

Please find:

Accountability Topics: Yellow Highlight (pgs 12-23, 30-38)

School Improvement Topics: Green Highlight (pgs 38-44)

DRAFT Revised State Template for the Consolidated State Plan

The Elementary and Secondary Education Act of 1965,
as amended by the Every Student Succeeds Act



U.S. Department of Education

Issued: March 2017

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 1810-0576. The time required to complete this information collection is estimated to average 249 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(s) or suggestions for improving this collection, please write to: U.S. Department of Education, Washington, DC 20202-4537. If you have comments or concerns regarding the status of your individual submission of this collection, write directly to: Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Ave., S.W., Washington, DC 20202-3118.

OMB Number: 1810-0576

Expiration Date: September 30, 2017

Introduction

Section 8302 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA),¹ requires the Secretary to establish procedures and criteria under which, after consultation with the Governor, a State educational agency (SEA) may submit a consolidated State plan designed to simplify the application requirements and reduce burden for SEAs. ESEA section 8302 also requires the Secretary to establish the descriptions, information, assurances, and other material required to be included in a consolidated State plan. Even though an SEA submits only the required information in its consolidated State plan, an SEA must still meet all ESEA requirements for each included program. In its consolidated State plan, each SEA may, but is not required to, include supplemental information such as its overall vision for improving outcomes for all students and its efforts to consult with and engage stakeholders when developing its consolidated State plan.

Completing and Submitting a Consolidated State Plan

Each SEA must address all of the requirements identified below for the programs that it chooses to include in its consolidated State plan. An SEA must use this template or a format that includes the required elements and that the State has developed working with the Council of Chief State School Officers (CCSSO).

Each SEA must submit to the U.S. Department of Education (Department) its consolidated State plan by one of the following two deadlines of the SEA's choice:

- **April 3, 2017;** or
- **September 18, 2017.**

Any plan that is received after April 3, but on or before September 18, 2017, will be considered to be submitted on September 18, 2017. In order to ensure transparency consistent with ESEA section 1111(a)(5), the Department intends to post each State plan on the Department's website.

Alternative Template

If an SEA does not use this template, it must:

- 1) Include the information on the Cover Sheet;
- 2) Include a table of contents or guide that clearly indicates where the SEA has addressed each requirement in its consolidated State plan;
- 3) Indicate that the SEA worked through CCSSO in developing its own template; and
- 4) Include the required information regarding equitable access to, and participation in, the programs included in its consolidated State plan as required by section 427 of the General Education Provisions Act. See Appendix B.

Individual Program State Plan

An SEA may submit an individual program State plan that meets all applicable statutory and regulatory requirements for any program that it chooses not to include in a consolidated State plan. If an SEA intends to submit an individual program plan for any program, the SEA must submit the individual program plan by one of the dates above, in concert with its consolidated State plan, if applicable.

¹ Unless otherwise indicated, citations to the ESEA refer to the ESEA, as amended by the ESSA.

Consultation

Under ESEA section 8540, each SEA must consult in a timely and meaningful manner with the Governor, or appropriate officials from the Governor's office, including during the development and prior to submission of its consolidated State plan to the Department. A Governor shall have 30 days prior to the SEA submitting the consolidated State plan to the Secretary to sign the consolidated State plan. If the Governor has not signed the plan within 30 days of delivery by the SEA, the SEA shall submit the plan to the Department without such signature.

Assurances

In order to receive fiscal year (FY) 2017 ESEA funds on July 1, 2017, for the programs that may be included in a consolidated State plan, and consistent with ESEA section 8302, each SEA must also submit a comprehensive set of assurances to the Department at a date and time established by the Secretary. In the near future, the Department will publish an information collection request that details these assurances.

For Further Information: If you have any questions, please contact your Program Officer at OSS.[State]@ed.gov (e.g., OSS.Alabama@ed.gov).

Cover Page

Contact Information and Signatures	
SEA Contact (Name and Position):	Telephone:
Mailing Address:	Email Address:
<p>By signing this document, I assure that:</p> <p>To the best of my knowledge and belief, all information and data included in this plan are true and correct.</p> <p>The SEA will submit a comprehensive set of assurances at a date and time established by the Secretary, including the assurances in ESEA section 8304.</p> <p>Consistent with ESEA section 8302(b)(3), the SEA will meet the requirements of ESEA sections 1117 and 8501 regarding the participation of private school children and teachers.</p>	
Authorized SEA Representative (Printed Name)	Telephone:
Signature of Authorized SEA Representative	Date:
Governor (Printed Name)	Date SEA provided plan to the Governor under ESEA section 8540:
Signature of Governor	Date:

Programs Included in the Consolidated State Plan

Instructions: Indicate below by checking the appropriate box(es) which programs the SEA included in its consolidated State plan. If an SEA elected not to include one or more of the programs below in its consolidated State plan, but is eligible and wishes to receive funds under the program(s), it must submit individual program plans for those programs that meet all statutory and regulatory requirements with its consolidated State plan in a single submission.

Check this box if the SEA has included all of the following programs in its consolidated State plan.
or

If all programs are not included, check each program listed below that the SEA includes in its consolidated State plan:

- Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies
- Title I, Part C: Education of Migratory Children
- Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- Title II, Part A: Supporting Effective Instruction
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part A: Student Support and Academic Enrichment Grants
- Title IV, Part B: 21st Century Community Learning Centers
- Title V, Part B, Subpart 2: Rural and Low-Income School Program
- Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth Program (McKinney-Vento Act)

Instructions

Each SEA must provide descriptions and other information that address each requirement listed below for the programs included in its consolidated State plan. Consistent with ESEA section 8302, the Secretary has determined that the following requirements are absolutely necessary for consideration of a consolidated State plan. An SEA may add descriptions or other information, but may not omit any of the required descriptions or information for each included program.

1. Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)

1. Challenging State Academic Standards and Assessments (ESEA section 1111(b)(1) and (2) and 34 CFR §§ 200.1–200.8.)²

The State of Wisconsin adopted state academic standards in the areas of English language arts and mathematics that are rigorous, relevant, and promote career and college readiness. The state assessments are aligned to these academic standards.

Academic standards are written goals for what students should know and be able to do at a specific grade level or within a grand band. Standards in a subject area help ensure that schools offer students the opportunity to acquire the knowledge and skills necessary for success in that academic area. The state has academic standards for 28 areas of learning for students as well as early learning standards from birth.

Wisconsin has a transparent and comprehensive process for reviewing and revising academic standards at the Wisconsin Department of Public Instruction. The process begins with a public notice of intent to review an academic area with an associated public comment period. The State Superintendent’s Standards Review Council³ then examines those comments and recommends whether or not to revise or develop standards in that academic area. The State Superintendent authorizes whether or not to pursue a revision or development process based on that recommendation. Following this, a state writing committee is formed to work on revision or development of those standards for all grade levels. That draft is then made available for open review in order to get feedback from the public, key stakeholders, educators, and the Legislature with further review by the State Superintendent’s Standards Review Council. The State Superintendent then determines adoption of the standards.

2. Eighth Grade Math Exception (ESEA section 1111(b)(2)(C) and 34 CFR § 200.5(b)(4)):
 - i. Does the State administer an end-of-course mathematics assessment to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA?
 - Yes
 - No
 - ii. If a State responds “yes” to question 2(i), does the State wish to exempt an eighth-grade student who takes the high school mathematics course associated with the end-of-course assessment from the mathematics assessment typically

² The Secretary anticipates collecting relevant information consistent with the assessment peer review process in 34 CFR § 200.2(d). An SEA need not submit any information regarding challenging State academic standards and assessments at this time.

³ The Standards Review Council membership can be accessed at <https://dpi.wi.gov/sites/default/files/imce/standards/New%20pdfs/The%20State%20Superintendent%20Standards%20Council.pdf>. Membership consists of higher education, school district, school board, parent, teacher, business and legislative representatives.

administered in eighth grade under section 1111(b)(2)(B)(v)(I)(aa) of the ESEA and ensure that:

- a. The student instead takes the end-of-course mathematics assessment the State administers to high school students under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;
- b. The student's performance on the high school assessment is used in the year in which the student takes the assessment for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA;
- c. In high school:
 1. The student takes a State-administered end-of-course assessment or nationally recognized high school academic assessment as defined in 34 CFR § 200.3(d) in mathematics that is more advanced than the assessment the State administers under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;
 2. The State provides for appropriate accommodations consistent with 34 CFR § 200.6(b) and (f); and
 3. The student's performance on the more advanced mathematics assessment is used for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA.

- Yes
- No

- iii. If a State responds "yes" to question 2(ii), consistent with 34 CFR § 200.5(b)(4), describe, with regard to this exception, its strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school.

Not applicable.

3. Native Language Assessments (ESEA section 1111(b)(2)(F) and 34 CFR § 200.6(f)(2)(ii)) and (f)(4):

- i. Provide its definition for "languages other than English that are present to a significant extent in the participating student population," and identify the specific languages that meet that definition.

In Wisconsin, standard practice continues to be that a language other than English is present to a significant extent in the participating student population if the language has a written form and if it is the first language of students who represent at least 20 percent of English learners enrolled in grades K-12.

The 20 percent threshold ensures that there is an adequate size group of English

learner students who both read and write in their first language and therefore are able to benefit from a translated test.

The only language that meets this definition is Spanish. Sixty-six percent of English learners indicate Spanish is their first language. Wisconsin’s second largest non-English language group is Hmong and is spoken by 16 percent of English learners. Hmong is primarily an oral language. Additionally, 135 other languages are present in Wisconsin, with none used by more than 2 percent of enrolled English learners.

The table below lists the top 10 languages other than English spoken by English learners Wisconsin schools. 127 additional languages account for approximately 10 percent of the English learner student population.

Language other than English	Student count, tested grades	Percentage
Spanish	23,749	66
Hmong	5,836	16
Arabic	680	2
Chinese, Mandarin	523	1
Somali	504	1
Karen, S’gaw	295	1
Russian	290	1
Burmese	264	1
Albanian, Gheg	242	1
Telugu	170	0

- ii. Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available.

The Wisconsin Forward Exam, which is given in grades 3-8, is available as a stacked translation in Spanish for Mathematics and Science. For grade 11, a recorded narration in Spanish of the ACT with writing test instructions along

with the questions for the Mathematics and Science tests are available.

- iii. Indicate the languages identified in question 3(i) for which yearly student academic assessments are not available and are needed.

This question is not applicable as there are no yearly student academic assessments that are needed in Wisconsin. Wisconsin already has translated versions of the assessments for the language other than English in which assessments are needed.

- iv. Describe how it will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population including by providing:
- a. The State's plan and timeline for developing such assessments, including a description of how it met the requirements of 34 CFR § 200.6(f)(4);
 - b. A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and
 - c. As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.

Under 34 CFR § 200.6(f)(4) states are required to address three issues. They are:

- Ensure that the definition of “languages other than English that are present to a significant extent in the participating student population” encompasses at least the most populous language other than English spoken by the State's participating student population;
- Consider languages other than English that are spoken by distinct populations of English learners, including English learners who are migratory, English learners who were not born in the United States, and English learners who are Native Americans; and
- Consider languages other than English that are spoken by a significant portion of the participating student population in one or more of a State's LEAs as well as languages spoken by a significant portion of the participating student population across grade levels.

Wisconsin has addressed all three requirements. As previously discussed Wisconsin under (i) and (ii) above, Wisconsin has developed an assessment for the most populous language other than English. Additionally, Wisconsin has evaluated the languages spoken across the state, and in public school districts

and charter schools, and determined it was not practicable to develop assessments in those other languages.

As a result, no further effort to develop assessments in languages other than English is currently necessary. Wisconsin already has translated versions of the assessments for the language other than English in which assessments are needed based on the 20 percent threshold described above under (i).

In arriving at this decision Wisconsin relied on discussions with and input from the following statewide groups:

- The DPI Office of Student Assessment's Title III Stakeholder Group. This group of 40 educators meets bimonthly and is comprised of English learner staff from large and small school districts, geographically distributed across the state, and representatives from CESA's.
- A statewide network of school district Title III coordinators, which meets semiannually.
- Cooperative Educational Service Agency School Improvement Specialists (CESA SIS). This group, comprised of one representative from each of the state's twelve CESAs, meets monthly.

4. Statewide Accountability System and School Support and Improvement Activities (ESEA section 1111(c) and (d)):

i. Subgroups (ESEA section 1111(c)(2)):

- a. List each major racial and ethnic group the State includes as a subgroup of students, consistent with ESEA section 1111(c)(2)(B).

Wisconsin will base calculations on the subgroups required in ESEA section 1111(c)(2)(B). They include:

1. Major racial and ethnic groups: Asian, Black, Hispanic, Pacific Islander, two or more, and White;
2. Economically disadvantaged students;
3. Students with disabilities; and
4. English learners

- b. If applicable, describe any additional subgroups of students other than the statutorily required subgroups (*i.e.*, economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners) used in the Statewide accountability system.

Wisconsin has state and federal accountability systems. The latter, as laid out in the Every Student Succeeds Act, will not include any additional subgroups for purposes of federal accountability.

- c. Does the State intend to include in the English learner subgroup the

results of students previously identified as English learners on the State assessments required under ESEA section 1111(b)(2)(B)(v)(I) for purposes of State accountability (ESEA section 1111(b)(3)(B))? Note that a student's results may be included in the English learner subgroup for not more than four years after the student ceases to be identified as an English learner.

- Yes
- No

- d. If applicable, choose one of the following options for recently arrived English learners in the State:
- Applying the exception under ESEA section 1111(b)(3)(A)(i); or
 - Applying the exception under ESEA section 1111(b)(3)(A)(ii); or
 - Applying the exception under ESEA section 1111(b)(3)(A)(i) or under ESEA section 1111(b)(3)(A)(ii). If this option is selected, describe how the State will choose which exception applies to a recently arrived English learner.

ii. Minimum N-Size (ESEA section 1111(c)(3)(A)):

- a. Provide the minimum number of students that the State determines are necessary to be included to carry out the requirements of any provisions under Title I, Part A of the ESEA that require disaggregation of information by each subgroup of students for accountability purposes.

Wisconsin's minimum n-size (or group size) for accountability purposes will remain at 20 students. We will continue to use the same n-size for all students and each subgroup.

- b. Describe how the minimum number of students is statistically sound.

When determining a minimum n (group)-size for accountability purposes, DPI weighed three considerations:

- inclusion of students in the accountability system, with a goal of including as many students as reasonably possible;
- validity and reliability of metrics based on the given n-size; and
- ability to maintain student privacy when publicly reporting the results.

The n-size of 20 is the result of significant discussion and study that began over five years ago. Wisconsin made a meaningful shift from a minimum n-size for accountability purposes of 40 students to 20 students five years ago as part of a new phase of accountability for the state, reflected in the state's ESEA Flexibility Request under No Child Left Behind. This change was based on extensive stakeholder engagement with groups and individuals representing students with

disabilities, English learners, Native American students, legislators, school and district leadership, school boards, teachers, and parents. An accountability design team comprised of representatives from these groups provided extensive input on Wisconsin's ESEA Flexibility Request and DPI held additional meetings with stakeholders to review impact data and discuss the policy change. The change from a minimum n-size from 40 to 20 students greatly increased the representation of most subgroups in the accountability system.

The state does not intend to move to an n-size smaller than 20. A smaller n-size does not significantly increase the number of subgroups included in the accountability system and, importantly, at an n-size of 20, two students account for 10 percent of the measured results. It is not reasonable to have only one student impact outcomes so significantly, from both statistical and practical perspectives.

- c. Describe how the minimum number of students was determined by the State, including how the State collaborated with teachers, principals, other school leaders, parents, and other stakeholders when determining such minimum number.

Wisconsin discussed maintaining n-size with advocates representing a number of stakeholders including the civil rights community, English learners, leaders from state Native American tribes, disability rights advocates, parents, legislators, the Governor's office, the teacher's union, school and district administrators (i.e. principals, superintendents, special education directors, and business managers), school board members, school and district staff, staff from regional education service agencies, and representatives from Wisconsin's charter and choice school communities. These discussions were held through multiple avenues, including listening sessions held across the state, individual meetings with different organizations, and conversation with the State Superintendent's Equity Council.⁴ All of the aforementioned groups are represented on that council, and all are invited to provide response to this proposal during future conversations and via the public comment periods.

The n-size discussion was also thoroughly vetted with stakeholders when the state lowered its minimum n-size five years ago. That stakeholder engagement included groups and individuals representing students with disabilities, English learners, Native American students, legislators, school and district leadership, school boards, teachers, and parents. An accountability design team comprised of representatives from these groups provided extensive input on Wisconsin's ESEA Flexibility Request and DPI held additional meetings with stakeholders

⁴ A list of Equity Council members can be accessed at <https://dpi.wi.gov/statesupt/equity-council>.

to review impact data and discuss the policy change. The change from a minimum n-size from 40 to 20 students greatly increased the representation of most subgroups in the accountability system.

- d. Describe how the State ensures that the minimum number is sufficient to not reveal any personally identifiable information.⁵

For accountability purposes, Wisconsin will continue to report any n-size below 20 students as indicated by <20 in public reporting so as to protect the privacy of students who are members of small subgroup populations and prevent any release of personally identifiable information..

- e. If the State’s minimum number of students for purposes of reporting is lower than the minimum number of students for accountability purposes, provide the State’s minimum number of students for purposes of reporting.

The Wisconsin Department of Public Instruction (WDPI) requires accountability reporting to use the 20 or less rule as described above under (d). The privacy of Wisconsin students is primary and is protected by Federal law, state statutes and WDPI policy. If state data reporting systems are used for purposes other than accountability, Wisconsin uses a minimum number that can be as small as six. Care is taken to avoid disclosure of confidential information about small groups of students, so there is not any direct or indirect disclosure of an individual student. The process of masking the data displayed (putting an asterisk * in place of the actual number) is done when redaction is needed.

- iii. Establishment of Long-Term Goals (ESEA section 1111(c)(4)(A)):
 - a. Academic Achievement. (ESEA section 1111(c)(4)(A)(i)(I)(aa))
 1. Describe the long-term goals for improved academic achievement, as measured by proficiency on the annual statewide reading/language arts and mathematics assessments, for all students and for each subgroup of students, including: (i) baseline data; (ii) the timeline for meeting the long-term goals,

⁵ Consistent with ESEA section 1111(i), information collected or disseminated under ESEA section 1111 shall be collected and disseminated in a manner that protects the privacy of individuals consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g, commonly known as the “Family Educational Rights and Privacy Act of 1974”). When selecting a minimum n-size for reporting, States should consult the Institute for Education Sciences report “Best Practices for Determining Subgroup Size in Accountability Systems While Protecting Personally Identifiable Student Information” to identify appropriate statistical disclosure limitation strategies for protecting student privacy.

for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; and (iii) how the long-term goals are ambitious.

Wisconsin has set the ambitious goal of cutting the achievement gap in half within six years. For English Language Arts (ELA), this means a 1.0 percent annual increase in grade-level proficiency for the All Students group. Higher annual increases are required for the other subgroups – ranging from 1.6 percent in grade-level proficiency for Asian students to 4.0 percent in grade-level proficiency for black students. For mathematics, it means a 1.0 percent annual increase in proficiency for the All Students group. Higher annual increases are required for the other subgroups – ranging from 1.4 percent for Asian students to 4.2 percent for black students. While the targets are specific to each subgroup, the length of time to halve the gap is six years for all groups.

The goal to cut the gap in half reflects Wisconsin's expectation that all students graduate from high school ready for college and career, and the urgency needed to ensure that this expectation must be met for all student groups, regardless of race, income and ability. At the conclusion of the six year timeline, in the 2022-23 school year, the state can reevaluate – and potentially reset – the annual targets needed to close the achievement gaps entirely, essentially creating a second six-year term. As part of Wisconsin's public consultation, stakeholders indicated it was important to set a timeline of six years, not twelve (or a two-stage six year plan) to help convey the urgency of change required to equitably meet the needs of underserved students.

In discussions around the timeline for long-term goals, stakeholder discussion revealed that five years was too short and ten years was too long for an initial timeline. Moreover, implementation science has shown that for school turnaround efforts to be consequential and sustained, up to seven years of implementation with fidelity are required to see measurable improvement. This helped inform the decision of a six-year timeline. Stakeholders felt it was not too long that it loses urgency; nor too short that it sacrifices sustainability.

An expected rate of change of 1.0 percent proficiency increase on the statewide summative assessments for the All Students group is an ambitious long-term goal for two reasons. First, sustaining 1.0 percent improvement statewide for six consecutive years is difficult. Yet, Wisconsin has seen a steady

increase over the last six years in ELA proficiency rates, rising from 35.5 percent proficient in 2010-11 to 42.5 percent proficient in 2015-16. Mathematics performance has been on a different trajectory, but Wisconsin students demonstrated a nearly identical proficiency rate as ELA in 2015-16 when 42.3 percent of Grade 3-8 students were proficient in mathematics. Secondly, because Wisconsin's proficiency cut scores are aligned to the National Assessment of Educational Progress (NAEP) we are assured that not only are the state's grade-level expectations ambitious, they are rigorous and aligned with college readiness expectations – not just within Wisconsin's institutions of higher education but also with national and international benchmarks.

In the following tables, 2015-16 proficiency rates for each student subgroup were used as the baseline.

**English Language Arts
Baseline Data and Long-Term Goals**

Group	2015-16 ELA Proficiency Rates	6-Year Goal	Annual Increase Required
All Students	42.3%	48.3%	1.0%
Amer Indian	23.1%	42.2%	3.2%
Asian	41.8%	51.5%	1.6%
Black	13.8%	37.7%	4.0%
Hispanic	25.1%	43.1%	3.0%
Pacific Isle	38.8%	50.2%	1.9%
Two or More	38.0%	49.4%	1.9%
White	49.2%	55.2%	1.0%
Econ Disadvantaged	25.6%	45.4%	3.3%
Not Econ Disadvantaged*	53.1%	59.1%	1.0%
Limited English	10.6%	33.4%	3.8%

Proficient			
English Proficient*	44.1%	50.1%	1.0%
Students with Disabilities	13.6%	36.4%	3.8%
Students without Disabilities*	46.8%	52.8%	1.0%

*These groups are presented for comparison purposes only; goals are set with a focus on improving outcomes for traditionally under-performing populations and are not measured for these comparison groups.

Mathematics Baseline Data and Long-Term Goals

Group	2015-16 Mathematics Proficiency Rates	6-Year Goal	Annual Increase Required
All Students	41.2%	47.2%	1.0%
Amer Indian	20.5%	40.4%	3.3%
Asian	43.7%	52.2%	1.4%
Black	10.3%	35.5%	4.2%
Hispanic	21.7%	41.5%	3.3%
Pacific Isle	37.3%	49.3%	2.0%
Two or More	35.3%	47.9%	2.1%
White	48.7%	54.7%	1.0%
Econ Disadvantaged	23.8%	44.2%	3.4%
Not Econ Disadvantaged*	52.5%	58.5%	1.0%

Limited English Proficient	12.8%	33.8%	3.5%
English Proficient*	42.8%	48.8%	1.0%
Students with Disabilities	13.6%	35.8%	3.7%
Students without Disabilities*	45.5%	51.5%	1.0%

*These groups are presented for comparison purposes only; goals are set with a focus on improving outcomes for traditionally under-performing populations and are not measured for these comparison groups.

2. Provide the measurements of interim progress toward meeting the long-term goals for academic achievement in Appendix A.

Interim progress on long-term goals will be measured annually for all students and all student subgroups in English language arts and mathematics. This annual measurement coincides with Wisconsin's plan to annually examine the performance of comprehensive and targeted support schools in regards to exit criteria..

Wisconsin will also annually measure and report on the following accountability indicators:

- Academic achievement,
- Student growth,
- Progress in attaining English language proficiency,
- Graduation, and
- Chronic Absenteeism.

As stated earlier, the appropriate length of time to measure interim progress is one year. As Wisconsin has identified the required annual increases in proficiency necessary to halve the gap in the state's long-term goals, this will enable the state to quickly see, and clearly display, the progress towards those goals.

3. Describe how the long-term goals and measurements of interim progress toward the long-term goals for academic achievement take into account the improvement necessary to make significant progress in closing statewide proficiency gaps.

Wisconsin's long-term goals are set with the intention of halving the current achievement gap in six years. In establishing the long-term goals, Wisconsin also provided annual increases required for each subgroup to achieve this goal. At the end of the six-year timeline, the expectation is that the gaps will be cut in half. As that timeline is lengthened, but the same goal trajectory maintained, gaps would be expected to close in twelve years.

b. Graduation Rate. (*ESEA section 1111(c)(4)(A)(i)(I)(bb)*)

1. Describe the long-term goals for the four-year adjusted cohort graduation rate for all students and for each subgroup of students, including: (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; and (iii) how the long-term goals are ambitious.

Wisconsin's long-term graduation goals, in the interest of consistency and ambition to other long-term goals, share the objective of the achievement long-term goals, which is to halve the gaps within six years. Stakeholders, including the Equity Council and Wisconsin Legislature, have expressed interest in ensuring that the goals strike a balance between ambition and achievability. The desire for the goals to reflect both the urgency that the achievement and graduation gaps necessitate as well as to allow time for school improvement efforts to take effect. The goal to halve the gaps within six years conveys both a need to remediate unequal outcomes and permits time for schools to address their gaps. As a consequence, the goals are necessarily ambitious.

Using recent graduation rate trends, goals are set for each of the comparison student groups (white, not economically disadvantaged, English language proficient, and students without disabilities) as well as the All Students group to exceed a 90 percent four-year graduation rate by the end of six years. Based on baseline rates, the goals for the comparison student groups range from 90.4 percent for All Students to 95.5 percent for students who are not economically disadvantaged. All comparison groups have annual targets to increase graduation rates by approximately 0.3 percent. The resulting long-term rates for target subgroups to close the gaps with the comparison

groups within six years extend from 77.6 percent for English learners to 93.4 percent for Asian students. Annual expected increases range from 0.4 percent for Asian students to 2.7 percent for black students.

In the following table, 2014-15 graduation rates for each student subgroup were used as the baseline.

**Four-Year Graduation Rates
Baseline Data and Long-Term Goals**

Student Group	2015 4-year Adjusted Cohort Graduation Rate	6-year Goal	Annual Increase Required
All Students	88.4%	90.4%	0.3%
Amer Indian	78.1%	87.1%	1.5%
Asian	90.7%	93.4%	0.4%
Black	64.0%	80.1%	2.7%
Hispanic	77.5%	86.8%	1.6%
Pacific Isle	84.5%	90.3%	1.0%
Two or More	85.5%	90.8%	0.9%
White	92.9%	94.5%	0.3%
Econ Disadvantaged	77.3%	87.3%	1.7%
<i>Not Econ Disadvantaged*</i>	93.7%	95.5%	0.3%
Limited English Proficient	62.2%	77.6%	2.6%
<i>English Proficient*</i>	89.0%	91.0%	0.3%
Students with Disabilities	67.5%	81.2%	2.3%

<i>Students without Disabilities*</i>	91.1%	93.0%	0.3%
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*These groups are presented for comparison purposes only; goals are set with a focus on improving outcomes for traditionally under-performing populations and are not measured for these comparison groups.

- If applicable, describe the long-term goals for each extended-year adjusted cohort graduation rate, including (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; (iii) how the long-term goals are ambitious; and (iv) how the long-term goals are more rigorous than the long-term goal set for the four-year adjusted cohort graduation rate.

Wisconsin’s extended-year graduation rate goals are based on an eight-year graduation rate. The eight-year rates were established similarly to the four-year graduation rate goals, along with the eight-year rates for comparison groups (white, not economically disadvantaged, English language proficient, and students without disabilities). In order to ensure more rigor for the eight-year rates, all comparison groups’ goals meet or exceed 93.5 percent. (The long-term four-year graduation rate goal for All Students is 90.4 percent.) To align with four-year graduation goals, target group rates were set to fulfill the goal to halve the gaps within six years. These goals, all of which are significantly higher than their respective four-year rate goals, and thus remain ambitious, range from 85.3 percent for Limited English Proficient to 96.7 percent for the Asian subgroup.

In the following table, 2014-15 graduation rates for each student subgroup (from the 2013 cohort) were used as the baseline.

**Eight-Year Graduation Rates
Baseline Data and Long-Term Goals[^]**

Student Group	2013 6-year Adjusted Cohort Graduation Rate[^]	6-year Goal	Annual Increase Required
All Students	92.1%	93.5%	0.2%

Amer Indian	80.2%	89.0%	1.5%
Asian	95.5%	96.7%	0.2%
Black	74.2%	86.0%	2.0%
Hispanic	83.2%	90.5%	1.2%
Pacific Isle	91.2%	94.5%	0.6%
Two or More	90.7%	94.3%	0.6%
White	95.2%	96.5%	0.2%
Econ Disadvantaged	84.3%	90.9%	1.1%
<i>Not Econ Disadvantaged*</i>	95.5%	96.5%	0.2%
Limited English Proficient	76.0%	85.3%	1.5%
<i>English Proficient*</i>	92.5%	93.5%	0.2%
Students with Disabilities	82.0%	88.9%	1.1%
<i>Students without Disabilities*</i>	93.3%	94.5%	0.2%

*These groups are presented for comparison purposes only; goals are set with a focus on improving outcomes for traditionally under-performing populations and are not measured for these comparison groups.

^Rates in the table are based on six-year graduation rates and are intended to provide a close approximation of eight-year graduation rates. The 2013 6-year adjusted cohort rate is based on students who graduated, after six years in high school, in 2015. DPI does not currently calculate eight-year graduation rates. The baseline rates and goals will be updated to reflect the actual eight-year rates as the data becomes available.

3. Provide the measurements of interim progress toward the long-term goals for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate in Appendix A.

See Appendix A for graduation rate measurements of interim progress.

4. Describe how the long-term goals and measurements of interim progress for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate take into account the improvement necessary to make significant progress in closing statewide graduation rate gaps.

Wisconsin's long-term goals are set with the intention of halving the current achievement gap in six years. As that timeline is lengthened, but the same goal trajectory maintained, gaps would be expected to close in twelve years.

c. English Language Proficiency. (*ESEA section 1111(c)(4)(A)(ii)*)

1. Describe the long-term goals for English learners for increases in the percentage of such students making progress in achieving English language proficiency, as measured by the statewide English language proficiency assessment including: (i) baseline data; (ii) the State-determined timeline for such students to achieve English language proficiency; and (iii) how the long-term goals are ambitious.

Wisconsin's state-level long-term goal for students making progress in achieving English language proficiency (hereafter referred to as ELP Progress) is to achieve an 18-point increase in the percentage of students on-track to proficiency by the end of six years. This translates to a three-point annual increase in the percentage of English learners on-track to reach English language proficiency (ELP) within expected timelines. Wisconsin will calculate the statewide on-track to proficiency baseline rate for English Learners (ELs) using 2014-15 to 2015-16 growth on the statewide ELP assessment, ACCESS for ELs.

This goal requires substantial improvement in the percentage of ELs on-track to proficiency. The amount of annual improvement required is consistent with the 2 to 4-percentage point annual improvement needed to reach Wisconsin's ambitious ELA and mathematics achievement goals for subgroups who are behind in the state. This rate of improvement is also more ambitious than the 2-percentage points of annual increase required to meet Wisconsin's prior Annual Measurable Achievement Objectives (AMAO) for ELP progress (AMAO 1) under No Child Left Behind.

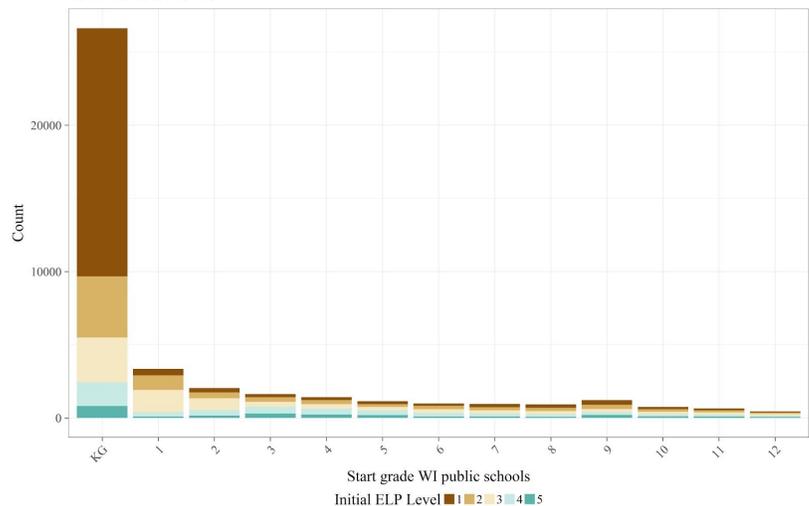
Expected time-to-proficiency and associated expected annual growth at the student level will be differentiated by initial ELP level and grade when a student enters the Wisconsin public school system. Statistical modeling using historic Wisconsin

ELP scale score growth data will be used to define maximum time-to-proficiency and annual growth targets at the student level. In addition to accounting for starting ELP level and grade, Wisconsin will base this modeling on an assumption of nonlinear growth, consistent with research that shows faster scale score growth for students at lower English language proficiency levels and slower growth for those at higher English language proficiency levels. Students who meet or exceed their expected growth for the year will be considered on-track and positively contribute to their school's on-track rate for the year.

Changes in DPI's data collections will eventually allow timelines and growth expectations to be further differentiated by program type. This is a priority to ensure evaluation by program type to determine which programs help students perform better in academic content areas in the long-term.

The distribution of ELs by initial ELP level and grade upon entering Wisconsin public schools is presented graphically in the figure below to provide context for the ELP Progress goals. It is important to note that the vast majority of ELs in Wisconsin enter the public school system in Kindergarten with ELP levels between 1 and 3.

Number of English learners by ELP level and grade at entry
2011-12 to 2015-16



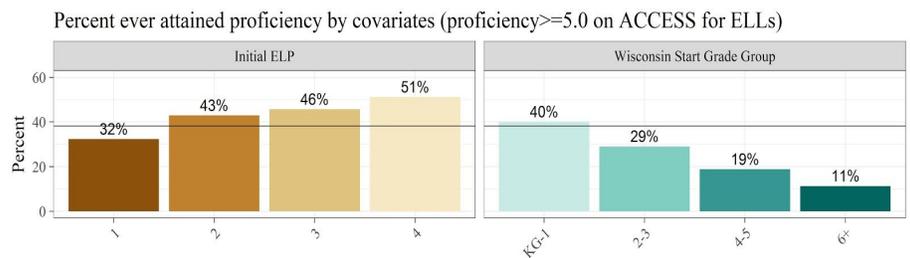
The table below includes rough calculations of median time-to-proficiency by starting ELP level in Wisconsin. These numbers are a starting point for defining timelines. The table also includes estimates of percentage of ELs ever reaching proficiency while enrolled in Wisconsin public schools, by ELP level and grade of entry. Estimates in this table and the two associated graphs below are based on enrollment and ELP

assessment data for English learners in Wisconsin public schools between 2005-06 and 2014-15.

Estimated English proficiency attainment by initial ELP level and starting grade

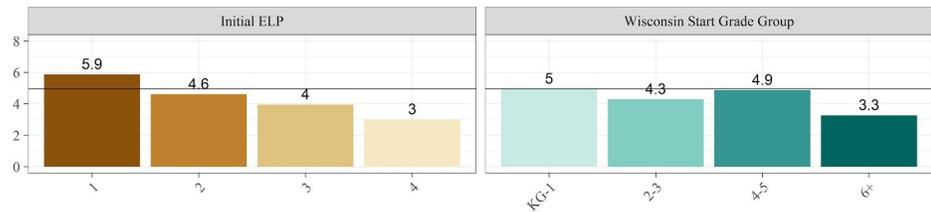
		% ever reached proficiency	median years to proficiency
Initial ELP	1	32%	5.9
	2	43%	4.6
	3	46%	4.0
	4	51%	3.0
Wisconsin Start Grade Group	KG-1	40%	5.0
	2-3	29%	4.3
	4-5	19%	4.9
	6+	11%	3.3
Overall		38%	5.0

Note: *Percent ever reached proficiency* is likely an underestimate, given that some students will reach proficiency after leaving Wisconsin public schools.



In the graph above, the horizontal line represents the overall percent ever reaching proficiency and is equal to 38 percent. These numbers are based on ELP assessment data from 2006-07 through 2014-15 and the proficiency cut-point of 5.0 is based on previous ACCESS for ELLs standards set by the World-class Instructional Design and Assessment (WIDA).

Median time-to-proficiency by covariates (proficiency ≥ 5.0 on ACCESS for ELLs)



In the graph above, the horizontal line represents the overall mean time-to- proficiency and is equal to 5 years. The numbers above are based on ELP assessment data from 2006-07 through 2014-15 and the proficiency cut-point of 5.0 is based on previous ACCESS for ELLs standards set by WIDA.

These numbers are provided as a reference to understanding historic ELP performance among the Wisconsin EL population. Note that Wisconsin’s ELP assessment vendor, WIDA, conducted a standards setting in the fall of 2016. As a result, WIDA reset performance cut-scores beginning in 2016-17 to better align proficiency expectations in English with current college- and career-readiness standards. The result was a higher bar for attaining English language proficiency. WIDA has informed states that, “We should expect proficiency level scores for students taking ACCESS for ELLs to be lower in 2016–17 than they were in 2015–16. Scale scores will not be affected by the results of standard setting but proficiency level scores will be affected.” Wisconsin will closely monitor the impact of this performance level shift on time-to-proficiency and update the student-level on-track targets after sufficient data under the redefined performance levels are available.

2. Provide the measurements of interim progress toward the long-term goal for increases in the percentage of English learners making progress in achieving English language proficiency in Appendix A.

See Appendix A

Interim progress toward the long-term goal will be measured annually. This is consistent with Wisconsin’s measures of interim progress for achievement and graduation rate long-term goals. Interim progress targets are for three-point increases annually in the percentage of English learners on-track to reach English language proficiency (ELP) within expected timelines.

- iv. Indicators (ESEA section 1111(c)(4)(B))
- a. Academic Achievement Indicator. Describe the Academic Achievement indicator, including a description of how the indicator (i) is based on the long-term goals; (ii) is measured by proficiency on the annual Statewide reading/language arts and mathematics assessments; (iii) annually measures academic achievement for all students and separately for each subgroup of students; and (iv) at the State's discretion, for each public high school in the State, includes a measure of student growth, as measured by the annual Statewide reading/language arts and mathematics assessments.

The academic achievement indicator will be based on combined English language arts (ELA) and mathematics performance on the Wisconsin Student Assessment System (WSAS) for the "all students" group and each subgroup that meets cell size (n=20) in the current year, and will be reported as a points-based proficiency rate. The combined score equally weights ELA and mathematics results. To improve the reliability of the measure and to reduce the impact of year-to-year fluctuations that may be due to randomness and small subgroup sizes, up to three sequential years of testing data will be used to calculate the points-based proficiency rate for the "all students" group, and at least three years, but up to five years of testing data will be used for each subgroup.

The method for calculating each content area score is based on assigning points to each of the school's students in each of the measured years according to the student's performance level in that year. A student is assigned no points for being at the Below Basic performance level, one-half point for being at the Basic level, one full point for Proficient, and one and-a-half points for Advanced. For each year, students' scores are pooled by subgroup and "all students" to produce an average for each group. From those yearly averages, a three-year average is calculated for the "all students" group and at least three years, but up to five years of data will be averaged for each subgroup. The averaging processes used in the calculations give greater weight to more recent years' data and reduce the effect of year-to-year enrollment variability on aggregated test data. The score for each content area reflects this multi-year average. The two content area scores (ELA and mathematics) are then combined to produce one overall achievement indicator score for the "all students" group and each subgroup.

- b. Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator). Describe the Other Academic indicator, including how it annually measures the performance for all students and separately for each subgroup of students. If the Other Academic indicator is not a measure of student

growth, the description must include a demonstration that the indicator is a valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance.

Wisconsin will use a growth measure for the second academic indicator. This growth measure will use Student Growth Percentile (SGP) modeling to calculate normative percentile ranks by subject (ELA and mathematics) for all students and each subgroup that meets minimum group size requirements (n=20). Multiple years of SGPs (two to five years - to be determined based on further analysis) will be aggregated to arrive at the mean SGP by subgroup at the school level. Multi-year aggregation will help reduce the volatility of mean SGPs for schools with smaller subgroups.

To calculate school-level growth scores, DPI will first compute mean SGPs by subject for both the All Students group and each subgroup that meets cell size. An average of the SGPs for both ELA and mathematics will be the combined mean SGP for the school. The same calculation will be replicated to give the combined mean SGP for the state for each subgroup.

The calculation of the growth score is based upon a ratio of the school's combined mean SGP to that of the state for all students and each subgroup. This ratio reflects the percentage of growth in the school relative to the state, and will be used to compute a growth score.

If multiple years of test score data are available, a combined mean SGP ratio for the school will be computed for each year with the numerator being an average combined SGP for the school in each year, and the denominator being the overall SGP for the state in the most current year. This ratio will be used to compute a growth score.

- c. Graduation Rate. Describe the Graduation Rate indicator, including a description of (i) how the indicator is based on the long-term goals; (ii) how the indicator annually measures graduation rate for all students and separately for each subgroup of students; (iii) how the indicator is based on the four-year adjusted cohort graduation rate; (iv) if the State, at its discretion, also includes one or more extended-year adjusted cohort graduation rates, how the four-year adjusted cohort graduation rate is combined with that rate or rates within the indicator; and (v) if applicable, how the State includes in its four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rates students with the most significant cognitive disabilities assessed using an alternate assessment aligned to alternate academic achievement standards under ESEA section 1111(b)(2)(D) and awarded a State-defined alternate diploma under ESEA section 8101(23) and (25).

The graduation rate indicator will be calculated both for all students and for each student group that meets the minimum n-size of 20 students in the most recent available year. The indicator will include both four-year and eight-year adjusted cohort graduation rates; an average of the two rates will be translated into a graduation rate indicator score for the all students group and each eligible subgroup. Wisconsin will not include a state-defined alternate diploma in the calculation of the graduation rates at this time. However, DPI may pursue a state-defined alternate diploma in subsequent years.

- d. Progress in Achieving English Language Proficiency (ELP) Indicator. Describe the Progress in Achieving ELP indicator, including the State's definition of ELP, as measured by the State ELP assessment.

The ELP Progress indicator will be made up of two measures:

1. School-level mean Student Growth Percentile (SGP), and
2. School-level on-track rate.

Student Growth Percentile (SGP) models will be used to calculate normative growth percentile ranks for all English learners (ELs) in the state for whom we have English learner proficiency (ELP) assessment data in both the current and prior year. The mean of SGP for all ELs will be calculated. Then the ratio of the school-level mean SGP to the statewide mean SGP for the ELP assessment will be used to create the score for this measure, in parallel fashion to the calculation for the Student Growth indicator.

For the on-track rate, the observed scale score growth from prior to current year for each student will be compared to their expected growth to be on a trajectory to reach ELP proficiency within the timeline expected for them based on initial ELP level and grade. All English learners will then be categorized as on track or not each year. The school-level on-track rate is then simply the proportion of EL students on-track.

Expected ELP growth at the student-level will be based on statistical modeling of scale score growth among Wisconsin ELs at various starting ELP levels, controlling for grade level. Wisconsin will base this modeling on an assumption of nonlinear growth, consistent with research that shows faster scale score growth for students at lower proficiency levels and slower growth for those at higher proficiency levels. Students who meet or exceed their expected growth for the year will be considered on-track and positively contribute to their school's on-track rate for the year.

Both measures will be based on an aggregate of three years of growth.

Given that English learners are required to be tested on language proficiency annually from grades Kindergarten through 12, we will include students in grades 1 through 12 in the calculation of this indicator. Wisconsin sought input on this decision from the Office of Student Assessment--Title III Stakeholder Group, comprised of EL educators from small and large districts across the state. Inclusion of as many grades as possible was the preference of a majority of stakeholders.

In addition to the school-level data reported as part of the ELP Progress indicator, Wisconsin intends to provide additional resources to support EL educators in understanding current and expected performance for English learners. These resources may include dashboards or other data tools

Once an English learner has achieved a 5.0 composite score on the ELP assessment (ACCESS for ELLs), they are considered proficient in English for accountability purposes.

e. School Quality or Student Success Indicator(s). Describe each School Quality or Student Success Indicator, including, for each such indicator: (i) how it allows for meaningful differentiation in school performance; (ii) that it is valid, reliable, comparable, and statewide (for the grade span(s) to which it applies); and (iii) of how each such indicator annually measures performance for all students and separately for each subgroup of students. For any School Quality or Student Success indicator that does not apply to all grade spans, the description must include the grade spans to which it does apply.

Wisconsin will use chronic absenteeism, a well-known and established indicator for our state, as our accountability indicator for School Quality and Student Success. The methodology DPI employs is based upon student-, group-, and school-level calculations. First, individual attendance rates are calculated. A student is considered chronically absent if s/he misses more than 10 percent of possible attended days. Second, the percentage of chronically absent students is calculated for the whole school (i.e., the “all students” group) and for every subgroup that meets the minimum group size requirements (n=20). Wisconsin proposes a threshold of 10 percent aggregate absenteeism, above which a student group or school’s points would be negatively impacted. Multiple years of data will be used for the calculation. (The exact number of years will be determined based on further analysis.)

While overall attendance rates are high for schools across Wisconsin, absenteeism rates have a different distribution which contributes to meaningful differentiation of school performance.

The absenteeism indicator applies to all grade spans. Additionally, as an already-established indicator in Wisconsin that has been used in our state accountability system since 2011-12, the measure has been found to be sound, valid, and reliable across years. There is little measurement error in attendance reporting. Finally, there is well-established research⁶ linking the relationship between absenteeism and school performance, research supported by Wisconsin data. As rates of chronic absenteeism increase at a student level, overall school performance is also impacted. Indeed, there is a “tipping point” of student-level chronic absenteeism beyond which the performance of students who are not chronically absent is affected.

v. Annual Meaningful Differentiation (ESEA section 1111(c)(4)(C))

- a. Describe the State’s system of annual meaningful differentiation of all public schools in the State, consistent with the requirements of section 1111(c)(4)(C) of the ESEA, including a description of (i) how the system is based on all indicators in the State’s accountability system, (ii) for all students and for each subgroup of students. Note that each state must comply with the requirements in 1111(c)(5) of the ESEA with respect to accountability for charter schools.

Wisconsin’s system of annual meaningful differentiation under ESEA will be based upon all indicators described above. Calculations will be run at both the all students level and for each eligible subgroup (dependent upon meeting minimum n-size requirements). The system aggregates the indicator-level scores based on the weighting structure described below. Overall scores will range from 0-100 points.

The primary purpose of this system is to appropriately identify schools for comprehensive and targeted support and improvement efforts. As such, cut scores and/or rating categories will be established with this goal in mind. Final ratings will be one of the following three identification categories: 1) Comprehensive Support; 2) Targeted Support; and 3) Not identified. For annual reporting purposes, public reports will indicate the year of identification for any previously-identified schools.

⁶ For more information, see *Chronic Absenteeism in Our Nation’s Schools*, U.S. Department of Education at https://www2.ed.gov/datastory/chronicabsenteeism.html?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term#four.

- b. Describe the weighting of each indicator in the State’s system of annual meaningful differentiation, including how the Academic Achievement, Other Academic, Graduation Rate, and Progress in ELP indicators each receive substantial weight individually and, in the aggregate, much greater weight than the School Quality or Student Success indicator(s), in the aggregate.

Wisconsin will run an index-based accountability calculation to meaningfully differentiate school performance. Calculations will be based on up to five possible indicators: Academic Achievement, Student Growth, Graduation Rate, ELP Progress, and Chronic Absenteeism. Achievement, Growth, and Graduation Rate are evenly weighted when all three measures are present in a school. When one of those measures (Growth or Graduation) is not present, the weighting adjusts, by expanding the weight of the other available measures (either Achievement, Growth, or Graduation). Chronic absenteeism, as the School Quality or Student Success indicator, has a fixed weighting at 15 points. ELP Progress, when available, is fixed at ten points, which shift to the Growth indicators in cases when a school does not have an ELP Progress indicator score.

**Proposed weighting scenario*
for annual system of meaningful differentiation**

ESSA Index, with ELP

Academic Achievement	25
Student Growth	25 (if NA, weight splits between Achievement & Graduation)
Graduation	25 (if NA, weight splits between Achievement & Growth)
Chronic Absenteeism	15 (fixed weight)
ELP Progress	10 (fixed weight; if NA, weight shifts to Growth)

ESSA Index, no ELP (majority of schools)

Academic Achievement	25
Student Growth	35 (if NA, weight splits between Achievement & Graduation)
Graduation	25 (if NA, weight splits between Achievement & Growth)
Chronic Absenteeism	15 (fixed weight)

**Schools, based on size, demographic composition, and grade range, fall into a variety of weighting scenarios. The examples above are meant to provide an overall idea for the weighting structure.*

The weighting is subject to change as the final weighting structure is dependent upon statistical modeling that requires final decisions at an indicator level. Wisconsin has been running a compensatory

accountability index since 2011-12 under the state accountability system. Those five years of experience producing an index-based accountability system with a weighting structure that adjusts based on data availability has demonstrated how critical it is to carefully construct a weighting schema that fairly treats schools of all types - from the small rural schools that make up most of Wisconsin's districts, to the urban schools that have large student enrollments. As such, the Wisconsin Department of Public Instruction will ensure that the final weighting of this federal accountability system neither advantages nor disadvantages schools based on the availability (or not) of data for particular indicators. For the state system, this has necessitated an alignment of indicator-level score distributions prior to combining indicator-level scores into an overall score/rating.

The final weighting structure will afford substantial individual weight and, in the aggregate, much greater weight to the indicators excepting that for School Quality or Student Success.

- c. If the States uses a different methodology or methodologies for annual meaningful differentiation than the one described in 4.v.a. above for schools for which an accountability determination cannot be made (*e.g.*, P-2 schools), describe the different methodology or methodologies, indicating the type(s) of schools to which it applies.

Wisconsin already has an Alternate Accountability process under our state accountability system to assign an alternate rating to those schools that cannot be assigned a regular accountability score. This applies to schools that have no tested grades, schools with fewer than 20 full academic year students enrolled in tested grades; new schools; and schools exclusively serving at-risk students. The process involves a district-supervised school self-evaluation designed around specific performance indicators. We will use this same foundation and process to meet requirements outlined in ESSA, specifically working with these schools to align the Alternate Accountability process already in place with ESSA requirements.

- vi. Identification of Schools (*ESEA section 1111(c)(4)(D)*)
 - a. Comprehensive Support and Improvement Schools. Describe the State's methodology for identifying not less than the lowest-performing five percent of all schools receiving Title I, Part A funds in the State for comprehensive support and improvement, including the year in which the State will first identify such schools.

Identification of comprehensive support schools will be based upon

overall outcomes of the federal accountability system. In order to identify five percent of schools receiving Title I, Part A funds, overall scores will be ranked and the schools with overall scores in the lowest five percent will be identified.

Schools will first be identified for the 2018-19 school year, using the most recent data available.

- b. Comprehensive Support and Improvement Schools. Describe the State's methodology for identifying all public high schools in the State failing to graduate one third or more of their students for comprehensive support and improvement, including the year in which the State will first identify such schools.

Identification of schools for Comprehensive Support for graduation rate outcomes will be based upon both four-year and extended-year cohort graduation rates. The rates will be averaged for all schools and schools with an average graduation rate below 67 percent will be identified. All high schools in the state with a graduating class that meets minimum n-size requirements are included in the calculation for purposes of this identification.

Schools will first be identified for the 2018-19 school year.

- c. Comprehensive Support and Improvement Schools. Describe the methodology by which the State identifies public schools in the State receiving Title I, Part A funds that have received additional targeted support under ESEA section 1111(d)(2)(C) (based on identification as a school in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D)) and that have not satisfied the statewide exit criteria for such schools within a State-determined number of years, including the year in which the State will first identify such schools.

The performance of schools identified for additional targeted support will be monitored on an annual basis. Schools receiving Title I, Part A funds that do not demonstrate performance and progress sufficient to exit additional targeted support status after six years will be converted to comprehensive support status.

Schools will be identified for the 2024-25 school year.

- d. Frequency of Identification. Provide, for each type of school identified for comprehensive support and improvement, the frequency with which the State will, thereafter, identify such schools. Note that these schools

must be identified at least once every three years.

The three types of Comprehensive Support schools shall be identified on the following timelines:

Criteria type	Initial identification year	Frequency of identification
Overall performance (lowest 5%)	2018-19 school year	Every three years
Graduation rate below 67%	2018-19 school year	Every three years
Conversion from Targeted Support status	2024-25 school year	Six years following initial identification

- e. Targeted Support and Improvement. Describe the State’s methodology for annually identifying any school with one or more “consistently underperforming” subgroups of students, based on all indicators in the statewide system of annual meaningful differentiation, including the definition used by the State to determine consistent underperformance. *(ESEA section 1111(c)(4)(C)(iii))*

Identification of schools for targeted support will be based upon outcomes of the annual federal accountability system. The state defines consistent underperformance as a school’s average subgroup performance that chronically and consistently places the subgroup of students in the bottom five percent of the state, in more than one indicator. Since the federal accountability index is based on multiple years of data, the state is assured that the performance is of a chronic nature. Since the identification is contingent on very low subgroup performance across indicators (in at least two), we can be assured that the performance is of a consistent nature. The Wisconsin Department of Public Instruction will examine average subgroup level outcomes for each indicator. Those schools with an average subgroup performance in the bottom 5 percent will be identified for targeted support.

Wisconsin prioritizes a focus on subgroup performance for targeted support schools. As such, the state intends to use the same identification criteria for schools identified for targeted support and improvement due to “consistently underperforming” subgroups and those identified for additional targeted support.

Initial identification will take place prior to the 2018-19 school year, and annually thereafter. No more than ten percent of schools will be identified as Targeted Support. This will ensure the availability of resources and technical assistance to those schools.

- f. Additional Targeted Support. Describe the State’s methodology, for identifying schools in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State’s methodology under ESEA section 1111(c)(4)(D), including the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools. (*ESEA section 1111(d)(2)(C)-(D)*)

Wisconsin prioritizes a focus on subgroup performance for targeted support schools. As such, the state intends to use the same identification criteria for schools identified for targeted support and improvement due to “consistently underperforming” subgroups and those identified for additional targeted support.

Identification of schools for targeted support will be based upon the outcomes of the annual federal accountability system. Wisconsin defines consistent underperformance as a school’s average subgroup performance that chronically and consistently places the subgroup of students in the bottom five percent of the state, in more than one indicator. Since the federal accountability index is based on multiple years of data, the state is assured that the performance is of a chronic nature. As the identification is contingent on very low subgroup performance across indicators (in at least two), the state is further assured that the performance is of a consistent nature. The Wisconsin Department of Public Instruction will examine average subgroup level outcomes for each indicator. Those schools with an average subgroup performance in the bottom 5 percent will be identified for targeted support.

Initial identification will take place prior to the 2018-19 school year, and annually thereafter. No more than ten percent of schools will be identified as targeted support. This will ensure the availability of resources and technical assistance to those schools.

- g. Additional Statewide Categories of Schools. If the State chooses, at its discretion, to include additional statewide categories of schools, describe those categories.

Wisconsin does not intend to identify additional categories of schools other than comprehensive support and targeted support for purposes of

the federal accountability system.

- vii. Annual Measurement of Achievement (ESEA section 1111(c)(4)(E)(iii)): Describe how the State factors the requirement for 95 percent student participation in statewide mathematics and reading/language arts assessments into the statewide accountability system.

Achievement calculations will be based upon the higher of 95 percent of students expected to participate in the statewide annual assessments or the number of students tested in excess of 95 percent.

- viii. Continued Support for School and LEA Improvement (ESEA section 1111(d)(3)(A))

a. Exit Criteria for Comprehensive Support and Improvement Schools.

Describe the statewide exit criteria, established by the State, for schools identified for comprehensive support and improvement, including the number of years (not to exceed four) over which schools are expected to meet such criteria.

There are three components for Comprehensive Support exit criteria:

1. The school may not satisfy the initial identification criteria; in other words, the school should not be identified as for Comprehensive Support in the current year.
2. The school needs to demonstrate sustainable progress by making progress toward the long-term goals over two consecutive years.
3. Schools must demonstrate evidence of systems, structures and/or procedures in place to ensure sustained and sustainable high-quality improvement planning and practices.

These exit criteria must be met within four years.

The Wisconsin Department of Public Instruction will annually complete analyses relevant to the first two components. For the third component, schools will need to demonstrate their capacity through their LEA and school-level improvement plans.

b. Exit Criteria for Schools Receiving Additional Targeted Support.

Describe the statewide exit criteria, established by the State, for schools receiving additional targeted support under ESEA section 1111(d)(2)(C), including the number of years over which schools are expected to meet such criteria.

There are two components for Targeted Support exit criteria:

1. The school may not satisfy the initial identification criteria. In other words, the school should not be identified as a targeted

- support school in the current year.
2. The school needs to demonstrate sustainable progress by making progress toward the long-term goals over two consecutive years.

The Wisconsin Department of Public Instruction will annually complete analyses relevant to these two components. Schools receiving Title I funds that do not exit within six years will be identified for comprehensive support and improvement. This timeline is aligned with the state's long-term goal timeline.

- c. **More Rigorous Interventions.** Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State's exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i)(I) of the ESEA.

Prior to requiring "more rigorous interventions", schools identified for comprehensive support and improvement will receive significant support and technical assistance.

Coordinated school improvement: In order to reduce the impact of competing federal requirements on school improvement planning, technical assistance and support will be coordinated with local educational agencies (LEAs) identified under the Individuals with Disabilities Education Act (IDEA) as having disproportionate representation of racial and ethnic groups in special education and related services and/or based on IDEA determination status. Therefore, this support and technical assistance is also described in the State Systemic Improvement Plan (SSIP) required under Results-Driven Accountability (RDA).

Research shows that overly prescriptive interventions have not been effective. (Dragoset, L., Thomas, J., Herrmann, M., Deke, J., James-Burdumy, S., Graczewski, C., Boyle, A., Upton, R., Tanenbaum, C., & Giffin, J. (2017)). In order to achieve the goal of more equitable results, state education agencies (SEAs) will need to ensure systems are thoughtfully developed to support the implementation of evidence based practices in LEAs. One key practice that evidence points to is leveraging families and communities to turn around schools.⁷

These school improvement efforts will include specific requirements to engage families and the local community in decision-making processes. Schools will need to intentionally and explicitly include representatives from all members of the community to ensure that improvement plans

⁷ See http://www.nationalpirc.org/engagement_forum/beyond_random_acts.pdf.

will meet local needs and provide educational equity. The engagement of families and the community will also be explicitly focused on improving school climate and culture. Specific groups to be included will be determined by local context and needs, but examples include:

- Teachers, including general and special education,
- School administrators,
- Other school staff,
- Students (if age-appropriate),
- Families (include representatives of specific subgroups present in the school),
- Community health organizations,
- Community-based organizations, including early childhood programs and providers,
- Neighborhood representatives (including neighboring businesses where appropriate),
- Native American representatives where appropriate,
 - Tribal Chairs/Presidents (or their designees) and tribal council representatives,
 - Tribal Education Directors and Staff,
- Government entities (including counties, municipalities, and tribal governments),
- Adjunct school services such as before and after school child care providers and community recreation centers,
- Relevant Institutions of Higher Education (colleges, universities, technical colleges),
- Workforce investment boards and other job-related agencies, and
- Faith-based Communities.

The research regarding school improvement also demonstrates how critical it is for schools to implement interventions with fidelity to the model. Often, investigation reveals that an improvement effort fails not because of poorly written plans or poorly chosen interventions, but because the plans and interventions were never actually implemented as designed. Taking time to explore what to do, how to do it and who does it improves the chances for success (Saldana, Chamberlain, Wang & Brown, 2011; Slavin, Madden, Chamberlain & Cheung, 2010).

Therefore, Wisconsin's school improvement efforts will also include an emphasis on using the established research regarding science of implementation to ensure that plans and interventions designed by local committees are implemented with fidelity. The Wisconsin Department of Public Instruction (WDPI) is working with an established leader in this field, the National Implementation Research Network (NIRN) to help design a system of effective improvement efforts across the state. In this way, Wisconsin will work towards ensuring more equitable outcomes for all children, as plans designed by local communities are

implemented according to best practices. Wisconsin will provide resources to help carry this out and build capacity at the school, district, and regional levels, and include time, training, and professional development for school and district staff to meaningfully engage in improvement efforts.

More rigorous interventions and supports: If schools identified for comprehensive support and improvement fail to meet exit criteria, the required more rigorous interventions and supports will be aligned with state requirements, based on this foundation of research regarding school improvement, and with a continued focus on equity.

The more rigorous interventions and supports under ESSA will include enhanced support and requirements to ensure that schools successfully implement improvement plans. Specifically, these requirements and resources will include:

- A team trained in **implementation science** to provide an external program evaluation and identify why reforms are not improving outcomes for students.
- An external evaluation to drive a school-specific, **customized improvement plan**, which should include refined or new requirements and identify any additional supports necessary to implement the plan.
- Additional requirements and supports, based on the needs assessment and improvement plan, which may include:
 - Additional active authentic **family and community engagement**, including training specifically for families and community members around school improvement, such as data inquiry processes and improvement cycles with a specific focus on equity;
 - Capacity building at the school and district, including funding for time, training, and **professional development** so school staff can meaningfully engage in and successfully implement improvement efforts and focus on equity;
 - State support for **mental health services, socio-emotional learning, and behavioral issues**, including training around trauma sensitive schools, substance abuse screening and referral, and youth mental health first aid, and behavioral interventions;
 - Expanded educational design, such as **community schools and personalized learning**, that promote more instructional time, positive school climates, and family and community engagement;
 - **Expanded academic improvement efforts**, which may include additional learning time, changes in

instructional strategies, or other strategies outlined under state law [see section (f) for more details].

These more rigorous interventions and supports must be aligned with stages of implementation so as not to have unsupported expectations. Research clearly shows that attention to the stages of implementation is important to successful implementation, and understanding the school's current stage of implementation is critical to supporting improvement efforts. This will be an element in the support provided by the implementation science team described above.

- d. Resource Allocation Review. Describe how the State will periodically review resource allocation to support school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

The Wisconsin Department of Public Instruction (WDPI) will annually review resource allocation to support school improvement in each local education agency (LEA) in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement. This will be a comprehensive review across federal programs to ensure resources are being distributed equitably and effectively. This review will include the following factors: amount of federal funds available for school improvement; number of schools and LEAs identified under the Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Act (IDEA); evidence of effective implementation of district and school improvement efforts; and feedback from schools and LEAs regarding improvement efforts and resources needed.

The review will include appropriate representatives from the across the WDPI, including, but not limited to: ESEA (Titles I, II, III, IV, and V), IDEA, Libraries and Technology, Educator Equity Plan, Career and Technical Education, and Student Services, Prevention, and Wellness.

WDPI has developed a comprehensive federal grant portal, WISEgrants, which will be utilized for this review. WISEgrants is an online system for administering federal grants, including budgeting, claiming funds, and fiscal monitoring. WDPI staff will use the fiscal information from WISEgrants to facilitate this resource allocation review.

- e. Technical Assistance. Describe the technical assistance the State will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

Wisconsin will provide technical assistance and support for each LEA serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement. This technical assistance and support will be coordinated with LEAs identified under the Individuals with Disabilities Education Act (IDEA) as having disproportionate representation of racial and ethnic groups in special education and related services and/or based on IDEA determination status. Therefore, this technical assistance is also described in the State Systemic Improvement Plan (SSIP) required under results driven accountability (RDA).

This technical assistance and support will emphasize successful implementation of evidence-based practices according to the tenets of implementation science and with a focus on equity. The Wisconsin Department of Public Instruction (WDPI) is receiving extensive technical assistance and support regarding implementation science through a partnership with the State Implementation and Scaling-up of Evidence-based Practices (SISEP) Center within the National Implementation Research Network (NIRN) to establish the necessary background knowledge and infrastructure at the state, regional, district, and school levels.

The WDPI will provide technical assistance and support in a coordinated fashion between its Title I and Special Education teams, and when relevant, its Title III team to ensure that LEAs and DPI are not duplicating improvement efforts. WDPI is developing a coordinated improvement process that will meet requirements under both ESSA and IDEA as well as a system of supports to assist LEAs and schools in these efforts. An essential component of this integrated school improvement process will include support regarding the selection of evidence-based interventions that are appropriate and relevant in local contexts. This process will draw on existing WDPI supports and expertise, including the WISExplore⁸ process that helps schools and districts utilize data to identify root causes and then develop improvement plans, using best practices regarding improvement cycles. WDPI will continue to build on a strong system of supports currently available, including:

- Wisconsin Title I Network,
- Wisconsin Special Education Regional Service Network,
- Disproportionality Technical Assistance Network,
- Early Childhood Professional Development Initiative,
- Wisconsin Response to Intervention Center,
- Wisconsin Center for Education Research
- Wisconsin Title III consortia networks

⁸ See <https://dpi.wi.gov/wisexplore> for information on WISExplore.

- DPI Consultants, including content area, educator effectiveness, Title I and Special Education staff.

In addition, technical assistance through the WISE suite of tools is available to all LEAs:

- WISEdata is a secure application programming interface (API) that student information system (SIS) vendors may build into their products to automate the process of districts sending their state and federally required student data to WDPI in near real-time.
- WISEstaff is the secure tool used for reporting state and federally required staff data to WDPI.
- WISEdash the data tool that allows aggregate public reporting and secure district reporting for continuous improvement planning.
- WISExplore is a series of processes and protocols that district staff may use to help them work through the continuous improvement process.

Once determined, the indicators and measures may be collected through WISEdata and reported through WISEdash. The data and tools allow for analysis of staff resources and student to staff ratios by school district.

Finally, this technical assistance will also include coordination of compliance requirements, such as data collection and evidence submission, utilizing existing systems such as WISEdata and WISEgrants. The coordination of these requirements under the ESSA plan and the SSIP will allow districts to focus more on improving outcomes for students.

- f. Additional Optional Action. If applicable, describe the action the State will take to initiate additional improvement in any LEA with a significant number or percentage of schools that are consistently identified by the State for comprehensive support and improvement and are not meeting exit criteria established by the State or in any LEA with a significant number or percentage of schools implementing targeted support and improvement plans.

If necessary, existing authority under state law allows WDPI to initiate additional improvement in identified LEAs. Authority under state law (Wis. Stat. §118.42) includes the following:

- Employing a standard, consistent, research-based curriculum throughout the district;
- Using student achievement data to differentiate instruction;
- Implementing a system of academic and behavioral supports

- and early interventions for students; and
- Providing additional learning time.
- Implement or modify a new instructional design;
- Implement professional development programs that focus on improving student achievement;
- Implement changes in administrative and personnel structures;
- Adopt accountability measures to monitor the school district's finances or other interventions directed by the State superintendent; and/or
- Create school improvement councils in the persistently lowest performing schools.

5. Disproportionate Rates of Access to Educators (*ESEA section 1111(g)(1)(B)*): Describe how low-income and minority children enrolled in schools assisted under Title I, Part A are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the SEA will use to evaluate and publicly report the progress of the SEA with respect to such description.⁹

Wisconsin is committed to ensuring that low-income students and students of color are not taught at disproportionate rates by ineffective, out-of-field, or inexperienced teachers. To that end, Wisconsin created a state-level equity plan that we have spent the last two years implementing.

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

Prior law required the state to address unqualified, out-of-field, and inexperienced teacher assignments. The reauthorized ESEA replaces the term “unqualified” with “ineffective”. In order to address this change Wisconsin is identifying teachers who do not meet the Wisconsin Teaching Standards as ineffective.

The original data analysis that underlies Wisconsin’s equity plan identified nine school districts that were contributing to the state’s equity gap, almost in its entirety.

⁹ Consistent with ESEA section 1111(g)(1)(B), this description should not be construed as requiring a State to develop or implement a teacher, principal or other school leader evaluation system.

Therefore, Wisconsin has targeted these nine school districts to provide professional development, support, resources, and to help them develop a local equity plan. In addition to the data that was provided to these districts by the state, local districts and schools were encouraged to add additional data to their own local analysis, including, but not limited to educator effectiveness information, local climate information, and leadership surveys. Districts used the data provided by the state as well as their own local data to analyze their gaps, formulate their own root cause analysis, and develop a local plan of action to reduce any gaps.

In creating Wisconsin's state equity plan, once the data were analyzed, potential root causes were examined. Based upon that analysis, WDPI developed the following theory of action:

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

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

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

Strategy I: Resources for School Districts. and Schools

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

Strategy II: School Climate

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

Strategy III: Ongoing Professional Learning (Skill Gaps)

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

Strategy IV: Teacher Preparation

The data and root cause analysis call for an evaluation of teacher preparation as it relates to the needs in our state. Well-prepared educators positively impact student achievement and have lower turnover rates. Thorough teacher and principal preparation provides candidates with the knowledge and skills they need for successful instruction and leadership.

The WDPI continues to support the nine school districts identified with professional development, technical assistance, and resources. Each district was asked to form a local equity team with an identified lead to focus on the data analysis that identified their district and the requirements under the plan.

WDPI created a series of 26 webinars to provide information on data analysis, local root cause analysis, and resources to support the work of the identified districts and provided additional technical support and resources as they crafted their local equity plans and implement them.

Additionally, there has been a great deal of state level activity designed to support districts in their quest to have highly qualified teachers in front of their most vulnerable students. Most notably, our educator effectiveness system, creating a Talent Development Strategic Plan, efforts to revise licensure, and increased access to Positive Behavior Intervention System training.

WDPI continues to support the implementation of a high quality educator effectiveness system that is focused on continuous growth and improvement. This system is designed to support all educators in the system to ensure high quality for all students.

The Talent Development Strategic Plan was developed with our stakeholders over the last two years to address how we attract, prepare, develop and retain teachers in Wisconsin. Strategies range from changes to our licensure rules, changes to educator preparation programs, as well as strategies to attract young people to the teaching profession.

Our root cause analysis further identified that a positive climate in a school, impacted greatly by the behavior of students, can be a contributing factor in teacher retention and attrition. WDPI has made available additional training and support to our nine equity districts through the Wisconsin RTI Center, and their Positive Behavior Support System training.

Every year, WDPI will rerun the state-level data analysis to monitor progress in closing the equity gap. WDPI continues to provide district-level data to these districts and will continue to support and monitor the progress of these nine school districts, both individually, and their collective impact on the state's equity gap. WDPI will continue to post the original data analysis on its webpage. As the analysis is rerun, we will update the posting and continue to work with identified school districts.

In addition to this state-level approach, every district receiving Title I funds will be required to analyze school-level data to see if poor students, English learners and students of color are being taught at disproportionate rates by ineffective, inexperienced, or out-of-field teachers, and, if so, create a plan for how they will eliminate those gaps, as part of the required LEA ESSA plan. WDPI will provide access to the materials and resources previously developed for these districts.

6. School Conditions (*ESEA section 1111(g)(1)(C)*): Describe how the SEA agency will support LEAs receiving assistance under Title I, Part A to improve school conditions for student learning, including through reducing: (i) incidences of bullying and harassment; (ii) the overuse of discipline practices that remove students from the classroom; and (iii) the use of aversive behavioral interventions that compromise student health and safety.

The Wisconsin Department of Public Instruction (WDPI) supports all districts through professional development opportunities, resources, and guidance documents designed to improve school conditions for student learning.

Wisconsin State Statutes 118.46 directs WDPI to develop and post a model policy on school bullying by pupils, as well as develop and post a model education and awareness program on bullying. WDPI has provided a written model policy and accompanying webcast for schools. Additionally, an anti-bullying curriculum for use with students in grades 9 through 12 is available. Additional supports include an anti-gay bullying and harassment webcast, and a brochure for parents of students who have been bullied. Further, tools have been designed to assist districts in examining current approaches to determine needs and gaps, map present resources, and connect bullying prevention to a multi-tiered system of support.

The Wisconsin Digital Learning Plan Data and Privacy component also identifies the need to provide digital citizenship resources to school. Cyberbullying is a topic that will be included as a collection within the WISElearn resources repository available to schools and the focus of thematic professional development delivered through regional cooperative educational service agencies.

With respect to overuse of discipline practices, WDPI has created and disseminated a case studies document to schools related to alternatives to suspension and expulsion. Resources explaining evidence-based approaches to improving school safety, enhancing student engagement, and creating positive school climates (Wisconsin Success Stories - Safe and Supportive Schools grant). WDPI also utilizes an open data collection system (WISEdata) to analyze trends and identify needs related to discipline practices. With regard to special education requirements, DPI has developed technical assistance materials on manifestation determinations and other disciplinary requirements, shortened days, and the development of effective functional behavioral assessments and behavioral intervention plans, which may be found at: <https://dpi.wi.gov/sped/a-z>.

Furthermore, under Wisconsin state law, the use of seclusion and restraint in public

schools is prohibited unless the student's behavior presents a clear, present, and imminent risk to the physical safety of the student or to others, and it is the least restrictive intervention feasible (*See* Sec. 118.305, Wis. Stats.). State law also prohibits the use of certain restraint techniques and methods, and staff members may not use physical restraint unless they have received training that meets certain specified requirements, including training on de-escalation techniques. The school must maintain a record of the training received, including the period during which the training is considered valid.

Each time seclusion or restraint is used, within one business day after the incident, the student's parent must be notified of the use of restraint and/or seclusion and that a written report will be available within three business days. Annually, the principal of each school must report to the school board on the number of incidents of seclusion and physical restraint during the previous school year, the total number of students involved, and the total number of students with disabilities involved in the incidents.

Additionally, WDPI has created resources for schools and the early childhood community regarding these state law requirements, including a frequently asked questions document, and a professional development online module, to assist schools in using data to decrease the use of seclusion and restraint. For more information about state law requirements, as well as these resources, see <https://dpi.wi.gov/sped/topics/seclusion-restraint>.

WDPI has established in-depth supports for professional development and technical assistance to implement Positive Behavioral Interventions and Supports (PBIS). PBIS involves a multi-level system of supports that provides a foundational framework within which additional interventions may be implemented in schools. Wisconsin has found this system to be effective. Schools with a sustained 3 year PBIS implementation saw a 41 percent decrease in the number of suspensions, compared to a 3 percent decrease in those schools without PBIS. This trend was particularly stark for students with disabilities and black students. Supports are offered statewide through the WDPI-funded Wisconsin Response to Intervention Center (www.wisconsinrticenter.org; www.wisconsinpbisnetwork.org) through a regional structure and in partnership with the twelve Wisconsin Cooperative Educational Service Agencies.

Wisconsin also supports a suite of data tools at WDPI. These WISE data systems include tools for school use that address Response to Intervention (RtI) and positive behavior intervention system (PBIS) program support. The WDPI is currently integrating the functions that allow district staff to monitor interventions and review impacts. The WISEdash data reporting system includes discipline related data elements and will feature dashboards and reports that facilitate PBIS at the local school district level.

Additionally, WISEdash will soon facilitate the use of survey data, such as school climate surveys, for districts to leverage survey data as a component of their internal continuous improvement planning.

7. School Transitions (*ESEA section 1111(g)(1)(D)*): Describe how the State will support LEAs receiving assistance under Title I, Part A in transitioning the needs of students at all levels of schooling (particularly students in the middle grades and high school), including how the State will work with such LEAs to provide effective transitions of students to middle grades and high school to decrease the risk of students dropping out.

The Wisconsin Department of Public Instruction (WDPI) supports schools in all LEAs, including those that receive Title I, Part A funds, in effective transitions of students at all levels of schooling through ongoing professional development opportunities in the forms of trainings and workshops, as well as technical assistance and guidance documents.

Academic and Career Planning is one key planning tool that aids in student transitions. Academic and Career Plans (ACPs) are a student-driven, adult-supported process in which students create and cultivate their own unique and information-based visions for post secondary success, obtained through self-exploration, career exploration, and the development of career management and planning skills. ACPs are required for all students in grades 6-12 under Wisconsin state statutes. The ultimate goal of ACP is to make education relevant and keep students engaged in the learning process.

Through significant stakeholder involvement and in conjunction with the Collaborative for Academic, Social, and Emotional Learning (CASEL), DPI is creating Social Emotional Learning competencies for use with students grades PK through 12 that align with Wisconsin early learning standards. Strategies for embedding these competencies into existing curricula, as well as infusion into afterschool programs and other locations will be available in the 2017-18 school year. The intent of this work is to help students acquire and effectively apply the knowledge and skills necessary to understand and manage their emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Students with strong social and emotional competencies will be more highly engaged with peers and adults, and be better equipped to make responsible decisions as they navigate across the educational continuum.

Strategies designed to assist educators in recognizing and responding to student mental and behavioral health needs are also being implemented throughout the state. Youth Mental Health First Aid is a public education program introducing participants to the unique risk factors and warning signs of mental health. SBIRT (Screening, Brief Intervention, and Referral to Treatment) training is offered to help address AODA and mental health needs in students. Moreover, WDPI has created supports for schools to help incorporate trauma-sensitive practices.

Several evidence-based strategies identified through a Safe and Supportive Schools (S3) grant are also provided to schools. For example, Link Crew is a program designed to reduce the need to discipline, gives students a sense of connection to adults in the building, and promotes strong protective factors. Classroom Organization and Management Program (COMPs) training is provided to teachers to help improve their overall instructional and behavioral management skills through planning, implementing,

and maintaining effective classroom practices, as well as improve student engagement, reduce inappropriate and disruptive behavior, promote student responsibility for academics and behavior, and improve student academic achievement.

In the middle and high schools in particular, DPI has developed the Dropout Early Warning System (DEWS), a tool for school district staff to use to examine early predictors of dropping out, including low attendance, low achievement rates, high suspension/expulsion rates, and high mobility. The Dropout Early Warning System (DEWS) indicator is incorporated into WISEdash secure data dashboard for school districts. In addition, once implemented, the Career and College Ready Early Warning System (CCREWS) will be incorporated into WISEdash as well. WISEdash is the tool used for both aggregate public reporting and for secure use within a school district.

WDPI also offers additional data resources for school districts to assist them in serving all students. The WISExplore data inquiry process supports the use of data tools with school districts by providing a set of protocols school district can follow to engage in continuous improvement planning. Through the WISEdata API - a secure mechanism by school district send state and federally required reporting data to DPI - student records are also able to move within the state from district to district as that student's family moves.

B. Title I, Part C: Education of Migratory Children

1. Supporting Needs of Migratory Children (*ESEA section 1304(b)(1)*): Describe how, in planning, implementing, and evaluating programs and projects assisted under Title I, Part C, the State and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through:
 - i. The full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;
 - ii. Joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under Title III, Part A;
 - iii. The integration of services available under Title I, Part C with services provided by those other programs; and

The primary purpose of the Wisconsin Migrant Education Program (MEP) is to help provide measurable program objectives and outcomes for migratory children. The purpose of the program is to identify the needs of migrant students so that services can be targeted for the greatest impact.

Migrant children and youth overcome challenges of mobility, frequent absences, late enrollment into school, social isolation, and other difficulties associated with a migratory life, in order that they might succeed in school. The Wisconsin MEP gives priority for services to migrant children and youth who are failing, or most at risk of failing, to meet the state's content and performance standards and who have made a

qualifying move within the previous one year period.

In order to identify and address these unique educational needs, the Wisconsin MEP will develop a statewide Service Delivery Plan (SDP) based on a recent Comprehensive Needs Assessment (CNA) that:

- Provides for the integration of services with other ESEA programs;
- Ensures that the state and its local operating agencies identify and address the special educational needs of migratory children;
- Reflects collaboration with migrant parents;
- Provides migratory children with opportunities to meet the same challenging state academic content standards and challenging state student academic achievement standards that all children are expected to meet;
- Specifies measurable program goals and outcomes;
- Encompasses the full range of services that are available for migratory children from appropriate local, state, and federal educational programs; and
- Reflects joint planning among local, state, and federal programs.

The Wisconsin MEP will convene a planning committee for the SDP comprised of key stakeholders from migrant education as well as content area experts. Wisconsin state MEP staff will ensure continuity from one phase of the continuous improvement cycle to the next.

Once the SDP is complete, Wisconsin's MEP staff at the Wisconsin Department of Public Instruction (WDPI) will implement the plan by disseminating information and professional development to align local project services and goals with the statewide plan, roll-out strategies for support and services; and collect data for accountability. Finally, Wisconsin's state MEP staff will evaluate the program by measuring the extent to which strategies were implemented with fidelity and the impact of those strategies on migrant student achievement.

The SDP will be reviewed and revised to ensure that the services address the needs of changing student demographics every three years, or more frequently if there is evidence of a change in the needs of the migrant student population.

Wisconsin integrates federal programs at the state level and provides technical assistance to support local education agencies (LEAs) to integrate federal programs at the local level. Wisconsin's state MEP staff are part of the state's Title I and School Support Team and the team collaborates with other state and federal programs, including, but not limited to Title I, Part A, Title II, Part A, Title III, Part A, Title IV, McKinney-Vento, community and school nutrition, and the Individuals with Disabilities Education Act on a regular basis.

Local education agencies (LEAs) complete their Elementary and Secondary Education Act (ESEA) consolidated grant application in Wisconsin's federal grant web-based portal called WISEgrants. WISEgrants allows flexibility of federal funds with serving migrant children. For example, WISEgrants is programmed to give users the the

flexibility to reserve funds from Title I, Part A to meet the unique needs of migratory children. WISEgrants also facilitates the the process for districts to easily transfer funds from Title II, Part A and Title IV, Part A into Title I, Part C.

With specific regard to Title III, Part A, The Wisconsin MEP staff will ensure that in coordination with Title III, Part A program we will develop ongoing effective communication to districts and school staff around identifying English learner students. Wisconsin's state MEP staff will also consolidate communications around programs and needs of migrant students who are also English learners to districts and to families.

Additionally, to ensure coordinated efforts and program fidelity, Wisconsin conducts consolidated on-site monitoring for ESEA programs, includes Title I, Part C. A cross-agency team at WDPI (including MEP staff) work together to assess risks to determine which local programs to monitor, ensures that all federal requirements are included in monitoring process, conducts site-visits, provides technical assistance, and identifies and follow-ups on areas where corrective action is needed.

2. Promote Coordination of Services (ESEA section 1304(b)(3)): Describe how the State will use Title I, Part C funds received under this part to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year.

Intrastate Coordination

WDPI staff (Wisconsin's MEP staff) will continue efforts to ensure educational programs and supportive services are available for the migrant students and their families. This is dependent upon a strong functioning network of partnership agencies and organizations committed to migrant children and families. The efforts by the Wisconsin's MEP to build and maintain intrastate initiatives include collaboration, as appropriate, with:

- UMOs (Farmworker Programs; Migrant Day Care, and Migrant Head Start Programs);
- Wisconsin Department of Workforce Development (Bureau of Job Service, Migrant Law Enforcement Unit, and Foreign Labor Certification);
- The Migrant Seasonal Farmworker State Monitor Advocate;
- Family Health Services of Waushara County (as known as La Clínica);
- Madison College HEP Program;
- Legal Action of Wisconsin Farmworker Project;
- Second Harvest Foodshare Outreach Program; and
- Other service providers as necessary.

Wisconsin MEP staff periodically meet with the above mentioned partners and programs and participate in regional meetings, such as the Governor's Council on Migrant Labor and the Wisconsin Farmworkers' Coalition. These meetings bring together employer and employee representatives, policy makers, academics, and direct providers of programs and services to migrant farmworkers. Additionally, state MEP staff coordinate with local MEP projects and agencies that provide services to migrant students throughout the state of Wisconsin.

Interstate Coordination

Federal legislation governing the MEP requires interstate coordination through shared responsibility and communication among the many partners involved in addressing migrant students' academic and supportive needs.

The Wisconsin MEP staff will continue to participate in interstate coordination initiatives to access resources and programmatic materials that benefit migrant students. The Wisconsin MEP has participated with other states in consortium incentive grants in the past. The Wisconsin MEP will also continue to participate in the U.S. Department of Education's Office of Migrant Education (OME)-sponsored trainings and meetings that enable collaboration between states.

The interstate coordination efforts will include, but are not limited to:

- Attending OME-sponsored trainings designed for states to continue implementation of Migrant Student Information Exchange (MSIX), and administration of MEP programs under ESSA;
- Attending National PASS Center interstate meetings to improve course option opportunities;
- Participating in Texas Education Agency (TEA)-sponsored meetings for interstate coordination;
- Pursuing connections with Madison College's existing High School Equivalency Program (HEP) and assisting students in accessing the programs;
- Guiding local MEP staff on interstate coordination efforts;
- Collaborating with the TEA and Texas Migrant Interstate Program (TMIP) and other states, as needed, to effectively conduct out of state testing; and
- Participating in the National Association of State Directors of Migrant Education, the professional organization of state officials charged with the effective and productive management of supplemental programs that help migrant children succeed in school.

Wisconsin's MEP currently uses the New Generation System (NGS), and will continue to use NGS, or another USDE approved web-based data management system, to meet Migrant Student Information Exchange (MSIX) and data quality control requirements. Wisconsin migrant students' school-related demographic, academic, and health

information is entered into a secure web-based data management system. This system meets the privacy protections applicable to the collection and transmission of student data required by the Family Educational Rights and Privacy Act (34 CFR 99). The data management system maintains the most current, updated information on migrant students and it is used to generate the state student count of eligible children as well as reports used in the identification and recruitment (ID&R) quality control process.

Proper maintenance of student eligibility and services information is a critical area of operation for Wisconsin's MEP. Wisconsin's state MEP staff will continue to use and enhance, as necessary, the data control system with a number of checks and balances to ensure the quality of data collected for eligibility of migrant students. In addition to communicating data flow requirements and timelines to all local MEP program staff, Wisconsin state MEP staff will provide extensive technical assistance related to data quality issues to local project staff. Training will be modified to meet local project needs and emerging trends. Additionally, Wisconsin's state MEP staff will provide professional development opportunities for recruiters and local project directors to understand and implement state and federal policies regarding the MEP and to review the federal MEP, particularly as it relates to the legal requirements for determining eligibility and issues unique to ID&R practices.

In order to meet the requirements of the US Department of Education's Office of Migrant Education, the data management system uploads data elements to the MSIX on a daily basis. MSIX is a web-based portal that links states' migrant student record databases to facilitate the national exchange of migrant students' educational information among the states. MSIX produces a single, consolidated record for each migrant child that contains the information from each state in which the child has enrolled. It contains the data elements necessary for the proper enrollment, grade and course placement, and accrual of credits for migrant children.

Wisconsin state MEP staff will respond expediently when requests for information on migrant students are received from other states and will assist local project directors to comply with such requests, as necessary. Whenever appropriate and possible, staff will respond to requests electronically. When this is not feasible, staff will transfer records by other means like the Red Bag system. The Red Bag is prepared with key informational documents for the family to take with them and use at the next school site where the children are enrolled. During training sessions for local project staff, a list of the key records to be included will be reviewed and a copy placed in each bag.

Additionally, Wisconsin is advancing the use of secure student records within the state for migrant students through the use of our secure data system. This system is called WISEdata and is built on the Common Educational Data Standard (CEDS). It provides consistency in student records definitions and secure transmission. WISEdash, another

component of the system also enables Wisconsin school district staff with approved and appropriate access to view historical student records as soon as the student is enrolled in their district and the enrollment is submitted through WISEdata. Given that migrant students are highly mobile, the use of WISEdata for this purpose is beneficial to these students.

3. Use of Funds (ESEA section 1304(b)(4)): Describe the State's priorities for the use of Title I, Part C funds, and how such priorities relate to the State's assessment of needs for services in the State.

The primary purpose of the Wisconsin MEP is to help migrant children and youth overcome challenges of mobility, frequent absences, late enrollment into school, social isolation, and other difficulties associated with a migratory life, in order that they might succeed in school. Furthermore, the Wisconsin MEP gives priority for services to migrant children and youth who are failing, or most at risk of failing, to meet the state's content and performance standards, and who have made a qualifying move within the previous one year period. The purpose of the program is to identify the needs of migrant students so that services can be targeted for the greatest impact.

When compared to other states, Wisconsin has a relatively small migrant population. Additionally, Wisconsin is considered a "receiving" state. Most migratory students live in Wisconsin for a short time before returning to their home state. The majority of Wisconsin's migrant students come from Texas.

In the 2015-16 Consolidated State Performance Report (CSPR) Report submitted to United States Department of Education, Wisconsin reported nineteen local MEP projects that served 470 students during the regular school year (September 2015 through June 2016) with ten summer projects serving 138 students (July through August 2016). There were 796 migrant students identified in 2015-16 CSPR with the following demographics:

- 10 percent were preschool-aged (three to five years old), 40 percent were students in grades K-6, 36 percent were students in grades 7-12, and 3 percent were out-of-school youth (OSY);
- 43 percent of the total migrant students served were identified as Priority for Services (PFS); and
- 31 percent were limited English proficient, predominantly Spanish speakers.

This count includes eligible migrant children ages 3 through 21 who, within three years of making a qualifying move, resided in Wisconsin for one or more days between September 1, 2015 through August 31, 2016.

During the comprehensive needs assessment process, the members of Wisconsin's MEP staff identified the following areas as key components that will be addressed in Wisconsin's service delivery plan:

- A referral infrastructure to ensure MEP students are counted and served.

- WDPI provided services based on the location of Migrant students.
- Recruitment and identification of all eligible students through age 21.
- Increase student achievement in core academic areas for Migrant students.
- Reorganize current programming to serve more migrant students.
- Offer intensive training to positively impact student achievement.
- Provide more effective and accurate data collection.

The Wisconsin MEP's Strategic Priorities for use of funds reflect needs identified in the comprehensive needs assessment. They are:

1. Enhance ID&R to ensure **all** eligible students are identified and recruited.
2. Develop and implement a new service delivery plan to reach more students and parents of migratory students around the state.
3. Increase academic support for migrant students (specifically in reading and mathematics; attendance; graduation; and English language proficiency, as appropriate).
4. Develop an evaluation system that uses data from both the MEP data management system and Wisconsin's data system (WISEdata) accurately and effectively.

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

1. Transitions Between Correctional Facilities and Local Programs (*ESEA section 1414(a)(1)(B)*): Provide a plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.

Wisconsin Department of Public Instruction (WDPI) communicates and collaborates with teams in other state agencies as a component of assisting in the transition of children and youth between correctional facilities and local education agencies (LEAs). Wisconsin currently has a collaboration plan with mental health agencies, Wisconsin Department of Children and Families, Wisconsin Department of Corrections, and Wisconsin Department of Health Services. This collaboration will connect the multiple pathways that must coordinate when assisting children with transition.

WDPI supports communication and collaboration between correctional facilities and locally operated programs through technical assistance that supports smooth, timely communication. WDPI uses the linked teams communication structure found in implementation science to ensure practice and policy are connected and result in continuous improvement in communication.

WDPI employs methods and practices of technical assistance that meet the identified needs of institutions. Such methods and practices include onsite technical assistance, professional development offerings, webinars, and newsletters. Importantly, Wisconsin also shares and supports the use of transition resources created by the National Technical Assistance Center for the Education of Neglected or Delinquent Children and Youth with the Wisconsin Department of Corrections and Title I D Subpart 2

institutions and LEAs.

2. Program Objectives and Outcomes (*ESEA section 1414(a)(2)(A)*): Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the Title I, Part D program in improving the academic, career, and technical skills of children in the program.

In Wisconsin, the racial disproportionality of minority youth who have contact with the justice system is among the highest in the nation. This disproportionality exacerbates the educational achievement gaps already identified along racial lines in Wisconsin. A key program objective is to provide educational support to facilities and local education agencies (LEAs) to help reduce racial achievement gaps.

A further objective of the program in Wisconsin is to ensure that facilities have access to the support and educational materials needed to provide high quality instruction so that students are college and career ready. Wisconsin closely examines implementation through implementation science research to develop, deliver and evaluate support to LEAs and facilities.

Wisconsin will annually utilize End of Year report data submitted by the Title I-D subpart 1 and subpart 2 institutions to measure outcomes for students served through neglected and delinquent programs. Without access to high quality instruction, students cannot make adequate academic, career, or technical skill gains.

Additionally, students must have access to high quality education that is aligned to Wisconsin standards. Through collaboration with local education agency and facility stakeholders, consisting of education directors and teachers from institutions receiving Title I, Part D, Subpart 2 funds, Wisconsin has moved to replace the Title I-D quality indicators-with a Wisconsin Standards tool. Prior to the update, institutions receiving Title ID subpart 2 funds submitted quality indicators in accordance with the State's No Child Left Behind plan for Title I, Part D, but the quality indicators did not mirror current Wisconsin standards. The Wisconsin Standards tool better aligns with the instruction of institution teachers and provides a more accurate and useful measure of educational quality. The tool will be updated by facilities twice a year and will be submitted to the Wisconsin Department of Public Instruction. This tool will be used as a measure of Title I, Part D Subpart 2 alignment to standards and curriculum effectiveness.

D. Title II, Part A: Supporting Effective Instruction

1. Use of Funds (*ESEA section 2101(d)(2)(A) and (D)*): Describe how the State educational agency will use Title II, Part A funds received under Title II, Part A for State-level activities described in section 2101(c), including how the activities are expected to improve student achievement.

The Wisconsin Department of Public Instruction will use Title II, Part A funds to advance and support innovative leadership in the principalship and focus on advancing high quality teaching in front of all students using professional development and Wisconsin's educator effectiveness system. The Wisconsin Educator Effectiveness System is a performance-based evaluation system designed to improve the education of all students in the state of Wisconsin by supporting guided, individualized, self-determined professional growth and development of educators.

Wisconsin is committed to ensuring every child has an equitable access to a high quality education. One aspect of this is a commitment by the state and school districts to professional development that is focused on addressing achievement gaps and equity in the classroom. Wisconsin will provide opportunities to all educators to participate in professional learning focused on subject area standards and equity. Supplemental resources across subject areas will be shared statewide with support from subject area experts for facilitation, and used to improve student achievement. There will be collaboration supports such as mentoring and professional learning communities.

Additionally, Wisconsin will use an equity lens to focus on a well-rounded education experience for all students, including Wisconsin's definition of college and career readiness, highlighting skills, habits of mind, and knowledge needed to be successful.

Innovative leadership has the opportunity to inspire change, support risk-taking and communicate expectations of use through curriculum, goals and outcomes for all learners. To that end, Wisconsin is focused on professional development for leaders that will:

- provide assistance to local educational agencies for the development and implementation of high-quality professional development programs for principals and the use of a statewide learning management system for professional development activities;
- provide regional and statewide training opportunities for district staff to understand the leadership, behaviors, and strategies needed to move traditional classroom experiences to a blended environment using tools and resources consistent with today's needs and expectations;
- provide regional and statewide training opportunities for district staff to understand the leadership, behaviors, and strategies needed to move traditional classroom experiences to a blended environment using tools and resources consistent with today's needs and expectations;
- provide preparation, technical assistance, and capacity building to local

educational agencies in creating capacity for technology-enabled learning environment and data use;

- support the instructional services provided by effective school library programs as they relate to and impact student achievement, digital literacy skills, and school climate;
- support leadership knowledge and understanding of the importance of school partnerships with the cross-sector early childhood community and best practices in early childhood and 4K/5K programming and transition to schools;
- support and develop efforts to prepare teachers to appropriately use student data to ensure the protection of individual student privacy;
- support and develop leadership skills around the effective and efficient use of data including effective use of the Wisconsin Information System for Education (WISE) tools.

Additionally, data privacy and security are foundational elements of digital learning. Wisconsin is working to ensure all teachers have the skills and tools at their disposal to create a personalized, learner-centered environment that uses technology to collect, analyze, and organize data to improve the effectiveness and efficiency of learning. Wisconsin will support professional development that builds district staff capacity that ensures sound data privacy and security policies, procedures, and practices are in place at the district, school, classroom, and student levels. The Wisconsin Department of Public Instruction will provide professional learning supports in the areas of digital learning, digital citizenship, and information literacy, all of which are components of the statewide digital learning plan.

2. Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools (ESEA section 2101(d)(2)(E)): If an SEA plans to use Title II, Part A funds to improve equitable access to effective teachers, consistent with ESEA section 1111(g)(1)(B), describe how such funds will be used for this purpose.

Achieving equitable access to teachers will require implementation of a comprehensive set of key strategies to support Title I A schools. These strategies will focus on retaining experienced educators and recruiting and preparing appropriately licensed educators for these schools. Each strategy will focus on a root cause identified by stakeholders as leading to the inequitable distribution of inexperienced and unqualified educators. The strategies are:

1. Resources for School Districts and Schools. Increase resources available to school districts so they can better respond to the challenges of recruiting and retaining effective educators.
2. School Climate. Support ongoing studies of school climate and professional learning and their impact on teacher recruitment and retention.
3. Ongoing Professional Learning. Support professional learning approaches in schools and districts that are comprehensive, ongoing, and more closely aligned to the practice, needs and growth goals of educators.
4. Teacher Preparation. Support the development of well-prepared educators and instructional leaders in the following manner:

- Ensure Quality Educator Preparation Programs;
- Identify Effective Educators;
- Foster cultural and linguistic practices to support English Language Learners;
- Support educator licensure pathways for Spanish-speaking teachers.
- Provide and encourage urban field experiences and training for educators

3. System of Certification and Licensing (ESEA section 2101(d)(2)(B)): Describe the State’s system of certification and licensing of teachers, principals, or other school leaders.

The Wisconsin Quality Educator Initiative (WQEI) was developed for educator preparation and licensure as a standards and performance-based system. It allows educators to move seamlessly along the multi-tiered licensing stages; that is, from Initial to Professional to Master Educator levels.

Performance-based proficiency in the knowledge, skills and dispositions in Teacher, Administrator, and Pupil Services Standards are demonstrated by a candidate during the preparation program and continues into an educator’s career. Once endorsed by an Educator Preparation Program (EPP), or upon completion of an alternative program, and an Initial Educator License is received, the Standards serve as the basis for continued educator development through successive Professional Development Plans (PDP).

The three licensure stages are founded on the principle that a renewal system, framed by performance-based standards, assures the public that educators will engage in professional growth and, further, that the professional growth will include the acquisition of knowledge in the educator’s area of endorsement. Such growth will both support and enhance student learning at the local level.

Under the licensure stages, an Initial Educator may advance their license to the Professional Educator licensure level through the PDP process within a three to five year period of employment. Documentation of professional growth and the effect of that professional growth on student learning must be demonstrated. An approved PDP every 5 years is required to renew the Professional Educator license. The Master Educator License is a voluntary, ten-year license available to educators who successfully complete National Board for Professional Teaching Standards Certification (NBPTS) or the Wisconsin Master Educator Assessment Process (WMEAP).

4. Improving Skills of Educators (ESEA section 2101(d)(2)(J)): Describe how the SEA will improve the skills of teachers, principals, or other school leaders in order to enable them

to identify students with specific learning needs, particularly children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels, and provide instruction based on the needs of such students.

Wisconsin is constantly engaged in improving the skills of educators to identify and address the learning needs of all the above-listed subgroups. Wisconsin provides guidance, recommendations, resources, and technical assistance through each of the agency department areas for learning, special education, English language development, student services, content and learning, and career and technical education. Wisconsin provides differentiated services and supports using face-to-face (e.g., conference, workshops, meetings), virtual (e.g., webinars, online resources), and blended opportunities based on local education agency (LEA) needs. Wisconsin also collaborates with the twelve regional Cooperative Educational Service Agencies (CESA), WIDA, the Wisconsin Response to Intervention (RtI) Center, the Wisconsin Disproportionality Technical Assistance Network, institutions of higher education, and professional organizations to offer services and supports in a variety of settings and locations.

In Wisconsin's vision for RtI, the three essential elements of (1) high quality instruction, (2) balanced assessment, and (3) 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 model inform and are impacted by the others. All the sub-groups of students including early childhood, those with disabilities, English learners, gifted and talented, and students with low literacy levels as listed above are instructed within the framework of RtI.

Wisconsin Statute 121.02(1)(t) says that each school board shall provide access to an appropriate program for pupils identified as gifted and talented while Wisconsin Statute: s. 118.35, Wis. Stats. identifies the requirement that programs be provided for gifted and talented pupils. In this section, "gifted and talented pupils" means pupils enrolled in public schools who give evidence of high performance capability in intellectual, creative, artistic, leadership, or specific academic areas and who need services or activities not ordinarily provided in a regular school program in order to fully develop such capabilities. The state superintendent establishes guidelines for the identification of gifted and talented pupils and provides best practices and supports to schools in this regard.

Wisconsin is committed to improving the skills of teachers who work with students with low literacy levels. To that end, Wisconsin Statutes 118.19(14)(a) require prospective elementary, special education, and reading teachers to pass an examination identical to

the Foundations of Reading test administered in 2012 as part of the Massachusetts Tests for Educator Licensure.

Wisconsin will continue to support school districts with meaningful resources and services to support their required implementation of Academic and Career Planning (ACP) services for all students in grades 6-12 beginning in the 2017-18 school year.

In regards to students with disabilities, the Office of Special Education Programs requires that the primary focus of IDEA be on improving educational results and functional outcomes for children with disabilities, while ensuring that states meet the IDEA program requirements, known as Results Driven Accountability (RDA). In order to fulfill the IDEA's requirements, a more balanced approach to supporting program effectiveness in special education is necessary. Each state was required to identify a State Identified Measurable Result and develop improvement strategies outlined in a State Systemic Improvement Plan (SSIP). Wisconsin's focus is on increased literacy achievement for students with disabilities in grades three through eight. Wisconsin identified four improvement strategies, including professional resources and coaching. As districts identify improvement strategies aligned with data and root cause analyses, local education agencies (LEA s) will be supported in selecting appropriate professional learning resources and the stages of implementation of the new learning concepts and strategies. The Wisconsin Department of Public Instruction is developing new and leveraging existing professional learning resources and opportunities to meet the needs of LEAs both at the universal level and the targeted/intensive levels of support. As outlined in Wisconsin's SSIP, the learning resources fall into three general categories: literacy-specific resources, resources for meaningful access to general education curriculum and instruction, and examples of promising practices.

Additionally, the Wisconsin Educator Effectiveness System is in place to support all educators with access to accurate, timely, meaningful, and authentic feedback to inform strategic plans and improve classroom practices, to the benefit of all students.

5. Data and Consultation (*ESEA section 2101(d)(2)(K)*): Describe how the State will use data and ongoing consultation as described in ESEA section 2101(d)(3) to continually update and improve the activities supported under Title II, Part A.

Wisconsin will use data from the statewide longitudinal data system, known as the Wisconsin Information System for Education (WISE) - to inform professional learning, improve student achievement, and detail equitable student access to learning opportunities. In collaboration with statewide leadership development and training organizations, Wisconsin will provide coherence for and build the capacity of school and district leaders to ensure educational excellence for every child by:

1. Investing in ongoing professional development;
2. Engaging principals in meaningful network opportunities; and
3. Providing one-to-one support (coaching).

The partnerships, including the professional organizations representing school district administrators, principals, and educational technology directors and regional educational agencies, will engage in a cross-agency analysis in order to identify ongoing key learning objectives and information needs. The partnership will use this information to engage the statewide educational associations to provide the learning, time and resources to develop and support effective school leaders to ensure every child graduates career and college ready by focusing on the following key initiatives:

- Use of data for Student Learning;
- Safe and Supportive Schools;
- Professional Growth for Every Educator; and
- Equitable Opportunity for Every Student.

Data use for student learning. Use data, including appropriate data privacy and security practices, to improve student achievement (with a special emphasis on gaps) through the use of the Department’s WISE tools including WISEdash, WISExplore, and WISELearn.

Safe and Supportive Schools. Provide resources around social and emotional learning and developing of services and programs to identify and address the mental health needs of students through the Mental Health Framework.

Professional Growth and Reflection for Every Educator. Use evaluations through the educator effectiveness system to improve professional practice.

Equitable Opportunities for Every Students. Best practices and professional learning resources from Wisconsin De Promoting Excellence for All resources—valuing and demonstrating the importance of teacher/student relationships, cultural competence, family and community engagement, and effective, standards-based instruction.

The plan will differentiate professional learning opportunities along three tiers to provide the support, time and resources to improve leadership practice around equity. **Tier One** provides professional learning, information and networking opportunities to advance equity through leadership development (school and district). The partnership will review current professional learning, information and networking opportunities to coordinate efforts, eliminate duplication and maintain coherence of focus.

Tier Two provides focused training on targeted content areas and related high-leverage practices and competencies for leaders to effectively implement an equity agenda. The partnership will support programs that provide in-depth learning and feedback on high leverage leadership practices (e.g. data use and student learning, safe and supportive environments, professional growth of school staff.). Tier two will utilize current learning models and develop the capacity to provide these learning opportunities statewide including in urban districts.

Tier Three provides equity through leadership coaches statewide available regionally to all school leaders with expertise developed through Tier Two learning opportunities and

additional training (leveraging implementation science). Research demonstrates that coaching is the lynchpin to successfully transferring learning to improving practice. The partnership will identify training standards for equity through leadership coaching and work to provide affordable coaching to all regions in the state and accessible to school and district leaders in Wisconsin.

In addition, the state will work on addressing teacher and principal certification and licensure to ensure that teachers have the necessary subject-matter knowledge and teaching skills in subjects in which they teach, that certification or licensing requirements are aligned with challenging College and Career Ready Standards, and that principals have instructional leadership skills to help teachers teach and students learn. These actions include:

- Developing and implementing effective mechanisms for helping LEAs and schools to recruit and retain highly effective teachers, principals, and pupil services personnel and developing systems to measure the effectiveness of specific professional development programs and activities in order to document gains in student academic achievement or increases in teacher mastery of academic subjects teachers teach.
- Providing support for teachers new and not new to the profession and for principals through such activities as mentoring, team teaching, reduced class schedules, intensive professional development, and using standards or assessments to guide beginning teachers.
- Assisting LEAs in developing and implementing professional development programs for principals that enable them to be effective school and community leaders and to prepare all students to meet challenging state content and student academic achievement standards, which may include the development and support of school leadership academies.
- Supporting activities to ensure that teachers are able to use State academic content and achievement standards, early learning standards, and State assessments to improve instructional practices and student academic achievement.
- Developing or assisting LEAs in the development of proven, innovative strategies to deliver intensive professional development activities that are both cost-effective and easily accessible, such as strategies that involve delivery through the use of technology, peer networks, and distance learning.

The Wisconsin Department of Public Instruction (WDPI) conducted many stakeholders sessions during the last 12 months providing detailed information about the programs, changes in Federal law, and soliciting input for the state plan. Stakeholders that participated in the sessions included education organizations, private school and charter school associations, higher education organizations, parent associations, local educational agencies, and education preparation programs. Online instruments were developed to collect and analyze input into the plan. WDPI will share data outcomes based on evaluation of the use of funds and impact on student achievement. Feedback

will be sought to improve the plans, identify major goals, enhance the local plan, and focus the objectives and activities to target the areas in need.

6. Teacher Preparation (*ESEA section 2101(d)(2)(M)*): Describe the actions the State may take to improve preparation programs and strengthen support for teachers, principals, or other school leaders based on the needs of the State, as identified by the SEA.

The program approval requirements for Wisconsin's Educator Preparation Programs (EPPs) are specifically prescribed in Wisconsin Administrative Code, Chapter PI 34. EPPs have the flexibility to develop distinct programs that reflect their unique missions, goals, and structures. They are responsible for providing performance-based evidence that their programs prepare educators who are able to meet the Teacher, Administrator, and Pupil Services standards established by Chapter PI 34. Evidence is reviewed annually during an onsite Continuous Review Process (CRP) visit by a Wisconsin Department of Public Instruction assigned liaison.

The CRP was developed with a significant emphasis placed on the assessment system, the use of data to inform program changes, graduate and employer follow-up studies, and examining the preservice educator portfolios. The three performance-based areas identified as crucial to improving preparation and are the focal points to the CRP are: (1) the *clinical program*, (2) the *institutional assessment system*, and (3) *institutional evaluation of outcomes*. Data from key assessments throughout the program are utilized as evidence of programmatic strengths and potential areas for programmatic changes. Reaction to the data is presented in an annual status report with an electronic document used as a supplement. Following the CRP visit, the DPI liaison creates a summary document that captures the salient points of the annual visit. These annual summary documents serve as the basis for a recommendation to the state superintendent for continued approval. The CRP repeats itself annually. The liaison summary documents become cumulative in providing a summation across the five-year program approval cycle.

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

1. Entrance and Exit Procedures (*ESEA section 3113(b)(2)*): Describe how the SEA will establish and implement, with timely and meaningful consultation with LEAs representing the geographic diversity of the State, standardized, statewide entrance and exit procedures, including an assurance that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State.

In order to better identify and serve English Learners (ELs), the Wisconsin Department of Public Instruction (WDPI) has established a multi-tiered approach. Recognizing that a standardized EL identification/reclassification process is dependent in part on uniform and consistent implementation, local education agencies (LEAs) will be provided with an implementation guide, *State of Wisconsin EL Policy Handbook*. This Handbook captures both the federal compliance that all states must meet when serving ELs, as well as best practice and guidance to ensure that all ELs graduate college- and career-ready. It will address procedures around identification, programming, reclassification, monitoring, data collection, parent and family communications, coding data within the state data collection system, misclassification and data errors.

Stakeholders representing geographic diversity have been and continue to be involved in the design process for establishing a statewide entry/exit procedures and complimentary handbook. Stakeholders include Title III coordinators, school district assessment staff, consortia, regional Cooperative Educational Service Agency leaders, curriculum and instruction directors, principals, early grade educators, special education staff, English learner teachers, immigrant representatives and others who continue to meet with the WDPI bimonthly.

EL Entry/Exit Procedure Basics

Our responsibilities are to a) identify ELs, b) support the English Language Proficiency (ELP) growth of ELs, and c) determine when ELs have reached full English Proficiency, and reclassify them as former-ELs.

EL Determination

The timing of EL identification is tied to students' date of arrival in a district. If a student is enrolling at or prior to the beginning of the school year, districts have 30 calendar days to determine EL status and notify parents regarding this decision. If a student arrives during the school year, districts have two weeks to make this determination and communicate it to parents.

All students newly enrolling in a district be administered a Home Language Survey (HLS). The purpose of the HLS is to allow districts to quickly determine whether or not

an incoming student might be exposed to languages other than English at home. Exposure to other languages is an indicator that a student might be an EL.

When a HLS indicates that a student is exposed to languages other than English at home, districts administer an ELP Screener. This Screener provides an assessment of the student's English Proficiency, which gives the district more information with which to make an EL determination.

EL Programming and Supports

Once identified as an EL, a student is eligible for specialized programming, designated supports on assessments, and other tools designed to allow the student to better access academic material and show what they know and can do. To demonstrate that ELs are being supported and growing in their English Proficiency, an annual ELP Assessment is federally required. Any student designated as an EL must take the ACCESS for ELLs assessment annually, until reclassified as Former EL.

EL Reclassification

When ELs reach an Overall Composite of 5.0 or greater on the ACCESS for ELLs, they are eligible for reclassification. Districts weigh their performance on ACCESS for ELLs with other indicators of English proficiency and academic success, and make a determination whether or not the student is fully English Proficient. Students deemed fully proficient are reclassified Former EL, while those not continue to be classified as ELs.

Once ELs are reclassified as Former EL, they enter a two year monitoring period where the district closely follows their progress, while gradually reducing the EL supports that the student has been using. Academic achievement indicators will be collect for 4 years post reclassification and report.

Initial Design

Wisconsin utilizes the ASSETS test to measure English language proficiency. It is a large scale assessment that is based on the WIDA Consortium's ELD Standards¹⁰ that form the core of Wisconsin's approach to instructing and testing ELs.

Wisconsin served as a lead for the ASSETS Consortium, a collaboration of 35 states and territories. Part of the work of the consortium was to design a common definition of an English learner. This involves both identifying potential English learners and what proficiency for English learners looks like. Wisconsin convened a stakeholder group from across the state comprised of English learner program staff from large and small school districts, all 12 regional Cooperative Educational Service Agencies, curriculum

¹⁰ See <https://www.google.com/url?q=https%3A%2F%2Fwww.wida.us%2Fstandards%2Feld.aspx>.

and instruction directors, principals, elementary educators, special education teachers and others to help develop the process from question design to piloting.

Iterative Design

As Wisconsin continues to shape its entry/exit procedures, it incorporates feedback by multiple avenues. One of the primary advising groups is the Office of Student Assessment- Title III Stakeholder Group. This group, which meets bi-monthly, consists of educators who work with English learners across the state in small and large districts. This group has directly engaged in the feedback process on the following key decision points:

- The number and types of measures,
- Use of English language proficiency screeners especially with younger audiences,
- HLS questions and processes,
- Family engagement,
- EL Monitoring data collection and monitoring timeframes, and
- Consortia efforts.

Additionally, Wisconsin held a Statewide Title III planning meeting on September 30, 2016 as a forum for EL and Title III representatives from across the state to engage in conversations and provide general feedback in connection to this provision and changes to the ESEA. Nearly 100 participants representing cross sections of education-providers serving English learners.

Open public surveys were also made available on the Wisconsin Department of Public Instruction website for a 30 day period at the close of 2016. Notice of these surveys were widely distributed among stakeholder groups, social media, email lists and statewide associations.

Year 1-3 Implementation

Wisconsin plans to assess the validity of the entry and exit process we are putting into practice. Our agency recognizes there may be a need to revise policies, the HLS instrument and Handbook as new data on their effectiveness becomes available. This supports our continuous improvement approach, an intentional practice that involves goal setting, collection of evidence related to goals, reflection, and revision See <https://dpi.wi.gov/sites/default/files/imce/sped/pdf/rda-wi-phase-ii-ssip.pdf>.

Specific to this evaluation will be a data review, focus group discussions with stakeholders and targeted surveys. 2016-17 marks the second year that Wisconsin has used the new online ACCESS for ELLs assessment. To insure that the newly formatted assessment correspond with states' academic standards and aligned assessments, WIDA conducted a standards setting in the fall of 2016. As a result, WIDA reset the proficiency

cut-scores, to better align proficiency expectations in English with current college- and career-readiness standards. Wisconsin has made some minor adjustments to its reclassification criteria to account for these shifts. Wisconsin will closely monitor the impact of this shift on students' ability to enter or exit EL status and will continue to involve stakeholders in this evaluation.

2. SEA Support for English Learner Progress (ESEA section 3113(b)(6)): Describe how the SEA will assist eligible entities in meeting:
 - i. The State-designed long-term goals established under ESEA section 1111(c)(4)(A)(ii), including measurements of interim progress towards meeting such goals, based on the State's English language proficiency assessments under ESEA section 1111(b)(2)(G); and
 - ii. The challenging State academic standards.

The Wisconsin Department of Public Instruction (WDPI) offers a multifaceted system of support to LEAs to assist in our mutual effort to support English learners making gains in acquiring English as measured by the state's English language proficiency assessment and meet challenging academic standards in relation to interim and long-term state-established accountability goals.

State's English language proficiency

Wisconsin is a founding state of the WIDA consortium. Wisconsin has contributed to and benefited from the work the WIDA consortium has undertaken since 2003 to develop English Language Proficiency (ELP) Standards. Wisconsin adopted WIDA's ELP Standards in 2004 and 2007 and in 2012. This process was also informed by and corresponds to the latest developments in both English language development research and states' content standards for college- and career-readiness. WIDA ELD Standards represent the social, instructional, and academic language that students need to engage with peers, educators, and curriculum in primary and secondary schools.

Wisconsin implements a standards-based, criterion-referenced assessment of English language proficiency, ACCESS for ELLs 2.0. ACCESS for ELLs 2.0 is part of a WIDA suite of assessment products that includes an English language proficiency screeners, an alternate English language proficiency assessment for EL students with significant cognitive disabilities and a kindergarten assessment tool. These scores, both scale scores with varying lexiles levels based on the domains and relative levels ranging from 1.0 to 6.0, correspond to the six WIDA English Language Proficiency Levels: entering, emerging, developing, expanding, bridging and reaching.

State long-term goals and measures of interim progress

Wisconsin's state-level long-term goal for students making progress in achieving

English language proficiency (hereafter referred to as ELP Progress) is to achieve an 18-point increase in the percentage of students on-track to proficiency by the end of six years. This translates to a three-point annual increase in the percentage of English learners on-track to reach English language proficiency (ELP) within expected timelines. Wisconsin will calculate the statewide on-track to proficiency baseline rate for English Learners (ELs) using 2014-15 to 2015-16 growth on the statewide ELP assessment, ACCESS for ELs.

State's academic standards

The State of Wisconsin adopted state academic standards in the areas of English language arts and mathematics that are rigorous, relevant, and promote career and college readiness. The state assessments are aligned to these academic standards. Academic standards are written goals for what students should know and be able to do at a specific grade level or within a grand band. Standards in a subject area help ensure that schools offer students the opportunity to acquire the knowledge and skills necessary for success in that academic area. The state has academic standards for 28 areas of learning for student as well as early learning standards from birth.

How Wisconsin will help eligible entities to meet goals and standards

WDPI has developed a system of support aimed at assisting LEAs in helping students meet these challenging English language development and academic content standards. Support options vary depending on districts' identified needs and composition. WDPI offers a two-pronged service delivery approach: Optional Services and Intentional Support Services.

Optional Services

Optional Services include cafeteria-style services, targeted training, and direct consultation.

Cafeteria-style services are self-select readily accessible web-based tools, bulletins and guidance documents available to LEA and consortia staff on an as-needed-basis. The content of these tools are regularly updated. They are created and amended as needed through ongoing stakeholder consultation, regularly scheduled materials review, and data analysis.

Targeted trainings are regularly scheduled web-based and site-based events held within school districts, cooperative educational services agencies (CESAs) consortia networks and specialized focus groups such as LEA-level Migrant Education program staff or school staff working with Native American students. Topics include, but are not limited to: Title III requirements, English language proficiency, screener uses, working within consortia, Title III funding and application, understanding the relationship between English language support and special education, and how to better support young dual

language learners.

Direct consultation services are services delivered directly to an LEA at an LEA's request. These phone, web or in-person meetings tend to center around Language Instruction Education Program program re-design, implementation and evaluation. These consultation services are more customized. Districts may, for example, reach out to state program staff when they meet the eligibility requirements to offer a bilingual bicultural program or plan to start a dual language or newcomer initiative.

The overall intent of Optional Services is to continuously improve and enhance local capacity to better administer ESEA Title services with the overarching goal of accelerating the learning of English learners. The array of services are customized to fit specific needs and optional services are valued to accommodate ongoing training needs at the LEA level.

Intentional Support Services

The second service delivery approach is Intentional Support Services. Intentional Support Services are specifically for the targeted and intensive interventions. They are designed to be individualized to focus on improvement needs. These supports are initiated by WDPI and designed to be strategic. WDPI utilizes performance-based risk assessment principles to identify districts of highest need overall, LEAs are candidates for intentional support services if they (1) are identified as a targeted support school due to achievement gaps related to English learners or a comprehensive support school with English learners (2) are a transition school or (3) are identified under Title III monitoring..

Comprehensive or Targeted Support Schools are schools that are identified and fall within the lowest performing schools category as determined by the ELP Progress Indicator included in the Title I accountability system. In such cases, LEAs will be required to submit an improvement plan. Supplemental resources and intensive technical assistance will be made available to LEAs that receive this designation. Guidance will be provided to LEAs to better align funding across Titles. Assistance provided within the continuous improvement framework for the duration of the time identified.

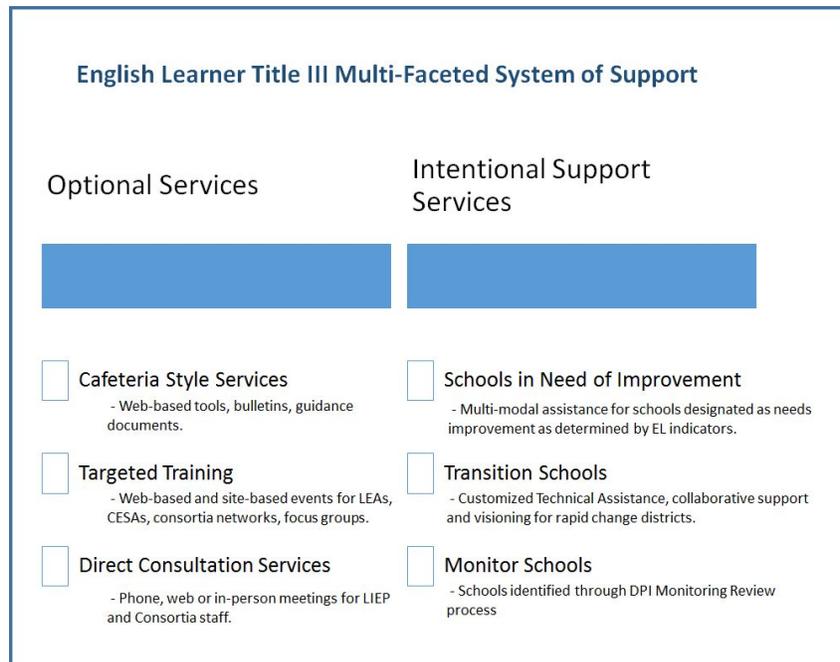
Transition Schools are those with significant and rapid changes in the English learner population in an LEA. These schools are identified through regular analysis of Title III immigrant data, Title III counts, and a school's ESEA comprehensive needs assessment embedded in the ESEA grant application. WDPI staff proactively reach out to districts facing this type of rapid change and, where possible, offer customized technical assistance, collaborative support and visioning. This may including building collaborative partnerships, networking, training, and strategic planning. In some cases,

this may be helping schools to better use resources it may have on site or link LEAs to additional resources.

Monitor Schools. The monitoring process draws out LEAs that for one reason or another need a closer look at their programs, practices and policies as they relate to Title III services. Within the ESEA consolidated application for LEAs, Wisconsin has established criteria for identifying these schools. Although the monitoring process will be described in greater detail at a later point within this Federal grant application, these services are acknowledged here because the monitoring process frequently calls out EL-related needs within a district identified for monitoring. Intentional Support Services for monitored schools tend to be customized, specific and very intentional in nature. For instance, how to work with translators and interpreters, operationalizing the multilevel system of support specific to English learners, and accommodating students and families.

It should also be noted that not in all cases will schools with ELs be identified for improvement. Currently 75 percent of schools within the state have ELs. Uniform EL entry/exit procedures and associated data elements will provide an added indicator to recognize schools that may need additional support.

Table Title III A - 1(below)



With its intentional support services, WI DPI acknowledges a need to work proactively with LEAs, especially LEAs experiencing rapid growth and change. The intent in intentional support services is to constructively engage LEAs and frontload supports and

resources when possible, to provide districts with tools, coaching support, models and information to respond to their situation.

As a measure of continuous improvement, WDPI staff meet regularly to analyze data, review outcomes, and make adjustments to the service delivery as needed. Critical elements of this review include qualitative and quantitative elements¹¹:

Qualitative Elements are Direct surveys and reciprocal feedback tools that provide opportunities for the recipients of services to regularly provide feedbacks; climate surveys and district needs assessments; and WI DPI responses captured within communication tracking system.

Quantitative Elements: Progress towards state-set longer term and interim measures and review of available data elements including required data elements in our ESEA application and data elements shared between WDPI and LEAs within our state's WISEdash and WISEdata portals for student information.

These added elements will allow Wisconsin to capture a more robust understanding of EL student performance and their learning environments. Additionally, Wisconsin has added data elements pertaining to long term ELs and the Language Instruction Education (LIEP) Program. WDPI has created a LIEP crosswork that will be shared with LEAs to assist district to more accurately record the assignment of EL students to the specific program models within the schools. This will allow for WDPI and LEAs to better understand the relationship between the Academic and Language Proficiency outcomes of English learners staffing and the EL service delivery models.

WDPI will continue to foster relationships with a broad range EL educator stakeholders

¹¹ The improvement planning process will be grounded in a continuous improvement cycle. WI DPI like LEAs will engage in a data analysis and root cause analysis process, using such tools as the Wisconsin Information System for Education Dashboards (WISEdash) (<http://dpi.wi.gov/wisedash>) and Wisconsin Information System for Education Explore (WISEExplore) (<http://dpi.wi.gov/wisexplore>) data inquiry process, district capacity assessment (<http://implementation.fpg.unc.edu/resources/district-capacity-assessment-dca>), and examine other local data and practices. LEAs will then engage in a root cause analysis process in order to determine the most appropriate foci for an improvement plan.

as we continue to refine our agency's service delivery approach, training and resource offerings, and analysis of statewide data.

- The DPI Office of Student Assessment's Title III Stakeholder Group. This group of 40 educators meets bimonthly and is comprised of English Learner staff from large and small school districts, geographically distributed across the state, and representatives from 12 CESAs and Consortia.
- A group of school district Title III coordinators, which meets semiannually.
- Cooperative Education Service Agencies (CESA) and Consortia Title III Networks. These Networks are comprised of broad spectrum of local administrative and teaching staff that work directly for students.

3. Monitoring and Technical Assistance (ESEA section 3113(b)(8)): Describe:

- i. How the SEA will monitor the progress of each eligible entity receiving a Title III, Part A subgrant in helping English learners achieve English proficiency; and
- ii. The steps the SEA will take to further assist eligible entities if the strategies funded under Title III, Part A are not effective, such as providing technical assistance and modifying such strategies.

For any student identified as an English Learner (EL), a local education agency (LEA) is required to provide language instruction educational programs (ESEA Section 3116(b)(1)) LEAs must use Title III funds for effective approaches and methodologies for teaching ELs, increase the English proficiency of ELs by providing effective language instruction educational programs that meet the needs of ELs, and demonstrate success in increasing and build local capacity to meet this need.

Within the literature, research points to successful models that support effective language instruction educational programs that assist English learners in meeting challenging state academic standards. Studies point to promising practices for EL literacy instruction, formative classroom practices, and instructional design around language and literacy for ELs in more robust ways.

To provide guidance for LEAs in designing, funding and implementing programs for English Learners, Wisconsin draws from the Does Your Local Control Accountability (LCAP) Plan Deliver on The Promise of Increased or Improved Services for English Learners? 10 Research Aligned Rubrics to help Answer the question and guide your program.

The identification of these 10 focus areas and their respective indicators was informed by examining research-based principles and practices for English Learners. These rubrics includes principles and recommendations put forth by Drs. Patricia Gándara and María Estela Zarate in their recent publication titled "Seizing the Opportunity to Narrow the Achievement Gap for English Learners: Research-based Recommendations for the

Use of LCFF Funds” from the Civil Rights Project at UCLA.¹² These rubrics are designed to support district administrators, teachers, parents, board and community members to analyze the strengths and limitations of their proposed programs and services for English Learners.

This set of rubrics that address 10 focus areas with high impact on English Learners are:

1. English Language Development
2. Parent Engagement
3. Professional Development
4. Programs and Course Access
5. Expenditures
6. District Wide Use of Concentration and Supplemental Grant Funds
7. School Wide Use of Concentration and Supplemental Grant Funds
8. Actions and Services
9. Proportionality
10. English Learner Data to Inform Goal

In monitoring the progress of each eligible entity, WDPI will be examining both the progress towards meeting long-term and interim goals as well as the Title III application. Specific to the Title III application, LEAs will be asked to provide information articulating the specific language instructional model and address the 10 focus areas with high impact on English Learners. Additionally, LEAs will also need to provide assurances that they will identify ELs within the first 30 days.¹³

DPI has also established new descriptors for its LIEPs with new business rules. This new element will allow SEA and LEA staff to reconcile goals and the LIEP program models and staffing to help determine effectiveness.

¹² [Seizing the Opportunity to Narrow the Achievement Gap for English Learners: Research-based Recommendations for the Use of LCFF Funds](https://www.civilrightsproject.ucla.edu/research/k-12-education/language-minority-students/seizing-the-opportunity-to-narrow-the-achievement-gap-for-english-learners-research-based-recommendations-for-the-use-of-lcff-funds-1/?searchterm=Seizing%20the%20Opportunity%20to%20Narrow%20the%20Achievement%20Gap%20for%20English%20Learners:%20Research-based%20Recommendations%20for%20the%20Use%20of%20LCFF%20Funds) by Patricia Gándara with Maria Estela Zárata. The Civil Rights Project. September 2014.
<https://www.civilrightsproject.ucla.edu/research/k-12-education/language-minority-students/seizing-the-opportunity-to-narrow-the-achievement-gap-for-english-learners-research-based-recommendations-for-the-use-of-lcff-funds-1/?searchterm=Seizing%20the%20Opportunity%20to%20Narrow%20the%20Achievement%20Gap%20for%20English%20Learners:%20Research-based%20Recommendations%20for%20the%20Use%20of%20LCFF%20Funds>

¹³ *Resource Guides for Supporting the 10 High Impact Focus Areas. These are supplemental guidance materials and accompanying rubrics to assist Wisconsin’s LEAs in developing high quality English learner plans. Does Your Local Control Accountability (LCAP) Plan Deliver on The Promise of Increased or Improved Services for English Learners?. 10 Research Aligned Rubrics to help Answer the question and guide your program. **
<http://www.ctdev.changeagentsproductions.org/wp-content/uploads/2015/03/LCAP-rubrics-Eng.pdf>

Additionally, WI DPI, as part of the effort to standardize statewide EL entry/entry procedures and ensure compliance and proper implementation, will capture home language survey and English language proficiency screener administration into its data collection system.

These efforts will allow Wisconsin to better identify schools in need of support or monitoring and help the state refine areas for improvement and identify areas of non-compliance.

Assistance

In addition to the SEA supports described in number 2 above (optional services and intentional support), WDPI is also working on system integration and focusing on implementation science to provide additional assistance and strategies.

WDPI is currently working to carry out implementation science principles and applying them through the identification and scaling up of a continuum of supports for districts, building a regional implementation infrastructure, and coaching districts on their use of implementation science. Wisconsin is also working to align requirements under the new Every Student Succeeds Act (ESSA) and other federal requirements such as the Individuals with Disabilities Education Act and Results Driven Accountability. WDPI aims to reduce as much duplication as it can while improving practice. Wisconsin stakeholders have clearly conveyed a desire for WI DPI to shift toward more meaningful and manageable requirements and supports and to eliminate duplicative and unaligned data collections, monitoring, and improvement plan requirements where feasible.

The building blocks for this support framework are centered on two themes: systems integration and alignment, and tools for better more informed decision making for supporting English Learners. Ultimately, WDPI and LEAs will be able to draw from the Title I accountability system showing growth and attainment of language and academic achievement of ELs, ELs with disabilities, English-only students, and former ELs to have an added means to understand reasons for EL students' success or lack of success within a specific educational environment.

WDPI is also using suite of WISE tools and data dashboards to share best practices, analyze student data, and improve student results. The WISE Systems including WISEdata, WISEgrants, WISElearn, and WISEdata (mentioned above), WDPI is working to add and adjust components to these systems to allow us to better examine the relationships between accountability results and programmatic choices.

F. Title IV, Part A: Student Support and Academic Enrichment Grants

1. Use of Funds (*ESEA section 4103(c)(2)(A)*): Describe how the SEA will use funds received under Title IV, Part A, Subpart 1 for State-level activities.

The Wisconsin Department of Public Instruction will utilize funds to provide monitoring, technical assistance, and training for LEAs receiving an allotment under Title IV, Part A.

The Wisconsin Department of Public Instruction (WDPI) will emphasize and promote the need for every child to receive and have equitable access to a well rounded education. This means access to programming in the subjects of: English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, art, dance, media arts, music, theatre, history, geography, computer science, career and technical education, health, physical education, and any other subject, in which female students, minority students, English learners, children with disabilities, and low-income students are underrepresented.

The WDPI will inform districts of their flexibility to support student learning in these subject areas and will support through the continued offerings of face to face, online, and resources for these content areas.

Furthermore, the WDPI recognizes the importance of programming prior to school entrance and is committed to working with the early childhood community to promote early learning standards and best practices in instruction.

Key state-level activities in this title include high quality training for school personnel and supports around issues such as suicide prevention, trauma informed practices, crisis planning, conflict resolution, violence prevention, drug abuse prevention, social and emotional learning, bullying and harassment prevention, chronic disease management, physical activity and nutrition, dropout prevention, and screening for AODA and mental health issues. Under the direction of the the Wisconsin Safe and Healthy Schools (WISH) Center, a needs assessment assists in the identification of potential state level activities based on the needs from LEAs. This information is used to prioritize training and technical assistance for the state.

Additional state-level activity will focus around the state comprehensive digital learning plan. This plan is the result of work done by the State Superintendent's Digital Learning Advisory Council (DLAC). The DLAC was created in 2011 to provide intellectual and practical insights into all aspects of digital learning in Wisconsin. The DLAC was charged with developing a comprehensive plan for PK-12 digital learning in Wisconsin. The DLAC adopted the Future Ready Framework as a way to organize our key priorities and planning tools for districts. That vision called for equitable, personalized, applied, and engaged digital learning for all students. Wisconsin has adopted five of the the Future Ready Framework Gears: Instruction, Learning, and

Assessment; Technology and Hardware; Empowering, Innovation Leadership; Professional Learning and Building Capacity; and Data and Privacy. School districts in Wisconsin do not make this journey in isolation. Existing statewide systems are in place; and our colleagues nationwide have provided invaluable support and resources.

The skillful and equitable use of technology can transform the way teaching and learning happens in classrooms across Wisconsin. Digital tools can enhance student learning as they connect efforts to identify what students should know and be able to do as well as help students and educators assess progress toward achieving academic goals. To meet the needs of today's students and to ensure they are college and career ready, schools are encouraged to be innovative in providing student learning experiences, adopting technologies and instruction in ways, which meaningfully engage the digital generation. As a result, students will have equitable opportunities to have teachers who are trained to provide those digital opportunities that promote critical thinking, communication, collaboration, and creativity and innovation. The framework provides school districts strategies for making learning more meaningful and relevant for students, more accessible for economically disadvantaged students, and more cost-effective upon implementation. Common to these initiatives are: equitable access to technology and connectivity inside and outside of school, regardless of students' backgrounds; a comprehensive learning infrastructure including digital learning content and other resources; professional development for educators and education leaders, which moves them from a conventional teaching and learning classroom to a guided online environment; and establishment of a robust technology infrastructure meeting current connectivity goals and can be augmented to meet future demand. Examples of specific activities include:

- Regional and statewide support for districts to understand the principles of Universal Design for Learning and how those principles support equitable access to connectivity, digital devices, information, resources, programming, and services that support teaching and learning.
- Assist school districts in preparing personalized learning plans that include organizational tools, professional development, examples of practice aimed at multiple levels and content areas, and an evaluation of the effectiveness of the digital tools and resources used.
- Provide state and regional training for school library media specialists, classroom teachers, and principals to assist them as they create and implement innovative learning spaces and tools for students.

2. Awarding Subgrants (ESEA section 4103(c)(2)(B)): Describe how the SEA will ensure that awards made to LEAs under Title IV, Part A, Subpart 1 are in amounts that are consistent with ESEA section 4105(a)(2).

The SEA will allocate an award of at least \$10,000 to an LEA with an application approved by the SEA. If the amount available to the SEA is insufficient to make allocations to the LEA in an amount equal to the minimum allocation described in

section 4105(a)(2), the allocations shall be ratably reduced.

G. Title IV, Part B: 21st Century Community Learning Centers

1. Use of Funds (ESEA section 4203(a)(2)): Describe how the SEA will use funds received under the 21st Century Community Learning Centers program, including funds reserved for State-level activities.

The Wisconsin Department of Public Instruction (WDPI) will set aside the amount made available for administrative costs to establish and implement a rigorous peer-review process for the purpose of awarding funds to eligible entities, monitor and evaluate programs, and provide training and technical assistance. The DPI has developed an application process and criteria for determining whether or not the peer review applicants have the experience, expertise, and skill to adequately rate the applicants. The DPI will reserve a portion to provide the peer reviewers with a competitive stipend.

The WDPI regularly conducts onsite monitoring visits to sub-grantees, utilizing established criteria and protocol during the review process. In addition, WDPI will engage in a statewide evaluation process to monitor sub-grantee progress towards established objectives and to inform needed areas for quality improvement. In an effort to encourage continuous improvement, WDPI will provide an annual conference event for sub-grantees and multiple other training and technical assistance opportunities, utilizing community partners to assist in the delivery of the content through a variety of methods (in-person and virtual events). WDPI will develop written guidance materials and resources designed to assist in capacity-building efforts by the sub-grantee. A description of the sub-granting award process is below.

2. Awarding Subgrants (ESEA section 4203(a)(4)): Describe the procedures and criteria the SEA will use for reviewing applications and awarding 21st Century Community Learning Centers funds to eligible entities on a competitive basis, which shall include procedures and criteria that take into consideration the likelihood that a proposed community learning center will help participating students meet the challenging State academic standards and any local academic standards.

Wisconsin has a robust competitive application and review process that addresses the requirements of Section 4203, local competitive subgrant program. The state's application and accompanying guidance specifically addresses eligibility through several methods. Those methods include the following applicant requirements:

- Applicants must be Title I schoolwide eligible and identify as a school implementing comprehensive support and improvement activities or as a school identified by the local education agency as in need of intervention and support.
- Applicants are asked to demonstrate that a comprehensive needs assessment has been conducted and provide data that illustrates the need for the program, specifically around academic deficiencies and lack of existing services.
- Applicants must demonstrate that the proposed program has been designed to meet the identified needs and describe a recruitment process that will assure the program serves students with the greatest need for services.

- Applicants detail the process by which programming will be designed to align with the state academic standards and how the programming reflects best practices and research for out of school time programs.
- Applicants are asked to describe the collaboration with the school day and how staff will be prepared to deliver high quality academic programming.

The submitted applications are peer reviewed using an established rubric to determine if the applicant adequately addresses the elements of the application. Specifically, the reviewer rubric requires that applicants must successfully detail links between specific activities provided by the program and enhanced academic performance, positive youth development, and/or postsecondary workforce preparation. Applicants must also have specified how activities will contribute to academic achievement and/or overall student success by indicating specific skills to be acquired and other expected impacts, located in the rubric. The review rubric requires that applicants explain how academic activities align with state and local standards and link a specific activity to a respective purpose of the 21st CCLC grant (i.e. increase academic achievement and/or build youth development skills).

The competitive application includes the following elements as required by law:

- (A) a description of the activities to be funded,
- (B) a description of how such activities are expected to improve student academic achievement as well as overall student success;
- (C) a demonstration of how the proposed program coordinate Federal, State, and local programs and make the most effective use of public resources;
- (D) an assurance that the proposed program was developed and will be carried out;
- (E) a description of how the activities will meet the measures of effectiveness described in section 4205(b);
- (F) an assurance that the program will target students who primarily attend schools eligible for schoolwide programs under section 1114 and the families of such students;
- (G) an assurance that subgrant funds under this part will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant Federal, State, local, or non-Federal funds;
- (H) a description of the partnership between a local educational agency, a community-based organization, and another public entity or private entity, if appropriate;
- (I) an evaluation of the community needs and available resources for the community learning center, and a description of how the program proposed to be carried out in the center will address those needs (including the needs of working families);

(J) a demonstration that the eligible entity will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, positive youth development of the students;

(K) a description of a preliminary plan for how the community learning center will continue after funding under this part ends;

(L) an assurance that the community will be given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application;

(M) if the eligible entity plans to use volunteers in activities carried out through the community learning center, a description of how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers;
and

(N) such other information and assurances as the State educational agency may reasonably require.

As referenced by section 4204, the competition process will include approval of applications, permissive local match, peer-review, geographic diversity, duration of awards, amount of awards, and priority.

H. Title V, Part B, Subpart 2: Rural and Low-Income School Program

1. Outcomes and Objectives (*ESEA section 5223(b)(1)*): Provide information on program objectives and outcomes for activities under Title V, Part B, Subpart 2, including how the SEA will use funds to help all students meet the challenging State academic standards.

In recent years, Wisconsin has had between 20 and 30 rural local education agencies (LEAs) eligible for the Rural and Low-Income School (RLIS) Program each year. The eligible districts have always used the funds to further their local school improvement plans, which are informed by Wisconsin's challenging academic standards.

The goal of the Wisconsin Department of Public Instruction (WDPI) is that every child graduates from high school college and career ready. Eligible LEAs are expected to connect their use of the funds with this overarching goal. The flexibility of the RLIS Program allows the LEAs to determine exactly how best to allocate this funding most effectively, within the wide-ranging allowable uses of the RLIS grants. The grant application requires that LEAs demonstrate how the funding will support local goals, which in turn support the statewide goal of college and career readiness.

Additionally, WDPI supports the work of public schools across academic content areas and provides access through the Wisconsin Digital Learning Collaborative (WDLC) to a variety of high quality, online digital learning options which are particularly relevant to small and rural LEAs.

2. Technical Assistance (*ESEA section 5223(b)(3)*): Describe how the SEA will provide technical assistance to eligible LEAs to help such agencies implement the activities described in ESEA section 5222.

Technical assistance begins with notification of eligibility and managing the application process. During that process, the WDPI holds conference calls and webinars to explain the program and the allowable uses of RLIS funds, especially for LEAs who are newly eligible or have had personnel turnover. Phone and email communications are used to address any questions individual LEAs might have while completing the application. This process results in substantive communication between the WDPI and the LEAs as they think about how to use funds most effectively. Technical assistance continues through the issuing of the grants, and throughout the grant period. Often, LEAs will change their priorities during the two-year grant period, and WDPI assists them in revising their initial application to reflect the new uses and budgets. Both the Program and the Finance personnel at WDPI are always available to provide assistance.

Because the RLIS Program is an unusual grant, in that some LEAs come in and out of eligibility as their poverty rate fluctuates, WDPI proactively engages eligible LEAs to ensure both compliance and knowledge of remaining funds.

I. Education for Homeless Children and Youth program, McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B

1. Student Identification (722(g)(1)(B) of the McKinney-Vento Act): Describe the procedures the SEA will use to identify homeless children and youth in the State and to assess their needs.

Wisconsin requires each local education agency (LEA) to designate a local liaison for homeless children and youths. The state coordinators of the Education for Homeless Children and Youth program at the Wisconsin Department of Public Instruction (WDPI) provide technical assistance to local liaisons to ensure that homeless children and youths receive the services and protections enumerated under the McKinney-Vento Homeless Assistance Act.

Local liaisons are responsible for identifying, counting, and assessing the needs of homeless children and youths. In order to support these efforts, the WDPI provides professional development programs on how to identify, count, and assess the needs of homeless children and youths for local liaisons and school and LEA staff. Professional development programs include providing template forms for identifying and tracking homeless children and youths, technical support on reporting to the WDPI on the number of homeless children and youths and unaccompanied homeless youths in each LEA, training modules made available through the WDPI website on identifying homeless children and youths, webinars for local liaisons, and other technical assistance as determined necessary by the State Coordinators for the Education of Homeless Children and Youths at the WDPI.

2. Dispute Resolution (722(g)(1)(C) of the McKinney-Vento Act): Describe procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youth.

Wisconsin monitors to ensure that LEAs have policies and procedures in place so disputes regarding eligibility or the educational placement of homeless children and youths are promptly resolved. LEA dispute resolution policies must be handled as expeditiously as possible by the local liaison and include the right to immediately enroll the homeless child or youth in the school in which enrollment is sought, pending final resolution of the dispute, including all available appeals.

Additionally, Wisconsin monitors to ensure that LEA policies include a requirement to provide a written explanation of any decisions related to school selection or enrollment made by the school, the local educational agency, or the State educational agency involved, including the rights of the parent, guardian, or unaccompanied youth to appeal such decisions in a manner and form understandable to the parent or guardian of the child or youth or, in the case of an unaccompanied youth, the youth.

When a dispute is appealed it comes to the State Superintendent of Public Instruction and the procedures followed are described in Wisconsin Administrative Code, Chapter PI 1.

3. Support for School Personnel (722(g)(1)(D) of the McKinney-Vento Act): Describe programs for school personnel (including the LEA liaisons for homeless children and youth, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youth, including runaway and homeless children and youth.

Wisconsin provides professional development programs, including the resources below, to heighten the awareness of local liaisons and personnel of, and their capacity to respond to, specific needs in the education of homeless children and youths.

An accessible Education for Homeless Children and Youths website is also maintained. The website includes current local liaison contact information, guidance documents, presentations from the Wisconsin Department of Public Instruction and LEAs, videos, training materials, and statewide examples of policies, procedures, and forms from LEAs.

In order to make information accessible to any audience, Wisconsin has created a short, animated video to explain the basic components of the McKinney-Vento Act to all Wisconsin residents including school and LEA staff, community service providers, and parents and guardians.

Wisconsin has also created McKinney-Vento training modules for school and LEA staff members and local liaisons to explore the responsibilities of school personnel under the McKinney-Vento Act. The training modules may be used to build understanding and heighten the awareness of the specific needs of homeless children and youths, including such children and youths who are runaway and homeless.

4. Access to Services (722(g)(1)(F) of the McKinney-Vento Act): Describe procedures that ensure that:
 - i. Homeless children have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;
 - ii. Homeless youth and youth separated from public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youth described in this clause from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies; and
 - iii. Homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including

magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs, if such programs are available at the State and local levels.

i. Wisconsin ensures that homeless children have access to public preschool programs, as provided to other children in the State. Transportation to the school of origin, including a preschool, is accessible for homeless children and youth as it is for other children in the State or LEA.

ii. Wisconsin ensures that local education agencies (LEAs) develop policies and procedures to ensure that homeless children and youths and youths separated from the public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youths described in this paragraph from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies.

iii. Wisconsin ensures that homeless children and youths who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities. This includes providing transportation to academic and extracurricular activities if transportation is a barrier to participation or success in school.

Wisconsin ensures that LEAs are in compliance with all of the provisions of the McKinney-Vento Act through compliance review monitoring. Wisconsin conducts compliance review monitoring annually for selected LEAs.

5. Strategies to Address Other Problems (722(g)(1)(H) of the McKinney-Vento Act): Provide strategies to address other problems with respect to the education of homeless children and youth, including problems resulting from enrollment delays that are caused by—
- i. requirements of immunization and other required health records;
 - ii. residency requirements;
 - iii. lack of birth certificates, school records, or other documentation;
 - iv. guardianship issues; or
 - v. uniform or dress code requirements.

Wisconsin Education for Homeless Children and Youths state coordinators provide training on strategies to address problems with respect to the education of homeless children and youths, including problems resulting from enrollment delays. Proven strategies to immediately enroll homeless children and youths in scenarios in which problems that cause enrollment delays are shared with local liaisons and LEA staff through training modules, technical assistance, webinars, newsletters, compliance monitoring, and other methods available on the Wisconsin Department of Public Instruction's Education for Homeless Children and Youths website to ensure McKinney-Vento Act requirements are followed.

Wisconsin monitors to ensure that LEAs have policies and procedures in place so disputes regarding eligibility or the educational placement of homeless children and youths are promptly resolved. LEA dispute resolution policies must be handled as expeditiously as possible by the local liaison and include the right to immediately enroll the homeless child or youth in the school in which enrollment is sought, pending final resolution of the dispute, including all available appeals.

The WISEdata system facilitates secure and near real-time student records transfer between Wisconsin school districts. It is built on the Common Educational Data Standard (CEDS) and provides consistency in student records definitions and secure transmission across states. Given that homeless students are one of several student subpopulations that experience higher than average rates of mobility, it is important that student records are easily and quickly available to the district with which they are enrolling. Wisconsin enables this through its secure WISEdash data dashboard. This enables district staff with approved and appropriate access to view historical student records as soon as the student is enrolled in their district and the enrollment is submitted through WISEdata.

Similarly, immunization records can be securely and efficiently loaded (i.e., eliminating the need for this task to be performed by each Wisconsin school district) using the Wisconsin Immunization Registry (WIR). DPI has the technical capability and the statutory authority to perform this task and make the data accessible to all school districts. WI DPI will enable immunization records to transfer across LEAs by establishing a secure data transfer with the Wisconsin Immunization Registry.

6. Policies to Remove Barriers (722(g)(1)(I) of the McKinney-Vento Act): Demonstrate that the SEA and LEAs in the State have developed, and shall review and revise, policies to remove barriers to the identification of homeless children and youth, and the enrollment and retention of homeless children and youth in schools in the State, including barriers to enrollment and retention due to outstanding fees or fines, or absences.

Wisconsin provides example policies and procedures for LEAs in the State to assist in the development, review, and revision of existing LEA policies and procedures to remove barriers to the identification of homeless children and youths. WDPI ensures that LEAs are trained by the Education for Homeless Children and Youths state coordinators on methods for enrolling and retaining homeless children and youths in schools in the State, including barriers to enrollment and retention due to outstanding fees or fines, or absences.

Wisconsin monitors to ensure that LEAs have developed, reviewed, and revised policies to remove barriers to the identification of homeless children and youths, and the enrollment and retention of homeless children and youths in the State. WDPI also monitors to ensure that LEAs have dispute resolution procedures in place for the prompt resolution of eligibility, school selection, or enrollment disputes that state that children

and youth experiencing homelessness must be immediately enrolled in the school in which enrollment is sought, pending final resolution of the dispute, including all available appeals.

7. Assistance from Counselors (722(g)(1)(K)): A description of how youths described in section 725(2) will receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths for college.

Wisconsin provides local education agencies (LEAs) with professional development and technical assistance resources, to support the efforts of school counselors in advising homeless youths and preparing them for college and career readiness. Wisconsin ensures that LEAs have policies and procedures that address removing barriers for students experiencing homelessness, receiving appropriate academic credit, as well as providing educational stability for homeless youths.

Wisconsin also ensures that an updated local liaison directory is available on the SEA's website, so counselors can access the contact information to connect with the local liaison to support homeless youths. Wisconsin also does monitoring to ensure that local liaisons inform all LEA staff, including counselors, on advising homeless youths and prepare and improve the readiness of such youths for college and caree

Appendix A: Measurements of interim progress

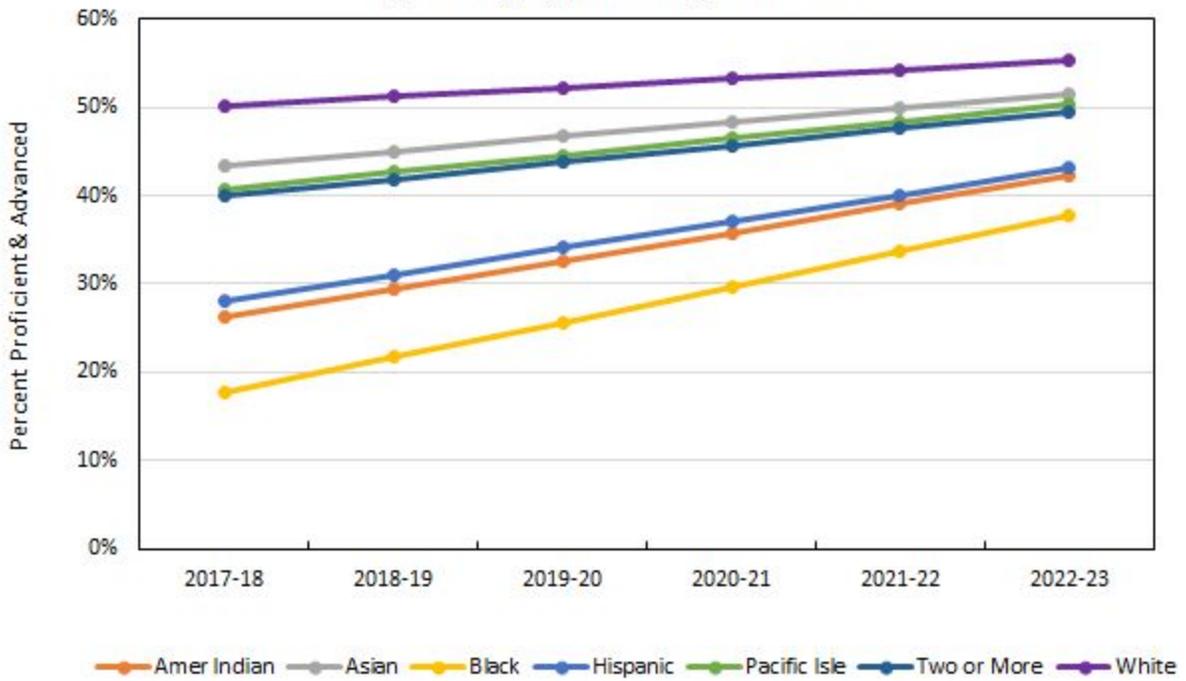
Instructions: Each SEA must include the measurements of interim progress toward meeting the long-term goals for academic achievement, graduation rates, and English language proficiency, set forth in the State's response to Title I, Part A question 4.iii, for all students and separately for each subgroup of students, including those listed in response to question 4.i.a. of this document. For academic achievement and graduation rates, the State's measurements of interim progress must take into account the improvement necessary on such measures to make significant progress in closing statewide proficiency and graduation rate gaps.

A. Academic Achievement

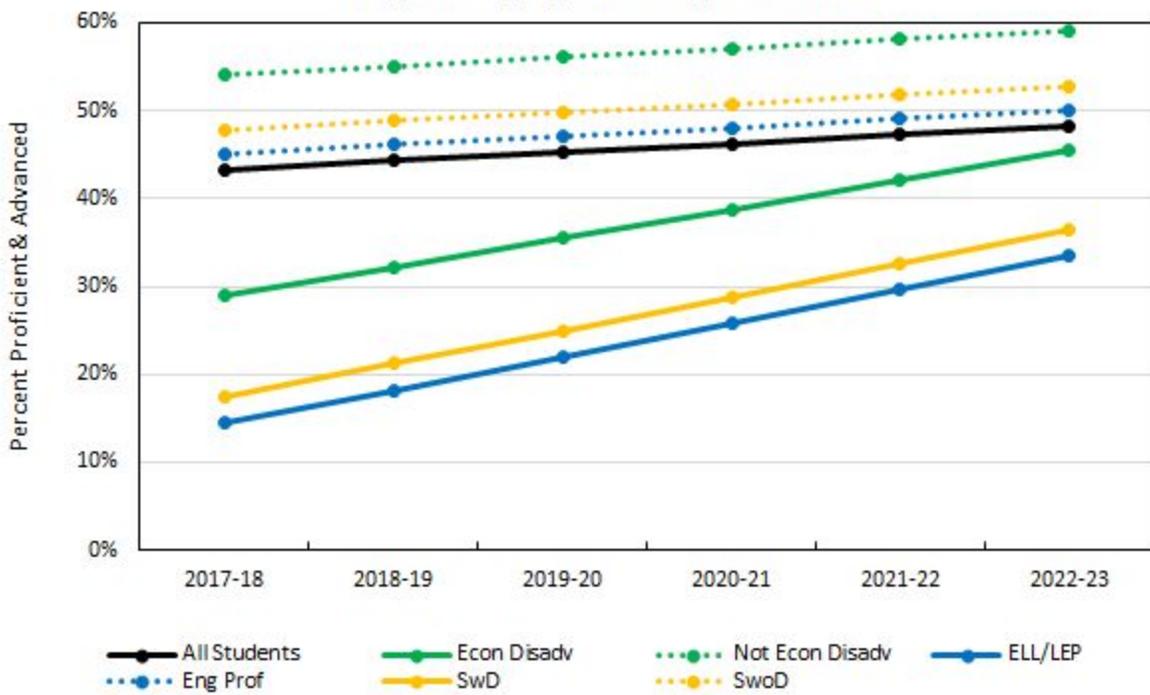
English Language Arts Long Term Proficiency Rate Goals

Student Group	Baseline 2015-16	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
All Students	42.3%	43.3%	44.3%	45.3%	46.3%	47.3%	48.3%
Amer Indian	23.1%	26.3%	29.5%	32.6%	35.8%	39.0%	42.2%
Asian	41.8%	43.4%	45.0%	46.7%	48.3%	49.9%	51.5%
Black	13.8%	17.7%	21.7%	25.7%	29.7%	33.7%	37.7%
Hispanic	25.1%	28.1%	31.1%	34.1%	37.1%	40.1%	43.1%
Pacific Isle	38.8%	40.7%	42.6%	44.5%	46.4%	48.3%	50.2%
Two or More	38.0%	39.9%	41.8%	43.7%	45.6%	47.5%	49.4%
White	49.2%	50.2%	51.2%	52.2%	53.2%	54.2%	55.2%
Econ Disadv	25.6%	28.9%	32.2%	35.5%	38.8%	42.1%	45.4%
<i>Not Econ Disadv</i>	<i>53.1%</i>	<i>54.1%</i>	<i>55.1%</i>	<i>56.1%</i>	<i>57.1%</i>	<i>58.1%</i>	<i>59.1%</i>
ELL/LEP	10.6%	14.4%	18.2%	22.0%	25.8%	29.6%	33.4%
<i>Eng Prof</i>	<i>44.1%</i>	<i>45.1%</i>	<i>46.1%</i>	<i>47.1%</i>	<i>48.1%</i>	<i>49.1%</i>	<i>50.1%</i>
SwD	13.6%	17.4%	21.2%	25.0%	28.8%	32.6%	36.4%
<i>SwoD</i>	<i>46.8%</i>	<i>47.8%</i>	<i>48.8%</i>	<i>49.8%</i>	<i>50.8%</i>	<i>51.8%</i>	<i>52.8%</i>

English Language Arts Long Term Goals



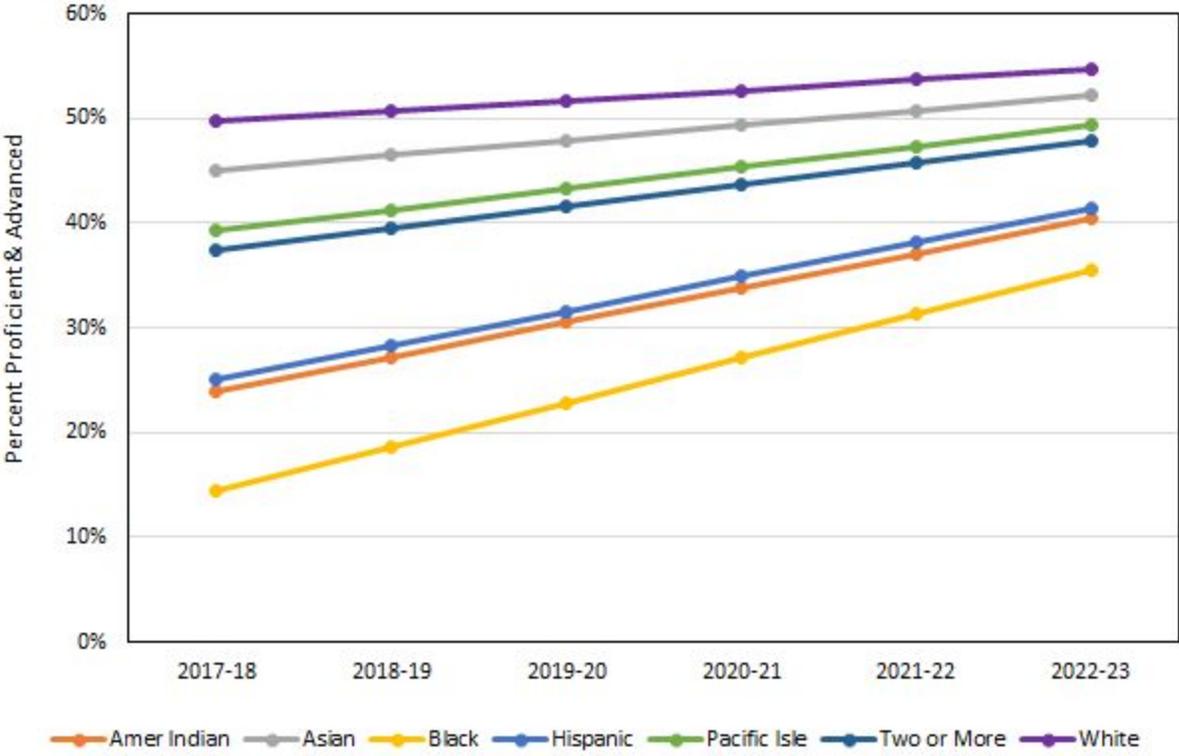
English Language Arts Long Term Goals



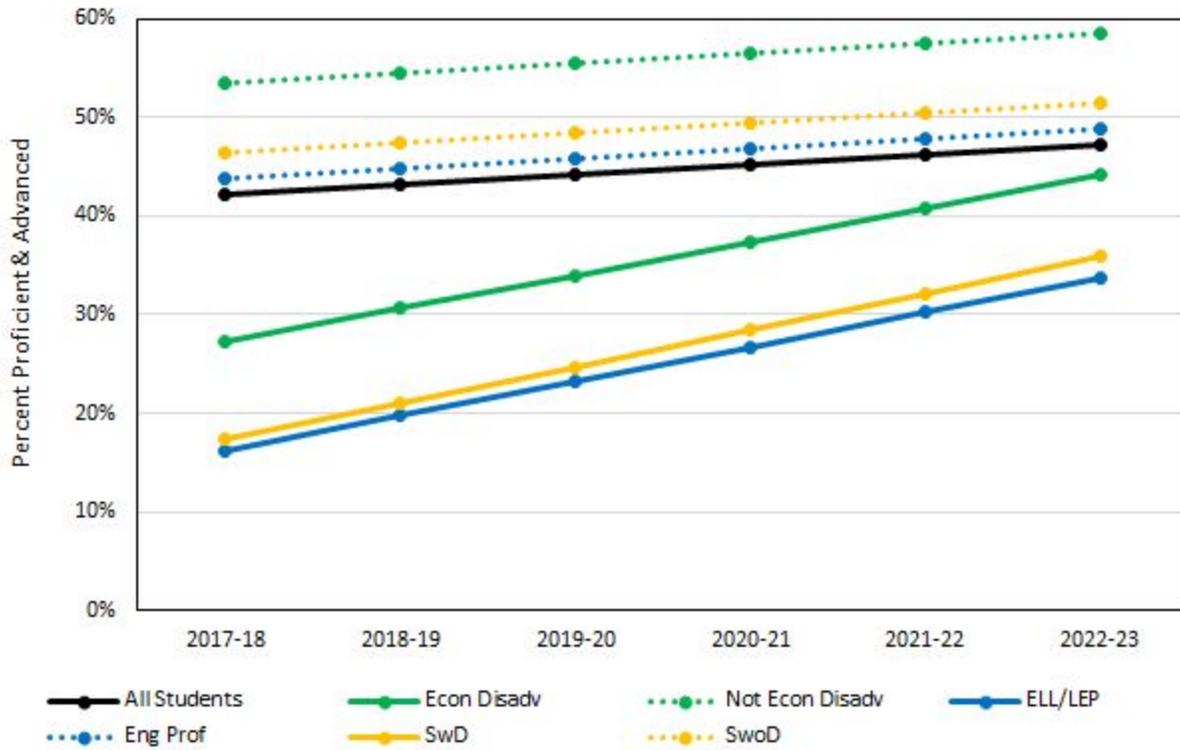
Mathematics Long Term Proficiency Rate Goals

Student Group	Baseline 2015-16	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
All Students	41.2%	42.2%	43.2%	44.2%	45.2%	46.2%	47.2%
Amer Indian	20.5%	23.9%	27.2%	30.5%	33.8%	37.1%	40.4%
Asian	43.7%	45.1%	46.5%	47.9%	49.4%	50.8%	52.2%
Black	10.3%	14.5%	18.7%	22.9%	27.1%	31.3%	35.5%
Hispanic	21.7%	25.0%	28.3%	31.6%	34.9%	38.2%	41.5%
Pacific Isle	37.3%	39.3%	41.3%	43.3%	45.3%	47.3%	49.3%
Two or More	35.3%	37.4%	39.5%	41.6%	43.7%	45.8%	47.9%
White	48.7%	49.7%	50.7%	51.7%	52.7%	53.7%	54.7%
Econ Disadv	23.8%	27.2%	30.6%	34.0%	37.4%	40.8%	44.2%
<i>Not Econ Disadv</i>	<i>52.5%</i>	<i>53.5%</i>	<i>54.5%</i>	<i>55.5%</i>	<i>56.5%</i>	<i>57.5%</i>	<i>58.5%</i>
ELL/LEP	12.8%	16.3%	19.8%	23.3%	26.8%	30.3%	33.8%
<i>Eng Prof</i>	<i>42.8%</i>	<i>43.8%</i>	<i>44.8%</i>	<i>45.8%</i>	<i>46.8%</i>	<i>47.8%</i>	<i>48.8%</i>
SwD	13.6%	17.3%	21.0%	24.7%	28.4%	32.1%	35.8%
<i>SwoD</i>	<i>45.5%</i>	<i>46.5%</i>	<i>47.5%</i>	<i>48.5%</i>	<i>49.5%</i>	<i>50.5%</i>	<i>51.5%</i>

Mathematics Long Term Goals



Mathematics Long Term Goals

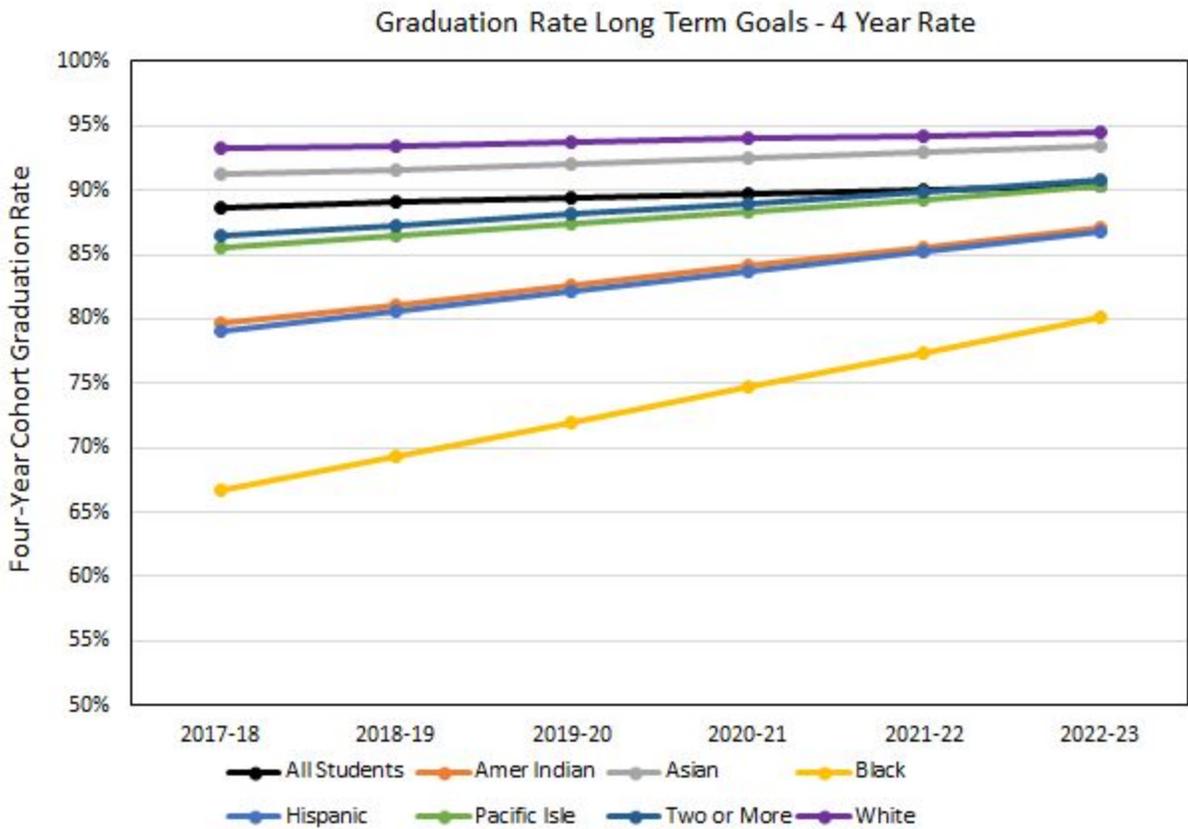


B. Graduation Rates

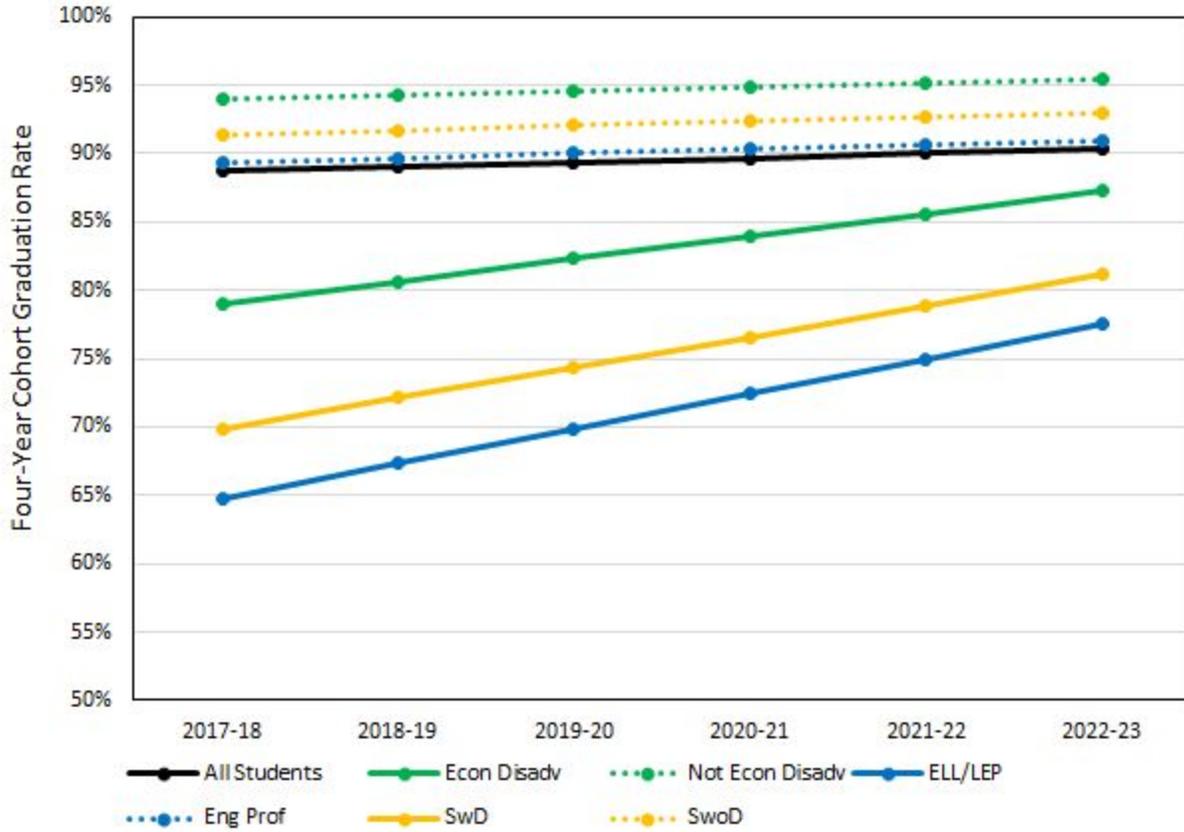
Graduation Rate Long Term Goals Four-Year Rate

Student Group	Baseline 2014-15	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
All Students	88.4%	88.7%	89.1%	89.4%	89.7%	90.1%	90.4%
Amer Indian	78.1%	79.6%	81.1%	82.6%	84.1%	85.6%	87.1%
Asian	90.7%	91.2%	91.6%	92.1%	92.5%	93.0%	93.4%
Black	64.0%	66.7%	69.4%	72.0%	74.7%	77.4%	80.1%
Hispanic	77.5%	79.1%	80.6%	82.2%	83.7%	85.3%	86.8%
Pacific Isle	84.5%	85.5%	86.4%	87.4%	88.4%	89.3%	90.3%
Two or More	85.5%	86.4%	87.3%	88.2%	89.0%	89.9%	90.8%

White	92.9%	93.2%	93.4%	93.7%	94.0%	94.2%	94.5%
Econ Disadv	77.3%	79.0%	80.6%	82.3%	84.0%	85.6%	87.3%
<i>Not Econ Disadv</i>	<i>93.7%</i>	<i>94.0%</i>	<i>94.3%</i>	<i>94.6%</i>	<i>94.9%</i>	<i>95.2%</i>	<i>95.5%</i>
ELL/LEP	62.2%	64.8%	67.3%	69.9%	72.5%	75.0%	77.6%
<i>Eng Prof</i>	<i>89.0%</i>	<i>89.3%</i>	<i>89.7%</i>	<i>90.0%</i>	<i>90.3%</i>	<i>90.7%</i>	<i>91.0%</i>
SwD	67.5%	69.8%	72.1%	74.4%	76.6%	78.9%	81.2%
<i>SwoD</i>	<i>91.1%</i>	<i>91.4%</i>	<i>91.7%</i>	<i>92.1%</i>	<i>92.4%</i>	<i>92.7%</i>	<i>93.0%</i>



Graduation Rate Long Term Goals - 4 Year Rate

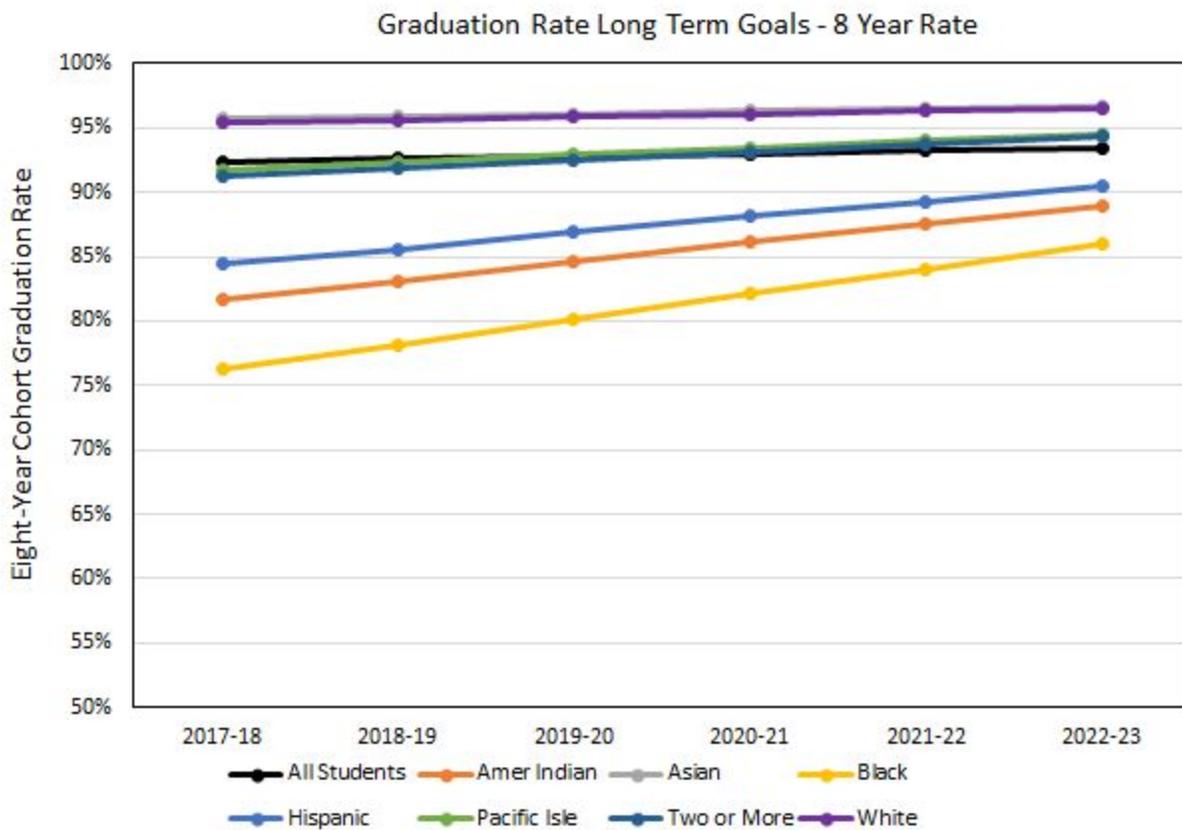


Graduation Rate Long Term Goals
Eight-Year Rate*

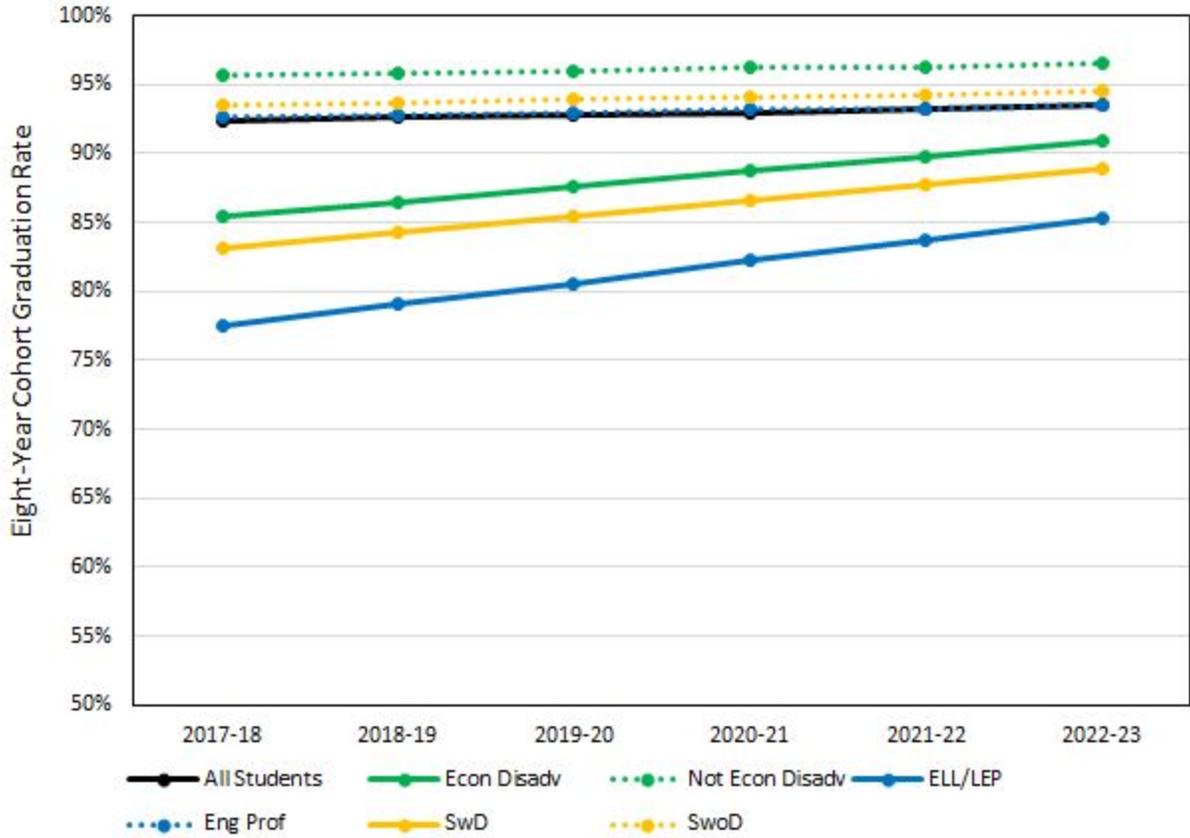
Student Group	Baseline 2012-13	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
All Students	92.1%	92.3%	92.6%	92.8%	93.0%	93.3%	93.5%
Amer Indian	80.2%	81.7%	83.1%	84.6%	86.1%	87.5%	89.0%
Asian	95.5%	95.7%	95.9%	96.1%	96.3%	96.5%	96.7%
Black	74.2%	76.2%	78.1%	80.1%	82.1%	84.0%	86.0%
Hispanic	83.2%	84.4%	85.6%	86.9%	88.1%	89.3%	90.5%
Pacific Isle	91.2%	91.8%	92.3%	92.9%	93.4%	94.0%	94.5%

Two or More	90.7%	91.3%	91.9%	92.5%	93.1%	93.7%	94.3%
White	95.2%	95.4%	95.6%	95.9%	96.1%	96.3%	96.5%
Econ Disadv	84.3%	85.4%	86.5%	87.6%	88.7%	89.8%	90.9%
<i>Not Econ Disadv</i>	<i>95.5%</i>	<i>95.7%</i>	<i>95.8%</i>	<i>96.0%</i>	<i>96.2%</i>	<i>96.3%</i>	<i>96.5%</i>
ELL/LEP	76.0%	77.5%	79.1%	80.6%	82.2%	83.7%	85.3%
<i>Eng Prof</i>	<i>92.5%</i>	<i>92.7%</i>	<i>92.8%</i>	<i>93.0%</i>	<i>93.2%</i>	<i>93.3%</i>	<i>93.5%</i>
SwD	82.0%	83.1%	84.3%	85.4%	86.6%	87.7%	88.9%
<i>SwD</i>	<i>93.3%</i>	<i>93.5%</i>	<i>93.7%</i>	<i>93.9%</i>	<i>94.1%</i>	<i>94.3%</i>	<i>94.5%</i>

*Rates in the table are based on six-year graduation rates and are intended to provide a close approximation of eight-year graduation rates. The 2013 6-year adjusted cohort rate is based on students who graduated, after six years in high school, in 2015. DPI does not currently calculate eight-year graduation rates. The baseline rates and goals will be updated to reflect the actual eight-year rates as the data becomes available.



Graduation Rate Long Term Goals - 8 Year Rate



Rates in the above charts are based on six-year graduation rates and are intended to provide a close approximation of eight-year graduation rates. DPI does not currently calculate eight-year graduation rates. The charts, including baseline rates and goals, will be updated to reflect the actual eight-year rates as the data becomes available.

C. Progress in Achieving English Language Proficiency

Appendix B

OMB Control No. 1894-0005 (Exp. 03/31/2017)

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those

barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a

Estimated Burden Statement for GEPA Requirements

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. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.