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WISCONSIN STATE LEGISLATURE COMMITTEE HEARING RECORDS

2009-10

(session year)

Assembly

(Assembly, Senate or Joint)

Committee on Education

(AC-Ed)

(FORM UPDATED: 06/28/2010)

COMMITTEE NOTICES ...

➤ Committee Reports ... CR
**

➤ Executive Sessions ... ES
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➤ Public Hearings ... PH
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➤ Record of Comm. Proceedings ... RCP
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INFORMATION COLLECTED BY COMMITTEE FOR AND AGAINST PROPOSAL ...

➤ Appointments ... Appt
**

Name:

➤ Clearinghouse Rules ... CRule
**

➤ Hearing Records ... HR (bills and resolutions)
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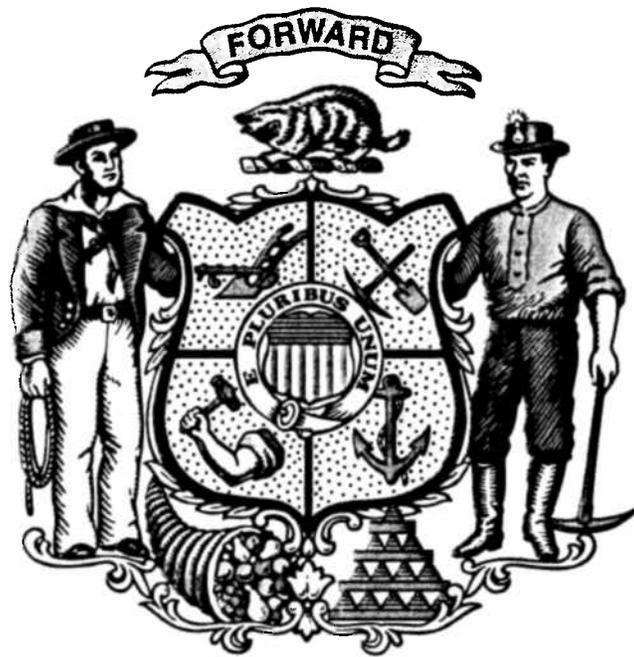
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9/10/09

JOINT INFORMATIONAL - RACE TO THE TOP FUND



**Senate and Assembly Education Committees
September 10, 2009**

**Informational Hearing on
Race to the Top Grant Application**

**Secretary Michael L. Morgan
Department of Administration**

Chairman Lehman, Chairwoman Pope-Roberts and members of the committees, thank you for the opportunity to speak to you today about the U.S. Department of Education's Race to the Top grant program and the Governor's vision for Wisconsin and education reform.

Obama Administration

- As part of the American Recovery and Reinvestment Act, Governor Doyle worked with President Obama and members of Congress to ensure that funding was available to support education. A portion of that education funding - \$4 billion - is to be used for the Race to the Top grant program.
- The President is seeking to push Wisconsin and all the states forward in the area of education. He believes that this is imperative to maintaining our nation's competitive position in the global economy and allowing the next generation of Americans to pursue their dreams.
- A major part of the President's education agenda focuses on the Race to the Top grant program. The administration's goal for this program is straight-forward - it wants states to implement policies that will improve students' educational outcomes.

- The Obama Administration recognizes that in order to meet that goal, states will need to pursue a number of actions and the Race to the Top grant fund exists to assist states with moving forward on those actions.
- You have just heard from State Superintendent Tony Evers and his staff about the draft guidelines for the Race to the Top grant. State Superintendent Evers also noted some of Wisconsin's current educational programs and initiatives in these areas, and two specific areas that we will work with the legislature on to better position Wisconsin to compete for this funding – strengthening the authority of the state superintendent to turn-around struggling schools and eliminating barriers to using student test data as part of a comprehensive process of evaluating teachers.

Governor Doyle's Vision

- The Governor, like the President, understands that for Wisconsin to be competitive in the global economy our students must be better prepared to succeed in college and university, or to start working.
- Through the Governor's leadership, and that of State Superintendents Burmaster and Evers, Wisconsin has sought to improve its standards in English language arts and mathematics through its work with the American Diploma Project and "Common Core" standards initiative.
- As a result of these initiatives, and through programs such as the Wisconsin Covenant, students in Wisconsin should be well-prepared for, and aware of, the opportunities to pursue higher education.
- Another part of preparing students for post-secondary education and the workforce focuses on providing our students more

exposure to science, technology, engineering and mathematics, something the Governor has long understood.

- As part of our efforts to better position Wisconsin for the Race to the Top grant application, he wants to have all high school students complete at least three years of course work in both math and science. He will work with the members of these committees to accomplish this.
- The Governor wants Wisconsin to have a data system that informs teachers, principals, parents and state and local policy makers about what is happening in our classrooms and schools.
- A robust data system will allow teachers to track their students progress and more quickly identify opportunities to intervene in a student's learning... it will allow principals to better understand issues such as what is working in the classroom and what teachers need support in becoming better... it will allow our colleges and universities to better understand where are the most and least prepared students coming from...
- This and other information and analyses, is vitally important to improving our ability to assist students, support teachers and, as policy makers, make choices about what is working and should be supported and what isn't working and shouldn't be supported.
- For our children to succeed, the Governor understands that our classrooms must be led by great teachers. And, in Wisconsin, we are fortunate to have many such teachers.
- To build upon that base of great teachers, we recognize that we need to compensate teachers that take on the most challenging classes; that assists schools with recruiting teachers in areas where there is need; that provides incentives for teachers to take on additional responsibilities, such as serving as a mentor; and that rewards teachers for the success of students in the classroom.

- We also need to ensure that individuals that want to become teachers in mid-career can do so and then enter the classroom as effective teachers.
- Finally, the Governor, Mayor Barrett and Superintendent Evers are committed to improving the educational outcomes in Milwaukee. They believe based on experiences in other cities such as Boston, New York and Chicago that moving to a mayoral governance model for the school district will best position the district to achieve sustained, targeted reforms that will improve student outcomes.
- 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.
- Under a mayoral governance model, there will be stability in leadership for the district and clearly defined accountability with the mayor. The district will also be well positioned to recruit the best possible superintendent.
- Superintendents that are committed to making significant changes need to know that they have the backing of the city's highest ranking official and the time to implement strategies that will lead to success for students.
- Ensure Stability and Focus. There have been 7 different Milwaukee Public School System 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.

- 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.
- Some will suggest that because the Race to the Top grant application does not explicitly require states to change the governance models of their school districts that this change is not necessary to pursue.
- However, it is very clear that Secretary Duncan is a supporter of a mayoral governance model and believes that it is a proven way to turn-around schools, improve the outcomes of students and provide accountability for results.
- In March of this year he told the *New York Post*, "I absolutely, fundamentally believe that mayoral control is extraordinarily important. I'm absolutely a proponent."
- This was in the context of a discussion of re-authorizing the mayor of New York City to manage the school district.
- In July 2008, in testimony before Congress, he commented on the support that a mayoral system gives to a superintendent focused on implementing reforms to improve results. He further commented that a system of mayoral governance was the envy of other superintendents.
- We believe such a change in governance is necessary to drive change in MPS and improve student outcomes. We also believe that it better positions Wisconsin for the Race to the Top grant given the Secretary's strong support for this form of governance.

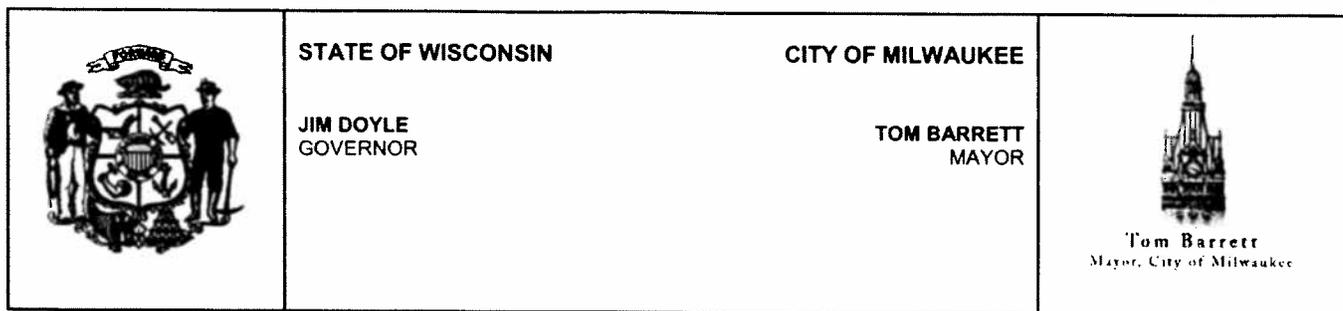
Conclusion

- As the State Superintendent and his staff explained, Wisconsin does have initiatives in place in many of the areas that the US Department of Education is interested.
- And, as we have discussed, there are areas where we will seek to work with the legislature to pass legislation to better position Wisconsin to compete for Race to the Top.
- We understand that Wisconsin will need to build upon some existing initiatives, develop new ones and make changes to current laws to successfully compete for these funds.
- Over the fall, the Governor, working with State Superintendent Evers, and engaging others will craft a proposal for Race to the Top that puts forward the actions that Wisconsin will take to improve our education system for all of our students.
- Thank you for your time this morning and we look forward to working with you on positioning Wisconsin to compete for Race to the Top.

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09-10-2009



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.

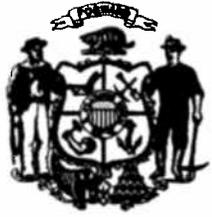
4) Responding to parents. I will ensure that parents have someone to communicate their concerns to who is empowered to respond to their needs.

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.



09-10-2009

	STATE OF WISCONSIN JIM DOYLE GOVERNOR	CITY OF MILWAUKEE TOM BARRETT MAYOR	 Tom Barrett Mayor, City of Milwaukee
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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://mpsportal.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 dispersed 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.

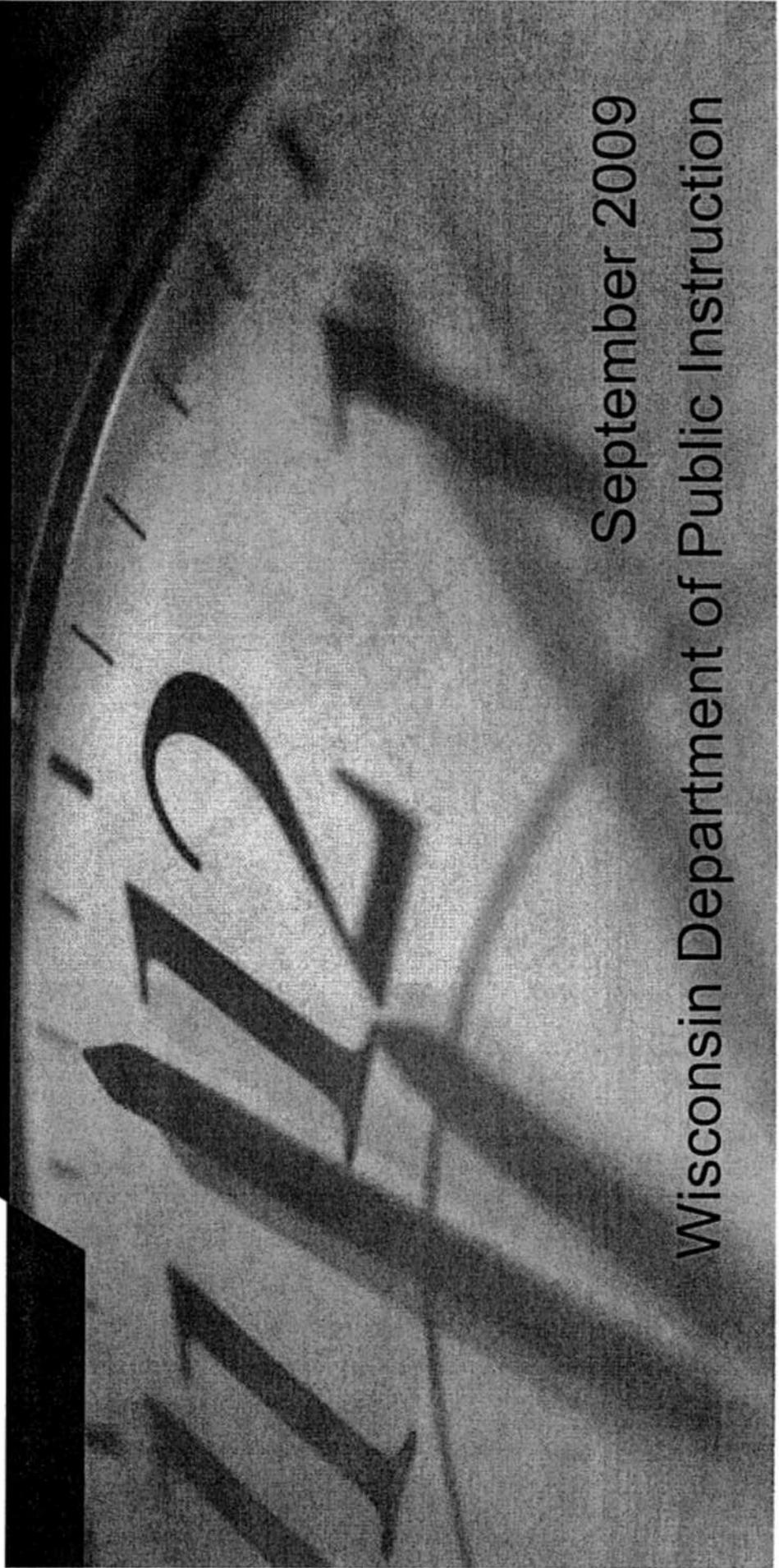
⁴ Mayoral Intervention: Right for Seattle Schools? pp. 21-24.





Date?

Race to the Top Overview



September 2009

Wisconsin Department of Public Instruction

Grant Overview

Race to the Top

- U.S. ED competitive grant program for *significant* education reform.
- Governor applies on behalf of the state
- \$4 billion through the American Recovery & Reinvestment Act (ARRA).
- At least 50% of grant funds must be subgranted to LEAs.

Timeline

Guidance

Draft
Guidance:
July 2009

Final
Guidance:
October 2009

Phase 1

Application
Due:
December
2009

Awards
Announced:
March 2010

Phase 2

Application
Due:
June 2010

Awards
Announced:
September
2010

Eligibility

- Approved State Fiscal Stabilization Fund application
- No statutory or legal barriers to linking student achievement data to teachers for evaluation purposes

Race to the Top Priorities

Priority 1:
Absolute

- Comprehensive approach to the four education reform areas

Priority 2:
Competitive

- Emphasis on science, technology, engineering and math (STEM)

Priority 3:
Invitational

- Expansion and adaptation of statewide longitudinal data systems

Priority 4:
Invitational

- Pk-20 coordination and vertical alignment

Priority 5:
Invitational

- School-level conditions for reform and innovation

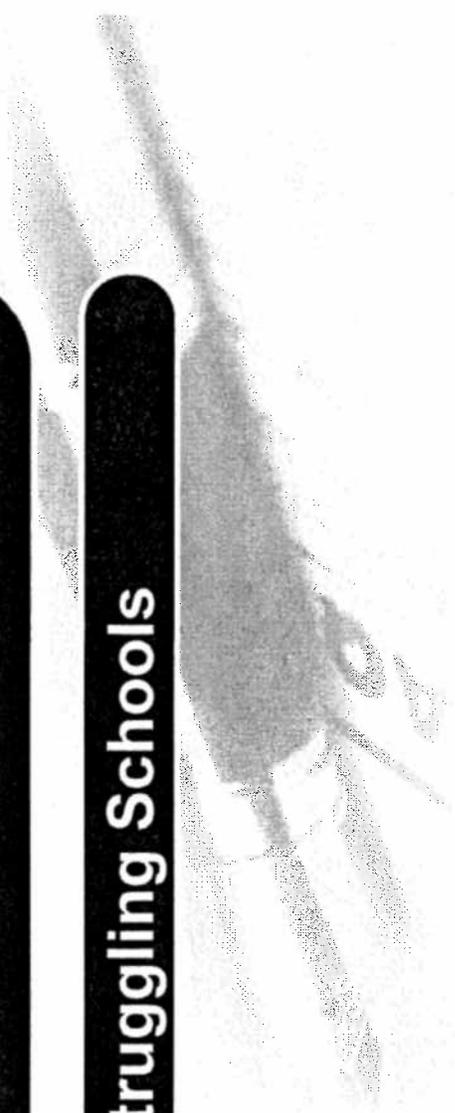
Four Ed Reform Areas

A. Implementing Standards & Assessments

B. Improving Data Collection & Use

C. Improving Teacher Effectiveness & Equity in Distribution

D. Supporting Struggling Schools



Submission Criteria

Comprehensive Approach to Four Education Reform Areas *LINKED & INTEGRATED*

For Each Reform Area

State Reform Criteria

- State's past progress and success in creating conditions for reform.

Reform Plan Criteria

- State's plan for future reform efforts.

A. Standards & Assessments

State Reform Criteria

1. Developing & adopting common standards
2. Developing & implementing high-quality assessments

- Common Core Standards

Reform Plan Criteria

3. Supporting the transition to enhanced standards and high-quality assessments



B. Data Systems

State Reform Criteria

1. Fully implement a statewide data system

Reform Plan Criteria

2. Accessing and using State data
3. Use data to improve instruction



C. Great Teachers & Leaders

State Reform Criteria

1. Providing alternative pathways for aspiring teachers and principals

Reform Plan Criteria

2. Differentiating teacher and principal effectiveness based on performance
3. Ensuring equitable distribution of effective teachers and principals
4. Reporting the effectiveness of teacher and principal preparation programs
5. Providing effective support to teachers and principals

D. Struggling Schools

State Reform Criteria

1. Intervening in the lowest-performing schools and LEAs
2. Increasing the supply of high quality charter schools

Reform Plan Criteria

3. Turning around struggling schools
 - i. Put in place new leadership and staff
 - ii. Convert to charter schools
 - iii. Closing the school
 - iv. Implementing a school transformation plan (to the extent the prior strategies are not possible)

Overall Selection Criteria

State Reform Criteria

1. Demonstrate significant progress in the four reform areas
2. Make education funding a priority
3. Enlist statewide support from stakeholders

Reform Plan Criteria

3. Raising achievement and closing gaps
 - i. Achievement gains
 - ii. Gap closing
 - iii. Graduation rates
4. Building strong statewide capacity to implement, scale and sustain proposed plan