

# Federal and State Policy Issues

Advisory Council on Rural Schools, Libraries, and Communities

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# State Budget



# General Budget Items

- General School Aids +\$72 million
- Revenue Limits
  - Energy Efficiency
  - Scheduling Referenda



# Mental Health

- Mental Health Categorical Aid +\$3 million
- School-based Mental Health Collaborative Grant  
+ \$3.25 million



# Rural Initiatives

- Sparsity Aid +\$1.9 million
- High Cost Pupil Transportation Aid +\$10.4 million
- Teacher Talent Pilot Program +\$500,000



# Dual Enrollment

- Part-time Open Enrollment
- Transcribed Credit Agreements (66.0301)
- Youth Options

- Youth Options
- Course Options

- Early College Credit Program
- Part-time Open Enrollment
- WTCS Youth Options



# Cost Sharing - ECCP

|  | <u>School District</u> | <u>State</u>     | <u>Pupil</u>       | <u>IHE</u>   |
|--|------------------------|------------------|--------------------|--|
| <b><u>Credit is earned for:</u></b>                              |                        |                  |                    |  |
| <b>High School</b> (even if also for postsecondary) <sup>1</sup> | 75%                    | 25% <sup>2</sup> | 0%                 | Cost sharing through limit on allowable tuition charge |
| <b>Postsecondary <u>only</u></b> <sup>1</sup>                    | 25%                    | 50% <sup>2</sup> | 25% <sup>2 3</sup> |  |

<sup>1</sup>The course must not be comparable to one offered in the school district in which the pupil is enrolled.

<sup>2</sup>Via reimbursement to school district from grant funds appropriated in the Dept. of Workforce Development and from the pupil (prorated if necessary).

<sup>3</sup>The school board must waive the pupil's financial responsibility if DPI determines that the cost would pose an undue financial burden on the pupil's family.

## **School District Responsibilities:**

- Pay the IHE for the cost of the course within 30 days of the end of the semester.
- Submit an itemized report to DPI (amounts paid to IHEs).
- Establish a written policy governing the timing and method for recovering the pupil's share of the tuition for courses (when not taken for high school credit)

# Licensing





# Budget Bill - Licensing

- Lifetime licenses - expiration dates on valid Professional and Master Educator licenses will be removed
- Initial Educators and new program completers will receive 3-year provisional license; life license after 6 semesters of experience
- IHE faculty can teach high school courses
- Virtual teachers licensed in home state
- Individuals with an associate degree can be short-term sub



# Emergency Rule in Effect Now

- **1-year License with Stipulations (formerly Emergency)**
  - Out of state educators who have not passed required tests
  - Speech Language Pathologists who hold DSPS license
  
- **3-year License with Stipulations**
  - Teacher with at least one year of experience in the district
  - Assigned to a new subject and/or developmental level
  - District provides appropriate professional development and supervision for teacher to become proficient in the preparation program content guidelines for the license area
  - District can recommend for full licensure by submitting evidence of proficiency



# Permanent Rule Changes Under Consideration

- **Replace Developmental Levels with grade levels**

- Birth to Grade 3 (Early Childhood Regular and Special Education)

- Grades K-9 (Elementary Regular Education)

- Grades 4-12 (Middle & High School Subjects)

- Grades K-12 (Arts, CTE, PE, etc., and Special Education)

- **Collapse subject area licenses**

- English Language Arts

- Music

- Science

- Social Studies



# Permanent Rule Changes Under Consideration

- **New tiered licensing structure**

- Tier I – temporary/licenses with stipulations

- Tier II – Initial/Provisional license

- Tier III – Life license

- Tier IV – Master Educator license



# ESSA

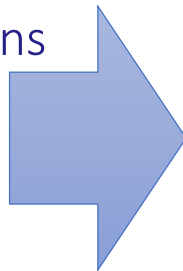
## Every Student Succeeds Act



# ESSA is More Locally-Focused

## NCLB

- District & school focused
- Federally-determined interventions
- State monitored prescriptive requirements
- Priority & Focus Schools



## ESSA

- **School** focused, District led
- **Locally-determined** interventions
- State is focused on **implementation**
- Targeted (gaps) & Comprehensive (low achievement)

# School Improvement Requirements

## Identification

### Targeted Support Schools

Schools with consistently underperforming subgroups as defined by the state.

### Comprehensive Support Schools

5% of lowest performing Title I schools in achievement as defined by the state.

1. All high schools with less than 67% high school graduation rate.
2. Title I Schools with underperforming subgroups that do not improve after state-determined number of years.

## Support

### Targeted Support Schools

Schools implement subgroup improvement plans, approved and monitored by the district.

### Comprehensive Support Schools

Districts (LEAs) develop support and improvement plans with required elements. Plans are approved and monitored by the state.

# Exit Criteria

Targeted  
Support

- Doesn't meet initial identification criteria.
- Demonstrates sustained progress towards long-term goals.
- Demonstrates evidence of systems, structures, procedures for sustainable high-quality improvement practices

Comprehensive  
Support\*

- Doesn't meet initial identification criteria.
- Demonstrates sustained progress towards long-term goals.
- Demonstrates evidence of systems, structures, procedures for sustainable high-quality improvement practices

\*Schools that don't meet exit criteria after 4 years are subject to more rigorous interventions.





# Long-Term Goals

## Cut Achievement Gaps in Half within 6 years

- English Language Arts
- Mathematics
- Graduation

Goals by subgroup (race, disability, EL)

- The target goal varies by each subgroup
- Interim measures are reported annually



# State vs Federal Accountability

| State Law  | Federal Law   |
|--|---|
| <p>Requires a report card for <b>public schools, school districts, and choice schools</b>.</p>   | <p>Requires <b>individual public school</b> reports.</p>  |
| <p><b>Report Cards measure</b> four priority areas:</p> <ul style="list-style-type: none"><li>▪ Student Achievement (English language arts, math)</li><li>▪ Student Growth (value-added, weighted relative to student poverty)</li><li>▪ Closing Gaps</li><li>▪ On-track and Postsecondary Readiness</li></ul> | <p><b>Accountability indicators</b> must include:</p> <ul style="list-style-type: none"><li>▪ Proficiency on state assessments (English language arts, math)</li><li>▪ A student growth or other measure at the elementary level</li><li>▪ High school graduation rate at the high school level</li><li>▪ Progress toward English language proficiency (for English learners)</li><li>▪ At least one indicator of school quality or success (Wisconsin is using chronic absenteeism).</li></ul> |
| <p>Report cards also look at performance on two student engagement Indicators: absenteeism and dropout rate.</p>   |   |
| <p>Report card results place schools and districts in one of five categories, <b>identifying high-, mid-, and low-performing schools</b>.</p>  | <p>Accountability reporting is used to <b>identify the lowest-performing schools</b> (comprehensive) <b>and schools with persistent achievement gaps</b> (targeted).</p>  |
| <p><b>Interventions</b> outlined under state law for schools falling in the bottom category for a number of years include direction from the State Superintendent and the Opportunity Schools Partnership Program.</p>   | <p><b>Targeted support</b> schools are required to develop a plan for improvement that is overseen by the school district.</p> <p><b>Comprehensive support</b> schools are required to develop a plan for improvement that is monitored and approved by the state. The state may utilize interventions allowed under state law.</p>   |
| <p>Other Technical Points</p> <ol style="list-style-type: none"><li>1. <b>Non-tested students don't count</b> against the district or school.</li><li>2. State system does not require summative scores at a subgroup level (but does report subgroup performance).</li><li>3. N size = 20</li></ol>           | <p>Other Technical Points</p> <ol style="list-style-type: none"><li>1. <b>Non-tested students count</b> against school proficiency scores.</li><li>2. Overall accountability scores are calculated for every subgroup in the school.</li><li>3. N size = 20</li></ol>   |

# ESSA Reporting Requirements

## Accountability Metrics



- Academic Achievement
- Student Growth
- Graduation
- English language progress
- Chronic Absenteeism

## Reporting

- Cross-tabulation
- School-level financial data
- Foster students, homeless students, and students with a parent in the military.
- Civil Rights Data Collection measures of school quality, climate, and safety.
- Qualifications of teachers (teacher distribution)
- Testing rates on the alternate assessment by grade and subject
- NAEP Results
- Enrolment in post-secondary education



# Timelines

| Federal   | State  |
|---|--|
| <ul style="list-style-type: none"><li>• <a href="#">Submitted</a> September 18, 2017</li><li>• 120 Days for Education Department to Review</li><li>• 15 days for states to submit any needed revisions based on Education Department's Review</li></ul> | <ul style="list-style-type: none"><li>• Accountability requirements go into effect in the 2017-18 school year.</li><li>• LEA plans possibly due next spring.</li></ul> |



Questions?

