



**National  
Urban League**

**State:** Wisconsin

## **ESSA State Plan Equity Report Card**

As part of our Equity & Excellence Project (EEP), the National Urban League has reviewed the Every Student Succeeds Act (ESSA) Consolidated State Plans for 36 states and the District of Columbia where we have Urban League affiliates. Under ESSA, the U.S. Department of Education tasked each state with developing a consolidated, streamlined set of requirements for states to address in their plans and submit for federal approval. All plans were approved as of September 2018. These plans provide a preliminary indicator of how states intend to implement the new law and represent a blueprint for state- and district-level decisions that will work to move each state from promise to practice during implementation.

During our analysis, we assessed how well states incorporated equity into their plans and developed a series of report cards that use a green-yellow-red highlight system to rate the plans on 12 Equity Indicators including: early childhood learning, supports for struggling schools, and resource equity. These indicators were selected based on the evidence demonstrating their effectiveness for advancing equity and excellence for vulnerable students in our nation's public schools.

These report cards do not constitute an assessment or analysis of a state's school system. Rather, they identify the extent to which states have included the 12 equity indicators in their ESSA plans. Each state's ranking was determined based on its weighted average performances across each of our 12 equity indicators. Extra weight was placed on those areas that the National Urban League believes are especially critical to advancing equity—subgroup performance, supports, and interventions for struggling schools and for resource equity.

We believe these Consolidated State Plans are a reflection of each state's priorities and represent a road map that will guide a state's investments in districts, schools and communities. We hope that the absence of information in a state's plan is not an indication of its commitment to these education equity priorities and we remain optimistic that states and districts will continue to adopt these 12 equity levers into their plans as they move into implementation.

For more information on our findings, please read our executive summary and full report on [naturbanleague.org](http://naturbanleague.org).



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**Plan Approved:** January 16, 2018; Link to full text can be found [here](#).

Equity Indicators	NUL Score
<p><b>1. Goals and Indicators</b></p> <ul style="list-style-type: none"> <li>Wisconsin’s long-term goals are for 47.2% of students proficient in math and 48.3% of students proficient in reading by 2022.</li> <li>For its School Quality and Student Success (SQSS) indicator, Wisconsin chose: Chronic absenteeism for all schools.</li> </ul>	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p><b>2. Subgroup Performance</b></p> <ul style="list-style-type: none"> <li>Wisconsin has an n-size of 20.</li> <li>Subgroup and all student ratings are reported for each school on each indicator.</li> </ul>	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p><b>3. Supports &amp; Interventions for Struggling Schools</b></p> <ul style="list-style-type: none"> <li>The definition of “consistently underperforming” identifies schools with one or more student subgroups performing below bottom 10% for all students and in the bottom 10% for that subgroup for two consecutive years across all indicators.</li> <li>Wisconsin's definition of “targeted support and improvement” (TSI) is meaningfully different from low performing student subgroup needing “additional targeted support and improvement” (ATSI), but triggers ATSI intervention based on low subgroup performance across all indicators rather than a subset.</li> </ul>	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p><b>4. Resource Equity</b></p> <ul style="list-style-type: none"> <li>The Wisconsin plan should describe efforts to address/remedy resource inequities uncovered by their reviews, including through the use of state set aside funds.</li> <li>Wisconsin does not define the number of schools targeted for improvement that a district must have to be considered significant and trigger a resource allocation review.</li> <li>The plan should clearly articulate how Wisconsin intends to meet the ESSA reporting requirement on per pupil expenditure.</li> <li>Wisconsin should continue developing a resource equity indicator for accountability.</li> <li>The plan makes no mention of a state-level examination of resource equity across all districts.</li> </ul>	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p><b>5. Equitable Access to Effective Teachers</b></p> <ul style="list-style-type: none"> <li>Beyond referring to educator effectiveness, Wisconsin does not provide definitions in its ESSA plan for effective, ineffective or inexperienced teachers; however, the definitions may exist in its equity plan which is referenced in the plan.</li> <li>Wisconsin does include a tactic to “provide and encourage urban field experiences and training for educators” as part of its educator preparation strategy.</li> <li>Wisconsin could move to excellent by expanding the goals and timetable it has for cultural competence training in juvenile facilities to professional learning for all school staff.</li> <li>Wisconsin is taking steps to address disproportionate access to effective teachers, but has no targets or timeline.</li> <li>Evaluations of the educator effectiveness system currently under development suggest it can be a retention strategy, which can indirectly impact teacher diversity and equitable access. However, it is currently voluntary and partial rather than linked to the statewide system of school improvement.</li> </ul>	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor



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<ul style="list-style-type: none"> <li>• Similarly, the focus on school climate, additional resources and enhanced professional learning to address inequitable access to teaching can indirectly improve teacher diversity, although that aim is not made explicit.</li> <li>• To reach excellent, Wisconsin should describe how it will use set aside funds for improving equitable access to effective teachers and leaders and describes how it will use funds to develop, support and retain diverse teachers and leaders.</li> </ul>	
<p><b>6. Stakeholder Engagement</b></p> <ul style="list-style-type: none"> <li>• Wisconsin included a diverse set of stakeholders on its Superintendent's Stakeholder Equity Council, and collected input from the Milwaukee Urban League, the Wisconsin NAACP and the Wisconsin Indian Education Association.</li> <li>• Wisconsin alludes briefly to the creation of school improvement councils in the persistently lowest performing schools. Applying this strategy earlier in the school improvement process during needs assessment and school improvement implementation could harness the power of stakeholder engagement for more schools before low performance becomes persistent.</li> </ul>	<input checked="" type="checkbox"/> <b>Excellent</b> <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p><b>7. Breaking the School to Prison Pipeline</b></p> <ul style="list-style-type: none"> <li>• The WISEdash data reporting system includes discipline related data elements and will feature dashboards and reports that facilitate Positive Behavior Intervention and Supports (PBIS) at the local school district level.</li> <li>• WISEdash will also 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.</li> <li>• Wisconsin could move to excellent by targeting its deployment of data systems, state technical assistance and enhanced funding for change when schools, and districts, show disproportionate, or overuse, of discipline practices or identify climate challenges in their needs assessments.</li> <li>• Wisconsin should also include a measure of discipline in its accountability system</li> </ul>	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> <b>Sufficient</b> <input type="checkbox"/> Poor
<p><b>8. Equitable Access to Early Childhood Learning</b></p> <ul style="list-style-type: none"> <li>• Wisconsin has expanded access to four-year old kindergarten across the state by employing community-based approaches that allow school districts to contract with child care providers to coordinate Kindergarten services.</li> </ul>	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> <b>Sufficient</b> <input type="checkbox"/> Poor
<p><b>9. Equitable Implementation of College and Career Standards</b></p> <ul style="list-style-type: none"> <li>• Wisconsin has a College and Career Readiness (CCR) indicator only in its state system with some measures of access and outcomes but that doesn't figure into their federal system.</li> <li>• The state will not give credit for untested students.</li> </ul>	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> <b>Sufficient</b> <input type="checkbox"/> Poor
<p><b>10. Out of School Time Learning</b></p> <ul style="list-style-type: none"> <li>• Wisconsin prioritizes out of school time learning as a vetted, research-based learning model.</li> <li>• While the state's plan implies this, Wisconsin can move to excellent by making explicit that expanded learning opportunities and innovations are an allowable use under Title I as well as Title IV.</li> </ul>	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> <b>Sufficient</b> <input type="checkbox"/> Poor
<p><b>11. Equitable Access to High Quality Curricula</b>          Wisconsin appears to have Social and Emotional Learning (SEL) embedded in its</p>	<input type="checkbox"/> Excellent



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<p>Elementary to Middle and Middle to High School transitions, as well as, efforts to improve school climate and student engagement and reduce inappropriate discipline.</p> <ul style="list-style-type: none"><li>• Wisconsin is developing curriculum with the Collaborative for Academic, Social and Emotional Learning (CASEL), along with plans to incorporate an indicator into the statewide accountability system, at the governor's request.</li><li>• Career and Technical Education (CTE) access and instruction is most detailed as it relates to migratory students in accordance with the McKinney Vento Act.</li></ul>	<p><input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p><b>12. Clear Reporting and Transparent Data Systems That Are Easy to Understand</b></p> <ul style="list-style-type: none"><li>• Wisconsin uses a dashboard to report performance on each indicator separately and uses a weighted index across all indicators to identify schools for support.</li><li>• Wisconsin mentions strategy for reporting and data collection, but should clarify which parts of its data system will be publicly accessible versus available only to administrators.</li></ul>	<p><input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p><b>Overall Rating</b></p>	<p><b>Sufficient</b></p>