.
- Assessing progress is part of learning
- Learning includes turning information into knowledge using multiple media
- Learning occurs in a global context.

It is easy to see how this could easily be a true fit for teachers to tie this into POS implementation as well. For more information about this study, please see http://www.principlesforlearning.org/

In addition, research on good teaching and learning verifies that traditional lecture delivery alone does not help students learn at a deep level or retain information/concepts for very long. Teachers must vary delivery of the course content to actively engage learners in newer forms of delivery such as project-based, problem-based, and challenge-based learning. Students learn more and will retain what is learned when teachers require them to apply, analyze, evaluate, and create through instructional delivery techniques that utilize student demonstration, student discussion, student practice, and students teaching others. Education professionals need to listen to students about what inspires them and how to best learn and adapt instruction and customize assignments to meet a variety of needs.

When a variety of instructional delivery techniques are used in teaching, teachers also need to assess student learning differently. Traditional texts and quizzes that are comprised of true-false, multiple-choice, and matching questions are often used to assess learning from lecture or reading. However, when teachers create a student-centered classroom focusing on active learning, a variety of formative and summative evaluation tools that align with that style of delivery must be used. Teachers should evaluate both the learning ***process*** as well as learning outcomes .Teachers should evaluate mastery of academic as well as technical and employability skills at various points in time.

- ***Immerse diverse students in school and community partnerships.***

Responsibility for student learning cannot rest solely on the classroom teacher. Instead, a variety of individuals must assume shared responsibility for developing and growing students into well-rounded, productive members of society who will be able to live and contribute to the local, regional, and state economy. Therefore, a team approach to developing, creating, and implementing a Career Pathway must be used. For more information, see the chapter on Partnership in Section 3 of this document. Parents, business/industry partners, and advisory committee members are a wealth of knowledge and can assist teachers in developing rigorous, real-world assignments.

Classroom learning should also cross disciplinary boundaries. For example, students in a CTE class may create written technical documentation relating to course content that is then reviewed and edited by an English class. Another way to immerse students in partnerships is to offer and involve students in career and technical student organizations (CTSOs). For a listing of CSTOs in Wisconsin please see the appendix.

- ***Infuse technology as a natural extension of the content.***

An essential component of 21st century skill outcomes for all individuals pursuing post-secondary options and/or entering the military or workforce is the utilization of technology. Furthermore, today's students live with digital access to tools and resources that can aid in learning. Teachers can capitalize on the use of these tools to empower young minds and enhance creativity, innovation, and learning. Students can create a digital story, a wiki, a blog, or a web page instead of a traditional written or oral report to document learning and intended assignment outcomes. What is even more exciting than the technology itself is that students can engage in collaborative learning to teach each other how to learn and use those technologies.

- ***Incorporate team-building, critical thinking, and communication skills through the use of career and technical student organization (CTSO) or similar student organization activities.***
  Teachers should require diverse students to relate to each other through collaborative learning. When students have opportunities to relate to other students, engage in critical employability skills such as oral and written communication, planning, problem-solving, critical and analytical thinking, and teamwork, they are naturally engaged. In addition, employers demand expert thinking and complex communications, so when teachers require students engage in the scientific method collaboratively to solve problems, student motivation to learn increases and students are exposed to diverse perspectives they would not have considered if they worked independently. This type of classroom environment also fosters creativity and innovation.

  Not only can students learn academic, technical, and employability skills from collaborative, real-world course assignments, students can also master critical skills employers demand when they participate in co-curricular activities such as career and technical student organizations. In a career pathway, teachers and other education professionals should expect and encourage student participation in activities in and beyond the classroom environment to bridge the gap between formal and informal learning. CTSOs are essentially an extension of the classroom environment and student participation in such organizations as a part of individual Career Pathways will enhance learning in the areas of reading, writing, analytical thinking, reasoning, problem solving, and teamwork.

- ***Attract, prepare, and support each and every student and ensure equitable outcomes for different student groups.***
  If properly designed and implemented, a career pathway should open doors for and attract numerous students, regardless of academic or social abilities, socio-economic status, ethnicity, or gender. In addition, all students need to be provided with academic and social supports to be successful throughout the career pathway. The career pathway team must ensure there are adequate academic support mechanisms in place that incorporate school district and post-secondary institutional resources and practices such as regular and ongoing interaction between students and school counselors/advisors, Individualized Education Plans (IEP), and IEP teams, etc. Also, the school district, post-secondary institution, and/or career pathway team should have a system in place to identify and engage students who are falling behind or at risk of falling behind and provide academic interventions that support successful student outcomes.

A Deeper Look at the Ten Components

Teaching and Learning	Needs To Be Considered	In the Planning Stage	Partially Implemented	Fully Implemented
Focus on rigor and relevance for diverse students.				
Vary instructional strategies and employ contextualized work-based, project-based, and problem-based learning approaches along with multiple assessments.				
Immerse diverse students in school and community partnerships.				
Infuse technology as a natural extension of the content.				
Incorporate team-building, critical thinking, and communication skills through the use of career and technical student organization (CTSO) or similar student organization activities.				
Attract, prepare, and support each and every student and ensure equitable outcomes for different student groups.				

Accountability and Evaluation Systems

Evaluating programs and ensuring accountability for decisions made is critical in career cluster and pathway implementation. Simple questions asked such as "Do the efforts made have an impact?" are good to keep in the forefront in an accountability and evaluation system.

The data obtained can be informal and formal. Data can be qualitative and quantitative. The data considered in the accountability and evaluation design should be for a regular, systematic data collection so that decisions and improvements can be made. Formal data collection systems in which data elements are currently collected should be integrated into the accountability and evaluation system for Career Cluster and Pathway implementation as well as incorporating essential new data elements. Examples of state-level data systems to consider when creating an evaluation design include:

- Client Reporting at WTCS (http://systemattic.wtcsystem.edu/MIS/default.htm)
- Career/Tech Prep Indicators (http://systemattic.wtcsystem.edu/reports/STW/Index.htm)
- CTEERS (http://dpi.wi.gov/cte/veershome.html)
- WINSS (http://dpi.wi.gov/sig/index.html)
- Program of Study Listing by School http://dpi.wi.gov/cte/xls/11clusterposdb.xls
- Wisconsin Career Pathway Website (www.wicareerPathways.org)
- Local School District Data

Education professionals need to build their own evaluation and data collection systems, including informal ways supporting holistic views of Career Pathway implementation. It is imperative for individual teachers and school counselors to work with school and district personnel as well as post-secondary partners to solicit necessary data for decision making and continuous improvement.

Steps

➢ ***Identify and design an accountability and evaluation system which will meet the needs of federal and state regulation as well as provide timely evaluation information to all stakeholders.***
Education professionals should keep the end in mind when designing the evaluation system, which should align with the purpose of implementing Career Clusters and Pathways. Questions answered in the accountability and evaluation system will include the impact of the program of study on student achievement and engagement as well as meeting the local or regional workforce skill requirements.

Evaluation systems should answer questions such as how many students are engaged in a specific Pathway; what are the course completion and graduation rates for students; or what are the rates of remediation at the post-secondary level. Information from business and industry regarding whether employees are coming to them fully prepared with the skills for the occupation should be included. At a state level WTCS collects this data within the

employer follow-up surveys (http://www.wtcsystem.edu/reports/data/employer/index.htm). Data charts should include information education professionals can collect to make data driven decisions.
Following is an example of a Perkins Annual Performance, Accountability, and Financial Status Report (CAR) which contains some data elements education professions can use.

Wisconsin Secondary CPA 4 Core Indicators by Year								
	Core Indicators							
Year	**1S1**	**1S2**	**2S1**	**3S1**	**4S1**	**5S1**	**6S1**	**6S2**
2010								
Actual	73.8%	69.2%	88.4%	95.5%	95.5%	93.5%	22.5%	95.8%
Standard	74.0%	73.0%	82.7%	81.8%	82.8%	96.8%	25.0%	90.5%
90%_Standard_Met	Y	Y	Y	Y	Y	Y	Y	Y
2009								
Actual	76.9%	74.0%	89.6%	95.2%	95.2%	93.5%	36.3%	93.1%
Standard	71.7%	72.0%	81.7%	81.7%	81.8%	96.8%	25.0%	90.0%
90%_Standard_Met	Y	Y	Y	Y	Y	Y	Y	Y
2008								
Actual	75.8%	74.2%	92.8%	93.8%	93.8%	93.4%	25.2%	90.7%
Standard	75.8%	74.2%	87.7%	81.7%	81.7%	95.0%	25.0%	90.0%
90%_Standard_Met	Y	Y	Y	Y	Y	Y	Y	Y
1S1: Academic Attainment - Reading				4S1: Student Graduation Rates				
1S2: Academic Attainment - Math				5S1: Secondary Placement				
2S1: Technical Skill Attainment				6S1: Nontraditional Participation				
3S1: Secondary School Completion				6S2: Nontraditional Completion				
Source: DPI Career and Technical Education Enrollment Reporting System								

- ***Examine data already collected to determine if there is existing data collection and elements that can be used in the accountability and evaluation system of Career Pathway implementation.***

Student achievement information originates from data sources such as state standardized exams including the Wisconsin Knowledge Concepts Examination (WKCE), Wisconsin Reading Comprehension Test (WRCT), American College Testing (ACT), Scholastic Aptitude Test (SAT) exams, graduation rates, drop-out rates, course pass/fail rates, Grade Point Average (GPA), and a multitude of data elements already collected at either a state level or local level. This information may be valuable in the accountability and evaluation system.

Additionally education professionals may collect data on a local level on students such as keeping track of students beyond graduation on an informal basis.

- ***Collect local and state data to evaluate Career Cluster and Pathway Implementation and provide formal and informal reporting to stakeholders.***

In addition to utilizing already existing data to evaluate the Career Cluster and Pathway framework, some data elements may be missing and the evaluation and accountability system should develop a plan to collect the data. Identification of the type of data needed and the source of the data will guide reporting and decision making around the Career Cluster and Pathway framework.

Accountability and Evaluation Systems	Needs To Be Considered	In the Planning Stage	Partially Implemented	Fully Implemented
Identify and design an accountability and evaluation system which will meet the needs of federal and state regulation as well as provide timely evaluation information to all stakeholders.				
Examine data already collected to determine if there is existing data collection and elements that can be used in the accountability and evaluation system of Career Pathway implementation.				
Collect local and state data to evaluate Career Cluster and Pathway Implementation and provide formal and informal reporting to stakeholders.				
Utilize data to inform and implement change.				

A Deeper Look at the Ten Components

Course Sequences

Course sequencing is an important part of a program of study. Students gather valuable knowledge and skills from course content, building higher level skills as they progress through advanced level courses. The Program of Study must include **both** the secondary and post-secondary coursework and experiences. The emphasis in a specific career pathway must be on one or more of the following: high-wage, high-demand, and/or high-skill jobs.

Non-duplicative sequences of secondary and post-secondary courses within a POS ensure that students transition to post-secondary education without replicating classes or requiring remedial coursework. Furthermore, by planning a secondary and post-secondary sequence of courses within a Career Pathway, students can maximize opportunities for course articulation. ***Please see pages 77-78*** for a chart which describes and explains the differences between advanced standing and transcripted credit.

Steps

➢ ***Map out the required and recommended academic and career and technical courses and/or other work-based learning opportunities and educational experiences in each Career Pathway.***

The process for mapping out required and recommended academic and CTE courses is as follows:

- Identify relevant national, state, and industry standards
- Align standards to existing courses and/or update courses as needed
- Go to the Career Pathways web site (www.wicareerPathways.org) to access an online POS template
- Insert the required secondary courses into the template
- Design a course path from grades 9 through 14 or 16 and beyond including career-related courses
- Sort the required courses into technical core and technical specialty
- Add recommended opportunities for work-based learning, Career and Technical Student Organizations (CTSO) participation, volunteering, etc.
- Complete the template by recommending electives that enhance the pathway experience.
- Insert the required and elective post-secondary courses into the template

➢ ***Begin with introductory courses at the secondary level that teach broad foundational knowledge and skills that are common across all Career Pathways.***

The secondary component must include these essential elements:

- Meets state academic standards and grade-level expectations
- Meets high school graduation requirements
- Meets post-secondary entry/placement requirements
- Provides foundation knowledge and skills in chosen clusters
- Provides opportunities for students to earn college credit through dual/concurrent enrollment or articulation agreements

In secondary career pathway courses, students should engage in academics learning, participate in career experiences, and develop basic work skills.

- ***Progress to more career and occupationally-specific courses at the secondary level that provide knowledge and skills required for entry and advancement in a chosen Career Pathway.***
  As students progress through the Career Pathway, more technical skills are developed, they engage in more challenging academics, and work-based learning experiences occur.

  The secondary component of the Career Pathway must also define curriculum content (what is taught) and include:

  - Technical, academic, and 21st century employability skills required by employers
  - State-mandated curriculum standards and graduation requirements
  - Entrance requirements of partnering post-secondary institutions (i.e., Accuplacer, Compass, TABE, ACT, SAT, etc.)
  - Alignment and articulation with post-secondary certificates, diplomas, associate's degree programs and/or baccalaureate programs, and;
  - Opportunities for students to earn college credit through dual/concurrent enrollment or articulation agreements.

- ***Offer opportunities for students to earn post-secondary credit for coursework taken during high school.***
  Opportunities for high school students to take college-level course work in order to get a head start on earning college credits while continuing to fulfill high school graduation requirements is accomplished through course articulation (transcripted credit/advanced standing). Secondary schools are required to note the course articulation on student high school transcripts (see PI 26 documentation at http://dpi.wi.gov/cte/e4e2004.html). Formal articulation agreements between public school districts and post-secondary institutions must be in place in order for the credit to be valid. Once established, students benefit from articulation as it helps them transition seamlessly from one institution to another and/or one level of education to another (see Credit Transfer Agreements). Opportunities for students to earn college credit through dual/concurrent enrollment or articulation agreements must be included in the POS.

- ***Progress to more career and occupationally-specific courses at the post-secondary level.***
  In post-secondary courses, students develop advanced technical skills, advanced academic skills, and gain additional worksite experience.

  The post-secondary component must include these essential elements:

  - Additional opportunities for students to earn college credit through course transcription (transcripted credit or advanced standing)
  - Alignment and articulation with baccalaureate programs
  - Industry-recognized skills and knowledge in each cluster area
  - Opportunities for placement in the chosen Career Clusters at multiple exit points

- ***Focus on lowering remediation.***
  Understanding the Career Pathway course transition between grades 12 and 13 requires conversations between secondary and post-secondary teachers and staff to:

  - Discuss threshold program content expectations,
  - Identify areas of content gaps/overlap,
  - Understand academic and technical performance expectations for the beginning of the 13th grade level of the POS,
  - Identify pre-requisites that colleges may require for individual programs and courses, and

A Deeper Look at the Ten Components

- Identify new assessments, course offerings or other ideas for smoothing and accelerating students' progress on their Programs of Study.

As part of these discussions, post-secondary institutions often have data to identify areas of high rates of incoming student remediation. Data is also often available on incoming high school students' remediation rates sorted by their college program choices. Basic data such as this is typically available for the state's technical colleges by college as well. The technical college Career/Tech Prep representative can help you locate and navigate through this data as well as with other data that might be available. Contact information for Career/Tech Prep coordinators can be found at (http://www.wicareerPathways.org/ContactUs.aspx). Here is a sample agenda of a high school articulation meeting with a technical college:

High School Articulation Meeting
2009-2010
High School - Post-secondary Agriscience

Members present – high school agriscience teachers, post-secondary agriscience faculty, Career/Tech Prep coordinator, college dean, business and industry representatives

Agenda

- Dean/Lead faculty welcome
- Program updates—new programs, changes to existing programs, student enrollment data, graduate follow up highlights
- Career pathways update: review cluster model for specific content areas
- Industry updates: Advisory committee report, industry needs assessment
- Curriculum/competency alignment: existing courses available for articulation, discussion of college curriculum, skills needed for success
- Professional development opportunities: what is needed, best time to offer it

Another method for gaining information to help ensure smooth course sequencing is to have teachers review in detail course materials for the subsequent course in the career pathway. In some cases a teacher could potentially assist with or audit the content of the next sequential course so that a better understanding of expectations of rigor and depth could be developed.

Course Sequences	**Needs To Be Considered**	**In the Planning Stage**	**Partially Implemented**	**Fully Implemented**
Map out the required and recommended academic and career and technical courses and/or other work-based learning opportunities and educational experiences in each career pathway.				
Introductory courses at the secondary level teach broad foundational knowledge and skills that are common across all career pathways.				
Progress to more career and occupationally-specific courses at the secondary level that provide knowledge and skills required for entry and advancement in a chosen career pathway.				
Offer opportunities for students to earn post-secondary credit for coursework taken during high school.				
Progress to more career and occupational specific courses at the post-secondary level.				

Articulation Agreements

Articulation refers to aligning high school and post-secondary curricula to create sequences of courses offering skill attainment with unnecessary duplication. Articulation focuses on providing opportunities for high school students to take college-level course work in order to get a head start on earning college credits while continuing to fulfill high school graduation requirements. Formal articulation agreements must be in place in order for the credit to be valid.

There are two types of articulation—*Advanced Standing and Transcripted Credit*. Advanced Standing is also referred to as "credit in escrow;" the credit is delayed until the student enrolls in the technical college program. Transcripted Credit is "direct credit;" the student is earning credit directly from the technical college and has an issued transcript. **Please see page 77-78** for a chart which further explains and defines the differences between advanced standing and transcripted credit.

Articulation agreements are formal agreements created between public school districts and post-secondary institutions. Students benefit from both types of articulation as it helps them transition seamlessly from one institution to another and/or one level of education to another.

Wisconsin's Career/Tech Prep program also aims to promote and support high school to college transitions for career and technical education students. Career/Tech Prep grants may be awarded for enhancing a high school student's technical and academic skills and providing opportunities for transition to post-secondary education or into the workforce.

Steps

- ***Provide a systematic, seamless process for students to earn college credit for post-secondary courses taken in high school.***
  The goal of articulation or credit transfer agreements is to create opportunities for students to transfer high school credit to any two- and four-year institution in the state that offers the POS and/or transfer credit earned at a two-year college to any other two or four-year institution in the state that offers the POS. Because POS must include both secondary and post-secondary course sequences, it is not complete until all possibilities for articulation are reviewed or created and incorporated into the POS by the career pathway team.

  Articulation agreements from high school to technical colleges and universities are listed on technical college and university websites. Course by course articulation agreements among post-secondary institutions can be found on the UW System Transfer Information System web site. For further information please visit the following websites: http://www.witechcolleges.org/transfer/agreements_by_college.php and http://www.uwsa.edu/tis/

- ***Note the college credit earned.***
  When students earn college credit through advanced standing or transcripted credit or completion of an articulated course, the credit must be noted on either the high school transcript (which should be requested by the technical college) or directly on the technical college transcript. Making certain the credits appear on the student's transcript facilitates a seamless transfer into the post-secondary portion of the POS without the need for additional paperwork or petitioning for credit. Credit for Prior Learning may also be implemented when needed.

As stated earlier, PI 26 requires secondary schools to note the course articulation on student high school transcripts (see PI 26 documentation at http://dpi.wi.gov/cte/e4e2004.html).

➢ ***Describe expectations and requirements***
Articulation agreements must, at a minimum, clearly detail teacher and faculty certifications/qualifications, if there is an agreement about which teacher(s)/instructor(s) from a particular school/institution will teach the articulated course or sequence of courses. The agreement must also clearly indicate course prerequisites, post-secondary entry requirements, location of courses, tuition reimbursement, and credit transfer process so students, parents, and secondary and post-secondary partners have a clear understanding of how the articulation process works and to be certain the student gets credit for articulated courses completed as part of a POS.

Articulation Agreements	Needs To Be Considered	In the Planning Stage	Partially Implemented	Fully Implemented
Provide a systematic, seamless process for students to earn college credit for post-secondary courses taken in high school.				
Credits earned are noted on the high school transcript.				
Describe expectations and requirements.				

School Counseling and Academic Advising

Secondary Counseling

Academic and career counseling is provided through PK-12 comprehensive school counseling programs and post-secondary advising programs, and helps students make informed decisions about which Career Pathway to pursue. Many professionals use “who am I?" "where am I going?" and "how do I get there?" as a framework to help students navigate the career development process. Wisconsin’s Model Academic Standards for School Counseling identify three standards in the career domain. In order to meet those standards, school counselors, in collaboration with other educators, develop a program of career education services that includes PK-12 career development curriculum, responsive services, individual planning and system support. This program is shared with school and district staff, including the local board of education.

Post-secondary Counseling

Post-secondary advisors assist students in educational program planning and course selections consistent with their career goals. Since post-secondary students may be at different levels of readiness to select a program of study, or in need of assistance in selecting a new career direction, the services of various student support staff are integral to delivering career development services. Depending on the size of the post-secondary institution and its staffing patterns, career development professionals, counselors, financial aid administrators, special services support staff and others may be involved in supporting students to select and persist in POS choices.

Steps

- ***Based on state and national school counseling or advising standards.***
  It is required that a school district’s comprehensive school counseling program must comply with PI 8.01(2)(e). It is further recommended that school districts ground their comprehensive school counseling programs in the Wisconsin Department of Public Instruction’s Model Academic Standards for School Counseling as well as in the American School Counselor Association’s National Model (ASCA) and its Ethical Standards for School Counselors, and in the National Career Development Guidelines. Counselors, advisors, and other educators involved in delivering school counseling program activities and services take advantage, on a regular basis, of professional development opportunities which will prepare them to implement and improve the program. These may include trainings in the ASCA National Model; the Level I, II, and III trainings in the Wisconsin Comprehensive School Counseling Model; POS trainings; and relevant workshops and seminars at the conferences of their professional associations.

- ***Ensure school counselors have access to up-to-date information about Career Pathway offerings.***
  Successful implementation of Career Pathways in a school district requires a team approach. A team consisting of school counselor(s), core academic teachers, CTE teachers, a CTE coordinator, a curriculum specialist, business and industry representatives, post-secondary partners, and legislators spearheads the development and

implementation of quality POS, and assists with ongoing revisions to them. Partnerships among secondary and post-secondary school counselors and academic advisors enable effective Programs of Study to be built. Once Career Pathway information is disseminated to parents, students, and other stakeholders, school counselors and teachers work together with individual students to assist in career and interest exploration and decision making.

- ***Offer information and tools to help students learn about post-secondary education and career options.***
  Teachers and school counselors must be aware of post-secondary and career options including prerequisites for a selected POS. Because it is nearly impossible for every student to be aware of every possible post-secondary program option and career within a given Career Pathway, teachers and school counselors need to know where to direct students for such information. The Wisconsin Career Pathway website at www.wicareerPathways.org is a robust resource where professional educators can locate information on program options for specific Pathways at Wisconsin post-secondary institutions. As an assignment in a Career Pathways course, students may also be required to research post-secondary and career options. Additional web resources are also noted throughout the guide.

- ***Offer resources for students to identify student career interests and aptitudes and to select an appropriate Career Pathway.***
  In the secondary setting, teachers and school counselors provide opportunities for students to take career interest and learning style inventories beginning in 4th grade and continuing through high school with benchmarks at 8th and 12th grade. Because it is optimal for students to base their career plans on a variety of career awareness and exploration experiences, inventories that assess work values, learning styles, career interests and aptitudes, etc., are explored as part of career classes and are incorporated into Career Pathway courses. Several inventories have been written for students at the elementary level. School counselors and teachers will want to be knowledgeable about the inventory, its development, and its validation so they can speak accurately to parents and students about what the results indicate. In this way, school counselors and teachers can assist students and their parents to interpret inventory results and compare the results from multiple assessments to determine which Career Pathway is right for them. Career Pathway interest can change as the student explores more avenues for their future.

- ***Provide information and resources for parents.***
  Parents are an integral component of academic and career planning. They are not only their children's first career development role models, they also generally want what is best for their children and may strongly influence course selection, post-secondary, and career decisions. Therefore, it is ideal for parents to be involved in the career exploration and development processes that their children experience. Because parents may have limited viewpoints about post-secondary and career options based on their personal experiences, the school counselor's goal is to communicate on a regular basis about the options available. Providing parents with credible resources and information will help them to assist their students to make informed career-planning decisions.

- ***Offer Web-based resources and tools for obtaining student financial assistance.***
  Once a student selects a Career Pathway, the student and his or her parents will be interested in information about financing the post-secondary choices. Educators can provide access to that information. They can also direct students and parents to other experts who can help students learn more about financial assistance and how to apply for it.

A Deeper Look at the Ten Components

School Counseling and Academic Advising	Needs To Be Considered	In the Planning Stage	Partially Implemented	Fully Implemented
Based on state and national school counseling or advising standards.				
Ensure school counselors have access to up-to-date information about Career Pathway course offerings.				
Offer information and tools to help students learn about post-secondary education and career options.				
Offer resources for students to identify career interests and aptitudes.				
Provide information and resources for parents.				
Offer web-based resources and tools for obtaining student financial assistance.				

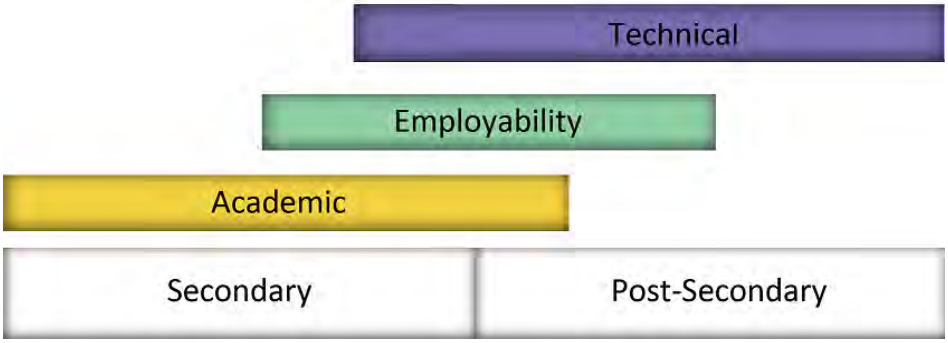
Technical Skill Attainment

National, state, and/or local assessments provide ongoing information on the extent to which students are attaining the necessary knowledge and skills for entry into and advancement in post-secondary education and careers in their chosen Career Pathways.

Assessments vary by the target skill being assessed including:

- Technical skill attainment
- Academic skill attainment
- Employability skill attainment (21st century skills)

Assessments occur at a variety of points in time from secondary to post-secondary, depending on the assessment. Usually post-secondary focuses more on technical skills and employability skill assessments. These assessments are usually very specific to a specific industry, such as tests in welding or dental hygiene. Secondary level tests focus primarily on academic and employability skills. They do, however, does incorporate some technical skill assessments.



Career Pathways must include the acquired technical, employability, and academic skill attainments throughout the journey of a program of study. Career Pathways include and ultimately lead to required licensure, credential or other recommended attainment for the occupations within the Pathway, thus aligning secondary and post-secondary Pathways with educational and work requirements. The assessment process is built within educational programs ensuring students are acquiring technical, academic and employability skills. Skill assessments can be traditional paper/pencil tests, but may also be other types of formal and informal evaluation. For example, a teacher or business/industry expert may complete a rubric or checklist consisting of skills and competencies based on observation of a student completing a performance task or process. Also, a rubric or checklist may be used to assess cumulative skills students used to create an end-product.

A Deeper Look at the Ten Components

Skill attainments may include employability skill certificates, state certified co-ops, WorkKeys, or a variety of specific occupational skill attainment measures such as Automotive Service Excellence (ASE) or National Council Licensure Examination (NCLEX) or other certifications. Academic skill attainment is often measured in Compass, Accuplacer, TABE, ACT, SAT or state standardized tests such as WKCE. **The following link contains numerous certifications students may earn.**

- ***At the secondary level, measures of skill attainment are incorporated at appropriate places in the Pathway, demonstrating the student is ready for college or a career.***

Skill assessments ensure the student is ready to enter and succeed in post-secondary educational programs or employment. Technical-skill, academic-skill, and employability-skill attainment measures technical-skill proficiencies, employs state-developed/approved assessments, and/or industry-approved assessments. Performance-based assessment items are incorporated to the greatest extent possible so students are allowed opportunities to demonstrate application of their knowledge and skills. National or state skill standards are incorporated throughout the POS curriculum.

Examples of secondary skill-attainment measures may include employability skills certificates, academic skill measures including ACT or SAT or Accuplacer examinations, and technical-skill attainments such as a state certified co-op completion. The type of skill attainment that is most appropriate should be determined by the career pathway team, where multiple stakeholders are involved and effectively access its effectiveness.

- ***At the post-secondary level, measures of skill attainment are incorporated at appropriate places in the Pathway, demonstrating the student is ready for an occupation.***

Skill assessments ensure the student is ready to enter and succeed in a career. Technical-skill, academic-skill and employability-skill attainment measures technical-skill proficiencies, employs state-developed/approved assessments and/or industry-approved assessments. Performance-based assessment items are incorporated to the greatest extent possible so students are allowed opportunities to demonstrate application of their knowledge and skills. National or state skill standards are incorporated throughout the POS curriculum.

Post-secondary-skill attainments include employability certificates such as WorkKeys and technical-skill attainments specific to the occupation such as regulation and licensure, apprenticeship completion, ASE, NCLEX, and other occupational specific credentials and licenses.

A Student's Formal Skill Attainment Journey for Health Science

High School

- Accuplacer or Compass Assessment
- Obtain Certified Nursing Assistant (CNA) Certificate
- WorkKeys assessment/ certification

Post-secondary

- WorkKeys assessment/ certification
- National Council Licensure Examination (NCLEX)

Technical Skill Attainment	Needs To Be Considered	In the Planning Stage	Partially Implemented	Fully Implemented
At the secondary level, measures of technical skill attainment are incorporated at appropriate places in the Pathway, demonstrating the student is ready for college or a career.				
At the Post-Secondary level, measures of skill attainment are incorporated at appropriate places in the Pathway, demonstrating the student is ready for a specific occupation.				

A Deeper Look at the Ten Components

Policies and Procedures

This section addresses how federal, state, and local policies and procedures may support and promote the development and implementation of a Program of Study. Policy efforts that focus on rigorous academic and technical courses, community and employer participation, school counseling, career development, transcripted credit, education for employment, high school graduation requirements, vertical and horizontal curriculum alignment, articulation agreements, career and college readiness, evaluation and accountability, professional development, and partnerships are essential to advance career clusters and pathways within Wisconsin schools districts.

Steps

- ***Review and revise existing school/district and post-secondary institutional policies and examine procedures to determine the impact on career cluster and pathway implementation.***
  Existing policies and procedures are a good starting point to determine if policies and procedures promote or conflict with Career Pathway implementation. State-level policies include, but are not limited to,
  - → the state Perkins plan (http://systemattic.wtcsystem.edu/Grants/Perkins-4/planning/five-year-plan-v9a.pdf).
  - → the credit for prior learning at the WTCS (http://www.wtcsystem.edu/board/pdf/policy_manual.pdf).
  - → grant guidelines and application materials (http://systemattic.wtcsystem.edu/Grants/Perkins-4/perkins4.htm for WTCS and http://dpi.wi.gov/cte/cpahome.html for DPI).

The school/district may already have policies established. Examples of local policies or procedures which may include, but are not limited to,

- → the mission and vision of CTE programs.
- → procedures for informing students of career pathways.
- → career development policies and practices.
- → work-based learning opportunities.
- → Career/Tech Prep policies.

A conversation with a local CTE coordinator and a post-secondary Career/Tech Prep coordinator may be beneficial. A listing of the 16 Career/Tech Prep coordinators and contact information is available at http://www.wicareerPathways.org/ContactUs.aspx

- ***Determine and ensure education professionals, students, and community stakeholders are aware of policies and procedures supporting Career Cluster and Pathway implementation.***
  First and foremost all stakeholders involved in this process should be aware and working within the existing or newly-developed policy and procedures supporting POS implementation. This may involve a school/district/post-secondary institution evaluating stakeholders on knowledge and application of the policies and procedures such as understanding the state Perkins plan and reviewing the Career/Tech Prep grant application. See the professional development component for further information on educating stakeholders about the career cluster and pathway implementation.

- ***Provide for sufficient funding and other resources for career cluster and pathway implementation.***
  Time and time again, education professionals are enthusiastic about developing career clusters and pathways and implementing a career cluster and pathway framework, but their passion to get things done is stifled by limitations and challenges presented in their schools/districts. Administrators need to dispel attitudes such as *what is the minimum we have to do to be in compliance with Perkins IV?* Instead, administrators need to be champions for fully implementing a career cluster and pathway framework for the benefit of students, education professionals, the community, business/industry, and the local or regional economy. Administration also needs to support and appoint leaders to career cluster and pathway teams who will serve as the movers-and-shakers within the school/district and model positive examples for others to follow.

  Ongoing Studies are being conducted to determine education professionals needs to take career clusters and pathways to the next level of deeper and meaningful implementation and the overwhelming response is "time to do the work" and "resources to support the work." Funding is needed to support professional development (see Professional Development) and staff members need to be allowed dedicated time blocks to meet as a career cluster and pathway teams with stakeholders and partners to develop and update curriculum, connect with partners, develop, review and update articulation agreements, and the list goes on. Sometimes support staff is needed to assist with research; data collection and reporting, written documentation, web site development, and other career cluster and pathway framework related activities. In this guidebook, a more detailed overview of the work that needs to be done by education professionals is provided. Education professionals cannot succeed without administrative support.

  Schools, districts, and post-secondary institutions may not have all the resources they need to implement career cluster and pathway framework well. Tough decisions will need to be made each year as to what resources exist, how existing resources can be redirected to this purpose; and how partners and stakeholders may be able to leverage additional resources for the task.

- ***Establish formal procedures for the needs assessment, design, implementation, and continuous improvement of Career Pathways.***
  Education professionals from both secondary and post-secondary should work as a team with other education, business and industry, legislative, workforce and economic development partners to conduct needs assessments relating to workforce and labor market information (see the partnership component). Using the results of the needs assessment, the team should determine which career pathway(s) needs to be developed in the school district. It is beneficial if the school/district has a uniform process for accomplishing this task so that as new career cluster and pathway teams form, processes and procedures are in place to guide their work. Once a career pathway has been designed, a lot of work needs to happen over the next couple of years to update curriculum, create and revise articulation agreements, establish and maintain partnerships, evaluate student and stakeholder experiences, and further lay the foundation for successful career cluster and pathway framework implementation and continuous improvement. In Wisconsin, formal develop a curriculum (DACUMS) facilitated events conducted by the Worldwide Instructional Design System team or other skilled facilitators are excellent ways to obtain information from business and industry. Once again, having formal practices documented in the school/district will help guide other career cluster and pathway teams to be efficient and effective in their efforts.

- ***Ensure opportunities and support for any student to participate and succeed in a Career Pathway.***
  Not only should administrators be concerned with support for education professionals and stakeholders involved in career cluster and pathway teams, they need to make certain that every student in the school/district has an equal opportunity to participate and be successful in completing a program of study. First, career cluster and pathway framework options must be widely distributed through school and district publications and communications such as the course catalog, student handbook, school/district web site, etc. Resources are needed

so all students can use a web-based career guidance system such as WISCareers or Career Cruising, e-portfolios, and other career development software/materials in their classes.

Some districts in Wisconsin require that students declare a Program of Study in the 8th grade. Others incorporate **ILP**s into their district graduation requirements. By demonstrating support for effective teaching and learning strategies, encouraging development of and student participation in work-based learning and credit transfer opportunities, administrators will be creating options for every student to be successful in a career pathway. Refer to the School Counseling and Advising component and the Wisconsin Comprehensive School Counseling Model for additional information.

- ***Ensure opportunities for secondary students to develop and refine an Individual Learning Plan (ILP).***
  Most Wisconsin schools/districts utilize the comprehensive school counseling model. ILPs are a tool to meet the benchmarks within the Model Academic Standards for School Counseling. Students should begin developing an ILP in the 8th grade as they are planning courses for their 9th grade year. An ILP identifies what needs to be achieved and looks towards the future, incorporating activities in school and outside the school walls. Administrators can hold teachers and school counselors accountable for career and academic advisement (see School Counseling and Academic Advisement and Course Sequences). It is critical for students to use an ILP for their career and academic planning, share that plan with parents, educators, and others, and update it on a regular basis. Then, students should continue their ILP as they transition from secondary to post-secondary education options.

- ***Provide resources for long term sustainability of Career Cluster and Pathway frameworks.***
  Understand that full implementation of career cluster and pathway framework may take several years to launch and then will need to be reviewed and improved on a long-term basis. Just as school districts have policies and procedures for curriculum review and renewal, the career cluster and pathway framework will also need a schedule of renewal.

A Deeper Look at the Ten Components

Policies and Procedures	Needs To Be Considered	In the Planning Stage	Partially Implemented	Fully Implemented
Review and revise existing school/district and post-secondary institutional policies and examine procedures to determine the impact on Career Cluster/Pathway implementation.				
Determine and ensure education professionals, students, and community stakeholders are aware of policies and procedures supporting Career Cluster/Pathway implementation.				
Provide for sufficient funding and other resources for Career Cluster/Pathway implementation.				
Establish formal procedures for the needs assessment, design, implementation, and continuous improvement of Career Pathways				
Ensure opportunities and support for any student to participate and succeed in a Career Pathway.				
Provide resources for long-term sustainability of Career Cluster and Pathway frameworks.				

Appendix

SECTION IV - APPENDIX

The appendix portion of the guide includes many helpful materials for POS implementation. From data to support the process, to key terms, helpful web links, and resources, this portion of the guide will be growing with each passing year. If you have helpful materials that you would like to share, please send them to careerpathways@dpi.wi.gov.

Why are Career Pathways and Programs of Study Important to Educators?

Every Wisconsinite should have access to education or training past high school leading to a technical college degree or diploma, occupational credential, industry certification, or one's first two years of a four-year degree—to be pursued at whatever point and pace that makes sense for individual workers and industries. Every person who lacks basic skills must also have access to the basic education needed to pursue middle-skill occupational training.

Skills to Compete-Wisconsin

http://www.nationalskillscoalition.org/states/state-coalitions/wisconsin/

Today, middle skill jobs still represent the largest share of jobs in Wisconsin—some 54 percent—and the largest share of job openings into the next decade.

Wisconsin's Forgotten Middle Skills Job

http://www.nationalskillscoalition.org/assets/reports-/skills2compete_forgottenjobs_wi_2009-10.pdf

By connecting students to career pathways, improvements in education will be seen. Competitive Wisconsin (http://www.competitivewi.com/) believes that for Wisconsin to be a leader in the knowledge economy, Wisconsin must act urgently and strategically to advance the educational attainment of all Wisconsin citizens. Among the targeted goals are:

- 100 % high school graduation rate. Current drop-out rates-overall 1.9%, American Indians 4.4%, Latino/a 5.4 %, and African Americans 8.9%.
- 100% of high school graduates will be proficient or above in reading and mathematics. Current rates 74% in reading and 72% in math overall.
- Increase the rate of AP pass rates
- World languages should be available in 100% of elementary schools in the state.
- Increase achievement, reduce truancy, eliminate out of school suspensions and increase attendance rate to the statewide average for the Milwaukee Public School system.
- Public and private sectors should prioritize their investments in education proportionate to the return on investments, not only for individuals, but for our economic future.
- To produce or attract an additional 170,000 individuals with BA degrees and 170,000 individuals graduate degrees by 2020.

"It's an economic issue when the unemployment rate for folks who've never gone to college is almost double what it is for those who have gone to college. Education is an economic issue when nearly eight in 10 new jobs will require workforce training or a higher education by the end of this decade. Education is an economic issue when we know beyond a shadow of a doubt that countries that out-educate us today, they will out-compete us tomorrow." (Obama, 2010)

"The future of our communities and of our country, not to mention countless individuals, depends significantly on the ability of community and technical colleges—along with their partners in education and the employer community—to do a far better job of moving students to and through their institutions, toward better jobs, and toward continuing education over a lifetime." (McClenney, 2006)

Appendix

National Leaders embrace the pathway initiative

"Unless the skills gap within the United States is closed and employers can find the workers they need, and job seekers have the skills to pursue the opportunities that will exist, then America's economy will remain vulnerable.... The stakes are high: freedom of trade and commerce; personal and political liberty; and national and individual security." (Sampson, 2001)

Current research shows students who are engaged in a rigorous and relevant sequenced curriculum with direct linkages to post-secondary programs or careers are more likely to graduate and are better prepared for success in a career or program. (Karp et al, 2007 and Lekes et al, 2007)

This initiative is not new. The National Association of State Directors for Career and Technical Education Consortium (NASDCTEc) and their Board of Directors assumed leadership of the Career Cluster Initiative in the United States, in conjunction with the Office of Vocational and Adult Education (OVAE) at the U.S. Department of Education. This initiative has identified 16 clusters representing career opportunities for the 21st century. (Losh, 2002) High schools and technical colleges have invested resources and talent over the past five to ten years to develop the concept and various implementation models. Among the major players are the National Association of State Directors of Career Technical Education Consortium; the League for Innovation in the Community College with its College and Career Transitions Initiative (CCTI); the Workforce Strategy Center; the National Career Pathways Network (NCPN); the Center for Occupational Research and Development (CORD); the Community College Research Center (CCRC) at Columbia University; the Ford Foundation's Bridges to Opportunity Initiative; and the Joyce Foundation's Shifting Gears initiative [which supports the Regional Industry Skills Education (RISE) Initiative at technical colleges and workforce boards in Wisconsin].

Although the Career Cluster and Pathway initiative began and continues to be pushed from Career and Technical Education areas it is important to understand the initiative goes beyond Career and Technical Education. All facets of education are involved in preparing youth through a rigorous curriculum in preparation for college and a career.

Career Clusters are broad occupational groupings...an organizing tool defining education for post-secondary preparation and careers using 16 broad clusters of occupations and 79 pathways with validated knowledge and skill standards that ensure opportunities for all students regardless of career goals and interests. (For more specific information on the clusters and pathways please see the appendix).

Whereas career clusters are organized around occupational groups, similarly industry clusters or sectors are organized around industry. Sometimes career clusters align perfectly with an industry sector or cluster, sometimes not. This can be confusing to some as it may appear a specific industry is apparent in the clusters. For example, the energy industry sector or welding does not have a specific cluster as the occupational groupings in the industry sector fall within several career clusters including manufacturing, and architecture and construction.

However, it is important to note that Wisconsin colleges, employers and workforce partners are also involved in Career Pathway work for **adults,** who are beyond the traditional age of schooling. These learners need efficient and accelerated entry into the Career Pathways in order to master the content needed for higher-skills employment, 21st century jobs in emerging areas of Wisconsin's economy. Information on a focal point of these efforts, Wisconsin's RISE (Regional Industry Skills Education) initiative is available at www.risepartnership.org. Although the Program of Study work addressed in this guide and the RISE efforts in Wisconsin are designed to serve individuals of differing ages with multiple economic and family circumstances (and who, therefore, will access pathways through different methods and on different timelines), the two efforts are readily reconcilable as they share many core concepts as well as the structure of Career Clusters and Career Pathways, etc.

Key Terms

- **Active learning** – "Anything that students do in a classroom other than merely passively listening to an instructor's lecture." *(Paulson & Faust,* http://www.calstatela.edu/dept/chem/chem2/Active/index.htm*).*
- **Accuplacer** – Admissions/entrance exam used for various higher education institutions (typically technical colleges). Accuplacer is an adaptive exam which means the questions are chosen for the student based on answers provided in previous questions. The other two commonly used admissions/placement exams in Wisconsin Technical Colleges are the COMPASS test and the TABE (Test of Adult Basic Education).
- **Advanced placement (AP)** – Wisconsin post-secondary Institutions participate in the College Board Advanced Placement (AP) Program and typically award course exemptions and college credit to entering students with qualifying scores on individual exams in various general education and humanities content areas.
- **Advanced standing (AS)** – A high school student who has successfully completed a course taught by a high school teacher using a high school curriculum wherein the high school and a technical college have aligned curriculum competencies and developed an articulation course agreement. The credit is awarded upon enrollment in a technical college; however, grades are not recorded on a technical college transcript.
- **Apprenticeship** – Apprenticeship programs assist registered indentured apprentices to acquire the related technical knowledge and skills to augment the on-the-job experiences for all aspects of their trade. Both the employer and the apprentice must be contracted with the Bureau of Apprenticeship Standards to begin an apprenticeship.
- **Articulation agreement** – An articulation agreement is a formal agreement between institutions that allows credit for a course or sequence of courses taken at one institution to be applied in specific programs at another institution. These agreements may be between a high school and a post-secondary institution, or among post-secondary institutions.
- **Associate in Applied Science Degree** (AAS) – An AAS Degree helps individuals prepare for, or advance in, a particular occupation or field. Most AAS degrees require 60-70 credits and consist of technical studies, general studies, and electives. Time to completion varies widely. Some or all credits may be applied toward a bachelor's degree program at a four-year college. In Wisconsin the technical colleges award AAS degrees.
- **Associate in Arts or Associate in Science Degree** – An Associate in Arts or an Associate in Science is a degree awarded by technical colleges in Wisconsin intended to transfer to a four-year college or university.
- **Associate of Arts and Science Degree** – An Associate of Arts and Sciences Degree is awarded to an individual for completion of a program that is intended for transfer to a four-year college or university. The degree requirements usually include courses in fine arts, humanities, mathematical and natural sciences, and social sciences.
- **Bachelor's degree** – A bachelor's degree is an academic degree awarded to individuals for completion of an undergraduate major that generally lasts for four years.
- **Bridge certificate** – A term used in the WTCS wherein a degree program begins with a certificate. Completion of the certificate allows the student to continue on in the degree program and/or use the skills developed in the certificate to take a first step into employment in their career field.
- **Business and education partnership** – This partnership is a collaborative relationship that is mutually beneficial for students, staff, industry experts, and/or community members to increase student readiness, employability skills, and acquisition of academic and technical skills.
- **Career** – A chosen profession, field of work or calling.
- **Career Clusters** – In their simplest form, Career Clusters are groupings of occupations/career specialties used as an organizing tool for curriculum design and instruction. Occupations/career specialties are grouped into the Career Clusters based on the fact that they require a set of common knowledge and skills for career success. The Knowledge and Skills represented by Career Clusters prepare learners for a full range of occupations/career specialties, focusing on the holistic, polished blend of technical, academic, and employability knowledge and skills. This approach enhances the more traditional approach to career and technical education in which instruction may focus on one or two occupations and emphasize only specific occupational skills.

Appendix

- **Career Pathways** – Career Pathways are sub-groupings of occupations/career specialties within a career cluster used as an organizing tool for curriculum design and instruction. Occupations/career specialties are grouped into Pathways based on the fact that they require a set of common knowledge and skills for career success.
- **Career Pathway Bridge** – A term used in the WTCS, a Career Pathway Bridge helps adults in need of basic skills or English Language Learning succeed in a Career Pathway. Bridges consist of courses that link basic skills development with occupational skills development and accelerate the transition from pre-college to college level work.
- **Career and Technical Education (CTE)** – Instructional programs designed to achieve student mastery of skills and knowledge. Current programs in high school and technical colleges are transitioning to align with Career Clusters and Pathways. High quality CTE employs work-based learning and CTSO involvement in addition to coursework. A CTE is an instructional program that includes a rigorous sequence of quality academic content and technical skills, with a focus on specific Career Clusters and Pathways. Programs prepare students to successfully transition to post-secondary education or work.
- **Career and Technical Student Organization (CTSO)** – Co-curricular career-based student organizations recognized by the U.S. Department of Education that are related to a specific Career and Technical Education field.
- **Career awareness** – Activities that incorporate workplace operations to illustrate why people work, the kinds of conditions under which work is performed, the various levels of training and education needed to work, appropriate work behaviors, and how expectations at school are related to expectations in the world of work.
- **Career exploration** – Activities covering the entire career spectrum using clusters of similar or related careers as a framework to study all occupational groups while simultaneously evaluating personal interests and skills in relation to the jobs studied.
- **Career planning and preparation** – Activities which are focused on personal career interest areas and experiencing the work in these areas.
- **Career (occupational) Specialties** – These are particular careers or occupations based on advanced knowledge and skills specific to a career or occupation.
- **Career/Tech Prep** – This term refers to Career Prep or Tech Prep. Currently both terms are used to describe a school-to-work transition program that helps students make the connection between high school, post-secondary education and employment. As a statewide career development system, Career/Tech Prep provides students with a planned program of study that incorporates academic and career-related articulated courses between secondary and post-secondary education.
- **Certificate** – An occupational credential typically awarded by a technical or community college or other educational provider after completion of a short-term program in a career specialty area.
- **College and Career readiness** – Involves three major skill areas: *core academic skill* and the ability to apply those skills to concrete situations in order to function in postsecondary education and the workplace; *employability skills* (such as critical thinking and responsibility) that are essential in any career area; *technical, job-specific skills* related to a specific career pathway.
- **COMPASS test** (offered by ACT-American College Testing)– See Accuplacer
- **Cooperative education** – A structured program combining academic and Career and Technical Education with work-based learning experience.
- **Curriculum/Program** – A set of courses, including prescribed content that is offered at a particular school; may be used to describe general requirements or a specific course; usually considered in broader terms than program of study.
- **DACUM** (**D**eveloping **A CU**rriculu**M**) – A process for developing a curriculum based occupational analysis which provides a framework for instructional development. In a DACUM process, a facilitator elicits collective insight about the occupation involving job duties and tasks associated with the successful achievement of the occupation from individuals who perform the duties of the occupation. By the end of the day, major competencies are identified and organized into natural groupings that form the basis for curriculum.
- **Doctoral Degree** – A doctoral degree is an academic or professional degree that qualifies the holder to teach or practice in a specific field such as philosophy, literature, law, or medicine. Examples are Doctor of Philosophy

(Ph.D.), Doctor of Medicine (M.D), and Doctor of Education (Ed.D.). Doctoral applicants were previously required to have a master's degree, but many programs will now accept students immediately following completion of their undergraduate studies.

- **Dual Credit** – See transcripted credit
- **Education for Employment** – A state statute designed to allow all youth opportunities to connect what is learned in school, understand and plan for future careers, master human relations skills needed for effective communication and work, understand the fundamentals of work and our economy, apply and manage technology, and access contemporary technical training and school-supervised work experience.
- **Employability Skills and Work Behaviors** – The skills needed by students to obtain and retain employment, and which are applicable and transferable to general employment situations. Skills such as organization, responsibility, dependability, honesty, teamwork, and integrity, which can all be translated into the work environment.
- **Horizontal Curriculum Alignment** – Horizontal alignment is the alignment of the curriculum being taught by teachers in a common subject or grade level**.**
- **Individualized Education Plan (IEP)** – Written plan and legal document that states special education student's present level of functioning; specific areas that need special services; annual goals; short-term objectives; services to be provided; and the method of evaluation to be implemented for children 3 to 21 years of age who have been determined eligible for special education.
- **Individualized Learning Plan (ILP)** – An ILP includes a program of study and learning that represents a mapped education plan reflecting a student's unique set of interests, needs, learning goals, and graduation requirements. It goes beyond the "four-year plan" by recording the student's connections to the larger community including examples of community service and volunteerism; membership in civic or community organizations; participation in leadership activities outside of school; involvement in job shadowing, mentorships, and/or Youth apprenticeships; and the pursuit of skill development through hobbies, athletics, and fine arts.
- **Internship** – Structured on-the-job training that provides experiences for students in order to help them determine interest in a career and meet contacts in the field.
- **Job shadowing** – A temporary, unpaid work experience where students learn about a job by spending a workday with an experienced worker.
- **Knowledge and Skills** – Knowledge and Skills are industry-validated statements that describe what learners/employees need to know, and to be able to do, for career success within a Cluster and/or Pathway.
- **Liberal Arts and Sciences** – Majors in the Liberal Arts and Sciences provide Pathways to a wide array of 21st century careers through preparation in such areas as knowledge of human cultures and the natural world; critical and creative thinking skills; effective communication skills; intercultural knowledge and competence; and individual, social, and environmental responsibility.
- **Master's Degree** – A master's degree is an academic degree that is awarded to individuals who have undergone study demonstrating a mastery of a specific field of study or area of professional practice. Generally students must have previously earned an undergraduate (bachelor's) degree.
- **Occupational Specialties** – See Career Specialties.
- **Post-secondary** – Education following high school—in Wisconsin post-secondary options include technical college, private and public 2- and 4- year colleges and universities and apprenticeship programs.
- **Post-secondary credit** – Credit awarded by a technical college, or a 2–year or 4–year college or university.
- **Private school** – An educational institution that is funded through tuition, fundraising, private grants, and donations without the support of public tax dollars
- **Program of Study (POS) Curriculum Framework** – A program of study is a sequence of instruction (based on recommended standards and knowledge and skills) consisting of coursework, co-curricular activities, work-site learning, service learning, and other learning experiences at the local school district level.
- **Public school** – An educational institution that is funded primarily by tax dollars.

Appendix

- **Remediation** – At the post-secondary level, the coursework that entering students need to take before they demonstrate readiness for college-level study.
- **School-to-Work** – An initiative designed to improve school-to-work transitions for all students.
- **Student-centered** – A teaching philosophy whereby students learn best by interpreting information and/or concepts, learning through discovery while also setting the pace of their own learning. Teacher responsibilities when using student-centered approaches are to coach and mentor students to facilitate their learning and design experiences that allow students to develop and apply new knowledge and skills.
- **TABE** – Test of Adult Basic Education
- **Tech Prep** – See Career/Tech Prep
- **Technical Diploma** – Technical diplomas help individuals prepare for a targeted occupation, typically at the entry level. Credit requirements range from 3 to 70 credits and time to complete varies widely. Some credits may bridge into associate degree programs.
- **Transcripted (dual) Credit (TC)** – Post-secondary credit earned by a high school student for successfully completing a college level course. The student may request a transcript from the technical college, 2– or 4–year College, or university.
- **University** – A post-secondary educational institution, often consisting of several colleges, that offers bachelors, masters, and doctoral degrees and research opportunities in various branches of learning.
- **Vertical Curriculum Alignment** – is the alignment of the curriculum content being taught by teachers from one grade level through high school and into post-secondary education programs.
- **Vocational Education** – See Career and Technical Education (CTE).
- **Wisconsin Youth Apprenticeship** (YA) – This rigorous one- or two-year program is designed for high school juniors and seniors. It combines academic and technical instruction with paid on-the-job training at a mentored worksite. Wisconsin technical colleges may award credit for prior learning to apprenticeship program graduates.
- **Wisconsin Youth Options** – This program allows public high school juniors and seniors who meet certain requirements to take post-secondary courses at a UW institution, a Wisconsin technical college, one of the state's participating private nonprofit institutions of higher education, or tribally-controlled colleges. Approved courses count toward high school graduation and college credit.
- **Work-Based Learning (WBL)** – A set of planned educational experiences, either paid or unpaid, coordinated and supervised by licensed school personnel, and designed to enable learners to acquire work behaviors, skills, and knowledge for work and other life roles by participating in actual or simulated work settings. This includes job shadow, cooperative education, internships, and apprenticeships

Resources

- America's Career InfoNet (http://www.careerinfonet.org/)
- America's Career Resource Network (ACRN) (http://cte.ed.gov/acrn/)
- America's Job Bank (http://www.jobbankinfo.org/)
- Association for Career and Technical Education (ACTE) (http://www.acteonline.org)
- Academic Achievement Data (http://dpi.wi.gov/sig/dm-acadachmt.html)
- Attendance and Behavior Data (http://dpi.wi.gov/sig/dm-attendbehav.html)
- Career Cruising (http://www.careercruising.com/)
- Career and Technical Education Consortium of States (http://www.v-tecs.org/)
- Career Guide to Industries (http://www.bls.gov/oco/cg/cgs034.htm)
- Center on Wisconsin Strategy (http://www.cows.org/)
- Data Collection System DPI (http://www.dpi.wi.gov/cte/veershome.html)
- Data Collection System WTCS (http://www.wtcsystem.edu/reports/data/index.htm)
- Demographic Data DPI (http://dpi.wi.gov/sig/dm-demographics.html)
- Developing a Curriculum (DACUM) (http://www.dacum.org/ and http://www.trc.eku.edu)
- Education for Employment (http://dpi.wi.gov/cte/e4ehistory.html)
- High Schools That Work (HSTW) (http://www.sreb.org/page/1078/high_schools_that_work.html)
- Know How 2 Go Wisconsin http://www.knowhow2gowisconsin.org/
- Majors at Wisconsin Private Colleges (http://waicu.org/upload/2010Guide/WebContent/MajorAreasofStudy.pdf)
- Majors and Careers in the University of Wisconsin System (http://uwhelp.wisconsin.edu/majors.asp?__utma=1.2026293947.1277264663.1277264663.1277264663.1&__utmb=1.3.10.1277264663&__utmc=1&__utmx=-&__utmz=1.1277264663.1.1.utmcsr=search.mywebsearch.com|utmccn=(referral)|utmcmd=referral|utmcct=/mywebsearch/GGmain.jhtml&__utmv=-&__utmk=188219816)
- Major Programs in Wisconsin Technical Colleges (http://www.witechcolleges.org/Explore_Careers/career_programs.php)
- Making Sense of Data-Driven Decision Making in Education (http://www.rand.org/pubs/occasional_papers/2006/RAND_OP170.pdf)
- Model Academic Standards for School Counseling Programs (http://dpi.wi.gov/sspw/scstudentstandards.html)
- National Association of State Directors of Career and Technical Education Consortium (http://www.careertech.org)
- National Career Pathways Network (http://www.cord.org/ncpn-index.cfm/)
- National Center for Education Statistics (NCES) (http://nces.ed.gov/pubs2002/cip2000/index.asp)
- National Occupational Competency Testing Institute (NOCTI) (http://www.nocti.org)
- O*Net (Occupational Information Network) (http://www.onetonline.org/)
- Perkins IV (http://www.perkins4.org/)
- RISE (Regional Industry Skills Education) http://risepartnership.org/
- Special Education Data (http://dpi.wi.gov/sped/dm-speceddata.html)
- States Career Clusters Initiative (SCCI) (http://www.careerclusters.org/)
- Staff, Teacher and Program Data (http://dpi.wi.gov/sig/dm-stafftchr.html)
- Sustaining School Improvement University of Wisconsin System (http://www.wisconsin.edu/)
- University of Wisconsin System Transfer Information System (http://tis.uwsa.edu/index.html)
- U.S. Department of Education - Office of Vocational and Adult Education (OVAE) (http://www2.ed.gov/about/offices/list/ovae/index.html)
- U.S. Department of Labor Occupational Outlook Handbook (http://www.bls.gov/oco/)
- WISCareers (http://wiscareers.wisc.edu/Default.asp)
- Wisconsin Association for Career and Technical Education (WACTE) (www.wacteonline.org)
- Wisconsin Association for Leadership in Education and Work (WALEW) (http://www.walew.org/)
- Wisconsin Career Pathway Web Site (http://www.wicareerPathways.org)
- Wisconsin Comprehensive School Counseling Programs (http://dpi.wi.gov/sspw/counsl1.html)

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- Wisconsin Comprehensive School Counseling Model (WCSCM) (http://dpi.wi.gov/sspw/scguidemodel.html)
- Wisconsin Department of Workforce Development Labor Market Information (http://worknet.wisconsin.gov/worknet/default.aspx)
- Wisconsin DPI Agriculture and Natural Resources (http://dpi.wi.gov/ag/index.html)
- Wisconsin DPI Business and Information Technology (http://dpi.wi.gov/bit/index.html)
- Wisconsin DPI Family and Consumer Sciences Education (http://dpi.wi.gov/bit/index.html)
- Wisconsin DPI Health Science Education (http://dpi.wi.gov/hs/index.html)
- Wisconsin DPI Marketing, Management, and Entrepreneurship Education (http://dpi.wi.gov/mmee/index.html)
- Wisconsin DPI Technology and Engineering (http://dpi.wi.gov/te/index.html)
- Wisconsin Information Network for Successful Schools (http://dpi.wi.gov/sig/index.html)
- Wisconsin Private Colleges (http://www.privatecolleges-wisc.org/)
- Wisconsin School Performance Report (http://dpi.wi.gov/spr/index.html)
- Wisconsin Technical College System (http://www.witechcolleges.org/)
- Youth Apprenticeship (http://www.witechcolleges.org/High_School_Students/youth_apprenticeship.php)
- Youth Options (http://www.witechcolleges.org/High_School_Students/youth_options.php)

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Appendix

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Advanced Standing vs. Transcripted Credit Table

This table outlines the similarities and differences between the two types of articulation.

Terminology	Advanced Standing	Transcripted Credit
DEFINITIONS	Advanced Standing may also be referred to as • "credit in escrow" because the application of the credit is delayed until students enroll in a technical college program.	Transcripted Credit may also be referred to as: • "dual credit courses" as high schools also give credit. • "direct credit" because students are earning technical college credit directly from the technical college.
RELATIONSHIP BETWEEN HIGH SCHOOL AND TECHNICAL COLLEGE COURSES	High school course(s) or competencies are determined to be equivalent or comparable to a technical college course. Agreements require a minimum of a 3.0 grade point on a 4.0 scale for students to earn credit. High school grading policies and standards are followed.	Technical college curriculum is taught to high school students. A variety of delivery methods may be used. Students earn both high school credit and technical college credit simultaneously. Technical college grading policies and standards established in the agreement are followed.
TEACHER	Course is taught by a high school teacher who holds a current DPI license in the related area of instruction.	Course is taught by a WTCS certified technical college instructor or a high school instructor who holds a current DPI license in a related area and has been granted WTCS articulation certification under Wisconsin Administrative Code TCS 3.03(9) (b).
AWARDING CREDIT	The student must meet all conditions of the articulation agreement in order to be eligible for advanced standing credit. Technical college credits are awarded, however, technical college grades are not given for these courses.	Upon successful completion of course, grades are posted to an official technical college transcript and tabulated in the student's technical college GPA. Students earn technical college credit and high school credit simultaneously.

The link to this chart is located at:
http://systemattic.wtcsystem.edu/Grants/Perkins-4/tech-prep/Advanced-Standing-vs-Transcripted-Credit.doc

Appendix

Terminology	Advanced Standing	Transcripted Credit
DOCUMENTATION	The school district maintains the student's transcript. Under DPI, PI 26 Education for Employment; *The district must include specific information on pupil transcripts. This information includes the title of the course; the high school credits earned and whether those credits were earned through advanced standing, transcripted credit, or the advanced placement program; and the participating post-secondary institution, when appropriate.* Technical colleges may opt to give a "certificate of eligibility" that specifies the course title, course number and credits for which advanced standing may be granted upon enrollment at a technical college.	The technical college maintains the student's transcript for technical college course work. The school district maintains the student's transcript including high school and technical college course work. Under DPI, PI 26 Education for Employment; *The district must include specific information on pupil transcripts. This information includes the title of the course; the high school credits earned and whether those credits were earned through advanced standing, transcripted credit, or the advanced placement program; and the participating post-secondary institution, when appropriate.*
DATA REPORTING	School districts receiving Perkins funds are required to report current articulation in the Career and Technical Education Enrollment Reporting System (CTEERS).	The technical college reports the course in the WTCS Client Reporting System.
AGREEMENT/COSTS	Involves a written articulation agreement. No fees are charged to the student or school district.	Involves a written contractual agreement and cost-neutral arrangement between a school district and a technical college.
TRANSFER TO ANOTHER WTCS TECHNICAL COLLEGE	According to the Credit for Prior Learning policy (Educational Services Manual 12.10.5), technical college credit awarded for high school coursework covered by an articulation agreement at the originating technical college shall be accepted as credit toward completion of a comparable course or courses by the receiving technical college.	All courses taken for technical college credit appear on a student's transcript and shall be transferrable to other technical colleges who have the same program.

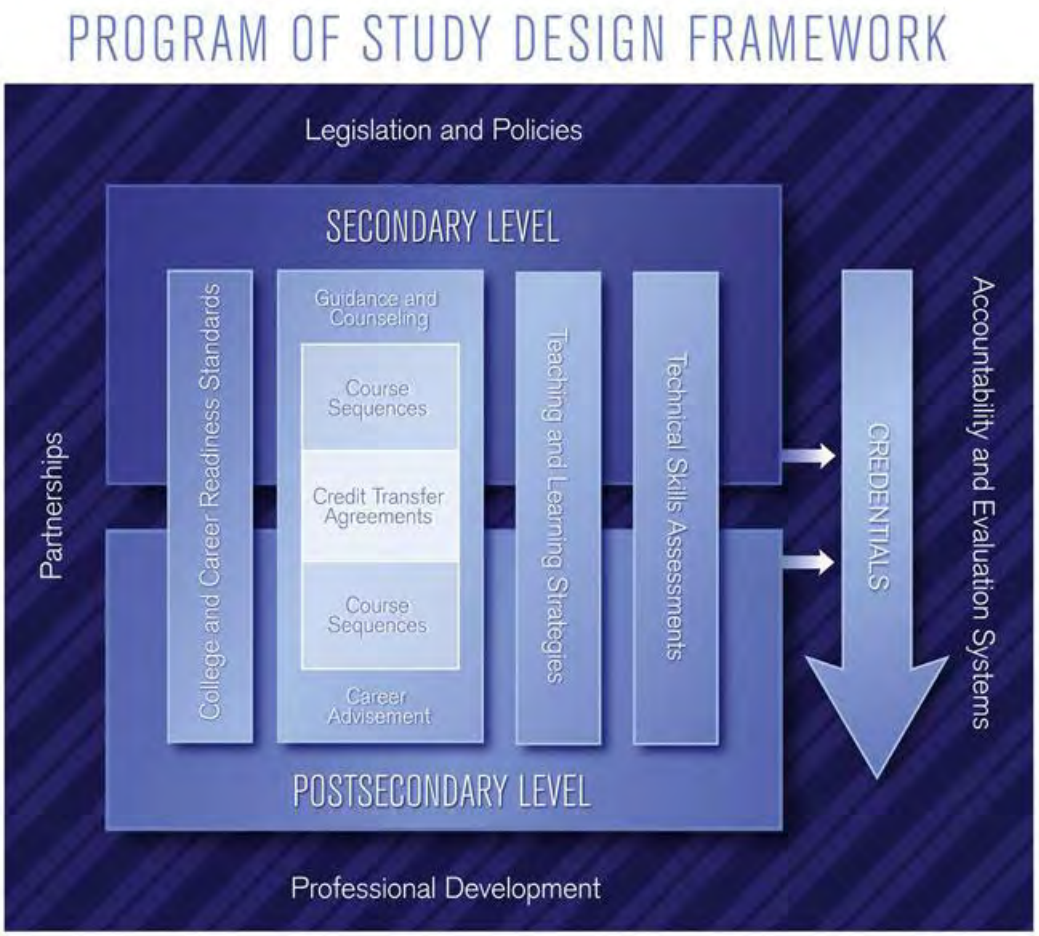
"General College Courses" are designed to prepare learners for the rigors of general education courses associated with WTCS Applied Associate Degrees. The courses, while offered at the 10 level, are tuition bearing and do appear on a student's transcript are not a part of an applied associate degree program. Their primary purpose is to transition students from pre-college level into collegiate level general education. When building articulation agreements these courses should use Advanced Standing as the mechanism to acknowledge the students' attainment of course competencies in General College Courses delivered at the High School level.

Appendix

Appendix

OVAE Ten Components Model

The *Ten Components* as adapted for Wisconsin from the Office of Vocational and Adult Education (OVAE), in collaboration with major national associations, organizations, and states. Following is a graphic of the OVAE model. The link is found at:
http://cte.ed.gov/nationalinitiatives/rposdesignframework.cfm .



Template for Submitting Practical Examples, Models, and Artifacts for the *Wisconsin Career Cluster and Pathway Framework Implementation Guide*

Title:

Related to pages of the Guide:

Source*:

Target Audience:

Description/Purpose:

Time Required:

Resources Needed:

Steps to Implement/Procedure:

Reflection/Evaluation:

*If the source is copyrighted, please provide copyright permission or the address to seek copyright permission.

Please send to: Sara Baird, Career Pathways Consultant, Department of Public Instruction, 125 S. Webster St, PO Box 7841, Madison WI 53703.

Every Child a Graduate
College and Career Ready

Agenda 2017

We have embarked on education reforms to ensure every child graduates ready for further education and the workplace. These reforms build on our nation-leading graduation rates, college entrance exam scores, and more students taking rigorous college-level courses. On this foundation, we are implementing new standards and higher expectations for students and their schools.

"Every child must graduate ready for further education and the workforce. We must align our efforts so all our students are prepared to succeed in college or a career."

– State Superintendent Tony Evers

Setting goals and enacting strong reforms aim to prepare all children to graduate ready for future success and technological innovation. Making this a reality means facing serious issues. *We must close graduation and achievement gaps; reduce the number of students who drop out of school; and fix the broken school finance system.* Tackling these difficult issues and investing in public education help build our workforce and middle class prosperity.

By 2017, we need to reach target goals that prepare our students for success in further education and career:

- ✓ Further increase graduation rate from 85.7 percent to 92 percent.
- ✓ Increase career and college readiness from 32 percent to 67 percent.
- ✓ Close graduation and career and college readiness gaps by 50 percent.
- ✓ Increase the percentage of students scoring proficient in third-grade reading and eighth-grade mathematics.
- ✓ Adopt the Fair Funding for Our Future plan to make school finance more equitable and transparent.

To achieve these goals and advance education for all students, we must focus around four simple, but powerful areas:

Standards and Instruction: *What and how should kids learn?*

Assessments and Data Systems: *How do we know if they learned it?*

School and Educator Effectiveness: *How do we ensure kids have highly effective teachers and schools?*

School Finance Reform: *How should we pay for schools?*

Public education in Wisconsin is one of our great economic and social strengths. This agenda provides direct actions to meet aggressive but achievable goals to improve student learning, promote safe and healthy school environments, and increase global competitiveness. Transforming our education system so that every child is a graduate ready for college and career will make a lasting impact and strengthen prosperity for all in Wisconsin.

WISCONSIN DEPARTMENT OF
PUBLIC INSTRUCTION
Tony Evers, PhD, State Superintendent

Every Child a Graduate
College and Career Ready

Tony Evers, PhD, State Superintendent
Wisconsin Department of Public Instruction

Standards and Instruction

- Implement *internationally benchmarked academic standards* to ensure students are globally competitive;
- Expand systems that promote *early interventions* in reading and mathematics, such as Response to Intervention and *early literacy screening in kindergarten*;
- Expand *innovative charter schools*;
- Use *digital learning to* change and *enhance instruction;* and
- Expand high school programs for *dual enrollment earning college credit* and *specific career skills* through industry certifications and youth apprenticeships.

Assessments and Data Systems

- Change state assessment proficiency levels, to reflect the National Assessment of Educational Progress (NAEP), providing *higher expectations for students* that reflect career and college readiness;
- Implement an online, adaptive *next generation assessment* system that *gauges student progress throughout the year,* and provides real-time data to teachers and parents;
- *Measure student college and career readiness* from the end of middle school through high school using the EXPLORE/PLAN/ACT tests and WorkKeys; and
- Launch *statewide student information and data systems* that support districts, streamline operations, and expand research.

School and Educator Effectiveness

- Replace broken No Child Left Behind requirements with a *new state accountability and support system* that includes all publicly funded schools, relies on multiple measures of student and school performance and growth, and focuses on college and career readiness;
- Replicate best practices from *high-performing schools* and provide direction, technical assistance, and support to *improve the lowest-performing schools*;
- Require Milwaukee Public Schools under corrective action to adopt a *uniform curriculum in reading and math,* implement *data-driven student intervention* systems, and ensure all *teachers are highly qualified*; and
- Advance *a fair and robust educator evaluation system* that incorporates student achievement data.

School Finance Reform

- Guarantee a *minimum amount of state aid* for every student;
- Incorporate a *poverty factor* into the formula, accounting for families' ability to pay—not just property value;
- Establish *sustainability* in state funding, while strengthening rural, declining enrollment, and negatively aided districts; and
- Redirect the school levy tax credit directly into school aids, *increasing transparency* and state support for classroom learning.

Impact and Cut-Point Analyses

Appendix 8 includes:

- Part 1: N-size Change Analysis
- Part 2: Explanation of Proficiency Rate Weighting
- Part 3: Impact Analysis of the High-Need Supergroup – Inclusion of Schools in Calculation
- Part 4: Defining the Absenteeism Threshold for Red Flags
- Part 5: Defining the Dropout Rate Threshold for Red Flags

Part 1: N-size Change Analysis

Changing Minimum N-Size

In recognition of the importance of including as many students as possible, particularly those in high-need groups, the Department of Public Instruction (DPI) will make two significant changes to its accountability system. The first change is a reduction in the minimum n-size required for inclusion in accountability calculations from 40 to 20. An impact analysis of this change is provided below. (Note that for public reporting, a cell size of 10 is used.) The Figure below shows the number and percent of schools and students included in AYP calculations and proposed cell sizes.

Number and Percent of Schools and Students Included in AYP Calculations, Current Cell Size versus Proposed Cell Size, 2010-11 School Year

	Number of Schools	% of Schools Included in Accountability	Number of Students	% of Students Included
		All Students		
Current Cell Sizes*	1,912	90.7%	373,369	99.9%
Cell Size 20	1,877	89.1%	372,853	99.8%
		American Indian		
Current Cell Sizes	21	1.0%	1,622	28.4%
Cell Size 20	46	2.2%	2,338	41.0%
		Asian/Pacific Islander		
Current Cell Sizes	73	3.5%	4,566	31.9%
Cell Size 20	212	10.1%	8,323	58.1%
		Black		
Current Cell Sizes	194	9.2%	22,023	69.1%
Cell Size 20	330	15.7%	25,767	80.9%
		Hispanic		
Current Cell Sizes	199	9.4%	19,103	59.0%
Cell Size 20	402	19.1%	24,585	75.9%
		White		
Current Cell Sizes	1,611	76.5%	283,585	98.0%
Cell Size 20	1,754	83.2%	287,984	99.5%
		LEP		
Current Cell Sizes	139	6.6%	10,927	51.5%
Cell Size 20	274	13.0%	14,792	69.7%
		SwD		
Current Cell Sizes	313	14.9%	19,313	41.9%
Cell Size 20	912	43.3%	35,590	77.1%
		Economic Disadvantaged		
Current Cell Sizes	1,184	56.2%	123,838	88.7%
Cell Size 20	1,596	75.7%	135,744	97.2%

*The current cell size for the "All Students" group is 10, while the current cell size for all other subgroups is 40. As a result, the proposed cell size of 20 causes a **decrease** in the number of schools and students identified for the "All Students" group, and an **increase** in all other subgroups.

<u>Part 2</u>: Explanation of Proficiency Rate Weighting

Consider a hypothetical school with the following information:

	Number Enrolled Math	Number Enrolled Reading	Point-Based Proficiency Index: Mathematics	Point-Based Proficiency Index: Reading
Current Year	75	75	83%	90%
Prior Year	82	82	75%	79%
Two Years Prior	90	90	86%	85%

To calculate the weighted proficiency rate for this school in the current year's accountability calculations, DPI takes the following steps ***for both Mathematics and Reading separately***:

Step 1) Calculate the total number of students enrolled[1] in all 3 years:

Total Enrolled = 75 + 82 + 90
Total Enrolled = 247

Step 2) Calculate the average enrolled per year:

Average Enrolled = Total Enrolled / Number of Years of Data
Average Enrolled = 247 / 3
Average Enrolled = 82.33

Step 3) Derive the weight to be given each year of data based on the number of students enrolled in each year:

Year Weight = Year Enrolled / Average Enrolled

Current Year Weight = 75 / 82.33 = 0.911
Prior Year Weight = 82 / 82.33 = 0.996
Two Years Prior Weight = 90 / 82.33 = 1.093

[1] Wisconsin's accountability index uses the number **enrolled** rather than the number **tested** in all proficiency calculations. Although Wisconsin's test participation rate is very high, this method gives schools an incentive to test as many students as possible, and holds schools to higher standards of accountability.

Step 4) Apply the weights derived in Step 3 to the Mathematics and Reading proficiency rates by multiplying the percent proficient in each year by the derived weights:

	Number Enrolled	Point-Based Proficiency Index: Mathematics	Point-Based Proficiency Index: Reading	Weights based on Number Enrolled	Adjusted Point-Based Proficiency Index: Mathematics	Adjusted Point-Based Proficiency Index: Reading
Current Year	75	0.83	0.90	0.911	0.756	0.820
Prior Year	82	0.75	0.79	0.996	0.747	0.787
Two Years Prior	90	0.86	0.85	1.093	0.940	0.929

Step 5) Multiply the current year adjusted percent proficient in mathematics and reading by 1.5, the prior year by 1.25, and two years prior by 1.0:

	Number Enrolled	Adjusted Point-Based Proficiency Index: Mathematics	Adjusted Point-Based Proficiency Index: Reading	Weights based on Year	Re-Adjusted Point-Based Proficiency Index: Mathematics	Re-Adjusted Point-Based Proficiency Index: Reading
Current Year	75	0.756	0.820	1.5	1.134	1.230
Prior Year	82	0.747	0.787	1.25	0.934	0.984
Two Years Prior	90	0.940	0.929	1.0	0.940	0.929

Step 6) Sum the re-adjusted percent proficient in mathematics and reading:

	Number Enrolled	Adjusted Point-Based Proficiency Index: Mathematics	Adjusted Point-Based Proficiency Index: Reading	Weights based on Year	Re-Adjusted Point-Based Proficiency Index: Mathematics	Re-Adjusted Point-Based Proficiency Index: Reading
Current Year	75	0.756	0.820	1.5	1.134	1.230
Prior Year	82	0.747	0.787	1.25	0.934	0.984
Two Years Prior	90	0.940	0.929	1.0	0.940	0.929
				Sum:	3.008	3.143

Step 7) Divide the sums by 3.75. The divisor is 3.75 because this school has three years of data. The divisor would be 2.5 if the school had only two years of data, and 1.0 if the school had only one year of data. The vast majority of Wisconsin's schools have three years of data.

	Number Enrolled	Adjusted Point-Based Proficiency Index: Mathematics	Adjusted Point-Based Proficiency Index: Reading	Weights based on Year	Re-Adjusted Point-Based Proficiency Index: Mathematics	Re-Adjusted Point-Based Proficiency Index: Reading
Current Year	75	0.756	0.820	1.5	1.134	1.230
Prior Year	82	0.747	0.787	1.25	0.934	0.984
Two Years Prior	90	0.940	0.929	1.0	0.940	0.929
				Sum:	3.008	3.143
				Divisor:	3.75	3.75
				Final Weighted Proficiency Rate	**0.802**	**0.838**

Part 3: Impact Analysis of High-Need Supergroup – Inclusion of Schools in Calculation

High-Need Subgroup Analysis

Wisconsin is comprised of many small school districts. Over 90% of Wisconsin's districts enroll fewer than 5,000 students. In many of these districts, subgroup populations are below even the proposed new minimum group size of 20 required for inclusion in accountability calculations. In order to ensure more schools have an opportunity to receive performance calculations, DPI will create a "high-need" subgroup to factor into the Accountability Index. The high-need subgroup combines at least two of the following groups in instances in which the individual group does not meet cell size, but the combined group does: students with disabilities, English learners, and economically disadvantaged subgroups. The combined subgroup is used as recognition of the need to closely monitor the performance of these traditionally high need student populations. Impact analyses of using the high-need subgroup in two areas of the accountability index are included below.

Effects of High Need Subgroup on the Number of Schools Included in Index Gap Calculations

Gap Measure	# Schools Included *Without* Supergroup	# Schools Included *With* Supergroup	Net Change in # Schools Included in Index Calculations
Achievement Gap	1,478	1,581	+103
Graduation Gap	374	411	+37

Part 4: Defining the Absenteeism Threshold for Red Flags

This portion of the Appendix demonstrates the methodology for calculating the Absenteeism Red Flag.

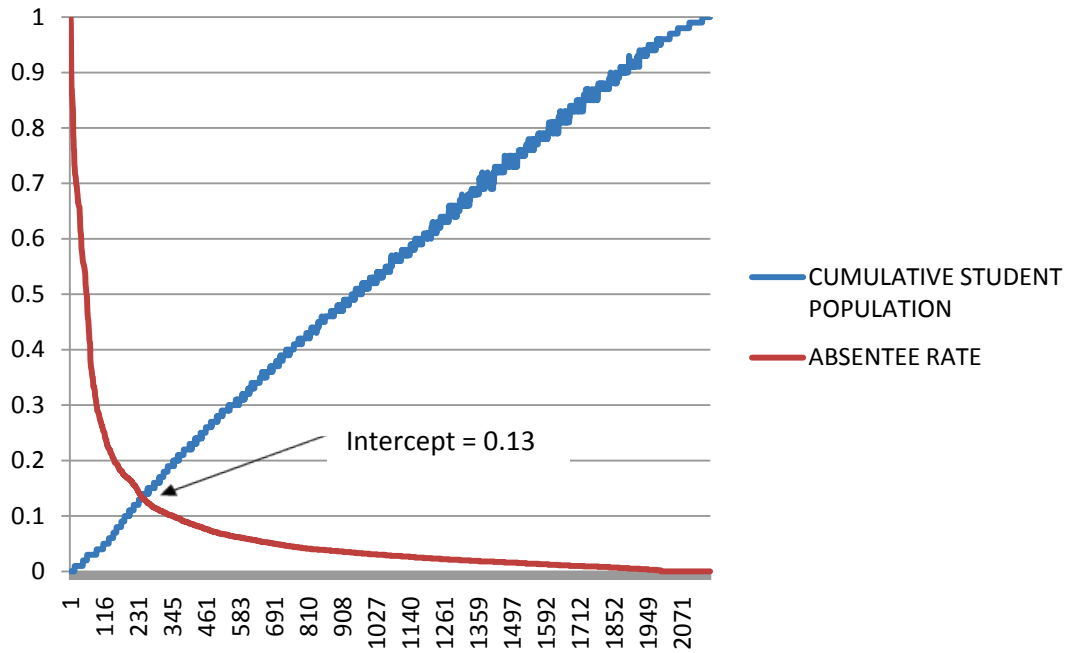
Process for defining the absenteeism threshold for receiving a red flag:

1) Calculate each school's absenteeism rate. The absenteeism rate is defined as the percent of a school's students that are habitually absent. For an explanation of how a student is deemed to be habitually absent, see the section below entitled "Process for Defining Habitual Absenteeism in Students."
2) Arrange schools in order of their absenteeism rate from highest to lowest.
3) Calculate the cumulative student population in each school, starting with the school with the highest absenteeism rate and proceeding down the list. To find the cumulative student population, each school's student population is added to a running total beginning with the first school (the school with the highest absenteeism rate) and proceeding down the list. For each school, the running total is

then divided by the total number of students in all schools, thereby deriving the cumulative student population.

4) Plot each school's absenteeism rate and cumulative population as a function of the number of schools. In Figure 6 below, the X-axis represents the number of schools being included in the calculations. The Y-axis represents the absenteeism rate and also the cumulative student population density.

Figure 6: Absenteeism Rate Threshold



5) The absenteeism rate threshold is defined as the point at which the two lines cross in Figure 6. This is a logical point at which to define the threshold, as any school to the left of this point (and thus with an absenteeism rate higher than 13%) is one of the schools contributing most to Wisconsin's overall absenteeism rate. Any school with an absenteeism rate greater than or equal to the threshold is given a red flag.

Process for Defining Habitual Absenteeism in Students:

The Absenteeism Flag is a new, dynamic, high-leverage indicator that will be used in Wisconsin's new accountability system. In order to establish the parameters of this new indicator in a systematic, data-driven way, DPI took the following steps to ensure that this new indicator is directly tied to improving student outcomes:

1) Calculate each student's attendance rate for the **prior** year.
2) Calculate percentiles for student attendance rates.
3) Separate students into "bins" based on their percentile attendance rate:
    a. The first bin holds students in the bottom 5th percentile of attendance;
    b. The second bin holds students in the 6th to 10th percentile of attendance;

c. Etc.
d. The 20th bin holds students in the 95th to 99th percentile of attendance.

4) Calculate the average proficiency rate of students in each bin for the current year.
5) Plot the bins against their average proficiency rates (Figure 7).

Figure 7: Average Mathematics Proficiency Rate by Bin

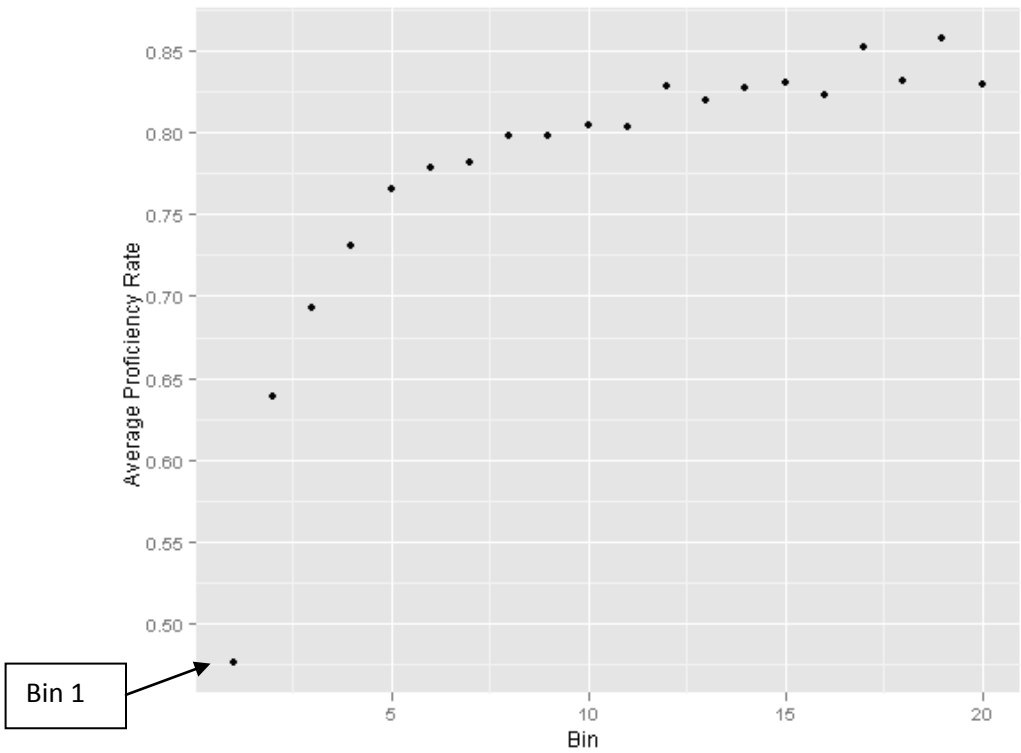


Figure 7 shows a strong correlation between attendance and proficiency, particularly in the bottom percentile bin. There is a very large drop-off in Mathematics proficiency when a student is in the bottom 5% of attendance (these students are in Bin 1 on Figure 7). Correlations are similar for reading performance (results not shown).

Based on information provided in Figure 7, the Absenteeism Threshold is set to equal the attendance threshold of Bin One (Figure 8).

Figure 8: Attendance Rate Threshold by Bin

Bin	1	2	3	4	5	6	7	8	9	10
Attendance Percentile	1-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40	41-45	46-50
Attendance Threshold	**<86.4%**	86.4%	90.2%	92.0%	93.2%	94.1%	94.7%	95.4%	95.8%	96.3%

Bin	11	12	13	14	15	16	17	18	19	20
Attendance Percentile	51-55	56-60	61-65	66-70	71-75	76-80	81-85	86-90	91-95	96-99
Attendance Threshold	96.7%	97.2%	97.5%	97.8%	98.3%	98.4%	98.9%	99.2%	99.4%	100%

Any student with an attendance rate of less than 86.4% will be flagged as habitually absent.

Figure 9: Absenteeism Red Flag Impact Data

Number of Schools with Eligible Grades in 2011	Number of Schools Potentially Flagged in 2011	Percent of Schools Potentially Flagged in 2011
2,167	234	10.8%

Part 5: Defining the Dropout Rate Threshold for Red Flags

Process for defining the dropout rate threshold for receiving a red flag:

1) Calculate each school's dropout rate.
2) Arrange schools in order of their dropout rate from highest to lowest.
3) Calculate the cumulative student population in each school, starting with the school with the highest dropout rate and proceeding down the list. To find the cumulative student population, each school's student population is added to a running total beginning with the first school (the school with the highest dropout rate) and proceeding down the list. For each school, the running total is then divided by the total number of students in all schools with students in eligible grades (7-12), thereby deriving the cumulative student population.
4) Plot each school's dropout rate and cumulative population as a function of the number of schools. In Figure 10 below, the X axis represents the number of schools being included in the calculations. The Y-axis represents the dropout rate and also the cumulative student population density.
5) The dropout rate threshold is defined as the point at which the two lines cross.
6) Any school with a dropout rate greater than or equal to the threshold is flagged.

Figure 10: Dropout Rate vs. Cumulative Student Population Density

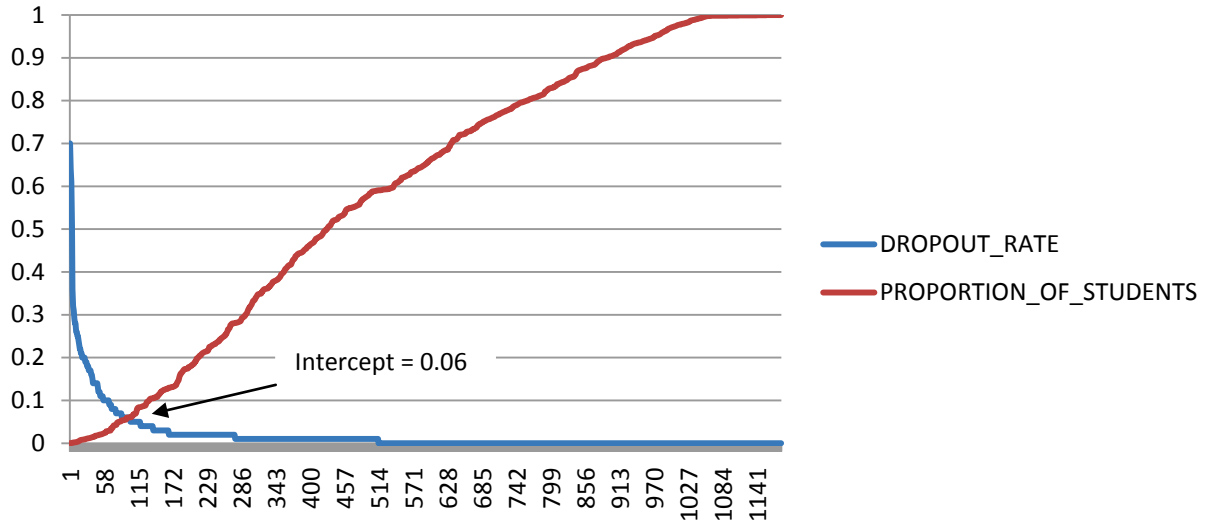


Figure 11: Dropout Rate Red Flag Impact Data

Number of Schools with Eligible Grades in 2011	Number of Schools Potentially Flagged in 2011	Percent of Schools Potentially Flagged in 2011
1,181	100	8.5%

Pine Creek Elementary | Pine Creek District

School Report Card | 2011-12 | Table of Contents

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Notes on this School Accountability Report Card

- The data presented in this report card are for public, state and federal accountability purposes.
- Student performance on the Wisconsin Student Assessment System (WSAS) is the foundation of this report. WSAS data includes both Wisconsin Knowledge and Concepts Exam (WKCE) and Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD).
- Starting in 2011-12, schools are held to a higher proficiency benchmark by aligning the cut scores of the WKCE to those of the National Assessment of Educational Progress (NAEP). These higher cut scores have been retroactively applied to show trends. The higher cut scores only apply to WKCE Reading and Mathematics scores at this time.
- Comparisons to other reports are not appropriate because the retroactive adjustment to align WKCE results with NAEP means that the count and percent of students scoring at each performance level will not agree. State data to compare against the results in this report card is available here: dpi.wi.gov/examplelink .
- Some supplemental data that are not used for accountability expectations are presented for informational purposes in order to provide context. Additional data on student performance are available here: dpi.wi.gov/examplelink .
- To protect student privacy, data for groups of fewer than 20 students are replaced by asterisks.
- NA is used throughout when data are Not Applicable. For example, if a school does not graduate students then graduation data will be NA.
- The analytical processes used in this report card are described in the Technical Manual, which can be accessed in SAFE (dpi.wi.gov/sig/index.html), along with Interpretive Guides.
- In the future, the school report card will be web-based and will allow readers to click on features for more supplementary data.
- The Wisconsin Department of Public Instruction is collecting feedback on these preliminary report cards. Please complete the survey: dpi.wi.gov/examplelink .

Wisconsin Department of Public Instruction | dpi.wi.gov

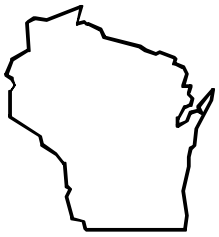
Public schools and private schools participating in a Parental Choice Program operate under different structures.
Report cards for different types of schools should not be directly compared.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Pine Creek Elementary | Pine Creek District

School Report Card | 2011-12 | Summary

Accountability Determination



Rating Category

Rating Category	Score
Significantly Exceeds Expectations	00-100
Exceeds Expectations	00-00.0
Meets Expectations	00-00.0
Meets Few Expectations	00-00.0
Fails to Meet Expectations	0-00.0

Priority Areas	School Score	Max Score	State Score
Student Achievement		**/100**	
Reading Achievement		/50	
Mathematics Achievement		/50	
Student Growth		**/100**	
Reading Growth		/50	
Mathematics Growth		/50	
Closing Gaps		**/100**	
Reading Achievement Gaps		/50	
Mathematics Achievement Gaps		/50	
Graduation Rate Gaps		/NA	
On-Track and Postsecondary Readiness		**/ 100**	
Graduation Rate (when available)		/NA	
Attendance Rate (when graduation not available)		/80	
3rd Grade Reading Achievement		/20	
8th Grade Mathematics Achievement		/NA	
ACT Participation and Performance		/NA	

Accountability Expectations	**0**
Test Participation Lowest Group Rate	Expectation Met (0)
Absenteeism Rate	Expectation Met (0)
Dropout Rate	Expectation Met (0)

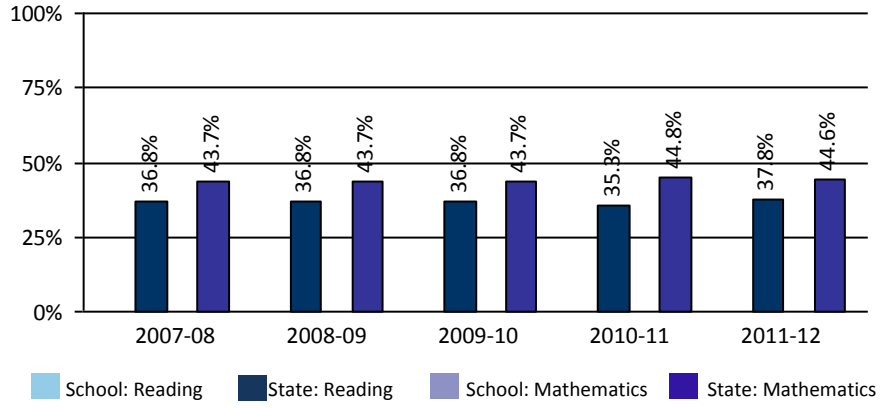
Note: Overall Accountability Score is an average of priority area scores, minus Accountability Expectation deductions. The average is weighted differently for schools that cannot be measured with all priority area scores, to ensure that Overall Index Scores can be compared fairly for all schools. Details can be found at: dpi.wi.gov/examplelink

School Information

Grades	KG-5
School Type	Public Elementary School
Enrollment	312
Race/Ethnicity	
American Indian or Alaskan Native	0.7%
Asian or Pacific Islander	4.2%
Black not Hispanic	31.8%
Hispanic	4.6%
White not Hispanic	57.7%
Student Groups	
Students with Disabilities	8.8%
Economically Disadvantaged	32.3%
Limited English Proficient	0.8%

WSAS Percent Proficient and Advanced

(NAEP-based cut scores)



WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Pine Creek Elementary | Pine Creek District

School Report Card | 2011-12 | Student Achievement

Student Achievement

Total Score: /

Reading Achievement Score: /

Performance Level	Points Multiplier	2009-10			2010-11			2011-12		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced										
Proficient										
Basic										
Minimal Performance/ Not Tested										
Total Enrolled	-									

Mathematics Achievement Score: /

Performance Level	Points Multiplier	2009-10			2010-11			2011-12		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced										
Proficient										
Basic										
Minimal Performance/ Not Tested										
Total Enrolled	-									

Notes

- Details on student achievement calculations can be found at: dpi.wi.gov/examplelink
- Student achievement is based on Wisconsin Student Assessment System (WSAS) results for full academic year (FAY) students.
- This report shows student performance in mathematics and reading in English; it does not include academic performance in languages other than English.
- Points displayed in the tables above are weighted so that higher performance levels, larger numbers of students, and more recent years contribute more.
- Performance levels have been retroactively adjusted to align WKCE results with National Assessment of Educational Progress (NAEP). Count and percent of students scoring at each performance level will not agree with previously reported results.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Pine Creek Elementary | Pine Creek District

School Report Card | 2011-12 | Student Achievement

Student Achievement — Supplemental Data

Group performance is provided for informational purposes only and is not used to determine the Student Achievement scores used in the accountability index.

Reading Supplemental Data

Group	2009-10					2010-11					2011-12				
	Total Enrolled	Percent Advanced	Percent Proficient	Percent Basic	Percent Minimal Performance	Total Enrolled	Percent Advanced	Percent Proficient	Percent Basic	Percent Minimal Performance	Total Enrolled	Percent Advanced	Percent Proficient	Percent Basic	Percent Minimal Performance
All Students: State															
All Students: School															
American Indian or Alaskan Native															
Asian or Pacific Islander															
Black not Hispanic															
Hispanic															
White not Hispanic															
Students with Disabilities															
Economically Disadvantaged															
Limited English Proficient															

Mathematics Supplemental Data

Group	2009-10					2010-11					2011-12				
	Total Enrolled	Percent Advanced	Percent Proficient	Percent Basic	Percent Minimal Performance	Total Enrolled	Percent Advanced	Percent Proficient	Percent Basic	Percent Minimal Performance	Total Enrolled	Percent Advanced	Percent Proficient	Percent Basic	Percent Minimal Performance
All Students: State															
All Students: School															
American Indian or Alaskan Native															
Asian or Pacific Islander															
Black not Hispanic															
Hispanic															
White not Hispanic															
Students with Disabilities															
Economically Disadvantaged															
Limited English Proficient															

Notes

- Performance levels have been retroactively adjusted to align WKCE results with National Assessment of Educational Progress (NAEP). Count and percent of students scoring at each performance level will not agree with previously reported results.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Pine Creek Elementary | Pine Creek District

School Report Card | 2011-12 | Student Growth

Student Growth

Total Score: /

Growing Toward a Higher Level:
The bold/green cells show the count and percent of students who are on a trajectory to gain at least one performance level over the next three years. These students result in a higher Student Growth score for the school. Students maintaining the advanced level also result in a higher score.

Declining Below Proficient:
The italicized/red cells show the count and percent of students who are on a trajectory to decline to the Minimal Performance or Basic level within the next year. These students result in a lower Student Growth score for the school.

Notes:
- Details on student achievement calculations can be found at: dpi.wi.gov/examplelink
- Student growth is calculated separately for reading and mathematics.
- Student growth can only be calculated for students who take the Wisconsin Knowledge and Concepts Examination (WKCE) in two consecutive years.
- Student growth does not include students who take the Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD) because that assessment does not allow for similar growth calculations.
- Performance levels have been retroactively adjusted to align WKCE results with National Assessment of Educational Progress (NAEP). Count and percent of students scoring at each performance level will not agree with previously reported results.

Reading Growth Score: /

Reading Growth Score is based on the students tested in fall 2010 with data for growth to fall 2011.

Count and Percent of Students Growing or Declining in Performance Level

Starting Level		Three-Year Growth/Decline Trajectory			
		Min Perf	Basic	Proficient	Advanced
Minimal Performance					
Basic					
Proficient					
Advanced					

Mathematics Growth Score: /

Mathematics Growth Score is based on the students tested in fall 2010 with data for growth to fall 2011.

Count and Percent of Students Growing or Declining in Performance Level

Starting Level		Three-Year Growth/Decline Trajectory			
		Min Perf	Basic	Proficient	Advanced
Minimal Performance					
Basic					
Proficient					
Advanced					

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Pine Creek Elementary | Pine Creek District

School Report Card | 2011-12 | Student Growth

Student Growth Supplemental Data

Student Growth Supplemental Data

Group performance is provided for informational purposes only and is not used to determine the Student Growth scores used in the accountability index.

	Reading					Mathematics				
	Students with Growth Data	Growing Toward Higher Level		Declining Below Proficient		Students with Growth Data	Growing Toward Higher Level		Declining Below Proficient	
Group	Count	Count	Percent	Count	Percent	Count	Count	Percent	Count	Percent
All Students: State										
All Students: School										
American Indian or Alaskan Native										
Asian or Pacific Islander										
Black not Hispanic										
Hispanic										
White not Hispanic										
Students with Disabilities										
Economically Disadvantaged										
Limited English Proficient										

Notes

- Data in this table are based on students tested in fall 2010 with data for growth to fall 2011.
- "Growing Toward Higher Level" means students starting below Advanced and growing on a trajectory toward a higher level over the next three years. They are represented in the bold/green cells in the tables on pages four and five.
- "Declining Below Proficient" means students starting at or above Proficient and on a trajectory to decline below Proficient within the next year. They are represented in the italicized/red cells in the tables on pages four and five.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Pine Creek Elementary | Pine Creek District

School Report Card | 2011-12 | Closing Gaps

Closing Gaps

Total Score: /

Closing Achievement Gaps - Reading | Score: /

Group						Comparison Group						Gap	
	2010-11		2011-12				2010-11		2011-12				
	Students	Achievement Points	Students	Achievement Points	Change		Students	Achievement Points	Students	Achievement Points	Change	2010-11	2011-12
American Indian or Alaskan Native						White not Hispanic							
Asian or Pacific Islander						White not Hispanic							
Black not Hispanic						White not Hispanic							
Hispanic						White not Hispanic							
Students with Disabilities						Students without Disabilities							
Economically Disadvantaged						Not Economically Disadvantaged							
Limited English Proficient						English Proficient							
"All 3" Supergroup						Not in "All 3" Supergroup							
“SwD-ECD” Supergroup						Not in “SwD-ECD” Supergroup							
“SwD-LEP” Supergroup						Not in “SwD-LEP” Supergroup							
“ECD-LEP” Supergroup						Not in “ECD-LEP” Supergroup							

Closing Achievement Gaps - Mathematics | Score: /

Group						Comparison Group						Gap	
	2010-11		2011-12				2010-11		2011-12				
	Students	Achievement Points	Students	Achievement Points	Change		Students	Achievement Points	Students	Achievement Points	Change	2010-11	2011-12
American Indian or Alaskan Native						White not Hispanic							
Asian or Pacific Islander						White not Hispanic							
Black not Hispanic						White not Hispanic							
Hispanic						White not Hispanic							
Students with Disabilities						Students without Disabilities							
Economically Disadvantaged						Not Economically Disadvantaged							
Limited English Proficient						English Proficient							
"All 3" Supergroup						Not in "All 3" Supergroup							
“SwD-ECD” Supergroup						Not in “SwD-ECD” Supergroup							
“SwD-LEP” Supergroup						Not in “SwD-LEP” Supergroup							
“ECD-LEP” Supergroup						Not in “ECD-LEP” Supergroup							

Notes

- Details on closing gaps calculations can be found at: dpi.wi.gov/examplelink
- “Students” is the average number of enrolled students over a three-year period ending in the indicated year.
- “Achievement Points” is the number of points a group would earn if it had a score calculated in the same way as Achievement, detailed on page two, which uses three years of data. Scores are weighted by enrollment, and more recent years contribute more heavily to a score.
- See “About Supergroups” on page seven for a definition and descriptions of supergroups.
- Change and gap values may differ slightly from values calculated by subtracting within the table due to rounding.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Pine Creek Elementary | Pine Creek District

School Report Card | 2011-12 | Closing Gaps

Closing Gaps

Total Score: /

Closing Graduation Gaps | Score: /

Group						Comparison Group						Gap	
	2009-10		2010-11		Change		2009-10		2010-11		Change	2010-11	2011-12
	Students	Graduation Rate	Students	Graduation Rate			Students	Graduation Rate	Students	Graduation Rate			
American Indian or Alaskan Native						White not Hispanic							
Asian or Pacific Islander						White not Hispanic							
Black not Hispanic						White not Hispanic							
Hispanic						White not Hispanic							
Students with Disabilities						Students without Disabilities							
Economically Disadvantaged						Not Economically Disadvantaged							
Limited English Proficient						English Proficient							
"All 3" Supergroup						Not in "All 3" Supergroup							
“SwD-ECD” Supergroup						Not in “SwD-ECD” Supergroup							
“SwD-LEP” Supergroup						Not in “SwD-LEP” Supergroup							
“ECD-LEP” Supergroup						Not in “ECD-LEP” Supergroup							

Notes

- Closing Graduation Gaps is based on the four-year cohort graduation rate only. In the future Closing Graduation Gaps will be based on both four-year and six-year cohort graduation rate when six-year graduation rate becomes available.
- Closing Graduation Gaps is based on graduation data from the prior year because current year data is not yet available. For example, 2011-12 report cards use 2009-10 and 2010-11 graduation data.
- “Students” is the number of students in the four-year graduation cohort.
- “Graduation Rate” is the four-year cohort graduation rate.

About Supergroups

Supergroups are a way to look at closing gaps among groups of students that would ordinarily be too small to include.

A supergroup is made up of all the students that belong to any of the groups in the supergroup:

- “All 3” Supergroup: Includes students with disabilities and/or economically disadvantaged and/or limited English proficient students.
- “SwD-ECD” Supergroup: Includes students with disabilities and/or economically disadvantaged students.
- “SwD-LEP” Supergroup: Includes students with disabilities and/or limited English proficient students.
- “ECD-LEP” Supergroup: Includes economically disadvantaged and/or limited English proficient students.

A supergroup is used to evaluate Closing Gaps only when there are less than 20 students in each of the individual groups within the supergroup, but more than 20 students in the supergroup. For example, if a school had less than 20 students with disabilities and less than 20 economically disadvantaged students, but more than 20 students when those groups are combined, the “SwD-ECD” supergroup would be used to evaluate Closing Gaps.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Pine Creek Elementary | Pine Creek District

School Report Card | | On-Track and Postsecondary Readiness

On-Track and Postsecondary Readiness

Total Score: /

2010-11 Attendance Score: /

Group	Enrollment	Attended Days	Possible Days	Rate
All Students				

2010-11 Graduation Score: /

Group	Four-Year Cohort Graduation Rate			Five-Year Cohort Graduation Rate		
	Students in Cohort	Graduates	Rate	Students in Cohort	Graduates	Rate
All Students						

2010-11 ACT Participation and Performance Score: /

Group	Enrolled	Tested		Reading		English		Mathematics		Science	
	Students	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
12th Graders											

Notes

- Details on On-Track and Postsecondary Readiness calculations can be found at: dpi.wi.gov/examplelink
- Schools that graduate students earn a Graduation Score. Schools that do not graduate students (elementary, middle) earn an Attendance Score.
- Only schools with a 12th grade will earn an ACT Participation and Performance score.
- Expected maximum dropout rate and expected maximum absenteeism rate were set based on an analysis of recent statewide data that determined a cut point to focus on schools contributing heavily to lowering Wisconsin's overall performance.
- ACT Reading, English, Mathematics, and Science counts and percents are those students that met ACT college readiness benchmarks.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Pine Creek Elementary | Pine Creek District

School Report Card | | On-Track and Postsecondary Readiness

On-Track and Postsecondary Readiness — Total Score: /

2011-12 3rd Grade Reading Achievement Score: /

Performance Level	Points Multiplier	2009-10			2010-11			2011-12		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced										
Proficient										
Basic	0.5									
Minimal Performance/ Not Tested	0									
Total Enrolled	-									

2011-12 8th Grade Mathematics Achievement Score: /

Performance Level	Points Multiplier	2009-10			2010-11			2011-12		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced										
Proficient										
Basic	0.5									
Minimal Performance/ Not Tested	0									
Total Enrolled	-									

Notes

- Details on On-Track and Postsecondary Readiness calculations can be found at: dpi.wi.gov/examplelink
- 3rd Grade Reading and 8th Grade Mathematics Scores are determined in the same way as for Student Achievement on page two except that if there are fewer than 20 students in the most recent year then the most recent two years of data are combined so that the cell size requirement is met.
- Student achievement is based on Wisconsin Student Assessment System (WSAS) results for full academic year (FAY) students.
- Points displayed in the tables above are weighted so that higher performance levels, larger numbers of students, and more recent years contribute more.
- Performance levels have been retroactively adjusted to align WKCE results with National Assessment of Educational Progress (NAEP). Count and percent of students scoring at each performance level will not agree with previously reported results.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Pine Creek Elementary | Pine Creek District

School Report Card | | On-Track and Postsecondary Readiness

On-Track and Postsecondary Readiness Supplemental Data

On-Track and Postsecondary Readiness Supplemental Data

Group performance is provided for informational purposes only and is not used to determine the On-Track and Postsecondary Readiness scores used in the accountability index.

Group	Four-Year Cohort Graduation Rate			Five-Year Cohort Graduation Rate			Attendance Rate
	Students in Cohort	Graduates	Rate	Students in Cohort	Graduates	Rate	
American Indian or Alaskan Native							
Asian or Pacific Islander							
Black not Hispanic							
Hispanic							
White not Hispanic							
Students with Disabilities							
Economically Disadvantaged							
Limited English Proficient							

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Pine Creek Elementary | Pine Creek District

School Report Card | 2011-12 | Accountability Expectations

Accountability Expectations

Expectations Met: /

Expectation	Goal	School Rate	Points Deducted
Dropout Rate	or Less		
Absenteeism Rate	or Less		
Test Participation Rate (For Lowest Group)	or Greater		

Accountability Expectations Data

The lowest group test participation rate in the table below is used to determine the result of the Lowest Group Test Participation Rate accountability expectation. For a school to meet the Test Participation Rate expectation, the participation rate for all of its student groups must be 95% or higher. Group performance for Absenteeism Rate and Dropout Rate is provided for informational purposes only and is not used to determine the Accountability Expectations results used in the accountability index.

Group	Test Participation Rate			Absenteeism Rate	Dropout Rate
	Reading Rate	Mathematics Rate	Goal		
American Indian or Alaskan Native			or Greater		
Asian or Pacific Islander			or Greater		
Black not Hispanic			or Greater		
Hispanic			or Greater		
White not Hispanic			or Greater		
Students with Disabilities			or Greater		
Economically Disadvantaged			or Greater		
Limited English Proficient			or Greater		

Notes

- Details on Accountability Expectations calculations can be found at:dpi.wi.gov/examplelink
- All schools are expected to meet Accountability Expectations on these three areas. Overall school accountability score is reduced by five points for each goal that is not met.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Pine Creek Elementary | Pine Creek District

School Report Card | 2011-12 | WSAS Trends

Wisconsin Student Assessment System (WSAS) Trends

The data below are provided for informational purposes only but are not used to calculate a school's state accountability index score. The data below include both WKCE (Wisconsin Knowledge and Concepts Exam) and WAA-SwD (Wisconsin Alternate Assessment for Students with Disabilities).

Performance levels have been retroactively adjusted to align WKCE Reading and Mathematics results with the National Assessment of Educational Progress (NAEP). Performance levels for WAA-SwD have not been adjusted. Count and percent of students scoring at each performance level will not agree with previously reported results.

Reading										
	2007-08		2008-09		2009-10		2010-11		2011-12	
Grade	Students Enrolled	Percent Proficient	Students Enrolled	Percent Proficient	Students Enrolled	Percent Proficient	Students Enrolled	Percent Proficient	Students Enrolled	Percent Proficient
3										
4										
5										
6										
7										
8										
10										

Mathematics										
	2007-08		2008-09		2009-10		2010-11		2011-12	
Grade	Students Enrolled	Percent Proficient	Students Enrolled	Percent Proficient	Students Enrolled	Percent Proficient	Students Enrolled	Percent Proficient	Students Enrolled	Percent Proficient
3										
4										
5										
6										
7										
8										
10										

Wisconsin National Assessment of Educational Progress (NAEP) Performance 2010-11

These data are provided for informational purposes only but are not used to calculate a school's state accountability index score. NAEP is administered to 4th and 8th grade students every two years.

	4th Grade Percent Proficient		8th Grade Percent Proficient	
Group	Math	Reading	Math	Reading
Wisconsin	???	???	???	???
Nation	???	???	???	???

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Pine Creek Elementary | Pine Creek District

School Report Card | 2011-12 | Annual Measurable Objectives

Annual Measurable Objectives

The U.S. Department of Education requires Annual Measurable Objectives (AMOs) be set for all students and student groups for reading proficiency, mathematics proficiency, and high school graduation. The data below are provided for informational purposes only but are not used to calculate a school's state accountability index score.

Reading Proficiency

Group	WSAS Proficient or Advanced						AMO Target	Determination
	2011-12			2010-11 and 2011-12 Average				
	Students Enrolled	Students Proficient or Advanced	Percent	Students Enrolled	Students Proficient or Advanced	Percent		
All Students								
American Indian or Alaskan Native								
Asian or Pacific Islander								
Black not Hispanic								
Hispanic								
White not Hispanic								
Students with Disabilities								
Economically Disadvantaged								
Limited English Proficient								

Mathematics Proficiency

Group	WSAS Proficient or Advanced						AMO Target	Determination
	2011-12			2010-11 and 2011-12 Average				
	Students Enrolled	Students Proficient or Advanced	Percent	Students Enrolled	Students Proficient or Advanced	Percent		
All Students								
American Indian or Alaskan Native								
Asian or Pacific Islander								
Black not Hispanic								
Hispanic								
White not Hispanic								
Students with Disabilities								
Economically Disadvantaged								
Limited English Proficient								

Notes

• Under Determination, "Yes-CI" means the group met its AMO target within a 95 percent confidence interval.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Pine Creek Elementary | Pine Creek District

School Report Card | 2011-12 | Annual Measurable Objectives

Annual Measurable Objectives

Graduation Rate

Group	Four-year Cohort Rate								Five-Year Cohort Rate			Determination
	2010-11			2009-10 and 2010-11 Average			Improvement		2010-11			
	Students in Cohort	Graduates	Percent	Students in Cohort	Graduates	Percent	Change	Target	Students in Cohort	Graduates	Percent	
All Students												
American Indian or Alaskan Native												
Asian or Pacific Islander												
Black not Hispanic												
Hispanic												
White not Hispanic												
Students with Disabilities												
Economically Disadvantaged												
Limited English Proficient												

Notes

- The graduation rate goal for the All Students group and each student group is 85 percent.
- Graduation Rate Annual Measurable Objective (AMO) is based on three goals: 1) Four-year cohort graduation rate goal; 2) Five-year cohort graduation rate goal; and 3) Four-year cohort graduation rate improvement goal. If any one of these goals is met then the AMO is met.
- Only four-year and five-year cohort graduation rates are available for 2011-12 accountability. Six-year cohort rate will replace five-year cohort rate for 2012-13 accountability and will be used going forward.

Accountable for Absenteeism:
4 Ways that States Can Use Chronic Absence in NCLB Waiver Applications

A Policy Brief from Attendance Works

Hedy Chang and Phyllis Jordan | January 2012

The U.S. Education Department's decision to grant waivers from the strictures of the No Child Left Behind Act gives states an unprecedented opportunity to decide how they will assess their own schools. States can now create a more flexible set of metrics to determine how a school is performing. These measures should go beyond test scores and graduation rates to include indicators that provide early warning of academic problems and that point to solutions, so that more students can graduate ready for college and career.

Chief among the early warning signals is chronic absence – when a student misses 10 percent or nearly a month of school over the course of an academic year. Research now documents the extraordinary scale of student absenteeism, the toll these absences take on achievement and the connection to high school dropout rates. In some communities, chronic absence affects as many as a third of all students. Chronic absence is a particularly powerful indicator of academic risk from kindergarten to second grade, when students are not yet taking standardized tests.

Attendance data is already collected by most school districts, but not often analyzed effectively. Most schools count how many students show up daily (average daily attendance) but do not monitor how many miss so many days that they are at academic risk. Thus schools and districts miss the opportunity to intervene early before students fall so far behind that they require expensive remediation or simply drop out.

Across the country, schools and their community partners have found that paying attention to chronic absence is a highly effective strategy for turning around low-performing schools because it is an easily understood, easily measured sign of progress that can provide a unifying goal for the whole community. When schools and community partners work together to reduce absences, they often see results within a semester or school year, first in attendance and later in academic performance. After all, improvements in classroom teaching and curriculum are not likely to yield results unless students are actually in class.

Using Attendance in Waiver Applications

States should embed individual student measures—assessing how many students in each school are chronically absent (missing 10 percent or more of school) and how many are achieving satisfactory attendance (missing 5 percent or fewer days)—in the accountability systems they develop for waiver applications. States can:

Recommendation 1. Make improving individual student attendance an Annual Measurable Objective in the Accountability section of the waiver application.

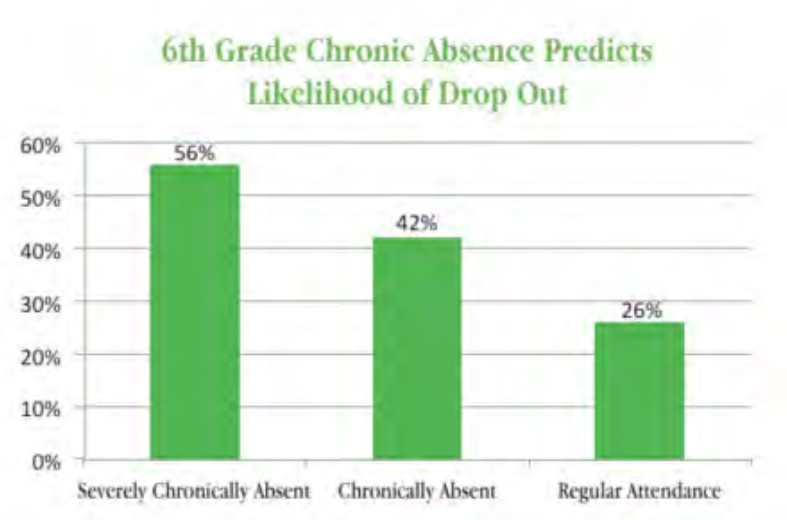
Recommendation 2: Include chronic and satisfactory attendance in the performance indices being proposed for any new or revised statewide school accountability systems.

Recommendation 3: Make chronic absence a factor in determining which campuses are deemed Focus and Priority schools as defined in the waiver process and assessing how much progress they make.

Recommendation 4: Make good or improved attendance a factor in determining bonuses for Reward schools.

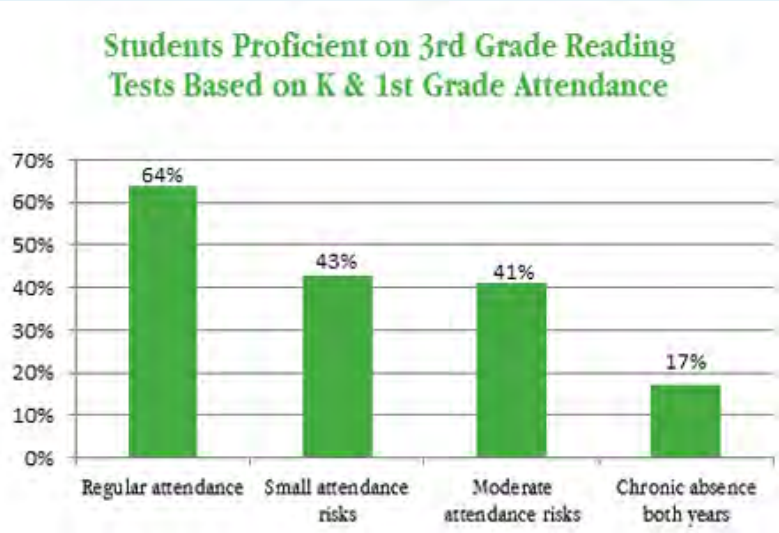
The Attendance Imperative

The connection between attendance and individual student achievement is intuitive: If you don't show up, you don't learn. In Baltimore City Public Schools, administrators found an average 25-percentage point gap in standardized test scores between students who attended regularly and those who missed 20 or more days in the previous year, which is Maryland's definition of chronic absence.[i] That achievement gap was bigger than the one separating students by socioeconomic status or English language skills. Baltimore's efforts to address chronic absence have been credited with helping the city turn around its flagging graduation rates. A recent study in Georgia estimated that 10,000 more students would have passed the state's reading test and 30,000 more students would have passed the math test if they had just attended five more days of school in the prior year.[ii]



Source: Baltimore Education Research Consortium

Research also shows a strong connection between attendance and high school graduation. By sixth grade, chronic absence becomes one of three early warning signs that a student will drop out of high school.[iii] By ninth grade, attendance is a better indicator of dropout than eighth grade test scores.[iv] Overall, a student with 10 or fewer absences—roughly the equivalent of satisfactory attendance in most districts—is two and a half times more likely to graduate than is a chronically absent peer.[v]



Source: Applied Survey Research

What many policymakers do not realize, however, is that chronic absenteeism affects students long before middle or high school. Nationally, research suggests one in 10 kindergarten and 1st grade students misses nearly a month of school. Children living in poverty who are chronically absent in kindergarten have the lowest levels of academic performance by the time they reached fifth grade.[vi] A study in Northern California found only 17 percent of students chronically absent in both kindergarten and 1st grade were reading proficiently by the end of 3rd grade, compared to 64 percent of those who showed up regularly.[vii] Students who do not learn to reading proficiently by the end of third grade are likely to fall further behind once they reach fourth grade and are expected to "read to learn."

What's more, chronic absenteeism can affect the entire classroom, when teachers have to slow down instruction to accommodate students who missed the lessons in the first place. A study of New York City fourth graders found that even students with good attendance had lower standardized test scores when they went to schools where absentee rates were too high.[viii]

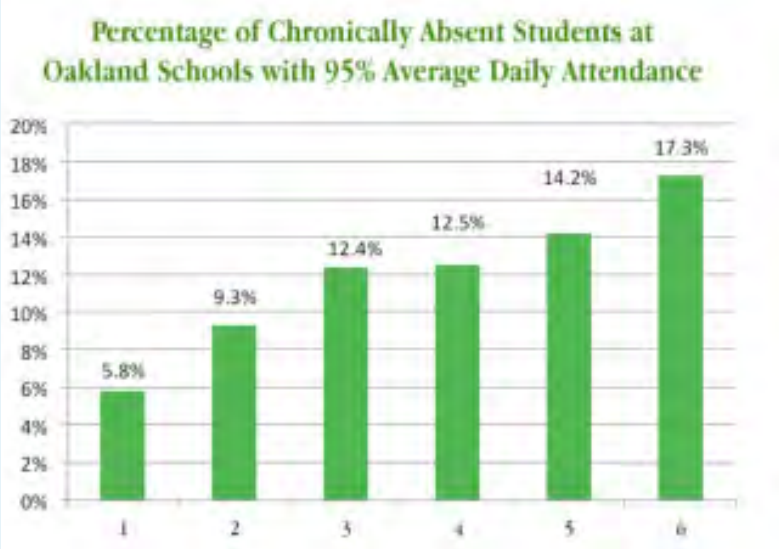
Tracking the Right Data

Tracking chronic absence and satisfactory attendance rarely requires any additional data collection, just a different way of looking what's collected. Schools typical keep absence records for individual students, and most districts store this information electronically, often turning it over to states for use in longitudinal student databases. Many states currently track some measures of attendance to determine Adequate Yearly Progress under No Child Left Behind. With rare exceptions, though most rely on average daily attendance figures or on truancy rates, which reflect only unexcused absences. Both of these measures can hide a genuine problem with students accumulating enough absences for any reason – excused or unexcused – to put them at risk academically.

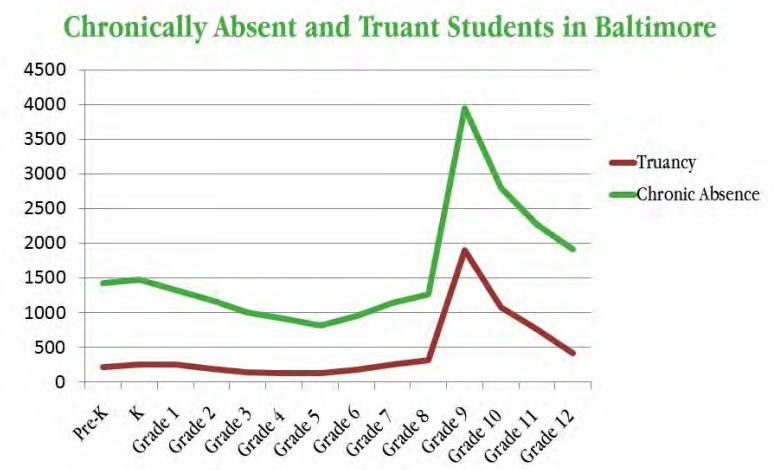
For instance, 95 percent average daily attendance for an entire school is typically considered good. But when researchers looked at elementary school attendance in three urban school districts, they found that a 95 percent average often masked a bigger problem with chronic absence. Think about it like this: If you had 100 students in your school and 95 percent showed up every day, you'd still have five absences a day. That's 900 absences over the course of the 180-day school year, and that could mean as many as 45 kids missing 20 days of school. It's rarely that extreme, but the three-district analysis found that at elementary schools with that 95 percent average, the proportion of chronically absent students ranged from 7 percent to a troublesome 23 percent.[ix]

It is also critical for states to focus on chronic absence because unexcused absences or truancy figures do not tell the entire story. As this chart of attendance data from Baltimore, Md., reveals, truancy often fails to detect all the students who are at risk academically due to poor attendance. Excessive absences reflect more than simply willfully skipping school. School attendance drops when families lack the financial resources to meet their basic needs for shelter, food, clothing, and transportation. Health problems such as asthma and poor dental care can keep kids from attending regularly. Safety concerns, including neighborhood violence and schoolyard bullying, also keep students home. If classroom instruction is ineffective and not engaging, student may reflect their discontent by failing to show up.

In the early grades, truancy rates are generally low and have



Source: Oakland Unified School District



Source: Baltimore Student Attendance Initiative

little relationships to chronic absence, because very young children seldom stay home without the knowledge of an adult who calls in an excuse. Among older students, truancy often underestimates the scale of the attendance problem because it does not capture days missed to suspensions, which are considered school-authorized rather than unexcused. Overly punitive approaches to school discipline can unnecessarily cause students to miss so much school that they fall behind.

Improving student performance by reducing chronic absence

The good news is research and the experience of a growing number of local initiatives show that chronic absence can be significantly reduced when schools, families, and community agencies work together to ensure children attend school regularly. The most effective efforts:

- Use data on chronic absence to identify patterns, set a target for reduction and monitor progress over time
- Take comprehensive approaches involving students, families, and community agencies
- Create engaged, personalized learning environments which entice students to attend school every day.
- Examine factors contributing to chronic absence, especially from parent perspectives
- Pay attention to attendance early, ideally starting in pre-K
- Combine strategies to improve attendance among all children, with special interventions targeting those who are chronically absent
- Offer positive supports to promote school attendance before resorting to punitive responses or legal action.

Ultimately, states need to assess rates of chronic absence to know why schools are not performing and what is needed to turn achievement around: Are students struggling academically because what's happening in the classroom is not meeting their needs, or because they're not in class often enough to benefit from what school has to offer?

Definitions of Key Attendance Measures:

Average Daily Attendance:
The percentage of enrolled students who attend school each day.

Satisfactory Attendance:
Missing 5% or less of school in an academic year including all absences: excused, unexcused, suspensions.

Chronic Absence:
Missing 10% or more of school in an academic year including all absences. We recommend a percentage rather than a set number of days because it promotes earlier intervention throughout the year and better comparison across districts.

Truancy:
Typically refers only to unexcused absences and is defined by each state.

> "If you get 90 percent on a test, you're doing pretty good. If your attendance is 90 percent in 180-day year you are missing 18 days of school, nearly a month. What are our best teachers supposed to do in that situation?"
>
> **Arne Duncan**
> *U.S. Secretary of Education*

How to Use Chronic Absence in a Waiver Application

The waiver process grew out frustration over NCLB's rigid rules and a sense that the strictures were inhibiting true reform. The 10-year-old federal act judges a school as failing if one subpopulation is not making adequate progress. It prescribes a set of interventions that offer little flexibility, and it provides for student and school supports that haven't consistently proved effective. The waiver application or "ESEA Flexibility Request" allows states to develop their own "system of differentiated recognition, accountability and support." As such, it affords several opportunities for including chronic absence and satisfactory attendance in the index for judging schools. These opportunities include:

Recommendation 1. Make improving individual student attendance—specifically chronic absence and satisfactory—attendance Annual Measurable Objectives in the Accountability section of the application. The Education Department asks states to develop Annual Measure Objectives or performance targets for the new accountability systems. The department proposes three approaches to framing the goals: reduce by half the percentage of all students and students in each subgroup who are not proficient within six years; set a goal to achieve 100 percent proficiency by 2020; or to create another "similarly ambitious" method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups.

The third option affords an opportunity for schools to move beyond simply tracking average daily attendance to monitoring chronic absence and satisfactory attendance levels for all schools. Even though ESEA typically only focuses on collecting data starting in grade 3, we recommend requiring reporting of these attendance measures starting in kindergarten. Data for this proven early warning sign is already available then, and high levels of chronic absence in the early grades is correlated with lower academic performance in 3rd grades. We suggest states require all schools to report on the levels of chronic absence and satisfactory attendance for the entire student body, as well as by grade and student sub-population. To ensure comparability, states should establish or maintain statewide guidelines for defining when a student should be marked absent for the day.

Including these measures helps to promote college and career readiness. Simply put, students are not ready for career or college if they do not have the persistence to attend school regularly. Chronic absenteeism underscores a student's lack of persistence and time management skills, two academic behaviors that David Conley's "College Knowledge" identifies as key to college readiness.[x]

Recommendation 2: Include chronic and satisfactory attendance in the performance indices being proposed for any new or revised statewide school accountability systems. Analysis of the first 11 applications suggest that states are using the waiver process as an opportunity to replace Adequate Yearly Progress with a more multi-faceted measures to which all schools could be held accountable.[xi] Levels of chronic absence and satisfactory attendance should be available for each school and compared to the statistics for the other elementary, middle or high schools in their district. It should also be publicly reported and comparable across school districts.

Recommendation 3. Make attendance a factor in determining which campuses are Focus and Priority schools. The waiver process requires states to identify the lowest performing 5 percent of schools as Priority schools and another 10 percent with the largest achievement gaps as Focus schools. In addition to test scores and graduation rates, states can include high chronic absence rates in the formulas for determining which schools need extra attention. Likewise reduced chronic absenteeism and improved satisfactory attendance should be considered metrics for assessing improvement in these schools.

Recommendation 4: Make good or improved attendance a factor in determining bonuses to Reward schools. Title I schools where students are performing well academically or where they are making steady progress would be considered Reward schools and eligible for bonuses. Use improved attendance for individual students as an additional factor in considering when schools are eligible for bonuses. It could also be used as incentive for other Title I schools.

Attendance Works would like to express special thanks to the W.K. Kellogg Foundation and the Annie E. Casey foundation for their on-going support of our work including the development of our research and policy briefs. Please note the findings and conclusions presented in this report are those of the authors alone, and do not necessarily reflect the opinions of the Foundation.

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Wisconsin's Accountability Index System

Continued Development and Finalization

Acronyms:
DPI = Department of Public Instruction
OEA = Office of Educational Accountability

Key Tasks/Milestones	Outcome(s)	Resource(s) Involved
May 2012		
Standard Review process	Recommendations for possible cut points; input on accountability index design	Researchers from the Wisconsin Center for Education Research; cross-agency DPI staff
Index adjustments	Index updated to reflect standards setting and Peer Review, Department of Education Comments	OEA Staff
R-code tested and finalized	Internal capacity to produce accountability reports ensured	OEA Staff
Accountability reports run, reviewed, and updated	On-track to release preliminary accountability report cards in June	OEA Staff
District accountability index communications drafted	Ensuring stakeholders are engaged and included in accountability field test as much as possible	OEA , Communications Staff
Meetings with education stakeholder groups	Ensuring statewide access to information about the new accountability system; collect input on the system from diverse stakeholders	OEA, Title I, and staff from the Office of the State Superintendent
Cabinet, State Superintendent updates	Internal leadership is engaged and has opportunities to provide input	DPI Leadership

Key Tasks/Milestones	Outcome(s)	Resource(s) Involved
June		
Final preliminary accountability report cards run	Districts have access to field test data that my inform the accountability transition process DPI has data, including response from districts, to inform accountability transition planning	OEA Staff, IT Staff, District Staff
Preliminary report cards loaded into secure system for district access		
Districts contacted to view field test accountability reports		
Survey developed and released with preliminary report cards to collect initial input	Important consultation opportunity to collect detailed information directly from school and district staff realized	OEA Staff, School and District Staff
Accountability training sessions and webinars	Transparency of Accountability Index and overall accountability system	OEA, Title I Staff
Meetings with education stakeholder groups	Ensuring statewide access to information about the new accountability system; collect input on the system from diverse stakeholders	OEA, Title I, and staff from the Office of the State Superintendent
Cabinet, State Superintendent updates	Internal leadership is engaged and has opportunities to provide input	DPI Leadership
July 2012		
Accountability Focus Groups held	Transparency of Accountability Index and overall accountability system; inclusion of educators (classroom teachers and administrators) in the design and refinement of the accountability system and report cards	OEA, Title I Staff
Feedback collected on field test reports from initial survey; new survey developed and released to collect usage information	DPI has information to inform accountability transition planning and improve upon accountability reports	OEA Staff
Meetings with education stakeholder groups	Ensuring statewide access to information	OEA, Title I, and staff

	about the new accountability system; collect input on the system from diverse stakeholders	from the Office of the State Superintendent
Cabinet, State Superintendent updates	Internal leadership is engaged and has opportunities to provide input	DPI Leadership
August		
Review of input collected in meetings, presentations, via the report card surveys, and focus groups	Final decisions regarding change(s) to system and/or report card design for the public release	OEA, Title I staff, and Cabinet
Accountability training sessions and webinars	Transparency of Accountability Index and overall accountability system	OEA, Title I Staff
Meetings with education stakeholder groups	Ensuring statewide access to information about the new accountability system; collect input on the system from diverse stakeholders	OEA, Title I, and staff from the Office of the State Superintendent
Cabinet, State Superintendent Updates	Internal leadership is engaged and has opportunities to provide input	DPI Leadership
September		
Incorporate final changes into report card design; re-run reports	Report cards prepared for public release	OEA Staff
Updated report cards re-released to schools/districts for final data verification	Districts have a final data verification period before public release of report cards	OEA staff, School/district staff
Final Date(s) TBD		
Public release of report cards	Opportunity for additional, specific input from non-school/district staff	OEA staff
Release of survey to accompany public review of report cards	Opportunity for additional, specific input from non-school/district staff	OEA staff

Response to Intervention Indicators

Leadership Support or RTI	
RTI-LD1	The principal provides resources of staff, time, and materials to support the RTI process.
RTI-LD2	The principal provides managerial leadership for a 3-Tier model for focused academic and discipline/student management processes.
RTI-LD3	The principal provides clear direction for assessment strategies, including determination for universal screening.
RTI-LD4	The principal participates actively with the RTI Team.
RTI-LD5	The principal keeps a focus on instructional improvement and student learning outcomes.
RTI-LD6	The principal celebrates individual, team, and school successes, especially related to student learning outcomes.

Leadership Quality Assurance	
RTI-LD7	The principal routinely monitors the fidelity of ongoing RTI implementation.
RTI-LD8	The principal systematically assesses RTI fidelity at least twice a year and prepares a summary report of findings and recommendations.
RTI-LD9	The principal monitors curriculum and classroom instruction regularly.

Leadership Professional Development	
RTI-LD10	The principal ensures that all staff receive on-going RTI training.
RTI-LD11	The principal participates in on-going RTI training.
RTI-LD12	Staff development for RTI is built into the school schedule for support staff as well as classroom teachers.
RTI-LD13	New staff members are trained and included in the RTI process.

Teams and Processes RTI Team Structure	
RTI-TM1	The RTI Team includes a core membership of teachers and professional staff with various roles and expertise to provide critical input to the process.
RTI-TM2	The RTI Team meets regularly and for a sufficient amount of time to conduct the business of the team.
RTI-TM3	The RTI team operates with agendas and minutes for their meetings, and these documents are maintained in a file by a person designated by the team and also by the principal.
RTI-TM4	All core members consistently attend team meetings.
RTI-TM5	The RTI Team meetings include additional people with pertinent information about a particular student under review, such as parents, referring teacher, speech-language pathologist, gifted/talented, Title I, English language learning.

Teams and Processes RTI Team Resources	
RTI-TM6	The RTI Team has inventoried schoolwide resources and created a resource map that it uses in team interventions.
RTI-TM7	The RTI Team has inventoried community resources and created a resource map that it uses in team interventions.
RTI-TM8	The RTI Team regularly updates its resource maps.
RTI-TM9	The RTI Team maintains a list of RTI-related resources to access beyond the school for consultation, advice, and support.

Teams and Processes RTI Team Culture	
RTI-TM10	The RTI Team focuses on student outcomes rather than eligibility for special education services.
RTI-TM11	The RTI Team fosters an atmosphere in which the entire school community is welcomed and supported.
RTI-TM12	The RTI Team provides a system of support for teachers through coaching, resource materials, mentoring, peer observations, and problem-solving.

Teams and Processes The Referral and Intervention Process Identify and Define	
RTI-TM13	The RTI Team receives referrals from teams, teachers, other staff, and parents about a student or group of students whose academic progress and/or behavior suggests a possible need for intervention.
RTI-TM14	The RTI Team collects background and baseline data on the referred student(s) to be used at the initial intervention meeting.
RTI-TM15	The RTI Team defines the specific area of need(s) based on the data collected.

Teams and Processes The Referral and Intervention Process Analyze for Causes	
RTI-TM16	The RTI Team considers a variety of data sources in determining the cause of the problem and if an intervention is necessary.
RTI-TM17	The RTI Team considers a variety of data sources in determining whether the situation calls for a standard treatment protocol or individual problem solving.

Teams and Processes The Referral and Intervention Process Develop a Plan	
RTI-TM18	The RTI Team sets clear, objective, measureable goals for student progress in the student's Individual Intervention Plan.
RTI-TM19	The Individual Intervention Plan includes specific tasks, persons responsible, and timelines for completion.

Teams and Processes The Referral and Intervention Process Implement and Monitor the Plan	
RTI-TM20	The RTI Team documents the quality of the implementation of the Individual Intervention Plan to assure intervention integrity.
RTI-TM21	The RTI Team holds follow-up meetings with the referring teacher and parents to review student progress and judge whether the intervention is effective.

Teams and Processes The Referral and Intervention Process Evaluate and Adjust the Plan	
RTI-TM22	The RTI Team, at key decision points, determines the degree to which the intervention has been adequately executed to evaluate its effectiveness.
RTI-TM23	The RTI Team, at key decision points, determines whether the intervention should be continued, adjusted, or terminated.

Assessment Information Systems	
RTI-AS1	The school maintains a current inventory of selected screening measures, diagnostic assessments, progress monitoring assessments and tools, and outcome assessments.
RTI-AS2	A data management system is in place with necessary technology support to provide the School Support Team, teachers, and professional staff with timely information on each student.
RTI-AS3	Data included in the management system are data collected from a variety of sources; i.e. academic, medical, developmental, vision/hearing, familial/cultural, curriculum-based measures, parent and student interviews, and behavioral and classroom management data.

Assessment Screenings	
RTI-AS4	A written universal screening system plan is in place and used by the school to assess the academic and behavioral strengths and needs of all students.
RTI-AS5	Screening assessments are conducted 3 or 4 times a year.
RTI-AS6	The school's teams (Leadership, Instructional, RTI, for example) each meets to examine the building-wide data after each screening to consider core effectiveness and instructional groups.

Assessment Diagnostic Assessments	
RTI-AS7	Diagnostic assessments are conducted for individual students as needed to adapt instruction and support interventions to student needs.

Assessment Progress Monitoring	
RTI-AS8	Progress monitoring data is sufficiently designed and collected to make clear decisions about the effectiveness of an intervention.
RTI-AS9	Academic and behavioral progress is monitored with increasing frequency as students receive additional tiered interventions.
RTI-AS10	Progress monitoring assessments are conducted monthly for those receiving supplemental instruction (as Tier 2) and weekly or bi-weekly for those receiving intensive instruction.
RTI-AS11	The RTI Team bases decisions about interventions (instructional and support) on data from continuing progress monitoring throughout the three-tiered process.

Assessment Professional Development	
RTI-AS12	School staff receive ongoing professional development on all assessments and assessment procedures.

Family Community Engagement	
RTI-FC1	Parents are informed of the RTI process and it is made clear that the process is not intended to delay referral for special education evaluation.
RTI-FC2	Parents are informed of the RTI process and intervention options available for their child before interventions are implemented.
RTI-FC3	Written information is given to parents at Tier 2 that addresses the concerns and needs of students who show emerging deficits.
RTI-FC4	Information is gathered from parents about how the child functions in a variety of settings (e.g. family and home, church, childcare, community activities).
RTI-FC5	Parent and student interviews are conducted covering the child's history and any significant events occurring in the life of the child or the family.
RTI-FC6	Individualized Intervention Plans address the family culture and resources available to the child.
RTI-FC7	Community resources (individuals, organizations, programs) are included in Intervention Plans when appropriate.

Curriculum and Instruction Curriculum	
RTI-CI1	The school maintains an official document that clearly defines the curriculum and instruction for each of three tiers in reading, mathematics, written language, and social behavior.
RTI-CI2	All teachers are guided by an evidence-based core curriculum.
RTI-CI3	All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.

Curriculum and Instruction Instruction	
RTI-CI4	All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.
RTI-CI5	All teachers assign learning tasks in a variety of formats such as auditory, visual, tactile, motor, and hands-on for all students.
RTI-CI6	Units of instruction include standards-based objectives and criteria for mastery.
RTI-CI7	All teachers use a variety of instructional modes (whole-class, small group, computer-based, individual, homework, for example).
RTI-CI8	All teachers have access to evidence-based instructional interventions for students identified at risk (Tier 2).
RTI-CI9	All teachers have access to evidence-based instructional enhancements for students identified as achieving above the general class level.

Curriculum and Instruction Professional Development	
RTI-CI10	School staff receive ongoing professional development on the subject content they are expected to teach.
RTI-CI11	School staff receive ongoing professional development on instructional methodology for the programs they are expected to teach.
RTI-CI12	School staff receive ongoing professional development on social behavior and classroom management strategies for the programs they are expected to teach.

District Response to Intervention Success Indicator	
RTI-DT1	The district has an RTI team that regularly supports and evaluates the school RTI implementation to assure fidelity.
RTI-DT2	District leadership has developed a written policy and/or procedures, approved by the school board, to insure consistency of RTI implementation across the district.
RTI-DT3	The district provides schools with technology, training, and support for integrated data collection, reporting, and analysis systems.
RTI-DT4	The district sets district, school, and student subgroup achievement targets.
RTI-DT5	The district regularly reallocates resources to support school, staff, and instructional improvement.

High School Indicators

	Team Structure
2354	The Leadership Team regularly examines individual and collective student data (e.g., course grades and completion, overall grade point average, attendance rates, behavior referrals, suspensions, end-of-course exams, state exam results) to identify areas for improvement across all content areas and throughout the school.
2355	The Leadership Team monitors rates of student transfer, dropout, graduation, and post-high school outcome (e.g., student enrollment in college, students in careers) using a longitudinal data system.
2356	The Leadership Team implements, monitors, and analyzes results from an early warning system at the school level using indicators (e.g., attendance, academic, behavior monitoring) to identify students at risk for dropping out of high school.
	Principal's Role
2357	The traditional roles of the principal and other administrators (e.g., management, discipline, security) are distributed to allow adequate time for administrative attention to instruction and student supports.
	Opportunity to Learn
	Content Mastery and Graduation
2358	The school confirms that a student has mastered prerequisite content knowledge before allowing the student to take higher-level courses.
2359	All students demonstrating prerequisite content mastery are given access to higher-level courses.
2360	The curriculum and schedule provide pathways for all students to acquire missing content knowledge.
2361	The school provides all students with academic supports (e.g., tutoring, co-curricular activities, tiered interventions) to keep them on track for graduation.
2362	The school provides all students extended learning opportunities (e.g., summer bridge programs, after-school and supplemental educational services, Saturday academies, enrichment programs) to keep them on track for graduation.

2363	The school provides all students with opportunities for content and credit recovery that are integrated into the regular school day to keep them on track for graduation.
	Opportunity to Learn
	Post-Secondary School Options
2364	Guidance counselors provide all students with feedback and reports on their assessment results (academic, aptitude, interest) to facilitate student-driven decisions about their own work and college and career goals.
2365	The school provides all students with opportunities to enroll in and master rigorous coursework for college and career readiness.
2366	The school provides all students with academic supports (e.g., supplemental interventions) when needed to enable them to succeed in rigorous courses designed for college and career readiness.
2367	The school provides all students with supports and guidance to prepare them for college and careers (e.g., career awareness activities, career exploration, college visits, advising).
2368	All teachers integrate college and career guidance and supports relevant to their subject areas into their taught curricula.
2369	The school routinely provides all students with information and experience in a variety of career pathways.
2370	The school provides all students with access to relevant data to make decisions about their course of study as they progress toward their college and career goals.
2371	The school provides all students with information, guidance, and support to secure financial assistance and scholarships for college or other post-secondary education.
	Opportunity to Learn
	Extended Learning Opportunities
2372	The school expects all students to participate in activities to develop skills outside of the classroom (e.g., service learning, athletics, enrichment, internships).
2373	The school provides all students with opportunities to learn through nontraditional educational settings (e.g., virtual courses, dual enrollment, service learning, work-based internships).

2374	The school provides all students with formal supports and a network of contacts with school personnel, community members, and workplace personnel to ensure the social capital necessary to make informed life decisions.
	Opportunity to Learn
	Transitions
2375	The school provides freshman students with formal supports as they make the transition to high school (e.g., summer bridge programs, freshman academies).
2376	The school provides senior students with formal supports as they make the transition out of high school (e.g., college and career planning, job fairs).
2377	The school tracks the post-secondary school placements and experiences of their graduates and reports the results to the school board, faculty, and school community.

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RTI-DT3	The district provides schools with technology, training, and support for integrated data collection, reporting, and analysis systems.
RTI-DT4	The district sets district, school, and student subgroup achievement targets.
RTI-DT5	The district regularly reallocates resources to support school, staff, and instructional improvement.

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ELL Indicators – District Level

District Context and Support for School Improvement - Improving the school within the framework of district support

IA07 The district sets district, school, and student subgroup achievement targets. (7)

IA09 The superintendent and other central office staff are accountable for school improvement and student learning outcomes. (9)

IA11 The district ensures that key pieces of user-friendly data are available in a timely fashion at the district, school, and classroom levels. (11)

IA13 The district works with the school to provide early and intensive intervention for students not making progress. (13)

IA14 The district recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement. (14)

District Context and Support for School Improvement - Clarifying district-school expectations

IC07 Professional development is built into the school schedule by the district, but the school is allowed discretion in selecting training and consultation that fit the requirements of its improvement/restructuring plan and its evolving needs. (34)

ELL Indicators – School level

School Leadership and Decision Making - Establishing a team structure with specific duties and time for instructional planning

ID13 Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data. (48)

School Leadership and Decision Making - Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction

IE04 The principal models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of sound practices. (55)

School Leadership and Decision Making - Aligning classroom observations with evaluation criteria and professional development

IF08 Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (72)

School Leadership and Decision Making - Helping parents to help their children meet standards

IG01 Parents receive regular communication (absent jargon) about learning standards, their children's

progress, and the parents' role in their children's school success. (76)

Curriculum, Assessment, and Instructional Planning - Engaging teachers in aligning instruction with standards and benchmarks

IIA01 Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (88)

Curriculum, Assessment, and Instructional Planning - Engaging teachers in assessing and monitoring student mastery

IIB04 Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others. (94)

Curriculum, Assessment, and Instructional Planning - Engaging teachers in differentiating and aligning learning activities

IIC02 Instructional Teams develop materials for their standards-aligned learning activities and share the materials among themselves. (97)

Curriculum, Assessment, and Instructional Planning - Assessing student learning frequently with standards-based assessments

IID06 Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. (104)

IID08 Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies. (106)

Classroom Instruction - Expecting and monitoring sound instruction in a variety of modes - Preparation

IIIA06 All teachers test frequently using a variety of evaluation methods and maintain a record of the results. (115)

IIIA07 All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (116)

Classroom Instruction - Expecting and monitoring sound homework practices and communication with parents

IIIB06 All teachers systematically report to parents the student's mastery of specific standards-based objectives. (155)

Classroom Instruction - Expecting and monitoring sound classroom management

IIIC12 All teachers engage all students (e.g., encourage silent students to participate). (167)

November 28, 2011

Special Education Indicators

School Leadership and Decision Making Establishing a team structure with specific duties and time for instructional planning
Teams of special educators, general education teachers, and related service providers meet regularly to enhance/unify instructional planning and program implementation for students with disabilities. (2407)

School Leadership and Decision Making Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction
The principal participates actively with the school's teams. (56)

Curriculum, Assessment, and Instructional Planning Engaging teachers in aligning instruction with standards and benchmarks
Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (88)
Units of instruction and activities are aligned with IEP goals and objectives for students with disabilities. (2408)

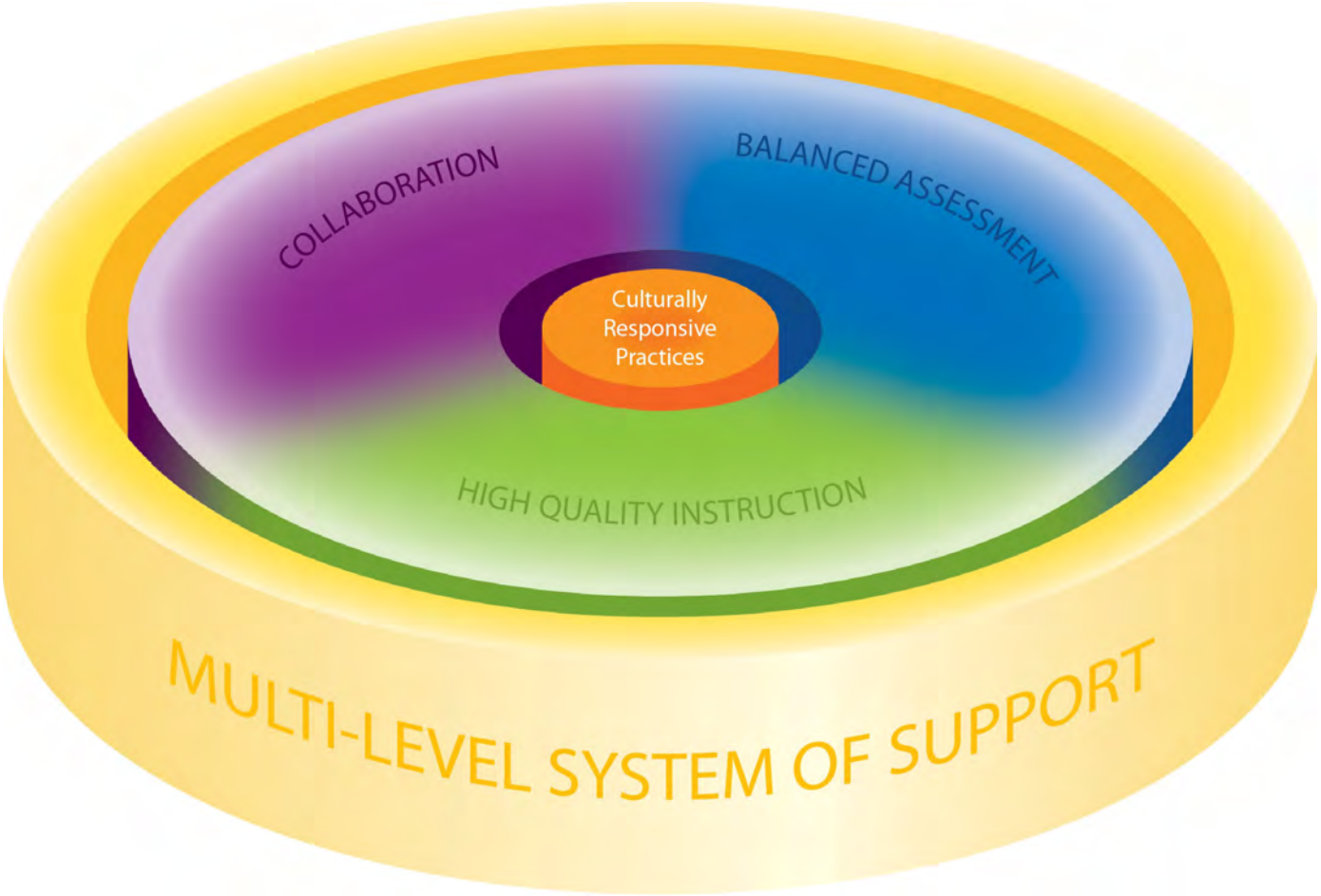
Curriculum, Assessment, and Instructional Planning Engaging teachers in assessing and monitoring student mastery
Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction. (92)
Unit pre-test and post-test results are reviewed by the Instructional Team. (93)
Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others. (94)

Curriculum, Assessment, and Instructional Planning Assessing student learning frequently with standards-based assessments
The school tests each student at least 3 times each year to determine progress toward standards-based objectives. (100)
Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies. (106)
Instructional Teams use student learning data to plan instruction. (107)
Instructional Teams use student learning data to identify students in need of instructional support or enhancement. (108)
Instructional teams track and maintain records of student learning data to determine progress toward meeting goals as indicated in students' IEP's. (2409)
Instructional teams utilize student learning data to determine whether a student requires a referral for special education services (e.g., Response-to-Intervention). (2410)

Classroom Instruction Expecting and monitoring sound instruction in a variety of modes Computer-Based Instruction
Students with disabilities are provided with and taught effective ways to use assistive technology to support their individual learning needs. (2411)
Classroom Instruction Expecting and monitoring sound homework practices and communication with parents
All teachers systematically report to parents the student's mastery of specific standards-based objectives. (155)

* New Special Education Indicators

Wisconsin Response to Intervention: A Guiding Document



Wisconsin Department of Public Instruction
Tony Evers, PhD, State Superintendent
2010

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Tony Evers, PhD, State Superintendent

November 15, 2010

Dear Educator:

Wisconsin's long-standing commitment to public education continues to earn nation-leading graduation rates, college entrance exam scores, and a growing number of students taking rigorous college-level courses. We have a tradition of excellence, and there is much to celebrate. At the same time, we cannot afford to rest on our laurels.

We must ensure that Wisconsin's vision of excellence, achievement, and readiness is accessible to every student. Data reveals significant opportunity gaps between students of color and white students, and a static overall achievement rate persists. To address these issues, I have identified Response to Intervention (RtI) as a process that will help Wisconsin move toward my vision of every child a graduate.

RtI is a way to systematize high quality instruction, balanced assessment systems, and collaboration. It is this systematic process that will ensure that all students have equal access to supports that will ensure their long-term success. RtI will create collaborative systems among educators; assist in using data to make informed decisions about students, staff, and resources; and provide a framework for seeking success for all students. RtI will offer a process to examine gaps in opportunity and learning and assist in building systems so that every child is a graduate.

Emergent research suggests that RtI is effective for helping to improve academics and behavior among students. To support high quality learning, the Department of Public Instruction (DPI) and Cooperative Educational Service Agencies (CESAs) have partnered to create the Wisconsin RtI Center, a state-wide resource network that will provide educators with the knowledge and expertise to implement this important process.

Wisconsin is making other significant changes that will assist in supporting a comprehensive and unified state-level vision for RtI, including:

- adopting the Common Core State Standards for English language arts and mathematics that are rigorous, clear, and aligned for college and career readiness;
- phasing out the Wisconsin Knowledge and Concepts Examinations in favor of assessments that provide targeted and timely information to educators, students, and their parents; and
- supporting the Culturally Responsive Training for All: Training and Enhancement network, a consortium of Wisconsin schools and districts focused on culturally responsive practices.

These initiatives are not separate of RtI; they are integrated in my vision of a high quality RtI system.

All children have a right to a public education that charts a path to success. All children deserve highly qualified teachers in their classrooms and equal access to the best instructional materials, strategies, and interventions available. I believe RtI will help Wisconsin enhance this equity of access and ensure that every child is a graduate, prepared for further education and the workforce. Thank you for your ongoing commitment to all learners in Wisconsin.

Sincerely,

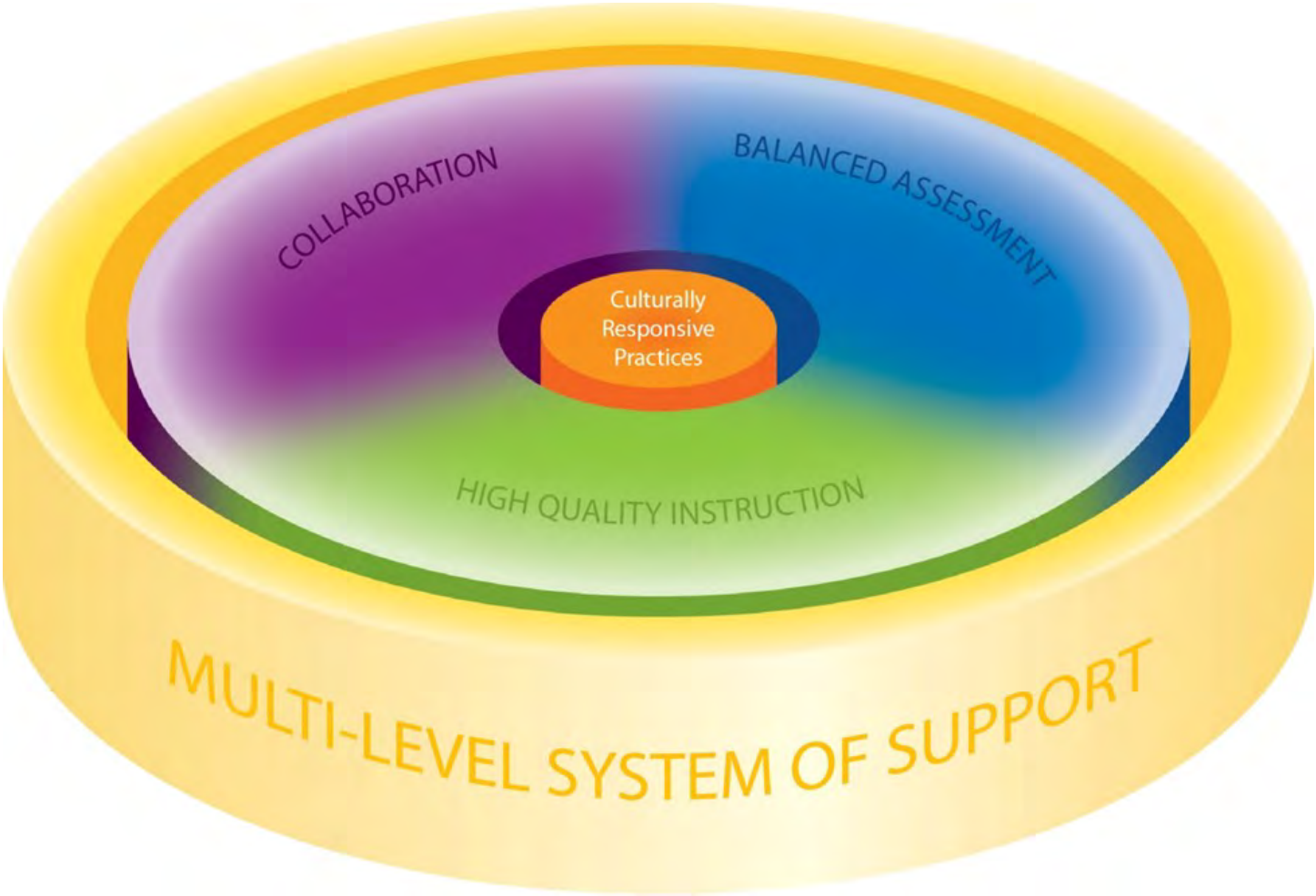
Tony Evers, PhD
State Superintendent

PO Box 7841, Madison, WI 53707-7841 · 125 South Webster Street, Madison, WI 53703

Purpose of this Document

To assist Wisconsin education leaders with planning for **Response to Intervention (RtI)**, DPI, in partnership with Wisconsin education stakeholders, has developed this informational brief. This brief is intended to provide guidance for implementation of RtI and should not be read as administrative rule. This brief provides Wisconsin's vision for RtI, shares a definition and an accompanying visual model for RtI, reviews essential elements of RtI, highlights existing state resources for getting started, responds to frequently asked questions, and includes a glossary of terms. Bolded words are defined in the glossary. The information presented in this brief reflects research, evidence-based practice, and high quality pedagogy. For more information on RtI, see www.dpi.wi.gov/rti/index.html.

Wisconsin's Vision for Response to Intervention



In Wisconsin's vision for RtI, the three essential elements of high quality instruction, balanced assessment, and collaboration systematically interact within a **multi-level system of support** to provide the structures to increase success for *all* students. **Culturally responsive practices** are central to an effective RtI system and are evident within each of the three essential elements. In a multi-level system of support, schools employ the three essential elements of RtI at varying levels of intensity based upon student responsiveness to instruction and intervention. These elements do not work in isolation. Rather, all components of the visual model inform and are impacted by the others; this relationship forms Wisconsin's vision for RtI.

What Are Culturally Responsive Practices, and Why Are They at the Center of the Graphic?

Culturally responsive practices account for and adapt to the broad diversity of race, language, and culture in Wisconsin schools and prepare all students for a multicultural world. Within Wisconsin's vision for RtI, culturally responsive practices are evident in and infused throughout all levels of each of the three essential elements.

Nationally, race has been a predictor of success in schools for decades. Called "the achievement gap," "the opportunity gap," "the equity gap"—all phrases speak to the long-standing educational inequities in our system. Both national data and Wisconsin state data show that in nearly every measurable area—academic achievement, discipline, gifted and talented placement, and graduation rates—students of color have statistically significant lower rates of success as compared to their white peers.[1] To address these gaps in opportunity, Wisconsin has situated culturally responsive practices as central to a RtI system.

Specifically, there are three reasons RtI in Wisconsin is centered on culturally-responsive practices:

First, Wisconsin students are increasingly diverse. Our curriculum, instruction, and supports must reflect this diversity and be intentionally inclusive of the many cultures in our communities.

Second, culturally responsive practices make a difference. In Wisconsin, school districts have changed race-based patterns of success and failure through attention and intention.

Third, RtI is a systems change model, and to implement RtI without continual reflection on who is academically and behaviorally successful (and who is not) will not lead to systems change. It is critical to examine core practices, and to monitor who is successful with and without interventions/additional challenges, and which interventions/additional challenges are more successful with various cultural, racial, and ethnic groups.

Culturally responsive practices account for and adapt to the broad diversity of race, language and culture in Wisconsin schools and prepare all students for a multicultural world.

[1] Readers interested in further reading or research on the persistent nature of the achievement gap http://www.agi.harvard.edu/

A Note on the RtI Triangle

RtI is often represented visually by a triangle separated into three tiers that depict levels of intensity based on student need. Due to the widespread prevalence of this model, many have asked, "Why no triangle in Wisconsin?"

While many districts may choose to use a three-tiered system to organize their RtI system, the way a district chooses to structure their RtI system is a local control decision left to individual districts. Districts have varying resources, programs, and practices that will likely influence the building of their unique RtI system. Districts may use tiers or find that other multi-level systems or processes work well in their district. The Wisconsin visual model outlines the parameters of a high quality RtI system while maintaining the flexibility that districts require to build systems to meet local needs.

In Wisconsin, culturally responsive practices are central to the state's RtI vision and infused throughout the three essential elements. The central role of culturally responsive practices in RtI is graphically depicted in the state visual. Additionally, the circular model is a RtI systems level view of the process, while the triangle depicts a student level view. Districts may find that a triangle or other visual representation best fits their vision for meeting the needs of their distinct populations and that many RtI models fit within the state's visual model and definition.

Defining RtI

In Wisconsin, Response to Intervention (RtI) is defined as a process for achieving higher levels of academic and behavioral success for all students. Rigorous implementation of RtI includes a combination of high quality instructional practice, balanced assessment, and collaboration, all of which are infused with culturally responsive practices. Further, RtI systems use a multi-level system of support to identify and respond to student need. Implementation of a multi-level system of support includes meaningful family involvement, **data-based decision making**, and effective leadership. Comprehensive RtI implementation will contribute to increased instructional quality, equitable access to high quality and effective programming, and will assist with the identification and support of learners with varied abilities and needs. The Wisconsin RtI Roadmap (page 8) illustrates how the three essential elements function within an enacted RtI system and how the system adjusts to meet the needs of students.

This document will further expand on the three essential elements of RtI and illustrate their connectedness to culturally responsive practices. The three essential elements are:

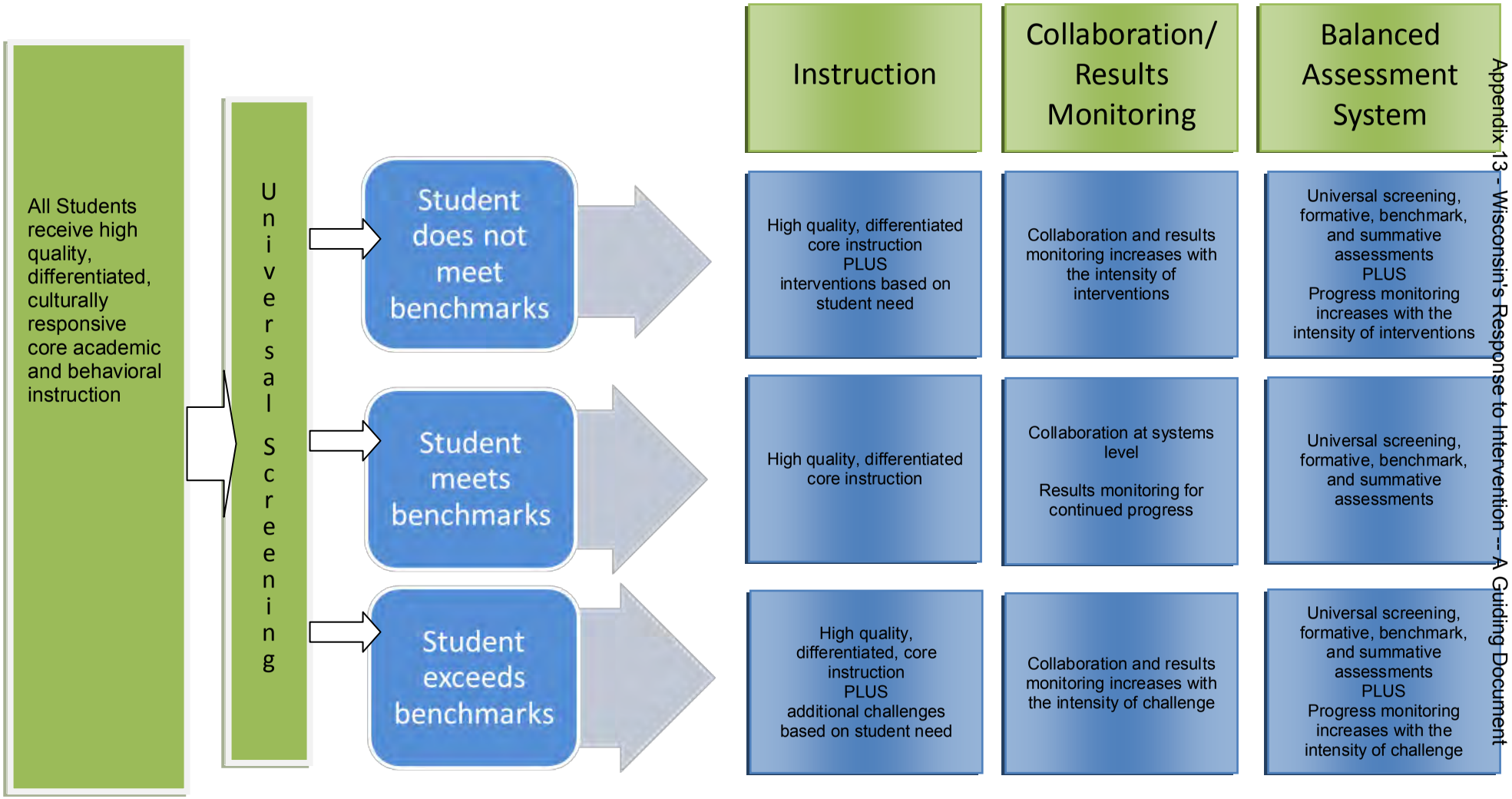
- High Quality Instruction
- Balanced Assessment
- Collaboration.

What is Unique about RtI in Wisconsin?

Wisconsin's vision for RtI addresses both academics and behavior, employs culturally responsive practices within each of the three essential elements, and uses a strengths-based model to systematically provide ALL students with the supports they need to succeed. Wisconsin stakeholders have developed the following guiding principles that provide the philosophical underpinning to RtI and also serve as a reflective checkpoint to assess an enacted system:

- RtI is for ALL children and ALL educators
- RtI must support and provide value to effective practices
- Success for RtI lies within the classroom through collaboration
- RtI applies to both academics and behavior
- RtI supports and provides value to the use of multiple assessments to inform instructional practices
- RtI is something you do and not necessarily something you buy
- RtI emerges from and supports research and evidence-based practice.

Wisconsin Response to Intervention Roadmap: A Model for Academic and Behavioral Success for All Students Using Culturally Responsive Practices



The Wisconsin RtI Roadmap (http://dpi.wi.gov/rti/pdf/rti-roadmap.pdf) illustrates how the three essential elements function within an enacted RtI system and how the system adjusts to meet the needs of students.

High Quality Instruction

High quality instruction (curriculum, instruction, and assessment) is engaging, standards-based, data-driven, and research-based. Curriculum, instruction, and assessment that are grounded in the culturally responsive practices of relevance, identity, belonging, and community will serve to best engage all students. High quality curriculum and instruction should be culturally appropriate for the students being served and prepare all students for a multicultural world.

All students should receive high quality, culturally responsive core academic and behavioral instruction that is **differentiated** for student need and aligned with the Common Core State Standards (CCSS) for mathematics and English language arts and other state and local standards. Standards assist in providing consistent grade-level benchmarks. **Core instruction** refers to the curriculum, instruction, and assessment that all students receive. Core curriculum stems from and is directly shaped by the standards, the district curricular framework, and the effective use of formative, summative, and benchmark assessments. All curriculum and instructional practices should be examined against their evidence base and the educational context within which they will be implemented.

Intervention and additional challenge: Providing high quality instruction by responding to student need

High quality instruction (curriculum, instruction, and assessment) is engaging, standards-based, data-driven, and research-based and is grounded in culturally responsive practices.

Interventions are intended to increase student performance in the general curriculum for students who are not meeting benchmarks in a particular curricular area. **Additional challenges** are intended to meet the needs of students who are exceeding benchmarks. For students whose screening data indicate they are either likely to not meet benchmarks or are likely to exceed benchmarks in a particular instructional area, educators use data in a collaborative process to determine appropriate interventions or additional challenges, which are matched to a student's particular area of need. Within this process, the intensity of intervention or additional challenge is also determined. Students continue to access core curriculum, instruction, and assessment in addition to these small group or individual interventions or additional challenges. In certain cases when students exceed benchmarks, a collaborative team may determine that an additional challenge may most appropriately take place in lieu of core instruction.

The process of identifying and using interventions and additional challenges is flexible and fluid. The intensity and nature of the interventions or additional challenges should be adjusted based on a student's responsiveness as evidenced by multiple data sources. Instructional time, frequency of instructional sessions, size of the instructional group, level of instruction, instructional technique, and instructional provider are examples of adjustments that can be made to respond to student need. Interventions and additional challenges, as components of high-quality instruction, should each be culturally responsive and appropriate for the students being served.

Balanced Assessment System for Continuous Review of Student Progress

Continuous review of student progress within a RtI system involves a balanced, systematic process of constant inquiry that uses multiple measures to determine the current skill level of a student or group of students, how students are responding to core curriculum and instruction, and how students are responding to interventions or additional challenges. No single test score should determine a student's experience at any phase of a RtI system. Rather, multiple types of data should be gathered, and their evidence should be considered. Educator and family input should also be sought in making decisions about the kinds of data collected (e.g. teacher observation, family interview, benchmark assessment scores, student self assessment) and should be considered as part of understanding the whole picture of a student's performance. In seeking broad experience and expertise in choosing and implementing assessment procedures, schools will be better equipped to enact culturally responsive practices that reflect the identity, community, sense of belonging, and relevance of the group of students and families served. Within a RtI system, universal screening and progress monitoring play a critical role in determining how best to respond to student need.

No single test score should determine a student's experience at any phase of a RtI system.

Universal screening is a process in which data from multiple measures are analyzed to determine whether each student is likely to meet, exceed, or not meet benchmarks and can be constructed for both academic and behavioral purposes. A screener is an assessment given as one part of the

screening process to establish a baseline from which students are beginning and to align the instructional starting point to student need. Screeners are typically a form of data collection designed to be easy, quick, and repeatable. Again, no single piece of data should determine a student's experience within a RtI system; multiple types of data (survey, interview, teacher observation, etc.) should be collected to assist in a complete universal screening process. Data from the universal screening process are used to make decisions about interventions and additional challenges. It is also important to note that universal screening data can be examined to determine if a change in core curriculum and instruction is needed.

Progress monitoring is a process used to assess a student's academic and behavioral performance, to measure student improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction.[2] This process is also used to monitor a student's response to specific interventions or additional challenges. Progress monitoring can be formal (quantifiable, norm-referenced tools) or informal (teacher-developed formative tools) and can be implemented with individual students or an entire class. The frequency of progress monitoring will increase with the intensity of an intervention or additional challenge. Like universal screening, progress monitoring is a process, and thus data should include multiple pieces of evidence with a focus on individual student improvement as well as small group improvement.

RtI is a system for increased success for *all* students, and universal screening and progress monitoring are central to this system. RtI may also be used as a method for identifying students with **specific learning disabilities (SLD)**. As a student moves further toward a process of a SLD determination, by rule, the criteria of progress monitoring tools becomes more stringent to ensure strict consistency, fidelity, and reliability across the state. Making educational decisions based on multiple types of data is equally important to this process. For more information on the SLD determination process as it relates to a RtI system, see http://dpi.wi.gov/sped/ld.html.

Collaboration

Collaboration is a process where people work together toward common goals. Collaboration as part of a RtI system includes educators, families, and communities working together both formally and informally. This partnership builds and implements a model that identifies and provides supports to students to increase their academic and behavioral success through data-based decision making. Collaborative protocols such as problem-solving processes and profes-

[2] National Center on Response to Intervention (www.rti4success.org)

sional learning communities (PLC) can be used to systematize discussions of student, class, grade, school, district, and state-level data. The frequency and intensity of collaborative teaming should increase with the intensity of student need.

Collaboration across subject areas, job titles, and among schools in a district also helps to establish a systemic and systematic approach to student support. Shared discussion around school schedules, course offerings, budget, staffing, and resource allocation can help to support decision making within a RtI system that maximizes local resources. As with other practices within a RtI system, all topics, formats, and outcomes should consider how culturally responsive practices such as relevance, identity, community, and sense of belonging impact collaboration.

Multi-level System of Support

Historically, school reform efforts often emphasized collaboration, high quality instruction, and balanced assessment. RtI provides a systematic approach that integrates these three essential elements within a multi-level system of support to maximize student achievement. A multi-level system of support is the practice of systematically providing differing levels of intensity of supports (interventions/additional challenges, collaborative structures, monitoring of student progress) based upon student responsiveness to instruction and intervention. Within a RtI system schools: use data to identify students at risk for poor learning outcomes or in need of increased challenge, monitor student progress, intervene based on student need, and adjust the intensity and nature of interventions or challenges depending on a student's responsiveness. Factors, such as effective leadership, meaningful family and community involvement, and data-based decision-making, enhance a multi-level system of support.

A multi-level system of support is the practice of systematically providing differing levels of intensity of supports based upon student responsiveness to instruction and intervention.

Getting Started

Where does a district or school begin?

To begin, many local decisions must be made to set up systems that are best for the unique population and circumstances of the school and district. DPI encourages local education agencies (LEAs) to meaningfully include educators, families, and community members when making these decisions to ensure that local RtI systems are effective for their specific students. Examples of these decisions include core curriculum and instructional practices, universal screening and progress monitoring tools and processes, collaborative systems, best use of staff and resources to support all students, specific systems of support (e.g. the use of levels/tiers, thresholds for increased supports), etc.

What are some DPI tools and resources to help a district or school implement RtI?

- **The Wisconsin RtI Self-Assessment Tool** (http://dpi.wi.gov/rti/pdf/rtiselfassess.pdf) is intended to assist school or district level teams who wish to discuss and reflect on their readiness to implement a RtI system and to provide ongoing opportunities for open-ended reflection, discussion, and planning.
- **The Wisconsin RtI Roadmap** (http://dpi.wi.gov/rti/pdf/rti-roadmap.pdf) provides a visual overview of an enacted Wisconsin RtI system.
- **The Wisconsin RtI Center** (www.wisconsinrticenter.org) is a collaborative project between DPI and the twelve CESAs to provide high quality RtI professional development and technical assistance regionally throughout Wisconsin. The Wisconsin Positive Behavioral Interventions and Supports (PBIS) (www.wisconsinpbisnetwork.com) Network operates within the RtI Center.
- **Culturally Responsive Education for All: Training and Enhancement** (CREATE) (www.createwisconsin.net) is a DPI funded statewide project to provide supports to districts with the goal of transforming schools and unlocking the potential of all students.
- **Common Core State Standards for English Language Arts and Mathematics** (www.corestandards.org) are the newly adopted (June, 2010) Wisconsin English and mathematics standards.
- **Advancing Student Learning Through Distributed Instructional Leadership: A Toolkit for High School Leadership Teams** (http://dpi.wi.gov/sprntdnt/pdf/distributed_leadership_toolkit.pdf) will support school leaders in building and advancing the promising practice of leadership for learning teams.

FAQ

How will DPI support districts implementing RtI?

DPI has created web-based tools to help districts build and implement their RtI systems. For more information see www.dpi.wi.gov/rti/index.html. In addition, DPI has partnered with the twelve CESAs to create the Wisconsin RtI Center to coordinate statewide efforts between the CESAs and professional organizations and to support schools and districts implementing RtI. Visit the Wisconsin RtI Center website at www.wisconsinrticenter.org for information on resources, tools, and professional learning.

What is DPI's guidance on assessment tools used as part of a RtI system?

DPI does not advocate for any specific assessment in a RtI system, nor does the department have a policy that would specify certain assessment tools that a district must use in a RtI process. These are local decisions to be discussed with local education stakeholders. Within a RtI process, DPI encourages educators to use a balanced assessment system. This balanced assessment system would include benchmark, formative, and summative assessments. For more information on balanced assessment see (www.dpi.wi.gov/oea/nbasp.html).

As a particular student moves closer to a specific learning disability (SLD) determination process, certain other requirements for assessments may apply. For more information on using RtI processes for SLD determination, see http://dpi.wi.gov/sped/ld.html.

What is the connection between RtI and Positive Behavioral Interventions and Supports (PBIS)?

PBIS is one national model for implementing RtI to address behavior. It is a positive, school-wide, systematic approach based on a proactive RtI model. For more information on PBIS, visit the Wisconsin PBIS Network at www.wisconsinpbisnetwork.org.

How does a RtI system benefit English Language Learner (ELL) students, and what are the special considerations?

A RtI system takes into account students' English language proficiency, academic proficiency, previous educational experiences, and cultural background. Given the unique characteristic of ELL

students, a RtI system responds to the students' educational needs and offers an enhanced platform for learning. The systematic approach to RtI provides the necessary structures to give all students the opportunity to learn the content through standards-based instruction and assessment and the equitable opportunity to reach mastery of such content.

How does a RtI system benefit students with disabilities, and what are the special considerations?

RtI offers a systematic way of providing a comprehensive picture of student needs to make instructional decisions to respond to those needs. The systematic approach to RtI provides the necessary structures to give all students the opportunity to learn the content through standards-based instruction and assessment and the equitable opportunity to reach mastery of such content. For students with disabilities, their Individualized Education Program (IEP) drives programming based on the student's disability related needs. For information on using a RtI model for identifying students with specific learning disabilities (SLD), see http://dpi.wi.gov/sped/ld.html.

How does a RtI system benefit students who are exceeding benchmarks, and what are the special considerations?

A RtI system can be successfully used to identify the needs of and provide appropriate programming for students with gifts and talents, as required by State Statute. Since RtI is a school-wide initiative (i.e. systemic), it is an effective way to provide systematic and continuous services beyond the core curriculum for high-ability students. A RtI system uses balanced assessment to provide a comprehensive picture of student needs in order to make instructional decisions to respond to those needs. Progress monitoring ensures that these learning opportunities are appropriate and result in student growth. For additional information on gifted and talented education, please refer to the *Gifted and Talented Resource Guide* published by the Wisconsin Department of Public Instruction at http://dpi.wi.gov/cal/pdf/gtguide.pdf.

Glossary

Additional challenges
Additional challenges are research-based strategies that are systematically used with a student or group of students whose screening data indicate that they are likely to exceed benchmarks.

The intensity of the challenge is matched to the intensity of student need and can be adjusted through many dimensions including length, frequency, and duration of implementation.

Core instruction
Core instruction refers to the curriculum, instruction, and assessment that all students receive.

Culturally responsive practices
Culturally responsive practices account for and adapt to the broad diversity of race, language, and culture in Wisconsin schools and prepare all students for a multicultural world. Within Wisconsin's vision for RtI, culturally responsive practices are evident in and infused throughout all levels of each of the three essential elements.

Data-based decision making
Data-based decision making is the process of making instructional decisions for student success (both academically and behavioral) through ongoing collection and analysis of data.

Differentiated instruction
Differentiated instruction is culturally and linguistically appropriate and reflects a dynamic adjustment to student needs such as readiness, interest, or learning style.

Intervention
Academic or behavioral interventions are research-based strategies that are systematically used with a student or group of students whose screening data indicate that they are likely to not meet benchmarks. The intensity of interventions is matched to the intensity of student need and can be adjusted through many dimensions including length, frequency, and duration of implementation.

Multi-level system of support
The practice of systematically providing differing levels of intensity of supports (interventions/ additional challenges, collaborative structures, monitoring of student progress) based upon student responsiveness to instruction and intervention.

Progress monitoring
Progress monitoring is a process used to assess students' academic and behavioral performance, to measure student improvement or responsiveness to instruction, and to evaluate the effective-

ness of instruction. The frequency of progress monitoring increases with the intensity of an intervention or additional challenge.

Response to Intervention (RtI)
RtI is a process for achieving higher levels of academic and behavioral success for all students. The three essential elements of high quality instruction, balanced assessment, and collaboration systematically interact within a multi-level system of support to provide the structures to increase success for all students. Culturally responsive practices are central to an effective RtI system and are evident within each of the three essential elements. In a multi-level system of support, schools employ the three essential elements of RtI at varying levels of intensity based upon student responsiveness to instruction and intervention.

Screening
See **Universal Screening**.

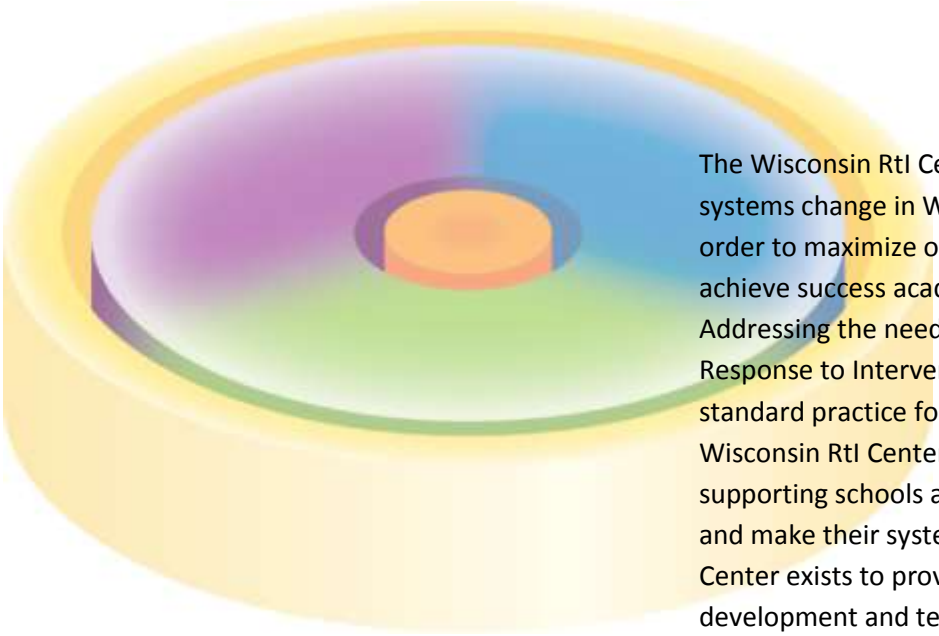
Specific Learning Disability (SLD)
Sec. 300.8(c)(10) Specific learning disability. (i) General. Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

For information on using a RtI model for identifying students with a specific learning disability (SLD), see http://dpi.wi.gov/sped/ld.html.

Universal screening
Universal screening is a process through which data from multiple measures is accurately analyzed to determine whether each student is likely to meet, exceed, or not meet benchmarks and can be constructed for both academic and behavioral purposes.

Trainings
for Response to Intervention
in Wisconsin

2011-2012



The Wisconsin RtI Center's vision is to bring about systems change in Wisconsin school communities in order to maximize opportunities for all students to achieve success academically and behaviorally. Addressing the needs of all students through a quality Response to Intervention (RtI) system will become standard practice for districts and schools. The Wisconsin RtI Center accomplishes this goal by supporting schools as they learn how to implement RtI and make their systems sustainable. The Wisconsin RtI Center exists to provide high quality professional development and technical assistance, as well as to gather and disseminate RtI implementation data to support schools' implementation process.

www.wisconsinRtIcenter.org

Recommended Scope & Sequence

Implementing a quality Response to Intervention (RtI) system is a process that takes several years to implement. Educational leaders starting their schools on the process towards sustainability should begin with **purpose building** sessions. These trainings will provide a crucial overview of the Wisconsin RtI Framework. During this time, school leadership teams also complete the Wisconsin RtI School-wide Implementation Review (SIR) on the Wisconsin RtI Center website. Teams use the results of the SIR to action plan for the following years and prioritize trainings to take in the following phase. Schools typically spend a year in the purpose building phase reaching consensus. During years two through five, building leadership teams can move on to **implementation** trainings, which will help schools layer on supports as they implement RtI. Implementation takes several years and multiple changes to go through in order to have quality implementation. **Full implementation** trainings are useful for schools as they continue to practice RtI with fidelity and monitor students' progress.

See the following page for a chart detailing the recommended continuum of professional development for schools working toward full implementation. The trainings in subsequent pages of this document are expected to be available in 2011–2012.

The Wisconsin RtI Center is partnering with the Cooperative Educational Service Agencies (CESAs), with support from the Wisconsin Department of Public Instruction, to create a network of trainers skilled in the Wisconsin RtI Framework. In addition to detailed descriptions of the purpose building sessions directly provided by Wisconsin RtI Center trainers, this document contains a listing of implementation trainings that can be accessed via this CESA Statewide Trainer's Network supported and trained by the Wisconsin RtI Center.

There are many workshops and trainings offered by various agencies and professional organizations across Wisconsin that are related to and support the Wisconsin RtI Framework. A complete and up-to-date list of Wisconsin RtI Center network of CESA statewide trainers & trainings can be found on the Wisconsin RtI Center website at www.wisconsinRtIcenter.org.

RtI Professional Development Continuum for systems change

WISCONSIN RtI Center

IDEA CFDA 84.027

Year 1 Purpose Building ↔ **Year 2-5** Implementation ↔ **Year 5+** Full Implementation

Determine needs

Take purpose building workshops; complete Wisconsin RtI School-wide Implementation Review (SIR) to determine needs.

Workshops

RtI Foundational Overview

RtI Framework Mapping

Train and implement based on needs

Your SIR results will direct to you the implementation trainings and supports that would benefit your team the most.

Elements on SIR	Training & Supports
High quality instruction (universal)	Universal Instructional Practices Review Reading/Math
Collaboration	Professional Learning Communities
Balanced assessment	Data Analysis Screening & Progress Monitoring
High quality instruction (selected/intensive)	Evidence-based Practices
Culturally responsive practices	CREATE
Family engagement	Family Engagement online module

Maintain, refine skills, and exchange data stories

Once you reach full implementation, maintain and refine skills and exchange data stories and strategies.

Supports

Featured success stories

Recognized schools

Additional Supports for All Stages:

Student Intervention Monitoring System

Assessment Literacy online module

Resources on Wisconsin RtI Center website

← RtI Systems Coaching Skills Training & Supports →

Purpose Building

Wisconsin RtI Foundational Overview

Description: This session is an overview or informational workshop designed for school building teams working to design, implement, evaluate, and/or refine their building's RtI framework.

Participants: This session is designed for building level leadership teams. Key individuals who should be included are principals along with a cross section of staff. Parent representation on the team in encouraged.

Support Documents to Use: DPI RtI guiding documents, Wisconsin RtI School-wide Implementation Review, local achievement data, and current building-level goals

Training Sequence: This session is the beginning of a suggested sequence of RtI professional development opportunities. It provides a foundation to starting, further exploring, or evaluating a RtI framework within a school level building, and should be completed prior to participating in further Wisconsin RtI Center trainings and tools.

In Delivery

Length: Full-day session

Cost: Funded by the Wisconsin RtI Center with nominal fee for teams to cover materials & food

When and Where: Offered regionally throughout the year in partnership with the CESAs. Location is determined by CESAs for greatest accessibility for school teams

Delivered by: Wisconsin RtI Center

Aim: To provide an understanding of a RtI framework and to begin the determination of priorities and plan for action for the leadership teams.

Objectives:

1. Provide a foundational overview of the Wisconsin RtI Framework.
2. Provide an opportunity for participants to consider the rationale of embracing and implementing a RtI framework in their school and their current "readiness" for the work.
3. Provide activities to support the selection and actions of a building RtI leadership team.
4. Present the Wisconsin RtI School-wide Implementation Review to teams for baseline evidence of current RtI practices in implementation.
5. Time to integrate or "braid" the identified priority into current building level goals and improvement plans.

Learning Outcomes: Upon completion of the Wisconsin RtI Foundational Overview, teams will be able to:

1. Understand the elements, components, and principles of the Wisconsin RtI Vision.
2. Create awareness of the rationale for change and to help determine readiness of the district/school to move forward with a RtI framework implementation.
3. Understand the factors to consider when selecting the RtI leadership team members.
4. Analyze baseline evidence of RtI components implementation determined by the completion of the Wisconsin RtI School-wide Implementation Review.
5. Integrate or braid initial action plans for implementation and professional development.

RtI Framework Mapping

In Delivery

Length: Full-day session

Cost: Funded by the Wisconsin RtI Center with nominal fee for teams to cover materials & food

When and Where: Offered regionally throughout the year in partnership with the CESAs. Location is determined by CESAs for greatest accessibility for school teams

Delivered by: Wisconsin RtI Center

Description: This session provides a process whereby school teams articulate or "map" current resources, practices, and processes in place that enhances their RtI framework. The teams map their multi-level systems of support around the essential elements of high quality instruction, collaboration, and balanced assessments. Strengths, gaps, and future steps for implementation are determined through probing questions and reflective analysis of the completed map.

Participants: This workshop is designed for grade-level/content-area leadership teams. Key individuals who should be included are grade-level/content-level teams focused on curriculum, instruction, and assessment.

Support Documents to Use: DPI RtI guiding documents, Wisconsin RtI School-wide Implementation Review, local curriculum articulation documents

When Provided: This session has been specifically designed to occur second in a sequence of professional development opportunities. RtI Framework Mapping is recommended to all schools *after* participating in the Wisconsin RtI Foundational Overview and prior to participation in the further specific RtI trainings.

Aim: To provide a process to articulate or "map" a building's current level of RtI implementation directly related to multi-level systems of support around high quality instruction, collaboration, and balanced assessment; to help teams determine what current school structures to build on, determine area of need, and develop next step actions.

Objectives:

1. Provide further understanding and deeper familiarity with the Wisconsin RtI Framework.
2. Provide teams the time and direct facilitation activities to "map" or define their current reality specifically aligned with the Wisconsin RtI School-wide Implementation Review.
3. Organizationally map the RtI components that are established/systematic and those components still needing implementation within your building.
4. Understand how to braid current efforts of school improvement around the Wisconsin RtI Framework.

Learning Outcomes: Upon completion of RtI Framework Mapping, teams will be able to:

1. Map or define a grade level's or content area's current level of RtI implementation around the three essential elements of high quality instruction, collaboration, and balanced assessment.
2. Become more time efficient and effective when responding to both system and student needs.
3. Efficient and consistent communications regarding systems practices and resources.
4. Further articulate strengths and gaps regarding the Wisconsin RtI Framework.
5. Determine a "braided" next step plan of action to develop, implement, or sustain practices within the essential elements.

Implementation

Universal Instructional Practices Review (Reading/Math)

Description: A critical review of universal programming requires objective and in-depth analysis. This training will offer the recommendations and procedures for analyzing critical elements of a building's universal instructional programs. Questions are addressed regarding the importance and process of a core program. Guidelines regarding best practices, common core, and alignment to other state academic standards, instructional time, differentiated instruction, and assessment are discussed.

Creation: Fall 2011

Delivery to Schools: Winter 2012

Trainer of Trainer Series: Spring 2012

Delivered by: CESAs & Statewide Network list of trainers

Professional Learning Communities

Description: Using the Solution Tree model and materials, teams are led through facilitated activities to create an effective system of collaboration focusing on student achievement results. Activities, tools, and guidance offered in this series address readiness and foundational components necessary to be in place for continued success with RtI implementation.

Trainer of Trainer Series: Current

Delivered by: CESAs & Statewide Network list of trainers

Data Analysis: Screening & Progress Monitoring

Description: Implementing and analyzing data from an effective screening and progress monitoring process are addressed. Aligned with the DPI balanced assessment materials, teams engage in practices that effectively analyze data at each level of commitment: student, classroom, content, school, and district

Creation: Summer 2011

Delivery to Schools: 9/2011

Trainer of Trainer Series: Winter 2011–2012

Delivered by: CESAs & Statewide Network list of trainers

Assessment Literacy Modules

Description: Online modules and supporting toolkits provide teams the following modules of information: 1) Fundamentals of Assessment, 2) Assessment OF Learning, 3) Assessment FOR Learning, and 4) Assessment AS Learning. In addition, the materials will include the integration of DPI's balanced assessment chart and will bring in knowledge and skills related to "screeners" and "progress monitoring tools." Lastly this module series include a needs assessment tool that districts can use in order to assess their current balanced assessment system.

Available: Fall 2011

Accessed through: www.wisconsinRtIcenter.org

EVIDENCE-BASED PRACTICES

Delivery to Schools: Spring 2012

Trainer of Trainer Series: Fall 2012

Delivered by: CESAs & Statewide Network list of trainers

Description: Resources and processes for implementing evidence-based practices as well as assessing current practices for evidence of effectiveness will be covered. This includes the addressing the implementation of interventions for students below benchmark and challenges for students above benchmark in order to deliver high quality instruction to all.

Full Implementation

Systems Coaching in a RtI Framework

Beginning: Winter 2011

Length: 6 sessions

Cost: $300 per participant

When and Where: locations across the state, selected for accessibility to participants

Description: Coaches Training Series and regional supports coordinated by the Wisconsin RtI Center.

Participants: Internal district coaches and external coaches supporting any systems change process such as RtI, PBIS, CREATE, school improvement, etc.; instructional and literacy coaches; principals and district leaders.

When Provided: Annually

Aim: To provide school- and district-level coaches with the skills to effectively coach individuals and teams through their systems change efforts.

Objectives:

1. Provide general effective coaching skills training and tools.
2. Provide content specific knowledge and skills.
3. Provide structured network between coaches across the state.

Learning Outcomes:

1. Learn and practice coaching strategies for systems change.
2. Learn and practice coaching strategies for individuals and teams for the implementation of high quality instruction, balanced assessment, collaboration, and culturally responsive practices with fidelity and mastery, in a multi-level system of support.
3. Acquire and practice effective coaching skills and dispositions.
4. Learn and use the coaching format in a variety of coaching situations with both individuals and teams.
5. Understand the mentoring-coaching continuum and differentiate coaching strategies in response to individuals' and teams' knowledge, skills and needs, stages of change implementation, and levels of development.
6. Establish coaching as ongoing aspect of a school's or district's culture and the capstone of a systematic professional development program aligned with goals and plans for improved student learning.

Family Engagement in a RtI Framework

Available: Fall 2011

Accessed through: www.WisconsinRtICenter.org

Description: Online modules and supporting toolkits provide teams, inclusive of family representatives, information on the fundamentals of RtI for families, and link this information to research-based best practices in meaningful family-school-community engagement. Activities will integrate the fundamental

components of the Wisconsin RtI Framework at the universal, supplemental, and intensive levels with family engagement activities identified in Epstein's six types of family involvement.

Demonstration Sites

Beginning: Fall 2011

Coordinated by: Wisconsin RtI Center in partnership with NCRtI

Description: Through an invitation to apply and selection process, schools partner with the Wisconsin RtI Center for the purpose of piloting and/or studying a specific approach, strategy, or tool. The school receives Wisconsin RtI Center technical assistance support and access to training in exchange for agreeing to participate in structured data collection with the Center.

Participants: Contact the Wisconsin RtI Center for more information

Criteria for Participants: Annual application process

Aim: To facilitate systems change on a case study basis in order to share and disseminate evidence-based practices.

Objectives:

Provide direct support to school level teams in exchange for evidence of effective practice.

Featured Success Stories/ Recognized Schools

Beginning: 2011–2012

Coordinated by: Wisconsin RtI Center

Description: School sites share their implementation story and example resources and/or to receive recognition as a Wisconsin RtI systems site.

Aim: To provide peer-to-peer sharing as well as community recognition to schools reaching goals while providing a network model to others.

Objectives:

1. Provide the school-level team recognition of efforts.
2. Provide the state a network of school-level models of effective processes and practices.
3. Facilitate organized networking between schools in order to support and enhance their efforts.

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WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Tony Evers, PhD, State Superintendent

State Superintendent's Technical Advisory Committee

Agenda
Wednesday, March 14, 2012

Department of Public Instruction
Via Conference Call:
Toll-free: +1-8773817791
Toll: +1-6318654500
Participant Code: 1592418803

9:00-9:15	**Greetings and Introductions** Lynette Russell, Assistant State Superintendent, DPI
9:15–9:30	**Next Generation Accountability System Overview** Laura Pinsonneault, Director, OEA
9:30–10:15	**WKCE Cut-Score Changes** Duane Dorn, OEA
10:15–11:00	**Accountability Index Sub-Scale Areas** Laura Pinsonneault, OEA
11:00–11:45	**Accountability Index Standard Setting**
11:45–12:00	**Wrap Up/Next Agenda Items/Adjourn** Next TAC Meeting Scheduled for April 10, 2012

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WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Tony Evers, PhD, State Superintendent

State Superintendent's Technical Advisory Committee

Agenda
Tuesday, April 10, 2012

Department of Public Instruction
Via Conference Call:
Toll-free: +1-8773817791
Toll: +1-6318654500
Participant Code: 1592418803

9:00-9:10	**Greetings and Introductions** Lynette Russell, Assistant State Superintendent, DPI
9:10–9:30	**Overview of Current Accountability System Status** Laura Pinsonneault, Director, OEA
9:30–10:45	**Accountability Index – Combining Sub-scale Areas** OEA Staff
10:45–11:15	**AMOs** Laura Pinsonneault, OEA
11:15–12:15	**Identifying and Exiting Focus, Priority, and Reward Schools** OEA Staff
12:15–12:30	**Wrap Up/ Adjourn** Next Steps

PRINCIPLE 3 – EDUCATOR EFFECTIVENESS PLANNING CHART

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

Key Milestone or Activity	Detailed Timeline (completed)	Party or Parties Responsible	Evidence (Attachment)	Resources (*e.g.*, staff time, additional funding)
Design EE system	October 2011	EE Design Team	http://dpi.wi.gov/tepdl/edueff.html	Staff time, meeting rooms, materials development, regional and national expertise
Release EE framework	November 2011	DPI	http://dpi.wi.gov/eis/pdf/dpinr2011_125.pdf http://dpi.wi.gov/tepdl/pdf/ee_report_prelim.pdf	Staff time, materials development, regional and national expertise
Convene EE Coordinating Council (stakeholder group)	December 2011	DPI		Staff time, meeting rooms, materials development, regional and national expertise
Contract with Wisconsin Center for Education Research (WCER) for development work	January 2012	DPI		Staff time, contract development
Contract with Wisconsin Center for Education Research (WCER) for piloting work	May 2012	DPI		Staff time, contract development
Convene SLO workgroup	January 2012	DPI/WCER	http://dpi.wi.gov/tepdl/edueff.html	Staff time, meeting rooms, materials development, regional and national expertise
Convene principal rubric workgroup	January 2012	DPI/WCER	http://dpi.wi.gov/tepdl/edueff.html	Staff time, meeting rooms, materials development, regional and national expertise
Convene teacher rubric workgroup	January 2012	DPI/WCER	http://dpi.wi.gov/tepdl/edueff.html	Staff time, meeting rooms, materials development, regional and national expertise
Convene data systems and management workgroup	April 2012	DPI/WCER		Staff time, meeting rooms, materials development, regional and national expertise
Legislate EE system	April 2012	Legislature, DPI	http://docs.legis.wisconsin.gov/2011/related/acts/166	Staff time, consultation time
Developmental pilot plans	May 2012	DPI/WCER		Staff time, meeting rooms, materials development, regional and national expertise
Establish training plans for pilot districts	April – June 2012	DPI/WCER		Staff time, meeting rooms, materials development, regional and national expertise
Identify districts for development pilots	May - June 2012	DPI/WCER		Staff time, meeting rooms, materials development, regional and national expertise, technology for online submission
Pilot principal rubric	July 2012 – June 2013	DPI/WCER		Staff time, meeting rooms, materials development, regional and national expertise, training tools
Pilot teacher rubric	July 2012 – June 2013	DPI/WCER		Staff time, meeting rooms, materials development, regional and national

				expertise, training tools
Pilot SLO rubric	July 2012 – June 2013	DPI/WCER		Staff time, meeting rooms, materials development, regional and national expertise, training tools
Evaluate developmental pilot	July 2012 – August 2013			Staff time, meeting rooms, materials development, regional and national expertise, evaluation tools
Develop/adapt system for support personnel	July 2012 – June 2013	DPI/WCER		Staff time, meeting rooms, materials development, regional and national expertise, training tools
Develop statewide pilot plan	January – August 2013	DPI/WCER		Staff time, meeting rooms, materials development, regional and national expertise
Pilot EE system	September 2013 – June 2014	DPI/WCER		Staff time, meeting rooms, materials development, regional and national expertise, training tools
Establish evaluation plan		DPI/WCER		Staff time, meeting rooms, materials development, regional and national expertise, evaluation tools
Establish training plans for statewide implementation	June 2013-August 2013	DPI/WCER		Staff time, meeting rooms, materials development, regional and national expertise, evaluation tools
Training for statewide implementation	September 2013 – June 2014	DPI/WCER		Staff time, meeting rooms, materials development, regional and national expertise, training tools
Implement EE system statewide	September 2014 – June 2015	DPI/LEAs		Staff time, meeting rooms, materials development, regional and national expertise, training tools, evaluation tools