

Public engagement by the numbers since release of Draft 1 (since April 28, 2017)

4 Presentations to the Legislature

~710 Participants at 13 meetings with professional organizations

6 Public listening sessions

190 Participants at public listening sessions

53 Respondents to online survey

What we heard: Accountability



Overall

- Some feel the system is too complicated, while others would like indicators – such as school climate, physical education (PE) and/or teacher turnover – to be considered.
- DPI should make clear the difference in the state and federal accountability systems and what indicators are being discussed for inclusion in each system.

Accountability Indicators

- Many had concerns with how chronic absenteeism would be scored, and the indicator's impact on schools, some of which reflected a feeling that some absenteeism is out of a school's control.

School Identification: Targeted Support (TS)

- Majority believe DPI should look at performance for each individual subgroup vs. average subgroup performance when identifying schools for Targeted Support (TS).
- Concern that a cap on TS identification could limit resources to schools in urban areas, leaving out rural schools
- Majority like the idea of having an “at-risk” designation for low performing schools not identified for TS due to the cap, but questions remain about what being “at risk” would mean in terms of support and resources
- Some emphasized that the TS identification should be made helpful if used, resulting in additional support and resources

What we're doing: Accountability



Revisions to the ESSA Plan

- Removing subgroup averaging from TS identification.
- Evaluating a cap with a watch list for TS vs no cap on TS schools and the associated impact on resources.
- Detailing the scoring of chronic absenteeism. Clarifying that there are no deductions (like is done in the report cards in state accountability system) but rather, points earned. Providing examples of schools with various absenteeism rates and how the rate is scored on 0-100 index.
- Other revisions based on technical feedback and external reviews include a strengthening of rationale for cell size (N=20); refinements to student growth calculation and methodology; and strengthening of description of EL progress indicator.

Other Next Steps

- Upcoming meeting with DPI's Accountability Technical Advisory Group to finalize technical considerations for ESSA plan and proposed federal accountability index.
- Pursue other accountability indicators for possible inclusion in the state accountability system. Examples include physical education, school climate, industry certifications, and post-secondary enrollment.
- Continue to clarify the differing purposes of [state and federal accountability](#) systems. Considering what resources might help support the distinction going forward.

What we heard: School Improvement



Overall Feedback

- Stakeholders agree with the local control approach, and agree that one size will not fit every community.
- Many stressed the importance of the state providing supports, recommendations and resources.
- Some questioned what DPI can do to ensure the right stakeholders come to the table to contribute.

Rigorous Interventions

- Majority agree with the interventions and process of engaging the community in selecting the right ones.
- Stakeholders want more detail on what supports and requirements for improvement will look like.
- Questions remain about transitional support for schools moving out of improvement.

Additional Suggestions

- Best practices, tools and additional technical support should be made available to all districts, identified or not.
- DPI should communicate about these schools in a positive, forward-looking way; celebrate gains.
- Steps should be taken to free up educators to address these issues.

What we're doing: School Improvement



Revisions to the ESSA Plan

- Public comment received generally reinforced plan directions.

Other Next Steps

- DPI is developing resources and materials to support school improvement efforts by schools and districts.
- Included in the resources and materials will be specific supports on engaging stakeholders, including training options and best practices.
- There will be additional federal funding to support identified schools.
- DPI will evaluate submission or record keeping needs to verify community engagement efforts.
- DPI will ensure family and community engagement is part of school improvement efforts

What we heard: Educator Development



High Quality Teachers

- Create an incentive program to attract and retain high quality teachers, especially at TS schools
- Work with higher ed to ensure coursework aligns with what schools need; ensure student teachers have enough practical experience in the classroom
- Ensure teachers have enough time for professional development

High Quality Principals

- Provide principals with the support and PD they need to become stronger leaders, including mentoring, coaching and ongoing support
- Ensure principals have the time to be in the classroom and work with their teachers to help them improve and become stronger teachers and leaders

Additional Suggestions

- Build more opportunities for teacher voice to have an impact on policy development
- Provide SEL, trauma and sensitivity training to educators and school leaders to serve the whole child
- Provide professional development to other education stakeholders (ie. School board members, etc.)

What we're doing: Educator Development



Revisions to the ESSA Plan

- DPI will revise its plan to more clearly support principal leadership and development, especially for TS and CS schools with a state supported leadership center.
- DPI will revise its plan to commit ourselves to working with administrator and CESA organizations to create a statewide system of support that results in deeper professional development while leaving their buildings less.

Other Next Steps

- DPI will work with the UW System to evaluate teacher preparation programs and determine if changes need to be made to program approval processes.
- DPI will discuss whether to create a state program to incentivize teachers to high needs schools.
- DPI will continue to work with the Wisconsin Association of School Boards to provide educational opportunities for board members.
- DPI will make professional development and training available around educating the whole child from social and emotional learning to mental health and trauma informed care.

What we heard: Student Supports



Overall Feedback

- Teachers need clear guidance on how to serve different populations of students
- If chronic absenteeism is going to be a key indicator, DPI should provide guidance on how to address the issue
- DPI should partner with community orgs that have had success working with at-risk student populations

Homeless Students

- Provide funding to address non-academic needs of homeless students (ie. Food, mental health, dental, etc.)
- Ensure transportation needs are met so homeless students can continue to attend school
- Provide training for staff on how to work with homeless students

English Learners

- Stakeholders support flexibility around entrance and exit criteria
- Many stakeholders called for additional training, resources and supports to ensure teachers are equipped to work with English learners

What we're doing: Student Support



Revisions to the ESSA Plan

- Public feedback received generally supported the direction of the plan

Other Next Steps

Homeless

- DPI will advocate for resources to address transportation, nutrition, mental and dental health.
- DPI is improving and enhancing training opportunities for school districts to support an increased capacity to respond to the needs of students and youth experiencing homelessness.

English Learners

- DPI will continue to explore additional flexibility in entrance and exit criteria that could be standardized to meet federal requirements.

Overall

- Supports related to educating all children will be addressed under educator development.
- School improvement supports related to chronic absenteeism are addressed in that section of the plan.