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Details:

(FORM UPDATED: 08/11/2010)

**WISCONSIN STATE LEGISLATURE ...
PUBLIC HEARING - COMMITTEE RECORDS**

2009-10

(session year)

Senate

(Assembly, Senate or Joint)

Committee on ... Education (SC-Ed)

COMMITTEE NOTICES ...

- Committee Reports ... **CR**
- Executive Sessions ... **ES**
- Public Hearings ... **PH**

INFORMATION COLLECTED BY COMMITTEE FOR AND AGAINST PROPOSAL

- Appointments ... **Appt** (w/Record of Comm. Proceedings)
- Clearinghouse Rules ... **CRule** (w/Record of Comm. Proceedings)
- Hearing Records ... bills and resolutions (w/Record of Comm. Proceedings)
(**ab** = Assembly Bill) (**ar** = Assembly Resolution) (**ajr** = Assembly Joint Resolution)
(**sb** = Senate Bill) (**sr** = Senate Resolution) (**sjr** = Senate Joint Resolution)
- Miscellaneous ... **Misc**

* Contents organized for archiving by: Gigi Godwin (LRB) (August/2011)

**Corrective Action Requirements for Milwaukee Public Schools
District in Need of Improvement
Background
July 28, 2009**

The people of Milwaukee and throughout Wisconsin are coming together around the shared responsibility and sustained effort to ensure a quality education for every child in Milwaukee.

In the past years, the community has stepped forward to support Milwaukee Public Schools (MPS). Numerous groups have convened and multiple studies were conducted on the school district's programs, practices, and student achievement. All have had the primary goal to support academic success for the children of Milwaukee. Nationally-recognized organizations, community-organized councils, and district-convened committees have produced a series of reports that have identified areas of concern. "Raising Achievement in the Milwaukee Public Schools: Report of the Strategic Support Team of the Council of Great City Schools," "African American Education Report 2007," "Working Together, Achieving More: District Strategic Plan," and "Toward a Stronger Milwaukee Public Schools," by McKinsey & Company, outline the steps to ensure that all MPS students have access to a comprehensive, quality education provided by an efficient and effective school district.

The above reports are strong calls for transformation of MPS from peers and from the community; however, those calls are now underscored by the required federal sanctions in the Elementary and Secondary Education Act (ESEA) and the *Jamie S.* settlement approved by the federal district court. In short, the calls for transformation have now become requirements to transform.

The Wisconsin Department of Public Instruction (DPI) is required by ESEA to annually identify schools and districts that did not make adequate yearly progress (AYP) toward meeting the state's established objectives in four areas. These objectives include:

- Testing 95 percent of their enrolled students in the statewide reading and mathematics assessment;
- Meeting state established proficiency targets in reading based on Wisconsin's statewide test;
- Meeting state established proficiency targets in mathematics based on Wisconsin's statewide standardized test; and
- Maintaining a high school graduation rate of at least 80 percent of the statewide average and elementary and middle school attendance rates of at least 85 percent of the statewide average, or show growth.

Milwaukee Public Schools has not made adequate yearly progress for five consecutive years in reading and mathematics at the elementary, middle, and high school grade spans. MPS once again did not meet AYP in reading and mathematics for the 2008-09 school year and is now a DIFI-Level 4.

Under ESEA, DPI has required MPS to take corrective action designed to meet the goal of having all students achieve at the proficient and advanced student academic achievement levels. Previous corrective action requirements have created a strong foundation and progress has been made; however, a more aggressive approach is needed to address the urgency, magnitude, and complexity surrounding the district's performance.

In 2007, DPI directed the district to restructure its organization through the MPS District and School Accountability Model. This directive was based upon information from multiple sources including the Council of Great City Schools which described MPS as "a system of schools, not a school system." A system of central accountability, too long absent from MPS, is essential to ensure that strategies to improve student achievement are consistently implemented in every MPS building. Under the District and School Accountability Model, MPS grouped its 207 schools into nine clusters to ensure communities of learning, quality of instruction, and accountability in every building. While the district has made progress in implementing these "System of Support" clusters, the district must strengthen this effort. The district must define more specifically who reports to whom in each of the nine clusters and how supervisors within the clusters are assigned duties. Further, the district must make clear that responsibility for oversight of each of the nine clusters rests directly with the MPS superintendent.

This accountability model is also essential to implement the court-approved *Jamie S.* settlement. The federal district court found that MPS systemically violated student rights in its use of suspension. The district's use of suspension was also identified as a serious concern by the Council of Great City Schools. Suspension exacerbates the district's student attendance problem and leads to lower student achievement and graduation rates. Research tells us that an effective educational system must provide a system of early intervening services PK-12 to address the academic and behavioral needs of all students before students fail. The *Jamie S.* settlement is based on this research. Under the settlement and as corrective action to address its DIFI status under ESEA, MPS must develop and implement a system of coordinated early intervening services PK-12 in every MPS school.

In 2008-09, MPS received \$121.7 million of federal entitlement funds through the Elementary and Secondary Education Act (ESEA), Individuals with Disabilities Education Act (IDEA), and the Carl Perkins Act. MPS also received an additional \$25 million of federal discretionary grants through DPI.

For 2009-10, MPS is expected to receive at least \$126 million in federal entitlement funds plus at least \$95.6 million in federal funds through the American Recovery and Reinvestment Act (ARRA). In addition, MPS will be eligible for a large share of the \$42 million Title I School Improvement money coming to Wisconsin through ARRA.

Beginning in 2009-10, the State Superintendent will appoint a federal funds trustee who will serve as an inspector general for use of federal funds by MPS and provide increased fiscal oversight for the numerous federal grants the district receives. The trustee will also meet at least quarterly with the Milwaukee Innovation and Improvement Advisory Council to provide council members, the State Superintendent, MPS officials, and the public with greater understanding of MPS' use of federal funds. The federal funds trustee will also work in concert with other DPI

staff to assure that the district fulfills benchmarks with the 2009-10 corrective action requirements.

To raise achievement, close achievement gaps, and ensure that every MPS student graduates from high school, specific corrective actions are required to:

I. Increase Student Attendance through Collaborative Community-wide Solutions.

- A. Form school and district parent action teams that build upon current efforts by using the nine cluster infrastructure to focus on regular attendance for all students in all MPS schools.
 - 1. Coordinate with the DPI VISTA project to use resources, including VISTA members assigned to the Milwaukee-based Parents Plus of Wisconsin, to support each cluster.
 - 2. Coordinate support for parent engagement with the Milwaukee Innovation and Improvement Advisory Council.
- B. Collaborate and partner with the Milwaukee Innovation and Improvement Advisory Council to involve community organizations and non-profits in efforts to raise regular school attendance.
- C. Coordinate the work of City Year mentors with other efforts to improve attendance.
- D. Sustain and improve current Community Learning Centers, employing highly qualified teachers to provide academic tutoring in reading and mathematics to students with greatest needs.
- E. Implement before- and/or after-school tutoring in English/language arts and mathematics in all Title I SIFI schools.
- F. Implement a 9th grade support program in all high schools to ensure successful transition to high school.
- G. Implement a credit recovery program in all high schools for all students who are credit-deficient.

II. Ensure a System of Quality and Consistency in Curriculum, Instruction, and Assessment Using a System of Early Intervening Services (EIS) PK-12 for All Students. The system must be approved by the independent expert appointed by the federal district court to carry out the *Jamie S.* settlement and must include the following:

- A. Instruction in reading, mathematics, and positive behaviors for all students based on state standards, maximizing instructional time, using scientific research-based curricula provided by effective teachers, and monitored for implementation integrity.
 - 1. Implement 90-minute reading block and 60-minute mathematics block for grades K-3, 60 minute blocks in reading and mathematics in grades 4-8, and reading intervention courses for grades 9-12 in all schools.
 - 2. Implement the comprehensive district-wide plan for literacy that is standards-based, articulated across levels, and uses a limited number of programs which was part of the 2008-09 Corrective Action Requirements.

3. Continue implementation of a district-wide plan for mathematics instruction that uses a limited number of programs.
 4. Develop a district-wide assessment policy and system which includes standards-based formative, benchmark, and summative assessment that allows analysis and reporting at the student, classroom, and school levels.
- B. Universal screening of all students on reading, mathematics, and behavior, conducted at least three times a year, to determine levels of need, and progress in performance in core instruction.
- C. Scientific research-based interventions (small group and customized) for reading, mathematics, and positive behavior provided to students based on measured relative need and implemented with integrity.
1. Summer school with mathematics and reading focus in all Title I schools identified for improvement (SIFI).
 2. Extended calendars of a minimum of 30 additional days of instruction in one or two Title I SIFI schools must be implemented by the beginning of the 2010-11 school year.
- D. Progress monitoring (two measures - performance and implementation integrity) for interventions that yield reliable and valid measures used by the school to determine the needed level of intensity of service, degree of implementation, and effectiveness of each specific intervention.
- E. Parent/family/community involvement efforts of school personnel that inform about specific services being provided, solicits input for continuous improvement, actively involves the community in the operation of EIS, and measures the involvement of families over time.
- F. Professional development for educators based on National Staff Development Council Standards including measured needs of the school that ensure improvement in student performance.
- G. Educational leadership that effectively manages all components of a system of early intervening services, maximizes instructional time, uses problem-solving approaches, and periodically involves all stakeholders in evaluating the results of EIS using current data.

III. Ensure a Consistent, Transparent, and High Quality System of Accountability in Milwaukee Public Schools for School Improvement, Teacher Quality, and Financial and Operational Management.

- A. Meet, in accordance with federal law, all agreed-upon timelines and ESEA requirements for DIFI, SIFI, and the ESEA Consolidated Application.
- B. Continue the restructuring of the district and coordination of services through the MPS District and School Accountability Model, using the system of nine support clusters of MPS schools to ensure consistent implementation of the corrective action requirements.
- C. Use the nine support clusters to ensure accountability for school improvement through development, monitoring, and technical assistance related to implementation of school improvement plans in all MPS schools.

- D. Ensure all educators are appropriately licensed for their assignments, are highly qualified under ESEA, and are receiving professional development as specified by the Wisconsin Quality Educator Initiative (PI 34), state statute, and ESEA.
- E. Require induction support, including mentors, for all initial educators and educators with emergency permits or licenses beginning on the first day of school.
- F. Provide highly skilled and experienced teachers in schools categorized as high need and with low student achievement.
- G. Provide individually tailored support for principals in all Title I SIFI schools.
- H. Coordinate the use of federal funds with the DPI federal funds trustee.
- I. Design, implement, and use a data warehouse that meets the business, human resource, and education accountability needs of the school district.
- J. Transfer student records in a timely manner, between and among all MPS (including charter and partnership) schools and from all MPS schools to other schools, including parental choice schools, and aggressively pursue the receipt of student records from schools outside MPS.

**Corrective Action Requirements for Milwaukee Public Schools
District in Need of Improvement – Level 4 (2009-10)
*Implementation Benchmarks***

I. Increase Student Attendance through Collaborative Community-wide Solutions.

- A. Form school and district parent action teams that build upon current efforts by using the nine-cluster infrastructure to focus on regular attendance for all students in all MPS schools.
1. Coordinate with the DPI VISTA project to use resources, including VISTA members assigned to the Milwaukee-based Parents Plus of Wisconsin, to support each cluster.
 2. Coordinate support for parent engagement with the Milwaukee Innovation and Improvement Advisory Council.

Benchmarks:

- Maintain a Central Services Title I parent liaison representative and parent information specialists for each cluster. Strengthen the parent involvement staffing for each cluster.
- Utilize the DPI VISTA project to help ensure that each MPS school has a functioning School Governance Council. The work of the councils will include a focus on increasing student attendance.
- Provide documentation to DPI that all School Governance Councils have been established by October 1, 2009.
- Establish a District Parent Action Team made up of representatives from each of the system of support clusters by November 1, 2009. The work of the District Parent Action Team should be coordinated with the Milwaukee Innovation and Improvement Advisory Council.
- Train School Governance Council members, including parents and staff by December 1, 2009.
- Each School Governance Council must identify school level strategies to increase student attendance by January 15, 2010. The strategies identified must be based on the city-wide attendance, drop-out prevention and recovery plan and incorporate comments from MPS stakeholders including the Milwaukee PTA Council and the Milwaukee Parent Congress. Implementation of school level strategies must begin second semester.
- By June 30, 2010, MPS will submit a report to DPI summarizing the efforts of each School Governance Council and results for improving attendance in the clusters.

- B. Collaborate and partner with the Milwaukee Innovation and Improvement Advisory Council to involve community organizations and non-profits in efforts to raise regular school attendance.
- C. Coordinate the work of City Year mentors with other efforts to improve attendance.

Benchmarks (items B and C):

- Develop a city-wide attendance, dropout prevention and recovery plan that is integrated with previous alliance for attendance efforts and submit it to DPI by December 1, 2009. The plan must include timelines for implementation beginning second semester as well as strategies to incorporate the work of the City Year Mentors in 2010-11.
 - Submit a report summarizing actions to meet this requirement and results, including student attendance and graduation rates for the district and each school by June 30, 2010.
- D. Sustain and improve current Community Learning Centers, employing highly qualified teachers to provide academic tutoring in reading and mathematics to students with greatest needs.
 - E. Implement before- and/or after-school tutoring in English/language arts and mathematics in all Title I SIFI schools.
 - F. Implement a 9th grade support program in all high schools to ensure successful transition to high school.
 - G. Implement a credit recovery program in all high schools for all students who are credit deficient.

Benchmarks (items D, E, F, and G):

- In schools with a CLC or Title I SIFI, implement strategies to recruit and retain students with the greatest needs for tutoring services by the beginning of second semester.
- Recruit highly qualified teachers to provide *academic tutoring* that is aligned with the day school program in all Community Learning Centers (CLC) by November 1, 2009.
- Provide academic tutoring in each CLC for at least 20 regularly attending students, for at least three hours a week by November 30, 2009.
- Offer Supplemental Educational Services in all Title I SIFI, with priority given to Level 2 SIFI and above, by November 30, 2009.
- Submit to DPI by November 1, 2009, a description of the specific, coordinated, cross-district strategies that will be implemented in all high schools to achieve successful 9th grade transition. Submit to DPI by November 1, 2009, a description of the specific, coordinated, cross-district strategies that will be implemented in all high schools to ensure credit recovery for students who are credit-deficient.
- Monitor the implementation of tutoring programs and student progress using district tools and student attendance to measure student gains.
- Provide regular updates to DPI via monthly meetings as to the challenges and successes the district is experiencing concerning tutoring, high school transition and credit recovery efforts.

II. Ensure a System of Quality and Consistency in Curriculum, Instruction, and Assessment Using a System of Early Intervening Services (EIS) PK-12 for All Students. The system must be approved by the independent expert appointed by the federal district court to carry out the *Jamie S.* settlement and must include the following:

- A. Instruction in reading, mathematics, and positive behaviors for all students based on state standards, maximizing instructional time, using scientific research-based curricula provided by effective teachers, and monitored for implementation integrity.
 1. Implement 90-minute reading block and 60-minute mathematics block for grades K-3, 60 minute blocks in reading and mathematics in grades 4-8, and reading intervention courses for grades 9-12 in all schools.
 2. Implement the comprehensive district-wide plan for literacy that is standards-based, articulated across levels, and uses a limited number of programs which was part of the 2008-09 Corrective Action Requirements.
 3. Continue implementation of a district-wide plan for mathematics instruction that uses a limited number of programs.
 4. Develop a district-wide assessment policy and system which includes standards-based formative, benchmark, and summative assessment that allows analysis and reporting at the student, classroom, and school levels.
- B. Universal screening of all students on reading, mathematics, and behavior, conducted at least three times a year, to determine levels of need and progress in performance in core instruction.
- C. Scientific research-based interventions (small group and customized) for reading, mathematics, and positive behavior provided to students based on measured relative need and implemented with integrity.
 1. Summer school with mathematics and reading focus in all Title I schools identified for improvement (SIFI).
 2. Extended calendars of a minimum of 30 additional days of instruction in one or two Title I SIFI schools must be implemented by the beginning of the 2010-11 school year.

Benchmarks:

- Title I grants include expenditures and plans for summer school for all Title I SIFI.
 - Submit a plan for the implementation of extended calendars in 2010-11 by February 1, 2010. The plan should describe the role of School Governance Councils in identifying the schools to implement extended calendar.
- D. Progress monitoring (two measures - performance and implementation integrity) for interventions that yield reliable and valid measures used by the school to determine the needed level of intensity of service, degree of implementation, and effectiveness of each specific intervention.
 - E. Parent/Family/Community involvement efforts of school personnel that inform about specific services being provided, solicits input for continuous improvement,

actively involves the community in the operation of EIS, and measures the involvement of families over time.

- F. Professional development for educators based on National Staff Development Council Standards including measured needs of the school that ensure improvement in student performance.
- G. Educational leadership that effectively manages all components of a system of early intervening services, maximizes instructional time, uses problem-solving approaches, and periodically involves all stakeholders in evaluating the results of EIS using current data.

Additional benchmarks will be developed by the independent expert by September 1, 2009, and poised for implementation in the 2009-10 school year.

III. Ensure a Consistent, Transparent and High Quality System of Accountability in Milwaukee Public Schools for School Improvement, Teacher Quality, and Financial and Operational Management.

- A. Meet, in accordance with federal law, all agreed upon timelines and ESEA requirements for DIFI, SIFI, and the ESEA Consolidated Application.

Benchmarks:

- Submit the 2008-09 ESEA Consolidated End-of-Year Report by August 31, 2009.
- Submit required corrective action resulting from 2008-09 ESEA monitoring by the deadline indicated in the monitoring report.
- Submit the district ESEA Consolidated Application, including Title I ARRA funds, by August 31, 2009.
- Submit the district IDEA application, including IDEA ARRA funds, by August 31, 2009.
- Meet with DPI staff regarding required revisions to the ESEA Consolidated Application by October 30, 2009.
- Update the district DIFI Plan for 2009-10 by October 15, 2009.
- Submit evidence to DPI of parent notification of DIFI status by October 15, 2009.
- Demonstrate compliance with all federal requirements for Title I during 2009-10 ESEA monitoring.

- B. Continue the restructuring of the district and coordination of service through the MPS District and School Accountability Model, using the system of nine support clusters of MPS schools to ensure consistent implementation of the corrective action requirements.

- C. Use the nine support clusters to ensure accountability for school improvement through development, monitoring, and technical assistance related to implementation of school improvement plans for all MPS schools.

Benchmarks (items B and C):

- Maintain an MPS DIFI Director, and designate Central Office leads for each section of the Corrective Action Requirements by July 1, 2009.
- The MPS DIFI Director, key MPS administrators, MPS School Improvement Supervisors, and the Board President or designee will meet monthly with the

DPI Director of DIFI and key DPI administrators to monitor implementation of the Corrective Action Requirements.

- Each August the MPS Superintendent, MPS DIFI Director, and other key administrators shall meet with the State Superintendent and Cabinet to review implementation of the Corrective Action Requirements.

D. Ensure all educators are appropriately licensed for their assignments, are highly qualified under ESEA, and are receiving professional development as specified by the Wisconsin Quality Educator Initiative (PI 34), state statute, and ESEA.

Benchmarks:

- Submit PI-1202 Fall Staff Report, which includes the position/assignment of all MPS staff between December 15, 2009 and January 15, 2010.
- Submit PI-9550-IIC Highly Qualified Teacher Plan, which includes a listing of all core subject area teachers who are not highly qualified by December 15, 2009.
- Submit a list of educators who were hired after data was provided on the PI-1202 and supply evidence of whether each is appropriately licensed or has applied for a DPI license by February 1, 2010.
- Submit evidence that ESEA parental notification requirements regarding highly qualified teachers have been fulfilled by February 15, 2010.
- Correct any coding errors to the PI-1202 Fall Staff Report by Report between March 1 and March 15, 2010.
- Submit final PI-9550-IIC Highly Qualified Teacher Plan by June 1, 2010.

E. Require induction support, including mentors, for all initial educators and educators with emergency permits or licenses beginning on the first day of school.

Benchmarks:

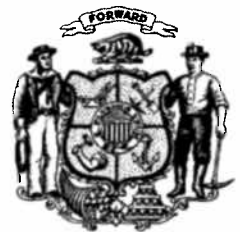
- Provide an electronic list of all first year educator assignments, school and/or building site(s) by October 9, 2009.
- Provide a description of the MPS induction support system for all initial educators (teachers, pupil services, administrators) by September 1, 2009 (or the first day of school). Include:
 - A description of the services that will occur at the school/building level for all initial educators.
 - A description of the mentor training programs (content and timelines) for teachers, pupil services, and administrators.
 - A description of the support seminars that is required for all initial educators.
 - A description of the ongoing orientation programs provided for all initial educators.
 - A description of how the induction support will be administered and implemented.
 - A description of how development of a professional development plan is integrated in the induction system.
 - A description of how the induction program will be evaluated both through formative and summative assessment and how the findings will be used to improve the program.

- Provide a description of the MPS induction support system for emergency permit and licensed teachers.
 - Provide an electronic list of all teachers hired on an emergency license or permit by October 9, 2009.
 - Provide an electronic list of assignments, school and/or building site(s) and the induction support provided for all teachers hired on an emergency license or permit by October 9, 2009.
 - Provide an electronic list of all new (hired after October 9) first year initial educators (teachers, pupil services, administrators) and their mentors by December 15, 2009. Include their names, assignments, school and/or building site(s).
 - Provide an electronic list of all new (hired after October 9) teachers hired on an emergency license or permit by December 15, 2009. Include their names, assignments, school and/or building site(s), and the induction support provided for each.
 - Provide an electronic list of all new (hired after December 15) first year initial educators (teachers, pupil services, administrators) and their mentors by February 1, 2010. Include their names, assignments, school and/or building site(s).
 - By February 1, 2010, provide an electronic list of all teachers hired on an emergency license or permit after December 15, 2009. Include their names, assignments, school and/or building site(s) and the induction support provided for each.
 - Provide update reports on the implementation of induction activities to support first year initial educators and emergency permit and licensed teachers by November 16, 2009, March 15, 2010, and June 15, 2010.
- F. Provide highly skilled and experienced teachers in schools categorized as high need and with low student achievement.
- Benchmarks:
- Analyze data to determine distribution patterns of highly skilled and experienced MPS teachers by November 2, 2009. (*Note: highly skilled and experienced for 2009-10 will include licensure for assignment and years of experience.*)
 - Use the data to identify schools with high needs and low student achievement in need of highly skilled and experienced teachers by December 1, 2009. Priority must be given to Title I SIFI.
 - Recruit Master teachers as defined by MPS for service in schools categorized as high need and with low student achievement by February 1, 2010.
- G. Provide individually tailored support for principals in all Title I SIFI schools.
- Benchmarks:
- All Title I SIFI principals attend the New Wisconsin Promise Conference in January 2010.
 - Select principals of Title I SIFI to attend the DPI Principals' Leadership Retreat in June 2010.

- Report on the assessment of Title I SIFI principal professional development needs and the system established to meet those needs at the December and June DPI/MPS DIFI meetings.
- H. Coordinate the use of federal funds with the DPI federal funds trustee.
- Benchmarks:
- Participate in federal entitlement grant writing meetings with key DPI staff by August 17, 2009.
 - The DPI federal funds trustee must review MPS federal entitlement grant applications, particularly ESEA and IDEA, to ensure funds are utilized to implement the corrective action requirements.
 - MPS financial and program staff provide jointly developed quarterly reports to the DPI federal fund trustee on the progress made in implementation of each federal entitlement program and the Title I School Improvement grants to ensure program objectives are met and funds are utilized in a timely and appropriate manner.
- I. Design, implement, and use a data warehouse that meets the business, human resource, and education accountability needs of the school district.
- Benchmarks:
- Develop a plan by September 1, 2009 to ensure that teacher licensing, assignment, and mentoring data are entered correctly into the human resources database. Implementation of the plan must begin no later than October 9, 2009.
 - Extend the process of developing data dashboards beyond administrators to classroom teachers. The teacher dashboards shall include timely data about the students in their classes.
 - Continue to integrate data elements into the data warehouse, including district and school financial data.
 - Continue to offer data retreats and professional development for school staff and key central services staff about using new and existing data tools.
 - Include a demonstration of the data warehouse as part of the December 2009 and May 2010 DPI/MPS DIFI meetings.
- J. Transfer student records in a timely manner, between and among all MPS (including charter and partnership) schools and from all MPS schools to other schools, including parental choice schools, and aggressively pursue the receipt of student records from schools outside MPS.
- Benchmark:
- Establish an internal workgroup to monitor the implementation of related districts policies and procedures by September 1, 2009.



WISCONSIN STATE LEGISLATURE





JIM DOYLE
GOVERNOR
STATE OF WISCONSIN

Race to the Top Legislation – Fall 2009

Introduction: The proposals before the Wisconsin State Legislature that relate to the state's Race to the Top application can be divided into two categories: eligibility requirements and competitive requirements. The eligibility requirements are those pieces that the state needs to have in place in order to have its application considered. The competitive requirements are those pieces of the grant application that will help Wisconsin separate itself from the applications of other states.

In each of five areas – standards and assessments; data systems; great teachers and leaders; turning around struggling schools; and STEM – the US Department of Education will assess states on its application as it relates to meeting state reform condition and reform plan criterion. This document indicates how these legislative proposals directly and indirectly match up to the grant in these areas.

State Reform Conditions (SRC): Reward states that demonstrate existing will and capacity to improve through conditions that promote reform and innovation.

Reform Plan Criterion (RPC): Reward states that demonstrate comprehensive reform strategies that are ambitious yet achievable.

Eligibility Requirements

1. Teacher Evaluation and Student Performance: This initiative is required for the state's application to be considered. The Notice of Proposed Priorities states: "In order to be eligible to apply for the grant, states must not have any restrictions preventing the linkage of student data to teachers and principals." Furthermore, for the state's data system to be the cornerstone of reform that the grant envisions, the data system must be able to be used to analyze data linking teachers to students in order to provide educational agencies the best information about reform options.

- **Secretary Duncan has explicitly emphasized the importance of being able to link student data with teacher data in order to improve educational quality.** On June 8th of this year, in reference to existing firewall laws, Duncan asked his audience to consider the effect of these laws "Think about that: Laws that prohibit us from connecting children to the adults who teach them... These state firewalls don't help us. They hurt all of us. They impede our ability to serve students and better understand how we can improve American education... Now I absolutely respect the concerns of teachers that test scores alone should never be used solely to determine salaries. I absolutely agree with that sentiment."¹
- **Areas of RttT Grant Directly Addressed:** C2 (RPC) Differentiating Teacher and Principal Effectiveness Based on Performance; C4 (RPC) Reporting the Effectiveness of Teacher and Principal Preparation Programs; C5 (RPC) Providing Effective Support to Teachers and Principals; E1 (SRC) Law or Policy Conditions Favorable to Education Reform and Innovation.

¹ This speech can be accessed at: <http://www.ed.gov/news/speeches/2009/06/06082009.html>

- **Areas of RttT Indirectly Addressed:** A3 (RPC) Supporting Transition to Enhanced Standards and High-Quality Assessments; B1 (SRC) Full Implementing a Statewide Longitudinal Data System; B2 (RPC) Accessing and Using State Data; B3 (RPC) Using Data To Improve Instruction; Invitational Priority #1.

2. Data Sharing: A longitudinal data system is a cornerstone of the reforms the Obama Administration is pursuing through the Race to the Top program and reauthorization of the Elementary and Secondary Education Act. The grant emphasizes that data from the various education partners must be shared and accessible by the agencies responsible for educating a state's students from PK-20. Such data sharing not only allows better tracking of educational outcomes, but also allows a state to have a much better understanding of the development of its human capital.

- **Through research, better data systems will allow states to focus their educational reforms, to discover which programs are working, and to identify what makes great teachers successful.** The Obama Administration wants states to create comprehensive data systems that can exchange information about students from PK-12 to college and university.
- **Areas of RttT Grant Directly Addressed:** B1 (SRC) Fully Implementing a Statewide Longitudinal Data System; B2 (RPC) Accessing and Using State Data; B3 (RPC) Using Data To Improve Instruction; E1 (SRC) Law or Policy Conditions Favorable to Education Reform and Innovation; Invitational Priority #1 and #2
- **Areas of RttT Indirectly Addressed:** A3 (RPC) Supporting Transition to Enhanced Standards and High-Quality Assessments; C2 (RPC) Differentiating Teacher and Principal Effectiveness Based on Performance; C4 (RPC) Reporting the Effectiveness of Teacher and Principal Preparation Programs; C5 (RPC) Providing Effective Support to Teachers and Principals

3. School District Charters: Section D2 (SRC) states: "The State should have statutes and guidelines regarding how charter school authorizers approve, monitor, hold accountable, reauthorize, and close charter schools." As part of WI Act 28, the legislature required non-instrumentality charter authorizers to consider the guidelines and principles put forward by the National Alliance of Charter School Authorizers. This proposal would extend that requirement to school districts that issue charters. The Wisconsin Charter School Association supports this proposal.

- **States and authorizers must set high standards but allow flexibility if charter schools are going to innovate and successfully complement the public school system.** In an address to the National Alliance for Public Charter Schools, Secretary Duncan said: "Your goal should be quality, not quantity. Charter authorizers need to do a better job of holding schools accountable—and the charter schools need to support them—loudly and sincerely... I applaud the work that the Alliance is doing with the National Association of Charter School Authorizers to strengthen academic and operational quality."²
- **Areas of RttT Grant Directly Addressed:** D2 (SRC) See above; D3 (RPC) Turning around struggling schools;
- **Areas of RttT Indirectly Addressed:** D1 (SRC) Intervening in the Lowest Performing schools and LEAs;

² This speech can be accessed at: <http://www.ed.gov/news/speeches/2009/06/06222009.html>

Competitive Requirements:

4. **State Superintendent Authorities:** A primary component of Race to the Top is allowing, if necessary, substantial interventions into chronically under-performing schools. The grant states: “The State should have the legal authority to intervene directly in the State’s persistently lowest performing schools and in LEAs that are in improvement and corrective action status.” The State Superintendent should have the authority to direct a persistently low-performing school or district to: implement new curriculum and instructional design, implement professional development strategies, make personnel changes consistent with collective bargaining agreements, and adopt other accountability measures to monitor the district’s finances or to monitor interventions directed by the state superintendent.

- **The State is morally obligated to intervene in persistently failing schools and districts.** Secretary Duncan argues “States and districts have a legal obligation to hold administrators and teachers accountable, demand change and, where necessary, compel it. They have a moral obligation to do the right thing for those children.”³
- **Areas of RttT Grant Directly Addressed:** D1 (SRC) Intervening in the lowest performing schools and LEAs; D3 (RPC) Turning around struggling schools (see above);
- **Areas of RttT Indirectly Addressed:** E1 (SRC) Favorable conditions for reform; E4 (RPC) Raising achievement and closing gaps; Invitational Priority #3.

5. **Third Year of Math and Science:** 36 states require at least three years of math and science for high school graduation. A requirement that all Wisconsin high school graduates successfully complete three years of math and science is not only in line with the evolution of educational requirements across the nation, but is also an important component of other economic policies. There has been an increasing emphasis from the US Departments of Education and Labor on providing students and workers with the skills and knowledge necessary to thrive in a new knowledge-based economy.

- **WI needs more students prepared for careers in science, technology, engineering, and math in order to be economically competitive and successful in the long term.** Secretary Duncan stated, “In science, our eighth graders are behind their peers in eight countries that also participated in the original international assessment. In math, although scores have improved somewhat since 1995, our 15 year-olds’ scores now lag behind those of 31 countries. Four countries—Korea, Singapore, Hong Kong and Finland—outperform U.S. students on math, science and all other subjects.”⁴

Wisconsin expects that more career openings will exist in fields related to science, engineering, technology and mathematics than in fields not related to those areas.⁵ Providing our students with more exposure to math and science in high school will better prepare them for post-secondary education studies in these areas and the workforce.

- **Areas of RttT Grant Directly Addressed:** Competitive Preference Priority #1 (STEM); A1 (SRC) Developing and Adopting common standards
- **Areas of RttT Indirectly Addressed:** A2 (SRC) Developing and implementing common high-quality assessments; E1 (SRC) Demonstrating significant progress; E4 (RPC) Raising achievement and closing gaps

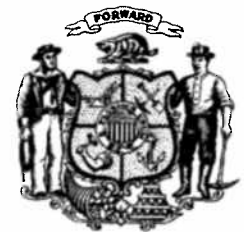
³ See speech referenced in footnote 2.

⁴ This speech can be accessed at: <http://www.ed.gov/news/speeches/2009/10/10232009.html>

⁵ WI Department of Workforce Development



WISCONSIN STATE LEGISLATURE



**Corrective Action Requirements for Milwaukee Public Schools
District in Need of Improvement
Background
December 8, 2009**

The people of Milwaukee and throughout Wisconsin are coming together around the shared responsibility and sustained effort to ensure a quality education for every child in Milwaukee.

In the past years, the community has stepped forward to support Milwaukee Public Schools (MPS). Numerous groups have convened and multiple studies were conducted on the school district's programs, practices, and student achievement. All have had the primary goal to support academic success for the children of Milwaukee. Nationally-recognized organizations, community-organized councils, and district-convened committees have produced a series of reports that have identified areas of concern. "Raising Achievement in the Milwaukee Public Schools: Report of the Strategic Support Team of the Council of Great City Schools," "African American Education Report 2007," "Working Together, Achieving More: District Strategic Plan," and "Toward a Stronger Milwaukee Public Schools," by McKinsey & Company, outline the steps to ensure that all MPS students have access to a comprehensive, quality education provided by an efficient and effective school district.

The above reports are strong calls for transformation of MPS from peers and from the community; however, those calls are now underscored by the required federal sanctions in the Elementary and Secondary Education Act (ESEA) and the *Jamie S.* settlement approved by the federal district court. In short, the calls for transformation have now become requirements to transform.

The Wisconsin Department of Public Instruction (DPI) is required by ESEA to annually identify schools and districts that did not make adequate yearly progress (AYP) toward meeting the state's established objectives in four areas. These objectives include:

- Testing 95 percent of their enrolled students in the statewide reading and mathematics assessment;
- Meeting state established proficiency targets in reading based on Wisconsin's statewide test;
- Meeting state established proficiency targets in mathematics based on Wisconsin's statewide standardized test; and
- Maintaining a high school graduation rate of at least 80 percent of the statewide average and elementary and middle school attendance rates of at least 85 percent of the statewide average, or show growth.

Milwaukee Public Schools has not made adequate yearly progress for five consecutive years in reading and mathematics at the elementary, middle, and high school grade spans. MPS once again did not meet AYP in reading and mathematics for the 2008-09 school year and is now a DIFI-Level 4.

Under ESEA, DPI has required MPS to take corrective action designed to meet the goal of having all students achieve at the proficient and advanced student academic achievement levels. Previous corrective action requirements have created a strong foundation and progress has been made; however, a more aggressive approach is needed to address the urgency, magnitude, and complexity surrounding the district's performance.

In 2007, DPI directed the district to restructure its organization through the MPS District and School Accountability Model. This directive was based upon information from multiple sources including the Council of Great City Schools which described MPS as "a system of schools, not a school system." A system of central accountability, too long absent from MPS, is essential to ensure that strategies to improve student achievement are consistently implemented in every MPS building. Under the District and School Accountability Model, MPS grouped its 207 schools into nine clusters to ensure communities of learning, quality of instruction, and accountability in every building. While the district has made progress in implementing these "System of Support" clusters, the district must strengthen this effort. The district must define more specifically who reports to whom in each of the nine clusters and how supervisors within the clusters are assigned duties. Further, the district must make clear that responsibility for oversight of each of the nine clusters rests directly with the MPS superintendent.

This accountability model is also essential to implement the court-approved *Jamie S.* settlement. The federal district court found that MPS systemically violated student rights in its use of suspension. The district's use of suspension was also identified as a serious concern by the Council of Great City Schools. Suspension exacerbates the district's student attendance problem and leads to lower student achievement and graduation rates. Research tells us that an effective educational system must provide a system of early intervening services PK-12 to address the academic and behavioral needs of all students before students fail. The *Jamie S.* settlement is based on this research. Under the settlement and as corrective action to address its DIFI status under ESEA, MPS must develop and implement a system of coordinated early intervening services PK-12 in every MPS school.

In 2008-09, MPS received \$121.7 million of federal entitlement funds through the Elementary and Secondary Education Act (ESEA), Individuals with Disabilities Education Act (IDEA), and the Carl Perkins Act. MPS also received an additional \$25 million of federal discretionary grants through DPI.

For 2009-10, MPS is expected to receive at least \$126 million in federal entitlement funds plus at least \$95.6 million in federal funds through the American Recovery and Reinvestment Act (ARRA). In addition, MPS will be eligible for a large share of the \$42 million Title I School Improvement money coming to Wisconsin through ARRA.

Beginning in 2009-10, the State Superintendent will appoint a federal funds trustee who will serve as an inspector general for use of federal funds by MPS and provide increased fiscal oversight for the numerous federal grants the district receives. The trustee will also meet at least quarterly with the Milwaukee Innovation and Improvement Advisory Council to provide council members, the State Superintendent, MPS officials, and the public with greater understanding of MPS' use of federal funds. The federal funds trustee will also work in concert with other DPI

staff to assure that the district fulfills benchmarks with the 2009-10 corrective action requirements.

To raise achievement, close achievement gaps, and ensure that every MPS student graduates from high school, specific corrective actions are required to:

I. Increase Student Attendance through Collaborative Community-wide Solutions.

- A. Form school and district parent action teams that build upon current efforts by using the nine cluster infrastructure to focus on regular attendance for all students in all MPS schools.
 - 1. Coordinate with the DPI VISTA project to use resources, including VISTA members assigned to the Milwaukee-based Parents Plus of Wisconsin, to support each cluster.
 - 2. Coordinate support for parent engagement with the Milwaukee Innovation and Improvement Advisory Council.
- B. Collaborate and partner with the Milwaukee Innovation and Improvement Advisory Council to involve community organizations and non-profits in efforts to raise regular school attendance.
- C. Coordinate the work of City Year mentors with other efforts to improve attendance.
- D. Sustain and improve current Community Learning Centers, employing highly qualified teachers to provide academic tutoring in reading and mathematics to students with greatest needs.
- E. Implement before- and/or after-school tutoring in English/language arts and mathematics in all Title I SIFI schools.
- F. Implement a 9th grade support program in all high schools to ensure successful transition to high school.
- G. Implement a credit recovery program in all high schools for all students who are credit-deficient.

II. Ensure a System of Quality and Consistency in Curriculum, Instruction, and Assessment Using a System of Early Intervening Services (EIS) PK-12 for All Students. The system must be approved by the independent expert appointed by the federal district court to carry out the *Jamie S.* settlement and must include the following:

- A. Instruction in reading, mathematics, and positive behaviors for all students based on state standards, maximizing instructional time, using scientific research-based curricula provided by effective teachers, and monitored for implementation integrity.
 - 1. Implement 90-minute reading block and 60-minute mathematics block for grades K-3, 60 minute blocks in reading and mathematics in grades 4-8, and reading intervention courses for grades 9-12 in all schools.
 - 2. Implement the comprehensive district-wide plan for literacy that is standards-based, articulated across levels, and uses a limited number of programs which was part of the 2008-09 Corrective Action Requirements.

3. Continue implementation of a district-wide plan for mathematics instruction that uses a limited number of programs.
 4. Develop a district-wide assessment policy and system which includes standards-based formative, benchmark, and summative assessment that allows analysis and reporting at the student, classroom, and school levels.
- B. Universal screening of all students on reading, mathematics, and behavior, conducted at least three times a year, to determine levels of need, and progress in performance in core instruction.
 - C. Scientific research-based interventions (small group and customized) for reading, mathematics, and positive behavior provided to students based on measured relative need and implemented with integrity.
 1. Summer school with mathematics and reading focus in all Title I schools identified for improvement (SIFI).
 2. Extended calendars of a minimum of 30 additional days of instruction in one or two Title I SIFI schools must be implemented by the beginning of the 2010-11 school year.
 - D. Progress monitoring (two measures - performance and implementation integrity) for interventions that yield reliable and valid measures used by the school to determine the needed level of intensity of service, degree of implementation, and effectiveness of each specific intervention.
 - E. Parent/family/community involvement efforts of school personnel that inform about specific services being provided, solicits input for continuous improvement, actively involves the community in the operation of EIS, and measures the involvement of families over time.
 - F. Professional development for educators based on National Staff Development Council Standards including measured needs of the school that ensure improvement in student performance.
 - G. Educational leadership that effectively manages all components of a system of early intervening services, maximizes instructional time, uses problem-solving approaches, and periodically involves all stakeholders in evaluating the results of EIS using current data.

III. Ensure a Consistent, Transparent, and High Quality System of Accountability in Milwaukee Public Schools for School Improvement, Teacher Quality, and Financial and Operational Management.

- A. Meet, in accordance with federal law, all agreed-upon timelines and ESEA requirements for DIFI, SIFI, and the ESEA Consolidated Application.
- B. Continue the restructuring of the district and coordination of services through the MPS District and School Accountability Model, using the system of nine support clusters of MPS schools to ensure consistent implementation of the corrective action requirements.
- C. Use the nine support clusters to ensure accountability for school improvement through development, monitoring, and technical assistance related to implementation of school improvement plans in all MPS schools.

- D. Ensure all educators are appropriately licensed for their assignments, are highly qualified under ESEA, and are receiving professional development as specified by the Wisconsin Quality Educator Initiative (PI 34), state statute, and ESEA.
- E. Require induction support, including mentors, for all initial educators and educators with emergency permits or licenses beginning on the first day of school.
- F. Provide highly skilled and experienced teachers in schools categorized as high need and with low student achievement.
- G. Provide individually tailored support for principals in all Title I SIFI schools.
- H. Coordinate the use of federal funds with the DPI federal funds trustee.
- I. Design, implement, and use a data warehouse that meets the business, human resource, and education accountability needs of the school district.
- J. Transfer student records in a timely manner, between and among all MPS (including charter and partnership) schools and from all MPS schools to other schools, including parental choice schools, and aggressively pursue the receipt of student records from schools outside MPS.

**Corrective Action Requirements for Milwaukee Public Schools
District in Need of Improvement – Level 4 (2009-10)
*Implementation Benchmarks***

I. Increase Student Attendance through Collaborative Community-wide Solutions.

- A. Form school and district parent action teams that build upon current efforts by using the nine-cluster infrastructure to focus on regular attendance for all students in all MPS schools.
 - 1. Coordinate with the DPI VISTA project to use resources, including VISTA members assigned to the Milwaukee-based Parents Plus of Wisconsin, to support each cluster.

2. Coordinate support for parent engagement with the Milwaukee Innovation and Improvement Advisory Council.

Benchmarks:

- Maintain a Central Services Title I parent liaison representative and parent information specialists for each cluster. Strengthen the parent involvement staffing for each cluster.
- Utilize the DPI VISTA project to help ensure that each MPS school has a functioning School Governance Council. The work of the councils will include a focus on increasing student attendance.
- Provide documentation to DPI that all School Governance Councils have been established by October 1, 2009.
- Establish a District Parent Action Team made up of representatives from each of the system of support clusters by November 1, 2009. The work of the District Parent Action Team should be coordinated with the Milwaukee Innovation and Improvement Advisory Council.
- Train School Governance Council members, including parents and staff by December 1, 2009.
- Each School Governance Council must identify school level strategies to increase student attendance by January 15, 2010. The strategies identified must be based on the city-wide attendance, drop-out prevention and recovery plan and incorporate comments from MPS stakeholders including the Milwaukee PTA Council and the Milwaukee Parent Congress. Implementation of school level strategies must begin second semester.
- By June 30, 2010, MPS will submit a report to DPI summarizing the efforts of each School Governance Council and results for improving attendance in the clusters.

- B. Collaborate and partner with the Milwaukee Innovation and Improvement Advisory Council to involve community organizations and non-profits in efforts to raise regular school attendance.

- C. Coordinate the work of City Year mentors with other efforts to improve attendance.

Benchmarks (items B and C):

- Develop a city-wide attendance, dropout prevention and recovery plan that is integrated with previous alliance for attendance efforts and submit it to DPI by December 1, 2009. The plan must include timelines for implementation beginning second semester as well as strategies to incorporate the work of the City Year Mentors in 2010-11.
- Submit a report summarizing actions to meet this requirement and results, including student attendance and graduation rates for the district and each school by June 30, 2010.

- D. Sustain and improve current Community Learning Centers, employing highly qualified teachers to provide academic tutoring in reading and mathematics to students with greatest needs.
- E. Implement before- and/or after-school tutoring in English/language arts and mathematics in all Title I SIFI schools.
- F. Implement a 9th grade support program in all high schools to ensure successful transition to high school.
- G. Implement a credit recovery program in all high schools for all students who are credit deficient.

Benchmarks (items D, E, F, and G):

- In schools with a CLC or Title I SIFI, implement strategies to recruit and retain students with the greatest needs for tutoring services by the beginning of second semester.
- Recruit highly qualified teachers to provide *academic tutoring* that is aligned with the day school program in all Community Learning Centers (CLC) by November 1, 2009.
- Provide academic tutoring in each CLC for at least 20 regularly attending students, for at least three hours a week by November 30, 2009.
- Offer Supplemental Educational Services in all Title I SIFI, with priority given to Level 2 SIFI and above, by November 30, 2009.
- Submit to DPI by November 1, 2009, a description of the specific, coordinated, cross-district strategies that will be implemented in all high schools to achieve successful 9th grade transition. Submit to DPI by November 1, 2009, a description of the specific, coordinated, cross-district strategies that will be implemented in all high schools to ensure credit recovery for students who are credit-deficient.
- Monitor the implementation of tutoring programs and student progress using district tools and student attendance to measure student gains.
- Provide regular updates to DPI via monthly meetings as to the challenges and successes the district is experiencing concerning tutoring, high school transition and credit recovery efforts.

II. Ensure a System of Quality and Consistency in Curriculum, Instruction, and Assessment Using a System of Early Intervening Services (EIS) PK-12 for All Students. The system must be approved by the independent expert appointed by the federal district court to carry out the *Jamie S.* settlement and must include the following:

- A. Instruction in reading, mathematics, and positive behaviors for all students based on state standards, maximizing instructional time, using scientific research-based curricula provided by effective teachers, and monitored for implementation integrity.
 - 1. Implement 90-minute reading block and 60-minute mathematics block for grades K-3, 60 minute blocks in reading and mathematics in grades 4-8, and reading intervention courses for grades 9-12 in all schools.

2. Implement the comprehensive district-wide plan for literacy that is standards-based, articulated across levels, and uses a limited number of programs which was part of the 2008-09 Corrective Action Requirements.
3. Continue implementation of a district-wide plan for mathematics instruction that uses a limited number of programs.
4. Develop a district-wide assessment policy and system which includes standards-based formative, benchmark, and summative assessment that allows analysis and reporting at the student, classroom, and school levels.

Benchmark:

- Ensure that 50% of all MPS schools, including all Title I SIFI, are meeting the instructional time requirements specified above for the 2009-10 school year. Provide a list of the schools meeting the requirement to DPI at the September 9, 2009 MPS/DPI DIFI meeting.
- Submit a list of the specific programs used in mathematics for all students by November 1, 2009.
- Provide school schedules documenting required math and reading instruction time and reading intervention courses for the 50% of schools by October 30. DPI will verify school schedules during the 2009-10 school year.
- Submit a revised district-wide Comprehensive Literacy plan by October 30, 2009. The revised plan must address the clarifications, additions and edits requested in the August 27, 2009 letter from Dr. Thayer.
- For the 30 schools implementing PBIS, provide the following data reports by December 15, 2009 and May 14, 2010:
 - Data equivalent to the SWIS and from EBS measures
 - Copies of all Benchmarks of Quality (BoQ) or similar measures
 - Copies of all School-wide Evaluation Tool (SET) or similar measures
- For the 30 schools implementing PBIS, provide the following documentation by May 14, 2010:
 - Number of minutes of instruction in positive behaviors
 - Copies of the curricula used and documentation that the curricula is certified by a nationally recognized PBIS consultant and that the curricula meets the national PBIS standards
 - Schedules of PBIS coaches or similar personnel providing support to teachers and leaders
 - Schedules, content, and participant ratings of formal professional development supporting PBIS

- B. Universal screening of all students on reading, mathematics, and behavior, conducted at least three times a year, to determine levels of need and progress in performance in core instruction.

Benchmarks:

- Review attendance and office referral data by teacher by grade 3 times annually for all MPS students in all MPS schools (K-12) beginning September, 2009.

- Establish a district-wide policy and system to ensure universal screening data are collected, analyzed and used to modify Tier 1 instruction and identify students in need of additional support. Present the district-wide implementation plan at the November, 2009 MPS/DIFI meeting.
 - For the 2009-10 school year, conduct universal screening in literacy and numeracy for 95% of MPS students K-8 in January and May, 2010. Screening tools must meet the standards established by the National RtI Center.
 - In subsequent school years, conduct universal screening 3 times annually in literacy and numeracy for 95% of MPS students K-8.
 - Establish one consistent district-wide universal screening tool for each core academic course required for graduation for all students in grades 9-12 in all MPS schools by June 30, 2010. Screening tools must meet the standard of convincing evidence established by the National RtI Center.
 - Submit documentation of a school-based procedure to be used by all schools three times a year beginning October 2009 that determines the names and numbers of students at-risk and in need of intervention by December 15, 2009, and May 14, 2010.
 - Provide the following data reports by December 15, 2009 and May 14, 2010:
 - By grade and by school the number and percent of students enrolled that were screened in reading, math, and behavior (attendance and referrals to the office)
 - The performance in reading and math by teacher, by grade, by school of all students screened
 - Documentation by teacher, by grade, by school of all students screened for behavior. For purpose of these screenings, data on referrals to the office and actions taken will include, by individual student, suspensions, calls to the police, and calls to parents to pick up their child from school before the end of the school day
 - Provide a description of the process by which data will be derived on students retained in grade from previous school year annually by December 15, 2009.
 - Provide a report for the current school year of students retained in grade from previous school year by student name, by grade, and by school by February 15, 2010.
- C. Scientific research-based interventions (small group and customized) for reading, mathematics, and positive behavior provided to students based on measured relative need and implemented with integrity.
1. Summer school with mathematics and reading focus in all Title I schools identified for improvement (SIFI).
 2. Extended calendars of a minimum of 30 additional days of instruction in one or two Title I SIFI schools must be implemented by the beginning of the 2010-11 school year.

Benchmarks:

- Title I grants include expenditures and plans for summer school for all Title I SIFI.

- Provide the schedule and staffing of each summer school session with a mathematics and/or reading focus for each school by June 14, 2010.
 - Submit a plan for the implementation of extended calendars in 2010-11 by February 1, 2010. The plan should describe the role of School Governance Councils in identifying the schools to implement extended calendar.
 - Provide a list describing the specific interventions, the specific area of student need these interventions in reading, math and behavior address, the evidence supporting its use, the implementation integrity measure, and the professional development needed to support its use by May 14, 2010.
 - In consultation with the independent expert, identify the required data elements of a district-wide system to collect intervention data, including student performance data and implementation integrity by June 30, 2010.
- D. Progress monitoring (two measures - performance and implementation integrity) for interventions that yield reliable and valid measures used by the school to determine the needed level of intensity of service, degree of implementation, and effectiveness of each specific intervention.
- Benchmark:
- Provide documentation that describes the specific progress monitoring practices in reading, math and behavior and how these practices address “level of need,” the evidence supporting its use, the performance measure, and the professional development needed to support its use in 2010-2011 school year by June 30, 2010
- E. Parent/Family/Community involvement efforts of school personnel that inform about specific services being provided, solicits input for continuous improvement, actively involves the community in the operation of EIS, and measures the involvement of families over time in every MPS school.
- Benchmark:
- Establish a dissemination plan to help families understand the system of early intervening services including an understanding of their child’s universal screening data by January 2010. The plan must be implemented second semester.
 - By May 14, 2010, provide documentation by school of:
 - The efforts by school personnel to solicit parent/family input for continuous improvement of a school’s SEIS
 - The efforts by school personnel to increase the measured involvement of parents/families based on the six Family Involvement Standards
- F. Professional development for educators based on National Staff Development Council Standards including measured needs of the school that ensure improvement in student performance.
- Benchmarks:

- Designate a single Central Services staff person to direct professional development activities for staff in all MPS schools related to a system of early intervening services by October 1, 2009. Provide documentation of appointment.
 - Develop a district-wide professional development plan to ensure that staff in all MPS schools have the capacity to consistently collect and report attendance and office disciplinary referral data using a standard district definition, analyze universal screening data and use the data to effectively modify instruction. The plan must be given to DPI by January 4, 2010 with implementation to begin second semester.
 - Provide DPI with a schedule of data workshops to be implemented in 2009-10 school year by January 4, 2010. Content and implementation of the data workshops must be consistent with the recommendations of the independent expert.
 - By December 15, 2009 and May 14, 2010, provide documentation of professional development including coaching offered and participation rates disaggregated by teacher and by school relative to:
 - Consistent collection and reporting of student attendance and office disciplinary referral data using a standard district definition
 - Collecting universal screening data
 - Analyzing universal screening data and using the data to modify instruction
 - Reading and mathematics instruction
- G. Educational leadership that effectively manages all components of a system of early intervening services, maximizes instructional time, uses problem-solving approaches, and periodically involves all stakeholders in evaluating the results of SEIS using current data.
- Develop and submit a comprehensive, district-wide policy directing all schools to implement universal screening in literacy, numeracy and behavior for all students by January 4, 2010.
 - Establish and submit procedures by January 4, 2010 to supervise all MPS principals and school leaders to ensure universal screening in literacy, numeracy and behavior is implemented according to the schedule in Appendix A.
 - Establish and submit Central Services procedures by April 10, 2010 to ensure that schools failing to meet universal screening expectations implement a Plan of Rapid Compliance. The Plan of Rapid Compliance must ensure that the school is in compliance within 6 months.
 - Submit a copy of the form to be used to document the Plan of Rapid Compliance by April 10, 2010.
 - Develop and submit a district-wide plan by May 1, 2010 to consistently implement a system of early intervening services for all MPS students in all MPS schools that incorporates the 14 essential components and the Phases of

Implementation as described by the independent expert according to the schedule in Appendix A.

- By December 15, 2009 and May 14, 2010, provide documentation of meetings with the Independent Expert to develop:
 - a district-wide plan for SEIS
 - implementation integrity measures for reading and math K-8 and procedures for data collection to begin 2010-11
 - a district-wide assessment system and policy for assessing standards-based universal screening, formative benchmarks, and summative assessments that allow analyses and reporting at the student, classroom, and school levels for literacy and numeracy at K-8 schools and behavior K-12 to be implemented at the beginning of the 2010-11 school year
 - at least one district-wide universal screening measure for each core course required for graduation that allows analysis and reporting at the student, classroom, and school levels to be used beginning the 2010-11 school year
 - interventions (Tier 2 and 3) in reading, math and behavior to be used by all schools following the schedule noted in Appendix A
 - progress monitoring practices (Tiers 2 and 3) in reading, math, and behavior to determine the needed level of intensity of service to students
 - a dissemination plan to help families understand the system of early intervening services including an understanding of their child's universal screening data.

III. Ensure a Consistent, Transparent and High Quality System of Accountability in Milwaukee Public Schools for School Improvement, Teacher Quality, and Financial and Operational Management.

A. Meet, in accordance with federal law, all agreed upon timelines and ESEA requirements for DIFI, SIFI, and the ESEA Consolidated Application.

Benchmarks:

- Submit the 2008-09 ESEA Consolidated End-of-Year Report by August 31, 2009.
- Submit required corrective action resulting from 2008-09 ESEA monitoring by the deadline indicated in the monitoring report.
- Submit the district ESEA Consolidated Application, including Title I ARRA funds, by August 31, 2009.
- Submit the district IDEA application, including IDEA ARRA funds, by August 31, 2009.
- Meet with DPI staff regarding required revisions to the ESEA Consolidated Application by October 30, 2009.
- Update the district DIFI Plan for 2009-10 by October 15, 2009.
- Submit evidence to DPI of parent notification of DIFI status by

October 15, 2009.

- Demonstrate compliance with all federal requirements for Title I during 2009-10 ESEA monitoring.
- B. Continue the restructuring of the district and coordination of service through the MPS District and School Accountability Model, using the system of nine support clusters of MPS schools to ensure consistent implementation of the corrective action requirements.
- C. Use the nine support clusters to ensure accountability for school improvement through development, monitoring, and technical assistance related to implementation of school improvement plans for all MPS schools.

Benchmarks (items B and C):

- Maintain an MPS DIFI Director, and designate Central Office leads for each section of the Corrective Action Requirements by July 1, 2009.
 - The MPS DIFI Director, key MPS administrators, MPS School Improvement Supervisors, and the Board President or designee will meet monthly with the DPI Director of DIFI and key DPI administrators to monitor implementation of the Corrective Action Requirements.
 - Each August the MPS Superintendent, MPS DIFI Director, and other key administrators shall meet with the State Superintendent and Cabinet to review implementation of the Corrective Action Requirements.
- D. Ensure all educators are appropriately licensed for their assignments, are highly qualified under ESEA, and are receiving professional development as specified by the Wisconsin Quality Educator Initiative (PI 34), state statute, and ESEA.

Benchmarks:

- Submit PI-1202 Fall Staff Report, which includes the position/assignment of all MPS staff between December 15, 2009 and January 15, 2010.
 - Submit PI-9550-IIC Highly Qualified Teacher Plan, which includes a listing of all core subject area teachers who are not highly qualified by December 15, 2009.
 - Submit a list of educators who were hired after data was provided on the PI-1202 and supply evidence of whether each is appropriately licensed or has applied for a DPI license by February 1, 2010.
 - Submit evidence that ESEA parental notification requirements regarding highly qualified teachers have been fulfilled by February 15, 2010.
 - Correct any coding errors to the PI-1202 Fall Staff Report by Report between March 1 and March 15, 2010.
 - Submit final PI-9550-IIC Highly Qualified Teacher Plan by June 1, 2010.
- E. Require induction support, including mentors, for all initial educators and educators with emergency permits or licenses beginning on the first day of school.

Benchmarks:

- Provide an electronic list of all first year educator assignments, school and/or building site(s) by October 9, 2009.
- Provide a description of the MPS induction support system for all initial educators (teachers, pupil services, administrators) by September 1, 2009 (or the first day of school). Include:

- A description of the services that will occur at the school/building level for all initial educators.
- A description of the mentor training programs (content and timelines) for teachers, pupil services, and administrators.
- A description of the support seminars that is required for all initial educators.
- A description of the ongoing orientation programs provided for all initial educators.
- A description of how the induction support will be administered and implemented.
- A description of how development of a professional development plan is integrated in the induction system.
- A description of how the induction program will be evaluated both through formative and summative assessment and how the findings will be used to improve the program.
- Provide a description of the MPS induction support system for emergency permit and licensed teachers.
 - Provide an electronic list of all teachers hired on an emergency license or permit by October 9, 2009.
 - Provide an electronic list of assignments, school and/or building site(s) and the induction support provided for all teachers hired on an emergency license or permit by October 9, 2009.
- Provide an electronic list of all new (hired after October 9) first year initial educators (teachers, pupil services, administrators) and their mentors by December 15, 2009. Include their names, assignments, school and/or building site(s).
- Provide an electronic list of all new (hired after October 9) teachers hired on an emergency license or permit by December 15, 2009. Include their names, assignments, school and/or building site(s), and the induction support provided for each.
- Provide an electronic list of all new (hired after December 15) first year initial educators (teachers, pupil services, administrators) and their mentors by February 1, 2010. Include their names, assignments, school and/or building site(s).
- By February 1, 2010, provide an electronic list of all teachers hired on an emergency license or permit after December 15, 2009. Include their names, assignments, school and/or building site(s) and the induction support provided for each.
- Provide update reports on the implementation of induction activities to support first year initial educators and emergency permit and licensed teachers by November 16, 2009, March 15, 2010, and June 15, 2010.
- F. Provide highly skilled and experienced teachers in schools categorized as high need and with low student achievement.
 Benchmarks:

- Analyze data to determine distribution patterns of highly skilled and experienced MPS teachers by November 2, 2009. (*Note: highly skilled and experienced for 2009-10 will include licensure for assignment and years of experience.*)
 - Use the data to identify schools with high needs and low student achievement in need of highly skilled and experienced teachers by December 1, 2009. Priority must be given to Title I SIFI.
 - Recruit Master teachers as defined by MPS for service in schools categorized as high need and with low student achievement by February 1, 2010.
- G. Provide individually tailored support for principals in all Title I SIFI schools.
Benchmarks:
- All Title I SIFI principals attend the New Wisconsin Promise Conference in January 2010.
 - Select principals of Title I SIFI to attend the DPI Principals' Leadership Retreat in June 2010.
 - Report on the assessment of Title I SIFI principal professional development needs and the system established to meet those needs at the December and June DPI/MPS DIFI meetings.
- H. Coordinate the use of federal funds with the DPI federal funds trustee.
Benchmarks:
- Participate in federal entitlement grant writing meetings with key DPI staff by August 17, 2009.
 - The DPI federal funds trustee must review MPS federal entitlement grant applications, particularly ESEA and IDEA, to ensure funds are utilized to implement the corrective action requirements.
 - MPS financial and program staff provide jointly developed quarterly reports to the DPI federal fund trustee on the progress made in implementation of each federal entitlement program and the Title I School Improvement grants to ensure program objectives are met and funds are utilized in a timely and appropriate manner.
- I. Design, implement, and use a data warehouse that meets the business, human resource, and education accountability needs of the school district.
Benchmarks:
- Develop a plan by September 1, 2009 to ensure that teacher licensing, assignment, and mentoring data are entered correctly into the human resources database. Implementation of the plan must begin no later than October 9, 2009.
 - Extend the process of developing data dashboards beyond administrators to classroom teachers. The teacher dashboards shall include timely data about the students in their classes.
 - Continue to integrate data elements into the data warehouse, including district and school financial data.
 - Continue to offer data retreats and professional development for school staff and key central services staff about using new and existing data tools.

- Include a demonstration of the data warehouse as part of the December 2009 and May 2010 DPI/MPS DIFI meetings.
- J. Transfer student records in a timely manner, between and among all MPS (including charter and partnership) schools and from all MPS schools to other schools, including parental choice schools, and aggressively pursue the receipt of student records from schools outside MPS.

Benchmark:

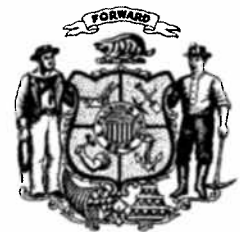
- Establish an internal workgroup to monitor the implementation of related districts policies and procedures by September 1, 2009.

Appendix A
 Phases of Implementation for a System of Early Intervening Services
 In the Milwaukee Public Schools

	Grades K-8		Grades 9-12	
	Academics	Behavior	Academics	Behavior
2009-10	Universal Screening	Universal Screening	-----	Universal Screening
2010-11	Tier 1	Tier 1	Universal Screening	Tier 1
2011-12	Tier 2	Tier 2	Tier 1	Tier 2
2012-13	Tier 3	Tier 3	Tier 2	Tier 3
2013-14	-----	-----	Tier 3	-----



WISCONSIN STATE LEGISLATURE



State Support for Struggling Schools Background Paper

As part of the Race to the Top application, the state must demonstrate a comprehensive approach to turning around struggling schools

(D)(1) Intervening in the lowest-performing schools and LEAs: the extent to which the State has the legal, statutory, or regulatory authority to intervene directly in the State's persistently lowest-performing schools and in LEAs that are in improvement and corrective action status.

The state superintendent currently has only the authority granted under federal law to intervene in low-performing schools. Under No Child Left Behind (20 USC Sec. 6310) state educational agencies are required to take certain actions in those schools and districts identified for improvement.

(C) Certain corrective actions required

In the case of a local educational agency identified for corrective action, the State educational agency shall take at least one of the following corrective actions:

- (i) Deferring programmatic funds or reducing administrative funds.
- (ii) Instituting and fully implementing a new curriculum that is based on State and local academic content and achievement standards, including providing appropriate professional development based on scientifically based research for all relevant staff, that offers substantial promise of improving educational achievement for low-achieving students.
- (iii) Replacing the local educational agency personnel who are relevant to the failure to make adequate yearly progress.
- (iv) Removing particular schools from the jurisdiction of the local educational agency and establishing alternative arrangements for public governance and supervision of such schools.
- (v) Appointing, through the State educational agency, a receiver or trustee to administer the affairs of the local educational agency in place of the superintendent and school board.
- (vi) Abolishing or restructuring the local educational agency.
- (vii) Authorizing students to transfer from a school operated by the local educational agency to a higher-performing public school operated by another local educational agency in accordance with subsections (b)(1)(E) and (F) of this section, and providing to such students transportation (or the costs of transportation) to such schools consistent with subsection (b)(9) of this section, in conjunction with carrying out not less than one additional action described under this subparagraph.

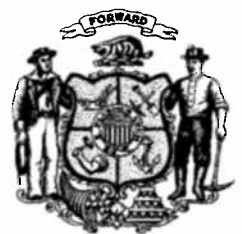
The department is not seeking to codify all of the aforementioned powers in state law. Instead the state superintendent has identified those powers that he feels are critical to turn around


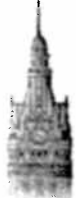
struggling schools. They include directing a school board to:

- 1) Implement a new curriculum in one or more schools.
- 2) Implement a new instructional design in one or more schools.
- 3) Implement professional development focused on student and school improvement.
- 4) Make personnel changes consistent with applicable collective bargaining agreements.
- 5) Adopt accountability measures to monitor the district's finances or to monitor other interventions directed by the state superintendent.



WISCONSIN STATE LEGISLATURE



	<p>STATE OF WISCONSIN</p> <p>JIM DOYLE GOVERNOR</p>	<p>CITY OF MILWAUKEE</p> <p>TOM BARRETT MAYOR</p>	 <p>Tom Barrett Mayor, City of Milwaukee</p>
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The decision to craft state legislation allowing for mayoral leadership of MPS is about one thing only: creating an education system that ensures each child in Milwaukee reaches his or her full potential. Doing so is inextricably linked with growing jobs, reducing crime, and improving our quality of life in Milwaukee.

Unfortunately, the current system leaves many children struggling to meet even basic goals, particularly children of color, who comprise nearly 90% of the more than 85,000 MPS students. Students should graduate from MPS ready to compete in the global economy, but that will not happen as long as we are not even outperforming Mississippi or Alabama.

We have great teachers and tremendous community support. This is not about the failure of any individual, but the failure of the current system to provide the stability and accountability required for success. Our children cannot continue waiting for efforts to tweak this flawed system – we must seek a dramatically different path.

After listening to President Obama's education reform priorities and many conversations with education leaders locally and nationally, Governor Doyle, State Superintendent Evers and I are convinced that a change in governance provides the best opportunity to achieve the success our students deserve. Mayoral governance will allow us to:

- 1) **Attract the best possible superintendent.** Superintendents driven to make significant change need to know that they will have the time and support necessary to implement a coherent strategy for success. I have heard from numerous experts that a governance structure that provides stability and does not require constantly having to negotiate support for each policy initiative is critical.
- 2) **Maximize federal resources necessary to drive reform.** President Obama has made it clear that federal education dollars will be tied to bold reforms linked to academic outcomes. US Secretary of Education Arne Duncan has stated clearly that he believes mayoral governance is essential to reform. This is not only true for the \$4 billion in Race to the Top funds, but will likely continue to be true for future federal education dollars.
- 3) **Attract State and Local dollars.** Mayors work closely with the State, private sector and local foundations on various issues and can use that experience to direct more funding into classrooms. I was able to work with legislators to lower the property tax impact of the Milwaukee Parental Choice Program by over \$18 million annually.
- 4) **Ensure Stability and Focus.** There have been seven different board presidents in less than a decade. This type of turnover results in new initiatives constantly being introduced, often to be dismissed or never fully implemented. This wastes our teachers' time and talent – without guaranteeing results.
- 5) **Clearly Define Accountability.** Finger-pointing is facilitated by the current system where the board and administration can shift blame for initiatives that do not work. Under a mayoral system, voters know who to hold accountable.
- 6) **Ensure Diversity.** As I have demonstrated with my cabinet selections, it is critical that the appointed board reflect diversity both racially and in expertise.

Governance change alone is not enough. My key priorities will include:

- 1) **Closing the Racial achievement gap.** It is alarming that we are failing our students of color to a greater extent than any other state. We must ensure our educational strategies are based on research that demonstrates success for ALL students, and engage the community on the importance of education. In

New York, the black/white achievement gap narrowed 12.5 percentage points in math and 6.4 points in reading since switching to mayoral governance.

2) Ensuring Accountability - fiscal and academic. The McKinsey Report spurred some change in the district's financial management, but much needs to be done to ensure that we get every possible dollar into the classroom. Evidence exists that the district lacks a performance management system to ensure that initiatives are implemented appropriately and fully.

3) Attracting Quality Teachers. As the husband of an MPS teacher, I know that teachers are the key to success. I will meet with teachers regularly to ensure we find innovative ways to attract the best. We are working with the Milwaukee Teachers Union on strategies to solicit teacher input.

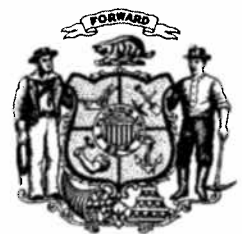
4) Responding to parents. I will ensure that parents have someone to communicate their concerns to who is empowered to respond to their needs.

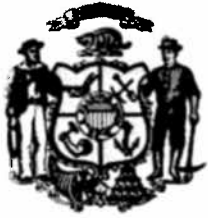

5) Replicating what works. We absolutely must know what initiatives are working in MPS to focus our resources appropriately. There is support to establish an external entity to research and provide feedback to stakeholders on all major MPS initiatives, similar to a model at the University of Chicago.

Keeping the status quo is the path of least resistance, but it is also the path that is failing our students. The stakes are too high and I am determined to do the right thing for our children and community.



WISCONSIN STATE LEGISLATURE



	<p style="text-align: center;">STATE OF WISCONSIN</p> <p style="text-align: center;">JIM DOYLE GOVERNOR</p>	<p style="text-align: center;">CITY OF MILWAUKEE</p> <p style="text-align: center;">TOM BARRETT MAYOR</p>	 <p style="text-align: center;">Tom Barrett Mayor, City of Milwaukee</p>
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"Keeping the status quo is the path of least resistance, but it is also the path that is failing our students. The stakes are too high and I am determined to do the right thing for our children and community"

– Mayor Tom Barrett

The Need for a Bold Change with in Milwaukee Public Schools (MPS)

Education is critical to economic development and job creation. Unfortunately, only 20% of Milwaukee's workforce has a four year degree and the racial gap in education level is significant - 30% of the white workforce has a four year degree compared to only 10% of the African American workforce.¹

We need to turn around the achievement gap in our school system if we want to address the attainment gap in the workforce. Based on the most recently available national comparison, Wisconsin has the largest Black/White achievement gap of any state in the country.

The outcomes in MPS, the state's largest district with a roughly 90% minority population, must improve in order to reduce that gap. Current educational outcomes in MPS are unacceptable:

- More than 70% of MPS 10th graders are not proficient in Math.
- More than 60% of MPS 10th graders are not proficient in Reading.
- Graduation rates are improving but still lag behind the statewide average.
- 4 of every 5 graduates who go on to UW-Milwaukee from MPS require remedial classes
- Of MPS graduates from 2005-2007, only 39% enrolled in a post-secondary program within a year of graduation, compared to 48% of Chicago Public School graduates in 2006.²
- The McKinsey Report highlights several examples of fiscal inefficiencies that keep vital resources from getting into the classroom where they belong.

Milwaukee has many great teachers and a committed community, and our students should be able to compete globally. Governor Doyle and Mayor Barrett are committed to seeing that every student that enters MPS reaches his or her full potential. The stakes have never been higher for the city and the state.

Mayor Barrett's Priorities Under a Changed System

- To get the strongest superintendent possible to lead our schools into a more secure future – one who is empowered to make the changes necessary to improve classroom performance.
- To ensure accountability at all levels – the classroom, the schoolhouse and MPS Central Office.
- To close the racial achievement gap.
- To respond to parents' needs and bring the entire spectrum of resources – public, private and non-profit – to Milwaukee families who want to achieve educational success.
- To attract and retain quality teachers and get teachers the support they need to succeed.
- To replicate what has been proven to work in urban educational reform – based on quality research

Benefits of Mayoral Governance Relative to the Current System:

The decision to move toward mayoral governance is not about the failure of any individual or program, but the failure of the system. Under the current system:

¹ <http://www.milwaukeeerotary.com/WorkArea/showcontent.aspx?id=3260>

² http://mpspportal.milwaukee.k12.wi.us/portal/server.pt/gateway/PTARGS_0_2_52905_0_0_18/PSReport_03252009.pdf

Parents, students and taxpayers have no one to hold accountable. The MPS Board and superintendent can point fingers at each other or among board members when initiatives are not implemented or difficult decisions are pushed into the future. No sustainable governing coalition – and no sustained commitment to change – can be maintained under the current system.

Instability of leadership leads to “policy churn”. MPS has had seven different school board presidents in less than a decade. New leaders implement new policy initiatives which often are dismissed or reversed when leader emerges. The system is unfair to our teachers and wastes their talent and time.

In contrast, mayoral governance will allow taxpayers and families to:

- 1) **Clearly Define Accountability.** Under a mayoral system, voters know who to hold accountable. It is more likely to lead to a sustainable governing coalition among board members, the superintendent and the community³.
- 2) **Attract the strongest possible change agent and leader as MPS Superintendent.** Superintendents driven to make significant change need to know that they will have the time and support necessary to implement a coherent strategy for success. A governance structure that provides stability and does not require constantly having to negotiate support for each policy initiative is critical to top candidates.
- 3) **Maximize federal resources necessary to drive reform.** President Obama has made it clear that federal education dollars will be tied to bold reforms linked to academic outcomes. US Secretary of Education Arne Duncan has stated clearly that he believes mayoral governance is essential to reform. This is not only true for the \$4 billion in Race to the Top funds, but the same reforms are required for other federal dollars such as the Title I School Improvement Funds.
- 4) **Attract State and Local dollars.** Mayors work closely with the State, private sector and local foundations on various issues and can use that experience to direct more funding into classrooms. Mayor Barrett was able to work with legislators to lower the property tax impact of the Milwaukee Parental Choice Program by over \$18 million annually.
- 5) **Ensure Diversity.** Mayor Barrett and Governor Doyle have demonstrated a commitment to diversity with their leadership selections. Both understand the strength that comes from ethnic and experiential diversity, and any appointed leaders will reflect their long-standing commitment to principles of equality and inclusiveness.

Evidence of Success in Cities where Mayor Appoints Board and Superintendent:

Boston – Reforms instituted in 1993:

- Steady gains in achievement since transformation to mayoral control.
- Won Broad Prize for Urban Education in 2006 - a prestigious award honoring large urban districts that demonstrate the greatest overall achievement and improvement while reducing achievement gaps for poor and minority students.
- **Has shown particular improvement for high school students & low income students**
 - In reading, 15 percentage point increase in high school students proficient between 2003-2006.
 - In math, 11 percentage point increase in proficiency for 4th grade, 16 percentage point increase for 10th grade between 2003-2006.
 - **Low income students displayed the most growth** in math proficiency – 20 percentage point gain between 2003-2006.

³ “Mayoral Intervention: Right for Seattle Schools?” Ashley E. Watson, Paul T. Hill. Center on Reinventing Public Education, University of Washington. February, 2008

Chicago – Reforms instituted in 1995:

- 15 percentage point increase in proficiency between 2003-2006 in elementary, 14% point increase in middle school.
- In math, 18 percentage point increase in elementary school proficiency between 2003-2006

Cleveland – Reforms instituted in 1997:

- Large gains for high school students between 2004-2006:
 - In reading, 29 percentage point increase in proficiency for 10th grade students
 - In math, 38 percentage point increase in proficiency for 10th grade students

New York – Reforms instituted in July, 2002 – Mayor’s “Children First” plan unveiled Jan. 2003:

- Won Broad Prize for Urban Education in 2007 based on educational improvement between 2003-2006.
- In math, narrowed achievement gap by 12.5 percentage points/In reading, 6.4 points since 2002.
- Graduation rates increased 9 percentage points between 2002-2006.
- Increased teacher salaries 43% since 2002.
- In math, percentage of 3rd-8th graders meeting standards increased 37 percentage points, in reading, percentage increased 18.3 points
- On 2005 NAEP reading test – just a few years after the change – 57% of students achieved at or above basic level – 8 percentage points higher than peers in other large cities, and a 4% gain since 2003, the highest gain of any participating urban school district and higher than the national gain.
- On 2005 NAEP math test – 73% of 4th graders achieved at or above the basic level on the NAEP test – 5 percentage points higher than other large cities.

It should be noted that there is less evidence of success in cities where a “hybrid” (joint appointment or partially elected board) system was put in place, such as Detroit and Baltimore. Research suggests that this is because accountability remains disperse under these approaches⁴.

Recent MPS Board decisions place politics in front of kids:

- MPS Board voted to consider dissolution of the District.
- MPS Board initially voted to redirect a half million dollars for the Superintendent Search and then settled on \$250,000.

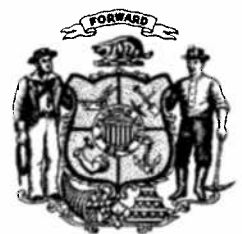
In just the past few weeks:

- MPS Board voted to redirect **another quarter million dollars** to hire private lawyers to fight any discussion of mayoral governance.
- The current Board president barred MPS staff from participating in and using MPS resources for the MPS Innovation and Improvement Advisory Council convened by the Mayor, Superintendent Evers, and Governor Doyle to help improve MPS outcomes, in response to the McKinsey Report and the District’s continued federal status as a district in need of Improvement.
- MPS Board voted to **redirect another \$300,000 from the classroom** for start up costs associated with establishing a new office in Board Governance that will shift key powers from the administration to the board. The decision was made with virtually no public debate – in fact, the notice was changed just one hour ahead of the vote to allow for public comment. The vote was criticized by both the current Superintendent and other Board members, who noted that the action will make the search for a reform-minded Superintendent only more difficult.

⁴ Mayoral Intervention: Right for Seattle Schools? pp. 21-24.



WISCONSIN STATE LEGISLATURE



*Information for Committee from
Michael Tucker*

April 10, 2009
New York Times
OP-ED CONTRIBUTOR

Mayor Bloomberg's Crib Sheet

By DIANE RAVITCH

ARNE DUNCAN, the secretary of education, has urged the nation's mayors to take control of their public schools so that they can impose radical reforms. He points to New York City as a prime example of a school system that made sharp improvements under mayoral control.

Actually, the record on mayoral control of schools is unimpressive. Eleven big-city school districts take part in the federal test called the National Assessment of Educational Progress. Two of the lowest-performing cities — Chicago and Cleveland — have mayoral control. The two highest-performing cities — Austin, Tex., and Charlotte, N.C. — do not. Mr. Duncan came to New York City last week to urge the New York State Legislature to renew the law that grants control of the New York City public schools to Mayor Michael Bloomberg. That law, passed in 2002, will expire at the end of June.

Mayoral control of the schools is not a new phenomenon in the city's history. From 1873 to 1969, the mayor appointed every single member of the Board of Education. The era of decentralization from 1969 to 2002 was an aberration, because the mayor had only two appointees on a seven-member board.

Yet no mayor has exercised such unlimited power over the public schools as Mr. Bloomberg. Previous mayors respected the independence of the board members they appointed. The present version of the board, the Panel on Education Policy, serves at the pleasure of the mayor and rubber-stamps the policies and spending practices of the Department of Education, which is run by Mayor Bloomberg and Schools Chancellor Joel Klein.

Mr. Bloomberg's allies say that the results of the current system are so spectacular that the law should be renewed without change. Secretary Duncan agrees: "I'm looking at the data here in front of me," he said while in New York. "Graduation rates are up. Test scores are up ... By every measure, that's real progress."

It sounds good, but in fact no independent source has verified such claims.

On the federal National Assessment of Educational Progress — widely acknowledged as the gold standard of the testing industry — New York City showed almost no academic improvement between 2003, when the mayor's reforms were introduced, and 2007. There were no significant gains for New York City's students — black, Hispanic, white, Asian or lower-income — in fourth-grade reading, eighth-grade reading or eighth-grade mathematics. In fourth-grade math, pupils showed

significant gains (although the validity of this is suspect because an unusually large proportion — 25 percent — of students were given extra time and help). The federal test reported no narrowing of the achievement gap between white students and minority students.

The city's Department of Education belittles the federal test scores and focuses on the assessments given by New York State. And, indeed, the state scores have soared in recent years, not only in the city but also across New York state. However, the statewide scores on the N.A.E.P. are as flat as New York City's. Our state tests are, unfortunately, exemplars of grade inflation.

The graduation rate is another area in which progress has been overstated. The city says the rate climbed to 62 percent from 53 percent between 2003 and 2007; the state's Department of Education, which uses a different formula, says the city's rose to 52 percent, from 44 percent. Either way, the city's graduation rate is no better than that of Mississippi, which spends about a third of what New York City spends per pupil.

Moreover, the city's graduation rates have been pumped up with a variety of dubious means, like "credit recovery," in which students who fail a course can get full credit if they agree to take a three-day makeup program or turn in an independent project. In addition, the city counts as graduates the students who dropped out and obtained a graduate-equivalency degree.

To further raise the graduation rate, the city does not include as dropouts any of the students who were "discharged" during their high-school years. Some discharges are legitimate, like students who moved to another school district. But many others are so-called push-outs, students who were ejected from school even though they had a legal right to be there, often because their grades and test scores were bringing down their schools' averages. The Department of Education refuses to disclose how many students are in each of these categories. We do know, however, that more than one-fifth of the members of the class of 2007, or 18,524 students, were discharged and not counted as dropouts.

Even those who manage to graduate from our high schools are often not ready for college. Three-quarters of the graduates fail their placement examinations at the City University of New York's community colleges and require remediation in basic skills. These are students who presumably passed five Regents examinations to graduate yet cannot read or write or do mathematics up to the standards of a two-year community college. This reflects as poorly on the Regents examinations as it does on the city's promotional policies.

This is not to say that Albany should eliminate mayoral control — nobody wants to return to the status quo of the '90s. However, as legislators refine the law, they should establish clear checks and balances. The mayor should be authorized to appoint an independent Board of Education, whose members would serve for a set term.

Candidates for the board should be evaluated by a blue-ribbon panel so that no mayor can stack it with friends. That board should appoint the chancellor, and his or her first responsibility must be to the children and their schools, not to the mayor.

The board should hold public meetings to review decisions before they are made final. Local school boards composed of parent leaders should oversee the schools in their districts, although they should not have any financial authority. Moreover, the school system needs a professional auditing agency to evaluate test scores and graduation rates. Claims of improvement are not credible without independent scrutiny.

Not every school problem can be solved by changes in governance. But to establish accountability, transparency and the legitimacy that comes with public participation, the Legislature should act promptly to restore public oversight of public education. As we all learned in civics class, checks and balances are vital to democracy.

Diane Ravitch, a research professor of education at New York University, is the author of "The Great School Wars: New York City, 1805-1973."
