

# Stakeholder Feedback on the Wisconsin ESSA Plan

## *Summary and Discussion*

July 12, 2017

# Meeting Agenda

- |          |                                   |        |
|----------|-----------------------------------|--------|
| <b>1</b> | <b>Welcome</b>                    | 5 min  |
| <b>2</b> | <b>Stakeholder input overview</b> | 10 min |
| <b>3</b> | <b>What we heard</b>              | 40 min |
| <b>4</b> | <b>Next steps</b>                 | 5 min  |

# Meeting Objectives

*All participants in today's meeting will:*

- 1** Gain a deeper understanding of the feedback DPI has received from stakeholders on the draft ESSA plan

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- 2** Inform the state's thinking on how best to incorporate the high level takeaways into the state plan

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- 3** Understand the next steps in the development and submission of the state's ESSA plan

# How to provide your feedback

Throughout this call we will be pausing to allow each of you to provide your feedback and comments on the stakeholder summaries. Please open this Google doc on your screen to use throughout the webinar.



**[https://docs.google.com/document/d/1I7R8TLWKGy7ee-d1uQNZ-vtw2703-K9\\_JPk-WUcIDAw/edit](https://docs.google.com/document/d/1I7R8TLWKGy7ee-d1uQNZ-vtw2703-K9_JPk-WUcIDAw/edit)**

# Stakeholder Input Overview



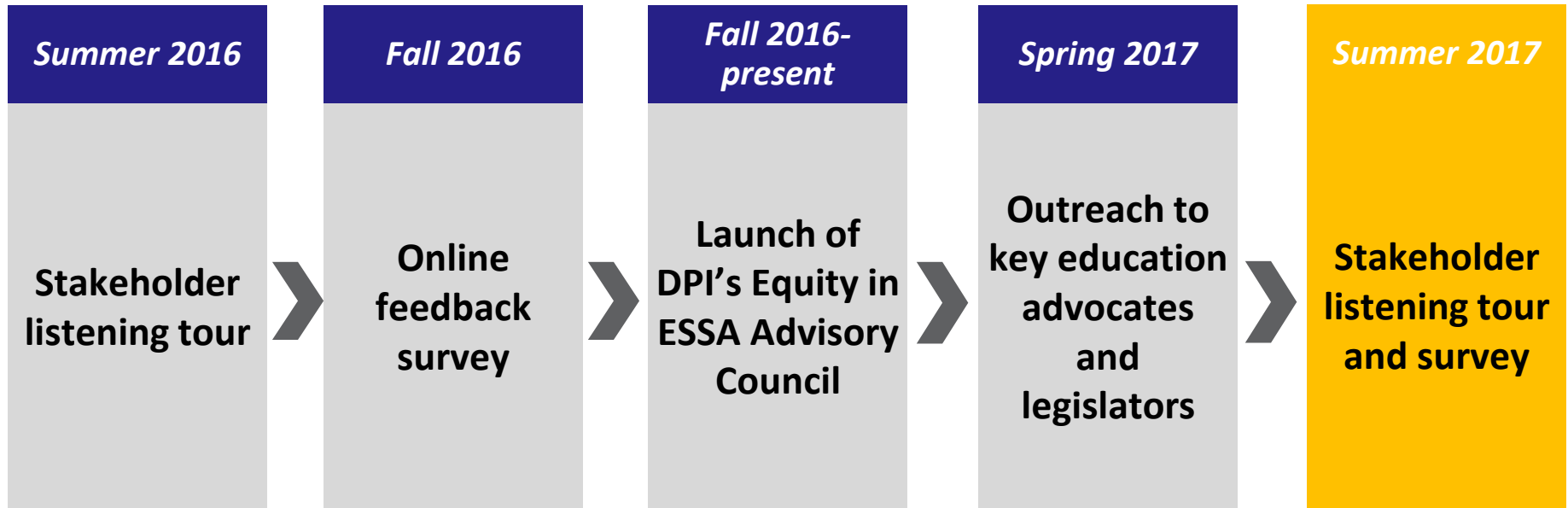
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Tony Evers, PhD, State Superintendent

# Our Mission

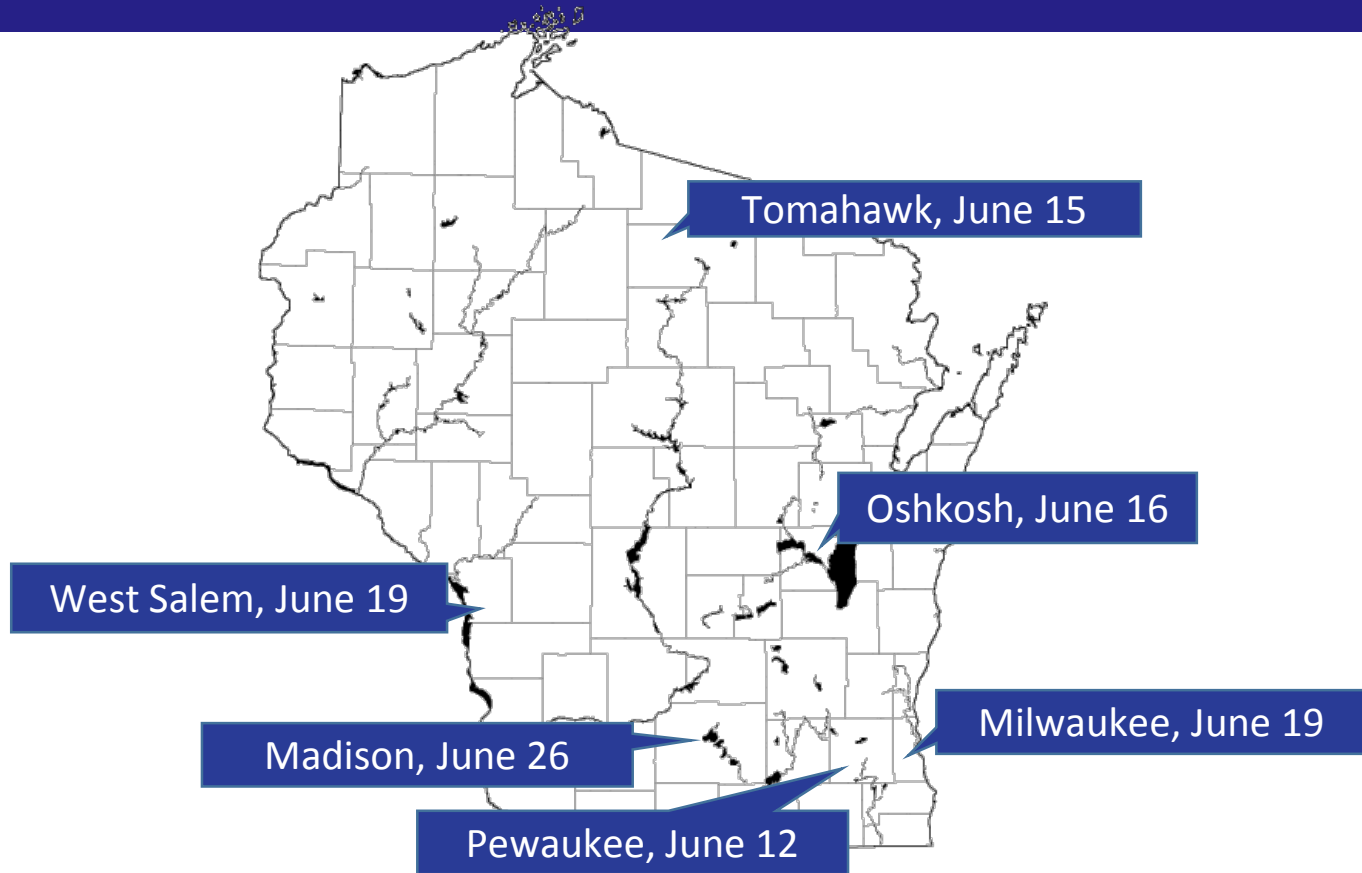
**Every Child a Graduate, College and Career Ready**



# Stakeholder engagement has been critical throughout the development of the state's plan



# Our final round took us across the state





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

**4** Presentations to the Legislature

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**~710** Participants at 13 meetings with professional organizations

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**6** Public listening sessions

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**190** Participants at public listening sessions

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**53** Respondents to online survey

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# What We Heard



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# Discussions focused key questions related to four areas



## *Accountability*

- Accountability indicators
- School identification
- Allocation of resources to support schools



## *School Improvement*

- Role of the state in school interventions
- More rigorous interventions
- Local community engagement



## *Educator Development*

- Strategies to ensure high quality teachers and principals
- Impact on school improvement



## *Student Supports*

- Entrance/Exit criteria for ELs
- Specific supports needed by different student groups

# Draft ESSA Plan: Accountability



- **Separate state and federal systems**
  - Federal system designed to identify schools for comprehensive and targeted supports
- **Federal accountability indicators**
  - Academic Achievement (ELA and Math)
  - Student Growth (ELA and Math)
  - Progress toward English learner proficiency
  - Graduation
  - Chronic Absenteeism
- **Long-term goals**
  - Cut the achievement gap in half over a six-year period in ELA, math and graduation rate
  - Increase percent of English learners on-track to proficiency by 18 points over a six-year period

# What we heard: Accountability



## *Overall*

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

## *Accountability Indicators*

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

## *School Identification: Targeted Support (TS)*

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

# What we're doing: Accountability



## *Revisions to the ESSA Plan*

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

## *Other Next Steps*

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

# Your thoughts: Accountability



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# Draft ESSA Plan: School Improvement



- All schools identified for targeted or comprehensive supports will have access to **Wisconsin's system of statewide support**, including:
  - Local needs assessment to identify opportunities and challenges
  - Technical supports to aid in school improvement planning
  - Resources for strategies to improve student outcomes
  - Data analysis tools to allow schools to share expertise with others
- All schools identified under the federal system are held accountable for deep and **sustained community engagement** as a school support and improvement strategy



# What we heard: School Improvement



## *Overall Feedback*

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

## *Rigorous Interventions*

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

## *Additional Suggestions*

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

# What we're doing: School Improvement



## *Revisions to the ESSA Plan*

- Public comment received generally reinforced plan directions.

## *Other Next Steps*

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

# Your thoughts: School Improvement



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# Draft ESSA Plan: Educator Development



- Uses the **Educator Effectiveness System** as a professional development system to continuously improve practice
- Provides a statewide **learning management system** for professional development activities
- Creates regional and statewide training opportunities around strategies for **leading or teaching for equity**
- Advances **technology-enabled learning environment** and data use
- Develops resources for educators on **data and assessment literacy**

# What we heard: Educator Development



## *High Quality Teachers*

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

## *High Quality Principals*

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

## *Additional Suggestions*

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

# What we're doing: Educator Development



## *Revisions to the ESSA Plan*

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

## *Other Next Steps*

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

# Your thoughts: Educator Development



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# Draft ESSA Plan: Student Supports



- **English Learners:**

- Uniform entry and exit process to ensure continuity of services for English learners
- Framework for holistically supporting effective language education programming

- **Additional supports and reporting for student groups:**

- Foster care students
- Homeless students
- Migratory students
- Military students
- Neglected & Delinquent Students



# What we heard: Student Supports



## *Overall Feedback*

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

## *Homeless Students*

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

## *English Learners*

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

# What we're doing: Student Support



## *Revisions to the ESSA Plan*

- Public feedback received generally supported the direction of the plan

## *Other Next Steps*

### Homeless

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

### English Learners

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

### Overall

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

# Your thoughts: Student Supports



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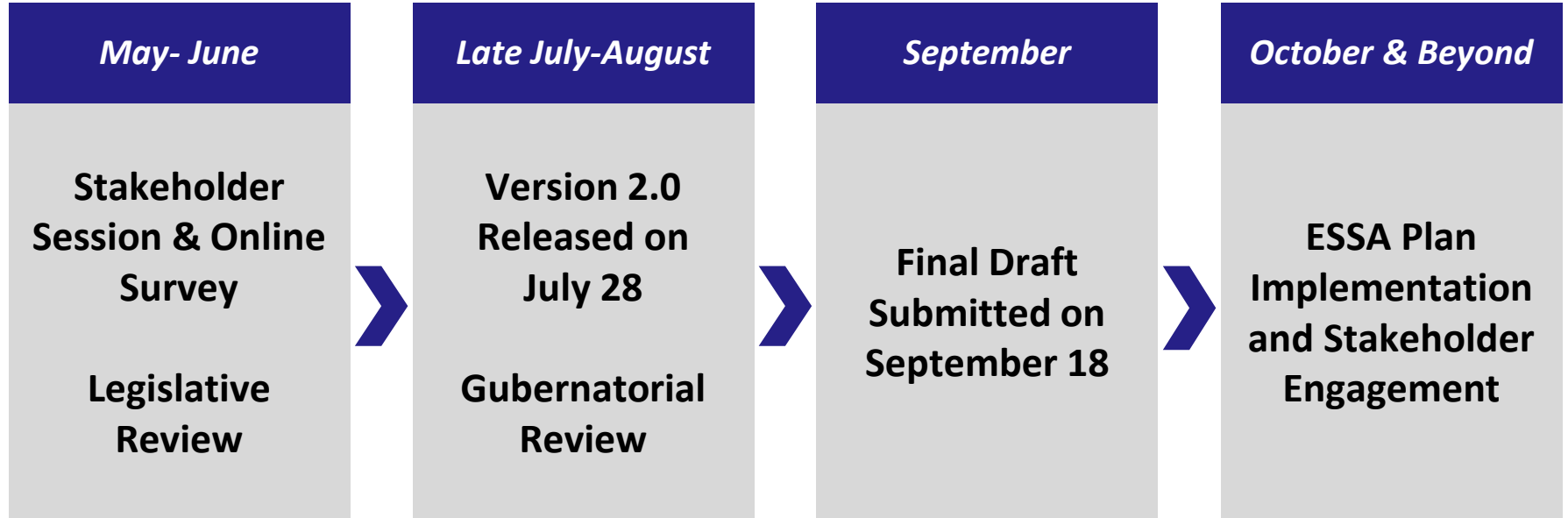
# Next Steps



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# Next Steps for the ESSA Plan



# Thank you for your help!

Please continue to add your feedback to the Google Doc through Thursday, July 13 at 4 pm.

<http://dpi.wi.gov/esea>



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