

☞ **09hr_SC-Ed_sb0405_pt07b**



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)

Introduction

The purpose of this document is to describe the action steps and other critical elements of a compliance plan to be implemented by the Wisconsin Department of Public Instruction in its efforts to support improved results in the Milwaukee Public Schools and in conformance with the Jamie S. Settlement Agreement. The Compliance Plan is required by the Settlement Agreement to contain the following elements: (a) Annual benchmarks, as defined in section I.A., above, to be achieved by the conclusion of the plan year when appropriate; (b) Action steps to be taken to achieve the annual benchmarks; (c) Responsible staff for implementing the action steps; (d) The evidence that will be maintained to establish that the action step has been completed; (e) The approximate date by which the action step will be completed; (f) The date and method by which the results of each action step will be reported to the Independent Expert; (g) The dates which the measurement periods under section I.A. of this Agreement will include" (p. 10-11). A table format has been developed to include all the required elements. Included in the table is 'DIFI Action #' that denotes, when applicable, the reference number in the 2009-10 DPI DIFI Corrective Action Plan Compliance Requirements for Milwaukee Public Schools.

The Jamie S. Settlement Agreement specifies timelines for termination. "If after four (4) years from the date the Court approves this Agreement, MPS has not attained the Outcomes set forth in paragraphs I.A.2. and I.A.4. and if after eight (8) years from the date the Court approves this Agreement, MPS has not obtained the Outcomes set forth in paragraphs I.A.6. and I.A.8. above, the Independent Expert shall provide the Court and counsel for DRW and DPI with a written report that identifies the Outcome or Outcomes that have not been attained" (p. 14). For purposes of this compliance plan, Year 1 of the plan is the 2009-2010 school year (Year 2 = 2010-11 school year, Year 3 = 2011-12, Year 4 = 2012-13, Year 5 = 2013-14, Year 6 = 2014-15, Year 7 = 2015-16, Year 8 = 2016-17).

The Settlement Agreement emphasizes that "Fixed, annual benchmarks shall be an important part of the Compliance Plan" (p. 6). The Jamie S. Compliance Plan establishes specific, fixed annual benchmarks for Year 1 of the plan. More general fixed annual benchmarks have been set for years 2 through 8 of the plan. It is anticipated that the Jamie S. Compliance Plan will be revised each year in July, beginning in 2010 to add specific, fixed benchmarks for the coming year. It is anticipated that the parties will follow the Jamie S. Agreement regarding revisions of the compliance plan similar to that described in item I. B. 5.F. (page 10) for development of the initial plan.

Successful attainment of the Outcome Standards of the Jamie S. Settlement Agreement rests on the premise that the Wisconsin Department of Public Instruction supports and enforces the implementation of scientifically-based and effective instruction and interventions (i.e. a system of early intervening services) for all students in all schools of the Milwaukee Public School System and the efficient administration of a centralized system of accountability for process and results including the collection, analyses, and reporting of data. Attainment of outcomes for the Jamie S. Settlement Agreement is not feasible or likely unless a system of early intervening

services is present for all students in all schools. Hence this compliance plan focuses on the development of a system of early intervening services (SEIS) for all students in all schools in MPS. The overall goal of the compliance plan is compatible with the DPI's DIFI Corrective Action Requirements for MPS. In particular, DPI states in its DPI DIFI Corrective Action Compliance Requirements for Milwaukee Public Schools that the system of early intervening services (SEIS) must be approved by the Independent Expert appointed by the federal district court to carry out the *Jamie S. Settlement Agreement*. This compliance plan is structured to explicate the action steps DPI must take to ensure that MPS develops and maintains a SEIS to meet the needs of all students in all MPS schools. Hence, implementation of the DPI DIFI Corrective Action Compliance Requirements for Milwaukee Public Schools will require strict adherence to the *Jamie S. Compliance Plan*. Preliminary analysis of extant data from MPS on Outcome Standards 1 and 2 suggests that MPS may have met the requirements of the *Settlement Agreement*. If these data are verified by the Independent Expert as described later in this compliance plan, no further actions will be needed for these standards.

The Needs Assessment Report recommended a step-wise, phased implementation of the major parts of a system of early intervening services. These phases of implementation are described in Table 1.

Table 1
Phases of Implementation for a System of Early Intervening Services
in the Milwaukee Public Schools (MPS)

| | 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 | — |

Following this schedule of implementation will permit MPS to establish all the required elements of SEIS and provide the opportunity for working with individual schools which have not achieved full compliance with the Settlement Agreement by the end of 2013-14. In this manner, MPS should be able to demonstrate to the Independent Expert with verifiable data that full compliance with the Outcome Standards has been achieved by Year 7 (2015-16).

The components of the Jamie S. Compliance Plan are organized into nine parts, A through I and encompass the essential requirements related to Outcome Standards 1 through 4 of the Jamie S. Settlement Agreement and are compatible with DPI DIFI Corrective Action Compliance Requirements for Milwaukee Public Schools (DPI DIFI CAR). Generally, the Compliance Plan conceives of a semi-annual (January 15 & June 1) reporting by MPS of the results of the previous six months. The Independent Expert will review these reports and provide a written comment to the parties with findings and recommendations.

Goal 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 highly qualified teachers, and monitored for implementation integrity.

2009-2010 Benchmark 1: *DPI ensures that 50% of all MPS schools 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.*

2009-10 Benchmark 2: *DPI provides data and information specified in the Compliance Plan on January 15 and June 1 to support written reports by the Independent Expert.*

2010-2011 Benchmark 1: *DPI ensures that 100% of all MPS schools are meeting the instructional time requirements specified above for the 2010-11 school year.*

Note: Benchmarks for years 3 through 8 of the Settlement Agreement will be set in subsequent revisions of the Compliance Plan.

Jamie S. Settlement Agreement Compliance Plan for the Milwaukee Public Schools

| DIFI Action # | Action Steps | Date to be Completed | Responsible Staff | Evidence that will be maintained to demonstrate action step completion | Reporting Method | Date of Reporting |
|---------------|---|--|--|---|---|-------------------------------------|
| II. A. 1. | A-1. Instruction in reading for all students maximizing instructional time, as defined by: a) Implementing a 90-minute reading block for grades K-3 b) Implement 60 minute blocks in reading in grades 4-8 in all schools. c) Implement reading intervention courses for grades. | 50% of schools by September 9, 2009; all schools by September 9, 2010. | Thome, C.; Yahle, P.; | 1. Sample schedules from the schools listed by MPS (provided in its meeting with DPI on 9/9/09) and verified by DPI at regular intervals during the 2009-10 school year. | 1. Copies of schedules and reports of verification by DPI. | January 15, 2010; Sept. 30, 2010 |
| II. A. 1. | A-2. Instruction in reading for all students using scientific research-based curricula as defined by the comprehensive district-wide plan for literacy that is evidence-based and standards-based, well articulated across levels, uses a limited number of programs (which was part of the 2008-09 corrective action requirements), and is approved by DPI and the Independent Expert. | January 1, 2010 | Thome, C. | 1. Documentation is present stating the MPS Literacy Plan is approved by the DPI and the Independent Expert. | Semi-Annual Report to DPI & the Independent Expert on the Implementation of the MPS DIFI CAR. | January 15, 2010 |
| | A-3. Instruction in reading for all students provided by highly qualified teachers as defined by ESEA. | 2009-10 | Thome, C., Ford, D. & other appropriate MPS personnel | 1. Documentation provided to DPI that all relevant teaching staff meet state requirements as highly qualified teachers. 2. Documentation of professional development including coaching provided to schools disaggregated by teacher and by school | Semi-Annual Report to DPI & the Independent Expert | January 15, 2010; June 1, 2010. |
| | A-4. Instruction in reading for all students is monitored for implementation integrity using measures approved by the Independent Expert. | 2009-2010 | Thome, C., Ford, D. & other appropriate MPS personnel | 1. Documentation provided to DPI of participation in meetings with the Independent Expert to jointly develop implementation integrity measures for reading K-8 and procedures for data collection to begin by 2010-11. | Semi-Annual Report to DPI & the Independent Expert | January 15, 2010; June 1, 2010. |

Jamie S. Settlement Agreement Compliance Plan for the Milwaukee Public Schools

2009-2010

| DIFI Action # | Action Steps | Date to be Completed | Responsible Staff | Evidence that will be maintained to demonstrate action step completion | Reporting Method | Date of Reporting |
|---------------|---|---|---|---|--|---------------------------------|
| II. A. 3 | A-5. Instruction in mathematics for all students using scientific research-based curricula based on state standards, Continue implementation of a district-wide plan for mathematics instruction that uses a limited number of programs approved by the Independent Expert as part of the MPS System of Early Intervening Services. | 2009 -2010 | Thome, C.; & other appropriate MPS personnel | 1. Documentation of the specific programs used and a written report by DPI that such programs meet state standards. | Semi-Annual Report to DPI & the Independent Expert | January 15, 2010; June 1, 2010. |
| | A-6. Instruction in mathematics for all students maximizing instructional time as defined by: Implement 60-minute mathematics block for grades K-3; Implement 60 minute blocks in mathematics in grades 4-8 in all schools. | 50% of schools by September 9, 2009; all schools by September 9, 2010 | Thome, C. & other appropriate MPS personnel | 1. Sample schedules from the schools listed by MPS (provided in its meeting with DPI on 9/9/09) and verified by DPI at regular intervals during the 2009-10 school year. 2. Documentation of the specific schools representing 50% of MPS implementing during the 2009-10 school year. | Copies of schedules and reports of verification by DPI. Semi-Annual Report to DPI & the Independent Expert | January 15, 2010; June 1, 2010. |
| | A-7. Instruction in mathematics for all students provided by highly qualified teachers. | 2009 -2010 | Thome, C., Ford, D. & other appropriate MPS personnel | 1. Documentation provided to DPI that all relevant teaching staff meet state requirements as highly qualified teachers. 2. Documentation of professional development provided including coaching provided to schools disaggregated by teacher and by school | Semi-Annual Report to DPI & the Independent Expert | January 15, 2010; June 1, 2010. |
| | A-8. Instruction in mathematics for all students monitored for implementation integrity with measures approved by the Independent Expert. | 2009 -2010 | Thome, C. & other appropriate MPS personnel | 1. Documentation provided to DPI of participation in meetings with the Independent Expert to jointly develop implementation integrity measures for math K-8 and procedures for data collection to begin by 2010-11. | Semi-Annual Report to DPI & the Independent Expert | January 15, 2010; June 1, 2010. |

Jamie S. Settlement Agreement Compliance Plan for the Milwaukee Public Schools

| DIFI Action # | Action Steps | Date to be Completed | Responsible Staff | Evidence that will be maintained to demonstrate action step completion | Reporting Method | Date of Reporting |
|---------------|--|----------------------|--|--|--|---------------------------------|
| | A-9. Instruction in positive behaviors for all students attending one of the initial 30 schools implementing PBIS during the 2009-10 school year based on standards that conform to concepts consistent with Positive Behavior Intervention and Support (www.PBIS.org) and are approved by the Independent Expert. | 2009 -2010 | Dorsey, J. & other appropriate MPS personnel | For the 30 schools' implementing PBIS, MPS will provide: 1. Data equivalent to the SWIS for each of the 30 schools 2. Data from EBS measures collected at each of the 30 schools | Semi-Annual Report to DPI & the Independent Expert | January 15, 2010; June 1, 2010. |
| | A-10. Instruction in positive behaviors for all students attending one of the initial 30 schools implementing PBIS during the 2009-10 school year maximizing instructional time. | 2009 -2010 | Dorsey, J. & other appropriate MPS personnel | For the 30 schools implementing PBIS, MPS will provide: 1. Data reporting the number of minutes of instruction planned for instruction in positive behaviors. | Semi-Annual Report to DPI & the Independent Expert | January 15, 2010; June 1, 2010. |
| | A-11. Instruction in positive behaviors for all students attending one of the initial 30 schools implementing PBIS during the 2009-10 school year using scientific research-based curricula. | 2009 - 2010 | Dorsey, J. & other appropriate MPS personnel | For the 30 schools implementing PBIS, MPS will provide: 1. Copies of the curricula used by the 30 schools 2. Certification by a nationally recognized PBIS consultant that the curricula used meet national PBIS standards | Semi-Annual Report to DPI & the Independent Expert | January 15, 2010; June 1, 2010. |
| | A-12. Instruction in positive behaviors for all students attending one of the initial 30 schools implementing PBIS during the 2009-10 school year provided by highly qualified teachers who have been appropriately trained and coached to implement the instruction. | 2009 - 2010 | Dorsey, J. & other appropriate MPS personnel | For the 30 schools' implementing PBIS, MPS will provide: 1. Documentation of the schedules, content, and participant ratings of formal professional development supporting PBIS. 2. Documentation of the schedules of PBS coaches or similar personnel providing support to teachers and school leaders. | Semi-Annual Report to DPI & the Independent Expert | January 15, 2010; June 1, 2010. |

¹ Note for II.A-9 through II.A.13: MPS has a preexisting plan to implement PBIS in 30 school sites in 2009-2010. The Compliance Plan recognizes this effort by MPS as an introductory effort that should proceed but not in any way ignore the requirement for implementation in all MPS schools according to Table 1. Year 2009-10 Compliance Plan – Final version submitted to Court

Jamie S. Settlement Agreement Compliance Plan for the Milwaukee Public Schools

2009-2017

| DIFI Action # | Action Steps | Date to be Completed | Responsible Staff | Evidence that will be maintained to demonstrate action step completion | Reporting Method | Date of Reporting |
|---------------------|--|----------------------|--|--|--|---------------------------------|
| | A-13. Instruction in positive behaviors for all students attending one of the initial 30 schools implementing PBIS during the 2009-10 school year monitored for implementation integrity. | 2009 - 2010 | Dorsey, J. & other appropriate MPS personnel | For the 30 schools implementing PBIS, MPS will provide: 1. Copies of all Benchmarks of Quality (BoQ) or similar measures approved by the Independent Expert 2. Copies of all School-wide Evaluation Tool (SET) or similar measures approved by the Independent Expert | Semi-Annual Report to DPI & the Independent Expert | January 15, 2010; June 1, 2010. |
| II. A. 4. II. C. | A-14. Develop a district-wide assessment policy and system which includes standards-based formative benchmarks, and summative assessments that allow analyses and reporting at the student, classroom, and school levels for literacy, numeracy, and behavior. | January 1, 2010 | Lindsey, D. | 1. Documentation provided to DPI of participation in meetings with the Independent Expert to jointly develop a district-wide assessment policy. 2. Documentation provided to DPI of participation in meetings with the Independent Expert to jointly develop a district-wide assessment system for assessing standards-based 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 to be implemented at the beginning the 2010-11 school year and each school year thereafter. 3. Documentation provided to DPI of participation in meetings with the Independent Expert to jointly develop a district-wide assessment system for assessing standards-based formative benchmarks, and summative assessments that allow analyses and reporting at | Semi-Annual Report to DPI & the Independent Expert | January 15, 2010; June 1, 2010. |

Jamie S. Settlement Agreement Compliance Plan for the Milwaukee Public Schools



| DIFI Action # | Action Steps | Date to be Completed | Responsible Staff | Evidence that will be maintained to demonstrate action step completion | Reporting Method | Date of Reporting |
|---------------|--------------|----------------------|-------------------|---|------------------|-------------------|
| | | | | the student, classroom, and school levels for behavior at all schools to be implemented at the beginning the 2010-11 school year and each school year thereafter. | | |

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

2009-2010 Benchmark B-1: DPI ensures that all MPS schools collect universal screening data at least twice for literacy and numeracy for at least 95% of all students for grades K-8 during the 2009-10 school year. DPI ensures that all MPS schools collect universal screening data on behavior at least twice for at least 95% of all students for grades K-12 during the 2009-10 school year.

2009-10 Benchmark B-2: DPI ensures that MPS participates during the 2009-10 school year with the Independent Expert in the development of universal screening measures (as described in the steps below) for core subjects to be used by MPS beginning school year 2010-11. These universal screening measures must be approved by the Independent Expert.

2010-11 Benchmark B-3: DPI ensures that all MPS schools collect universal screening data at least twice for literacy, numeracy, core subjects when appropriate, and behavior for at least 95% of all students for grades K-12 during the 2010-11 school year.

Note: Benchmarks for years 3 through 8 of the Settlement Agreement will be set in subsequent revisions of the Compliance Plan.

| Action # | Action Steps | Date Due | Responsible Staff | Evidence that will be maintained to demonstrate action step completion | Results & Reporting Method | Date of Reporting |
|----------|--|-----------------|-------------------|--|--|------------------------------------|
| II. C. | B-1. 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 | January 4, 2010 | Lindsey, D.; | 1. Documentation provided to DPI of participation in meetings with the Independent Expert to jointly develop a district-wide assessment policy for universal screening. 2. Consistent with G-1, a copy of | Semi-Annual Report to DPI & the Independent Expert | January 15, 2010; June 1, 2010. |

Jamie S. Settlement Agreement Compliance Plan for the Milwaukee Public Schools

| Action # | Action Steps | Date Due | Responsible Staff | Evidence that will be maintained to demonstrate action step completion | Results & Reporting Method | Date of Reporting |
|----------|---|-------------|---|--|--|------------------------------------|
| | the district-wide implementation plan at the November, 2009 MPS/DIFI meeting. | | | the district-wide policy is provided to DPI. | | |
| II. B. | B-2. Universal screening of all K-8 students on reading conducted at least twice during the 2009-10 school year, to determine levels of need, and progress in performance in core instruction of reading. | 2009-2010 | Thome, C. Lindsey, D.; & other appropriate MPS personnel | 1. Data are reported by grade by school for number and percent of students enrolled that were screened in reading for each of the two screenings. 2. Data are reported for the performance by teacher, by grade, by school of all students screened for the two times during the 2009-10 school year. | Semi-Annual Report to DPI & the Independent Expert | January 15, 2010; June 1, 2010. |
| | B-3 Universal screening of all K-8 students on mathematics conducted at least twice during the 2009-10 school year, to determine levels of need, and progress in performance in core instruction of mathematics. | 2009-2010 | Thome, C. Lindsey, D.; & other appropriate MPS personnel | 1. Data are reported by grade by school for number and percent of students enrolled that were screened in math/numeracy for each of the two screenings. 2. Data are reported for the performance by teacher, by grade, by school of all students screened for the two times during the 2009-10 school year. | Semi-Annual Report to DPI & the Independent Expert | January 15, 2010; June 1, 2010. |
| | B-4. 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. | 2009 - 2010 | Lindsey, D. . . Thome, C. & other appropriate MPS personnel | 1. Documentation provided to DPI of participation in meetings with the Independent Expert to jointly develop 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. | Semi-Annual Report to DPI & the Independent Expert | January 15, 2010; June 1, 2010. |

Jamie S. Settlement Agreement Compliance Plan for the Milwaukee Public Schools

2009-2017

| Action # | Action Steps | Date Due | Responsible Staff | Evidence that will be maintained to demonstrate action step completion | Results & Reporting Method | Date of Reporting |
|----------|---|-------------|----------------------------|---|--|------------------------------------|
| | B-5. Universal screening of all K-12 students on behavior conducted at least twice during the 2009-2010 school year, to determine levels of need, and progress in performance in core instruction in positive behavior. | 2009 - 2010 | Dorsey, J. Lindsey, D.; | <ol style="list-style-type: none"> 1. Data are reported by teacher or reporting person, by grade, by school for number and percent of students enrolled that were screened in behavior (attendance and referrals to the office) for each of the two screenings. 2. Data are reported for the performance by teacher, by grade, by school of all students screened for the two times during the 2009-10 school year. 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 a school day. | Semi-Annual Report to DPI & the Independent Expert | January 15, 2010; June 1, 2010. |
| | B-6. Review attendance and office referral data by teacher by grade three times annually for all MPS students in all MPS schools (K-12) beginning October, 2009 to determine students in need of intervention. | | | <ol style="list-style-type: none"> 1. 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. 2. Documentation of the names and numbers of students at each school determined at-risk using the MPS procedure. For purpose of these analyses, data on referrals to the office will include by individual student, analyses of suspensions, calls to the police, and calls to parents to pick up their child from school before the end of a school day. | Semi-Annual Report to DPI & the Independent Expert | January 15, 2010; June 1, 2010. |

Jamie S. Settlement Agreement Compliance Plan for the Milwaukee Public Schools

2009-2017

| Action # | Action Steps | Date Due | Responsible Staff | Evidence that will be maintained to demonstrate action step completion | Results & Reporting Method | Date of Reporting |
|----------|--|----------|-------------------|--|---|---|
| | B-7. Establish a database, as part of universal screening that reports annually on students retained in grade from previous school year. | | | 1. Provide a description of the process by which these data will be derived annually. 2. Provide a report for the current school year of students retained in grade from previous school year (2008-09) by student name, by grade, by school. | Report to DPI and to the Independent Expert | November 15, 2009 and annually on 9/1 thereafter. |

Note: Attendance is defined as attending school for a full school day. For reporting and analyses, partial day absence or truancy is considered absent from school.

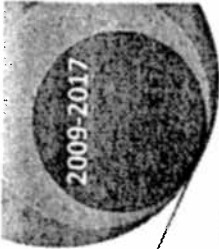
Goal C: Scientific research-based interventions (small group and customized) for reading, mathematics, and positive behavior are provided to students based on measured relative need and implemented with measured integrity.

2009-2010 Benchmark C-1: DPI ensures that MPS participates with the Independent Expert in the identification of evidence-based interventions for reading, mathematics, and positive behaviors that can be used at Tier 2 of a system of early intervening services. These interventions will be used by some MPS schools and supported by professional development, measures of implementation integrity and reported using the MPS Data System. These interventions for positive behavior will be used, when determined needed according to a system of early intervening services approved by the Independent Expert, in all schools K-12 in school year 2011-12. These interventions for reading and mathematics will be used when determined needed according to a system of early intervening services approved by the Independent Expert, in all schools K-8 in school year 2011-12.

2009-10 Benchmark C-2: DPI ensures that MPS works with the Independent Expert to identify the required data elements (student performance and implementation integrity) of a district-wide system to collect intervention data and design a system that collects, analyzes, and reports to teachers, families, school leaders, central services, and DPI. Such a system should be functional by June 30, 2010 and capable of expansion in subsequent years of the Settlement Agreement.

Note: Benchmarks for years 2 through 8 of the Settlement Agreement will be set in subsequent revisions of the Compliance Plan.

Jamie S. Settlement Agreement Compliance Plan for the Milwaukee Public Schools



| Action # | Benchmark Action Steps | Date Due | Responsible Staff | Evidence that will be maintained to demonstrate action step completion | Results & Reporting Method | Date of Reporting |
|----------|---|-------------|-------------------|---|--|---------------------------------|
| II. C. | C-1. Scientific research-based interventions (small group and customized) for reading are identified for students based on measured relative need that meet standards for evidence-based interventions and can be implemented with integrity by all MPS schools during or before 2013-14. | See Table 1 | Thome, C. | <ol style="list-style-type: none"> Documentation provided to DPI of participation in meetings with the Independent Expert to jointly identify interventions (Tiers 2 & 3) in reading to be used by all schools following the schedule noted in Table 1. A list is provided to DPI describing the specific interventions, the specific area of student need these intervention addresses, the evidence supporting its use, the implementation integrity measure, and the professional development needed to support its use. | Semi-Annual Report to DPI & the Independent Expert | January 15, 2010; June 1, 2010. |
| | C-2. Scientific research-based interventions (small group and customized) for mathematics identified that meet standards for evidence-based interventions and can be provided to students based on measured relative need and implemented with integrity during or before 2013-14. | See Table 1 | Thome, C.; | <ol style="list-style-type: none"> Documentation provided to DPI of participation in meetings with the Independent Expert to jointly identify interventions (Tiers 2 & 3) in mathematics following the schedule noted in Table 1. A list is provided to DPI describing the specific interventions, the specific area of student need these intervention addresses, the evidence supporting its use, the implementation integrity measure, and the professional development needed to support its use. | Semi-Annual Report to DPI & the Independent Expert | January 15, 2010; June 1, 2010. |

Jamie S. Settlement Agreement Compliance Plan for the Milwaukee Public Schools

| Action # | Benchmark Action Steps | Date Due | Responsible Staff | Evidence that will be maintained to demonstrate action step completion | Results & Reporting Method | Date of Reporting |
|-----------|--|-------------|--|---|--|----------------------------------|
| | C-3. Scientific research-based interventions (small group and customized) positive behavior are identified that meet standards for evidence-based interventions and can be provided to students based on measured relative need and implemented with integrity during or before 2013-14. | See Table 1 | Dorsey, J.; | <ol style="list-style-type: none"> Documentation provided to DPI of participation in meetings with the Independent Expert to jointly identify interventions (Tiers 2 & 3) in behavior to be used by all schools beginning the 2012-13 (Tier 2) and 2013-14 (Tier 3) school years. A list is provided to DPI describing the specific interventions, the specific area of student need these intervention addresses, the evidence supporting its use, the implementation integrity measure, and the professional development needed to support its use. | Semi-Annual Report to DPI & the Independent Expert | January 15, 2010; June 1, 2010. |
| II. C. 1. | C-4. Collect and report summer school with mathematics focus attendance. C-5. Collect and report summer school with reading focus attendance. | | Thome, C.; Schroeder, S. Thome, C.; Schroeder, S. | <ol style="list-style-type: none"> The schedule and staffing of each summer school session for each school is reported to DPI. The schedule and staffing of each summer school session for each school is reported to DPI. | Report of the number of student days that each student attended summer school. Report of the number of student days that each student attended summer school. | August 1, 2010 August 1, 2010 |

Goal D: Progress monitoring (two measures - performance and implementation integrity) for interventions that yield reliable and valid measures is used by all MPS schools to determine the needed level of intensity of service, degree of implementation integrity, and effectiveness of each specific intervention.

2009-2010 Benchmark D-1: DPI ensures that MPS participates with the Independent Expert in the identification of appropriate practices in progress monitoring of tiers 2 and 3 interventions in literacy, numeracy, and behavior. These progress monitoring practices will be used, when appropriate, in all schools during or before school year 2013-14 as specified in Table 1.

Note: Benchmarks for years 2 through 8 of the Settlement Agreement will be set in subsequent revisions of the Compliance Plan.

| Action # | Benchmark Action Steps | Date Due | Responsible Staff | Evidence that will be maintained to demonstrate action step completion | Results & Reporting Method | Date of Reporting |
|----------|---|----------|---|--|--|------------------------------------|
| II. D. | D-1. Progress monitoring practices (two measures - performance and implementation integrity) are identified for interventions that yields reliable and valid measures used by each and all MPS schools to determine needed level of intensity of service. | | Lindsey, D. & other appropriate MPS personnel | 1. Documentation provided to DPI of participation in meetings with the Independent Expert to jointly identify progress monitoring practices (Tiers 2 & 3) determine needed level of intensity of service. 2. A document is provided to DPI describing the specific progress monitoring practices 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. | Semi-Annual Report to DPI & the Independent Expert | January 15, 2010; June 1, 2010. |

Jamie S. Settlement Agreement Compliance Plan for the Milwaukee Public Schools

| Action # | Benchmark Action Steps | Date Due | Responsible Staff | Evidence that will be maintained to demonstrate action step completion | Results & Reporting Method | Date of Reporting |
|----------|--|----------|---|--|--|------------------------------------|
| | D-2. Progress monitoring practices (two measures – performance and implementation integrity) are identified for interventions that yields reliable and valid measures used by each and all MPS schools to determine degree of implementation integrity. | | Lindsey, D. & other appropriate MPS personnel | 1. Documentation provided to DPI of participation in meetings with the Independent Expert to jointly identify progress monitoring practices (Tiers 2 & 3) determine needed level of intensity of service. 2. A document is provided to DPI describing the specific progress monitoring practices and how these practices address 'degree of implementation integrity,' the evidence supporting its use, the implementation integrity measure, and the professional development needed to support its use. | Semi-Annual Report to DPI & the Independent Expert | January 15, 2010; June 1, 2010. |
| | D-3. Progress monitoring practices (two measures – performance and implementation integrity) are identified for interventions that yields reliable and valid measures used by each and all MPS schools to determine effectiveness of each specific intervention. | | Lindsey, D. & other appropriate MPS personnel | 1. Documentation provided to DPI of participation in meetings with the Independent Expert to jointly identify progress monitoring practices (Tiers 2 & 3) determine needed level of intensity of service. 2. A document is provided to DPI describing the specific progress monitoring practices and how these practices address 'effectiveness of the intervention', the evidence supporting its use, the performance measure, and the professional development needed to support its use. | Semi-Annual Report to DPI & the Independent Expert | January 15, 2010; June 1, 2010. |

Goal 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 SEIS, and measures the involvement of families over time is operational in every MPS school.

Benchmark 2009-2010 E-1: DPI requires MPS to 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 in the second semester of 2009-2010.

Note: Benchmarks for years 2 through 8 of the Settlement Agreement will be set in subsequent revisions of the Compliance Plan.

| Action # | Benchmark Action Steps | Date Due | Responsible Staff | Evidence that will be maintained to demonstrate action step completion | Results & Reporting Method | Date of Reporting |
|----------|---|------------------|--|---|--|---------------------------------|
| II. E. | E-1. MPS develops with the Independent Expert a plan to disseminate information about its system of early intervening services to be provided, how parents, families, and community are to be involved with school personnel in designing those services, and how families and communities will be informed about specific services being provided and the results of those services. E-2. Parent/family involvement efforts of school personnel at each school solicit input for continuous improvements in each school's SEIS. Each school will solicit input, at a minimum, conforming to a process approved by the Independent Expert. | January 15, 2010 | Dorsey, J.; Terrell, A. & Anderson, P. | 1. Documentation exists and is reported to DPI of participation in meetings with the Independent Expert to develop a dissemination plan. 2. A written plan exists and is provided to DPI. | Semi-Annual Report to DPI & the Independent Expert | January 15, 2010; |
| | | June 15, 2010, | Dorsey, J.; Terrell, A. & Anderson, P. | 1. Documentation exists and is reported to DPI by school within MPS of the efforts by school personnel to solicit parent/family input for continuous improvements of a school's SEIS, conforming to a process approved by the Independent Expert. | Semi-Annual Report to DPI & the Independent Expert | January 15, 2010; June 1, 2010. |

Jamie S. Settlement Agreement Compliance Plan for the Milwaukee Public Schools

| Action # | Benchmark Action Steps | Date Due | Responsible Staff | Evidence that will be maintained to demonstrate action step completion | Results & Reporting Method | Date of Reporting |
|----------|--|----------------|--|---|--|---------------------------------|
| | E-3. Community involvement efforts of school personnel actively involve the community in the operation of SEIS. | June 15, 2010, | Dorsey, J.; Terrell, A. & Anderson, P. | 1. Documentation exists and is reported to DPI by school within MPS of the efforts by school personnel to solicit community input for the operation of a school's SEIS, conforming to a process approved by the Independent Expert. | Semi-Annual Report to DPI & the Independent Expert | January 15, 2010; June 1, 2010. |
| | E-4. Parent/family/community involvement efforts of school personnel that increase the measured involvement based on the six Family Involvement Standards of families over time. | June 15, 2010, | Dorsey, J.; Terrell, A. & Anderson, P. | 1. Documentation exists and is reported to DPI by school within MPS of the efforts by school personnel to increase the measured involvement of parents/families in a school's SEIS, conforming to a process approved by the Independent Expert. | Semi-Annual Report to DPI & the Independent Expert | January 15, 2010; June 1, 2010. |

Goal F Professional development for educators is based on National Staff Development Council Standards including measured needs of the school that ensure improvement in student performance.

Benchmark 2009-2010 F-1: DPI requires MPS to 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.

Benchmark 2009-10 F-2: DPI requires MPS to 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.

Benchmark 2009-2010 F-3: DPI requires MPS to provide 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 as described in the Needs Assessment Report.

Note: Benchmarks for years 2 through 8 of the Settlement Agreement will be set in subsequent revisions of the Compliance Plan.

Jamie S. Settlement Agreement Compliance Plan for the Milwaukee Public Schools

2009-2017

| Action # | Benchmark Action Steps | Date Due | Responsible Staff | Evidence that will be maintained to demonstrate action step completion | Results & Reporting Method | Date of Reporting |
|----------|---|--|--|--|--|---|
| II. F. | F-1. MPS designates a single central services staff person to direct all professional development activities in MPS. F-2. MPS develops a Professional Development Plan for educators based on National Staff Development Council Standards that ensures that staff of all MPS schools to have the capacity to consistently collect and report attendance and office disciplinary referral data using a standard district definition. F-3. MPS develops a Professional Development Plan for educators based on National Staff Development Council Standards that prepares staff of all MPS schools to collect universal screening data. F-4. MPS develops a Professional Development Plan for educators based on National Staff Development Council Standards that prepares staff to all MPS schools analyze universal screening data and use the data to effectively modify instruction. | 10/1/09 2009-10 2009-2010 2009-2010 | MPS Superintendent Thome, C., Weatherall- Jones, T.; & Lindsey, D. Thome, C., Weatherall- Jones, T.; & Lindsey, D. Thome, C., Weatherall- Jones, T.; & Lindsey, D. | 1. Documentation of appointment exists and is provided to DPI. 1. MPS provides DPI with a written plan. 2. MPS provides DPI with documentation of professional development provided including coaching provided to schools disaggregated by teacher and by school. 1. MPS provides DPI with a written plan. 2. MPS provides DPI with documentation of professional development provided including coaching provided to schools disaggregated by teacher and by school. 1. MPS provides DPI with a written plan. 2. MPS provides DPI with documentation of professional development provided including coaching provided to schools disaggregated by teacher and by school. | DPI provides documentation to the Independent Expert Semi-Annual Report to DPI & the Independent Expert Semi-Annual Report to DPI & the Independent Expert Semi-Annual Report to DPI & the Independent Expert | November 1, 2009 January 15, 2010; June 1, 2010. January 15, 2010; June 1, 2010. January 15, 2010; June 1, 2010. |

Goal G: Educational leadership at the central services and local school level 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.

Benchmark 2009-2010 G-1: DPI directs MPS to develop by January 4, 2010 a comprehensive, district-wide policy directing all

Jamie S. Settlement Agreement Compliance Plan for the Milwaukee Public Schools

schools to implement universal screening in literacy, numeracy and behavior for all students according to the schedule specified in Table 1.

Benchmark 2009-10 G-2: DPI directs MPS to establish 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 specified in Table 1.

Benchmark 2009-2010 G-3: DPI requires MPS to establish Central Services procedures by April 10, 2010 to ensure that schools failing to meeting 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.

Benchmark 2009-2010 G-4: DPI requires MPS to develop 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 (described in the Needs Assessment Report) according to the schedule specified in Table 1.

Note: Benchmarks for years 2 through 8 of the Settlement Agreement will be set in subsequent revisions of the Compliance Plan.

| Action # | Action Steps | Date Due | Responsible Staff | Evidence that will be maintained to demonstrate action step completion | Results & Reporting Method | Date of Reporting |
|----------|--|------------------|---|---|--|-------------------|
| II. G. | G-1. MPS develops a comprehensive, district-wide policy directing all schools to implement universal screening in literacy, numeracy and behavior for all students. G-2. MPS establishes procedures for the direct supervision all MPS principals and school leaders to ensure universal screening in literacy, numeracy and behavior is implemented for 95% or more of all MPS students in all MPS schools according to MPS timelines. Such procedures should include consequences for failure of a principal/school leader to fully | January 4, 2010. | Staum, M. & other appropriate MPS personnel | 1. Consistent with B-1, a copy of the MPS district-wide policy is provided to DPI. | Semi-Annual Report to DPI & the Independent Expert | January 15, 2010. |
| | | January 4, 2010 | Staum, M. & other appropriate MPS personnel | 1. Consistent with B-1, a copy of the MPS district-wide procedures for direct supervision is provided to DPI. | Semi-Annual Report to DPI & the Independent Expert | January 15, 2010. |

Jamie S. Settlement Agreement Compliance Plan for the Milwaukee Public Schools

2009-2017

| Action # | Action Steps | Date Due | Responsible Staff | Evidence that will be maintained to demonstrate action step completion | Results & Reporting Method | Date of Reporting |
|----------|--|----------------|---|--|--|-------------------|
| | implement the procedure. | | | | | |
| | G-3. MPS establishes Central Services procedures 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. | April 10, 2010 | Staum, M. & other appropriate MPS personnel | A copy of the MPS district-wide policy that describes the procedures to ensure that schools failing to meet universal screening expectations implement a Plan of Rapid Compliance is provided to DPI. A copy of the form to be used to document the Plan of Rapid Compliance is provided to DPI. | Semi-Annual Report to DPI & the Independent Expert | June 1, 2010. |
| | G- 4. MPS develops 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 in the Needs Assessment Report and in Table 1. | June 30, 2010 | Staum M. & other appropriate MPS personnel | 1. Documentation of meetings during 2009-10 with the Independent Expert to develop a district-wide plan for SEIS. 2. A copy of the MPS Plan for SEIS approved by the Independent Expert is provided to DPI. | Special Report to DPI & the Independent Expert | June 30, 2010. |

Goal H. MPS meets the requirement of Outcome Standard 1. As measured during a twelve (12) month period as designated in the Compliance Plan, ninety-five percent (95%) of MPS students initially referred for evaluation in each MPS school, will have their initial evaluation completed within the time limits included in chapter 115 of the Wisconsin Statutes, as amended, unless there is evidence of a valid extension; and the level of compliance identified in I.A.2.a. is maintained during the subsequent twelve (12) month period.

General Procedure: The Data Needs Assessment Report determined that there was "a high degree of confidence that data collected and reported in this area [data collected and reported by MPS in the area of Initial Evaluation Timelines] are valid and reliable" (*Milwaukee Public Schools Needs Assessment Report In Partial Fulfillment of Requirements of the Jamie S. Settlement Agreement*, 8/12/2009, p. 32). Building upon this determination the Timely Initial Evaluations Verification Procedures has two purposes. The first

purpose is to review the data for the past two school year periods (2007-08 and 2008-09) to identify school sites with timely initial evaluation completion rates of less than 95%. At the same time the data on the actual number of evaluations completed, the total number of evaluations exceeding the 60 day timeline, and those exceeding the 60 day timeline that were categorized as late will be examined. From those data individual cases of "late" evaluations will be examined to determine whether any patterns of systemic noncompliance could be identified.

The second purpose of this verification procedure is to determine whether substantial compliance can be established for schools with less than 20 initial evaluations during a year. Schools with less than 20 initial evaluations during a year cannot numerically reach the 95% standard. The method to be used for this verification activity is to –

1. Examine the *Eligibilities Detail Report* to each child with an evaluation categorized as "over timeline late" from 7/1/2007 to 6/30/2008 and 7/1/2008 to 6/30/2008.
2. Determine the number of days over the state timeline.
3. For cases that were that are 5 days or less days "over timeline late," determine whether evidence of the four unforeseen circumstances described below prevented a timely evaluation:
 - a. illness of child or parent
 - b. Public health (i.e. Swine Flu)
 - c. School Safety (i.e. Pipes burst)
 - d. Natural Disaster (i.e. Snow, fire)

Note: This procedure for Goal H was implemented in August, 2009. A report documenting the results will be provided to the parties by September 17, 2009. If the findings of the verification process do not meet Outcome Standard 1, the Independent Expert will develop with DPI a compliance plan.

Goal I. MPS meets the requirement of Outcome Standard 2. As measured during a twelve (12) month period as designated in the Compliance Plan, ninety-five percent (95%) of all initial IEP team meetings in each MPS school, of MPS students who have not previously received special education shall demonstrate one of the following: (i) the participation of at least one of the student's parents or guardians at the initial IEP team meeting; or (ii) where no parent or guardian attends the initial IEP team meeting, MPS establishes that it made reasonable attempts to ensure the parent's or guardian's participation at the meeting by satisfying measurable criteria established in the Compliance Plan; and the level of compliance identified in paragraph I.A.4.a. is maintained during the subsequent twelve (12) month period.

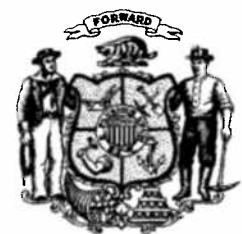
General Procedure: The Data Needs Assessment Report determined that there was “a high degree of confidence that data collected and reported in this area [data collected and reported by MPS in the area of Parent Participation in the Initial IEP meeting] are valid and reliable” (*Milwaukee Public Schools Needs Assessment Report In Partial Fulfillment of Requirements of the Jamie S. Settlement Agreement*, 8/12/2009, p. 32)

The Independent Expert will develop a protocol for verification of the data reported by MPS for Outcome Standard 2 including direct contacts with a sample of families. The sample will be stratified to include parents who attended in person, via other means, and those who did not attend. MPS has agreed to provide a list of parents and contact information to be used by consultants hired by the Independent Expert in verifying participation in initial IEPs. The data collection is planned for late September through October, 2009. A report of the findings is anticipated by December 1, 2009. If the findings of the verification process do not meet Outcome Standard 2, the Independent Expert will develop with DPI a compliance plan.

This Jamie S. Compliance Plan is intended to provide specific details for action steps to be taken during the 2009-10 school year and commit to phases of implementation that will be revised annually. It is anticipated that a close working relationship with DPI and MPS will ensure that subsequent revisions of the compliance plan describing work to be completed in future years will be completed before the beginning of school and will smoothly integrate with other efforts to support MPS in getting better results for students and their families.



WISCONSIN STATE LEGISLATURE



The Enduring Challenge of Concentrated Poverty in America:

Case Studies from Communities Across the U.S.



Added to the
Legislative Reference
Bureau's Legal Library
Collection.

MPA
Mary Glass
414/1610-1044

The Enduring Challenge of Concentrated Poverty in America:

Case Studies from Communities Across the U.S.

A JOINT PROJECT OF THE COMMUNITY AFFAIRS OFFICES OF THE FEDERAL RESERVE SYSTEM AND THE METROPOLITAN POLICY PROGRAM AT THE BROOKINGS INSTITUTION



COMMUNITY AFFAIRS
Supporting Community & Economic Development

B Metropolitan Policy Program
at BROOKINGS

The Enduring Challenge of Concentrated Poverty in America:

Case Studies from Communities Across the U.S.

EDITORS

David Erickson, Federal Reserve Bank of San Francisco
Carolina Reid, Federal Reserve Bank of San Francisco
Lisa Nelson, Federal Reserve Bank of Cleveland
Anne O'Shaughnessy, Federal Reserve Bank of Cleveland
Alan Berube, Brookings Institution

AUTHORS AND RESEARCHERS

Alan Berube, Brookings Institution
Jeremiah Boyle, Federal Reserve Bank of Chicago
Ana Cruz-Taura, Federal Reserve Bank of Atlanta
Naomi Cytron, Federal Reserve Bank of San Francisco
Wenhua Di, Federal Reserve Bank of Dallas
Kelly Edmiston, Federal Reserve Bank of Kansas City
David Erickson, Federal Reserve Bank of San Francisco
Ellen Eubank, Federal Reserve Bank of St. Louis
Jeff Gatica, Federal Reserve Bank of Cleveland
Sandy Gerber, Federal Reserve Bank of Minneapolis
Dan Gorin, Federal Reserve Board of Governors
DeAnna Green, Federal Reserve Bank of Boston
Michael Grover, Federal Reserve Bank of Minneapolis
Elizabeth Kneebone, Brookings Institution
Matt Lambert, Federal Reserve Board of Governors
Jessica LeVeen Farr, Federal Reserve Bank of Atlanta
Roy Lopez, Federal Reserve Bank of Dallas

Courtney Anderson Mailey, Federal Reserve Bank
of Richmond
Carl Neely, Federal Reserve Bank of Richmond
Lisa Nelson, Federal Reserve Bank of Cleveland
Harriet Newburger, Federal Reserve Bank of Philadelphia
Yazmin Osaki, Federal Reserve Bank of New York
Carolina Reid, Federal Reserve Bank of San Francisco
Keith Rolland, Federal Reserve Bank of Philadelphia
Anita Sands, ARI Planning & Research, Inc.
Steven Shepelwich, Federal Reserve Bank of Kansas City
Alexandra Forter Sirota, Federal Reserve Bank of New York
Sibyl Slade, Federal Reserve Bank of Atlanta
Elizabeth Sobel, Federal Reserve Bank of Dallas
John Wackes, Federal Reserve Bank of Philadelphia
Sue Woodrow, Federal Reserve Bank of Minneapolis
Roger Zalneraitis, Federal Reserve Bank of Kansas City

The views expressed herein are those of the editors and individual case study authors. These views are not necessarily those of the Federal Reserve Banks, the Federal Reserve System, or the Brookings Institution.

Copyright © 2008 by the Federal Reserve System and the Brookings Institution.

Printed October 2008 by the Federal Reserve Bank of Richmond.

All rights reserved. This publication, in part or entirely, may not be reproduced, stored, or transmitted in any manner without permission from the editors or individual case study authors. (See <http://www.frbsf.org/cpreport>)

ISBN 978-0-615-25428-9.

To learn more about the activities of the Federal Reserve System's Community Affairs Offices, go to a specific Federal Reserve Bank's website or to <http://federalreserve.gov>. To learn more about the Brookings Institution's Metropolitan Policy Program, go to <http://www.brookings.edu/metro>.

Table of Contents

TABLE OF CONTENTS

| | |
|---|-----|
| ABOUT THIS STUDY | 1 |
| CONCENTRATED POVERTY IN AMERICA: AN OVERVIEW | 3 |
| by Alan Berube, Brookings Institution | |
| INTRODUCTION TO THE CASE STUDIES | 21 |
| by Carolina Reid, Federal Reserve Bank of San Francisco | |
| CASE STUDIES | |
| Fresno, California: the West Fresno neighborhood | 25 |
| by Naomi Cytron, Federal Reserve Bank of San Francisco | |
| Cleveland, Ohio: the Central neighborhood | 35 |
| by Lisa Nelson, Federal Reserve Bank of Cleveland | |
| Miami, Florida: the Little Haiti neighborhood | 47 |
| by Ana Cruz-Taura and Jessica LeVeon Farr, Federal Reserve Bank of Atlanta | |
| Martin County, Kentucky | 57 |
| by Jeff Gatica, Federal Reserve Bank of Cleveland | |
| Blackfeet Reservation, Montana | 67 |
| by Sandy Gerber, Michael Grover, and Sue Woodrow, Federal Reserve Bank of Minneapolis | |
| Greenville, North Carolina: the West Greenville neighborhood | 75 |
| by Carl Neely, Federal Reserve Bank of Richmond | |
| Atlantic City, New Jersey: the Bungalow Park/Marina District area | 83 |
| by Harriet Newburger, John Wackes, and Keith Rolland, Federal Reserve Bank of Philadelphia; and Anita Sands, ARI Planning & Research, Inc. | |
| Austin, Texas: the East Austin neighborhood | 91 |
| by Elizabeth Sobel, Federal Reserve Bank of Dallas | |
| McKinley County, New Mexico: Crownpoint | 101 |
| by Steven Shepelwich and Roger Zalneraitis, Federal Reserve Bank of Kansas City | |
| McDowell County, West Virginia | 109 |
| by Courtney Anderson Mailey, Federal Reserve Bank of Richmond | |

Albany, Georgia: the East Albany neighborhood117
 by Jessica LeVeen Farr and Sibyl Slade, Federal Reserve Bank of Atlanta

El Paso, Texas: the Chamizal neighborhood125
 by Roy Lopez, Federal Reserve Bank of Dallas

Springfield, Massachusetts: Old Hill, Six Corners, and the South End neighborhoods135
 by DeAnna Green, Federal Reserve Bank of Boston

Rochester, New York: the Northern Crescent neighborhoods143
 by Alexandra Forter Sirota and Yazmin Osaki, Federal Reserve Bank of New York

Holmes County, Mississippi151
 by Ellen Eubank, Federal Reserve Bank of St. Louis

Milwaukee, Wisconsin: the Northwest neighborhood159
 by Jeremiah Boyle, Federal Reserve Bank of Chicago

**LEARNING FROM CONCENTRATED POVERTY IN AMERICA:
 A SYNTHESIS OF THEMES FROM THE CASE STUDIES**.....169
 by Alan Berube, Brookings Institution, and David Erickson and Carolina Reid, Federal Reserve Bank of San Francisco

APPENDICES

Appendix A: References for Comparison Statistics Tables195

Appendix B: Literature Review: Federal Reserve System Poverty-Related Research197

Appendix C: References for Overview in Alphabetical Order (by First Author)211

Appendix D: Photo Credits219

Found inside the front cover of the book: "The Enduring Challenge of Concentrated Poverty in America."

SENATE EDUCATION HEARING – JANUARY 5, 2010

Milwaukee Public Schools Auditorium
5225 W. Vilet

10:00am until

My name is MARY GLASS.

Chair/CEO of Milwaukee Professionals Association
POB 510602, Milwaukee, WI 53203

I represent PARENTS, STUDENTS, PARENT COUNCILS, STUDENT COUNCILS, STUDENT SENATE GROUPS NEIGHBORHOOD LEVEL BUSINESS OWNERS and neighborhood-level LEAs (local Education Agencies) that have been left out of the historic Race to the Top grant Application for Milwaukee Public Schools District.

Statutory requirements must be trustworthy, inclusive, reasonable, flexible, comprehensive, coherent and pragmatic for Milwaukee Public Schools District. The school population, family barriers, and quality of life issues must be included. Its contingency points should allow additional reform for successful implementation and sustainability. It must start and continue with participating LEAs at the table.

- **We support MPS BOARD MANAGEMENT.**
- **WE OBJECT TO MAYORAL MANAGEMENT of any kind of MPS.**
- **We support Race to the Top grant funding for PHASE 2, not PHASE 1.**
- **We support Elected Board Control of Milwaukee Public Schools District, authorized ONLY by the People.**
- **We REJECT/OPPOSE Senate Bills 405 – Absolutely**
- **We REJECT/OPPOSE Senate Bill 437– As Is.**
- **We REJECT/OPPOSE LRB 4037/1 - Absolutely.**
- **We Reject/OPPOSE any Bills and legislation that does not have the fingerprints of parents, students, neighborhood level business owners and other COMMUNITY LEAs (local education agencies) of Milwaukee.**

The purpose of school REFORM in Milwaukee Public Schools District or any school district is not to “use DRONE torpedoes” to BLOW UP a school district and gentrify the parents and students, skim the top of the academic achievement, create turf wars for students, experiment with drive-by consultants’

SENATE EDUCATION HEARING

JANUARY 5, 2010

Page 2

theories, vilify the low achievers, fire entire staff and raid the coffers for self-serving ventures of cronies, wealthy organizations and gate keepers of a mayor. Such is the scene across the country in mayoral management.

We only need to go south one hour and a half to Chicago, the third largest school district in America with over 400,000 People of Color students in poverty to see what happens when DRONES are allowed to take over and cause havoc and disarray. Such is the case of Mayor Daley and wealthy real estate barons, well-positioned business organizations, foundations and up-scaled civic groups speaking without authorization for the parents and stakeholders at the neighborhood level. The mayoral takeover in Chicago, Washington, DC, New York and others are the Katrinas of the past decade being brought forth in the next decade of Education. **We do not want to add Milwaukee to this horrid list.**

Additional points of why MILWAUKEE PROFESSIONALS ASSOCIATION OPPOSES THE proposed legislation to date are:

- THEY ARE DISCRIMINATORY AND DOES NOT INCLUDE OTHER LOW ACHIEVING DISTRICTS in WISCONSIN.
- THEY EXCLUDE THE PRIME STAKEHOLDERS AND IN SECRECY MAKE PLANS AND LEGISLATION.
- THEY SEEK TO TAKE A SCALPEL TO EXPERIMENT ON MILWAUKEE FAMILIES CHILDREN.
- THEY REMIND US OF DE JE VU – WELFARE REFORM, TRUTH AND SENTENCING, TAKEOVER OF WORKFORCE DEVELOPMENT- PIC IN MILWAUKEE AND MILWAUKEE BECOMING 100% WIRELESS.
- THEY VIOLATE OUR CONSTITUTIONAL RIGHTS AS CITIZENS OF THIS COUNTRY.
- THEY FAIL TO include COMMUNITY LEAs OF Milwaukee in pre- and post-planning for Race to the Top Application and drafting of legislation.
- THEY DO NOT follow guidelines of Race to the Top grant Application.
- THEY VIOLATE rights of parents and guardians of the public school district AND MAKE MOCKERY of achievements of the present accomplishments of the present NEWLY elected Milwaukee Public Schools Board.
- DOES NOT use ARRA-American Recovery and Reinvestment Act windows of funding to address main barrier of achievement, "Concentrated Poverty". Therefore, fail CREATIVE, COHERENT and COMPREHENSIVE guidelines for the Preamble and major changes of the Race to the Top grant funding.
- THEY DO NOT address the equalization formula WITH REFORM in mind specific to Milwaukee's population, yet Milwaukee is the only school district named.
- THEY SEEK RADICAL and DRACONIAN CHANGES resembling Chicago and other FAILED mayoral takeovers.
- THEY DO NOT follow Race to the Top pre-requisites of: Fail Success Factors, Data System to Support Instructions, Great Teachers and Leaders and Turning Around identified "low achieving" schools.
- THEIR AUTHORS/SPONSORS, State legislators of Wisconsin have failed to honor their Oath of office to ensure that the rights and privileges of Milwaukeeans are not be violated.

President Barack Obama, the 44th President, has provided the opportunity to make Milwaukee as well as other schools in Wisconsin the best they can be. **Why would we settle for so much less?**

Respectfully submitted, Mary Glass 414/610-1044 Email: mgurbanicongroup@yahoo.com

LEADERSHIP For the People

NOT ABANDONMENT

✓ Right to choose – **BOARD, SUPERINTENDENT, POLICIES, and REFORM**

MPA/MILWAUKEE PROFESSIONALS ASSOCIATION – <http://mpaparentscouncil.ning.com>

ALL HANDS ON DECK

Website:

<http://mpaparentscouncil.ning.com>

Telephone:

414/610-1044

Email:

mgurbanicongroup@yahoo.com

MILWAUKEE PROFESSIONALS ASSOCIATION

REFORM WITH:

- ✓ ACADEMIC RIGOR
- ✓ BUREAUCRACY BUSTERS – OPEN DOOR POLICIES FOR ACCESS and COMMUNICATION
- ✓ FULL-TIME BOARD & SUPERINTENDENT ACCOUNTABILITY
- ✓ NEIGHBORHOOD-LEVEL BUSINESS PARTICIPATION
- ✓ PARENT LEADERSHIP
- ✓ PARENT-TEACHER-SUPPORT STAFF-SCHOOL BOARD-SUPERINTENDENT-PRINCIPAL-BUSINESS OWNERS-ELECTED OFFICIALS & VOLUNTEERS AS “Partners”
- ✓ PRINCIPLE-CENTERED LEADERSHIP TO GUIDE TRANSPARENCY & ACCOUNTABILITY
- ✓ REMOVAL OF WASTE IN MANAGEMENT
- ✓ STUDENT PARTICIPATION



APPRENTICESHIP

IN WISCONSIN



FULLFILLING THE
NEEDS OF INDUSTRY

APPRENTICESHIP
WORKS
for everyone!

Added to the
Legislative Reference
Bureau's Legal Library
Collection.

APPRENTICESHIP IN WISCONSIN

FULLFILLING THE NEEDS OF INDUSTRY

APPRENTICESHIP is a system of work-based learning that fulfills the needs of industry by preparing workers for skilled trades by combining on-the-job training with classroom instruction. Wisconsin has a long and proud tradition of apprenticeship training. With the cooperation of industry, labor, government and education, apprenticeship programs assist in the development of a highly skilled workforce capable of meeting industry needs and helping employees maintain a high standard of living.

Industry today demands highly skilled, highly trained workers more than ever due to technological advances and global competition. Increasingly, we read and hear about employers who are unable to find skilled workers in a variety of trades that require highly technical training. Apprenticeship is one of the best solutions to this problem.



State of Wisconsin
Department of Workforce Development
Bureau of Apprenticeship Standards

DWD is an equal opportunity employer and service provider. If you have a disability and need to access this information in an alternate format, or need it translated to another language, please contact (608) 266-2134.

For civil rights questions, call (608) 266-6889 or (866) 275-1165 (voice/TTY).
DETA-7588-P (R 9/08)

APPRENTICESHIP IN WISCONSIN

FULFILLING THE NEEDS OF INDUSTRY

Table of Contents

| | |
|---|----|
| An Overview of Apprenticeship | 2 |
| What is Apprenticeship Training? | 2 |
| Why Choose Apprenticeship? | 4 |
| Employers Reap the Benefits of Apprenticeship | 4 |
| Veterans Benefits | 4 |
| Wages | 5 |
| Types of Apprenticeships | 5 |
| Construction Trades | 5 |
| Industrial Trades | 6 |
| Service Trades | 6 |
| Methods of Access | 6 |
| Construction Trades | 6 |
| Industrial and Service Trades | 8 |
| Affirmative Action and Equal Employment Opportunity | 8 |
| Preparing for Entry Into an Apprenticeship Program | 9 |
| Apprenticeship Occupations | 10 |
| Construction Trades | |
| Bricklayer | 13 |
| Carpenter | 14 |
| Cement Mason/Concrete Finisher | 15 |
| Construction Craft Laborer | 16 |
| Electrician (Construction) | 17 |
| Environmental Service Technician/HVAC Installer-Technician | 18 |
| Glazier | 19 |
| Heat and Frost Insulator | 20 |
| Ironworker | 21 |
| Operating Engineer/Heavy Equipment Operator | 22 |
| Painter & Decorator | 23 |
| Plasterer | 24 |

| | |
|-------------------------|----|
| Plumber | 25 |
| Roofer | 26 |
| Sheet Metal Worker | 27 |
| Sprinklerfitter | 28 |
| Steamfitter | 29 |
| Teledata Communications | 30 |

Industrial Trades

| | |
|---|----|
| Electrical and Instrumentation Technician | 33 |
| Industrial Maintenance Electrician | 34 |
| Industrial Maintenance Pipefitter | 35 |
| Injection Molding Machine Setter | 36 |
| Machinist | 37 |
| Maintenance Mechanic and Millwright | 38 |
| Metal Fabricator | 39 |
| Mold Maker | 40 |
| Tool and Die Maker | 41 |

Service Trades

| | |
|-----------------------------------|----|
| Barber/Cosmetologist | 43 |
| Child Care Development Specialist | 44 |
| Cook/Chef | 45 |
| Correctional Officer | 46 |
| Electric Line Worker | 47 |
| Fire Service | 48 |
| Funeral Director | 49 |

Directory of Bureau of Apprenticeship Standards (BAS)

| | |
|-----------------------------------|----|
| Field Representatives | 51 |
| Technical College Representatives | 55 |



**APPRENTICESHIP
WORKS**
for everyone!





COMMUNITY FORUM:
Efforts to Improve
Milwaukee Public Schools (MPS)



Education

The key to the doors of opportunity

Educación

La llave de las oportunidades

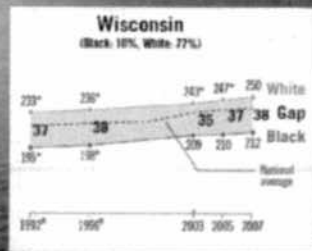
(Abbreviated Legislative Presentation)



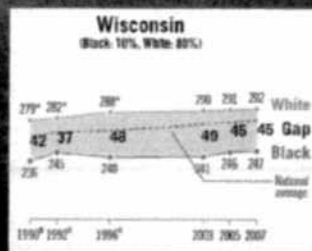
COMMUNITY FORUM:
Efforts to Improve
Milwaukee Public Schools (MPS)



Wisconsin Achievement Gap:



4th Grade Mathematics
 White & Black Students
 2nd Worst Nationwide
 (2009)



8th Grade Mathematics
 White & Black Students
 2nd Worst Nationwide
 (2009)

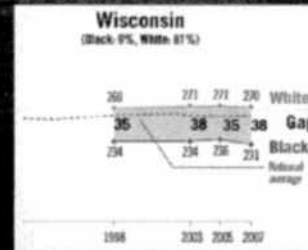
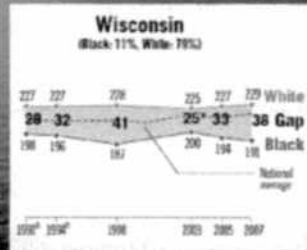
Source: National Assessment of Educational Progress, 2009



COMMUNITY FORUM:
*Efforts to Improve
 Milwaukee Public Schools (MPS)*



Wisconsin Achievement Gap:



4th Grade Reading
 White & Black Students
 2nd Worst Nationwide
 (2009)

8th Grade Reading
 White & Black Students
 Worst Nationwide
 (2009)

Source: National Assessment of Educational Progress, 2009



COMMUNITY FORUM:
*Efforts to Improve
 Milwaukee Public Schools (MPS)*



Milwaukee Achievement Gap (Proficient):

10th Grade Reading:

- African-American 19%
- White 59%

10th Grade Math:

- African-American 31%
- White 65%

Source: Wisconsin Knowledge Concepts Examination 2007-2008



COMMUNITY FORUM:
*Efforts to Improve
Milwaukee Public Schools (MPS)*



State of Minority Education at MPS

- Reported MPS Graduation Rate:
Education Week: 43.1% (2002-2003)
Manhattan Institute: 45% (2002-2003)
Americas Promise: 46.1% (2003-2004)
MPS: 66% (2003-2004)
- 80% of students who graduate MPS and go enroll at UW of Milwaukee require remedial courses. (*McKinsey Report*)



COMMUNITY FORUM:
*Efforts to Improve
Milwaukee Public Schools (MPS)*



**Elementary and Secondary Education Act (ESEA)
Compliance (a.k.a NCLB):**

STATUS: DISTRICT IN NEED OF IMPROVEMENT:

"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.

*Source: Corrective Action Requirements for Milwaukee Public Schools
District in Need of Improvement Background July 28, 2009,
Wisconsin Department of Public Instruction*



COMMUNITY FORUM:
*Efforts to Improve
Milwaukee Public Schools (MPS)*



Additional Concerns:

- Court finding that MPS systemically failed to provide special education services to children who needed them
Source: Jamie S. v. Milwaukee Public Schools
- \$200 million deficit by 2013 (*McKinsey Report*)
- Study finding HR Department lacking in direction, planning & professional development
(Council of Great City Schools, 2009)
- Student Safety



COMMUNITY FORUM:
*Efforts to Improve
Milwaukee Public Schools (MPS)*



Why is this important?

- 90% of fastest growing professions and 60% of all current jobs require vocational or college education
(Source: Alliance for Excellent Education)
- On average, A college graduate will earn \$1,000,000 more over their lifetime than a student that does not complete high school *(source: U.S. Census Bureau)*
- On average, a college graduate will live a longer healthier life than a student that does not complete high school *(source :P. Muennig, Columbia University 2005)*
- U.S. is now ranked 18th out of 23 on "quality and quantity" of high school and college graduates.
(source: Organization for Cooperation and Development)



COMMUNITY FORUM:
*Efforts to Improve
Milwaukee Public Schools (MPS)*



Why is this important?

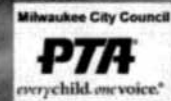
High school dropouts cost local, state and federal government an average of \$260,000 over their lifetimes i.e. lost taxes, social programs, health care and law enforcement & detention, (Source: C.E. Rouse, Columbia University)

Male high school dropouts in jail or detention for ages 16-24, 2006-2007:

- African American 22.9%
- Asian 7.2%
- White 6.6%
- Hispanic 6.1% (Source: Northeastern University Study, 2009)



COMMUNITY FORUM:
*Efforts to Improve
Milwaukee Public Schools (MPS)*



Question 1:

Please explain the following:

- School Board: Please explain the current form of elected school board governance.
- Mayor & Secretary: Please explain the form of governance proposed by Governor Doyle and yourself.



COMMUNITY FORUM:
*Efforts to Improve
Milwaukee Public Schools (MPS)*



Question 2:

Studies have shown MPS has been under educating minority students for the last 20 years. In this period of time, there have been 9 school board elections and calls for reform.

School Board: Why should the parents continue to believe in an elected school board governance structure?

Mayor & Secretary: If education is directly linked to the success of Milwaukee and the State, why haven't you or those who held your positions previously requested this before?



COMMUNITY FORUM:
*Efforts to Improve
Milwaukee Public Schools (MPS)*



Question 3:

Please state the top 3 issues impacting the quality of minority education at MPS

- School Board: and how an elected school board governance system is better suited to resolve these issues.
- Mayor & Secretary: and how would a system under Mayoral Control better suited to address these issues.



COMMUNITY FORUM:
*Efforts to Improve
Milwaukee Public Schools (MPS)*



Question 4:

It is estimated that MPS district will run a \$200 million deficit by 2013. The Federal Government has set aside \$4.35 billion to turn around failed urban school systems. This is called the Race to the Top program. President Obama and Secretary Arnie Duncan have said states will have to compete for these funds and the money will be awarded to states showing the greatest commitment to dramatically reform their school systems.

- School Board: How does continuing with the current elected school board form of governance better position Wisconsin and Milwaukee to win these funds.
- Mayor & Secretary: How does a governance structure under mayoral control better position Wisconsin and Milwaukee to win these funds.



COMMUNITY FORUM:
*Efforts to Improve
Milwaukee Public Schools (MPS)*



Question 5:

There has been much discussion regarding the loss of rights under both forms of district governance. Some say that by moving to a mayoral controlled governance structure, voters will be disenfranchised. Others say that the students have been denied their constitutional right to an equal education for over 20 years. A denial of rights that will follow these students for the remainder of their lives.

(Both) Which rights, voter rights or a child's right to an equal education take precedent?



COMMUNITY FORUM:
*Efforts to Improve
Milwaukee Public Schools (MPS)*



Question 6:

Who can parents hold responsible for failing to provide an equal education to all students regardless of color? Where does the buck stop?



COMMUNITY FORUM:
*Efforts to Improve
Milwaukee Public Schools (MPS)*



Educación
La llave de las oportunidades

For more information on

LULAC
of Wisconsin
www.LULAC-Wisconsin.org
(414)421-4380

Milwaukee
City Council PTA
www.MilwaukeePTA.org
(414)475-8377