

Coordinated Supports and Preliminary Federal Notifications

Transcript, Identification of Speakers, and Description of Visuals

Sound: Background music

Visual: Visuals are presented in cartoon style with the same narrator speaking throughout. Scene is a woman in a school hallway with graphics illustrating the narrator's comments.

Narrator: As a Wisconsin school administrator, Signe sometimes wishes that all the requirements for improvement planning, instead of adding one more thing to her schedule, would somehow allow her to strengthen the continuous improvement work that she and her colleagues already do through Educator Effectiveness and their local planning.

Visual: Simple, graph-like picture

The vision is the same, after all – improving student outcomes, closing our serious achievement gaps, getting to equity.

Visual: Three children, one with a service dog with graphics and text illustrating the narrator's comments

To succeed at that, to provide every student what they need to thrive, won't everyone in education need to collaborate in one coherent system? We think we will.

Visual: Round graphic illustrating system described by narrator with child in center, then text on screen as narrator mentions each concept. Then, a graphic of hands holding a person in support. A circle on screen includes the words "Supports Available to ALL Districts."

So at the Department of Public Instruction, we've been improving our systems and supports that impact equity work in Signe's district. As we're releasing what we call Joint Federal Notifications – that's notifications to schools and districts under the Every Student Succeeds Act and the Individuals with Disabilities Education Act, along with new statewide supports that feature more coordination than ever among us, CESAs, and other partners.

Visual: Three adults standing upon a step-pyramid graphic. The adults then transform into an additional step on the pyramid. Students appear on top of this taller step-pyramid. Circles on the side say "Partners," "Families," and "Communities."

We're hoping Signe and her colleagues feel the new coordinated approach to federal accountability is not only more responsive, flexible, and manageable for them, but also more impactful for their students.



Visual: Various graphics illustrating narrator's comments

Unlike previous laws that required plan on top of plan on top of your meaningful improvement efforts. The Joint Federal Notifications and supports are built to mesh with your existing work toward equity, pooling resources to make a bigger difference. Signe and her colleagues can build on the improvement process they already use for Educator Effectiveness or whatever else.

Visual: Circular graphic with rotating arrows that say Act, Plan, Do, Study

Visual: Simple graph and then a classroom with students studying

Where progress is slow for a group of students, or for all students in a school, that's our cue to offer as much guidance, funding, and other supports as we can so every student can enjoy more success.

Visual: Text on screen as narrator mentions each concept

In these cases, instead of mandating the specific model of improvement, we ask Signe and her colleagues to demonstrate that they're engaging in effective continuous improvement. With their family and community partners. Improvement that identifies and addresses root causes that improves existing systems and changes adult practice to help students.

Visual: Teacher and student in classroom, with other students and staff joining gradually joining with them

This kind of compassionate systems thinking to support students echoes what we're trying to do at the state level to support Signe and her colleagues. Because that's the only way we can achieve a big system-wide goal like educational equity.

Text: dpi.wi.gov/continuous-improvement

On our website, you can find more about our supports, notifications, and guidance. Be sure to check back for updates.

Visual: Wisconsin Department of Public Instruction logo