

January 5, 2018

The Honorable Betsy DeVos  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

Dear Secretary DeVos:

The Wisconsin Department of Public Instruction (WDPI) today submitted revisions to our Every Student Succeeds Act (ESSA) plan within the timeline of 15 calendar days, as laid out by your staff. What follows below summarizes key changes that were made as a result of the feedback we received from your department.

*Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies*

- The Department of Education requested clarification that “no student’s performance overcompensates for the results of a student who is not yet proficient.” This request was in reference to Wisconsin’s points-based proficiency calculations for academic achievement. We believe the additional detail we have given provides this clarity. This system has been in place in Wisconsin for six years, was previously approved by the Department of Education, and has the strong support of stakeholders across the state. As such, Wisconsin is not changing this aspect of our plan, and the revisions provide additional explanation to that point.
- The Department of Education also requested clarification “that the performance of each student contributes to the overall performance on the indicator.” Text has been added to clarify calculations and explain the critical role of data reporting as part of accountability, to ensure that educators and the public have access to meaningful information about school outcomes.
- Clarifying text was provided for each indicator and description of the system of annual meaningful differentiation. These clarifications, along with a new appendix (Appendix E) were added to illustrate how Wisconsin’s percentile-based scoring system will be applied.
- Language was added to clarify that Wisconsin is meeting statutory requirements for identification of comprehensive support schools. Comprehensive support schools are identified every three years. Targeted support schools transition to comprehensive support status after not meeting exit criteria for six years.
- Additional detail was provided describing the system by which Wisconsin will identify and work with local educational agencies to address disproportionate rates of access to educators.

*Title I, Part C: Education of Migratory Children*

- Additional detail was added describing the services available and measurable program objectives.

The Honorable Betsy Devos

January 5, 2018

Page 2

- Examples of joint planning and integration of services to meet the unique educational needs of all migratory children including preschool students and students who have dropped out of school were provided.

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

- The plan to assess the effectiveness of the Title I, Part D program in improving the academic, career and technical skills of children in the program is described in greater detail.

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

- Additional information is provided around standardized supplemental evidence of proficiency in statewide entrance and exit procedures.

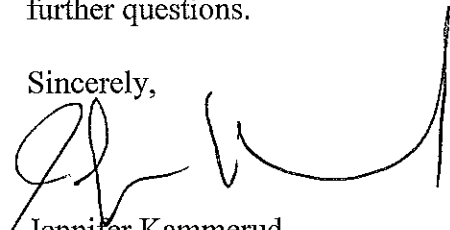
*Education for Homeless Children and Youth Program, McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B*

- Additional detail is provided around procedures that ensure preschool children and youth experiencing homelessness have access to public preschools and that youth experiencing homelessness and those youths separated from public schools are afforded access to appropriate secondary education and support services.
- Strategies to address access to academic and extracurricular activities are more clearly outlined, as well information on the facilitation of a secure and near-real time student records transfer to remove barriers often associated with homelessness, such as transiency and enrollment delays.
- Strategies on how youths experiencing homelessness will receive assistance from counselors in preparing for and improving readiness for college is further described.

As no changes were requested under Title II, that section remains as originally submitted. A minor clarification was made under Title IV. Finally, per the U.S. Department of Education's (USDE) request, the WDPI has removed language asking the USDE to use its transition authority to provide us with additional time to build systems to support the data collections for school-based financial data and identification of students in military families.

Thank you for your timely review of the Wisconsin ESSA plan. Please contact us if you have any further questions.

Sincerely,



Jennifer Kammerud  
Policy Initiatives Advisor