

Wisconsin Equity Council ESSA Plan Review Webinar

Please add your name to a row and respond to the questions after we complete the presentation on each section:

Accountability

Name	On a scale of 1-4, rate whether you think we are appropriately responding to the feedback we have received? If not, why not? (Scale: 1=completely disagree; 4= completely agree)	2. What additional feedback or lingering questions do you have?
Jose Martinez	Although I agree with the majority of the changes to the recommendations, I am concerned that somehow the subgroups may be forgotten. I rate it a 2 With the clarification provided, I agree with the approach. I rate it a 4.	1. How will we ensure that subgroups educational concerns will be addressed being that we have seen lower performances?
Sal Carranza	(1) I agree with the approach.	1. I agree with disaggregating student subgroup performance when identifying schools for Targeted Support (TS) because the needs and strengths of one population can vary by school and even within the same district. 2. Disaggregating student subgroup performance at each school should offer a more fine-grained picture for identifying schools for targeted support (TS). 3. Chronic absenteeism is a multifaceted problem, making it difficult to target specific supports.
Jon Bales	3 Agree to move the suggestions regarding additional indicators to the state report card conversation. Some	

	such as PE are not evidence based and have little correlation to college and career readiness. Items should not be entered based upon interest only.	
Sally Flaschberger	If subgroups will not be part of the accountability I rate this a 1	Can you clarify what removing the averaging of the subgroups means. Will each subgroup be considered separate for accountability? Students with disabilities are already so far below their regular education peers as are many other subgroups.
Fran Finco	Agree that we should remove the cap of 10%. Let us identify those who need identifying so they can receive help. I still believe absenteeism is a symptom of a larger problem. Maybe those identified with high absenteeism rates can be asked to dig deeper to determine the problem. I believe it is confusing for schools/district to have two (state and Federal) accountability measures.	
Jim Lynch	The cap, if there is one, should be based on the resources necessary to provide the support to local districts to dig into their data and develop their path forward. I would rather error on the side of a cap then not providing enough support for any school/district. It's definitely a balancing act.	
Lisa Pugh	Confused about how subgroups will be treated with the change	Agree with the concern that we needed more concrete information on impact of changing n-size. Who would be counted with any change in n-size.
Jesse Harness	3 - The sentiment to remove subgroup averaging was strong in the ESSA Listening Session I attended at CESA 6.	

Sally Flaschberger		Was there any consideration for lowering the N size?
Ron Martin	4 I agree with detailing the scoring of chronic absenteeism. As was mentioned so much is out of the control of the school.	

School Improvement

Name	On a scale of 1-4, rate whether you think we are appropriately responding to the feedback we have received? If not, why not? (Scale: 1=completely disagree; 4= completely agree)	2. What additional feedback or lingering questions do you have?
Jim Lynch	3 - I agree	
Jose Martinez	I agree with the creation of resources and materials. This will assist schools in the messaging across school district and efforts schools are doing in improving performance. I must stress the need to ensure that key stakeholders are identified and what role each stakeholder could play. I rate it a 4	<ol style="list-style-type: none"> 1. How will we identify or what will trigger rigorous intervention? 2. How will resources be allocated for schools moving out of rigorous interventions.
Sally Flaschberger		Still wondering about the length of time a school can go before rigorous interventions? Concerned the length was too long. The exit criteria was four years.
Sal Carranza	(a rate a 2) Will there be support staff to ensure fidelity of implementation of programs to improve TS Schools?	<ol style="list-style-type: none"> 1. It will be important to make sure the time allotted for the “local needs assessment” does not detract from “technical supports to aid in school improvement planning” and resources for strategies to improve student outcomes. I would venture that many schools have already identified data-based opportunities and challenges as in the School Improvement Plans and Report Card data. 2. Many schools already have, and document “sustained community engagement”. Given that, one should consider how might this valuable connection be leveraged differently so there

		is a direct engagement to improved student outcomes.
Fran Finco	Since all schools will be asked to close gaps, it is important to have resources available that can help all schools. One concern that WASCD had was the reliance on the technical aspects of the plan and how they can be of assistance to those in need. Also, it is important to help those who have proven that they cannot help themselves. It is unrealistic to expect schools in need to get better with out a more hands on approach from the resource center.	Is there going to be some sort of blueprint that schools/district can follow to move along an improvement path? This last question could also fall under other categories but how can we ensure that schools share their data with parents? I think it is imperative for school staffs to share this information as a way to “entice” them to improve their skills and belief mindset.
Jesse Harness	3 - Availability of resources/funding to support TS and CS along with family and community engagement assurances will be key.	
Jon Bales	4 Allowance must be given for the fact that there are no absolute “remedies” for failure to close gaps. If we knew them, we would have implemented them.	
Lisa Pugh	Fidelity of implementation remains key. There must be adequate support to ensure this across districts.	
Ron Martin	4 Local control is important and what DPI can do to assist and support local school districts at all levels of the process is important.	

Educator Development

Name	On a scale of 1-4, rate whether you think we are appropriately responding to the feedback we have received? If not, why not? (Scale: 1=completely disagree; 4= completely agree)	2. What additional feedback or lingering questions do you have?
Jesse Harness	4 - The EE System is not the only system that can be utilized, but it is the most important and a great place to start. Getting the best teachers in every classroom is the goal. Technology, data and assessment literacy professional development, and extensive use of data inquiry is needed. State- and local-based technology resources will be helpful. Development of a statewide, coordinated system of leadership development will be welcomed by the field of superintendents and principals. Having school board members understand the type of data they should be reviewing within a continuous improvement planning process will help them and the superintendent set and monitor district goals leading to improved student outcomes (e.g., equity).	
Jose Martinez	I am intrigued with the idea of creating leadership center. I hope that this center will also train mentor teachers and mentor management staff. Strengthen the mentorship program where it is driven from a personal assessment and geared towards providing support in those areas. I also like the idea of creating a state program where can provide incentives to qualified and skillful teachers and management staff to keep them or retain them in underperforming schools. I provide a rating of 4.	

Fran Finco	If we can help the people on the front line (teachers and administrators) get better we will get positive results. I applaud the efforts being suggested in the revision. Applaud the plan to get CESA/admin orgs to help with the improvement efforts. Hopefully the efforts that will be offered will be coordinated among them. I also like an expectation of school boards getting involved in the monitoring of student learning.	What will be the actual expectations of teachers and principals in identified schools? Who will communicate that, and who will follow up? Is there a model out there in which school districts grow their own teachers/paras?
Jim Lynch	I agree. We have an opportunity to support professional learning opportunities that are research-based and help build coherence and capacity.	
Lisa Pugh	These appear to be positive changes. Will the efforts include incentives to address high need teaching areas: like special education? Also - will there be any efforts to address enhanced general educator effectiveness in working with students with disabilities and co-teaching?	
	agree with the changes but still wonder how the	
Jon Bales Sally Flaschberger	The strategies here are well reasoned. The ability to link the IHE's with the field will be critically important to make progress on long term professional development. The ideas seem positive.	I wonder if some of the other ideas should be included in the plan. I do believe that changing the teacher prep to include education for all teachers in teaching unique learners is important. I am still concerned with the teacher shortage and emergency licensing how we ensure high quality special education teachers.
Sal Carranza	I agree in particular with the partnership with UW System to prepare Teachers that can effectively teach our growing diverse population, in particular. ELs.	Under ESEA there were funds like Title II-A for Teacher Quality Improvement that I believe now have been rolled into block grants. Will DPI be able to allocate some of those funds for Teacher Prof. Development?

		<p>1. With respect to “ DPI will work with the UW System to evaluate teacher preparation programs and determine if changes need to be made to program approval processes”, perhaps a stronger emphasis on “leading or teaching for equity” can be added, and then evaluated? The same could be said of “technology-enabled learning environment”.</p> <p>2. Research on the outcomes of “incentivizing new teachers to move to underserved areas” casts doubts on its effectiveness. Perhaps a better strategy is bringing preparation programs to community and place-based para-professionals so they can be licensed to teach in their hometown?</p>

Student Supports

Name	On a scale of 1-4, rate whether you think we are appropriately responding to the feedback we have received? If not, why not? (Scale: 1=completely disagree; 4= completely agree)	2. What additional feedback or lingering questions do you have?
Jose Martinez	I believe this is an area where key stakeholders could be included and there be greater partnerships to deliver comprehensive services to our students and families. Thus some of the key stakeholders could be the very same entity identified in this slide. Include in the resource development how to build partnerships with local/state agencies/non for profits and how can Schools boards support these efforts. Lets not forget that student challenges is a community issue and not just a school.	
Fran Finco	Applaud efforts to address mental health and physical health. I am not sure that the DPI can provide family resources (can't) but is there a way to help coordinate those services for schools or groups of students who have family related issues that cause students to either not attend school or not come prepared (under employment, housing issues, availability of food, etc.)? I also believe that we are missing the boat if we do not ask children climate/culture questions regarding their schools. This could be done locally but maybe could be addressed by DPI to those schools.	
Sal Carranza	I rate it a 3. Concerned about too much flexibility in identification of ELs.	1.Even with Federal Requirements, felixibilty in entrance and exit of students to be considered ELs can be detrimental to kids

		<p>if there is no consistency, anchored in proven research, to determine when a student is an EI and more importantly, whether the student is ready to exit EL status and lose the additional support they might have been receiving as ELs. Also, Resources need to be available for Principals in Schools with high number of ELs who usually don't know or understand Language Acquisition and development.</p> <p>2. Use the EE system as a leverage to have teachers focus on, and attend to, the needs and strengths of students in the subgroup populations, including those who are homeless and deemed 'at risk'.</p>
Jesse Harness	3 - Educator training and interagency cooperation will be necessary in order to address the many issues related to effectively serve homeless, ELs and other at-risk students.	
Jim Lynch	Working to coordinate, cooperate, collaborate with community organizations is important.	
Sally Flaschberger	The plan could provide more detail on overall student support around social emotional.	
