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STATE OF WISCONSIN

JIM DOYLE
GOVERNOR

DEPARTMENT OF PUBLIC INSTRUCTION

TONY EVERS
STATE SUPERINTENDENT

December 15, 2009

Dear Colleague:

We are excited to invite you to participate in Wisconsin's Race to the Top application to the federal government. Through the American Recovery and Reinvestment Act, President Obama and Congress provided $4 billion in competitive grant funding to states that move forward with innovations and reform in education.

Earlier this fall, at our request, the Wisconsin Legislature passed bills to make Wisconsin both eligible and more competitive for the Race to the Top grants. Now our local school district leaders – school board members, superintendents, principals, teachers, and other staff – need to prepare their district for participation in Wisconsin's grant application. Enclosed is the Race to the Top district memorandum of understanding (MOU) that the federal government requires participating districts to sign as part of the state's Race to the Top grant application. The MOU provides a framework of collaboration between districts and the state articulating the specific roles and responsibilities necessary to implement an approved Race to the Top district grant.

The MOU is divided into two parts – Exhibit I and Exhibit II. To receive any Race to the Top funding, a district must agree to the activities in Exhibit I. Districts that agree to Exhibit I are eligible, if they so choose, to participate in Exhibit II. In Exhibit II districts will receive additional funding for participating in the additional activities. Exhibit I is included in this information and Exhibit II will be forthcoming in the very near future.

The MOU provides your district with critical information regarding a district's participation in Race to the Top. The following sections are included:

- Scope of Work,
- Project Administration, (i.e., Participating LEA responsibilities, State Responsibilities, Joint Responsibilities, and State Recourse for Non-Performance),
- Assurances,
- Modifications,
- Duration/Termination, and
- Signatures.

We are working under incredible time constraints to finalize the Wisconsin Race to the Top application and anticipate a draft of the Wisconsin Race to the Top application will be made public on or near December 28, 2009. This draft application will be made public on the Department of Public Instruction's website.

To demonstrate broad commitment to the MOU, districts should seek to obtain signatures from the LEA superintendent, the president of the local school board, and the local teachers' union leader or their authorized representatives. However, to be considered an eligible participating local education agency (LEA), the MOU must be signed by at least one authorized representative of the school district before submission.

The signed MOU must be returned to the Department of Public Instruction by 4:00 p.m. on Wednesday, January 13, 2010.

Please note that under the federal guidelines, a district that does not sign and submit the MOU by the deadline cannot be included as a participating LEA in Wisconsin's Race to the Top application and cannot be given an opportunity to participate once the award is received.

If Wisconsin is awarded Race to the Top grant funds, a participating LEA will have 90 days to finalize their work plan for their Race to the Top funds and submit that to the state. During this 90-day period, districts will have the right to review and reassess their scope of work in light of their Race to the Top local award. At this time, districts may also withdraw from the MOU and forgo their local award and participation in the Race to the Top program without penalty.

Currently, Wisconsin does not know exactly the level of funding that would be provided to the state through Race to the Top. However, federal guidelines require that at least 50 percent of the state's total award be distributed to participating LEAs through the Title I formula. To ensure districts have sufficient support to participate in the program, the state has decided that each LEA participating in Exhibit I will receive at least $60,000. This adjustment will be made using the funds that may be distributed by the state through other means.

For your information, attached to this letter is a projected level of funding based on the Title I formula with adjustments made for the base level of funding of $60,000. These estimates assume the state receives $250 million in Race to the Top funding.

We hope all of you will complete the MOU and consider being a part of this important initiative. Please contact Dr. Scott Jones, Special Assistant to the State Superintendent, by email scott.jones@dpi.wi.gov or by phone 608/267-9269 if you have any questions or concerns regarding this letter.

Sincerely,

Jim Doyle
Governor

Tony Evers, PhD
State Superintendent

Enclosure

Participating LEA Memorandum of Understanding

This Memorandum of Understanding ("MOU") is entered into by and between the State of Wisconsin ("State") and _____ ("Participating LEA"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top grant project.

I. SCOPE OF WORK

Exhibit I outlines the State's proposed reform plans ("State Plan") that the Participating LEA is agreeing to implement.

Participating LEAs are authorized and encouraged to work collaboratively in consortia or with Cooperative Educational Service Agencies (CESAs) to develop and/or implement any or all requirements under Exhibit I.

If the State is awarded a Race to the Top grant in the first round, participating LEAs will be informed of their local award and asked to complete the final work plan required by the U.S. Department of Education within 90 days. The final work plan must be approved by an authorized LEA representative and the State Superintendent. Acceptance of a local award binds the LEA to the conditions agreed to in the MOU and the final work plan.

Nothing in this Memorandum of Understanding shall be construed to alter or otherwise affect the rights, remedies, and procedures afforded school districts and school district employees under federal, state, or local laws (including applicable regulations or court orders) or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements between such employers and their employees.

Exhibit II, proposed Expanded Scope of Work, describes the additional requirements that all LEAs that agree to participate in Exhibit I may agree to in exchange for additional funds. There shall be no penalty for any LEA choosing not to participate in Exhibit II other than ineligibility for additional funds under Race to the Top. Signature pages follow for Exhibits I and II separately; Exhibit I must be signed to be eligible to sign onto Exhibit II but the choice to sign onto Exhibit II in no way impacts an LEAs allocation under Exhibit I.

II. LEA GRANT PERIOD

The project period shall be up to 48 months.

III. PROJECT ADMINISTRATION

A. PARTICIPATING LEA RESPONSIBILITIES

In assisting the State in implementing the tasks and activities described in the State's Race to the Top application, the Participating LEA subgrantee will:

1. Implement the LEA plan as identified in Exhibit I, and II (if applicable), of this agreement;

2. Actively participate in all relevant convenings, communities of practice, or other practice-sharing events that are organized or sponsored by the State or by the U.S. Department of Education ("ED");
3. Post to any website specified by the State or ED, in a timely manner, all non-proprietary products and lessons learned developed using funds associated with the Race to the Top grant;
4. Participate, as requested, in any evaluations of this grant conducted by the State or ED;
5. Be responsive to State or ED requests for information including the status of the project, project implementation, outcomes, and any problems anticipated or encountered;
6. Participate in meetings and telephone conferences with the State to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the Race to the Top grant period, and (d) other matters related to the Race to the Top grant and associated plans.
7. In addition to the funds to which Participating LEAs signing on to Exhibit I are entitled, all Participating LEAs that agree to the terms of Exhibit II will be eligible to receive additional Race to the Top funds awarded to the State for disbursement as outlined in the State's Race to the Top application. To receive those funds Participating LEAs will be required to develop a work plan in accordance with Exhibit II.

B. STATE RESPONSIBILITIES

In assisting Participating LEAs in implementing their tasks and activities described in the State's Race to the Top application, the State grantee will:

1. Work collaboratively with, and support the Participating LEA in carrying out the LEA Plan as identified in Exhibits I and II (if applicable) of this agreement;
2. Distribute in a timely fashion the LEA's portion of Race to the Top grant funds during the course of the project period and in accordance with the LEA Plan identified in Attachment A & B (if applicable);
3. Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products; and
4. Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

1. The State and the Participating LEA will each appoint a key contact person for the Race to the Top grant.
2. These key contacts from the State and the Participating LEA will maintain frequent communication to facilitate cooperation under this MOU.
3. State and Participating LEA grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period.
4. State and Participating LEA grant personnel will negotiate in good faith to continue to achieve the overall goals of the State's Race to the Top grant, even when the State Plan requires modifications that affect the Participating LEA, or when the LEA Plan requires modifications.

D. STATE RECOURSE FOR LEA NON-PERFORMANCE

If the State determines the LEA is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the State grantee will take appropriate enforcement action, which could include a collaborative process between the State and the LEA, or any of the enforcement measures that are detailed in 34 CFR section 80.43 including putting the LEA on reimbursement payment status, temporarily withholding funds, or disallowing costs.

IV. ASSURANCES

The Participating LEA hereby certifies and represents that it:

1. Has all requisite power and authority to execute this MOU;
2. Is familiar with the State's Race to the Top grant application and is supportive of and committed to working on all or significant portions of the State Plan;
3. Agrees to be a Participating LEA and will implement those portions of the State Plan indicated in Exhibit I and II (if applicable), if the State application is funded;
4. Will provide a Final Work Plan to be attached to this MOU as Exhibit III only if the State's application is funded; will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe in Exhibit III the LEA's specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures ("LEA Plan ") in a manner that is consistent with the Preliminary Scope of Work (Exhibits I and II (if applicable)) and with the State Plan; and
5. Will comply with all of the terms of the Grant, the State's subgrant, and all applicable federal and state laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98, and 99).

V. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved and in consultation with ED.

VI. DURATION/TERMINATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

VII. SIGNATURES

LEA Superintendent (or equivalent authorized signatory)**:**

_____

Signature/Date

_____

Print Name/Title

President of Local School Board:

_____

Signature/Date

_____

Print Name/Title

Local Teachers' Union Leader:

_____

Signature/Date

_____

Print Name/Title

Authorized State Official - required**:**
By its signature below, the State hereby accepts the LEA as a Participating LEA.

_____

Signature/Date

_____

Print Name/Title

Participating LEA Memorandum of Understanding

This Memorandum of Understanding ("MOU") is entered into by and between the State of Wisconsin ("State") and _____ ("Participating LEA"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top grant project.

I. SCOPE OF WORK

Exhibit I outlines the State's proposed reform plans ("State Plan") that the Participating LEA is agreeing to implement.

Participating LEAs are authorized and encouraged to work collaboratively in consortia or with Cooperative Educational Service Agencies (CESAs) to develop and/or implement any or all requirements under Exhibit I.

If the State is awarded a Race to the Top grant in the first round, participating LEAs will be informed of their local award and asked to complete the final work plan required by the U.S. Department of Education within 90 days. The final work plan must be approved by an authorized LEA representative and the State Superintendent. Acceptance of a local award binds the LEA to the conditions agreed to in the MOU and the final work plan.

Nothing in this Memorandum of Understanding shall be construed to alter or otherwise affect the rights, remedies, and procedures afforded school districts and school district employees under federal, state, or local laws (including applicable regulations or court orders) or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements between such employers and their employees.

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2. Actively participate in all relevant convenings, communities of practice, or other practice-sharing events that are organized or sponsored by the State or by the U.S. Department of Education ("ED");
3. Post to any website specified by the State or ED, in a timely manner, all non-proprietary products and lessons learned developed using funds associated with the Race to the Top grant;
4. Participate, as requested, in any evaluations of this grant conducted by the State or ED;
5. Be responsive to State or ED requests for information including the status of the project, project implementation, outcomes, and any problems anticipated or encountered;
6. Participate in meetings and telephone conferences with the State to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the Race to the Top grant period, and (d) other matters related to the Race to the Top grant and associated plans.
7. In addition to the funds to which Participating LEAs signing on to Exhibit I are entitled, all Participating LEAs that agree to the terms of Exhibit II will be eligible to receive additional Race to the Top funds awarded to the State for disbursement as outlined in the State's Race to the Top application. To receive those funds Participating LEAs will be required to develop a work plan in accordance with Exhibit II.

B. STATE RESPONSIBILITIES

In assisting Participating LEAs in implementing their tasks and activities described in the State's Race to the Top application, the State grantee will:

1. Work collaboratively with, and support the Participating LEA in carrying out the LEA Plan as identified in Exhibits I and II (if applicable) of this agreement;
2. Distribute in a timely fashion the LEA's portion of Race to the Top grant funds during the course of the project period and in accordance with the LEA Plan identified in Attachment A & B (if applicable);
3. Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products; and
4. Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

1. The State and the Participating LEA will each appoint a key contact person for the Race to the Top grant.
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3. State and Participating LEA grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period.
4. State and Participating LEA grant personnel will negotiate in good faith to continue to achieve the overall goals of the State's Race to the Top grant, even when the State Plan requires modifications that affect the Participating LEA, or when the LEA Plan requires modifications.

D. STATE RECOURSE FOR LEA NON-PERFORMANCE

If the State determines the LEA is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the State grantee will take appropriate enforcement action, which could include a collaborative process between the State and the LEA, or any of the enforcement measures that are detailed in 34 CFR section 80.43 including putting the LEA on reimbursement payment status, temporarily withholding funds, or disallowing costs.

IV. ASSURANCES

The Participating LEA hereby certifies and represents that it:

1. Has all requisite power and authority to execute this MOU;
2. Is familiar with the State's Race to the Top grant application and is supportive of and committed to working on all or significant portions of the State Plan;
3. Agrees to be a Participating LEA and will implement those portions of the State Plan indicated in Exhibit I and II (if applicable), if the State application is funded;
4. Will provide a Final Work Plan to be attached to this MOU as Exhibit III only if the State's application is funded; will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe in Exhibit III the LEA's specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures ("LEA Plan ") in a manner that is consistent with the Preliminary Scope of Work (Exhibits I and II (if applicable)) and with the State Plan; and
5. Will comply with all of the terms of the Grant, the State's subgrant, and all applicable federal and state laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98, and 99).

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LEA Superintendent (or equivalent authorized signatory)**:**

_____

Signature/Date

_____

Print Name/Title

President of Local School Board:

_____

Signature/Date

_____

Print Name/Title

Local Teachers' Union Leader:

_____

Signature/Date

_____

Print Name/Title

Authorized State Official - required**:**
By its signature below, the State hereby accepts the LEA as a Participating LEA.

_____

Signature/Date

_____

Print Name/Title

EXHIBIT I – PRELIMINARY SCOPE OF WORK

LEA hereby agrees to participate in implementing the State Plan in each and all of the areas identified below.

I. Standards & Assessments

1. Implement a curriculum aligned to the Common Core Standards in reading, English language arts, and mathematics.
2. Implement a statewide benchmark assessment system in reading and mathematics that allows measurement of growth throughout the school year.
   - As the State transitions to the next generation assessment system, districts may continue to use existing benchmark assessments or adopt a suitable interim system, which may be provided by the State.
   - Districts must make commitment to use growth and/or value-added data analysis tools as one component of measuring school success.

II. Data Systems

1. Develop or enhance local data systems or tools that track student growth and link students, their course records, and their test scores to teachers to enhance instructional improvement efforts.
2. Support education research efforts by continuing to provide data currently required by state and federal law and new data required for Race to the Top.

III. Effective Teachers and Principals

1. Provide school-based coaches for reading and mathematics at a level sufficient to having coaches in each school in the district at least the equivalent of one full day each week. These coaches must be highly trained and work with teachers in classrooms to implement new curriculum and/or instructional strategies as well as assist teachers in using data effectively to improve instruction.

2. Implement a teacher mentoring program that utilizes an ongoing feedback process that supports teacher growth and development.
   - Teacher mentors must be highly trained, at least partially released from classroom responsibility (or compensated for additional hours of service if specified in the Final Work Plan), and must work with new teachers for at least two years.
   - Districts may develop their own teacher mentoring program or contract with training organizations such as CESAs, The New Teacher Center, or institutions of higher education to implement this reform.

3. Implement a principal mentoring program that includes ongoing feedback and supports principal development.
   - Principal mentors must be highly trained and principal leadership programs must be high quality. Mentoring programs should address effective use of data and teacher evaluations to inform instructional improvement and staff professional development.
   - Districts may develop their own principal mentoring program or contract with training organizations such as New Leaders for New Schools to implement this reform.
4. Provide professional development and support to staff to implement new curriculum and/or instructional strategies as well as to use data effectively to improve instruction.
   - Districts must use student achievement data, as well as teacher and principal evaluations, to inform professional development.
   - Districts must participate in evaluations or conduct their own evaluations of the effectiveness of the professional development offered by the district.
5. Develop or implement a rigorous, transparent, and fair annual evaluation system for teachers and principals that differentiates effectiveness using multiple rating categories, takes into account data on student growth as a significant factor, and includes multiple observations or examples of actual classroom instruction.
   - *Teacher Evaluations*: Districts may adopt an established national model, which may include, but not be limited to, piloting the Gates tools for teacher evaluations, contracting with the New Teacher Center formative assessment system, or adopting the Teacher Advancement Program (TAP) model, or districts may design a comparably rigorous, locally developed evaluation system.
   - *Principal Evaluations*: Districts may use or adopt an established national model, which may include, but not be limited to, using the evaluation protocol developed by New Leaders for New Schools or using the principal score card developed in the Milwaukee Teacher Incentive Fund (TIF) project, or districts may co-design a comparably rigorous, locally developed evaluation system.
6. Develop a plan to ensure the equitable distribution of effective teachers in high-poverty and high-minority schools.
7. Adopt criteria for principal placement that includes prior evaluations and student achievement indicators, if principals have prior experience.

IV. Turning Around Struggling Schools

1. Implement a response to intervention model that provides diagnostic assessments, core instruction to all students, differentiation strategies, and interventions in reading and mathematics.

2. Where applicable, in the five lowest-achieving schools identified for improvement statewide, implement one of the four federally required school intervention models: turnaround model, restart model, school closure, or transformation model. Based on federal criteria, currently this only applies to schools in the city of Milwaukee.
3. Implement or expand interventions for students who need more academic support and instructional time in at least one of the following areas: extended learning time, enhanced transitions, or intensive interventions.
   - Extended learning time, which may include:
     a. Additional instructional time in reading, English language arts, or mathematics for struggling students;
     b. Summer school;
     c. Saturday school with certified teachers;
     d. Before- and after-school programs with certified teachers;
     e. Intercession courses;
     f. Credit recovery programs;
     g. Extended school day; or
     h. Extended school year.
   - Enhanced student transitions, which may include:
     a. Early college or middle college programs in high school; or
     b. Advanced Placement, International Baccalaureate, Youth Options or similar programs.
   - Intensive interventions, which may include:
     a. One-to-one tutoring, or tutoring in small groups of less than 5, with certified teachers; or
     b. Wraparound services.

V. Science, Technology, Engineering, and Mathematics (STEM)

1. Expanded opportunities for courses in science, technology, engineering, and mathematics, which may include but is not limited to:
   a. Implementation or expansion of Project Lead the Way, or
   b. STEM charter schools.

Agreement to Exhibit I:		
For the Participating LEA		**For the State**
Authorized LEA Signature/Date		**Authorized State Signature/Date**
Print Name/Title		**Print Name/Title**

STATE OF WISCONSIN

JIM DOYLE
GOVERNOR

DEPARTMENT OF PUBLIC INSTRUCTION

TONY EVERS
STATE SUPERINTENDENT

January 6, 2010

Dear Colleague:

As a follow-up to the Race to the Top Memorandum of Understanding (MOU) sent to you on December 15, 2009, we are providing you with additional information regarding Wisconsin's Race to the Top application.

The attached information includes

- The revised funding projection available to a Local Education Agency (LEA) by formula,
- Exhibit II, a summary of the Wisconsin Achieves Competitive Grant program in which a LEA will be eligible to compete for additional money through a separate grant application, and
- A summary of Wisconsin's Race to the Top State Plan.

Please look carefully at the revised funding projection which represents the 50 percent of the state funds that will go out to LEAs through the Title I formula. LEAs choosing to participate in Exhibit I of the Race to the Top grant will be eligible for the following level of funding: at least $60,000, or $60 per child, or your allocation under the Title I formula whichever is the greatest amount. The projected amount is the minimum one-time funding that a district can expect if the state receives the requested $254 million.

LEAs that sign the MOU are eligible for additional funds through Exhibit II, the Wisconsin Achieves Competitive Grant Program. The Wisconsin Achieves Competitive Grant Program will provide an additional $19 million to Wisconsin LEAs if Wisconsin receives the maximum amount that the state is requesting from the United States Department of Education.

To compete for these additional funds, you will have to address some or all of the priorities listed in Exhibit II, propose specific activities that are 'above and beyond' those listed in Exhibit I, or have a strong case for why additional funds are needed to complete the Exhibit I commitments. Specifics on the grant application process and how this will be incorporated into your Final Work Plan will be provided to you if Wisconsin is awarded the Race to the Top state grant.

The summary of Wisconsin's Race to the Top State Plan delineates the state's goals and priority efforts. Our State Plan is based on the four reform areas that LEAs will address in their Final Work Plan and Science, Technology, Engineering, and Mathematics (STEM) efforts.

To be a participating district in the Race to the Top grant, you must submit the following signed by at least one authorized representative of the LEA: Memorandum of Understanding including the signature blocks on pages 4 and 8.

The state is encouraging signatures from the LEA, school board, and teachers' union; however, only one authorized representative's signature of the LEA is required to make the LEA eligible and able to participate in Wisconsin's Race to the Top grant program.

The Memorandum of Understanding, signed on pages 4 and 8, must be received by the Department of Public Instruction (DPI) no later than 4:00 p.m. on Wednesday, January 13, 2010.

Finally, the signed MOU may be submitted to the DPI in three ways. First, the MOU may be submitted electronically to the department via the following email address: wirttt@dpi.wi.gov. Second, the signed MOU could be sent to the following address:

Dr. Scott Jones
Special Assistant to the State Superintendent
Wisconsin Department of Public Instruction
P.O. Box 7841
Madison, WI 53707-7841

Third, hand-delivered MOUs will be accepted to the stated deadline. Hand-delivered MOUs must be brought to the DPI Reception Desk located in the GEF 3 building at 125 S. Webster Street, Madison, on the 5th Floor. Faxed MOUs will not be accepted.

As a reminder, LEAs intending to participate in Race to the Top must complete the online survey found at http://www.surveymonkey.com/s/MDPTQMF by Friday, January 8, 2010. This survey can be completed by the district administrator in about ten minutes and provides the state with needed information for our state application. Only LEAs that intend to participate in Wisconsin's Race to the Top grant should complete the online survey.

Thank you for your continued interest and support in Wisconsin's Race to the Top grant application. Please contact Dr. Scott Jones, Special Assistant to the State Superintendent, at scott.jones@dpi.wi.gov or 608/267-9269 if you have questions or concerns regarding this letter.

Sincerely,

Jim Doyle
Governor

Tony Evers, PhD
State Superintendent

Enclosures

Wisconsin Race to the Top – State Plan Overview

INTRODUCTION

This overview of Wisconsin's Race to the Top State Plan delineates the State's goals and priority efforts.

The Wisconsin State Plan is based on the four reform areas that districts will have to address in their Final Work Plan and Science, Technology, Engineering, and Mathematics (STEM) efforts.

Wisconsin's focus within our Race to the Top application will be on achieving significant improvement in the following areas:

- student achievement,
- decreasing achievement gaps,
- increasing high school graduation rates, and
- increasing college enrollment rates.

The following overview is a summary of the key priority efforts and projects that the State will manage and implement to support the efforts of all districts as well as drive education reform efforts in Wisconsin.

OVERVIEW

(A) Overall Commitment-State Success Factors

GOAL – To ensure that the State has adequate capacity, resources, and control to effectively manage and implement the RTTT plans (in collaboration with the LEAs) as well as internal and external mechanisms that will drive accountability of successful management and implementation of the RTTT plans by the State and participating LEAs, through regular measurement and reporting of the State's and LEA's progress with and compliance to the conditions and goals outlined in the State's RTTT grant and LEAs Final Work Plans.

i. Create the Office of Education Innovation and Improvement (OEII)

Reporting to the State Superintendent, the Office of Education Innovation and Improvement (OEII) will be responsible for overseeing the execution of Wisconsin's Race to the Top (RTTT) plans, awarding and managing external contracts (as specified throughout the State plan) and ensuring the State's and LEA's compliance with the conditions outlined in the State's RTTT grant and Local Education Agency's (LEA) Final Work Plans.

Additionally, the OEII will be charged with providing statewide expertise and support to LEA's to advance the federal education reform agenda requirements in areas such as:

standards and assessments, data system, effective teachers and leaders, and turning around struggling schools.

The office will include project management and administration staff housed in Madison and project consultants working regionally with each Cooperative Educational Service Agency (CESA).

ii. Secure external mechanisms to measure and report on RTTT progress

The Wisconsin Department of Administration (DOA), in consultation with the Wisconsin Office of Recovery Reinvestment (ORR), the Wisconsin Department of Public Instruction (DPI) and the OEII will contract with an outside accountability/audit/consulting firm or firms to externally measure and report on an annual basis the State's and LEA's progress with and compliance to the conditions and goals outlined in the State's RTTT grant and LEA's Final Work Plans.

Outside entities may also be used in the 90 day period to ensure that the correct resources, capacity, and capabilities are leveraged by the OEII in this critical period in order to guarantee that the Final Work Plans are specific, measurable, achievable, realistic, and time bound and in line with the RTTT ethos of ambitious yet achievable plans for implementing coherent, compelling, and comprehensive education reform.

(B) Standards & Assessments

GOAL – Ensure that the State has rigorous, internationally benchmarked standards on which to build a robust system for measuring student growth and LEAs have assessment systems that accurately measure student performance and feed information back to principals, teachers, students, and parents in a timely fashion.

i. Adopt the Common Core Standards and develop related curriculum and units of instruction

The State will adopt the English Language Arts Common Core Standards and the Mathematics Common Core Standards. The State, as a leading member of the Multiple Opportunities for Student Assessment and Instruction Consortium (MOSAIC), will involve Wisconsin educators in developing model curriculum and units of instruction for each grade level, reflecting a learning progression for the Common Core Standards.

ii. Develop and implement a common benchmark assessment

The State, as part of MOSAIC, will develop a common statewide benchmark assessment accessible through a shared computer-based format to gauge student progress on the Common Core Standards throughout the school year.

iii. Provide professional development and online resources

The State, in collaboration with MOSAIC, will develop online resources to include model curriculum, model units of instruction, classroom assessment strategies, and video classroom vignettes. Professional development will occur through a combination of local and regional professional learning communities, summer institutes, and online training modules and networking.

(C) Data

GOAL - Ensure that LEAs know how to use data to meaningfully inform instructional improvement and assist districts in the use of classroom assessment and benchmark assessment data.

i. Provide professional development modules and trainers on data use to improve instruction

The OEII will work in collaboration and / or contract with educational institutions, professional organizations, or non-profit organizations to develop and provide professional development modules, tools, and administrator training in data literacy in order to create and drive regional expertise in data usage as well as promote best practices.

The OEII will work with the CESAs, professional organizations, or non-profit organizations to provide educators the professional development tools and face-to-face training they need to utilize student growth and value-added data reports in the classroom to improve instruction.

ii. Through the state Longitudinal Data System (LDS), expand access to assessment reports that show student/group growth over time, which may include value-added data

The OEII will provide support to the Value-Added Research Center (VARC) at the Wisconsin Center for Education Research (WCER) to expand district participation in growth reporting or value-added analysis around the current summative assessment and/or pilot new benchmark assessment value-added and growth reporting work.

Additionally, VARC will be invited to provide technical advice during the development of the next generation assessment system to increase the precision and accuracy of growth reporting and value-added results.

This support will ensure that Wisconsin has the ability in the future to integrate growth reporting and/or value-added data from the State's summative and benchmark assessments into the statewide LDS as appropriate.

(D) Effective Teachers and Principals

GOAL – To provide structures and resources that will increase teacher and principal effectiveness and encourage high-quality teacher and principal evaluations.

i. Develop mentor and coaching guidelines and best practices to improve effectiveness

The OEII will work in collaboration and / or contract with groups such as educational institutions, CESAs, professional organizations, and / or non-profit organizations to build on existing efforts to develop and provide high quality mentoring and coaching guidelines as well as best practices for teachers and principals. These guidelines and best practices will include: mentoring and coaching strategies, guidelines for length and quality of mentoring and coaching, mentor and coach recruitment and selection, and mentoring and coaching training materials.

ii. Provide high quality coaching and mentoring resources and tools for principal and teacher effectiveness

The OEII will work in collaboration and / or contract with groups such as educational institutions, CESAs, professional organizations, and non-profit organizations to create and provide professional development modules, tools, and training around principal and teacher effectiveness. These tools will be based on the best practices and methods of evaluating and supporting teachers and principals previously identified under (D)i.

iii. Provide mentor academies, training, and support

The OEII will work in collaboration and / or contract with groups such as educational institutions, CESAs, professional organizations, and non-profit organizations to provide mentor academies and training throughout the state, using the guidelines, best practices, resources, and tools (including professional development modules) already developed under (D)i and (D)ii.

iv. Provide coach institutes, training, and support

The OEII will work in collaboration and / or contract with groups such as educational institutions, CESAs, professional organizations, and non-profit organizations to provide coaching institutes and training throughout the state, using the guidelines, best practices, resources and tools (including professional development modules) already developed under (D)i and (D)ii.

v. Develop and pilot a model evaluation system

The OEII will develop and pilot a model evaluation system for teachers and principals based on Wisconsin Educator Standards, aligned with the National Board Certification and the Wisconsin Master Educator Assessment Process, and with student growth as a significant factor.

This model evaluation system may include: growth models, classroom observations, supervisor evaluations, analysis of classroom or school artifacts, portfolios, self-reports of practice, and multiple student achievement measures. This evaluation system will be developed in conjunction with educational institutions, professional organizations, and other related education stakeholders.

vi. Develop a preservice teacher performance assessment tool

The OEII will participate in a national partnership to develop and pilot a teacher performance assessment to be used by educator preparation programs to endorse candidates for state licensure.

Currently, Wisconsin is participating in a ten state partnership created by the Council of Chief State School Officers (CCSSO) and the American Association of Colleges of Teacher Education (AACTE) to develop, pilot, and validate a preservice teacher performance assessment (TPA) tool with a rating scale to be used during the student teaching clinical experience. This will require university supervisors and cooperating teachers to be trained so that the tools remain valid and reliable across candidates.

The OEII will provide funding for student teachers from Alverno College, University of Wisconsin-Madison, and University of Wisconsin-Eau Claire, which are all current program participants, to field test the tool. Additional educator preparation programs may be added based on available funding.

vii. Expand urban teacher training and recruitment programs

The OEII will provide funding for the University of Wisconsin System's Urban Educator Institute (and / or similar programs) to expand the placement of preservice teachers from across the state in urban centers for their student teaching clinical experience.

Additionally, the OEII will provide funding to support programs that recruit prospective secondary and postsecondary students interested in urban teaching and / or retains those students or current teachers in an urban school setting.

(E) Turning Around Struggling Schools

GOAL - Effectively turnaround AT LEAST the five lowest performing schools in the State of Wisconsin, delivering dramatically improved student achievement in a condensed time frame in these struggling schools.

i. Funding for resources to implement turnaround strategies in struggling schools (currently all located within MPS)

The OEII will provide funding for additional resources (including internal and/or external consultants) to support local administrators in implementing turnaround strategies in struggling schools, initially focused on the five lowest performing schools (currently all located within MPS), with the responsibility of dramatically improving student achievement in a condensed time frame. Resources (including internal and/or external consultants) would be dual-selected/mutually agreed upon by the State and the participating LEA(s).

ii. Expand the statewide RtI Center

The OEII will support local implementation of response to intervention (RtI) district efforts through the expansion of a statewide RtI Center. The RtI Center will provide technical assistance and professional development throughout the state, directly engaging districts and schools around their RtI efforts. The RtI Center also will produce publications and resources, for districts and schools to use as they develop and refine their RtI programs. Finally, the RtI Center will be involved in and support the RtI statewide summit and academies.

iii. Support projects related to K-12 elements of WINS (Milwaukee Children's Zone)

The State will provide funding for the Wisconsin Initiative for Neighborhoods and Schools that Work for Children (WINS), as known as the Milwaukee Children's Zone, initiative that focus on K-12 education and are consistent with and support the broader elements of the Final Work Plan agreed to with MPS in the areas of education reform as pertains to RTTT.

The goal of the State is to provide support for the full scale creation and implementation of the full WINS plan, accelerating and driving urban renewal in Milwaukee that will further maximize and multiply the impact of the RTTT funds leveraged in Milwaukee by MPS.

(F) STEM

GOAL - Build on existing Wisconsin strengths in STEM, strengthen STEM education across Wisconsin, particularly in terms of participation of women and minorities.

i. Coordinate STEM efforts statewide

The OEII will create a working group to coordinate STEM efforts around the state, strengthen ties with regional economic development partners and higher education stakeholders to align STEM efforts around higher education and workforce need as well as to promote best practices within Wisconsin schools.

ii. Establish STEM academies

The OEII will contract with educational institutions, professional organizations and / or non-profit organizations to provide STEM teacher and learning academies on site and via virtual learning opportunities throughout the State.

iii. Support initiatives to drive STEM best practices

The OEII will work with educational institutions, professional organizations and / or non-profit organizations to develop and provide resources and partnerships that drive STEM best practices through support of pilot projects, teacher development, and STEM instructional materials. These efforts will be coordinated with the STEM academies and ensure the long term sustainability of these enhanced STEM initiatives.

Wisconsin Race to the Top – State Plan Budget

BUDGET

	(A) Overall Commitment-State Success Factors	**$ (millions**
i.	Create the Office of School Improvement (OSI)	5.2
ii.	External mechanisms to measure and report on RTTT progress	4.0
	(B) Standards & Assessments	
i.	Adopt the common core standards and develop related curriculum	3
ii.	Develop and implement a common benchmark assessment	12
	(C) Data	
i.	Provide professional development modules and trainers around data use to improve instruction	3.5
ii.	Expand access to growth assessments, which may include value-added, through the state LDS	0.5
	(D) Effective Teachers and Principals	
i.	Develop mentor guidelines and best practices to improve effectiveness	2.8
ii.	Provide high quality mentoring resources and tools for principal and teacher effectiveness	2
iii.	Institute mentor academies	1.65
iv.	Provide coach training	4
v.	Develop and pilot a model evaluation system	3
vi.	Develop a teacher performance assessment	0.2
vii.	Expand UW system urban teacher program (or similar program)	1.44
	(E) Turning Around Struggling Schools	
i.	Funding for resources to implement turnaround strategies in struggling schools (currently all located within MPS)	2.6
ii.	Establish a statewide RtI Center	8
iii.	Support initial demonstration projects related to K-12 elements of WINS (MKE Children's Zone)	10
	(F) STEM	
i.	Establish STEM academies	3
ii.	Support for initiatives driving STEM best practices	1
STATE PLAN TOTAL		**68**

STATE OF WISCONSIN

JIM DOYLE
GOVERNOR

DEPARTMENT OF PUBLIC INSTRUCTION

TONY EVERS
STATE SUPERINTENDENT

January 6, 2010

Dear Colleague:

As a follow-up to the Race to the Top Memorandum of Understanding (MOU) sent to you on December 15, 2009, we are providing you with additional information regarding Wisconsin's Race to the Top application.

The attached information includes

- The revised funding projection available to a Local Education Agency (LEA) by formula,
- Exhibit II of the MOU, and
- A summary of Wisconsin's Race to the Top State Plan.

Please look carefully at the revised funding projection which represents the 50 percent of the state funds that will go out to LEAs through the Title I formula. LEAs choosing to participate in Exhibit I of the Race to the Top grant will be eligible for the following level of funding: at least $60,000, or $60 per child, or your allocation under the Title I formula whichever is the greatest amount. The projected amount is the minimum one-time funding that a district can expect if the state receives the requested $254 million.

Exhibit II outlines additional funds available to Milwaukee Public Schools (MPS).

If you also choose to participate in Exhibit II of the MOU and Wisconsin receives the maximum amount that the state is requesting from the United States Department of Education, MPS will be eligible for funding based on a per pupil formula of $166 per pupil. The district's Final Work Plan will have to address all of the required activities listed in Exhibit II.

The summary of Wisconsin's Race to the Top State Plan delineates the state's goals and priority efforts. Our State Plan is based on the four reform areas that districts will address in their Final Work Plan and Science, Technology, Engineering, and Mathematics (STEM) efforts.

To be a participating district in the Race to the Top grant, you must ensure the following is signed by at least one authorized representative of the school district:

- Memorandum of Understanding,
- Exhibit I, and
- Exhibit II (if you wish to participate in Exhibit II funding and the required activities listed),

and that all the above are received by the Department of Public Instruction (DPI) no later than 4:00 p.m. on Wednesday, January 13, 2010.

The state is encouraging signatures from the LEA, school board, and teachers' union; however, only one authorized representative's signature is required to make the LEA eligible and able to participate in Wisconsin's Race to the Top grant program.

Finally, the signed MOU may be submitted to the DPI in three ways. First, the MOU may be submitted electronically to the department via the following email address: wirttt@dpi.wi.gov. Second, the signed MOU could be sent to the following address:

Dr. Scott Jones
Special Assistant to the State Superintendent
Wisconsin Department of Public Instruction
P.O. Box 7841
Madison, WI 53707-7841

Third, hand-delivered MOUs will be accepted to the stated deadline. Hand-delivered MOUs must be brought to the DPI Reception Desk located in the GEF 3 building at 125 S. Webster Street, Madison, on the 5th Floor. Faxed MOUs will not be accepted.

As a reminder, LEAs intending to participate in Race to the Top must complete the online survey found at http://www.surveymonkey.com/s/MDPTQMF by Friday, January 8, 2010. This survey can be completed by the district administrator in about ten minutes and provides the state with needed information for our state application. Only LEAs that intend to participate in Wisconsin's Race to the Top grant should complete the online survey.

Thank you for your continued interest and support in Wisconsin's Race to the Top grant application. Please contact Dr. Scott Jones, Special Assistant to the State Superintendent, at scott.jones@dpi.wi.gov or 608/267-9269 if you have questions or concerns regarding this letter.

Sincerely,

Jim Doyle
Governor

Tony Evers, PhD
State Superintendent

Enclosures

EXHIBIT II: ADDITIONAL FUNDS & STRATEGIES TO CLOSE THE ACHIEVEMENT GAP

Note: Only Milwaukee Public Schools may sign and accept this version of Exhibit II.

Exhibit II will make additional funds available to Milwaukee Public Schools (MPS). These additional funds will demonstrate the district's commitment to increasing their efforts to close the achievement gap and improve student achievement in line with the broader State Plan and goals of increasing student achievement, closing the achievement gap, increasing high school graduation rates[1] and increasing college enrollment rates[2].

If Wisconsin receives the maximum amount of $254 million that the State is requesting from the United States Department of Education in its Race to the Top Application, and MPS chooses to participate in Exhibit II, it will receive, at a minimum, an additional $166 per pupil. These funds are above and beyond the LEA funding for Exhibit I.

Required Goals for Participation

For MPS to accept funds under Exhibit II it will agree to accomplish all of the required high leverage strategies outlined in Exhibit II.

In addition, in order to receive funds under Exhibit II, MPS must identify clear, measurable, data-driven, achievable goals in their Race to the Top Final Work Plan. These goals must be benchmarked for the district and individual school(s), tailored to address specific achievement challenges in the district and may build upon existing LEA goals and strategies. Metrics for evaluating progress must include, but are not limited to, value-added achievement data and measures of student growth, which may be provided through the State Longitudinal Data System.

With any remaining resources, MPS may use funds to complete or expand their Exhibit I scope of work, or to meet or initiate additional innovative, data proven projects 'above and beyond' Exhibits I and II that are focused on increasing student achievement, closing the achievement gap, increasing high school graduation rates and/or increasing college enrollment rates. If proposed by MPS and agreed to by the State, such additional initiatives will be encapsulated in MPS's Final Work Plan in addition to the MPS's existing commitments as outlined in Exhibit I of the MOU.

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[1] Federal Race to the Top guidelines defines high school graduation rate at the four-year or extended-year adjusted cohort graduation rate. Wisconsin is currently transitioning to this new definition, which will likely be completed by July 2011. For at least three years beginning in 2010-11, the State and LEAs may track graduation rates and set goals using both the existing and revised methods in order to analyze trend data.

[2] Federal Race to the Top guidelines defines college enrollment as students who enroll in an institution of higher education within 16 months of graduation.

MPS's Final Work Plan will identify how the elements and strategies from Exhibit I, Exhibit II and any additional new work (where applicable) will be used to meet these benchmarked goals. Accepting these funds does not alter any of the terms or conditions of the Race to the Top District Memorandum of Understanding (MOU).

Specifics on the process for development and approval of the Final Work Plan will be provided to you once Wisconsin has been notified of any award under its Race to the Top application.

Exhibit II B – Required High Leverage Strategies

$166 per student available to Milwaukee Public Schools.
1. ***Early Childhood Initiatives***
Provide quality learning experiences for four year olds, which must include at least two of the following: • Reduce class size in existing 4K program. • Implement appropriate early childhood curriculum aligned with Wisconsin Early Learning Standards that includes training on curriculum. • Implement family literacy programs for families with children from birth to 4 that includes English language and/or native language support, parenting and literacy strategies, and materials for parents.
2. ***Supporting Successful Transitions Initiatives***
Provide academic and social support for struggling students to include at a minimum: • Academic supports provided by licensed teachers (at least one per every 100 students below proficiency in a state or local assessment) to tutor students either one-on-one or in groups of no more than five. • Social supports through access either to community or school-based mentoring and/or programs that follow students through middle school and into high school.
Provide additional support to 9th grade students, which must include at least two of the following: • Create manageable class sizes not greater than 30. • Create a team of teachers for 9th grade with at least one hour per week of collaborative time to plan instructional improvements. • Reduce teacher load for 9th grade team so that these teachers teach fewer students (<100 students). • Provide summer programs to help students transition from 8th grade to 9th grade. • Provide annual parent engagement activities to all parents to assist their children in making the transition from 8th grade to high school.
3. ***Closing Achievement Gap Initiatives***
Provide teachers at least one hour per week for collaborative planning for the purpose of instructional improvement.
Develop and implement a plan to provide coaching to principals in district-identified schools.
Develop and implement a district plan to address the equitable distribution of highly effective teachers.
Develop and implement a plan to provide extended high quality learning time, for district-identified schools with high-need students, which may include year-round school programs or extended days.
Implement and/or expand after school services in reading and mathematics for high-needs students.
Integrate Response to Intervention (RtI) to address individual student academic needs with an intervention and support program to address individual student behavioral needs.
Develop and implement a plan to strengthen human capital by working with organizations such as the UW System Urban Teacher Program, The New Teacher Project, and others.
Participate and collaborate fully in the creation of the Milwaukee Children's Zone (WINS).
Develop a plan providing monetary or non-monetary incentives to attract and retain effective teachers in high need schools.
Develop and implement a plan to expand access to obtain college credit with in high school by increasing the number of Advanced Placement preparatory courses, Advanced Placement courses, and Youth Options.

4. ***Science, Technology, Engineering, and Mathematics (STEM)***
Require three years of mathematics and science for high school graduation.
Provide opportunities for teachers to participate in STEM training and incorporate STEM instruction in the classroom.

Agreement to Exhibit II:		
For the Participating LEA		**For the State**
Authorized LEA Signature/Date		**Authorized State Signature/Date**
Print Name/Title		**Print Name/Title**

STATE OF WISCONSIN

JIM DOYLE
GOVERNOR

DEPARTMENT OF PUBLIC INSTRUCTION

TONY EVERS
STATE SUPERINTENDENT

January 6, 2010

Dear Colleague:

As a follow-up to the Race to the Top Memorandum of Understanding (MOU) sent to you on December 15, 2009, we are providing you with additional information regarding Wisconsin's Race to the Top application.

The attached information includes

- The revised funding projection available to a Local Education Agency (LEA) by formula,
- Exhibit II of the MOU, and
- A summary of Wisconsin's Race to the Top State Plan.

Please look carefully at the revised funding projection which represents the 50 percent of the state funds that will go out to LEAs through the Title I formula. LEAs choosing to participate in Exhibit I of the Race to the Top grant will be eligible for the following level of funding: at least $60,000, or $60 per child, or your allocation under the Title I formula whichever is the greatest amount. The projected amount is the minimum one-time funding that a district can expect if the state receives the requested $254 million.

Exhibit II outlines additional funds available to the following school districts: Beloit, Green Bay, Kenosha, Madison, and Racine.

If you also choose to participate in Exhibit II of the MOU and Wisconsin receives the maximum amount that the state is requesting from the United States Department of Education, your district will be eligible for funding based on a per pupil formula of $166 per pupil. The district's Final Work Plan will have to address all of the required activities listed in Exhibit II.

The summary of Wisconsin's Race to the Top State Plan delineates the state's goals and priority efforts. Our State Plan is based on the four reform areas that districts will address in their Final Work Plan and Science, Technology, Engineering, and Mathematics (STEM) efforts.

To be a participating district in the Race to the Top grant, you must ensure the following is signed by at least one authorized representative of the LEA:

- Memorandum of Understanding,
- Exhibit I, and
- Exhibit II (if you wish to participate in Exhibit II funding and the required activities listed),

and that all the above are received by the Department of Public Instruction (DPI) no later than 4:00 p.m. on Wednesday, January 13, 2010.

The state is encouraging signatures from the LEA, school board, and teachers' union; however, only one authorized representative's signature of the LEA is required to make the LEA eligible and able to participate in Wisconsin's Race to the Top grant program.

Finally, the signed MOU may be submitted to the DPI in three ways. First, the MOU may be submitted electronically to the department via the following email address: wirttt@dpi.wi.gov. Second, the signed MOU could be sent to the following address:

Dr. Scott Jones
Special Assistant to the State Superintendent
Wisconsin Department of Public Instruction
P.O. Box 7841
Madison, WI 53707-7841

Third, hand-delivered MOUs will be accepted to the stated deadline. Hand-delivered MOUs must be brought to the DPI Reception Desk located in the GEF 3 building at 125 S. Webster Street, Madison, on the 5th Floor. Faxed MOUs will not be accepted.

As a reminder, LEAs intending to participate in Race to the Top must complete the online survey found at http://www.surveymonkey.com/s/MDPTQMF by Friday, January 8, 2010. This survey can be completed by the district administrator in about ten minutes and provides the state with needed information for our state application. Only LEAs that intend to participate in Wisconsin's Race to the Top grant should complete the online survey.

Thank you for your continued interest and support in Wisconsin's Race to the Top grant application. Please contact Dr. Scott Jones, Special Assistant to the State Superintendent, at scott.jones@dpi.wi.gov or 608/267-9269 if you have questions or concerns regarding this letter.

Sincerely,

Jim Doyle
Governor

Tony Evers, PhD
State Superintendent

Enclosures

EXHIBIT II: ADDITIONAL FUNDS & STRATEGIES TO CLOSE THE ACHIEVEMENT GAP

Note: Only the Beloit, Kenosha, Green Bay, Madison and Racine school districts may sign and accept this version of Exhibit II.

Exhibit II will make additional funds available for Beloit, Green Bay, Kenosha, Madison, and Racine school districts. These additional funds will demonstrate that the districts are committed to increasing their efforts to close the achievement gap and improve student achievement in line with the broader State Plan and goals of increasing student achievement, closing the achievement gap, increasing high school graduation rates[1] and increasing college enrollment rates[2].

If Wisconsin receives the maximum amount of $254 million that the State is requesting from the United States Department of Education in its Race to the Top Application, LEAs participating in Exhibit II will receive, at a minimum, an additional $166 per pupil. These funds are above and beyond the LEA funding for Exhibit I.

Required Goals for Participation

All participating LEAs that accept funds under Exhibit II will agree to accomplish all of the required high leverage strategies outlined in Exhibit II.

In addition, all participating LEAs that accept funds under Exhibit II must identify clear, measurable, data-driven, achievable goals in their Race to the Top Final Work Plan. These goals must be benchmarked for the district and individual school(s), tailored to address specific achievement challenges in the district and may build upon existing LEA goals and strategies. Metrics for evaluating progress must include, but are not limited to, value-added achievement data and measures of student growth, which may be provided through the State Longitudinal Data System.

With any remaining resources, districts may use funds to complete or expand their Exhibit I scope of work, or to meet or initiate additional innovative, data proven projects 'above and beyond' Exhibits I and II that are focused on increasing student achievement, closing the achievement gap, increasing high school graduation rates and/or increasing college enrollment rates. If proposed by the LEA and agreed by the State, such additional initiatives will be encapsulated in the LEAs Final Work Plan in addition to the LEAs existing commitments as outlined in Exhibit I of the MOU.

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[1] Federal Race to the Top guidelines defines high school graduation rate at the four-year or extended-year adjusted cohort graduation rate. Wisconsin is currently transitioning to this new definition, which will likely be completed by July 2011. For at least three years beginning in 2010-11, the State and LEAs may track graduation rates and set goals using both the existing and revised methods in order to analyze trend data.

[2] Federal Race to the Top guidelines defines college enrollment as students who enroll in an institution of higher education within 16 months of graduation.

The LEA Final Work Plan will identify how the elements and strategies from Exhibit I, Exhibit II and any additional new work (where applicable) will be used to meet these benchmarked goals. Accepting these funds does not alter any of the terms or conditions of the Race to the Top District Memorandum of Understanding (MOU).

Specifics on the process for development and approval of the Final Work Plan will be provided to you once Wisconsin has been notified of any award under its Race to the Top application.

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Exhibit II – Required High Leverage Strategies

$166 per student available to the School District of Beloit, Green Bay Area Public Schools, Kenosha Unified School District, Madison Metropolitan School District, and Racine Unified School District.
1. ***Early Childhood Initiatives***
Provide quality learning experiences for four year olds, which must include at least two of the following: • Implement 4K for all eligible children in the district. • Reduce class size in existing 4K program. • Implement appropriate early childhood curriculum aligned with Wisconsin Early Learning Standards that includes training on curriculum. • Implement family literacy programs for families with children from birth to 4 that includes English language and/or native language support, parenting and literacy strategies, and materials for parents.
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Develop and implement a plan to provide coaching to principals in district-identified schools.
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Implement and/or expand after school services in reading and mathematics for high-needs students.
Integrate Response to Intervention (RtI) to address individual student academic needs with an intervention and support program to address individual student behavioral needs.
4. ***Science Technology, Engineering and Mathematics (STEM)***
Require three years of mathematics and science for high school graduation.
Provide opportunities for teachers to participate in STEM training and incorporate STEM instruction in the classroom.

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For the Participating LEA		**For the State**
Authorized LEA Signature/Date		**Authorized State Signature/Date**
Print Name/Title		**Print Name/Title**

STATE OF WISCONSIN

JIM DOYLE
GOVERNOR

DEPARTMENT OF PUBLIC INSTRUCTION

TONY EVERS
STATE SUPERINTENDENT

January 6, 2010

Dear Colleague:

As a follow-up to the Race to the Top Memorandum of Understanding (MOU) sent to you on December 15, 2009, we are providing you with additional information regarding Wisconsin's Race to the Top application.

The attached information includes

- The revised funding projection available to a Local Education Agency (LEA) by formula,
- Exhibit II, a summary of the Wisconsin Achieves Competitive Grant program in which a LEA will be eligible to compete for additional money through a separate grant application, and
- A summary of Wisconsin's Race to the Top State Plan.

Please look carefully at the revised funding projection which represents the 50 percent of the state funds that will go out to LEAs through the Title I formula. LEAs choosing to participate in Exhibit I of the Race to the Top grant will be eligible for the following level of funding: at least $60,000, or $60 per child, or your allocation under the Title I formula whichever is the greatest amount. The projected amount is the minimum one-time funding that a district can expect if the state receives the requested $254 million.

LEAs that sign the MOU are eligible for additional funds through Exhibit II, the Wisconsin Achieves Competitive Grant Program. The Wisconsin Achieves Competitive Grant Program will provide an additional $19 million to Wisconsin LEAs if Wisconsin receives the maximum amount that the state is requesting from the United States Department of Education.

To compete for these additional funds, you will have to address some or all of the priorities listed in Exhibit II, propose specific activities that are 'above and beyond' those listed in Exhibit I, or have a strong case for why additional funds are needed to complete the Exhibit I commitments. Specifics on the grant application process and how this will be incorporated into your Final Work Plan will be provided to you if Wisconsin is awarded the Race to the Top state grant.

The summary of Wisconsin's Race to the Top State Plan delineates the state's goals and priority efforts. Our State Plan is based on the four reform areas that LEAs will address in their Final Work Plan and Science, Technology, Engineering, and Mathematics (STEM) efforts.

To be a participating district in the Race to the Top grant, you must submit the following signed by at least one authorized representative of the LEA: Memorandum of Understanding including the signature blocks on pages 4 and 8.

The state is encouraging signatures from the LEA, school board, and teachers' union; however, only one authorized representative's signature of the LEA is required to make the LEA eligible and able to participate in Wisconsin's Race to the Top grant program.

The Memorandum of Understanding, signed on pages 4 and 8, must be received by the Department of Public Instruction (DPI) no later than 4:00 p.m. on Wednesday, January 13, 2010.

Finally, the signed MOU may be submitted to the DPI in three ways. First, the MOU may be submitted electronically to the department via the following email address: wirttt@dpi.wi.gov. Second, the signed MOU could be sent to the following address:

Dr. Scott Jones
Special Assistant to the State Superintendent
Wisconsin Department of Public Instruction
P.O. Box 7841
Madison, WI 53707-7841

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Thank you for your continued interest and support in Wisconsin's Race to the Top grant application. Please contact Dr. Scott Jones, Special Assistant to the State Superintendent, at scott.jones@dpi.wi.gov or 608/267-9269 if you have questions or concerns regarding this letter.

Sincerely,

Jim Doyle
Governor

Tony Evers, PhD
State Superintendent

Enclosures

EXHIBIT II: WISCONSIN ACHIEVES COMPETITIVE GRANT PROGRAM

If Wisconsin receives the maximum amount of $254 million that the State is requesting from the United States Department of Education in its Race to the Top Application, $19 million in State discretionary funding will be used to establish the Wisconsin Achieves Competitive Grant Program.

Eligibility Criteria

Local Education Agencies (LEAs) (*except Beloit, Green Bay, Kenosha, Madison, Milwaukee and Racine)* choosing to participate in Exhibit II of the MOU will be eligible to apply for additional funds through this competitive grant program that supports the broader State Plan and goals of increasing student achievement, closing the achievement gap, increasing high school graduation rates[1] and increasing college enrollment rates[2].

LEAs may apply for funds from the Wisconsin Achieves Competitive Grant Program to:

(1) Participate in Exhibit II Competitive Priorities

Specific proposals for additional funds that will be used to implement additional initiatives from the list of priorities in Exhibit II of the MOU.

The LEA will be free to choose which elements of Exhibit II it wishes to pursue as part of its application for additional funds. All additional proposals, if funded, will be included in the LEAs Final Work Plan.

AND / OR

(2) Supplement Exhibit I

Specific proposals for additional funds that will be used to ensure that the LEAs is able to implement or enhance its commitments as outlined in Exhibit I of the MOU and included in a Final Work Plan.

All participating LEAs that accept funds under Exhibit II and the Wisconsin Achieves Competitive Grant Program must identify clear, measurable, data-driven, achievable goals in their Race to the Top Final Work Plan. These goals must be benchmarked for the district

[1] Federal Race to the Top guidelines defines high school graduation rate at the four-year or extended-year adjusted cohort graduation rate. Wisconsin is currently transitioning to this new definition, which will likely be completed by July 2011. For at least three years beginning in 2010-11, the State and LEAs may track graduation rates and set goals using both the existing and revised methods in order to analyze trend data.

[2] Federal Race to the Top guidelines defines college enrollment as students who enroll in an institution of higher education within 16 months of graduation.

and individual school(s), tailored to address specific achievement challenges in the district and may build upon existing LEA goals and strategies. Metrics for evaluating progress must include, but are not limited to, value-added achievement data and measures of student growth, which may be provided through the State Longitudinal Data System.

The LEA Final Work Plan will identify how the elements and strategies from Exhibit I and Exhibit II (where applicable) will be used to meet these benchmarked goals. Accepting these funds does not alter any of the terms or conditions of the Race to the Top District Memorandum of Understanding (MOU).

Specifics on the grant application process, evaluation criteria and how this will be incorporated into your Final Work Plan will be provided to you once Wisconsin has been notified of any award under its Race to the Top application.

Exhibit II – Priorities for the Wisconsin Achieves Competitive Grant Program

$19 million dollars available on a competitive basis for school districts
1. ***Early Childhood Initiatives***
☐ Implement a 4K program for all eligible children in the district *or* expand current models to community settings with child care or Head Start *or* reduce class size in existing 4K program.
☐ Implement appropriate early childhood curriculum aligned with Wisconsin Early Learning Standards that includes training on curriculum.
☐ Implement family literacy programs for families with children from birth to 4 that includes English language and/or native language support, parenting and literacy strategies, and materials for parents.
2. ***Supporting Successful Transitions Initiatives***
Design and deliver academic and/or social support programs for struggling students: ☐ Academic supports provided by licensed teachers (at least one per every 100 students below proficiency in a state or local assessment) to tutor students either one-on-one or in groups of no more than five. ☐ Social support through access to community or school-based mentoring and/or programs that follow students through middle school and into high school.
Design and deliver additional support to 9th grade students: ☐ Create manageable class sizes not greater than 30. ☐ Create a team of teachers for 9th grade with at least one hour per week of collaborative time to plan instructional improvements. ☐ Reduce teacher load for 9th grade team so that these teachers teach fewer students (<100 students). ☐ Provide summer programs to help students transition from 8th grade to 9th grade. ☐ Provide annual parent engagement activities to all parents to assist their children in making the transitions from eighth grade to high school.
3. ***Closing Achievement Gap Initiatives***
☐ Provide teachers with at least one hour per week for collaborative planning for the purpose of instructional improvement.
☐ Develop and implement a plan to provide coaching to principals in district-identified schools.
☐ Develop and implement a district plan to address the equitable distribution of highly effective teachers.
☐ Implement alternative pay structures and/or incentives which may be targeted for hard-to-staff subjects and/or teachers teaching in hard-to-staff schools.
☐ Develop and implement a plan to provide extended high quality learning time, for district-identified schools with high-need students, which may include year-round school programs or extended days.
☐ Implement and/or expand after school services in reading and mathematics for high-need students.
☐ Integrate Response to Intervention (RtI) to address individual student academic needs with an intervention and support program to address individual student behavioral needs.
4. ***Science, Technology, Engineering, and Mathematics (STEM) Initiatives***
☐ Develop and implement a plan requiring three years of science and mathematics as requirements for high school graduation.
☐ Provide opportunities for teachers to participate in STEM training and incorporate STEM instruction in the classroom.

APPENDIX 8 - (A)(1) NAEP Achievement Data and Goals

coring proficient and above on the Grade 4 Reading NAEP. * Indicates data is not available.

All Students				Students with Disabilities					English Language Learners					Economically Disadvantaged					Black					H	
ic	% Prof	% Adv	% Prof + Adv	Avg. score	% Basic	% Prof	% Adv	% Prof + Adv	Avg. score	% Basic	% Prof	% Adv	% Prof + Adv	Avg. score	% Basic	% Prof	% Adv	% Prof + Adv	Avg. score	% Basic	% Prof	% Adv	% Prof + Adv	Avg. score	% Basic
2%	26.0%	6.6%	32.6%	181	77.1%	5.4%	1.1%	6.5%	199	61.9%	9.3%	1.0%	10.3%	205	49.8%	15.0%	2.6%	17.6%	200	58.0%	10.7%	1.9%	12.5%	209	46.5%
3%	26.0%	7.1%	33.1%	189	70.6%	7.0%	1.6%	8.6%	202	58.0%	11.5%	2.1%	13.6%	204	52.4%	13.8%	2.1%	15.9%	194	66.2%	9.0%	0.6%	9.6%	208	50.7%
6%	27.4%	8.2%	35.6%	191	62.6%	11.0%	3.0%	14.0%	201	57.7%	9.3%	1.0%	10.4%	205	49.3%	15.2%	2.7%	17.9%	191	64.7%	8.8%	2.1%	10.9%	208	50.4%
6%	29.3%	9.4%	38.4%	200	53.3%	14.7%	4.6%	18.9%	211	47.9%	12.3%	2.2%	14.0%	209	44.2%	17.1%	3.2%	20.2%	197	57.8%	11.5%	2.9%	14.0%	213	43.7%
2%	31.1%	10.6%	41.1%	210	44.1%	18.3%	6.2%	23.8%	221	38.1%	15.4%	3.4%	17.6%	214	39.1%	19.1%	3.8%	22.5%	203	50.9%	14.1%	3.7%	17.2%	219	37.1%

coring proficient and above on the Grade 8 Reading NAEP. * Indicates data is not available.

All Students				Students with Disabilities					English Language Learners					Economically Disadvantaged					Black					H	
ic	% Prof	% Adv	% Prof + Adv	Avg. score	% Basic	% Prof	% Adv	% Prof + Adv	Avg. score	% Basic	% Prof	% Adv	% Prof + Adv	Avg. score	% Basic	% Prof	% Adv	% Prof + Adv	Avg. score	% Basic	% Prof	% Adv	% Prof + Adv	Avg. score	% Basic
5%	33.5%	3.0%	36.5%	226	69.5%	3.7%	0.3%	4.0%	*	*	*	*	*	244	47.1%	15.4%	1.1%	16.5%	234	60.2%	7.4%	0.1%	8.0%	244	48.7%
4%	31.5%	3.4%	34.9%	230	64.4%	5.9%	0.1%	6.0%	*	*	*	*	*	249	41.0%	18.3%	0.9%	19.2%	236	55.8%	8.5%	0.3%	9.0%	247	42.6%
1%	30.6%	2.6%	33.2%	221	72.6%	2.9%	0.3%	3.3%	243	46.1%	11.0%	0.0%	11.0%	246	43.4%	15.0%	0.7%	15.6%	231	60.4%	7.3%	0.7%	8.0%	247	41.7%
5%	31.9%	2.8%	34.4%	226	66.4%	5.2%	0.6%	5.7%	247	40.9%	12.3%	0.2%	12.4%	249	39.7%	16.8%	0.9%	17.5%	234	56.8%	9.2%	1.0%	10.2%	253	35.1%
2%	33.2%	3.0%	35.7%	232	60.3%	7.5%	1.0%	8.2%	251	35.8%	13.7%	0.4%	13.8%	252	36.0%	18.7%	1.1%	19.5%	237	53.3%	11.2%	1.3%	12.3%	258	28.6%

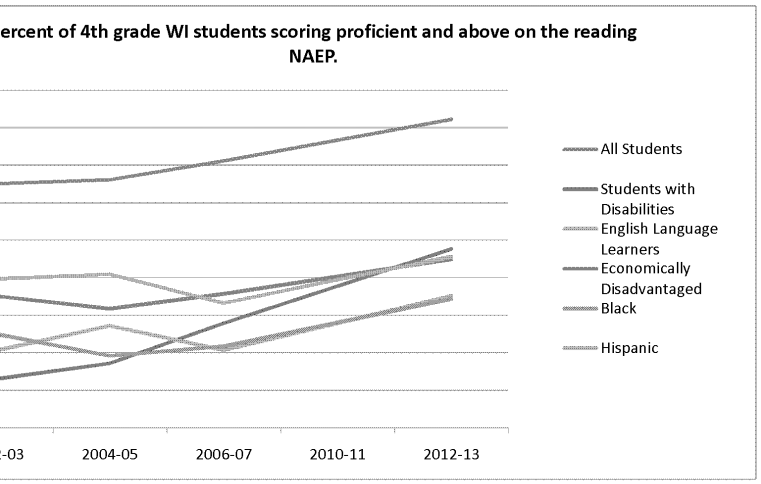
coring proficient and above on the Grade 4 Mathematics NAEP. * Indicates data is not available.

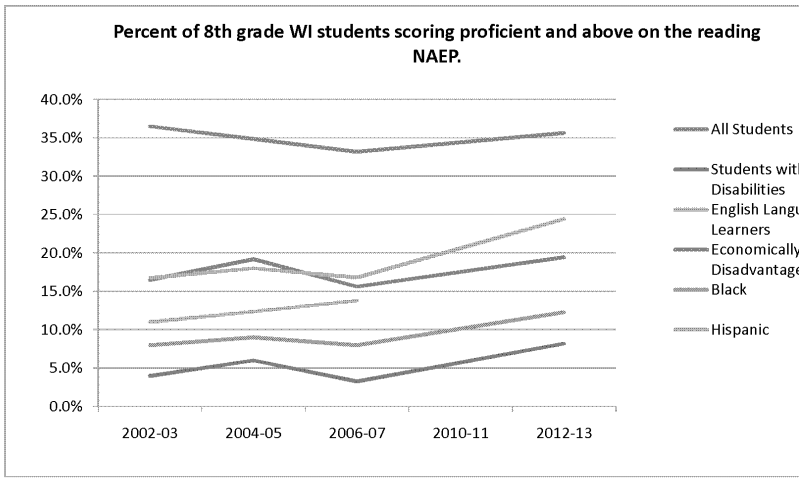
All Students				Students with Disabilities					English Language Learners					Economically Disadvantaged					Black					H	
ic	% Prof	% Adv	% Prof + Adv	Avg. score	% Basic	% Prof	% Adv	% Prof + Adv	Avg. score	% Basic	% Prof	% Adv	% Prof + Adv	Avg. score	% Basic	% Prof	% Adv	% Prof + Adv	Avg. score	% Basic	% Prof	% Adv	% Prof + Adv	Avg. score	% Basic
6%	31.0%	4.3%	35.2%	211	54.9%	8.4%	0.4%	8.7%	215	47.7%	9.1%	0.4%	9.5%	221	38.9%	15.4%	1.1%	16.6%	209	58.8%	7.0%	0.5%	7.5%	221	36.9%
2%	35.3%	5.0%	40.3%	221	38.6%	16.2%	0.4%	16.6%	225	32.7%	18.2%	0.5%	18.7%	225	32.2%	18.2%	1.0%	19.3%	210	53.6%	6.5%	0.3%	6.8%	224	34.1%
7%	40.0%	6.9%	46.9%	223	36.9%	19.1%	1.5%	20.6%	227	33.4%	20.5%	1.9%	22.3%	228	31.5%	22.7%	1.9%	24.6%	212	52.7%	9.5%	0.8%	10.4%	229	31.0%
0%	37.4%	7.6%	45.1%	222	39.6%	15.5%	2.0%	17.6%	223	33.9%	14.1%	1.1%	15.2%	229	27.5%	22.0%	1.8%	23.9%	217	45.3%	11.0%	0.4%	11.5%	228	28.7%
4%	40.6%	9.1%	49.5%	227	32.3%	19.3%	2.9%	22.1%	229	25.6%	17.9%	1.8%	19.4%	233	22.3%	25.4%	2.3%	27.7%	221	39.1%	14.6%	0.9%	15.4%	233	22.1%
2%	43.8%	10.5%	54.0%	232	25.0%	23.1%	3.8%	26.5%	234	17.2%	21.7%	2.5%	23.6%	236	17.2%	28.8%	2.9%	31.4%	225	32.9%	18.2%	1.4%	19.4%	237	15.4%

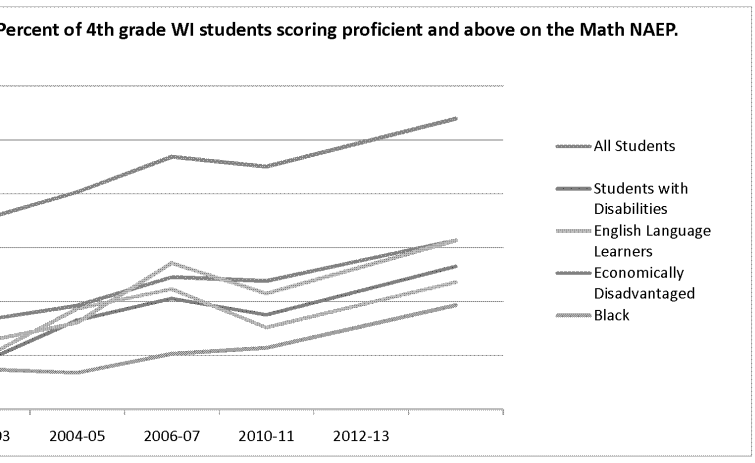
coring proficient and above on the Grade 8 Mathematics NAEP. * Indicates data is not available.

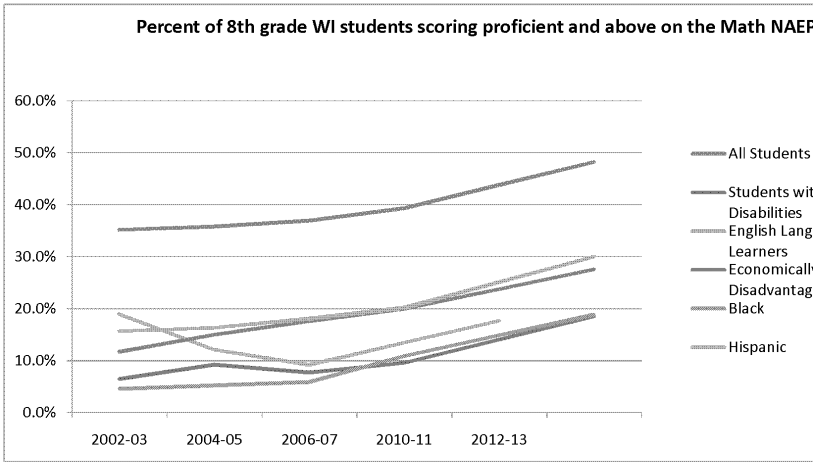
All Students				Students with Disabilities					English Language Learners					Economically Disadvantaged					Black					H	
ic	% Prof	% Adv	% Prof + Adv	Avg. score	% Basic	% Prof	% Adv	% Prof + Adv	Avg. score	% Basic	% Prof	% Adv	% Prof + Adv	Avg. score	% Basic	% Prof	% Adv	% Prof + Adv	Avg. score	% Basic	% Prof	% Adv	% Prof + Adv	Avg. score	% Basic
8%	28.7%	6.4%	35.2%	247	68.7%	5.9%	0.6%	6.5%	*	*	*	*	*	259	51.8%	10.4%	1.4%	11.8%	241	76.0%	4.1%	0.5%	4.6%	262	50.4%
9%	29.2%	6.7%	35.8%	250	62.7%	9.0%	0.3%	9.3%	269	44.1%	15.1%	3.9%	19.0%	263	46.3%	13.5%	1.5%	15.0%	246	69.6%	4.1%	1.2%	5.3%	265	43.8%
1%	29.0%	8.0%	37.0%	249	63.4%	7.3%	0.5%	7.7%	260	52.5%	9.4%	2.7%	12.2%	266	44.4%	16.1%	1.5%	17.6%	247	69.7%	5.9%	0.1%	5.9%	268	40.8%
0%	31.0%	8.4%	39.3%	255	55.2%	8.7%	0.9%	9.6%	259	54.8%	8.9%	0.4%	9.3%	269	39.7%	18.2%	1.8%	20.0%	254	61.5%	9.4%	1.6%	11.0%	268	44.0%
1%	34.2%	9.8%	43.8%	260	47.9%	12.5%	1.8%	14.1%	265	46.5%	12.7%	1.1%	13.5%	273	34.6%	21.6%	2.3%	23.8%	258	55.3%	12.9%	2.1%	14.9%	273	37.3%
0%	37.4%	11.2%	48.2%	265	40.6%	16.2%	2.7%	18.6%	270	38.2%	16.5%	1.8%	17.7%	276	29.5%	24.9%	2.8%	27.6%	262	49.1%	16.5%	2.6%	18.9%	277	30.7%

APPENDIX 8 - (A)(1) NAEP Achievement Data and Goals









APPENDIX 8 - (A)(1) NAEP Achievement Data and Goals

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Tony Evers, PhD, State Superintendent

Every Child a Graduate

Every child must graduate ready for further education and the workforce. We must align our efforts so our students benefit from both college and career preparation, learning the skills and knowledge necessary to be contributing members of our communities.

To build on our long-standing commitment to public education, Wisconsin must recruit and retain quality educators, invest in innovation, ensure safe and respectful schools, advance accountability, and work toward fair and sustainable school funding.

- **Recruit and Retain Quality Teachers.** Strong teachers and school leaders are vital to the success of our students, schools, and communities. We need to recruit and retain talented educators for our children. Trained mentors are essential for our newest teachers and school leaders. We must expand incentives for our best educators to work in high-needs schools and engage in research and innovation. We should pilot new and innovative systems for educator compensation.

- **Innovation that Works.** Our students require strong libraries and access to up-to-date technology that reflects the information economy that is changing our lives and schools. For this we need multiple pathways to connect rigorous academic standards to real-world learning experiences, including on-line learning opportunities for all students. We must create the next generation of charter schools, schools that are of the highest quality and reach strong standards of accountability.

- **Safe and Respectful Schools.** Wisconsin parents want and expect their children to attend safe schools. Children learn best in positive, healthy, and successful learning environments. Investments in a safe and respectful school community include small class sizes, access to highly qualified counselors, anti-bullying programs, and systems that promote positive behaviors.

- **Accountability for Results.** We must create schools that are truly accountable to the parents, students, and citizens of every district in this state. We must develop multiple assessments that provide students and teachers with meaningful and timely information about student learning as measured against rigorous standards. A new generation accountability system recognizes progress in raising student achievement.

- **Fair and Sustainable Funding.** Our children, no matter where they live in Wisconsin, must have the same educational opportunities. Deferred maintenance, program and staffing cuts, delayed technology purchases, and higher student fees are becoming the norm instead of the exception. Child poverty continues to grow at a rapid rate. Moving beyond current challenges, we must agree on the building blocks of a sustainable funding future for our public schools and libraries. And, we must leverage available state funds and federal dollars to target schools that have the neediest children.

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APPENDIX 10 - (A)(1) Detailed Table

Detailed Table for (A)(1)

This table provides detailed information on the participation of each participating LEA (as defined in this notice). States should use this table to complete the Summary Tables above. (Note: If the State has a large number of participating LEAs (as defined in this notice), it may move this table to an appendix. States should provide in their narrative a clear reference to the appendix that contains the table.)

	LEA Demographics			**Signatures on MOU's**			**MOU Terms**	**Preliminary Scope of Work – Participation in each applicable Plan Criterion**														
Participating LEAs	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supt. (or equivalent)	President of local school board (if applicable)	Teachers Union (if applicable)	Uses Standard Terms & Conditions?	(B)(3)	(C)(3)(i)	(C)(3)(ii)	(C)(3) (iii)	(D)(2) (i)	(D)(2) (ii)	(D)(2) (iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2) (iv)(d)	(D)(3)(i)	(D)(3)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(2)
Name of LEA				Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Yes/ No	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA
Abbotsford	3	676	359	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Adams-Friendship Area	6	1833	965	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Albany	3	411	23	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Algoma	3	608	198	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Alma	2	289	79	YES	NO	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Alma Center	3	618	328	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Almond-Bancroft	3	480	236	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Altoona	3	1502	561	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Amery	4	1736	372	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Tomorrow River	3	942	190	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Antigo	9	2543	1147	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Appleton Area	37	15233	5302	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Arcadia	2	1034	358	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Argyle	3	337	79	YES	NO	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Ashland	5	2233	1198	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Ashwaubenon	6	3134	635	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES

APPENDIX 10 - (A)(1) Detailed Table

Athens	3	516	132	YES	NO	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Auburndale	2	909	227	YES	NO	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Augusta	4	646	318	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Baldwin-Woodville Area	3	1554	361	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Unity	3	1090	441	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Bangor	2	641	149	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Baraboo	7	2981	982	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Barneveld	2	461	68	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Barron Area	7	1334	603	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Bayfield	4	393	281	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Beaver Dam	10	3574	1303	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Belleville	4	953	136	YES	NO	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Belmont Community	2	335	76	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Beloit	19	7130	4472	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Beloit Turner	4	1357	309	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Benton	2	252	83	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Berlin Area	4	1629	507	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Birchwood	4	326	170	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Wisconsin Heights	4	862	151	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Black River Falls	5	1898	785	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Blair-Taylor	3	656	258	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Pecatonica Area	2	437	124	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Bloomer	3	1117	305	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Bonduel	4	862	273	YES	NO	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Boscobel Area	3	900	443	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
North Lakeland	1	24	11	YES	NO	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Bowler	2	417	215	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Boyceville Community	2	789	354	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Brighton #1	1	186	23	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Brillion	3	960	169	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Bristol #1	1	648	117	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Brodhead	3	1138	248	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Elmbrook	11	7363	589	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Brown Deer	4	1808	488	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Bruce	3	513	302	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Burlington Area	8	3614	865	YES	NO	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Butternut	3	174	91	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES

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Cadott Community	3	901	387	YES	NO	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Cambria-Friesland	2	460	92	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Cambridge	4	900	115	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Cameron	4	944	354	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Campbellsport	4	1470	239	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Cashton	2	565	236	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Cassville	2	241	55	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Cedarburg	6	3080	186	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Cedar Grove-Belgium Area	4	1100	111	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Chequamegon Sch Dist	7	897	269	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Chetek	3	922	411	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Chilton	3	1216	293	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Chippewa Falls Area	9	5013	1555	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Clayton	3	421	181	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Clear Lake	3	632	193	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Clinton Community	3	1259	303	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Clintonville	4	1572	638	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Cochrane-Fountain City	2	663	168	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Colby	5	985	406	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Coleman	3	751	252	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Colfax	2	843	262	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Columbus	4	1185	265	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Cornell	2	459	212	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Crandon	4	953	295	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Crivitz	3	748	323	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Cuba City	2	662	201	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Cudahy	9	2663	1126	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Cumberland	5	1110	461	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Darlington Community	2	764	166	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Deerfield Community	5	791	125	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
De Forest Area	7	3267	584	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Kettle Moraine	6	4287	239	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Delavan-Darien	6	2634	1419	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Denmark	6	1547	176	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
De Pere	7	3792	437	YES	NO	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
De Soto Area	5	565	221	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES

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Dodgeville	4	1368	377	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Dover #1	1	88	16	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Drummond Area	3	449	212	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Durand	2	1030	342	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Northland Pines	5	1410	492	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
East Troy Community	5	1764	248	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Edgar	3	667	171	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Edgerton	4	1890	399	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Elcho	2	376	168	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Eleva-Strum	3	638	191	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Elkhart Lake-Glenbeulah	3	527	102	YES	NO	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Elkhorn Area	6	3091	753	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Elk Mound Area	3	1094	230	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Ellsworth Community	5	1705	412	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Elmwood	3	350	89	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Royall	3	570	198	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Erin	1	345	8	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Evansville Community	4	1831	386	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Fall Creek	3	863	158	YES	NO	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Fall River	2	498	92	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Fennimore Community	2	766	287	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Lac du Flambeau #1	1	447	388	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Florence	3	516	195	YES	NO	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Fond du Lac	13	7449	2637	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Fontana J8	1	291	49	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Fort Atkinson	8	2880	762	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Fox Point J2	2	927	67	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Franklin Public	9	4150	369	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Frederic	2	486	245	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Northern Ozaukee	5	1853	109	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Galesville-Ettrick-Trempealeau	6	1456	350	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
North Crawford	2	494	212	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Geneva J4	1	177	0	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Genoa City J2	2	624	149	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Germantown	6	3985	373	YES	NO	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Gibraltar Area	3	625	94	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES

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Gillett	3	703	300	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Gilman	2	489	279	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Gilmanton	2	204	81	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Nicolet UHS	1	1196	140	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Glendale-River Hills	2	989	195	YES	NO	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Glenwood City	4	712	206	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Goodman-Armstrong	2	172	92	YES	NO	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Grafton	5	2205	261	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Granton Area	2	263	147	YES	NO	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Grantsburg	5	1368	498	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Black Hawk	3	428	136	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Green Bay Area	39	20573	10739	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Greendale	6	2636	365	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Greenfield	6	3311	872	YES	NO	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Green Lake	3	311	51	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Greenwood	2	413	171	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Gresham	2	309	106	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Hamilton	7	4439	393	YES	NO	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Saint Croix Central	3	1303	231	YES	NO	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Hartford UHS	1	1615	237	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Hartford J1	3	1634	459	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Arrowhead UHS	1	2234	31	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Hartland-Lakeside J3	3	1437	190	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Hayward Community	9	1958	951	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Southwestern Wisconsin	2	570	169	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Herman #22	1	99	27	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Highland	2	283	47	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Hilbert	4	495	83	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Hillsboro	2	576	221	YES	NO	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Holmen	7	3637	787	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Horicon	3	848	225	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Hortonville	5	3327	408	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Howard-Suamico	9	5306	722	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Howards Grove	4	989	48	YES	NO	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Hudson	8	5357	504	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Hurley	3	656	124	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Hustisford	2	421	82	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES

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Independence	2	362	118	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Iola-Scandinavia	3	774	196	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Iowa-Grant	2	771	227	YES	NO	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Ithaca	3	352	87	YES	NO	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Janesville	23	10567	3797	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Jefferson	6	1883	542	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Johnson Creek	2	659	162	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Juda	2	290	73	YES	NO	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Dodgeland	2	817	244	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Kaukauna Area	7	3989	721	YES	NO	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Kenosha	44	22772	9225	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Kewaskum	5	2050	268	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Kewaunee	5	1030	155	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Kimberly Area	8	4458	372	YES	NO	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Kohler	3	624	0	YES	NO	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
La Crosse	20	7104	3049	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Ladysmith-Hawkins	4	986	506	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
La Farge	4	247	125	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Lake Geneva-Genoa City UHS	2	1390	416	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Lake Geneva J1	4	2115	1011	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Lake Holcombe	2	387	179	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Lake Mills Area	4	1327	246	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Lancaster Community	3	948	269	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Lena	4	419	143	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Linn J4	1	119	49	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Linn J6	1	125	34	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Richmond	1	497	9	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Little Chute Area	3	1520	347	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Lodi	5	1639	151	YES	NO	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Lomira	4	1097	166	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Loyal	3	564	258	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Luck	2	554	199	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Luxemburg-Casco	5	1919	234	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Madison Metropolitan	54	24496	10801	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Manawa	4	831	261	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Manitowoc	13	5572	1675	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES

APPENDIX 10 - (A)(1) Detailed Table

Maple	4	1457	411	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Marathon City	2	679	85	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Marinette	5	2245	950	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Marion	2	544	193	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Markesan	4	747	220	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Marshall	6	1259	308	YES	NO	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Marshfield	8	4094	1015	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Mauston	6	1551	686	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Mayville	3	1161	216	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
McFarland	5	2147	273	YES	NO	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Medford Area	5	2123	659	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Mellen	3	281	105	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Melrose-Mindoro	3	715	223	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Menasha	8	3687	1684	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Menominee Indian	3	809	670	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Menomonee Falls	8	4575	683	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Menomonie Area	8	3257	1184	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Mequon-Thiensville	6	3754	218	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Mercer	2	158	78	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Swallow	1	553	0	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
North Lake	1	373	0	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Merton Community	2	1053	16	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Stone Bank	1	343	13	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Middleton-Cross Plains	10	5899	781	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Milton	7	3295	543	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Milwaukee	215	85376	65517	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Mineral Point	3	787	154	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Minocqua J1	1	538	141	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Lakeland UHS	1	883	274	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Northwood	1	423	195	YES	NO	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Mishicot	5	994	187	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Mondovi	3	1077	375	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Monona Grove	8	3068	443	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Monroe	9	2934	774	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Monticello	3	381	80	YES	NO	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Mosinee	3	2174	511	YES	NO	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Mount Horeb Area	5	2328	262	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES

APPENDIX 10 - (A)(1) Detailed Table

Mukwonago	8	5044	376	YES	NO	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Riverdale	3	708	337	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Muskego-Norway	8	4887	233	YES	NO	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Lake Country	1	540	24	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Necedah Area	3	803	444	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Neenah	14	6289	1377	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Neillsville	3	1069	371	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Nekoosa	6	1338	553	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Neosho J3	1	191	36	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
New Auburn	2	360	177	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
New Berlin	7	4794	367	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
New Glarus	2	882	110	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
New Holstein	4	1133	239	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
New Lisbon	3	643	265	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
New London	8	2396	577	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
New Richmond	6	2970	677	YES	NO	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Niagara	2	465	156	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Norris	1	58	56	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
North Fond du Lac	4	1265	407	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Norwalk-Ontario-Wilton	2	726	322	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Norway J7	1	91	7	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Oak Creek-Franklin	11	5995	819	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Oakfield	3	572	76	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Oconomowoc Area	8	4727	386	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Oconto	4	1181	398	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Oconto Falls	7	1933	616	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Omro	4	1311	283	YES	NO	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Onalaska	6	2947	697	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Oregon	6	3623	410	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Parkview	6	1032	143	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Osceola	5	1885	461	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Oshkosh Area	27	10329	3407	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Osseo-Fairchild	4	1000	290	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Owen-Withee	3	598	250	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Palmyra-Eagle Area	5	1175	222	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Pardeeville Area	4	905	247	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Paris J1	1	202	22	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES

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Beecher-Dunbar-Pembine	2	259	151	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Pepin Area	2	239	64	YES	NO	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Peshtigo	2	1219	385	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Pewaukee	4	2406	239	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Phelps	2	138	57	YES	NO	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Phillips	3	900	351	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Pittsville	2	639	187	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Tri-County Area	3	693	368	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Platteville	4	1418	473	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Plum City	2	335	110	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Plymouth	7	2422	455	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Portage Community	11	2637	794	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Port Edwards	4	464	153	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Port Washington-Saukville	5	2686	391	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
South Shore	2	153	85	YES	NO	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Potosi	3	359	117	YES	NO	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Poynette	5	1090	136	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Prairie du Chien Area	3	1191	552	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Prairie Farm	3	341	95	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Prentice	5	493	169	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Prescott	4	1295	217	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Princeton	1	351	124	YES	NO	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Pulaski Community	8	3693	651	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Racine	35	21172	10100	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Randall J1	1	739	111	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Randolph	2	541	168	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Random Lake	4	929	205	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Raymond #14	1	428	53	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
North Cape	1	200	22	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Reedsburg	8	2559	884	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Reedsville	5	669	136	YES	NO	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Rhinelander	8	2721	1045	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Rib Lake	4	489	177	YES	NO	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Rice Lake Area	12	2395	833	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Richfield J1	2	383	24	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Friess Lake	1	302	13	YES	NO	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES

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Richland	6	1408	609	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Rio Community	2	509	129	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Ripon Area	6	1829	501	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
River Falls	7	3018	549	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
River Ridge	3	578	241	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Rosendale-Brandon	5	1035	182	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Rosholt	3	652	145	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
D C Everest Area	11	5676	1494	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Rubicon J6	1	161	22	YES	NO	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Saint Croix Falls	4	1116	318	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Saint Francis	3	1331	385	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Central/Westosha UHS	1	1235	177	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Salem	1	1029	236	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Sauk Prairie	7	2693	660	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Seneca	3	273	138	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Sevastopol	5	562	168	YES	NO	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Seymour Community	5	2473	572	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Sharon J11	1	330	157	YES	NO	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Shawano	4	2517	1033	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Sheboygan Area	27	10336	3712	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Sheboygan Falls	3	1788	342	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Shell Lake	3	638	291	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Shiocton	2	769	181	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Shorewood	5	1948	220	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Shullsburg	3	386	115	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Silver Lake J1	1	578	190	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Siren	2	519	317	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Slinger	5	2916	241	YES	NO	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Solon Springs	1	322	138	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Somerset	3	1602	218	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
South Milwaukee	8	3334	1096	YES	NO	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Southern Door County	4	1213	311	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Sparta Area	11	2608	1226	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Spencer	2	747	206	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Spooner Area	3	1251	526	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
River Valley	6	1375	420	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Spring Valley	3	749	199	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES

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Stanley-Boyd Area	4	960	422	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Stevens Point Area	18	7511	2226	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Stockbridge	4	215	24	YES	NO	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Stoughton Area	6	3411	551	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Stratford	2	838	168	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Sturgeon Bay	6	1243	404	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Sun Prairie Area	11	6172	1356	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Superior	8	4931	2141	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Suring	2	520	206	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Thorp	2	608	278	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Three Lakes	3	607	167	YES	NO	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Tigerton	2	302	167	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Tomah Area	10	2995	1083	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Tomahawk	3	1464	497	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Flambeau	5	660	371	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Trevor-Wilmot Consolidated	3	575	170	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Turtle Lake	2	503	220	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Twin Lakes #4	1	430	142	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Two Rivers	6	1873	658	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Union Grove UHS	1	833	51	YES	NO	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Union Grove J1	1	749	179	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Valders Area	4	1088	198	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Verona Area	10	4671	1072	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Kickapoo Area	3	468	233	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Viroqua Area	5	1175	453	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Wabeno Area	2	534	285	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Big Foot UHS	2	572	125	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Walworth J1	1	542	241	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Washburn	3	557	212	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Washington	2	78	18	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Waterford UHS	1	1092	69	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Waterford Graded J1	4	1610	161	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Watertown	8	3894	1190	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Waukesha	28	12990	3156	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Waunakee Community	6	3529	203	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Waupaca	5	2408	719	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES

APPENDIX 10 - (A)(1) Detailed Table

Waupun	6	2023	630	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Wausau	21	8681	3264	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Wausaukee	3	563	288	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Wautoma Area	4	1501	858	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Wauwatosa	15	6811	813	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Wauzeka-Steuben	3	342	192	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Webster	3	725	494	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
West Allis	18	8678	3714	YES	NO	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
West Bend	12	6916	1738	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Westby Area	5	1138	318	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
West De Pere	6	2704	489	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Westfield	6	1208	566	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Weston	3	334	118	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
West Salem	3	1648	339	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Weyauwega-Fremont	5	963	271	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Weyerhaeuser Area	2	156	90	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Wheatland J1	1	403	113	YES	NO	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Whitefish Bay	4	2939	9	YES	NO	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Whitehall	4	775	302	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
White Lake	2	217	104	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Whitewater	6	2060	546	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Whitnall	5	2410	279	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Wild Rose	3	720	276	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Williams Bay	4	560	98	YES	NO	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Wilmot UHS	1	1166	252	YES	NO	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Winneconne Community	4	1558	193	YES	NO	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Wisconsin Dells	5	1643	627	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Wisconsin Rapids	15	5654	1787	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Wittenberg-Birnamwood	4	1305	441	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Wonewoc-Union Center	4	360	166	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Woodruff J1	1	576	162	YES	NO	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Wrightstown Community	3	1318	200	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Yorkville J2	1	409	43	YES	NO	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Non-district Charter Schools: Downtown Montes	1	106	25	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Non-district Charter	1	477	0	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES

APPENDIX 10 - (A)(1) Detailed Table

Schools: Milwaukee Colle																							
Non-district Charter Schools: Central City Cy	1	327	300	YES	NO	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Non-district Charter Schools: Milwaukee Acad	1	951	932	YES	NO	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Non-district Charter Schools: Sch for Early D	1	66	65	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Non-district Charter Schools: BEAM	1	566	553	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Non-district Charter Schools: DLH Academy	1	281	211	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Non-district Charter Schools: 21st Century Pr	1	493	248	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Non-district Charter Schools: YMCA Young Lead	1	597	103	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Non-district Charter Schools: Acad of Learnin	1	420	408	YES	NO	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Non-district Charter Schools: Woodlands Sch	1	301	73	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Non-district Charter Schools: Capitol West Ac	1	116	90	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Non-district Charter Schools: Tenor High Scho	1	206	161	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Non-district Charter Schools: Inland Seas Sch	1	113	89	YES	NO	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Non-district Charter Schools: Seeds of Health	1	332	326	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Non-district Charter Schools: Milwaukee Renai	1	88	77	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES
Non-district Charter Schools: Bruce Guadalupe	1	780	619	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES

Association of Wisconsin School Administrators
4797 Hayes Road, Suite 103, Madison, WI 53704-3292
Phone: (608) 241-0300 • FAX: (608) 249-4973
Web site: www.awsa.org

January 11, 2010

Mr. Tony Evers, State Superintendent
Department of Public Instruction
PO Box 7841
Madison, Wisconsin 53707-7841

Dear State Superintendent Evers:

The Association of Wisconsin School Administrators supports the initiatives that comprise our state's Race to the Top Application. We are excited about the plan's promise for improving learning for every student in Wisconsin.

AWSA is the professional association of Wisconsin school principals. The plan's focus on attracting, supporting, and developing school leaders holds great potential to improve the leadership capacity of our schools and therefore, the achievement of our students.

Our organization is committed to the Race to the Top Application and stands ready to help implement this comprehensive package.

Sincerely,

Jim Lynch
Executive Director

Bad River Band of Lake Superior Chippewa
P.O. Box 39
Odanah, WI. 54861

Dear Governor Doyle and State Superintendent Evers:

The Bad River Tribe fully supports the reform initiatives that comprise Governor Doyle and State Superintendent Evers' Race to the Top Application for Wisconsin. We are excited about this new era for education in Wisconsin, where students will be held to the same high standards as students in other states and around the world, and these additional federal resources will be directed to initiatives that research has shown will improve the overall quality of education in our state.

The Ashland School District is the primary provider of education to Bad River Tribal youth. There are 492 Native American students within the District who makeup over 25% of the total student population.

The Mission of the Bad River Tribe is to work progressively and collaboratively with the Ashland School District to ensure support and monitoring of academic achievement, attendance, graduation rates, and transition to higher educational settings.

The Bad River Tribe and the School District of Ashland have resolved to work together and make it a priority to eliminate the academic achievement gap between Native and non Native students. To address the academic achievement gap both entities have established a task force aimed at improving the direct relationships between teaching staff, community members and families in Bad River. This group has collaborated to create several district-wide projects including a Youth & Family Open House, the Native Youth Newsletter and has initiated and implemented a bully-proofing project, Creating Caring Communities at the high school. Through this partnership, the Bad River community and school district staff have worked to recognize Native Student achievement, improve transition for Native students between childhood & adulthood and improve communication between families, community and school staff.

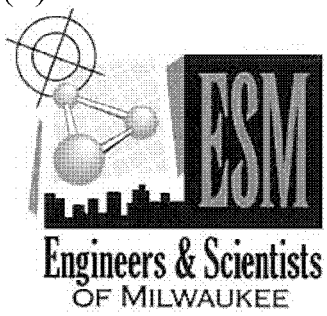
In addition, the State of Wisconsin Department of Public Instruction has identified the Ashland School District as having a disproportionate number of Native American students referred to Special Education Services. As a means for eliminating this problem, the district has identified two goals that are being worked on collaboratively. The goals include improving communication between the Bad River community and staff district-wide and improved means of collecting data and interpreting this data so it can be used in a meaningful way.

Our organization embraces the Race to the Top reforms and stands ready to help implement the reforms laid out in the state plan.

Sincerely,

Michael Wiggins Jr.

Bad River Tribal Chairman



January 13, 2010

Office of Governor Jim Doyle
115 East, State Capitol
PO Box 7863
Madison, WI 53707

Dear Governor Doyle and State Superintendent Evers:

As the Executive Director of Engineers & Scientists of Milwaukee (ESM), I am writing in support of the STEM-related reform initiatives that comprise Governor Doyle and State Superintendent Evers' Race to the Top Application for Wisconsin.

We are excited about this new era for education in Wisconsin, where students will be held to the same high standards as students in other states and around the world, and these additional federal resources will be directed to implementing initiatives that research has shown will improve the overall quality of education in our state.

Who We Are. ESM was founded in 1905. Originally conceived as a "cooperative body, broad enough in scope to meet the needs of all engineers in the community", ESM has evolved into Southeastern Wisconsin's leading technical organization providing and/or promoting educational outreach programs emphasizing STEM. Our mission is to accelerate regional prosperity by:

- Creating STEM awareness in the community
- Engaging students to advance STEM competencies
- Optimizing the effectiveness of STEM programs
- Leading a collaborative approach to STEM talent development

What We Do. We accomplish this mission through the direct management of educational programs (including Future City Competition, Rube Goldberg Machine Contest, Space Camp for Educators, and Website Design Camp), annual events (including the Engineers Week banquet, ESM Scholarship golf outing, and the sySTEMnow conference), and our awards program (including Engineer of the Year and the coveted "Stemmy" award for excellence in STEM).

We also aggressively support and promote affiliated STEM programs including the Badger State Science and Engineering Fair, the *FIRST* family of robotics programs, 4-H Gateway Academies, iFAIR, STEM Fest, and of course, Project Lead The Way (PLTW).

How We Do It. ESM views the STEM education challenge (and its ultimate solution) holistically; not as an issue which belongs solely to PK-12 education, but rather as a talent development continuum in which PK-12, higher education, and the public and private sector STEM workforce are inter-dependent constituencies.

ESM connects resources and needs by creating partnerships between the private and public sector STEM workforce and the education community. We strive to fully engage the workforce in the STEM initiative, recognizing that they are the end user in the STEM talent pipeline, they have reliable and available resources, and they have been vastly under-utilized and under-leveraged in the development of STEM talent.

We encourage our partners to commit to building tomorrow's STEM workforce through advocacy, funding, in-kind services, and/or volunteerism. It's a very basic approach, but one that has been very effective as evidenced by significant increases in all of our key metrics, including…

- number of programs
- number of participants
- number of members
- number of volunteers
- event sponsorship
- scholarship funding levels
- overall awareness

Our organization's unique approach and proven success with respect to STEM outreach was validated on September 21, 2009 when the Milwaukee 7 Regional Economic Development Campaign formally recognized and endorsed ESM's STEM7 Initiative as the region's Partner for STEM Talent Development.

We believe there is strong potential to scale up the STEM successes our organization has facilitated in the context of the overall STEM strategy outlined in the Race to the Top application - ***"Investing in STEM -- Building off our currently successful STEM efforts to ensure that more students have access to high-quality STEM courses and training."***

ESM stands ready to help implement the STEM-related reforms laid out in the state plan; the goals of which are very consistent with our mission. We believe that in order for Wisconsin to be globally competitive in an innovation economy, we must have a reliable talent pipeline producing well-qualified, STEM-competent workers. Accordingly, we are honored to support this application.

Sincerely,

Van Walling, P.E (b)(6)
Executive Director

ESM Board of Directors

President	Jerome Chudzik GRAEF	*Director*	Jen Larsen Eaton Corporation
President Elect	Susan Michaelson Marquette University	*Director*	Susan Lunsford MPS PLTW Consultant
Vice President/ Secretary	Judy Fassbender Bloom Companies	*Director*	Christy Matuszewski Briggs & Stratton
Treasurer	Nicole Jutz Johnson Controls	*Director*	Angela Obst P&H Mining Equipment
Past President	David Peterson Rockwell Automation	*Director*	Ron Perez UW-Milwaukee
Director	Frances Hardrick We Energies	*Director*	Kevin Pulz Milwaukee Public Television
Director	Adam Holton GE Healthcare	*Director*	Chris Taylor MSOE
Director	Joseph Jacobsen MATC	*Director*	James Wilke Reinhart Boerner Van Deuren
Director	Julie Janowak Badger Meter	*Director*	

ESM Staff

Executive Director	Van Walling	*Program Coordinator*	Kiley Kurz
Program Manager	Kelly Wesolowski	*Student Intern*	Meredith Claeys

Forest County Potawatomi Community
P.O. BOX 340 • Crandon, WI 54520

January 12, 2010

Forest County Potawatomi Community
PO Box 340
Crandon, WI 54520

Dear Governor Doyle and State Superintendent Evers:

The Forest County Potawatomi fully supports the reform initiatives that comprise Governor Doyle and State Superintendent Evers' Race to the Top Application for Wisconsin. We are excited about this new era for education in Wisconsin, where students will be held to the same high standards as students in other states and around the world, and these additional federal resources will be directed to initiatives that research has shown will improve the overall quality of education in our state.

The Forest County Potawatomi Community has long held education as a high priority, actively working with our local schools to increase student achievement. The goals and objectives outlined in Wisconsin's Race to the Top plan would augment these efforts tremendously and we are in full support.

The Forest County Potawatomi Community is committed to the Race to the Top reforms and stands ready to help implement the reforms laid out in the state plan.

Sincerely,

Harold "Gus" Frank
Chairman, Forest County Potawatomi Community

GE Healthcare

4855 W. Electric Ave
Milwaukee, WI 53219
USA

January 12, 2010

Office of Governor Jim Doyle
115 East, State Capitol
PO Box 7863
Madison, WI 53707

Dear Governor Doyle and State Superintendent Evers:

GE Healthcare fully supports the reform initiatives that comprise Governor Doyle and State Superintendent Evers' Race to the Top Application for Wisconsin. We understand the state's plan to achieve these goals and agree that multiple facets of the system need to be addressed and improved.

It is vital to the State of Wisconsin and the future of the US that a significant emphasis be placed on the STEM components of this plan.

GE Healthcare has been engaged for a many years in the development of multi-generational technology leaders. In Southeastern Wisconsin our volunteers spend hundreds of hours each year supporting classroom and after school programming in STEM.

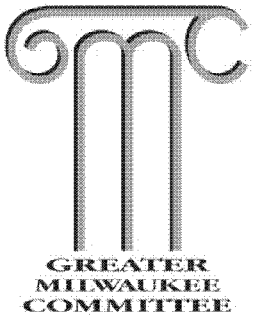
Our focus has been on Project-Lead-The-Way and FIRST Robotics, these are the two finest programs we have seen and they are delivering! We strongly encourage you to incorporate and expand those programs so that ALL Wisconsin youth have an opportunity to be involved.

GE Healthcare is extremely excited about Wisconsin's efforts with respect to Race-to-the-Top and particularly the STEM-specific component of the state plan. We will continue our active engagement in creating the innovators of the future!

Sincerely,

(b)(6)

Dr. William Berezowitz
VP & GM Imaging Subsystems
GE Healthcare



Michael W. Grebe
Chairman

Julia H. Taylor
President

January 13, 2010

The Honorable Governor James Doyle
819 North 6th Street
Milwaukee, WI 53203

Dear Governor Doyle:

The Greater Milwaukee Committee, whose membership include our region's business, labor, academic, philanthropic, nonprofit and civic leadership, believes that Race to the Top funds are an important tool for implementing the level school reform needed to dramatically improve the academic achievement of Milwaukee K-12 students. We recognize that we cannot achieve that vision unless we fundamentally change the current performance of the schools that are preparing our future workforce. Currently for every 2 students who graduate from MPS one drops out and 80% of graduates who attend the University of Wisconsin- Milwaukee need remedial coursework.

Our organization has been focused on improving the Milwaukee Public Schools for a considerable time. Most recently we supported the district in the creation of its first formal strategic plan, however we remain concerned about the future of the district and the ability of the district to achieve the goals laid out in that plan without implementing fundamental reforms of the type included in the Race to the Top application.

Ensuring that we have a sustainable core of effective teachers and leaders is essential to a successful school system. The proposals in Wisconsin's application to strengthen teacher mentoring and professional development and establish evaluation systems for teachers and principals that incorporate student outcomes are important reforms to ensure we have effective teachers and leaders in our schools.

While we believe that schools themselves can have significant influence on student outcomes, clearly there are many factors outside the classroom that effect student achievement. The Harlem Children's Zone model has been successful in providing comprehensive supports to students and families in New York City. Establishing Children Zones in Milwaukee to provide those same supports will enhance the school level reforms, and we look forward to learning what role the Greater Milwaukee Committee can play in that effort.

301 W. Wisconsin Avenue, Suite 300 Milwaukee, Wisconsin 53203 414-272-0588 Fax: 414-272-7051

While the needs are great in Milwaukee, the will to change is even greater. Our organization and many prominent community leaders are committed to the Race to the Top reforms. We encourage you to support this opportunity to help more Milwaukee children realize their full potential.

Sincerely,

Michael W. Grebe
Chairman

Julia Taylor
President

GREAT LAKES

Wednesday, January 13, 2010

Dear Governor Doyle and State Superintendent Evers:

Great Lakes Higher Education Corporation and Affiliates (Great Lakes) fully supports the reform initiatives that comprise Governor Doyle and Superintendent Evers' Race to the Top Application for Wisconsin. We are excited about this new era for education in Wisconsin, where our students will be held to the same high standards as students in other states and around the world. These additional federal resources will be directed to initiatives that research has shown will improve the overall quality of education in our state.

For more than 40 years, Great Lakes' support of statewide college access initiatives has been an integral part of our responsibilities under the U.S. Higher Education Act. But our commitment to Wisconsin goes beyond that. To date, Great Lakes has committed more than $43 million in funding, support, and resources towards college access and completion programs benefiting students, families, and ultimately the State of Wisconsin.

Great Lakes is dedicated to helping people build brighter futures through education. We work to identify established college access programs whose leadership shares our commitment to increasing access to higher education for economically disadvantaged students and families across Wisconsin. By providing vital funding and support, we seek to help these programs sustain, grow, and replicate their efforts and services – leveraging their energy and innovation to change more lives for the better.

The reform initiatives outlined in the Race to the Top Application for Wisconsin are directly in line with Great Lakes' college access goals. Specifically, decreasing achievement gaps and increasing college enrollment rates are shared goals among Great Lakes, the community organizations we fund, and the State of Wisconsin. Designing useful assessments and expanding the state's data system will provide the necessary evaluation tools we need to work together to identify programs and approaches that are providing real results for Wisconsin's students.

Our organization is committed to the Race to the Top reforms and stands ready to help implement the reforms laid out in the state plan.

Sincerely,

(b)(6)

Richard D. George
President and Chief Executive Officer
Great Lakes Higher Education Corporation and Affiliates

GREAT LAKES HIGHER EDUCATION CORPORATION AND AFFILIATES
2401 INTERNATIONAL LANE | MADISON, WI 53704-3192
PHONE: 608.246.1800 | WEB: MYGREATLAKES.ORG

KABA
KENOSHA AREA BUSINESS ALLIANCE

600 52nd Street, Suite 120
Kenosha, WI 53140
P 262.605.1100
F 262.605.1111

January 13, 2010

The Honorable Governor Jim Doyle and State Superintendent Tony Evers
State of Wisconsin
State Capitol Room 115 East
Madison, WI 53702

RE: Race to the Top

We are pleased to write this letter, and extend our offer, of support for Wisconsin's Race to the Top application. Our organization serves as Kenosha County's economic development organization and employers association and has a vested interest in the quality of Wisconsin's schools. The primary objectives of the Race to the Top program are critical areas for the State's largest urban school districts, including Kenosha Unified. As our organization works to sustain and expand the area's economic base, it is clear that high performing school systems are critical to the economic health and prosperity of Wisconsin.

Wisconsin's Race to the Top application promises to provide significant resources to the State's largest school systems to address major issues such as closing the achievement gap, early childhood initiatives, teacher development, and the expansion of STEM curriculum. We strongly support these initiatives and recognize how important they are to Kenosha and Wisconsin. Please contact me and let us know what else we can do to support and assist you with this grant application and its successful implementation. Thank you.

Sincerely,

(b)(6)

Todd Battle
President

LAC COURTE OREILLES TRIBAL GOVERNING BOARD

Pride Of The Ojibwa
13394 W Trepania Road
Hayward • Wisconsin • 54843
PHONE (715) 634-8934 • FAX (715) 634-4797

IMPORTANT FAX TRANSMITTAL

TO:	Brian Vigue, Dept of Administration, 608-267-6917
FROM:	Terri Miller, Administrative Assistant
DATE:	January 11, 2010
RE:	Letter of Support
PAGES:	2 (including cover page)
MESSAGE:	Here's the letter. Have a great evening!

LAC COURTE OREILLES TRIBAL GOVERNING BOARD

Pride Of The Ojibwa
13394 W Trepania Road
Hayward • Wisconsin • 54843
PHONE (715) 634-8934 • FAX (715) 634-4797

January 11, 2010

The Honorable Jim Doyle
Governor – State of Wisconsin
PO Box 7863
Madison WI 53707-7863

Mr. Tony Evers
State Superintendent of Public Instruction
PO Box 7841
Madison WI 53707-7841

Dear Governor Doyle and Superintendent Evers:

The Lac Courte Oreilles Tribal Governing Board/School Board fully supports the reform initiatives that comprise Governor Doyle and State Superintendent Evers' Race to the Top Application for Wisconsin. We are excited about this new era for education in Wisconsin, where students will be held to the same high standards as students in other states and around the world, and these additional federal resources will be directed to initiatives that research has shown will improve the overall quality of education in our state.

It is the mission of the Lac Courte Oreilles Ojibwe School to provide the proper guidance to maximize the spiritual, cultural, intellectual, physical, emotional, social and well being of each individual, to ensure that all who attend our school will become productive and contributing citizens of the LCO community, state, nation and world in their own unique way.

Though we are a private school, a tribally controlled school funded through a Grant with the U.S. Bureau of Indian Education, our school has adopted the standards of the State of Wisconsin and has reached AYP for five years. Yet, we are deeply concerned about what happens to our students after they leave our school and their continued success in further education. We need to increase our college enrollment and success rates. We need to take a closer and longer-range look at assessment reports to assist us in preparing our children to become productive and contributing citizens of the Lac Courte Oreilles Ojibwe community and the State of Wisconsin. We believe that the Race to the Top Initiatives, with a focus on Science, Technology, Engineering, and Mathematics (STEM) can provide great assistance for teachers and students to meet the challenges our students face at the college level.

Our organization is committed to the Race to the Top reforms and stands ready to help implement the reforms laid out in the state plan.

Sincerely,

Brian Bisonette, Secretary/Treasurer
Lac Courte Oreilles Tribal Governing Board/School Board

WILLIAM BESON
TRIBAL ADMINISTRATOR

January 13, 2010

Lac du Flambeau Band of Lake
Superior Chippewa Indians
P.O. Box 67
Lac du Flambeau, WI 54538

Dear Governor Doyle and State Superintendent Evers:

The Lac du Flambeau Tribe fully supports the reform initiatives that comprise Governor Doyle and State Superintendent Evers' Race to the Top Application for Wisconsin. We are excited about this new era for education in Wisconsin, where students will be held to the same high standards as students in other states and around the world, and these additional federal resources will be directed to initiatives that research has shown will improve the overall quality of education in our state.

Our organization is committed to the Race to the Top reforms and stands ready to help implement the reforms laid out in the state plan.

Sincerely,
William Beson, Administrator

Lac du Flambeau Band
of Lake Superior Chippewa Indians
P.O. Box 67 - Lac du Flambeau, Wisconsin 54538 • (715) 588-3303 • FAX# - (715) 588-7930

Office of the Dean, College of Engineering

MARQUETTE
UNIVERSITY
Be The Difference.

January 11, 2010

Office of Governor Jim Doyle
115 East, State Capitol
PO Box 7863
Madison, WI. 53707

Dear Governor Doyle and State Superintendent Evers;

This letter is being written by me, the OPUS DEAN of the College of Engineering here at Marquette University, in enthusiastic support of the reform initiatives that comprise Governor Doyle and State Superintendent Evers 'RACE TO THE TOP' APPLICATION FOR OUR STATE OF WISCONSIN.

Here in our College of Engineering at Marquette University, we are intensely engaged in enhancing the education of our students of our state, focusing on high standards and assessment as well as hands-on Discovery Learning, all targeted to build an enhanced workforce for the 21st century.

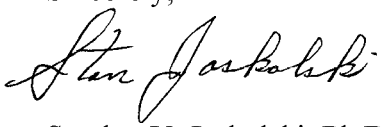
Because we are an engineering college, we have invested heavily in engaging students from all ages, classes and backgrounds and races, in STEM related activities, designed specifically to build a world-class innovative workforce for our country capable of leading the world in new innovation that results in new products, new processes and new services (see the attached summary). In so doing, we not only help provide an enhanced workforce, but we are ensuring that this country has the developed workforce to maintain and grow our standard of living and our quality of life.

Hence, we are enthusiastic supporters of the plan proposed by the State of Wisconsin in its Race To The Top proposal, for it will raise standards, conduct useful assessments to fill an available data system, it will provide enhanced teacher training thus enabling low performing schools to raise their results, and it will raise overall achievement by all members of our society.

As this proposal gets deployed, we, here in our College of Engineering, offer to serve on a state-wide STEM TEAM or STEM BOARD, as a component of the state's RACE TO THE TOP program that could provide guidance and leadership direction for how the available support funds could be optimally used. In addition, we would be pleased to collaboratively join forces with other academic institutions of higher learning, as well as industrial and business partners, to carefully lay out a roadmap for future workforce needs and development, thus ensuring that the efforts of this proposed work match the needs of our collective future.

Finally and summarily, I and we fully endorse the Race To The Top application of the State of Wisconsin, we commend our Governor and our State Superintendent for their aggressive leadership in developing this application, and we guarantee our enthusiastic, team based collaboration to make this proposal exceed all expectations.

Sincerely,



Stanley V. Jaskolski, Ph.D.
OPUS Dean of Engineering

STEM ENGAGEMENT SUMMARY: RTTT
MARQUETTE UNIVERSITY
COLLEGE OF ENGINEERING
MILWAUKEE, WISCONSIN

Here at Marquette University, the College of Engineering, we have a huge, robust STEM ENGAGEMENT activity focused totally to INCREASING THE PIPELINE OF YOUNG STUDENTS STUDYING ENGINEERING AND SCIENCE.

We have invested in this for 5 years now and over that time, our incoming freshmen classes have increased by 46%. So, we feel good about our activities in that we are seeing great results.

Listed below, are the key strategic tactics we have used to accomplish these kinds of results. These tactics were all developed within our College by our faculty working with high schools, grade schools and Milwaukee industries. I describe them below, being brief and pointed.

1. First, we have engaged grade school, middle school and high school students in what we call DISCOVERY LEARNING (DL) ACADEMIES, that are two to five day HANDS ON, FUN FILLED, LEARNING ACTIVITIES for classes of 8 to 26 students at a time, in a wide array of technical areas such as robotics, water quality, bio-medical engineering, energy, environment, bridge building, etc. The key in our DL Academies is to help the students have fun in learning what an engineer does, what an engineer is, and to show the student that he or she too can do this, it doesn't take a genius.

We hold almost 50 of these academies each year and because of that we annually have 500 to 1,000 grade school, middle school and high school students in our engineering labs having great fun, learning about engineering and becoming believers that they too can do it. In turn, many of these students will enroll somewhere in engineering, and we feel that is great success.

2. Secondly, we support 13 high schools and middle schools in teaching PROJECT LEAD THE WAY COURSES in these schools. This PLTW curriculum is a dynamite way for these pre-college schools to help their students learn about and become inquisitive of engineering. In addition, youngsters who graduate from the PLTW curriculum automatically get a $1,000.00 scholarship to our College of Engineering here at Marquette University.

3. Thirdly, we support any high school that develops a team to compete in the FIRST ROBOTICS competition with $2,000.00 to help purchase the components, with faculty mentors to guide the students in building the robots, and we let the robotic teams use our labs to build their robots.

4. We in our College started a high/grade school SCIENCE/ENGINEERING FAIR that now draws almost 200 students to Marquette's campus where the winners get up to $25,000.00 scholarships to our College of Engineering. This Science/Engineering Fair allows us to identify great students who we in turn recruit.

5. Fifth, we started an annual two day conference held here on our campus that attracts high school and middle school faculty and administrators from the Milwaukee Public School and Private School systems, as well as interested local industries, that focuses all of those two days on STEM, what works, what doesn't work, and draws national speakers in STEM. We have held this conference now for 6 years. The Governor this last year also joined us as does the Mayor of Milwaukee.

The Conference is called 'sySTEM NOW!, which stands for 'STRENGTHENING YOUTH IN STEM', and has been extremely successful in raising the importance of STEM EDUCATION in the greater

Milwaukee area. This conference draws in excess of 250 participants each year, and is a great way to motivate faculty and administrators to get stem related activities going in their schools.

6. Sixth, in Milwaukee, there is a local organization that is over 100 years old, called the ESM, ENGINEERS AND SCIENTISTS OF MILWAUKEE. Working with ESM, we have a focal point for all STEM RELATED ACTIVITIES by anyone in the Southeast Wisconsin area, and as such, to serve as a data based clearing house for anyone wanting to start a STEM ACTIVITY IN THEIR COMPANY, THEIR SCHOOL OR CHURCH OR ORGANIZATION. To that end, ESM hired a new Director who came from industry who is a passionate leader for STEM. This is working extremely well and is another huge resource pushing STEM in the Milwaukee area.

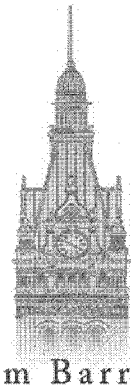
7. Seventh, high school and middle school teachers unfortunately are not engineers or scientists and hence don't really know STEM. So, we here in the College of Engineering at Marquette University wrote a NSF proposal to start a 5 year program whereby a graduate gets both an engineering degree plus a teaching certificate that qualifies the graduate to teach in Wisconsin schools. NSF awarded us the proposal, it is now in its second year, and in steady state it will graduate 15 engineer/teachers every year, thus making available new teachers who really know engineering and can motivate students.

8. Eighth, we have raised about $32 million to endow a scholarship fund just for Engineering students who could not otherwise afford to come to Marquette. This great endowment allows us now to award 160, $10,000.00 scholarships each year and that is a game changer in terms of helping new engineering students come to our College.

9. Ninth, we will work with any high school, middle school or grade school that wants to start anything in engineering to help kids learn about the beauty and utility of becoming engineers. As an example, we taught a one semester course in an all girls high school in engineering. Sixteen girls were in that class. This year, 13 of those girls are in their sophomore year in our College of Engineering. As another example, we give afternoon and summer jobs in our research labs to game-changing high school students. These unique jobs again motivate these students to become engineering students in our College.

10. Tenth, we put together an Office of Enrollment Management, headed by our Dr. Jon Jensen. It is this office and its staff that is responsible for all these great activities.

Hence, the College of Engineering at Marquette University has demonstrated visionary leadership and commitment to Race To The Top principals and activities.



Tom Barrett
Mayor, City of Milwaukee

January 13, 2009

Governor Doyle and Superintendent Evers:

I am writing to express my support for the reform initiatives that comprise Wisconsin's Race to the Top Application.

As Mayor of our State's largest city, I am very concerned about the state of our current school system and the effect that has on our children, families and the future success of our city and State. Over 70% of MPS 10th graders are not proficient in Math and 60% are not proficient in Reading on the State's tests. For every 2 students who graduate from MPS, one drops out, and 80% of graduates who attend the University of Wisconsin-Milwaukee need remedial coursework. We must reverse those trends and doing so requires bold reforms.

The MPS Innovation and Improvement Advisory Council that I chaired submitted a report with recommendations for Race to the Top for your consideration. Several of the recommendations from the Council were included and I believe those reforms will not only strengthen the application, but have the potential to improve outcomes for our children.

It is critical to ensure a core of effective teachers and leaders to have a successful school system. Under the Race to the Top plan, districts will be required to strengthen teacher mentoring and professional development and to establish evaluation systems for teachers and principals that incorporate student outcomes.

The plan will also require MPS to turnaround its five worst struggling schools so that students in those schools can learn in a new or transformed environment which has the characteristics that are linked to success. This will hopefully become a model for how we address additional schools that are not providing our children with the opportunity for success they deserve.

I also fully support the establishment of the Wisconsin Initiative for Neighborhoods and Schools for Children (WINS for Children), which is modeled on the successful Harlem Children's Zone. I look forward to being part of making those centers a success. Another model, that I am glad will be explored as part of the Race to the Top application

Office of the Mayor • City Hall • 200 East Wells Street • Milwaukee, Wisconsin 53202
(414) 286-2200 • fax (414) 286-3191 • mayor@milwaukee.gov

is the establishment of a Research Entity focused on Milwaukee Public Schools, similar to the Consortium on School Research in Chicago. There are many stakeholders who want to support education reform and such an entity will help inform what initiatives are and are not working so we can invest our resources most effectively.

Thank you for submitting this application on behalf Wisconsin's students and we look forward to the improvements that can be realized if Wisconsin is awarded the grant.

Sincerely,

Tom Barrett
Mayor

MENOMINEE INDIAN TRIBE OF WISCONSIN
CHAIRMAN'S OFFICE
P.O. Box 910
Keshena, WI 54135-0910

Monday, January 11, 2010

Governor Jim Doyle
Office of the Governor
115 East State Capitol
Madison, WI 53702

Tony Evers, PhD
State Superintendent of Public Instruction
Department of Public Instruction
125 S. Webster Street, P. O. Box 7841
Madison, WI 53707-7841

RE: RACE TO THE TOP APPLICATION FOR WISCONSIN

Dear Governor Doyle and State Superintendent Evers:

The Menominee Indian Tribe of Wisconsin strongly supports the reform initiatives that comprise Governor Doyle and State Superintendent Evers' Race to the Top Application for Wisconsin. We are excited about this new era for education in Wisconsin where students will be held to the same high standards as students in other states and around the world. These additional federal resources will be directed to initiatives that research has shown will improve the overall quality of education in our state.

The Menominee Indian Tribe has over 8,400 enrolled members with about half living on our Reservation. The Tribe recognizes the importance that education plays in trying to raise our members out of poverty. We believe that the Race to the Top funding could help with that tremendously.

Over 1,000 Menominee children attend the Menominee Indian Public School. The school does what it can to provide a quality education for our children, but lacks the resources and tools to help our children who face many problems. We believe our public schools are the type of schools that President Obama and Congress had in mind when they passed Race to the Top.

In addition, the Menominee Indian Tribe operates our own tribal school with nearly 200 children attending kindergarten through eighth grades. We work hard to find the resources to prepare our children for a secondary education, but find there are never enough resources to do what we

think could be done to improve the children's education. Race to the Top funding could be of a valuable assistance here too.

The Menominee Indian Tribe is committed to the Race to the Top reforms and stands ready to help implement the reforms laid out in the state plan.

Should you wish to discuss this further, please contact me at the address above or you may call me at (b)(6) at your convenience.

Respectfully,

Lisa S. Waukau
Menominee Tribal Chairman

Cc: File

WISCONSIN EDUCATION ASSOCIATION COUNCIL

Affiliated with the National Education Association

Great schools benefit Everyone!

January 15, 2010

Dear Governor Doyle and State Superintendent Evers:

WEAC, Wisconsin's largest union of educators, submits this letter for inclusion in our state's application for the first round of Race to the Top grants.

We represent 98,000 members who are dedicated to great schools for all of our students, not just for today but into the future. Many challenges face our schools and districts, particularly in those serving students in poverty whether urban or rural. Finding solutions to these challenges requires us to work in collaboration with communities, school governance and administrative leaders, as well as with state and regional legislative and policy leaders. It's in the best interest of our state to build a quality support network in support of student learning.

These partnerships, in addition to the involvement of the federal government in reform, take time to develop. Although this grant-writing process has not reflected what we believe is the best example of Wisconsin's collaborative history, the overview we have received of the state plan looks to include many initiatives that could potentially benefit Wisconsin's schools should a federal grant be awarded, such as revising standards and creating balanced assessments that inform teaching practice and improve instruction; respectful and responsible use of student data in evaluation of school and educator performance; and quality professional development and mentoring to maximize effective practice. These are all areas we have been and continue to work with education stakeholders in creating and implementing, despite financial challenges for our state and districts.

Early childhood and 4-year-old Kindergarten, specific transition programs to address the needs of 9th grade students, middle school mentoring and tutoring support, and deepening student understanding through engaging, challenging math and science courses – these are important research-based strategies to catch students before achievement gaps become insurmountable.

While the state's application strives to improve school quality, it fails to address the systemic problem of an inadequate and outdated school funding system within our state. Without comprehensive school funding reform, revenue caps and a declining financial commitment to education will continue to jeopardize the quality education that can be offered in Wisconsin.

Sincerely,

Mary Bell, president
Wisconsin Education Association Council

Mary Bell, President
Dan Burkhalter, Executive Director

33 Nob Hill Road PO Box 8003 Madison, WI 53708-8003 608.276.7711 800.362.8034 weac.org

MPS STEM partners (science, technology, engineering, math)

January 13, 2010

Office of Governor Jim Doyle
115 East, State Capitol
PO Box 7863
Madison, WI 53707

Dear Governor Doyle and State Superintendent Evers:

STEM education in Milwaukee Public Schools (MPS) is central to the future of our city's youth and employers alike. ***MPS STEM Partners*** was formed to promote educational programs and events in MPS as a positive attribute in our community.

Coming together as a direct result of the first "sySTEMnow" conference in 2004, ***MPS STEM Partners*** has provided opportunities for Milwaukee's business community to interact with MPS students on meaningful STEM projects and activities. The team has grown to include dozens of active businesses and post secondary partners, exposing MPS students not only to STEM-related educational pathways and career opportunities, but also providing the local face of potential employers.

The ***MPS STEM Partners*** Executive Committee strongly endorses the STEM-specific component of the state plan… ***"Investing in STEM -- Building off our currently successful STEM efforts to ensure that more students have access to high-quality STEM courses and training".***

Our partners actively, enthusiastically, and successfully engage with MPS students on programs such as Project Lead The Way (PLTW), *FIRST* LEGO League, *FIRST* Robotics Competition, the Badger State Science and Engineering Fair, Future City Competition, Construction Challenge, Fluid Power Challenge, iFAIRs, iCamps, Gateway Academies, ESM's Website Design Camp, etc.

The ***MPS STEM Partners*** Executive Committee believes there is strong potential to scale up these successes in the context of the overall STEM strategy outlined in the Race to the Top application, and that doing so will continue to create excitement and interest amongst our MPS students for the educational pathways and career opportunities that are available to them.

Sincerely,

(b)(6)

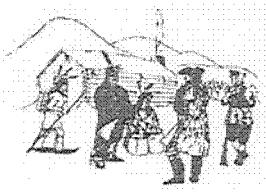
Van Walling, Chair
MPS STEM Partners Executive Committee

Oneida Tribe of Indians of Wisconsin

Post Office Box 365

Phone: (920) 869-2214

Oneida, Wi 54155



Oneidas bringing several hundred bags of corn to Washington' s starving army at Valley Forge, after the colonists had consistently refused to aid them.

UGWA DEMOLUM YATEHE
Because of the help of this Oneida Chief in cementing a friendship between the six nations and the colony of Pennsylvania, a new nation, the United States was made possble.

1-12-2010

Governor Doyle
State Capital
P.O. Box 7863
Madison, WI 53707

Dear Governor Doyle:

The Oneida Tribe of Indians of Wisconsin fully supports the reform initiatives that comprise Governor Doyle and State Superintendent Evers' Race to the Top Application for Wisconsin. We are excited about this new era for education in Wisconsin, where students will be held to the same high standards as students in other states and around the world, and these additional federal resources will be directed to initiatives that research has shown will improve the overall quality of education in our state.

The Oneida Reservation is divided into five public school districts and a majority of our youth attends public schools. Ensuring our youth receive a quality education is vital to the continued prosperity of our great Nation. Furthermore, a portion of our mission states "The Oneida family will be strengthened through the values of our Oneida identity by providing housing, promoting education, protecting the land, and preserving the environment." The four reform areas Wisconsin has chosen will lead to student achievement, decreasing achievement gaps, increase high school graduation rates, and increase college enrollment rates and will serve as a strong foundation for our next generation of leaders.

The Oneida Tribe of Indians of Wisconsin is committed to the Race to the Top reforms and stands ready to help implement the reforms laid out in the state plan.

Sincerely,

Richard A. Hill

Richard G Hill, Chairman

Wisconsin PLTW
PROJECT LEAD THE WAY

January 12, 2010

Office of Governor Jim Doyle
115 East, State Capitol
PO Box 7863
Madison, WI 53707

Dear Governor Doyle and State Superintendent Evers:

Project Lead The Way (PLTW) is a nationally-acclaimed, interdisciplinary, pre-engineering program that provides middle and high school students with the 21st-century skills in the areas of science, technology, engineering, and mathematics (STEM) needed to succeed in a globalized economy.

First implemented in Wisconsin in 1999, PLTW has since grown from two high schools to more than 200 middle and high schools in urban, suburban, and rural areas across the state. Wisconsin currently ranks fourth in the nation in the number of active PLTW schools with more than 20,000 Wisconsin students benefitting from PLTW's rigorous, standards-aligned curriculum and hands-on learning activities.

Consider the following facts regarding PLTW in Wisconsin:

- **PLTW is "Best Practice"-** Its rigorous, project-based learning curriculum helps to build the 21st-century STEM workforce pipeline. In recent, independently-conducted studies using school-specific student course-taking and achievement data, graduating PLTW seniors --when compared to a matched sample of non-PLTW seniors—demonstrated: (a) significantly higher ACT scores in math and science (27-28, compared to 23) and (b) significantly greater engagement in career exploration activities during high school. Moreover, PLTW seniors in urban high schools had significantly higher attendance during their senior year, producing 7-8 additional days of learning opportunities annually.

- **PLTW Meets State and National Objectives -** Complementing existing Wisconsin initiatives such as Grow Wisconsin, the Wisconsin Covenant, and the Youth Apprenticeship Program, PLTW has been recognized as a premier education program by the Wisconsin

Technology Council. Additionally, the program aligns with national and state standards in math, science, and technology.

- **PLTW is Recognized by Colleges and Universities -** Joining others across the nation, Wisconsin's private universities, the Wisconsin Technical College System, the University of Wisconsin System, and the University of Wisconsin Extension and Cooperative Extension recognize PLTW's impact and reward student completion with credit, advanced standing, and/or scholarships.

- **PLTW is a Public/Private Partnership -** Public and private partners have joined together with innovative middle and high schools to ensure that PLTW is growing and sustainable in Wisconsin's classrooms to benefit our students, teachers, communities, and employers.

Wisconsin's PLTW State Leadership Team and Executive Council supports the STEM-related reform initiatives that comprise Governor Doyle and State Superintendent Evers' Race to the Top Application for our state.

We are excited about this new era for education in Wisconsin, where students will be held to the high standards as students around the world. These additional federal resources will be directed toward implementing initiatives that research has shown will improve the overall quality of education in our state… initiatives like PLTW.

With PLTW as a recognized best practice in STEM education, we could not agree more with the application's proposal for "***Investing in STEM -- Building off our currently successful STEM efforts to ensure that more students have access to high-quality STEM courses and training.***"

Race to the Top funding will allow Wisconsin to maintain and improve upon our standing as a national leader in PLTW implementation. With these resources we will create in each community the STEM-focused teaching, learning, and career development context, which will, in turn, assure that all students leave high school ready to succeed in both college and career pursuits. In doing so, we can further leverage the significant investment that has already been realized through state funding, district resources, and more than $5 million in program support from local business and industry partners and the philanthropic community.

Wisconsin's PLTW State Leadership Team and Executive Council proudly and enthusiastically supports this application.

Sincerely,

PLTW Wisconsin – State Leadership Team

Lauren Baker
Milwaukee Public Schools

Monica Butler
Waunakee School District

Darla Burton
CESA #3

Scott Fromader
Wisconsin Dept of Workforce Development

Greg Granberg
Madison Metropolitan School District

Dale Hanson
Appleton Area School District

Steve Huth
Janesville Schools Outdoor Laboratory

Jon Jensen
Marquette University

Brent Kindred
Wisconsin Department of Public Instruction

James Mackey
Wisconsin Technical College System

Robert Marlowe
Wausau School District

Allen Phelps
University of Wisconsin – Madison

Greg Quam
Platteville High School

Steve Salter
Milwaukee School of Engineering

Mark Schroll
Kern Family Foundation

Frank Steck
University of Wisconsin – Platteville

Sylvia Tiala
University of Wisconsin – Stout

Karen Wilken
Kern Family Foundation

Greg Wright
Kenosha Unified School District No. 1

PLTW Wisconsin – Executive Council

Bill Bourbonnais
Wisconsin Public Service (Retired)

Sujeet Chand
Rockwell Automation

Dan Clancy
Wisconsin Technical College System

Steve Cramer
University of Wisconsin – Madison

Brett Davis
Wisconsin State Legislature

Tony Evers
Wisconsin Department of Public Instruction

Roberta Gassman
Wisconsin Dept of Workforce Development

Jim Haney
Wisconsin Manufacturers and Commerce

Michael Jansen
IIW Engineering and Surveyors

Stan Jaskolski
Marquette University

Bob Jeffers
X-nth Inc.

Brent Kindred
Wisconsin Department of Public Instruction

Anne Lutz
Alliant Energy

Bob Meyer
Wisconsin Indianhead Technical College

Jeff Nack
3M

Reggie Newson
Wisconsin Department of Transportation

Ron Perez
University of Wisconsin – Milwaukee

Dianne Reynolds
Wisconsin Dept of Workforce Development

Lisa Riedle
University of Wisconsin – Platteville

Corri Schmidt
3M

Gary Stroyny
Greenheck Fan Corporation

Don Sykes
Milwaukee Area Workforce Investment Board

Matthew Tadisch
Gilbane Building Company

Dorothy Valentine
Harley-Davdison (Retired)

Hermann Viets
Milwaukee School of Engineering

Van Walling
Engineers & Scientists of Milwaukee

Jesse Wright
Adecco Technical

RAMAC

January 15, 2010

To: Governor Jim Doyle and State Superintendent Evers

The Racine Area Manufacturers and Commerce (RAMAC) is supporting the State of Wisconsin's efforts to obtain a "Race to the Top" grant for $250 million.

RAMAC's mission is:

- To strengthen and maintain a solid, diversified, economic base, one that ensures a healthy business climate and a prosperous, progressive community.
- To promote and protect the fundamentals of the private free enterprise system as the foundation of our nation.
- To help its members manage more effectively, efficiently and productively by excelling in the delivery of Personnel, Research and Management Training Services.
- To provide the necessary business leadership and service in cooperation with other public and private sectors aimed at improving the quality of life in the Racine area.

The State goals are as follows: student achievement, decreasing achievement gaps, increasing high school graduation rates, and increasing college enrollment rates. Their main proposals to achieve these goals are:

- Raising standards -- joined consortium with 48 other states to have internationally benchmarked standards; will implement in June.
- More useful assessments -- changes to our testing process to provide more meaningful information to teachers
- Expanded data system -- includes the ability to tie students to teachers so that we can ultimately learn what works and what doesn't in education.
- More support for teachers -- both for new teachers through mentoring and for other teachers through coaching.
- Increased capacity at the state and regional level to assist with instructional improvement efforts including providing training for coaches and mentors.
- An emphasis on providing additional supports, particularly in early childhood and middle school to high school transition, in the largest and failing districts to ensure that Wisconsin narrows its achievement gap and raises overall achievement.
- Turning around our lowest performing schools -- enhancing the capacity for MPS and the state to support that effort.
- Providing wraparound services in specific neighborhoods in Milwaukee as a demonstration project to show what can be done to get kids in poverty to achieve at higher levels.
- Investing in STEM -- Building off our currently successful Science, Mathematics, Engineering and Technology efforts to ensure that more students have access to high-quality STEM courses and training.

RAMAC believes that our mission coincides with the State plan and, therefore, supports the effort.

Sincerely,

(b)(6)

Roger Caron
President

RACINE AREA MANUFACTURERS AND COMMERCE
300 5th Street, Racine, WI 53403
Ph. (262) 634-1931 Fax (262) 634-7422
www.racinechamber.com

Red Cliff Band Of Lake Superior Chippewa

"The Hub Of The Chippewa Nation"

RED CLIFF TRIBAL COUNCIL

January 13, 2010

Dear Governor Doyle and State Superintendent Evers,

The Red Cliff Band of Lake Superior Chippewa fully supports the reform initiatives that comprise Governor Doyle and State Superintendent Evers' Race to the Top Application for Wisconsin. We are excited about this new era for education in Wisconsin, where students will be held to the same high standards as students in other states and around the world, and these additional federal resources will be directed to initiatives that research has shown will improve the overall quality of education in our state.

The Red Cliff Tribe and its Division of Education look forward to further dialogue with you and Superintendant Evers that will ensure that this initiative addresses the unique challenges facing the Tribes of Wisconsin. We are most interested in identifying ways that will address the statistical gaps that exist between Native American students and all other races of people.

Our organization is committed to the Race to the Top reforms and stands ready to help implement the reforms laid out in the state plan.

Sincerely,

Rose Soulier

Rose Soulier, Chairperson

Cc: Tribal Council
Delores Gokee-Rindal, Administrator Division of Education
Mark Montano, Director of Tribal Operations

88385 PIKE ROAD, HWY 13 • BAYFIELD, WISCONSIN 54814 • (715) 779-3700 • FAX (715) 779-3704

Eileen M. Walter
Director, Global Community Relations

1201 S. Second St.
Milwaukee, WI 53204
Tel. 414.382.1548
emwalter@ra.rockwell.com

Rockwell Automation

January 12, 2009

Office of Governor Jim Doyle
115 East, State Capitol
PO Box 7863
Madison, WI 53707

Dear Governor Doyle and State Superintendent Evers:

At Rockwell Automation our vision is to be THE most valued global provider of innovative industrial automation and information products, services and solutions. Our mission statement reads: "We improve the standard of living for everyone by making the world more productive and sustainable." In order to fulfill our mission and accomplish our vision, we need innovative thinkers and creative problem solvers---a STEM (Science, Technology, Engineering and Mathematics) capable workforce.

Consequently, we have invested the majority of our philanthropic resources and efforts in the education area, and primarily STEM education programs. Our Rockwell Automation Charitable Corporation identified two pillar STEM education programs: Project Lead The Way and *FIRST*. We have reached back to create an education pipeline from middle school to post-secondary with selected MPS partner schools. This should tell you how serious we are about creating a diverse STEM educated talent pool.

In addition, we are doing everything we can to encourage seamless education and build relations with our partner schools throughout the education continuum. We sponsor events to encourage knowledge sharing among middle school, high school, and post-secondary partners. We are recruiting other corporations to join us in our STEM building efforts, and serve with several partners on a regional STEM7 effort, which is led by Van Walling, Engineers & Scientists of Milwaukee. Our STEM working group serves as the catalyst for:

- Increasing awareness of the STEM challenge
- Creating partnerships and collaborative efforts between education and the workforce
- Bringing consistency, efficiency, and synergy to existing STEM programs (rather than creating new programs)
- Continually assessing and improving the STEM environment

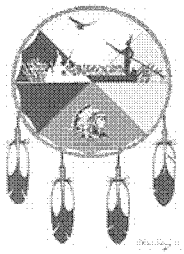
Our mantra, as Van Walling so aptly put it, is "collaborate now and compete later." We cannot do this alone – we need everyone to work together.

We also need the students in Wisconsin, our global headquarters state, to be held to the same high standards as students in other states and around the world. We strongly endorse the STEM-specific component of the state plan: "***Investing in STEM -- Building off our currently successful STEM efforts to ensure that more students have access to high-quality STEM courses and training.***"

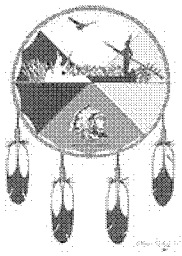
We firmly believe that students in our pipeline, as well as those in STEM programs around our State, will be the creators and innovators of tomorrow—to help solve complex societal problems and improve people's quality of life, health and environment. They are going to be the economic development engines in future years. Everyone along the education continuum—including corporations who rely heavily on the "end product"—must work together and learn from each other to create better outcomes. Our viability as a State and nation is depending on it.

Sincerely,

(b)(6)



Sokaogon Chippewa Community
3051 Sand Lake Road, Crandon, WI 54520
Phone: (715) 478-7500 * Fax: (715) 478-5275
www.sokaogonchippewa.com



January 12, 2010

Sokaogon Chippewa Community
3051 Sand Lake Road
Crandon, WI 54520

Dear Governor Doyle and State Superintendent Evers:

The Sokaogon Chippewa Community fully supports the reform initiatives that comprise Governor Doyle and State Superintendent Evers' Race to the Top Application for Wisconsin. We are excited about this new era for education in Wisconsin, where students will be held to the same high standards as students in other states and around the world, and these additional federal resources will be directed to initiatives that research has shown will improve the overall quality of education in our state.
It is the mission of the Sokaogon Chippewa Community to provide "Quality Educational Opportunities" to its children and to assist the State of Wisconsin in all its efforts to provide those opportunities. As we are all aware, this is only possible through skilled and well trained educators. Skills which therefore, are delivered to all students through this unique, fact based state plan as outlined in Goal (D) " ***To provide structures and resources that will increase teacher and principal effectiveness and encourage high-quality teacher and principal evaluations."***

The Sokaogon Chippewa Community is committed to the Race to the Top reforms and stands ready to help implement the reforms laid out in the state plan.

Sincerely,

Arlyn Ackley Sr.

Chairman

Ga-na-waji Ga-wi-nug Way-ji-mooki-ji-wung Yi-ewe-meing-gun-a-sepii

St. Croix Chippewa Indians of Wisconsin

24663 Angeline Avenue • Webster, WI 54893 • (715) 349-2195 • Fax (715) 349-5768

January 13, 2010

COPY

Mr. Anthony Evers, State Superintendent
Wisconsin State Capitol,
P.O. Box 7841,
Madison, WI. 53707-7841

Re: Race to the Top Application for Wisconsin

Dear Mr. Evers:

The St. Croix Chippewa Indians of Wisconsin, fully supports the reform initiatives that you and State Superintendent Evers, in applying for $250 million from Congress.

Through the American Recovery and Reinvestment Act, President Obama and Congress provided $4 billion in competitive grant funding to states that move forward with innovations and reform in education. We are excited about this new era for education in Wisconsin, where all students will be held to the same hight standards as students in other states and around the world; and these additional federal resources will be directed to initiatives that research has shown will improve the overall quality of education in Wisconsin.

The St. Croix Chippewa Indians of Wisconsin, is committed to the Race to the Top reforms and stands ready to help implement the reforms laid out in the State of Wisconsin's Plan.

Sincerely,

Lewis Taylor, Chairman
St. Croix Chippewa Indians of Wisconsin

St. Croix Chippewa Indians of Wisconsin

24663 Angeline Avenue • Webster, WI 54893 • (715) 349-2195 • Fax (715) 349-5768

COPY

January 13, 2010

Governor Jim Doyle,
115 East, State Capitol,
Madison, WI. 53702

Re: Race to the Top Application for Wisconsin

Dear Governor Doyle:

The St. Croix Chippewa Indians of Wisconsin fully supports the reform initiatives that you and State Superintendent Evers, in applying for $250 million from Congress.

Through the American Recovery and Reinvestment Act, President Obama and Congress provided $4 billion in competitive grant funding to states that move forward with innovations and reform in education. We are excited about this new era for education in Wisconsin, where all students will be held to the same hight standards as students in other states and around the world; and these additional federal resources will be directed to initiatives that research has shown will improve the overall quality of education in Wisconsin.

The St. Croix Chippewa Indians of Wisconsin is committed to the Race to the Top reforms and stands ready to help implement the reforms laid out in the State of Wisconsin's Plan.

Sincerely,

Lewis Taylor, Chairman
St. Croix Chippewa Indians of Wisconsin

Stockbridge-Munsee Community

BAND OF THE MOHICAN INDIANS

TRIBAL COUNCIL OFFICES

January 13, 2010

Dear Governor Doyle and State Superintendent Evers:

The Stockbridge-Munsee Community fully supports the reform initiatives that comprise the Race to the Top Application for Wisconsin.

The Tribe is very excited about this new era for education in Wisconsin, where students will be held to the same high standards as students in other states and around the world, and these additional federal resources will be directed to initiatives that research has shown will improve the overall quality of education in our state.

One of the Stockbridge-Munsee Community's top priorities is Education. The Community, along with its Education Staff, is continuously working with the local school districts to make sure students have the proper foundation to achieve their educational goals. The Community knows that all children have different learning styles and that Wisconsin's Race to the Top application will provide more training for teachers, which will increase graduation rates and prepare our children for college.

The Stockbridge-Munsee Community is committed to the Race to the Top reforms and stands ready to help implement the reforms laid out in the state plan.

Sincerely,

Gregory L. Miller, Vice President
Stockbridge-Munsee Community

UNIVERSITY OF WISCONSIN SYSTEM

Office of the President
1720 Van Hise Hall
1220 Linden Drive
Madison, Wisconsin 53706-1559
(608) 262-2321
(608) 262-3985 Fax

email: kreilly@uwsa.edu
website: http://www.uwsa.edu

January 13, 2010

Governor Jim Doyle
State of Wisconsin
PO Box 7863
Madison, WI 53707-7863

State Superintendent Tony Evers
Department of Public Instruction
PO Box 7841
Madison, WI 53707-7841

Dear Governor Doyle and State Superintendent Evers:

Thank you for the opportunity to provide a letter in support of the reform initiatives that comprise Wisconsin's Race to the Top application. As you know, the University of Wisconsin System is one of the largest systems of public higher education in the country, serving some 178,000 students each year. Additionally, based on yearly production data, the UW System contributes over 60% of the new educators who prepare to enter the state's PK-12 workforce. Given the impact our institutions have on the state, we are truly excited to be active partners in this effort.

In reviewing the application, it was perfectly clear to me that the fundamental goals of the Race to the Top are aligned with the mission of the University of Wisconsin System, which is focused on providing Wisconsin with world-class educational opportunities, research, and public service. UW System is committed to growing Wisconsin's knowledge economy by helping more state residents earn college degrees, and we are working hard to implement effective options that open the doors of the university to talented students from across Wisconsin, regardless of background.

The *Growth Agenda for Wisconsin* is the UW System's vision to help the state of Wisconsin and its citizens thrive in the 21st century. The plan has three goals: to produce more well-prepared college graduates, to help create new 21st century Wisconsin jobs, and to strengthen local communities.

Many of the initiatives that have emerged from the Growth Agenda complement one or more of the Race to the Top target areas. For example, as the PK-12 system is working to adopt the English Language Arts Common Core Standards and the Mathematics Common Core standards, faculty from our institutions are partnering with local school teachers to create a more coherent alignment of the middle and high school curriculums with the courses needed for college access and success.

The UW System is committed to the reforms that are detailed in Wisconsin's Race to the Top application, and we stand ready to help implement the various initiatives laid out in the state plan.

Sincerely,

Kevin P. Reilly
President

UNIVERSITY RESEARCH PARK
UNIVERSITY OF WISCONSIN–MADISON

Dear Governor Doyle and State Superintendent Evers:

The University Research Park is fully supportive of Wisconsin's application for the "Race to the Top" initiative proposed by President Obama in the American Recovery and Reinvestment Act. It is my understanding that our state is applying for a competitive grant in the amount of $250 million. The plan is focused on four major reform areas including: standards and assessments, data systems, great teachers and leaders, and turning around the lowest performing schools. In the final plan, Science, Technology, Engineering, and Math improvement efforts will be addressed.

The University Research Park is a world class science and technology facility that provides infrastructure for technology based companies that are spin off of the University of Wisconsin-Madison. As such, we are very interested in helping to improve our K-12 education system in Wisconsin, as it provides the future workforce for our science and technology companies in the University Research Park. The current park houses more than 100 companies, which employ close to 4,000 highly skilled employees. The secret to have successful companies is to ensure that we have the workforce capacity to work in those companies. With this grant, the State of Wisconsin would work to achieve goals of raising standards, improving our assessment methodology, turning around the lowest performing schools, and investing in STEM education.

University Research Park is committed to improving the economy by helping to grow good companies and create good jobs. We also look forward to helping our state to do what we can to improve education quality for our students. The "Race to the Top" grant program will help us make an important first step in that effort.

Best Wishes,

(b)(6)

Mark D. Bugher

Director

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Suite 250
Madison, WI 53719

P. 608.441.8000
F. 608.441.8010

universityresearchpark.org

Office of Governor Jim Doyle
State Capitol 115 East
Madison, WI 53707

January 13, 2010

Dear Governor Doyle,

I am writing to confirm our enthusiastic support of and deep commitment to the goals of Wisconsin's Race to the Top proposal. The Value-Added Research Center is proud to be included in this important work. We also believe that energetic engagement in the work of supporting Wisconsin schools and districts is the core of the Wisconsin Idea and exactly what a major research university should be doing.

Our ongoing work with districts in Wisconsin and across the U.S. has reinforced our belief that the only path to improvement is through system-wide reform with a focus on school productivity. Wisconsin's current statewide value-added system is an example of a co-developed infrastructure focused on improving our understanding of what is working in our schools and districts. The broad range of reforms outlined in Wisconsin's Race to the Top proposal has the breadth needed to tackle complex problems. The combination of a new, strong cabinet level office in the Department of Public Instruction with generous support for districts and the regional service agencies ensure that the project will have access to senior leaders and will have the resources in hand to execute the mission.

We believe that much of the Value-Added Research Center's research and product portfolio can be leveraged to provide considerable additional benefits to the state of Wisconsin. Reporting and analytic services developed for other districts and states can be leveraged to lower development costs and deliver advances in value-added modeling.

Finally, we have very much appreciated the opportunity to work with staff from DPI and the governor's office as we assisted in crafting the language of the proposal. Those discussions about shared goals, plans for new assessments, etc. are already bearing fruit.

Sincerely,

Christopher A. Thorn
Associate Scientist
Associate Director, Value-Added Research Center
University of Wisconsin-Madison

Wisconsin Association for Colleges of Teacher Education

Dear Governor Doyle and State Superintendent Evers:

The Wisconsin Association for Colleges of Teacher Education fully supports the ideal of an effective teacher in every PK-12 classroom in Wisconsin. We are equally committed to quality educator preparation programs that actualize the knowledge, performances, and dispositions embodied in the Wisconsin Standards for Teacher Licensure and Development. We are excited about the opportunities that the Race to the Top funding offers Wisconsin as students are held to high standards that are meaningful as they prepare for life in the 21st century. We also support the use of additional federal resources for initiatives that research has shown will improve the overall quality of education in our state. Currently Alverno College, the University of Wisconsin at Eau Claire and the University of Wisconsin at Madison are engaged in a pilot Teacher Performance Assessment project to develop a model of embedded signature performance assessments and a common capstone assessment that will assess teachers' ability to plan, instruct, reflect, and assess. The Teacher Performance Assessment will meet the profession's standards for validity and reliability and will provide educator preparation programs with a credible assessment for ongoing program improvement. As the pilot progresses all educator preparation programs in the state will benefit from an enhanced understanding of effective teaching practices. While some funding has been available from the American Association for Colleges of Teacher Education, additional funding is needed to complete the pilot, disseminate the findings at annual Wisconsin Association for Colleges of Teacher Education meetings, and expand the number of participating programs. We believe that funding for the continued implementation of the pilot and eventual expansion of the Teacher Performance Assessment is an important component of the Wisconsin Race to the Top application.

Sincerely,

Kathy Lake

Kathy Lake

President, Wisconsin Association for Colleges of Teacher Education

WAICU
WISCONSIN ASSOCIATION OF INDEPENDENT COLLEGES AND UNIVERSITIES

January 13, 2010

The Honorable Jim Doyle
Governor of Wisconsin
P.O. Box 7863
Madison, WI 53707

The Honorable Tony Evers
State Superintendent
Wisconsin Department of Public Instruction
P.O. Box 7841
Madison, WI 53707-7841

Dear Governor Doyle and State Superintendent Evers:

The Wisconsin Association of Independent Colleges and Universities (WAICU) supports Wisconsin's Race to the Top application. We are excited about this new era for education in Wisconsin, where students will be encouraged to achieve the highest possible standards. These additional federal resources will help Wisconsin strengthen its work on initiatives that research has shown will improve the quality of education in our state.

Wisconsin's Race to the Top grant is fully supportive of WAICU's mission: "Wisconsin's private colleges—working together to enhance educational opportunity." WAICU-member colleges and universities, in partnership with the state and federal governments, are already doing their part to help the state meet its Race to the Top college enrollment goals. Since 1980, enrollment in Wisconsin's non-profit, independent colleges and universities has grown by 95 percent. WAICU-member colleges and universities are committed to academic success, with a growing enrollment of low-income, minority, and non-traditional students, as well as leading the state in its four-year graduation rate.

WAICU has administered collaborative student access programming for over 30 years, and in recent years has increased targeted programming to both urban and rural high schools with high percentages of low-income students. WAICU members are full participants in the Wisconsin Covenant, working with our partners in the University of Wisconsin System and Wisconsin Technical College System to find a place in a Wisconsin college or university for Covenant Scholars—those high school graduates who, in eighth grade, pledged to demonstrate good citizenship, achieve good grades, and take classes that prepare them for college.

122 W. Washington Avenue, Suite 700
Madison, WI 53703-2725
www.waicu.org

ROLF WEGENKE, Ph.D.
President

Telephone 608.256.7761
FAX 608.256.7065
mail@waicu.org

Wisconsin private colleges produce 26 percent of the state's bachelor's degrees, but graduate a disproportionate share of Wisconsin's education and STEM professionals:

29 percent of the state's engineering graduates
30 percent of the state's computer science graduates
33 percent of all teacher education graduates
31 percent of all math teachers
31 percent of all elementary teachers
76 percent of all reading teachers
70 percent of all reading teachers and specialists
77 percent all graduates in educational administration

WAICU looks forward to being an equal partner in advancing opportunity and excellence through Wisconsin's Race to the Top initiatives.

Sincerely,

Rolf Wegenke, Ph.D.
President

WASB
WISCONSIN ASSOCIATION OF SCHOOL BOARDS

122 W. Washington Avenue, Madison, WI 53703
Phone: 608-257-2622 • Fax: 608-257-8386

John H. Ashley, Executive Director

January 12, 2010

The Honorable Jim Doyle, Governor
State of Wisconsin
115 East, State Capitol
Madison, WI 53703

The Honorable Tony Evers, State Superintendent
Wisconsin Department of Public Instruction
125 S. Webster Street
Madison, WI 53707

Dear Governor Doyle and State Superintendent Evers:

The Wisconsin Association of School Boards (WASB) supports the Race to the Top application submitted by Governor Doyle and State Superintendent Evers on behalf of the State of Wisconsin. School board members throughout Wisconsin support many of the initiatives included in our state's plan and, in particular, the efforts to improve the state assessment system to more accurately evaluate student progress and inform instructional practices.

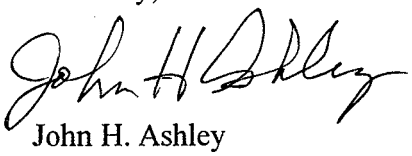
The WASB is dedicated to fostering effective school board practices for student success and is working to develop school board leadership based on research from the Iowa Association of School Boards Lighthouse Project and National School Board Association (NSBA) Key Work framework.

The Lighthouse Project focuses board leadership on professional development and the use of data to determine effective development practices. This focus supports the state's goal to use data to meaningfully inform instructional improvement.

The NSBA Key Work framework takes a systems approach that addresses standards, assessment and accountability along with cultural considerations and defines the board's role in leading the district's efforts to improve student achievement. The framework can help school boards provide leadership through governance that will create the conditions under which successful teaching and learning can occur. It is built on the premise that excellence in the classroom begins with excellence in the boardroom.

The initiatives detailed in the state's Race to the Top application will further the WASB's efforts to foster effective school board practices and inform school board decision-making to improve student achievement. We look forward to working with you as the Race to the Top process continues and the initiatives are implemented.

Sincerely,



John H. Ashley
Executive Director

Wisconsin
Association of
School
Business
Officials

January 11, 2010

The Honorable Jim Doyle
Office of the Governor
PO Box 7863
Madison, WI 53707

Mr. Tony Evers, State Superintendent
Department of Public Instruction
PO Box 7841
Madison, WI 53707-7841

Dear Governor Doyle and State Superintendent Evers:

The Wisconsin Association of School Business Officials (WASBO) supports the initiatives contained in the "Race to the Top Application" for Wisconsin as prepared by Governor Doyle and State Superintendent Evers. WASBO is excited these additional federal resources will be directed to initiatives that will improve the overall quality of education for all of our children.

WASBO is the professional education association for School Business Officials, District Administrators and Support Personnel in Wisconsin that provides leadership, mentorship, coaching, professional development opportunities and a support network for its members. WASBO members advocate for educational opportunities for the children in the State of Wisconsin and work for adequate education funding. WASBO members are the leading experts on significant Wisconsin school business management issues.

This plan's focus on attracting, supporting and developing effective school administrators and teachers holds great potential to improve the achievement of all students in the state. The Wisconsin Association of School Business Officials is committed to the "Race to the Top" reforms and stands ready to help implement the reforms laid out in the state plan.

Sincerely Yours,

Woody Wiedenhoeft
Executive Director
Wisconsin Association of School Business Officials

4797 Hayes Rd
Suite 101
Madison, WI 53704

Phone
608.249.8588
Fax
608.249.3163
www.wasbo.com

Wisconsin ASCD
210 Green Bay Road • Thiensville, WI 53092
Phone: (262) 242-3771 • Fax: (262) 242-1862
www.wascd.org • office@wascd.org
Denise Pheifer, Executive Director

State Superintendent Tony Evers
Department of Public Instruction
PO Box 7841
Madison WI 53707-7841

December 21, 2009

REC'D DEC 2 2 2009

RE: Wisconsin ASCD Letter of Support for Race to the Top Application

Dear Tony:

WASCD, Wisconsin's professional membership organization for excellence in teaching and learning, enthusiastically supports the State of Wisconsin's Race to the Top application. As you know, we have a long history of leadership in effective instructional strategies, assessment, and curriculum development. We bring the research, programming, and resources of ASCD to Wisconsin. ASCD is the worldwide membership organization that develops programs, products and services essential to the way educators learn, teach, and lead.

We are an active partner in Wisconsin education reform through our association with the Department of Public Instruction, colleges, universities, and school districts across the state. WASCD offers a proven record of supporting quality educational reform, and we embrace Race to the Top as the next "step up" in improving education for Wisconsin students.

We already make a significant contribution to the Race to the Top application through our state programs, products, and services. As evidence, we currently offer the following support systems for educators:

Race to the Top Reform Areas	**Current Offerings**
Standards and assessment adoption	• Common Core Standards Initiative Symposium - Feb. 19 2010 • Formative Assessment Strategies – two-day program since 2007 • WASCD brings national experts on assessment to the state: Ken O'Connor, Tom Guskey, Jay McTighe
Effective teachers	Effective literacy instruction: • Four-day program on Research-based reading strategies since 2003 (over 1000 teachers & administrators trained) • Two-day research-based program on developing academic vocabulary since 2007
Effective administrators	Instructional leadership mentoring and programming: • one-on-one mentoring • small group support for new instructional leaders (since 2002)
Closing the achievement gap	• WASCD provides national experts to the state such as Carol Tomlinson on differentiation and Richard Rothstein • 2010-2011 Art & Science of Teaching Academy (6 days)
Curriculum development	• Annual Conference co-sponsored by DPI with national experts such as Ken Kay, Partnership for 21st Century Skills and Ian Jukes on technology in the classroom

We stand willing to take these initiatives and others to scale to support the State of Wisconsin and school districts in need. We have the demonstrated capability to develop and implement high quality programs that improve teaching and learning.

We seek to partner with you and other stakeholders as an active and aggressive participant in current school reform efforts. To this end, we have invited leaders from across the state and national experts to explore the impact of the Common Core Standards on improving classroom assessment and learning (February 19, 2010). The purpose of this Symposium is to investigate how we can work together to best implement the Common Core Standards Initiative put forth by the Council of Chief State School Officers and the National Governors Association.

Please inform us as to how we can provide additional service to support the State of Wisconsin's efforts to improve teaching and learning through the Race to the Top initiative. We invite you or your representative to attend the Common Core Standards Symposium on February 19th in Madison as our guest.

Respectfully,

Christine Van Hoof
President
Wisconsin ASCD

Christine Van Hoof

cc Governor Jim Doyle
enc Common Core Standards Symposium

WISCONSIN ASSOCIATION OF SCHOOL DISTRICT ADMINISTRATORS, INC.
4797 Hayes Road, Madison, WI 53704-3288
Miles Turner, Executive Director

608/242-1090
608/242-1290 FAX
http://www.wasda.org

REC'D JAN 1 1 2010

January 8, 2010

Dear Governor Doyle and State Superintendent Evers:

The Wisconsin Association of School District Administrators (WASDA) fully supports the reform initiatives that comprise Governor Doyle and State Superintendent Evers' Race to the Top Application for Wisconsin. We are excited about this new era for education in Wisconsin, where students will be held to the same high standards as students in other states and around the world, and these additional federal resources will be directed to initiatives that research has shown will improve the overall quality of education in our state.

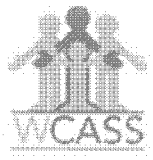
WASDA advocates for increasing student achievement and closing the achievement gap in Wisconsin. Our members are dedicated to providing the highest level of education possible for their students. We believe that Race to the Top will provide substantial support for achieving these goals.

Our organization is committed to the Race to the Top reforms and stands ready to help implement the reforms laid out in the state plan.

Sincerely,

Miles Turner
Executive Director

MET:nl



The Wisconsin Council of Administrators of Special Services

January 11, 2010

Mr. Tony Evers, State Superintendent
Department of Public Instruction
PO Box 7841
Madison, WI 53707-7841

Dear State Superintendent Evers:

The Wisconsin Council of Administrators of Special Services fully supports the reform initiatives that comprise Wisconsin's Race to the Top Application. We are excited about the plan's promise that students will be held to the same high standards as students in other states and around the world and will improve the overall quality of education for all children in Wisconsin.

WCASS is the professional association for Directors of Special Education/Pupil Services in Wisconsin. The plan's focus on attracting, supporting, and developing effective school administrators and teachers holds great potential to improve the achievement of all students in the state.

WCASS is committed to the Race to the Top Application and stands ready to help implement the reforms laid out in Wisconsin's plan.

Sincerely,

Phil Knobel

Phil Knobel
Executive Director

WCASS • 4797 Hayes Road, Suite 101 • Madison, WI 53704
608.245.2511 (phone) • 608.249.3163 (fax)
PhilKnobel@wcass.org • www.wcass.org

Wisconsin Charter Schools Association
Tomorrow's Schools Today

WCSA
P.O. Box 1704, Madison, WI 53701
info@wicharterschools.org

Tel: 608-261-1120
Fax: 608-265-0070
www.wicharterschools.org

January 10, 2010

Governor Jim Doyle
Office of Governor
State Capitol 115
Madison, WI 53707

State Superintendent Tony Evers
Department of Public Instruction
125 South Webster Street
Madison, WI 53702

Dear Governor Doyle and State Superintendent Evers:

The Wisconsin Charter School Association strongly supports the reform initiatives that comprise the Race to the Top Application for Wisconsin. We believe this is critically important for our State and commend you on the considerable work that has gone into the proposal.

These funds represent an opportunity to make real breakthroughs in educational excellence in Wisconsin. We are excited about this new era for education where our students will be held to the same high standards as students in other states and around the world, and these additional federal resources will be directed to initiatives that research has shown will improve the overall quality of education in our state.

Wisconsin is a state with a high number of Charter Schools. More importantly, it has some of the highest quality Charter Schools in the country. Charter Schools are an important engine of school reform in our state—and Charter Schools in the Race to the Top activities can be innovation labs to drive significant increases in student performance—particularly for areas and student populations with the greatest needs.

Particularly, in Milwaukee we are making great strides in using a chartering strategy to improve school performance. In Milwaukee and throughout the state, we will see the number of Charter Schools greatly increase over the next five years. Not only will the Race to the Top activities help ensure the quality of our Charter Schools but it will allow a robust Charter School system in the state to help improve school performance statewide.

The Wisconsin Charter School Association is committed to the Race to the Top reforms and stands ready to help implement the reforms laid out in the state plan in anyway possible.

Sincerely,

John Gee
Executive Director
Wisconsin Charter Schools Association

Funding Wisconsin's Future™

Wisconsin Covenant
FOUNDATION™

Wisconsin Covenant Foundation, Inc.
2401 International Lane
Madison, WI 53704-3192

Wednesday, January 13, 2010

Dear Governor Doyle and State Superintendent Evers:

On behalf of the Wisconsin Covenant Foundation, I would like to express our support for the reform initiatives that comprise Governor Doyle and Superintendent Evers' Race to the Top Application for Wisconsin. Our Foundation is excited about this new era for education in Wisconsin, where our students will be held to the same high standards as students in other states and around the world. These additional federal resources will be directed to initiatives that research has shown will improve the overall quality of education in our state.

The Wisconsin Covenant Foundation, a private charitable organization, was founded in 2007 with the principal purpose of raising and distributing funds in support of post-secondary access for Wisconsin students who participate in the Wisconsin Covenant program. The Foundation is committed to providing grants to those students who complete the Wisconsin Covenant program and demonstrate financial need. We are helping to make the goal of a college education realistic, affordable, and obtainable for more students in this state.

The Wisconsin Covenant Foundation believes that, by helping more students prepare for and finance their post-secondary education, we will improve our state's economic development. Wisconsin's future success depends on building partnerships to increase college access for students and families. The more residents who hold post-secondary degrees and certificates, the greater the opportunity to improve the state's economy and the more competitive Wisconsin will be. We are investing in the human capital needed to keep Wisconsin relevant in a knowledge economy and helping Wisconsin keep pace with the rest of the nation and the world.

The reform initiatives outlined in the Race to the Top Application for Wisconsin are directly in line with the Wisconsin Covenant Foundation's goals. Specifically, building on Wisconsin's currently successful Science, Mathematics, Engineering and Technology (STEM) efforts will ensure that more of our students—future workers—will have the skills they need to compete in the new economy which has shifted from traditional manufacturing to knowledge-based jobs. Further, providing additional supports at the middle to high school transition will reinforce the Wisconsin Covenant's message of early preparedness for college.

Our organization is committed to the Race to the Top reforms and stands ready to help implement the reforms laid out in the state plan.

Sincerely,

(b)(6)

Mary Burke
Vice-Chair, Board of Directors
Wisconsin Covenant Foundation, Inc.

January 12, 2010

Office of Governor Jim Doyle
115 East, State Capitol
PO Box 7863
Madison, WI 53707

Dear Governor Doyle and State Superintendent Evers:

Accomplished inventor Dean Kamen founded *FIRST* (For Inspiration and Recognition of Science and Technology) in 1989 to inspire an appreciation of science and technology in young people.

The *FIRST* mission is to inspire young people to be science and technology leaders, by engaging them in exciting mentor-based programs that build science, engineering and technology skills, that inspire innovation, and that foster well-rounded life capabilities including self-confidence, communication and leadership.

On behalf of *FIRST* LEGO League partner Discovery World, *FIRST* Tech Challenge partner UW-Milwaukee, and the *FIRST* Robotics Competition Planning Committee, and more importantly, on behalf of the thousands of Wisconsin students enthusiastically engaging in *FIRST* programs, the **Wisconsin's *FIRST* Executive Advisory Board** extends its support to the reform initiatives that comprise Governor Doyle and State Superintendent Evers' Race to the Top Application for Wisconsin.

We are excited about this new era for education in Wisconsin, where students will be held to the same high standards as students in other states and around the world, and these additional federal resources will be directed to initiatives that research has shown will improve the overall quality of education in our state.

The **Wisconsin *FIRST* Executive Advisory Board** strongly endorses the STEM-specific component of the state plan… ***"Investing in STEM -- Building off our currently successful STEM efforts to ensure that more students have access to high-quality STEM courses and training"***. We believe the FIRST family of robotics programs[1] plays a key role in the STEM

[1] *FIRST* Robotics Competition for Grades 9-12 ; *FIRST* Tech Challenge for Grades 9-12 ; *FIRST* LEGO League for Grades 4-8

education continuum by complementing and reinforcing the critical thinking and problem solving skills learned in the classroom.

The **Wisconsin *FIRST* Executive Advisory Board** finds the STEM-related goals of the state's Race to the Top application to be consistent with *FIRST*'s global mission cited above, as well as with our state-specific mission for *FIRST*. We are convinced that our robotics programs, implemented and delivered in the context of the overall STEM strategy outlined in the application will help build a reliable talent pipeline producing Wisconsin's next generation of innovators.

Sincerely,

Wisconsin *FIRST* Executive Advisory Board

Craig Coursin
MSI General Corporation

Dan Holzmiller
FIRST

Richard Koehl
Kohler Company

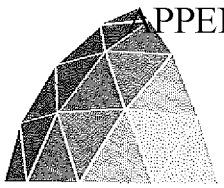
Susan Lawrence
FIRST

George Mosher
George and Julie Mosher Family Foundation

Steven Roehm
GE Healthcare

Van Walling
Engineers & Scientists of Milwaukee

Eileen Walter
Rockwell Automation



WISCONSIN TECHNICAL COLLEGE
DISTRICT BOARDS ASSOCIATION

January 8, 2010

Jim Doyle
Governor
State of Wisconsin

Tony Evers
Superintendent of Public Instruction
State of Wisconsin

Dear Governor Doyle and Superintendent Evers,

On behalf of Wisconsin Technical College District Boards, I'm writing to express our support for Wisconsin's Race to the Top application. This is truly an exciting and dynamic time across the educational spectrum in Wisconsin. In a state that has always been a leader and national laboratory in education, Wisconsin's application strongly supports innovative new collaboration and initiatives.

Our members, the governing board members of our local technical colleges, work closely with local school districts statewide to promote exceptional educational opportunities. The state's Race to the Top application addresses a number of crucial investments promoting a well-educated and productive citizenry ready to lead Wisconsin and our nation to a great future. The "STEM" initiatives within Wisconsin's Race to the Top application represent just one of these important areas in which we look forward to new opportunities for collaboration.

We look forward to helping realize the objectives embodied in the Race to the Top application and appreciate your leadership in moving this process forward.

Sincerely,

Paul Gabriel
Executive Director

Wisconsin Association of CESA Administrators

Gary Albrecht, Chair
CESA #2
448 East High St.
Milton, WI 53563
(608) 758-6232 • (608) 868-4864 (fax)

Guy Leavitt, Vice-Chair
Jesse Harness, Treasurer
Joan Wade, Past Chair

Jim Larson, Executive Secretary
11070 Old Hwy 51
Arbor Vitae, WI 54568
(715) 356-7083
E-mail: ljl@nnex.net

January 12, 2010

The Honorable Governor James Doyle
115 East State Capitol
Madison, WI 53702

State Superintendent of Public Instruction Tony Evers
125 South Webster
Madison, WI 53707

Dear Governor Doyle and Superintendent Evers:

I am writing this letter on behalf of all twelve Cooperative Educational Service Agencies in the state of Wisconsin to express support for the Race to the Top reform initiatives that will be submitted by the Governor's office and the Department of Public Instruction. We are excited about this new era for education in Wisconsin, where students will be held to the same high standards as students in other states and around the world. The additional federal resources will be directed toward initiatives that research has shown are best practices and will improve the overall quality of education in our state.

As you are aware, the Cooperative Educational Service Agencies serve school districts throughout our state. CESAs provide extensive professional development in many areas such as curriculum development, assessment, special education, technology, English-language Learners, Value-Added Assessment, and many more. Additionally, CESAs work directly with students in various capacities, and partner with universities, professional organizations and the greater business community throughout Wisconsin to provide meaningful programs and services.

We embrace the opportunity to help our school districts understand this plan thoroughly, and carry it forward so that our students and teachers will benefit. On behalf of the CESAs, I appreciate the work of the Department of Public Instruction and the Governor's office in setting a new course for the future of education in our state.

Sincerely,

Dr. Gary L. Albrecht, Chairperson
Wisconsin Association of CESA Administrators

CESA #1 **Tim Gavigan** **Brookfield**	**CESA #2** **Gary Albrecht** **Milton**	**CESA #3** **Nancy Hendrickson** **Fennimore**	**CESA #4** **Guy Leavitt** **West Salem**	**CESA #5** **Don Stevens** **Portage**	**CESA #6** **Joan Wade** **Oshkosh**
CESA #7 **Jeffrey Dickert** **Green Bay**	**CESA #8** **Robert Kellogg** **Gillett**	**CESA #9** **Jerome K. Fiene** **Tomahawk**	**CESA #10** **Larry Annett** **Chippewa Falls**	**CESA #11** **Jesse Harness** **Turtle Lake**	**CESA #12** **Ken Kasinski** **Ashland**

Cooperative Solutions for Quality Education

The Council of Chief State School Officers and
The National Governors Association Center for Best Practices

Common Core Standards
Memorandum of Agreement

Purpose. This document commits states to a state-led process that will draw on evidence and lead to development and adoption of a common core of state standards (common core) in English language arts and mathematics for grades K-12. These standards will be aligned with college and work expectations, include rigorous content and skills, and be internationally benchmarked. The intent is that these standards will be aligned to state assessment and classroom practice. The second phase of this initiative will be the development of common assessments aligned to the core standards developed through this process.

Background. Our state education leaders are committed to ensuring all students graduate from high school ready for college, work, and success in the global economy and society. State standards provide a key foundation to drive this reform. Today, however, state standards differ significantly in terms of the incremental content and skills expected of students.

Over the last several years, many individual states have made great strides in developing high-quality standards and assessments. These efforts provide a strong foundation for further action. For example, a majority of states (35) have joined the American Diploma Project (ADP) and have worked individually to align their state standards with college and work expectations. Of the 15 states that have completed this work, studies show significant similarities in core standards across the states. States also have made progress through initiatives to upgrade standards and assessments, for example, the New England Common Assessment Program.

Benefits to States. The time is right for a state-led, nation-wide effort to establish a common core of standards that raises the bar for all students. This initiative presents a significant opportunity to accelerate and drive education reform toward the goal of ensuring that all children graduate from high school ready for college, work, and competing in the global economy and society. With the adoption of this common core, participating states will be able to:

- Articulate to parents, teachers, and the general public expectations for students;
- Align textbooks, digital media, and curricula to the internationally benchmarked standards;
- Ensure professional development to educators is based on identified need and best practices;
- Develop and implement an assessment system to measure student performance against the common core; and
- Evaluate policy changes needed to help students and educators meet the common core standards and "end-of-high-school" expectations.

An important tenet of this work will be to increase the rigor and relevance of state standards across all participating states; therefore, no state will see a decrease in the level of student expectations that exist in their current state standards.

Process and Structure

- **Common Core State-Based Leadership.** The Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices (NGA Center) shall assume responsibility for coordinating the process that will lead to state adoption of a common core set of standards. These organizations represent governors and state commissioners of education who are charged with defining K-12 expectations at the state level. As such, these organizations will

facilitate a state-led process to develop a set of common core standards in English language arts and math that are:

- Fewer, clearer, and higher, to best drive effective policy and practice;
- Aligned with college and work expectations, so that all students are prepared for success upon graduating from high school;
- Inclusive of rigorous content and application of knowledge through high-order skills, so that all students are prepared for the 21st century;
- Internationally benchmarked, so that all students are prepared for succeeding in our global economy and society; and
- Research and evidence-based.

- **National Validation Committee.** CCSSO and the NGA Center will create an expert validation group that will serve a several purposes, including validating end-of-course expectations, providing leadership for the development of K-12 standards, and certifying state adoption of the common core. The group will be comprised of national and international experts on standards. Participating states will have the opportunity to nominate individuals to the group. The national validation committee shall provide an independent review of the common core. The national validation committee will review the common core as it is developed and offer comments, suggestions, and validation of the process and products developed by the standards development group. The group will use evidence as the driving factor in validating the common core.

- **Develop End-of-High-School Expectations.** CCSSO and the NGA Center will convene Achieve, ACT and the College Board in an open, inclusive, and efficient process to develop a set of end-of-high-school expectations in English language arts and mathematics based on evidence. We will ask all participating states to review and provide input on these expectations. This work will be completed by July 2009.

- **Develop K-12 Standards in English Language Arts and Math.** CCSSO and the NGA Center will convene Achieve, ACT, and the College Board in an open, inclusive, and efficient process to develop K-12 standards that are grounded in empirical research and draw on best practices in standards development. We will ask participating states to provide input into the drafting of the common core and work as partners in the common core standards development process. This work will be completed by December 2009.

- **Adoption.** The goal of this effort is to develop a true common core of state standards that are internationally benchmarked. Each state adopting the common core either directly or by fully aligning its state standards may do so in accordance with current state timelines for standards adoption not to exceed three (3) years.

  This effort is voluntary for states, and it is fully intended that states adopting the common core may choose to include additional state standards beyond the common core. States that choose to align their standards to the common core standards agree to ensure that the common core represents at least 85 percent of the state's standards in English language arts and mathematics.

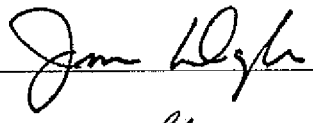
  Further, the goal is to establish an ongoing development process that can support continuous improvement of this first version of the common core based on research and evidence-based learning and can support the development of assessments that are aligned to the common core across the states, for accountability and other appropriate purposes.

- **National Policy Forum.** CCSSO and the NGA Center will convene a National Policy Forum (Forum) comprised of signatory national organizations (e.g., the Alliance for Excellent Education, Business Roundtable, National School Boards Association, Council of Great City Schools, Hunt Institute, National Association of State Boards of Education, National Education Association, and others) to share ideas, gather input, and inform the common core initiative. The forum is intended as a place for refining our shared understanding of the scope and elements of a common core; sharing and coordinating the various forms of implementation of a common core; providing a means to develop common messaging between and among participating organizations; and building public will and support.

- **Federal Role.** The parties support a state-led effort and not a federal effort to develop a common core of state standards; there is, however, an appropriate federal role in supporting this state-led effort. In particular, the federal government can provide key financial support for this effort in developing a common core of state standards and in moving toward common assessments, such as through the Race to the Top Fund authorized in the American Recovery and Reinvestment Act of 2009. Further, the federal government can incentivize this effort through a range of tiered incentives, such as providing states with greater flexibility in the use of existing federal funds, supporting a revised state accountability structure, and offering financial support for states to effectively implement the standards. Additionally, the federal government can provide additional long-term financial support for the development of common assessments, teacher and principal professional development, other related common core standards supports, and a research agenda that can help continually improve the common core over time. Finally, the federal government can revise and align existing federal education laws with the lessons learned from states' international benchmarking efforts and from federal research.

Agreement. The undersigned state leaders agree to the process and structure as described above and attest accordingly by our signature(s) below.

Signatures

Governor: 

Chief State School Officer: Elizabeth Burmaster

International Benchmarking and the Common Core

The Common Core State Standards (CCSS) are designed to be **college- and career-ready** and **internationally benchmarked**. To that end, the development process included the review and consideration of many sources, including research studies, existing standards from the U.S and abroad, and the professional judgment of teachers, content area experts, and college faculty. This paper will briefly describe how international benchmarking was used to develop the CCSS.

What documents were used to ensure that the CCSS were internationally benchmarked?

To ensure that the standards prepare students to be globally competitive, the development team used a number of sources, including: the frameworks for PISA and TIMSS; the International Baccalaureate syllabi; the American Institutes for Research report , *Informing Grades 1-6 Mathematics Standards Development: What Can Be Learned From High-Performing Hong Kong, Korea, and Singapore* and; the A+ Composite found in *A Coherent Curriculum: The Case for Mathematics* by Bill Schmidt, Richard Houang, and Leland Cogan.

In addition, the development team looked to the standards of a number of individual countries and provinces to inform the content, structure and language of the CCSS. In *mathematics*, twelve set of standards were selected to help guide the writing of the standards: Belgium, Canada [Alberta], China, Chinese Taipei, England, Finland, Hong Kong, India, Ireland, Japan, Korea, and Singapore.[i] In *English language arts*, the writing team looked closely at ten sets of standards from Australia (New South Wales and Victoria), Canada (Alberta, British Columbia, and Ontario), England, Finland, Hong Kong, Ireland, and Singapore.[ii]

How were the international benchmarks used to inform the development of the CCSS?

The goal of the international benchmarking in the common core state standards development process was to ensure that the CCSS are as rigorous as comparable standards in the high-performing and other countries. However, the use of international benchmarks as evidence is no easy feat; it is not simply a matter of identifying the "best" source and copying it, or of aggregating all viable sources to find some set of shared expectations. Rather, international benchmarks were used to guide critical decisions in the following areas:

- *Whether particular content should be included:* One of the principal ways international standards were used in this development process was as a guide when making tough decisions about whether content should be included or excluded.
- *When content should be introduced and how that content should progress*: The progression of topics in the international mathematics standards helped the development team make decisions about when to introduce topics in the CCSS as well as when to stop focusing on them.
- *Ensuring focus and coherence*: Standards from other countries tend to be very focused, including only what is absolutely necessary.

- *Organizing and formatting the standards*: Certain organizational aspects or characteristics of international standards that promoted clarity and ease of reading and use served as a model for the CCSS.
- *Determining emphasis on particular topics in standards*: Where emphasis on particular topics was found repeatedly in international standard, this was instructive in determining their importance for inclusion in the CCSS.

* * * * *

When the final version of the K-12 Common Core State Standards is released, it will be accompanied by a discussion of the evidence that was used in their development. In the meantime, the evidence from the September 2009 draft of the College and Career Ready Standards is available: The URL for the ELA document is http://www.corestandards.org/Files/ELAEvidence.pdf, and the URL for the mathematics document is http://www.corestandards.org/Files/MathEvidence.pdf.

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[i] Eight of these were high-performers on either TIMSS, PISA or both: Belgium, Canada [Alberta], Chinese Taipei, Finland, Hong Kong, Japan, Korea, and Singapore. England and Ireland, which have uneven performances on international assessments, were included because of their cultural links to the United States. China and India were included because of their growing global competitiveness.

[ii] Differences in language have a greater impact on the teaching and learning of language arts than of mathematics, so the teams looked primarily at English-speaking countries. All were high-performers on PISA except Singapore, which did not participate, and England, which as in mathematics was selected partly for its cultural links to the United States.

College and Career Readiness Standards for Reading, Writing, and Speaking and Listening

Draft for Review and Comment

September 21, 2009

College and Career Readiness Standards for Reading, Writing, and Speaking and Listening

Table of Contents

Core Standards for Reading, Writing, and Speaking and Listening

The Core Standards identify essential college- and career-ready skills and knowledge in reading, writing, and speaking and listening across the disciplines. While the English language arts classroom has often been seen as the proper site for literacy instruction, this document acknowledges that the responsibility for teaching such skills must also extend to the other content areas. Teachers in the social and natural sciences, the humanities, and mathematics need to use their content area expertise to help students acquire the discipline-specific skills necessary to comprehend challenging texts and develop deep knowledge in those fields. At the same time, English language arts teachers not only must engage their students in a rich array of literature but also must help develop their students' ability to read complex works of nonfiction independently.

What is taught is just as important as how it is taught; the Core Standards should be accompanied by a comprehensive, content-rich curriculum. While this document defines the outcomes all students need to reach to be college and career ready, many important decisions about curriculum will necessarily be left to states, districts, schools, teachers, professional organizations, and parents. For example, while the standards require that students read texts of sufficient complexity, quality, and range, this document does not contain a required reading list. If states and districts choose to develop one, they should look at the Reading exemplars provided here to get a sense of the level of complexity students must be able to handle independently when they read. Educators can also model their efforts on reading lists from around the nation and the world as long as the texts ultimately included meet the range and content standards in this document.

Standards today must ready students for competition and collaboration in a global, media-saturated environment. Colleges and universities have become international meetinghouses where people from across the globe learn with and from one another. At the same time, business today is truly a worldwide enterprise. Media-related technology helps shape what goes on in both college and the workplace; indeed, it has in some important ways reshaped the very nature of communication. Students who meet the Core Standards will have the reading, writing, speaking, and listening skills to flourish in the diverse, rapidly changing environments of college and careers.

Although reading, writing, and speaking and listening are articulated separately in the standards that follow, these divisions are made for the sake of clarity and manageability. In reality, the processes of communication are tightly interrelated and often reciprocal. The act of reading can no more be separated from the written word than the act of listening can be from the spoken word. When reading, students demonstrate their comprehension most commonly through a spoken or written interpretation of the text. As students solve problems, share insights, and build the

knowledge they need for college and career success, they draw simultaneously on their capacities to read, write, speak, and listen.

Student Practices in Reading, Writing, and Speaking and Listening

The following practices in reading, writing, and speaking and listening undergird and help unify the rest of the standards document. They are the "premises"—broad statements about the nature of college and career readiness in reading, writing, and speaking and listening—that underlie the individual standards statements and cut across the various sections of the document. Every idea introduced here is subsequently represented in one or more places within the larger document.

* * *

Students who are college and career ready exhibit the following capacities in their reading, writing, and speaking and listening:

1. *They demonstrate independence as readers, writers, speakers, and listeners.*

   Students can, without significant scaffolding or support, comprehend and evaluate complex text across a range of types and disciplines, and they can construct effective arguments and clearly convey intricate or multifaceted information. Likewise, students are independently able to discern a speaker's key points as well as ask questions and articulate their own ideas.

2. *They build strong content knowledge.*

   Students build a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They demonstrate their ability to become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and the specific in-depth expertise needed to comprehend subject matter and solve problems in different fields. They refine their knowledge and share it through substantive writing and speaking.

3. *They respond to the varying demands of audience, task, purpose, and discipline.*

   Students consider their reading, writing, and speaking and listening in relation to the contextual factors of audience, task, purpose, and discipline. They appreciate nuances, such as how the composition and familiarity of the audience should affect tone. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in the natural sciences).

4. *They comprehend as well as critique.*

   Students are engaged and open-minded—but skeptical—readers and listeners. They work diligently to understand precisely what an author or speaker is

saying, but they also question an author's or speaker's assumptions and assess the veracity of claims.

5. *They privilege evidence.*

   Students cite specific textual evidence when offering an oral or written interpretation of a piece of writing. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.

6. *They care about precision.*

   Students are mindful of the impact of specific words and details, and they consider what would be achieved by different choices. Students pay especially close attention when precision matters most, such as in the case of reviewing significant data, making important distinctions, or analyzing a key moment in the action of a play or novel.

7. *They craft and look for structure.*

   Students attend to structure when organizing their own writing and speaking as well as when seeking to understand the work of others. They understand and make use of the ways of presenting information typical of different disciplines. They observe, for example, how authors of literary works craft the structure to unfold events and depict the setting.

8. *They use technology strategically and capably.*

   Students employ technology thoughtfully to enhance their reading, writing, speaking, and listening. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

Introductory Evidence Statement for Reading, Writing, and Speaking and Listening Standards

To develop college- and career-ready standards for Reading, Writing, and Speaking and Listening that are rigorous, relevant, and internationally benchmarked, the work group consulted evidence from a wide array of sources. These included standards documents from high-performing states and nations; student performance data (including assessment scores and college grades); academic research; frameworks for assessments, such as NAEP; and results of surveys of postsecondary instructors and employers regarding what is most important for college and career readiness.

The evidence strongly suggests that similar reading, writing, speaking, and listening skills are necessary for success in both college and the workplace. A review of the standards of high-performing nations also suggests that many of these skills are already required in secondary schools internationally. The work group has endeavored to articulate these skills in the Core Standards, focusing educators, students, parents, and resources on what matters most.

Given that a set of standards cannot be simplistically "derived" from any body of evidence, the work group sometimes relied on reasoned judgment to interpret where the evidence was most compelling. For example, there is not a consensus among college faculty about the need for incoming students to be able to comprehend graphs, charts, and tables and to integrate information in these data displays with the information in the accompanying text. Although some evidence suggests that this skill is critical in the workplace and in some entry-level courses, college faculties from the various disciplines disagree on its value (with science and economics faculty rating it more highly than English and humanities professors do). The work group ultimately included a standard on the integration of text and data because the preponderance of the evidence suggests the skill's importance in meeting the demands of the twenty-first-century workplace and some college classrooms.

In most cases, the evidence is clearer. In writing, for example, there is unequivocal value placed on the logical progression of ideas. The expectation that high school graduates will be able to produce writing that is logical and coherent is found throughout the standards of top-performing countries and states. This ability is also valued highly by college faculty and employers. In response to such clear evidence, the work group included Writing student performance standard #5: "Create a logical progression of ideas or events, and convey the relationships among them."

A bibliography of some of the sources the work group drew upon most is included at the end of this document. The reader should also refer to the Core Standards Web site (http://www.corestandards.org), which contains a list of standards linked to relevant sources of evidence.

Finally, while the standards reflect the best evidence available to date, the decisions the work group made are necessarily provisional. The core should be reexamined periodically as additional research on college and career readiness emerges. Indeed, this document may serve as an agenda for such research.

How to Read the Document

This document is divided into three main sections: strands, applications, and supporting materials.

Strands

There are three *strands*: Reading, Writing, and Speaking and Listening. Although each strand is presented discretely for ease of understanding, the document should be considered a coherent whole.

The three strands are each in turn divided into two sections: S*tandards for Range and Content* and S*tandards for Student Performance*.

Standards for Range and Content

The Standards for Range and Content in each strand describe the contexts in which college- and career-ready students must be able to read, write, speak, and listen. Rather than merely supplement or illustrate the numbered list of Standards for Student Performance, the Standards for Range and Content are themselves required and carry equal force.

Standards for Student Performance

The Standards for Student Performance in each strand enumerate the essential skills and understandings that students who are college and career ready in reading, writing, speaking, and listening must have no later than the end of high school.

Applications

The clearest examples of the integrated nature of communication are the *Applications of the Core* for Research and Media. The Core Standards for Reading, Writing, and Speaking and Listening have been designed to include the essential skills and knowledge that students need to apply to college and career tasks, such as research and media. Rather than having an additional set of standards that would largely duplicate those already in Reading, Writing, and Speaking and Listening, the document includes the Research and Media applications that draw upon standards already in those strands. This both reaffirms the centrality of the core processes of reading, writing, speaking, and listening and shows how those processes can be combined and extended to describe key communicative acts in the classroom and workplace.

In the Research and Media applications, specific Reading, Writing, and Speaking and Listening standards are identified with a letter or letters corresponding to the relevant strand (R for Reading, W for Writing, and S&L for Speaking and Listening) and a number or letter corresponding to the statement within that strand. For example, R-14 refers to the fourteenth statement in the Standards for Student

Performance in Reading, and W-A refers to the first statement of the Standards for Range and Content in Writing.

Supporting Materials: Reading and Writing Exemplars
Reading and Writing exemplars, and their accompanying annotations, are used to lend further specificity to the standards.

Reading Exemplars
The Reading exemplars, representing a range of subject areas, time periods, cultures, and formats, illustrate the level of text complexity students ready for college and careers must be able to handle on their own. The exemplars are mostly excerpts or representations of larger works. To be truly college and career ready, students must be able to handle full texts—poems, short stories, novels, technical manuals, research reports, and the like. Annotations accompanying the exemplars explain how each text meets the criterion of high text complexity. The annotations also provide brief performance examples that further clarify the meaning and application of the standards.

~~Writing Exemplars~~ - Coming in the next draft
~~The Writing exemplars are authentic samples of student writing created across the nation under a variety of conditions and for a variety of purposes and audiences. Annotations accompanying the exemplars indicate how these samples meet the Standards for Student Performance in Writing.~~

Core Standards for Reading Informational and Literary Texts

Standards for the Range and Content of Student Reading

A. **Complexity:** A crucial factor in readiness for college and careers is students' ability to comprehend complex texts independently. In college and careers, students will need to read texts characterized by demanding vocabulary, subtle relationships among ideas or characters, a nuanced rhetorical style and tone, and elaborate structures or formats. These challenging texts require the reader's close attention and often demand rereading in order to be fully understood.

B. **Quality:** The literary and informational texts chosen for study should be rich in content and in a variety of disciplines. All students should have access to and grapple with works of exceptional craft and thought both for the insights those works offer and as models for students' own thinking and writing. These texts should include classic works that have broad resonance and are alluded to and quoted often, such as influential political documents, foundational literary works, and seminal historical and scientific texts. Texts should also be selected from among the best contemporary fiction and nonfiction and from a diverse range of authors and perspectives.

C. **Vocabulary:** To be college and career ready, students must encounter and master a rich vocabulary. Complex texts often use challenging words, phrases, and terms that students typically do not encounter in their daily lives. Specific disciplines and careers have vocabularies of their own. Attentive reading of sophisticated works in a wide range of fields, combined with close attention to vocabulary, is essential to building comprehension and knowledge.

D. **Range:** Students must be able to read a variety of literature, informational texts, and multimedia sources in order to gain the knowledge base they need for college and career readiness.

Literature: Literature enables students to access through imagination a wide range of experiences. By immersing themselves in literature, students enlarge their experiences and deepen their understanding of their own and other cultures. Careful reading of literature entails attentiveness to craft and details of design, which has broad value for students' work in college and career environments.

Informational Text: Because most college and workplace reading is nonfiction, students need to hone their ability to acquire knowledge from informational texts. Workplace and discipline-specific reading will often require students to demonstrate persistence as they encounter a large amount of unfamiliar and often technical vocabulary and concepts. Students must demonstrate facility with the features of texts particular to a variety of disciplines, such as history, science, and mathematics.

Multimedia Sources: Students must be able to integrate what they learn from reading text with what they learn from audio, video, and other digital media. Many of the same critical issues that students face when reading traditional printed texts will arise as they seek to comprehend multimedia, such as determining where the author has chosen to focus, evaluating evidence, and comparing different accounts of similar subjects.

E. **Quantity*:*** Students must have the capacity to handle independently the quantity of reading material, both in print and online, required in college and workforce training. Studies show that the amount of reading students face in high school is often far lower than that required for typical first-year college courses. Students need to be able to perform a close reading of a much higher volume of texts and to sort efficiently through large amounts of print and online information in search of specific facts or ideas.

Note: *The essential role of independence in college and career readiness:* The significant scaffolding that often accompanies reading in high school usually disappears in college and workforce training environments. Students must therefore have developed their ability to read texts of sufficient complexity, quality, and range on their own. To become independent, students must encounter unfamiliar texts presented without supporting materials.

Core Standards for Reading Informational and Literary Texts

Standards for Student Performance

1. Determine both what the text says explicitly and what can be inferred logically from the text.
2. Support or challenge assertions about the text by citing evidence in the text explicitly and accurately.
3. Discern the most important ideas, events, or information, and summarize them accurately and concisely.
4. Delineate the main ideas or themes in the text and the details that elaborate and support them.
5. Determine when, where, and why events unfold in the text, and explain how they relate to one another.
6. Analyze the traits, motivations, and thoughts of individuals in fiction and nonfiction based on how they are described, what they say and do, and how they interact.
7. Determine what is meant by words and phrases in context, including connotative meanings and figurative language.
8. Analyze how specific word choices shape the meaning and tone of the text.
9. Analyze how the text's organizational structure presents the argument, explanation, or narrative.
10. Analyze how specific details and larger portions of the text contribute to the meaning of the text.
11. Synthesize data, diagrams, maps, and other visual elements with words in the text to further comprehension.
12. Extract key information efficiently in print and online using text features and search techniques.
13. Ascertain the origin, credibility, and accuracy of print and online sources.
14. Evaluate the reasoning and rhetoric that support an argument or explanation, including assessing whether the evidence provided is relevant and sufficient.
15. Analyze how two or more texts with different styles, points of view, or arguments address similar topics or themes.
16. Draw upon relevant prior knowledge to enhance comprehension, and note when the text expands on or challenges that knowledge.
17. Apply knowledge and concepts gained through reading to build a more coherent understanding of a subject, inform reading of additional texts, and solve problems.
18. Demonstrate facility with the specific reading demands of texts drawn from different disciplines, including history, literature, science, and mathematics.

Note: *These Standards for Student Performance, as is the case for every strand, must be demonstrated across the range and content from the preceding page.* They are meant to apply to fiction and nonfiction. For example:

- "Determine when, where, and why events unfold" applies to plot and setting in literature as well as the sequence of a scientific procedure.
- "Analyze the traits, motivations, and thoughts of individuals" applies to studying characters in fiction and figures in historical texts.

Core Standards for Writing

Standards for the Range and Content of Student Writing

A. **Purpose:**

Make an Argument: While many high school students have experience presenting their opinions, they need to be able to make arguments supported by evidence in order to be ready for careers and college. Students must be able to frame the debate over a claim, present the reasoning and evidence for the argument, and acknowledge and address its limitations. In some cases, students will make arguments to gain entry to college or to obtain a job, laying out their qualifications or experience. In college, students might defend an interpretation of a work of literature or of history; in the workplace, employees might write to recommend a course of action.

Inform or Explain: In college and in workforce training, writing is a key means for students to show what they know and to share what they have seen. Writing to inform or explain often requires students to integrate complex information from multiple sources in a lucid fashion. Explanations can take the form of laying out facts about a new technology or documenting findings from historical research; well-crafted explanations often make fresh connections and express ideas creatively.

B. **Audience:** Students must adapt their writing so that it is appropriate to the audience by choosing words, information, structures, and formats that conform to the conventions of the discipline in which they are writing. The form and use of evidence in literary analysis, for example, are likely to be quite different from those in geology or business. Students must also be able to consider their audience's background knowledge and potential objections to an argument.

C. **Situation:**

On-demand Writing: Students must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline. College and career readiness requires that students be able to write effectively to a prompt on an exam or respond quickly yet thoughtfully to a supervisor's urgent request for information.

Writing over Time: Students must be able to revisit and make improvements to a piece of their writing over multiple drafts when circumstances encourage or require it. To improve writing through revision, students must be capable of distinguishing good changes from ones that would weaken the writing.

D. **Technology and Collaboration:** Technology offers students powerful tools for producing, editing, and distributing writing as well as for collaboration. Especially in the workplace, writers often use technology to produce documents and to provide feedback.

E. **Quantity:** The evidence is clear that, in order to become better writers, students must devote significant time to producing writing. Students must practice writing several analytical pieces each term if they are to achieve the deep analysis and interpretation of content expected for college and careers.

Note on narrative writing:

Narrative writing is an important mode of writing; it is also a component of making an argument and writing to inform or explain. Telling an interesting story effectively or providing an accurate account of a historical incident requires the skillful use of narrative techniques. Narrative writing requires that students present vivid, relevant details to situate events in a time and place and also craft a structure that lends a larger shape and significance to those details. As an easily grasped and widely used way to share information and ideas with others, narrative writing is a principal stepping-stone to writing forms directly relevant to college and career readiness.

Core Standards for Writing

Standards for Student Performance

1. Establish and refine a topic or thesis that addresses the specific task and audience.
2. Gather the information needed to build an argument, provide an explanation, or address a research question.
3. Sustain focus on a specific topic or argument.
4. Support and illustrate arguments and explanations with relevant details, examples, and evidence.
5. Create a logical progression of ideas or events, and convey the relationships among them.
6. Choose words and phrases to express ideas precisely and concisely.
7. Use varied sentence structures to engage the reader and achieve cohesion between sentences.
8. Develop and maintain a style and tone appropriate to the task, purpose, and audience.
9. Demonstrate command of the conventions of standard written English, including grammar, usage, and mechanics.
10. Represent and cite accurately the data, conclusions, and opinions of others, effectively incorporating them into one's own work while avoiding plagiarism.
11. Assess the quality of one's own writing, and, when necessary, strengthen it through revision.
12. Use technology as a tool to produce, edit, and distribute writing.

When **writing to inform or explain**, students must also do the following:

13. Synthesize information from multiple relevant sources, including graphics and quantitative information when appropriate, to provide an accurate picture of that information.
14. Convey complex information clearly and coherently to the audience through purposeful selection and organization of content.
15. Demonstrate understanding of content by reporting facts accurately and anticipating reader misconceptions.

When **writing arguments**, students must also do the following:

16. Establish a substantive claim, distinguishing it from alternate or opposing claims.
17. Link claims and evidence with clear reasons, and ensure that the evidence is relevant and sufficient to support the claims.
18. Acknowledge competing arguments or information, defending or qualifying the initial claim as appropriate.

Note: "The conventions of standard written English" encompass a range of commonly accepted language practices designed to make writing clear and widely understood. When formal writing contains errors in grammar, usage, and mechanics, its meaning is obscured, its message is too easily dismissed, and its author is often judged negatively. Proper sentence structure, correct verb formation, careful use of verb tense, clear subject-verb and pronoun-antecedent agreement, conventional usage, and appropriate punctuation are of particular importance to formal writing.

Core Standards for Speaking and Listening

Standards for the Range and Content of Student Speaking and Listening

A. **Group and One-to-One Situations:** Students are expected to be able to speak and listen effectively in both groups and one-to-one. Success in credit-bearing college coursework, whether in the humanities, mathematics, or the sciences, depends heavily on being able to take in and respond to the concepts and information conveyed in lectures and class discussions. Success in the workplace is similarly dependent on listening attentively to colleagues and customers and expressing ideas clearly and persuasively.

These speaking and listening skills may need to be applied differently in different settings. The immediate communication between two people might be replaced by formal turn taking in large-group discussions. When working in classroom or workplace teams, students should be able to ask questions that initiate thoughtful discussions, gain the floor in respectful ways, and build on the contributions of others to complete tasks or reach consensus.

B. **Varied Disciplinary Content:** Students must adapt their speaking and listening to a range of disciplines to communicate effectively. Each academic discipline and industry has its own vocabulary and conventions; for instance, evidence is handled and discussed differently in literary analysis than in history or medicine or the sciences. College- and career-ready students must develop a foundation of disciplinary knowledge and conventions in order not only to comprehend the complexity of information and ideas but also to present and explain them.

C. **Multimedia Comprehension:** New technologies expand the role that speaking and listening skills will play in acquiring and sharing knowledge. Students will need to view and listen to diverse media to gain knowledge and also must integrate this information with what they learn through reading text online as well as in print. When speaking, students can draw on media to illustrate their points, make data and evidence vivid, and engage their audience. Multimedia accelerates the speed at which connections between reading, writing, speaking, and listening can be made, requiring students to be ready to use these skills nearly simultaneously.

Core Standards for Speaking and Listening

Standards for Student Performance

1. Select and use a format, organization, and style appropriate to the topic, purpose, and audience.
2. Present information, findings, and supporting evidence clearly and concisely.
3. Make strategic use of multimedia elements and visual displays of data to gain audience attention and enhance understanding.
4. Demonstrate command of formal Standard English when appropriate to task and audience.
5. Listen to complex information, and discern the main ideas, the significant details, and the relationships among them.
6. Follow the progression of the speaker's message, and evaluate the speaker's point of view, reasoning, and use of evidence and rhetoric.
7. Ask relevant questions to clarify points and challenge ideas.
8. Respond constructively to advance a discussion and build on the input of others.

Note: "Style appropriate to the topic, purpose, and audience" includes word choice specific to the demands of the discipline as well as delivery techniques such as gestures and eye contact that contribute to effective message delivery.

"Evaluate the speaker's point of view, reasoning, and use of evidence and rhetoric" includes distinguishing facts from opinions and determining whether the speaker is biased and evidence has been distorted.

Application of the Core: Research

The Core Standards for Reading, Writing, and Speaking and Listening have been designed to include the essential skills and knowledge that students need to apply to college and career tasks such as research. This section shows how standards in the core incorporate the skills of research.

To be college and career ready, students must engage in research and present their findings in writing and orally, in print and online. The ability to conduct research independently and effectively plays a fundamental role in gaining knowledge and insight in college and the workplace.

Research as described here is not limited to the formal, extended research paper nor simply to gathering information from books; rather, research encompasses a flexible yet systematic approach to resolving questions and investigating issues through the careful collection, analysis, synthesis, and presentation of information from a wide range of print and digital sources, such as historical archives and online interviews. With well-developed research skills, students have the tools to engage in sustained inquiry as well as the sort of short, focused research projects that typify many assignments in college and the workplace.

Research in the digital age offers new possibilities as well as new or heightened challenges. While the Internet provides ready access to unprecedented amounts of primary and secondary source material (such as oral histories, historical documents, maps, and scientific reports), students sorting through this wealth of data must be skilled at and vigilant in determining the origin and credibility of these sources.

The following Core Standards pertain to elements of the research process and particular research skills required for college and career readiness:

Formulate research questions:

- Establish and refine a topic or thesis that addresses the specific task and audience. (W-1)
- Establish a substantive claim, distinguishing it from alternate or opposing claims. (W-16)

Gather and evaluate relevant information from a range of sources:

- Gather the information needed to build an argument, provide an explanation or address a research question. (W-2)
- Extract key information efficiently in print and online using text features and search techniques. (R-12)
- Ascertain the origin, credibility, and accuracy of print and online sources. (R-13)
- Evaluate the reasoning and rhetoric that support an argument or explanation, including assessing whether the evidence provided is relevant and sufficient. (R-14)
- Follow the progression of the speaker's message and evaluate the speaker's point of view, reasoning, and use of evidence and rhetoric. (S&L-6)

Analyze research sources:

- Delineate the main ideas or themes in the text and the details that elaborate and support them. (R-4)
- Listen to complex information and discern the main ideas, the significant details, and the relationships among them. (S&L-5)
- Discern the most important ideas, events, or information and summarize them accurately and concisely. (R-3)
- Synthesize data, diagrams, maps, and other visual elements with words in the text to further comprehension. (R-11)
- Synthesize information from multiple relevant sources, including graphics and quantitative information when appropriate, to provide an accurate picture of that information. (W-13)
- Analyze how two or more texts with different styles, points of view, or arguments address similar topics or themes. (R-15)
- Acknowledge competing arguments or information, defending or qualifying the initial claim as appropriate. (W-18)

Report findings:

- Link claims and evidence with clear reasons and ensure that the evidence is relevant and sufficient to support the claims. (W-17)
- Convey complex information clearly and coherently to the audience through purposeful selection and organization of the content. (W-14)
- Demonstrate understanding of the content by reporting the facts accurately and anticipating reader misconceptions. (W-15)
- Present information, findings, and supporting evidence, clearly and concisely. (S&L-2)
- Support and illustrate arguments and explanations with relevant details, examples, and evidence. (W-4)
- Represent and cite accurately the data, conclusions, and opinions of others, effectively incorporating them into one's own work while avoiding plagiarism. (W-10)

Application of the Core: Media

The Core Standards for Reading, Writing, and Speaking and Listening have been designed to include the essential skills and knowledge that students need to apply to college and career tasks such as media analysis and creation. This section shows how standards in the core apply to media.

Rapidly evolving technologies are powerful tools—but only for those who have the skills to put them to work. As the capability of the technology grows, students' command of these skills must only increase.

At the core of media mastery are the same fundamental capacities as are required offline in traditional print forms: an ability to access, understand, and evaluate complex materials and messages and to produce clear, effective communications. Media mastery does, however, call upon students to apply these core skills in new ways and contexts. Media enable students to communicate quickly with a large, often unknown, and broadly diverse audience. Whereas in the past, students may have had days or weeks to digest new information and formulate a response, the online environment pushes students to exercise judgment and present their responses in a matter of minutes.

Speed is not the only new factor. In the electronic world, reading, writing, speaking, and listening are uniquely intertwined. Multimedia forms force students to engage with constantly changing combinations of elements, such as graphics, images, hyperlinks, and embedded video and audio. The technology itself is changing quickly, creating new urgency for adaptation and flexibility on the part of students.

The following Core Standards describe the particular reading, writing, speaking, and listening skills that students will need in order to use media effectively in college and careers:

Standards for Range and Content drawn from each strand

Multimedia Sources: Students must be able to integrate what they learn from reading text with what they learn from audio, video, and other digital media. Many of the same critical issues that students face when reading traditional printed texts will arise as they seek to comprehend multimedia, such as determining where the author has chosen to focus, evaluating evidence, and comparing different accounts of similar subjects. [R-D]

Technology and Collaboration: Technology offers students powerful tools for producing, editing, and distributing writing as well as for collaboration. Especially in the workplace, writers often use technology to produce documents and to provide feedback. [W-D]

Multimedia Comprehension: New technologies expand the role that speaking and listening skills will play in acquiring and sharing knowledge. Students will need to view and listen to diverse media to gain knowledge and integrate this information with what they learn through reading text online as well as in print. When speaking, students can draw on media to illustrate their points, make data and evidence vivid, and engage their audiences. Multimedia accelerates the speed at which connections between reading, writing, and speaking and listening can be made, requiring students to be ready to use these skills nearly simultaneously. [S&L-C]

Standards for Student Performance drawn from each strand

Gather information from a wide array of electronic sources and multimedia:

- Extract key information efficiently in print and online using text features and search techniques. (R-12)
- Synthesize data, diagrams, maps, and other visual elements with words in the text to further comprehension. (R-11)
- Listen to complex information and discern the main ideas, the significant details, and the relationships among them. (S&L-5)

Evaluate information from digital media:

- Ascertain the origin, credibility, and accuracy of print and online sources. (R-13)
- Evaluate the reasoning and rhetoric that support an argument or explanation, including assessing whether the evidence provided is relevant and sufficient. (R-14)
- Follow the progression of the speaker's message and evaluate the speaker's point of view, reasoning, and use of evidence and rhetoric. (S&L-6)

Create and distribute media communications:

- Use technology as a tool to produce, edit, and distribute writing. (W-12)
- Synthesize information from multiple relevant sources, including graphics and quantitative information when appropriate, to provide an accurate picture of that information. (W-13)
- Make strategic use of multimedia elements and visual displays of data to gain audience attention and enhance understanding. (S&L-3)

Illustrative Texts

Exemplars of Reading Text Complexity

As described in the Standards for the Range and Content of Student Reading, college- and career-ready students must be able to read texts of sufficient complexity on their own. Studies show that many students who are unable to read sufficiently challenging texts independently by the end of high school struggle with the reading demands of college; many twenty-first-century careers likewise demand that people be able to obtain, search through, and comprehend large amounts of often technical information.

To develop that ability, students should engage with high-quality texts that provide strong models of thinking and writing, that challenge them intellectually, and that introduce them to rich content, sophisticated vocabulary, and examples of exceptional craft. The reading students do should be broad and deep, allowing them to extend their knowledge of particular subjects as well as learn about the features of texts written for different disciplines, audiences, and purposes. While no sampling can do justice to the numerous ways in which different authors craft complex prose, as a collection the exemplar texts below illustrate the level of complexity that college- and career-ready students should be able to handle independently by the end of high school. Texts in translation have not been included in this draft but will be part of future drafts.

How Text Complexity was Determined

In addition to surveys of required reading in twelfth grade and the first year of college as well as consultations with experts, two leading measurement systems were used to help make the selections below. The first system—a methodology described by Jeanne Chall and her coauthors in *The Qualitative Assessment of Text Difficulty*—employs trained raters to measure the sophistication of vocabulary, density of ideas, and syntactic complexity in a text as well as the general and subject-specific knowledge and the level of reasoning required for understanding it. The second system, Coh-Metrix, incorporates into its computer-based analysis more than sixty specific indices of syntax, semantics, readability, and cohesion to assess text complexity. Central to its assessment are measures of text cohesiveness, which is the degree to which the text uses explicit markers to link ideas. By analyzing the degree to which those links are missing in a text—and therefore the degree to which a reader must make inferences to connect ideas—this measure gauges a key factor in the comprehension demand of a text.

The two methods described above have limitations. The complexity of poems (such as "O Captain! My Captain!") cannot be assessed by Coh-Metrix because poetry adheres to different rules of construction than does prose. Similarly, while individual stories in the sample *New York Times* front pages can be measured for complexity by Coh-Metrix, the method does not capture how the electronic environment enhances or detracts from readability. However, for those exemplar texts whose complexity could be measured by both systems, comparable results were yielded by Coh-Metrix and the Chall method.

Note: The samples of complex text are supplemented by brief performance examples that further clarify the meaning of the standards. These illustrate specifically the application of the performance standards to texts of sufficient complexity, quality, and range. Relevant standards are noted in brackets following each sample performance.

Notes on Illustrative Text #1

Pride and Prejudice by Jane Austen

Jane Austen's *Pride and Prejudice* is a sophisticated literary text featuring multiple plotlines, a style and word choice reflective of its time period and setting, and subtle relationships among characters; the excerpt here can only illustrate some of the complexities that readers of the full work will encounter. The novel's opening sentence—"It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife"—signals that today's readers will need to employ literary imagination and historical context to re-create for themselves a world largely in the past. The novel's style is elaborate, with many lengthy and, to the modern ear, formal-sounding sentences typical of the period during which the novel was written. While the dialogue is less formal than much of the surrounding text, words and phrases such as *let* (to mean "rent" or "lease") and *chaise and four* (referring to a type of carriage) mark the novel's setting. The excerpt suggests also the kind of close reading of the subtleties of character that readers must perform. The banter between Mr. and Mrs. Bennet reveals both affection and difference of opinion, and it offers clues to the mores of well-to-do English society in the early nineteenth century.

Sample performance aligned with the Core Standards

Students analyze the first impressions given of Mr. and Mrs. Bennet in the first chapter of *Pride and Prejudice* based on how the characters are described, what they say and do, and how they interact. Students compare these first impressions with their later understanding based on how the characters develop throughout the novel. [R-6]

Illustrative Text #1

from *Pride and Prejudice*

Chapter 1

It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife.

However little known the feelings or views of such a man may be on his first entering a neighbourhood, this truth is so well fixed in the minds of the surrounding families that he is considered as the rightful property of some one or other of their daughters.

"My dear Mr. Bennet," said his lady to him one day, "have you heard that Netherfield Park is let at last?"

Mr. Bennet replied that he had not.

"But it is," returned she; "for Mrs. Long has just been here, and she told me all about it."

Mr. Bennet made no answer.

"Do not you want to know who has taken it?" cried his wife impatiently.

"*You* want to tell me, and I have no objection to hearing it."

This was invitation enough.

"Why, my dear, you must know, Mrs. Long says that Netherfield is taken by a young man of large fortune from the north of England; that he came down on Monday in a chaise and four to see the place, and was so much delighted with it, that he agreed with Mr. Morris immediately; that he is to take possession before Michaelmas, and some of his servants are to be in the house by the end of next week."

"What is his name?"

"Bingley."

"Is he married or single?"

"Oh! single, my dear, to be sure! A single man of large fortune; four or five thousand a year. What a fine thing for our girls!"

"How so? how can it affect them?"

"My dear Mr. Bennet," replied his wife, "how can you be so tiresome! You must know that I am thinking of his marrying one of them."

"Is that his design in settling here?"

"Design! nonsense, how can you talk so! But it is very likely that he *may* fall in love with one of them, and therefore you must visit him as soon as he comes."

"I see no occasion for that. You and the girls may go, or you may send them by themselves, which perhaps will be still better, for as you are as handsome as any of them, Mr. Bingley might like you the best of the party."

"My dear, you flatter me. I certainly *have* had my share of beauty, but I do not pretend to be any thing extraordinary now. When a woman has five grown-up daughters she ought to give over thinking of her own beauty."

"In such cases a woman has not often much beauty to think of."

"But, my dear, you must indeed go and see Mr. Bingley when he comes into the neighbourhood."

"It is more than I engage for, I assure you."

"But consider your daughters. Only think what an establishment it would be for one of them. Sir William and Lady Lucas are determined to go, merely on that account, for in general, you know, they visit no new-comers. Indeed you must go, for it will be impossible for us to visit him if you do not."

"You are over-scrupulous surely. I dare say Mr. Bingley will be very glad to see you; and I will send a few lines by you to assure him of my hearty consent to his marrying whichever he chuses of the girls: though I must throw in a good word for my little Lizzy."

"I desire you will do no such thing. Lizzy is not a bit better than the others; and I am sure she is not half so handsome as Jane, nor half so good-humoured as Lydia. But you are always giving *her* the preference."

"They have none of them much to recommend them," replied he; "they are all silly and ignorant, like other girls; but Lizzy has something more of quickness than her sisters."

"Mr. Bennet, how can you abuse your own children in such a way! You take delight in vexing me. You have no compassion on my poor nerves."

"You mistake me, my dear. I have a high respect for your nerves. They are my old friends. I have heard you mention them with consideration these twenty years at least."

"Ah! you do not know what I suffer."

"But I hope you will get over it, and live to see many young men of four thousand a year come into the neighbourhood."

"It will be no use to us if twenty such should come, since you will not visit them."

"Depend upon it, my dear, that when there are twenty, I will visit them all."

Mr. Bennet was so odd a mixture of quick parts, sarcastic humour, reserve, and caprice, that the experience of three-and-twenty years had been insufficient to make his wife understand his character. *Her* mind was less difficult to develope. She was a woman of mean understanding, little information, and uncertain temper. When she was discontented she fancied herself nervous. The business of her life was to get her daughters married; its solace was visiting and news.

Notes on Illustrative Text #2

"O Captain! My Captain!" by Walt Whitman

Though poetry's complexity cannot be assessed by the measures of readability used for the prose exemplars, "O Captain! My Captain!" by Walt Whitman clearly has many of the features of complex texts listed in the Standards for the Range and Content of Student Reading. Modern readers must work to understand what would have been obvious to readers in 1865: "O Captain! My Captain!" is an extended-metaphor poem intended to convey Whitman's and the North's grief over the assassination of Abraham Lincoln so near the conclusion of hostilities in the Civil War. Every element in the poem stands for something else, with the captain representing Lincoln, the ship representing the Union (or the "ship of state"), the voyage representing the war, and so on. Historical context, along with skill in reading literature, is thus particularly important to interpreting this text.

Sample performance aligned with the Core Standards

Students apply knowledge gained from reading the *New York Times* articles on Lincoln's assassination to their understanding of the poem "O Captain! My Captain!" Specifically, students draw on the description of the crowd's response to the attack on Lincoln to inform their understanding of Whitman's poem. [R-17]

Illustrative Text #2

"O Captain! My Captain!" by Walt Whitman

O Captain! my Captain! our fearful trip is done,
The ship has weather'd every rack, the prize we sought is won,
The port is near, the bells I hear, the people all exulting,
While follow eyes the steady keel, the vessel grim and daring,
But O heart! heart! heart!
O the bleeding drops of red,
Where on the deck my Captain lies,
Fallen cold and dead.

O Captain! my Captain! rise up and hear the bells;
Rise up—for you the flag is flung—for you the bugle trills,
For you bouquets and ribbon'd wreaths—for you the shores a-crowding,
For you they call, the swaying mass, their eager faces turning,
Here, Captain! dear father!
This arm beneath your head;
It is some dream that on the deck
You've fallen cold and dead.

My Captain does not answer, his lips are pale and still
My father does not feel my arm, he has no pulse nor will,
The ship is anchor'd safe and sound, its voyage closed and done,
From fearful trip, the victor ship comes in with object won;
Exult, O shores, and ring O bells!
But I with mournful tread
Walk the deck my Captain lies,
Fallen cold and dead.

Notes on Illustrative Text #3

The front page of the *New York Times*, April 15, 1865

The challenge posed to a modern reader by the front page of the *New York Times* on April 15, 1865, is significant in terms of format, timeliness, and point of view. Unlike the graphically heavy front page of modern newspapers, this 1865 *New York Times* front page is mostly uninterrupted columns of text. The reader is obviously expected to proceed from top to bottom and left to right across the page, but little other guidance is provided. Because the assassination of Lincoln was still "breaking news" as this edition of the *Times* would have gone to press, some details of the event would have not yet been known; readers will have to sort out what they know about the assassination from what the people reading the paper on that Saturday morning would just have been learning. Three accounts of the events rather than one are provided here, and the sourcing and tone vary greatly. Certain details found in one place are contradicted in another: the "Detail of the Occurrence," for example, suggests that Lincoln may not have been mortally wounded, but the main headline in the top left-hand corner of the page states "No Hopes Entertained of His Recovery." While the first two accounts aim at a certain objectivity, the third begins with a flourish that may surprise readers more used to a restrained style of journalism: "A stroke from Heaven laying the whole of the city in instant ruin could not have startled us as did the word that broke from Ford's Theatre a half hour ago that the President had been shot."

Sample performance aligned with the Core Standards

Students analyze how the three different accounts on the front page portray Lincoln's assassination, including which details are similar or different. [R-15]

Illustrative Text #3: The front page of the *New York Times*, April 15, 1865

http://timesmachine.nytimes.com/browser/1865/04/15/P1

The New-York Times.

VOL. XIV.....NO. 4290. NEW-YORK, SATURDAY, APRIL 15, 1865. PRICE FOUR CENTS

AWFUL EVENT.

President Lincoln Shot by an Assassin.

The Deed Done at Ford's Theatre Last Night.

THE ACT OF A DESPERATE REBEL

The President Still Alive at Last Accounts.

No Hopes Entertained of His Recovery.

Attempted Assassination of Secretary Seward.

DETAILS OF THE DREADFUL TRAGEDY.

[OFFICIAL.]

War Department, Washington, April 15- 1:30 A.M.

Maj.-Gen. Dix:

This evening at about 9:30 P.M., at Ford's Theater, the President, while sitting in his private box with Mrs. Lincoln, Mrs. Harris, and Major Rathbum, was shot by an assassin, who suddenly entered the box and approached behind the President.

The assassin then leaped upon the stage, brandishing a large dagger or knife, and made his escape in the rear of the theater.

EUROPEAN NEWS.

TWO DAYS LATER BY THE EUROPA.

The Insult to Our Cruisers by Portugal.

The American Minister at Lisbon Demands Satisfaction.

Dismissal of the Commander of Fort Belan Requested.

Further Advances in Five-Twenties.

FINANCIAL AND COMMERCIAL.

ANOTHER ACCOUNT.

Special Dispatch to the New-York Times.

Washington, Friday, April 14, 11:15 P.M.

A stroke from Heaven laying the whole of the city in instant ruin could not have startled us as did the word that broke from Ford's Theater a half hour ago that the President had been shot. It flew everywhere in five minutes, and set five thousand people in swift and excited motion on the instant.

DETAIL OF THE OCCURRENCE.

Washington, Friday, April 14- 12:30 A.M.

The President was shot in a theater tonight, and is, perhaps, mortally wounded. Secretary Seward was also assassinated.

SECOND DISPATCH.

Washington, Friday, April 14. President Lincoln and wife, with other friends, this evening visited Ford's Theater for the purpose of witnessing the performance of the "American Cousin."

Notes on Illustrative Text #4

The Declaration of Independence

The Declaration of Independence represents the kind of rich primary source material students should be able to read on their own by the end of high school. Though some of the lines ("We hold these truths . . .") are familiar to most American readers, the case against Great Britain that the Declaration lays out, expressed in elevated, sometimes archaic language (*unalienable*, *hath*, *usurpations*), requires careful examination to follow in its particulars. The beginning of the document, excerpted here, poses a reading challenge partly because of its philosophical abstractness. The first three sentences, although formally divided, are one continuous list of propositions ("truths") about the nature of government and the rights of the people. Further complicating the reading is that there is little explicit cohesion between sentences—links supplied by words and phrases such as "for example," "moreover," or "in addition"—to help readers understand the relationship between the ideas being expressed.

Sample performance aligned with the Core Standards

Students compare the argument that the Declaration makes justifying revolution to Martin Luther King, Jr.'s defense of civil disobedience in *Letter from Birmingham Jail.* [R-15]

Illustrative Text #4

from The Declaration of Independence

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. —That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, —That whenever any Form of Government becomes destructive to these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new guards for their future security. —Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

Notes on Illustrative Text #5

Letter from Birmingham Jail by Martin Luther King, Jr.

Martin Luther King, Jr.'s, *Letter from Birmingham Jail* presents many challenges to the reader in terms of its format, purpose, tone, use of allusions, and language. Apart from letters to the editor (most of which are relatively short), public letters such as King's are uncommon today. The purpose of the text may also be confusing: King is ostensibly addressing his "Fellow Clergymen," but skilled readers will reasonably infer that King's message is intended for a broader audience. Though the tone of the text is measured, King's passion for his cause comes through. The author frequently points outside the *Letter* itself through allusions to other texts, including the Hebrew and Christian scriptures. Moreover, King uses sophisticated vocabulary (*cognizant*, *mutuality*, *provincial*, *gainsaying*) and figurative language (*garment of destiny*) throughout his text. However, the piece is both coherent in that its sequence is signaled ("While confined here . . . But more basically . . . Moreover, I am cognizant . . .") and cohesive in that its clauses and sentences are logically linked for the reader ("Just as the prophets . . . and just as the Apostle Paul . . . so am I compelled . . .").

Sample performance aligned with the Core Standards

Students evaluate the reasoning and rhetoric of the three very different arguments King makes to defend his being in Birmingham. Students assess the different kinds of evidence he uses to support each argument. [R-14]

Illustrative Text #5

from *Letter from Birmingham Jail**

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My Dear Fellow Clergymen:

While confined here in the Birmingham city jail, I came across your recent statement calling my present activities "unwise and untimely." Seldom do I pause to answer criticism of my work and ideas. If I sought to answer all the criticisms that cross my desk, my secretaries would have little time for anything other than such correspondence in the course of the day, and I would have no time for constructive work. But since I feel that you are men of genuine good will and that your criticisms are sincerely set forth, I want to try to answer your statements in what I hope will be patient and reasonable terms.

I think I should indicate why I am here In Birmingham, since you have been influenced by the view which argues against "outsiders coming in." I have the honor of serving as president of the Southern Christian Leadership Conference, an organization operating in every southern state, with headquarters in Atlanta, Georgia. We have some eighty-five affiliated organizations across the South, and one of them is the Alabama Christian Movement for Human Rights. Frequently we share staff, educational and financial resources with our affiliates. Several months ago the affiliate here in Birmingham asked us to be on call to engage in a nonviolent direct-action program if such were deemed necessary. We readily consented, and when the hour came we lived up to our promise. So I, along with several members of my staff, am here because I was invited here I am here because I have organizational ties here.

But more basically, I am in Birmingham because injustice is here. Just as the prophets of the eighth century B.C. left their villages and carried their "thus saith the Lord" far beyond the boundaries of their home towns, and just as the Apostle Paul left his village of Tarsus and carried the gospel of Jesus Christ to the far corners of the Greco-Roman world, so am I. compelled to carry the gospel of freedom beyond my own home town. Like Paul, I must constantly respond to the Macedonian call for aid.

Moreover, I am cognizant of the interrelatedness of all communities and states. I cannot sit idly by in Atlanta and not be concerned about what happens in Birmingham. Injustice anywhere is a threat to justice everywhere. We are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly. Never again can we afford to live with the narrow, provincial "outside agitator" idea. Anyone who lives inside the United States can never be considered an outsider anywhere within its bounds.

*As reprinted in *Why We Can't Wait* by King, Jr., M. L. (2000). New York City: Signet Classics.

Notes on Illustrative Text #6

Toni Morrison's Nobel lecture, 1993

Toni Morrison's Nobel lecture, though originally delivered orally, can be read on the page as a complex work of analysis and criticism. Its structure, syntax, imagery, language, and density of ideas contribute to the challenge of studying it in this manner. As this excerpt shows, Morrison begins with a folktale. While the "once upon a time" opening may lead readers into thinking that the lecture will primarily be in narrative form, Morrison uses the tale mainly as a springboard for an abstract, allegorical discussion of language, writing, and those who have no voice in society. Morrison often employs sophisticated sentences that require patience and concentration to follow. Readers may recognize places where Morrison varies sentence patterns to change pace and rhythm—particularly important to the oral delivery of the text. The images Morrison creates are powerful and poetic, the diction is elevated and academic, and the word choice is metaphorical and unconventional: "Official language smitheryed to sanction ignorance and preserve privilege is a suit of armor polished to shocking glitter, a husk from which the knight departed long ago." The richness and abstractness of the ideas in the lecture mean that rereadings may be necessary to comprehend and evaluate the ideas fully.

Sample performance aligned with the Core Standards

Students determine what Morrison means when she compares language to "a bird in the hand," including the different connotations of this phrase that she develops throughout the lecture. Students also explore what Morrison means by saying that both the bird and language can be "dead or alive." [R-7]

Illustrative Text #6

from Toni Morrison's Nobel lecture, 1993

"Once upon a time there was an old woman. Blind but wise." Or was it an old man? A guru, perhaps. Or a griot soothing restless children. I have heard this story, or one exactly like it, in the lore of several cultures.

"Once upon a time there was an old woman. Blind. Wise."

In the version I know the woman is the daughter of slaves, black, American, and lives alone in a small house outside of town. Her reputation for wisdom is without peer and without question. Among her people she is both the law and its transgression. The honor she is paid and the awe in which she is held reach beyond her neighborhood to places far away; to the city where the intelligence of rural prophets is the source of much amusement.

One day the woman is visited by some young people who seem to be bent on disproving her clairvoyance and showing her up for the fraud they believe she is. Their plan is simple: they enter her house and ask the one question the answer to which rides solely on her difference from them, a difference they regard as a profound disability: her blindness. They stand before her, and one of them says, "Old woman, I hold in my hand a bird. Tell me whether it is living or dead."

She does not answer, and the question is repeated. "Is the bird I am holding living or dead?"

Still she doesn't answer. She is blind and cannot see her visitors, let alone what is in their hands. She does not know their color, gender or homeland. She only knows their motive.

The old woman's silence is so long, the young people have trouble holding their laughter.

Finally she speaks and her voice is soft but stern. "I don't know", she says. "I don't know whether the bird you are holding is dead or alive, but what I do know is that it is in your hands. It is in your hands."

Her answer can be taken to mean: if it is dead, you have either found it that way or you have killed it. If it is alive, you can still kill it. Whether it is to stay alive, it is your decision.

Whatever the case, it is your responsibility.

For parading their power and her helplessness, the young visitors are reprimanded, told they are responsible not only for the act of mockery but also for the small bundle of life sacrificed to achieve its aims. The blind woman shifts attention away from assertions of power to the instrument through which that power is exercised.

Speculation on what (other than its own frail body) that bird-in-the-hand might signify has always been attractive to me, but especially so now thinking, as I have been, about the work I do that has brought me to this company. So I choose to read the bird as language and the woman as a practiced writer. She is worried about how the language she dreams in, given to her at birth, is handled, put into service, even withheld from her for certain nefarious purposes. Being a writer she thinks of language partly as a system, partly as a living thing over which one has control, but mostly as agency—as an act with consequences. So the question the children put to her: "Is it living or dead?" is not unreal because she thinks of language as susceptible to death, erasure; certainly imperiled and salvageable only by an effort of the will. She believes that if the bird in the hands of her visitors is dead the custodians are responsible for the corpse. For her a dead language is not only one no longer spoken or written, it is unyielding language content to admire its own paralysis. Like statist language, censored and censoring. Ruthless in its policing duties, it has no desire or purpose other than maintaining the free range of its own narcotic narcissism, its own exclusivity and dominance. However moribund, it is not without effect for it actively thwarts the intellect, stalls conscience, suppresses human potential. Unreceptive to interrogation, it cannot form or tolerate new ideas, shape other thoughts, tell another story, fill baffling silences. Official language smitheryed to sanction ignorance and preserve privilege is a suit of armor polished to shocking glitter, a husk from which the knight departed long ago. Yet there it is: dumb, predatory, sentimental. Exciting reverence in schoolchildren, providing shelter for despots, summoning false memories of stability, harmony among the public.

Notes on Illustrative Text #7

Inquiry into Life, 12th edition, by Sylvia S. Mader

These excerpts, and the prominent college-level biology textbook from which they are drawn, represent some of the challenges presented by complex writing in natural science, including discipline-specific terms (*covalent bond*, *plasma membrane*, *neurotransmitter*), everyday language used in specialized ways (*shell*, *channel*), abbreviations (H^+, *AChE*), and chains of cause-effect relationships that together describe sometimes elaborate processes. Although the figures the author, Sylvia S. Mader, refers to in the text are not included with these excerpts, students reading the larger work will have to integrate words, illustrations, and diagrams to make full sense of the ideas and concepts she describes. For these reasons and others, comprehension may be difficult for readers who have not had experience independently reading similar kinds of text and who lack a knowledge base in the subject. The author does employ a number of cohesive features to help readers understand the terminology and to link ideas. She repeats content words to let readers follow the flow of ideas; she sets up contrastive situations to illustrate the ideas (within, for example, the first and the third paragraphs below); and she uses transitional links ("In some synapses . . . In other synapses . . .") to help readers construct meaning.

Sample performance aligned with the Core Standards

Students discern the most important information in the description of covalent bonding and provide an accurate summary of the concept. [R-3]

Illustrative Text #7

from *Inquiry into Life*, 12th edition

A **covalent bond** results when two atoms share electrons in such a way that each atom has an octet of electrons in the outer shell. In a hydrogen atom, the outer shell is complete when it contains two electrons. If hydrogen is in the presence of a strong electron acceptor, it gives up its electron to become a hydrogen ion (H^+). But if this is not possible, hydrogen can share with another atom and thereby have a completed outer shell. For example, one hydrogen atom will share with another hydrogen atom. Their two orbitals overlap, and the electrons are shared between them. Because they share the electron pair, each atom has a completed outer shell.

* * * * * * * *

The passage of salt (NaCl) across a plasma membrane is of primary importance to most cells. The chloride ion (Cl^-) usually crosses the plasma membrane because it is attracted by positively charged sodium ions (Na^+). First sodium ions are pumped across a membrane, and then chloride ions simply diffuse through channels that allow their passage.

As noted in Figure 4.2*a*, the genetic disorder cystic fibrosis results from a faulty chloride channel. Ordinarily, after chloride ions have passed though the membrane, sodium ions (Na^+) and water follow. In cystic fibrosis, Cl^- transport is reduced, and so is the flow of Na^+ and water.

* * * * * * * *

Once a neurotransmitter has been released into a synaptic cleft and has initiated a response, it is removed from the cleft. In some synapses, the postsynaptic membrane contains enzymes that rapidly inactivate the neurotransmitter. For example, the enzyme **acetylcholinesterase (AChE)** breaks down acetylcholine. In other synapses, the presynaptic membrane rapidly reabsorbs the neurotransmitter, possibly for repackaging in synaptic vesicles or for molecular breakdown. The short existence of neurotransmitters at a synapse prevents continuous stimulation (or inhibition) of postsynaptic membranes.

Notes on Illustrative Text #8

Sample business memo (ACT WorkKeys Reading for Information Test)

Though not a typical kind of reading in high school classrooms, the business communication, such as the one sampled here, is a form that career-ready students will need to be able to comprehend independently. This text, taken from ACT's WorkKeys Reading for Information Test, is challenging in large part because, like many such communications, it contains important, detailed information intended for a specialized audience. Structurally, the text offers little guidance on how it should be read. Potentially vital details appear throughout and are mingled with other details irrelevant to some readers (e.g., those without children). Even the paragraphing is somewhat inconsistent, especially between the first and second paragraphs. While the sentences are not particularly long and the language is not overly technical, the density of information and its lack of prioritization make this a complex text.

Sample performance aligned with the Core Standards

Students infer from the memo the conditions under which children who are under nineteen are not covered by the health plan. [R-1]

Illustrative Text #8

Sample business memo

WorkKeys Reading for Information Test has been reproduced with permission of ACT, Inc.

DETERMINING ELIGIBILITY FOR MEDICAL COVERAGE

All full-time employees of the company who work an average of at least 30 hours per week are eligible under this plan. Coverage begins on the first day of the month following the 30 days of active full-time employment. If employees enroll within 31 days of the date they are eligible, medical evidence of good health is not required. Temporary and part-time employees are not eligible. Employees are no longer eligible under this plan one month after the date they begin active duty in the armed forces of any country and continuing for the duration of their service.

If employees enroll their dependents within 31 days of the date they become eligible, medical evidence of good health is not required. If they do not, they will be required to submit evidence of good health for each dependent, at their expense, which is satisfactory to the company.

The following dependents are eligible under this plan: employees' spouses, employees' unmarried children under age 19, employees' unmarried dependent children under age 23 who are attending trade school, college, or university on a full-time basis, or employees' unmarried disabled children age 19 and over. Coverage ceases when spouses or children cease to be dependent upon employees for support. In the case of employees' spouses this is if they are legally separated or divorced. In the case of disabled children, this is when they are no longer disabled. Coverage will cease when dependents have served in the armed forces of any country for more than one month, or when maximum benefits have been paid.

Notes on Illustrative Text #9

FedViews, July 9, 2009, by Mary C. Daly (The Federal Reserve Bank of San Francisco's Web site)

This text illustrates some of the difficulties posed by integrating information gained from words and graphics. This sort of challenge is common in writing designed to inform or explain, including writing in the workplace. The bullet point format used here means that the kind of explicit transitions between ideas typically found in prose are missing; readers will have to infer relationships between the points made by the author, Mary C. Daly, and synthesize the information into a coherent whole. Readers will furthermore have to analyze both the words and the graphics, integrate the information, and check to see whether each source of information supports the other. Daly also uses a great deal of specialized language; the terms *feedback loop*, *credit availability*, and *barriers to credit* all appear in just the first bullet point here.

Sample performance aligned with the Core Standards

Students synthesize information drawn from the text as well as the graphs in order to gain an overarching view of the economy on July 9, 2009. [R-11]

Illustrative Text #9

from FedViews, July 9, 2009

Reprinted from the Federal Reserve Bank of San Francisco's FedViews of July 9, 2009. The opinions expressed in this article do not necessarily reflect the views of the management of the Federal Reserve Bank of San Francisco, or of the Board of Governors of the Federal Reserve System.

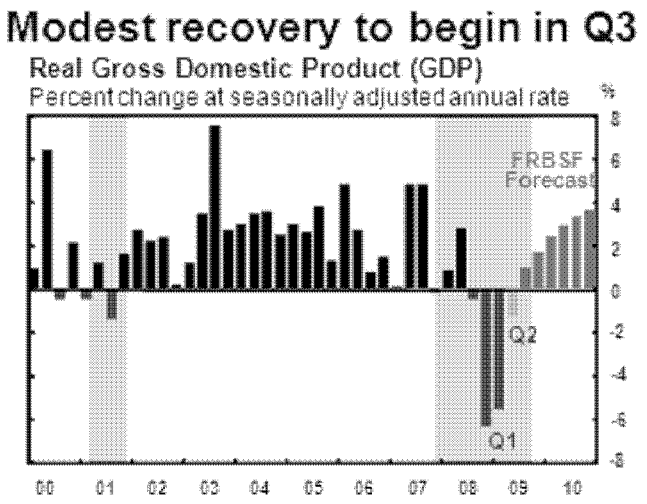
Mary C. Daly, vice president and director of the Center for the Study of Innovation and Productivity at the Federal Reserve Bank of San Francisco, states her views on the current economy and the outlook.

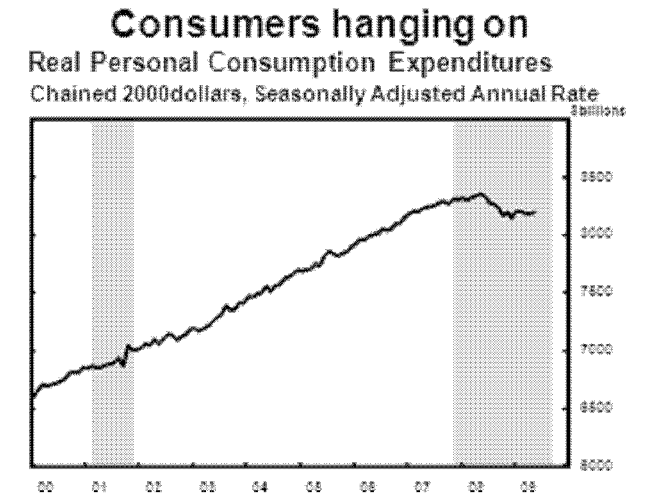
- Financial markets are improving, and the crisis mode that has characterized the past year is subsiding. The adverse feedback loop, in which losses by banks and other lenders lead to tighter credit availability, which then leads to lower spending by households and businesses, has begun to slow. As such, investors' appetite for risk is returning, and some of the barriers to credit that have been constraining businesses and households are diminishing.

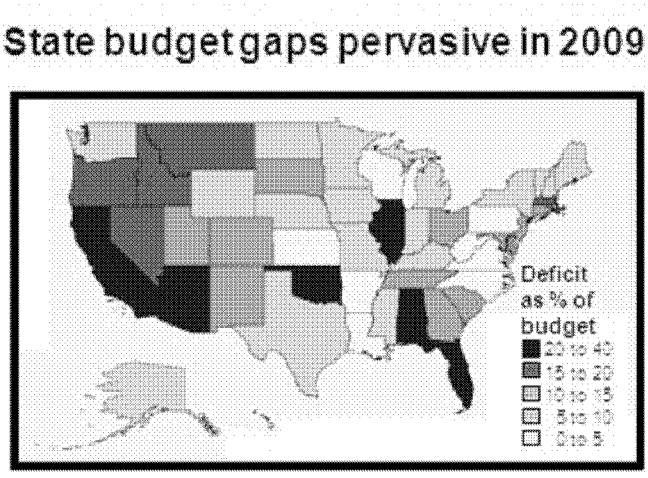
- Income from the federal fiscal stimulus, as well as some improvement in confidence, has helped stabilize consumer spending. Since consumer spending accounts for two-thirds of all economic activity, this is a key factor affecting our forecast of growth in the third quarter.

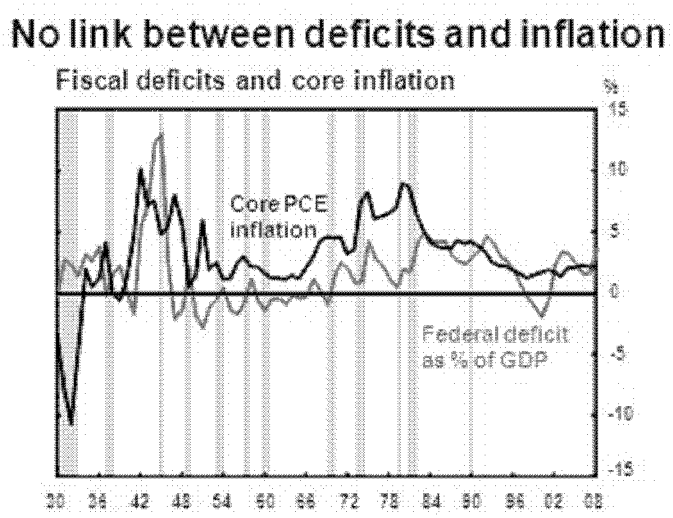
- The gradual nature of the recovery will put additional pressure on state and local budgets. Following a difficult 2009, especially in the West, most states began the 2010 fiscal year on July 1 with even larger budget gaps to solve.

- Still, many remain worried that large fiscal deficits will eventually be inflationary. However, a look at the empirical link between fiscal deficits and inflation in the United States shows no correlation between the two. Indeed, during the 1980s, when the United States was running large deficits, inflation was coming down.


Modest recovery to begin in Q3
Real Gross Domestic Product (GDP)
Percent change at seasonally adjusted annual rate
%
FRBSF Forecast
Q2
Q1
00 01 02 03 04 05 06 07 08 09 10


Consumers hanging on
Real Personal Consumption Expenditures
Chained 2000dollars, Seasonally Adjusted Annual Rate
$billions


State budget gaps pervasive in 2009
Deficit as % of budget
20 to 40
15 to 20
10 to 15
5 to 10
0 to 5


No link between deficits and inflation
Fiscal deficits and core inflation
%
15
10
5
0
-5
-10
-15
Core PCE inflation
Federal deficit as % of GDP
30
36
42
48
54
60
66
72
78
84
90
96
02
08

Notes on Illustrative Text #10

The front page of the *New York Times*, Web version, August 18, 2009, 9:03 a.m. ET

The challenge offered by this online text and others like it is very different from that offered by a complex continuous text in, say, the sciences. The brief passages are not conceptually difficult, the language is not technical or esoteric, and the sentences are not particularly complex. But these characteristics belie the complexity of the reading task. An online text of this kind requires readers to apply their print-reading skills in tandem with their knowledge of how to use online periodicals. The editors and designers have assigned levels of importance to individual stories and images, as measured by their size and position in the layout. The page itself uses words, numbers, icons, and other visual elements (e.g., line, color, and shape) to guide readers further. Headings in various colors direct readers to particular sections (OPINION, MARKETS, HEALTH), while links direct readers to particular stories ("Taliban Talks Are Key Issue in Afghan Vote"). Time markers ("3 minutes ago") help readers assess how new the information in a given story is. The text requires readers to make choices about which links to follow based on their understanding of how online text is typically structured and on a minimum of additional information (e.g., an icon of a camera, a drop-down menu in an ad).

Sample performance aligned with the Core Standards

Students select an article and use search terms and other features of the online text to research a specific aspect of the subject in more depth. [R-12]

Illustrative Text #10

The front page of the *New York Times*, Web version, August 18, 2009, 9:03 a.m. ET

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B. Achieve, Inc. (2008) *Out of Many, One: Towards Rigorous Common Core Standards from the Ground Up*. Washington, DC: Achieve, Inc. (PDF)

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G. ACT. (2006). *Ready for College and Ready for Work: Same or Different?* Iowa City, IA: ACT. (PDF)

H. ACT. (2007). *Rigor at Risk: Reaffirming Quality in the High School Core Curriculum.* Iowa City, IA: ACT. (PDF)

I. College Board (2008) *AP English Language and Composition and English Literature and Composition Course Description.* New York, NY: College Board. (PDF)

J. College Board (2009) *AP European History Course Description*, New York, NY: College Board. (PDF)

K. College Board (2009) *AP World History Course Description*, New York, NY: College Board. (PDF)

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R. *Virginia Postsecondary Outreach Campaign and Data Collection, Essential English Skills Analysis*. (Achieve).

II. Career Readiness

A. Achieve, Inc. (2004). *The American Diploma Project, Ready or Not: Creating a High School Diploma that Counts*. Washington, DC: Achieve, Inc. (PDF)

B. ACT. (2007). *Aligning Postsecondary Expectations and High School Practice: The Gap Defined (Policy Implications of the ACT National Curriculum Survey Results 2005-2006)*. Iowa City, IA: ACT. (PDF)

C. ACT. (2006). *Ready for College and Ready for Work: Same or Different?* Iowa City, IA: ACT. (PDF)

D. ACT. (2007). *Rigor at Risk: Reaffirming Quality in the High School Core Curriculum*. Iowa City, IA: ACT. (PDF)

E. Casner-Lotto, J., Rosenblum, E., and Wright, M., (2009). *The Ill-Prepared Workforce: Exploring the Challenges of Employer-Provided Workforce Readiness Training.* The Conference Board.

F. Florida American Diploma Project Survey Results. (Achieve).

G. Hawai'i Career Ready Study. (2007). Commissioned by the Hawai'i P-20 Initiative.(PDF)

H. *Missouri Career Prep Certificate Program Planning Guide,* Missouri Department of Elementary and Secondary Education. (PDF)

I. Morreale, S. & Pearson, J. (2008) "Why communication education is important: The centrality of the discipline in the 21st century." *Communication Education*, 57(2), 224-240.

J. National Alliance of Business. (2002).*The American Diploma Project Workplace Study*. Washington, DC.

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Readiness.

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C. **British Columbia:** English Literature 12, Integrated Resource Package, 2003. (PDF)

D. **England:** *English Programme of Study for Key stage 4*, 2007. (PDF)

E. **Finland:** *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003. (PDF)

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College and Career Readiness Standards for Mathematics

Draft for Review and Comment

September 21, 2009

Contents 1

Introduction

The *College and Career Readiness Standards for Mathematics* consist of three interconnected parts: a Standard for Mathematical Practice, ten Standards for Mathematical Content, and a set of Example Tasks.

The Standard for Mathematical Practice has six Core Practices that describe the way proficient students approach mathematics. Proficient students attend to precision, construct viable arguments, make sense of complex problems and persevere in solving them, look for hidden structure, note regularity in repeated reasoning, and use technology intelligently. This approach to mathematics is an essential part of being ready for college and career.

The Standards for Mathematical Content form the backbone of this document. Each of these ten standards consists of Core Concepts, Core Skills, and a description of the student's Coherent Understanding. Students who encounter the subject with a focus on coherence will be better able to learn more mathematics at a deeper level and be better able to access and apply the mathematics they know. The ten Standards for Mathematical Content pull together topics previously studied and look ahead toward topics in further coursework and training programs.

The Standards for Mathematical Content are designed to draw greater attention to powerful organizing principles in mathematics, such as functional relationships or the laws of arithmetic. They also allow important distinctions to be made more clearly, such as that between Expressions and Equations. And they surface the deep connections that often underlie mathematical coherence, such as the blending of algebra with geometry represented by Coordinates. These ten are not categories or buckets of topics to cover; they are standards. They describe the coherence students need and deserve as they go forward to their mathematical futures.

The third component of the *College and Career Readiness Standards for Mathematics* is a Web-based collection of Example Tasks that exemplifies the variety of performances required. High standards demand that students *use* their knowledge, skills and good practices to solve problems from a variety of contexts, both within mathematics and from the world outside. Example Tasks exemplify the range and variety of use that is expected. Teachers and designers of curriculum and assessment will find in the collection of examples a guide to what these standards mean. Over time, the collection of tasks will grow.

Together, these three components establish an evidence-based standard for college and career readiness. The *College and Career Readiness Standards for Mathematics* have been created with attention to the expectations of the highest achieving countries. They have focus and depth, emphasizing the understanding of and connections among topics that are most important for success regardless of a student's pathway after reaching these standards.

A primary goal of developing these standards is to enable students to achieve *mathematical proficiency* (see sidebar). Students are expected to understand the knowledge described in the Core Concepts and in the Coherent Understandings at a depth that enables them to reason with that knowledge—to analyze, interpret and evaluate mathematical problems, make deductions, and justify results. The Core Skills are meant to be used strategically and adaptively to solve problems. Students' knowledge and skills come to life and take their value when melded with the ways they approach mathematics—as described by the Core Practices.

The specific verbs used to describe concepts and skills in these standards are not meant to limit or indicate levels of any taxonomy. Although using verbs to indicate levels of depth has been a common practice in this country's standards writing, high performing nations do not use verbs in this way. They describe depth and practices first in separate sections of their syllabi. We have adopted the high performing countries' practice of focusing on a clear statement of what mathematics should be learned when writing standards for knowledge and skills.

Instruction, curriculum and assessment designed to achieve these standards should range over all strands of proficiency in *Adding It Up*, all depths of knowledge in Norman L. Webb's Depth of Knowledge taxonomy, all levels of Bloom's Taxonomy, and all levels of cognitive demand. In the Core Skills and Core Practices we have sometimes used terms like "explore" to indicate a lighter treatment with a goal of awareness and experience rather than proficiency. We have used Example Tasks to show the depth of knowledge and deployment of skills expected.

From *Adding it up: Helping children learn mathematics* (National Research Council, 2001, p. 116):

Recognizing that no term captures completely all aspects of expertise, competence, knowledge, and facility in mathematics, we have chosen mathematical proficiency to capture what we believe is necessary for anyone to learn mathematics successfully. Mathematical proficiency, as we see it, has five components, or strands:

- conceptual understanding—comprehension of mathematical concepts, operations, and relations
- procedural fluency—skill in carrying out procedures flexibly, accurately, efficiently, and appropriately
- strategic competence—ability to formulate, represent, and solve mathematical problems
- adaptive reasoning—capacity for logical thought, reflection, explanation, and justification
- productive disposition—habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy.

These standards are measurable; that is, they are observable and verifiable through the broad spectrum of student performances that may be assessed during classroom observation, school-based examinations and large-scale testing. The *College and Career Readiness Standards for Mathematics* can guide the development of assessment frameworks that distribute the assessment responsibilities across multiple levels of the educational system: state, district, school and teacher.

Students reaching these levels will be prepared for non-remedial college mathematics courses and will be prepared for training programs for career-level jobs; however, the *College and Career Readiness Standards for Mathematics* should not be construed as grade twelve exit standards. Students interested in STEM fields, and those who wish to go beyond for other reasons, will need to reach these standards before their senior year in order to have time to include additional mathematics. A number of pathways for advanced learning are possible and may be integrated throughout the high school experience and beyond.

The Common Core State Standards Initiative

The *College and Career Readiness Standards for Mathematics* will anchor the next phase of the Common Core State Standards Initiative: development of K–12 Mathematics Standards. Those K–12 Standards are in turn expected to guide the development of a next generation of assessments, developed collaboratively by multiple states. The K–12 Mathematics Standards will serve as a guide and tool for aligning instruction, curriculum, assessment, teacher supports, and systems of accountability. To ensure alignment, the Standard for Mathematical Practice, the Standards for Mathematical Content, and the Example Tasks should all be taken into account.

Overview of the Mathematical Practice Standard

Attend to precision.
Construct viable arguments.
Make sense of complex problems and persevere in solving them.
Look for structure.
Look for and express regularity in repeated reasoning.
Make strategic decisions about the use of technological tools.

Overview of the Mathematical Content Standards

Number. Procedural fluency in operations with real numbers and strategic competence in approximation are grounded in an understanding of place value. The rules of arithmetic govern operations on numbers and extend to operations in algebra.

Quantity. A quantity is an attribute of an object or phenomenon that can be specified using a number and a unit, such as 2.7 centimeters, 42 questions or 28 miles per gallon.

Expressions. Expressions use numbers, variables and operations to describe computations. The rules of arithmetic, the use of parentheses and the conventions about order of operations assure that the computation has a well-determined value.

Equations. An equation is a statement that two expressions are equal. Solutions to an equation are the values of the variables in it that make it true.

Functions. Functions model situations where one quantity determines another. Because nature and society are full of dependencies, functions are important tools in the construction of mathematical models.

Modeling. Modeling uses mathematics to help us make sense of the real world—to understand quantitative relationships, make predictions, and propose solutions.

Shape. From only a few axioms, the deductive method of Euclid generates a rich body of theorems about geometric objects, their attributes and relationships.

Coordinates. Applying a coordinate system to Euclidean space connects algebra and geometry, resulting in powerful methods of analysis and problem solving.

Probability. Probability assesses the likelihood of an event in a situation that involves randomness. It quantifies the degree of certainty that an event will happen as a number from 0 through 1.

Statistics. Decisions or predictions are often based on data—numbers in context. These decisions or predictions would be easy if the data always sent a clear message, but the message is often obscured by variability in the data.

How Evidence Informed Decisions in Drafting the Standards

The Common Core State Standards Initiative builds on a generation of standards efforts led by states and national organizations. On behalf of the states, we have taken a step toward the next generation of standards that are aligned to college- and career-ready expectations and are internationally benchmarked. These standards are grounded in evidence from many sources that shows that the next generation of standards in mathematics must be focused on deeper, more thorough understanding of more fundamental mathematical ideas and higher mastery of these fewer, more useful skills.

The evidence that supports this new direction comes from a variety of sources. International comparisons show that high performing countries focus on fewer topics and that the U.S. curriculum is "a mile wide and an inch deep." Surveys of college faculty show the need to shift away from high school courses that merely survey advanced topics, toward courses that concentrate on developing an understanding and mastery of ideas and skills that are at the core of advanced mathematics. Reviews of data on student performance show the large majority of U.S. students are not mastering the mile wide list of topics that teachers cover.

The evidence tells us that in high performing countries like Singapore, the gap between what is taught and what is learned is relatively smaller than in Malaysia or the U.S. states. Malaysia's standards are higher than Singapore's, but their performance is much lower. One could interpret the narrower gap in Singapore as evidence that they actually use their standards to manage instruction; that is, Singapore's standards were set within the reach of hard work for their system and their population. Singapore's Ministry of Education flags its webpage with the motto, "Teach Less, Learn More." We accepted the challenge of writing standards that could work that way for U.S. teachers and students: By providing focus and coherence, we could enable more learning to take place at all levels.

However, a set of standards cannot be simplistically "derived" from any body of evidence. It is more accurate to say that we used evidence to inform our decisions. A few examples will illustrate how this was done.

For example, systems of linear equations are covered by all states, yet students perform surprisingly poorly on this topic when assessed by ACT. We determined that systems of linear equations have high coherence value, mathematically; that this topic is included by all high performing nations; and that it has moderately high value to college faculty. Result: We included it in our standards.

A different and more complex pattern of evidence appeared with families of functions. Again we found that students performed poorly on problems related to many advanced functions (trigonometric, logarithmic, quadratic, exponential, and so on). Again we found that a number of states cover them, even though college faculty rated them lower in value. High performing countries include this material, but with different degrees of demand. We decided that we had to carve a careful line through these topics so that limited teaching resources could focus where most important. We decided that students should

develop deep understanding and mastery of linear and exponential functions. They should also have familiarity with other families of functions, and apply their algebraic, modeling and problem solving skills to them—but not develop in-depth technical mastery and understanding. Thus we defined two distinct levels of attention and identified which families of functions got which level of attention.

Why were exponential functions selected for intensive focus in the Functions standard instead of, say, quadratic functions? What tipped the balance was the high coherence value of exponential functions in supporting modeling and their wide utility in work and life. Quadratic functions were also judged to be well supported by expectations defined under Expressions and Equations.

These examples indicate the kind of reasoning, informed by evidence, that it takes to design standards aligned to the demands of college and career readiness in a global economy. We considered inclusion in international standards, requirements of college and the workplace, surveys of college faculty and the business community, and other sources of evidence. As we navigated these sometimes conflicting signals, we always remained aware of the finiteness of instructional resources and the need for deep mathematical coherence in the standards.

At the end of this document, there is a listing of a number of sources that played a role in the deliberations described above and more generally throughout the process to inform our decisions. A hyperlinked version of the bibliography can be found online at www.corestandards.org.

College and Career Readiness Standards for Mathematics

Mathematical Practice

Proficient students expect mathematics to make sense. They take an active stance in solving mathematical problems. When faced with a non-routine problem, they have the courage to plunge in and try something, and they have the procedural and conceptual tools to carry through. They are experimenters and inventors, and can adapt known strategies to new problems. They think strategically.

Students who engage in these practices discover ideas and gain insights that spur them to pursue mathematics beyond the classroom walls. They learn that effort counts in mathematical achievement.[a] These are practices that expert mathematical thinkers encourage in apprentices. Encouraging these practices in our students should be as much a goal of the mathematics curriculum as is teaching specific content topics and procedures.[b] Taken together with the Standards for Mathematical Content, they support productive entry into college courses or career pathways.

Core Practices · Students can and do:

1 Attend to precision.

Mathematically proficient students organize their own ideas in a way that can be communicated precisely to others, and they analyze and evaluate others' mathematical thinking and strategies noting the assumptions made. They clarify definitions. They state the meaning of the symbols they choose, are careful about specifying units of measure and labeling axes, and express their answers with an appropriate degree of precision. Rather than saying, "let v be speed and let t be time," they would say "let v be the speed in meters per second and let t be the elapsed time in seconds from a given starting time." They recognize that when someone says the population of the United States in June 2008 was 304,059,724, the last few digits indicate unwarranted precision.

2 Construct viable arguments.

Mathematically proficient students understand and use stated assumptions, definitions and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They break things down into cases and can recognize and use counterexamples. They use logic to justify their conclusions, communicate them to others and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose.

3 Make sense of complex problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They consider analogous problems, try special cases and work on simpler forms. They evaluate their progress and change course if necessary. They try putting algebraic expressions into different forms or try changing the viewing window on their calculator to get the information they need. They look for correspondences between equations, verbal descriptions, tables, and graphs. They draw diagrams of relationships, graph data, search for regularity and trends, and construct mathematical models. They check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?"

4 Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern. For example, in $x^2 + 5x + 6$ they can see the 5 as $2 + 3$ and the 6 as 2×3. They recognize the significance of an existing line in a geometric figure and can add an auxiliary line to make the solution of a problem clear. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects. For example, by seeing $5 - 3(x - y)^2$ as 5 minus a positive number times a square, they see that it cannot be more than 5 for any real numbers x and y.[b]

5 Look for and express regularity in repeated reasoning.

Mathematically proficient students pay attention to repeated calculations as they carry them out, and look both for general algorithms and for shortcuts. For example, by paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, they might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel in the expansions of $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ leads to the general formula for the sum of a geometric series. As they work through the solution to a problem, proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.[b]

6 Make strategic decisions about the use of technological tools.

Mathematically proficient students consider the available tools when solving a mathematical problem, whether pencil and paper, ruler, protractor, graphing calculator, spreadsheet, computer algebra system, statistical package, or dynamic geometry software. They are familiar enough with all of these tools to make sound decisions about when each might be helpful. They use mathematical understanding and estimation strategically, attending to levels of precision, to ensure appropriate levels of approximation and to detect possible errors. They are able to use these tools to explore and deepen their understanding of concepts.

(a) For the importance of students' beliefs about effort, see the National Mathematics Advisory Panel's Report of the Task Group on Learning Processes, p. 4-10 (2008). (b) Cuoco, A., Goldenberg, E. P., and Mark, J., *Journal of Mathematical Behavior*, 15 (4), 375-402, 1996; *Focus in High School Mathematics*. Reston, VA: NCTM, in press; Harel, G., What is Mathematics? A Pedagogical Answer to a Philosophical Question. In R. B. Gold & R. Simons (Eds.), *Current Issues in the Philosophy of Mathematics From the Perspective of Mathematicians*, Mathematical Association of America, 2008.

Number

Core Concepts · Students understand that:

A The real numbers include the rational numbers and are in one-to-one correspondence with the points on the number line.

B Quantities can be compared using division, yielding rates and ratios.

C A fraction can represent the result of dividing the numerator by the denominator; equivalent fractions have the same value.

D Place value and the rules of arithmetic form the foundation for efficient algorithms.

A Coherent Understanding of Number. Procedural fluency in operations with real numbers and strategic competence in approximation are grounded in an understanding of place value. The rules of arithmetic govern operations on numbers and extend to operations in algebra:

- Numbers can be added in any order with any grouping and multiplied in any order with any grouping.
- Adding 0 and multiplying by 1 both leave a number unchanged.
- All numbers have additive inverses, and all numbers except zero have multiplicative inverses.
- Multiplication distributes over addition.

Subtraction and division are defined in terms of addition and multiplication, so are also governed by these rules.

The place value system bundles units into 10s, then 10s into 100s, and so on, providing an efficient way to name large numbers. Subdividing in a similar way extends this to the decimal system, which provides an address system for locating all real numbers on the number line with arbitrarily high accuracy. Place value is the basis for efficient algorithms, reducing much computation to single-digit arithmetic. Mental computation strategies also make opportunistic use of the rules of arithmetic, as when the product $5\times177\times2$ is computed at a glance to obtain 1770, rather than methodically working from left to right.

An estimate may be more appropriate than an exact value, for example, when you want to know the number of calories in a meal. Often a result is reported using fewer digits than were calculated. A mature number sense includes having rules of thumb about how much accuracy is appropriate and understanding that accuracy to more than a few decimal places often takes substantial effort. Estimation and approximation are also useful in checking calculations.

Rational numbers represented as fractions can be located on the number line by seeing them as numbers expressed in different units; for example, 3/5 is 3 units, where each unit is 1/5. However, rational numbers do not fill out the number line. There are also irrational numbers, such as π or $\sqrt{2}$. Each point on the number line then corresponds to a real number that is either rational or irrational.

Connections to Expressions, Functions and Coordinates. The rules of arithmetic govern the manipulations of expressions and functions. Two perpendicular number lines define the coordinate plane.

Core Skills · Students can and do:

1 Compare numbers and make sense of their magnitude.

Include positive and negative numbers expressed as fractions, decimals, powers, and roots. Limit to square and cube roots. Include very large and very small numbers and the use of scientific notation.

2 Know when and how to use standard algorithms, and perform them flexibly, accurately and efficiently.*

3 Use mental strategies and technology to formulate, represent and solve problems.**

4 Solve multi-step problems involving fractions and percentages.

Include situations such as simple interest, tax, markups/markdowns, gratuities and commissions, fees, percent increase or decrease, percent error, expressing rent as a percentage of take-home pay, and so on.

5 Use estimation and approximation to solve problems.

Include evaluating answers for their reasonableness, detecting errors, and giving answers to an appropriate level of precision.

* This aligns with the concept of procedural fluency as in the National Research Council report *Adding it up: Helping children learn mathematics.* Specifically, "*Procedural fluency* refers to knowledge of procedures, knowledge of when and how to use them appropriately, and skill in performing them flexibly, accurately, and efficiently" (p. 121).

** This aligns with the concept of strategic competence as described in *Adding it up.* "*Strategic competence* refers to the ability to formulate mathematical problems, represent them, and solve them" (p. 124).

Quantity

Core Concepts · Students understand that:

A The value of a quantity is not specified unless the units are named or understood from the context.

B Quantities can be added and subtracted only when they are of the same type (length, area, speed, etc.).

C Quantities can be multiplied or divided to create new types of quantities, called derived quantities.

A Coherent Understanding of Quantity. A quantity is an attribute of an object or phenomenon that can be specified using a number and a unit, such as 2.7 centimeters, 42 questions or 28 miles per gallon.

The length of a football field and the speed of light are both quantities. If we choose units of miles per second, then the speed of light has a value of approximately 186,000 miles per second. But the speed of light need not be expressed in miles per second; it may be approximated by 3×10^8 meters per second or in any other unit of speed. Bare numerical values such as 186,000 do not describe quantities unless they are paired with units.

Speed (distance divided by time), rectangular area (length multiplied by length), density (mass divided by volume), and population density (number of people divided by land area) are examples of derived quantities, obtained by multiplying or dividing quantities.

It can make sense to add two quantities, such as when a child 51 inches tall grows 3 inches to become 54 inches tall. To be added or subtracted, quantities must be of the same type (length, area, speed, etc.); to add or subtract their values, the quantities must be expressed in the same units. Converting quantities to have the same units is like converting fractions to have a common denominator before adding or subtracting. But, even when quantities have the same units it does not always make sense to add them. For example, if a wooded park with 300 trees per acre is next to a field with 30 trees per acre, they do not have 330 trees per acre.

Doing algebra with units in a calculation reveals the units of the answer, and can help reveal a mistake if, for example, the answer comes out to be a distance when it should be a speed.

Connections to Number, Expressions, Equations, Functions, Modeling and Statistics. Operations described under Number and Expressions govern the operations one performs on quantities, including the units involved. Quantity is an integral part of any application of mathematics, and has connections to solving problems using data, equations, functions and modeling.

Core Skills · Students can and do:

1 Know when and how to convert units in computations.

Include the addition and subtraction of quantities of the same type expressed in different units; averaging data given in mixed units; converting units for derived quantities such as density and speed.

2 Use and interpret quantities and units correctly in algebraic formulas.

Include specifying units when defining variables and attending to units when writing expressions and equations.

3 Use and interpret quantities and units correctly in graphs and data displays.

Include function graphs, data tables, scatterplots and other visual displays of dimensioned data.

4 Use units as a way to understand problems and to guide the solution of multi-step problems.

Include examples such as acceleration; currency conversions; people-hours; social science measures, such as deaths per 100,000; and general rates, such as points per game.

Expressions

Core Concepts · Students understand that:

A Expressions are constructions built up from numbers, variables, and operations, which have a numerical value when each variable is replaced with a number.

B Complex expressions are made up of simpler expressions.

C The rules of arithmetic can be applied to transform an expression without changing its value.

D Rewriting expressions in equivalent forms serves a purpose in solving problems.

A Coherent Understanding of Expressions. Expressions use numbers, variables and operations to describe computations. The rules of arithmetic, the use of parentheses and the conventions about order of operations assure that the computation has a well-determined value.

Reading an expression with comprehension involves analysis of its underlying structure, which may suggest a different but equivalent way of writing it that exhibits some different aspect of its meaning. For example, $p + 0.05p$ can be interpreted as the addition of a 5% tax to a price p. But rewriting $p + 0.05p$ as $1.05p$ shows that adding a tax is the same as multiplying by a constant factor.

Algebraic manipulations are based on the conventions of algebraic notation and the rules of arithmetic. Heuristic mnemonic devices are not a substitute for procedural fluency. For example, factoring, expanding, collecting like terms, the rules for interpreting minus signs next to parenthetical sums, and adding fractions with a common denominator are all instances of the distributive law; the definitions for negative and rational exponents are based on the extension of the exponent laws for positive integers. The laws of exponents connect multiplication of numbers to addition of exponents and thus express the deep relationship between addition and multiplication captured by the parallel nature of the rules of arithmetic for these operations.

Complex expressions are made up of simpler expressions using arithmetic operations and substitution. When simple expressions within more complex expressions are treated as single quantities, or chunks, the underlying structure of the larger expression may be more evident.

Connections to Equations and Functions. Setting expressions equal to each other leads to equations. Expressions can define functions of the variables that appear in them, with equivalent expressions defining the same function.

Core Skills · Students can and do:

1 See structure in expressions.

For example, recognize: that the expressions $x^4 - y^4$ and $(x + y)^2 - (x - y)^2$ are differences of squares; that there are different ways to rewrite the latter expression, e.g., by expanding and collecting like terms or by factoring as a difference of squares; that p is a common factor in $p + 0.025p$; that an expression in the form $(x - 3)^2 + 14$ reveals its minimum value.

2 Manipulate simple expressions.

Show procedural fluency in the following cases: factoring out common terms; factoring expressions with quadratic structure; writing in standard form sums, differences, and products of polynomials. Include completing the square and rewriting in standard form sums, differences, products, and quotients of simple rational expressions; rewriting expressions with negative exponents and those involving square or cube roots of a single term involving exponents.

3 Define variables and write an expression to represent a quantity in a problem.

Include contextual problems.

4 Interpret an expression that represents a quantity in terms of the context.

Include interpreting parts of an expression, such as terms, factors and coefficients.

Equations

Core Concepts · Students understand that:

A An equation is a statement that two expressions are equal.

B The solutions of an equation are the values of the variables that make the resulting numerical statement true.

C The steps in solving an equation are guided by understanding and justified by logical reasoning.

D Equations not solvable in one number system may have solutions in a larger number system.

A Coherent Understanding of Equations. An equation is a statement that two expressions are equal. Solutions to an equation are the values of the variables in it that make it true. If the equation is true for all values of the variables, then we call it an identity; identities are often discovered by manipulating one expression into another.

The solutions of an equation in one variable form a set of numbers; the solutions of an equation in two variables form a set of ordered pairs, which can be graphed in the plane. Equations can be combined into systems to be solved simultaneously.

An equation can be solved by successively transforming it into one or more simpler equations. The process is governed by deductions based on the properties of equality. For example, one can add the same constant to both sides without changing the solutions, but squaring both sides might lead to extraneous solutions. Strategic competence in solving includes looking ahead for productive manipulations and anticipating the nature and number of solutions.

Some equations have no solutions in a given number system, stimulating the formation of expanded number systems (integers, rational numbers, real numbers and complex numbers).

A formula is a type of equation. The same solution techniques used to solve equations can be used to rearrange formulas. For example, the formula for the area of a trapezoid, $A = \left(\frac{b_1+b_2}{2}\right)h$, can be solved for h using the same deductive process.

Inequalities can be solved in much the same way as equations. Many, but not all, of the properties of equality extend to the solution of inequalities.

Connections to Functions, Coordinates, and Modeling. Equations in two variables may define functions. Asking when two functions have the same value leads to an equation; graphing the two functions allows for the approximate solution of the equation. Equations of lines involve coordinates, and converting verbal descriptions to equations is an essential skill in modeling.

Core Skills · Students can and do:

1 Understand a problem and formulate an equation to solve it.

Extend to inequalities and systems.

2 Solve equations in one variable using manipulations guided by the rules of arithmetic and the properties of equality.

Solve linear equations with procedural fluency. For quadratic equations, include solution by inspection, by factoring, or by using the quadratic formula. Understand that the quadratic formula comes from completing the square. Include simple absolute value equations solvable by direct inspection and by understanding the interpretation of absolute value as distance.

3 Rearrange formulas to isolate a quantity of interest.

Exclude cases that require extraction of roots or inverse functions.

4 Solve systems of equations.

Focus on pairs of simultaneous linear equations in two variables. Include algebraic techniques, graphical techniques and solving by inspection.

5 Solve linear inequalities in one variable and graph the solution set on a number line.

Emphasize solving the associated equality and determining on which side of the solution of the associated equation the solutions to the inequality lie.

6 Graph the solution set of a linear inequality in two variables on the coordinate plane.

Emphasize graphing the associated equation, using a dashed or solid line as appropriate and shading to indicate the half-plane on which the solutions to the inequality lie.

Functions

Core Concepts · Students understand that:

A A function is a rule, often defined by an expression, that assigns a unique output for every input.

B The graph of a function f is a set of ordered pairs $(x, f(x))$ in the coordinate plane.

C Functions model situations where one quantity determines another.

D Common functions occur in families where each member describes a similar type of dependence.

A Coherent Understanding of Functions. Functions model situations where one quantity determines another. For example, the return on $10,000 invested at an annualized percentage rate of 4.25% is a function of the length of time the money is invested. Because nature and society are full of dependencies between quantities, functions are important tools in the construction of mathematical models.

In school mathematics, functions usually have numerical inputs and outputs and are often defined by an algebraic expression. For example, the time in hours it takes for a plane to fly 1000 miles is a function of the plane's average ground speed in miles per hour, v; the rule $T(v) = 1000/v$ expresses this relationship algebraically and defines a function whose name is T.

The set of possible inputs to a function is called its domain. We often infer the domain to be all inputs for which the expression defining a function has a value, or for which the function makes sense in a given context. The graph of a function is a useful way of visualizing the relationship the function models, and manipulating the expression for a function can throw light on the function's properties.

Two important families of functions characterized by laws of growth are linear functions, which grow at a constant rate, and exponential functions, which grow at a constant percent rate. Linear functions with an initial value of zero describe proportional relationships.

Connections to Expressions, Equations, Modeling and Coordinates. Determining an output value for a particular input involves evaluating an expression; finding inputs that yield a given output involves solving an equation. The graph of a function f is the same as the solution set of the equation $y = f(x)$. Questions about when two functions have the same value lead to equations, whose solutions can be visualized from the intersection of the graphs. Since functions describe relationships between quantities, they are frequently used in modeling. Sometimes functions are defined by a recursive process, which can be modeled effectively using a spreadsheet or other technology.

Core Skills · Students can and do:

1 Recognize proportional relationships and solve problems involving rates and ratios.

Include being able to express proportional relationships as functions.

2 Describe the qualitative behavior of common types of functions using graphs and tables.

Identify: intercepts; intervals where the function is increasing, decreasing, positive or negative; relative maximums and minimums; symmetries; end behavior; and periodicity. Use technology to explore the effects of parameter changes on the graphs of linear, power, quadratic, polynomial, simple rational, exponential, logarithmic, sine and cosine, absolute value and step functions.

3 Analyze functions using symbolic manipulation.

Include slope-intercept and point-slope form of linear functions; vertex form of quadratic functions to identify symmetry and find maximums and minimums; factored form to find zeros. Use manipulations as described under Expressions.

4 Use the families of linear and exponential functions to solve problems.

For linear functions $f(x) = mx + b$, understand b as the intercept or initial value and m as the slope or rate of change. For exponential functions $f(x) = a \cdot b^x$, understand a as the intercept or initial value and b as the growth factor.

5 Find and interpret rates of change.

Compute the rate of change of linear functions and make qualitative observations about how the rate of change varies for nonlinear functions.

Modeling

Core Concepts · Students understand that:

A Mathematical models involve choices and assumptions that abstract key features from situations to help us solve problems.

B Even very simple models can be useful.

A Coherent Understanding of Modeling. Modeling uses mathematics to help us make sense of the real world—to understand quantitative relationships, make predictions, and propose solutions.

A model can be very simple, such as a geometric shape to describe a physical object like a coin. Even so simple a model involves making choices. It is up to us whether to model the solid nature of the coin with a three-dimensional cylinder, or whether a two-dimensional disk works well enough for our purposes. For some purposes, we might even choose to adjust the right circular cylinder to model more closely the way the coin deviates from the cylinder.

In any given situation, the model we devise depends on a number of factors: How precise an answer do we want or need? What aspects of the situation do we most need to understand, control, or optimize? What resources of time and tools do we have? The range of models we can create and analyze is constrained as well by the limitations of our mathematical and technical skills. For example, modeling a physical object, a delivery route, a production schedule, or a comparison of loan amortizations each requires different sets of tools. Networks, spreadsheets and algebra are powerful tools for understanding and solving problems drawn from different types of real-world situations. One of the insights provided by mathematical modeling is that essentially the same mathematical structure might model seemingly different situations.

The basic modeling cycle is one of (1) identifying the key features of a situation, (2) creating geometric, algebraic or statistical objects that describe key features of the situation, (3) analyzing and performing operations on these objects to draw conclusions and (4) interpreting the results of the mathematics in terms of the original situation. Choices and assumptions are present throughout this cycle.

Connections to Quantity, Equations, Functions, Shape, Coordinates and Statistics. Modeling makes use of shape, data, graphs, equations and functions to represent real-world quantities and situations.

Core Skills · Students can and do:

1 Model numerical situations.

Include readily applying the four basic operations in combination to solve multi-step quantitative problems with dimensioned quantities; making estimates to introduce numbers into a situation and get problems started; recognizing proportional or near-proportional relationships and analyzing them using characteristic rates and ratios.

2 Model physical objects with geometric shapes.

Include common objects that can reasonably be idealized as two- and three-dimensional geometric shapes. Identify the ways in which the actual shape varies from the idealized geometric model.

3 Model situations with equations and inequalities.

Include situations well described by a linear inequality in two variables or a system of linear inequalities defining a region in the plane.

4 Model situations with common functions.

Include situations well described by linear, quadratic or exponential functions; and situations that can be well described by inverse variation ($f(x) = k/x$). Include identifying a family of functions that models features of a problem, and identifying a particular function of that family and adjusting it to fit by changing parameters. Understand the recursive nature of situations modeled by linear and exponential functions.

5 Model situations using probability and statistics.

Include using simulations to model probabilistic situations; describing the shape of a distribution of values and summarizing a distribution with measures of center and variability; modeling a bivariate relationship using a trend line or a regression line.

6 Interpret the results of applying a model and compare models for a particular situation.

Include realizing that models seldom fit exactly and so there can be error; identifying simple sources of error and being careful not to over-interpret models. Include recognizing that there can be many models that relate to a situation, that they can capture different aspects of the situation, that they can be simpler or more complex, and that they can have a better or worse fit to the situation and the questions being asked.

Shape

Core Concepts · Students understand that:

A Shapes and their parts, attributes, and measurements can be analyzed deductively.*

B Congruence, similarity, and symmetry can be analyzed using transformations.

C Mathematical shapes model the physical world, resulting in practical applications of geometry.

D Right triangles and the Pythagorean theorem are central to geometry and its applications, including trigonometry.

A Coherent Understanding of Shape. From only a few axioms, the deductive method of Euclid generates a rich body of theorems about geometric objects, their attributes and relationships. Once understood, those attributes and relationships can be applied in diverse practical situations—interpreting a schematic drawing, estimating the amount of wood needed to frame a sloping roof, rendering computer graphics, or designing a sewing pattern for the most efficient use of material.

Understanding the attributes of geometric objects often relies on measurement: a circle is a set of points in a plane at a fixed distance from a point; a cube is bounded by six squares of equal area; when two parallel lines are crossed by a transversal, pairs of corresponding angles are congruent.

The concepts of congruence, similarity and symmetry can be united under the concept of geometric transformation. Reflections and rotations each explain a particular type of symmetry, and the symmetries of an object offer insight into its attributes—as when the reflective symmetry of an isosceles triangle assures that its base angles are congruent. Applying a scale transformation to a geometric figure yields a similar figure. The transformation preserves angle measure, and lengths are related by a constant of proportionality. If the constant of proportionality is one, distances are also preserved (so the transformation is a rigid transformation) and the figures are congruent.

The definitions of sine, cosine and tangent for acute angles are founded on right triangle similarity, and, with the Pythagorean theorem, are fundamental in many practical and theoretical situations.

Connections to Coordinates, Functions and Modeling. The Pythagorean theorem is a key link between geometry, measurement and distance in the coordinate plane. Parameter changes in families of functions can be interpreted as transformations applied to their graphs and those functions, as well as geometric objects in their own right, can be used to model contextual situations.

*In this document, deductive analysis aligns with the notion of adaptive reasoning as defined in *Adding it Up*, and includes empirical exploration, informal justification, and formal proof.

Core Skills · Students can and do:

1 Use multiple geometric properties to solve problems involving geometric figures.

Properties include: measures of interior angles of a triangle sum to 180°; vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; measures of supplementary angles sum to 180°; two lines parallel to a third are parallel to each other; points on a perpendicular bisector of a segment are exactly those equidistant from the segment's endpoints; and a line tangent to a circle is perpendicular to the radius meeting it.

2 Prove theorems, test conjectures and identify logical errors.

Include theorems establishing the properties in Core Skill 1 and other theorems about angles, parallel and perpendicular lines, similarity and congruence of triangles.

3 Construct and interpret representations of geometric objects.

Include classical construction techniques and construction techniques supported by modern technologies. Include moving between two-dimensional representations and the three-dimensional objects they represent, such as in schematics, assembly instructions, perspective drawings and multiple views.

4 Solve problems involving measurements.

Include measurement (length, angle measure, area, surface area, and volume) of a variety of figures and shapes in two- and three-dimensions. Compute measurements using formulas and by decomposing complex shapes into simpler ones.

5 Solve problems involving similar triangles and scale drawings.

Include computing actual lengths, areas and volumes from a scale drawing and reproducing a scale drawing at a different scale.

6 Apply properties of right triangles and right triangle trigonometry to solve problems.

Include using the Pythagorean theorem and properties of special right triangles, and applying sine, cosine and tangent to determine lengths and angle measures of right triangles. Use right triangles and their properties to solve real-world problems. Limit angle measures to degrees.

Coordinates

Core Concepts · Students understand that:

A Locations in the plane or in space can be specified by pairs or triples of numbers called coordinates.

B Coordinates link algebra with geometry and allow methods in one domain to solve problems in the other.

C The set of solutions to an equation in two variables forms a curve in the coordinate plane—such as a line, parabola, circle—and the solutions to systems of equations correspond to intersections of these curves.

A Coherent Understanding of Coordinates. Applying a coordinate system to Euclidean space connects algebra and geometry, resulting in powerful methods of analysis and problem solving.

Just as the number line associates numbers with locations in one dimension, a pair of perpendicular axes associates pairs of numbers with locations in two dimensions. This correspondence between numerical coordinates and geometric points allows methods from algebra to be applied to geometry and vice versa. The solution set of an equation becomes a geometric curve, making visualization a tool for doing and understanding algebra. Geometric shapes can be described by equations, making algebraic manipulation into a tool for geometric understanding, modeling and proof.

Coordinate geometry is a rich field for exploration. How does a geometric transformation such as a translation or reflection affect the coordinates of points? How is the geometric definition of a circle reflected in its equation?

Adding a third perpendicular axis associates three numbers with locations in three dimensions and extends the use of algebraic techniques to problems involving the three-dimensional world we live in.

Connections to Shape, Quantity, Equations and Functions. Coordinates can be used to reason about shapes. In applications, coordinate values often have units (such as meters and bushels). A one-variable equation of the form $f(x) = g(x)$ may be solved in the coordinate plane by finding intersections of the curves $y = f(x)$ and $y = g(x)$.

Core Skills · Students can and do:

1 Translate fluently between lines in the coordinate plane and their equations.

Include predicting visual features of lines by inspection of their equations, determining the equation of the line through two given points, and determining the equation of the line with a given slope passing through a given point.

2 Identify the correspondence between parameters in common families of equations and the location and appearance of their graphs.

Include common families of equations—the graphs of $Ax + By = C$, $y = mx + b$ and $x = a$ are straight lines; the graphs of $y = a(x - h)^2 + k$ and $y = Ax^2 + Bx + C$ are parabolas; and the graph of $(x - h)^2 + (y - k)^2 = r^2$ is a circle.

3 Use coordinates to solve geometric problems.

Include proving simple theorems algebraically, using coordinates to compute perimeters and areas for triangles and rectangles, finding midpoints of line segments, finding distances between pairs of points and determining when two lines are parallel or perpendicular.

Probability

Core Concepts · Students understand that:

A Probability models outcomes for situations in which there is inherent randomness, quantifying the degree of uncertainty in terms of relative frequency of occurrence.

B The law of large numbers provides the basis for estimating certain probabilities by use of empirical relative frequencies.

C The laws of probability govern the calculation of probabilities of combined events.

D Interpreting probabilities contextually is essential to rational decision-making in situations involving randomness.

A Coherent Understanding of Probability. Probability assesses the likelihood of an event in a situation that involves randomness. It quantifies the degree of certainty that an event will happen as a number from 0 through 1. This number is generally interpreted as the relative frequency of occurrence of the event over the long run.

The structure of a probability model begins by listing or describing the possible outcomes for a random situation (the sample space) and assigning probabilities based on an assumption about long-run relative frequency. In situations such as flipping a coin, rolling a number cube, or drawing a card, it is reasonable to assume various outcomes are equally likely.

Compound events constructed from these simple ones can be represented by tree diagrams and by frequency or relative frequency tables. The probabilities of compound events can be computed using these representations and by applying the additive and multiplicative laws of probability. Interpreting these probabilities relies on an understanding of independence and conditional probability, approachable through the analysis of two-way tables.

Converting a verbally-stated problem into the symbols and relations of probability requires careful attention to words such as *and*, *or*, *if*, and *all*, and to grammatical constructions that reflect logical connections. This is especially true when applying probability models to real-world problems, where simplifying assumptions are also usually necessary in order to gain at least an approximate solution.

Connections to Statistics and Expressions. Probability is the foundation for drawing valid conclusions from sampling or experimental data. Counting has an advanced connection with Expressions through Pascal's triangle and binomial expansions.

Core Skills · Students can and do:

1 Compute theoretical probabilities by systematically counting points in the sample space.

Make use of symmetry and equally likely outcomes. Include permutation and combination problems as long as small numbers are involved or technology is used, so that formulas are not required.

2 Interpret probabilities of compound events using concepts of independence and conditional probability.

Include reading conditional probabilities from two-way tables.

3 Compute probabilities of compound events.

Make use of the additive and multiplicative laws of probability, tree diagrams and frequency or relative frequency tables in real contexts. Do not emphasize fluency with the related formulas

4 Estimate probabilities empirically.

Include using data from simulations carried out with technology to estimate probabilities.

5 Identify and explain common misconceptions regarding probability.

Include misconceptions about long-run versus short-run behavior of relative frequencies (the law of large numbers). Include attention to the use and misuse of probability in the media, especially in terms of interpreting charts and tables and in the contextual meaning of terms connected to probability, such as 'odds' or 'risk.'

6 Adapt probability models to solve real-world problems.

Include the use of conditional probability to assess subsets of data (e.g., what does the data say about males and females separately). Include the use of independence as a simplifying assumption (e.g., find the probability that two students both contract the disease this year).

Statistics

Core Concepts · Students understand that:

A Statistical methods take variability into account to support making informed decisions based on quantitative studies designed to answer specific questions.

B Visual displays and summary statistics condense the information in data sets into usable knowledge.

C Randomness is the foundation for using statistics to draw conclusions when testing a claim or estimating plausible values for a population characteristic.

D The design of an experiment or sample survey is of critical importance to analyzing the data and drawing conclusions.

A Coherent Understanding of Statistics. Decisions or predictions are often based on data—numbers in context. These decisions or predictions would be easy if the data always sent a clear message, but the message is often obscured by variability in the data. Statistics provides tools for describing variability in data and for making informed decisions that take variability into account.

Data are gathered, displayed, summarized, examined and interpreted to discover patterns. Data can be summarized by a statistic measuring center, such as mean or median, and a statistic measuring spread, such as interquartile range or standard deviation. Different distributions can be compared numerically using these statistics or visually using plots. Which statistics to compare, and what the results of a comparison might mean, depend on the question to be investigated and the real-life actions to be taken.

Randomization has two important uses in drawing statistical conclusions. First, collecting data from a random sample of a population makes it possible to draw valid conclusions about the whole population, taking variability into account. Second, randomly assigning individuals to different treatments allows a fair comparison of the effectiveness of those treatments. A statistically significant outcome is one that is unlikely to be due to chance and this can be evaluated only under the condition of randomness.

In critically reviewing uses of statistics in public media and other reports, it is important to consider the study design, how the data were collected, and the analyses employed as well as the data summaries and the conclusions drawn.

Connections to Probability, Functions and Modeling. Valid conclusions about a population depend on designed simulations or other statistical studies using random sampling or assignment and rely on probability for their interpretation. Functional models may be used to approximate data. If the data are approximately linear, the relationship may be modeled with a trend line and the strength and direction of such a relationship may be expressed through a correlation coefficient. Technology facilitates the study of statistics by making it possible to simulate many possible outcomes in a short amount of time, and by generating plots, function models, trend lines and correlation coefficients.

Core Skills · Students can and do:

1 Formulate questions that can be addressed with data. Identify the relevant data, collect and organize it to respond to the question.

Include determining whether a question can best be addressed through a sample survey, randomized experiment or observational study. Include unbiased selection for a sample and randomization of assignment to treatment for an experiment.

2 Use appropriate displays and summary statistics for data.

Include univariate, bivariate, categorical and quantitative data. Include the thoughtful selection of displays and measures of center and spread to summarize data.

3 Interpret data displays and summaries critically; draw conclusions and develop recommendations.

Include paying attention to the context of the data, interpolating or extrapolating judiciously, and examining the effects of extreme values of the data on summary statistics of center and spread. Include data sets that follow a normal distribution. Include observing and interpreting linear trends in bivariate quantitative data.

4 Draw statistical conclusions involving population means or proportions using sample data.

Conclusions should be based on simulations or other informal techniques, rather than formulas.

5 Evaluate reports based on data.

Include looking for bias or flaws in the way the data were gathered or presented, as well as unwarranted conclusions, such as claims that confuse correlation with causation.

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Recommendations of the
Next Generation Assessment Task Force

Crafting a Balanced System of Assessment in Wisconsin

Wisconsin Department of Public Instruction

This publication is available from:

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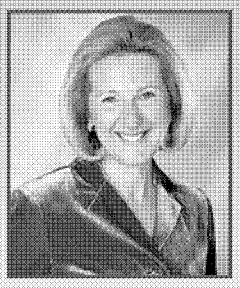
Wisconsin Department of Public Instruction
Tony Evers, State Superintendent
Madison, Wisconsin

FORWARD



Much has been written about the changing American economy and the skills our students need to be successful in the 21st century. Education, in turn, must respond to the changing needs of the state and the nation. This includes the standards to which we hold students and how we measure progress in meeting those standards.

Within this context, we convened the Next Generation Assessment Task Force to formulate Wisconsin's path forward. We listened to leaders from business and technology sectors as well as leaders from PK-12 and higher education.

In this summary we share the process, definitions, assumptions, and recommendations of the task force. Our aim is to use these findings as a blueprint for the next generation of assessment.

I believe the work of the task force will have a lasting impact. Internationally benchmarked standards working in concert with a balanced assessment system will ensure a quality education for all Wisconsin students.

Elizabeth Burmaster
State Superintendent 2001–2009

Wisconsin students are being educated to compete in a global society. How we assess the performance of those students, from their primary years through high school, should also reflect our state's commitment to excellence.

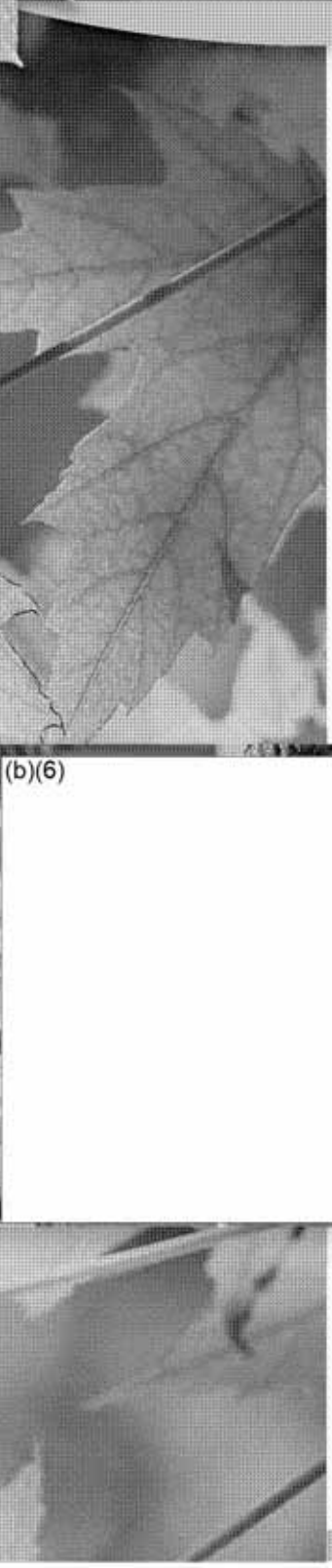
As co-chairs of the Next Generation Assessment Task Force, we were pleased to work with a group of statewide leaders from education, business, and civic leaders in an examination of Wisconsin's assessment system. We heard a vigorous discussion about how that system could be improved. Members of the task force took a hard look at the status quo, reviewed best practices in other states, and embraced the notion of creating a more balanced assessment system. A balanced system of formative, benchmark, and summative assessment is necessary to inform classroom teachers, to hold schools accountable, and to effectively report back to parents, community leaders, and students.

The work of the task force is timely in several respects. It comes at a time when the national debate over assessment has been revived; when the economic recession has reinforced the need for more and better knowledge-based workers; and when Wisconsin's content standards are being revised to reflect 21st century skills and to enhance career and college readiness.

In the near future and over the long-term, the recommendations of this task force can contribute to producing a better-educated citizenry and workforce in Wisconsin. We commend the work of the task force and look forward to seeing their ideas put into action.

Tom Still, President,
Wisconsin Technology Council
(Co-Chair)

Joan Wade, Administrator,
CESA 6 (Co-Chair)



INTRODUCTION

Our current Wisconsin Student Assessment System (WSAS) consists of two standardized assessments: the Wisconsin Knowledge & Concepts Exam (WKCE) and the Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD). These large-scale, summative assessments provide annual "snapshots" of student achievement in relation to state standards, the Wisconsin Model Academic Standards, and are required by law.

State law requires testing students in reading, mathematics, science, social studies, and language arts in Grades 4, 8, and 10. In addition, federal law requires all states to test reading and mathematics content in Grades 3-8 and once in high school. As such, these summative tests are designed to meet state and federal accountability requirements and must adhere to technical quality standards of large-scale assessment. The WSAS was one of the first in the nation to meet all of the rigorous federal standards of technical quality and alignment to state academic standards.

The focus of the assessment system, therefore, is to gauge overall academic achievement of schools and districts across Wisconsin and to provide information on the relative strengths or gaps in curriculum and instruction as they relate to the Wisconsin Model Academic Standards. Summative assessments like the WKCE are typically given annually, meant to track long-term progress of schools and districts. Information at the student level can be limited. Large-scale assessments can only provide general information vis-à-vis individual student strengths and needs within a content area.

Wisconsin educators are increasingly interested in receiving more frequent and more detailed data on the strengths and needs of their individual students. Benchmark assessments, typically given on a monthly or quarterly basis, can produce immediate information about student progress so teachers can adjust instruction to meet student needs. These assessments benchmark progress throughout a school year and often provide diagnostic information to pinpoint a student's needs. Unlike the WKCE, such assessments yield specific information on a student's level of progress, while providing less information about the overall progress of schools and districts.

Even more student-specific and immediate are the formative assessment strategies that teachers use on a daily basis to gauge student understanding while they move through a unit of instruction. Assessing students formatively allows teachers to immediately adjust their instruction. Often these are teacher-developed strategies and are tailored to the teacher's lesson or unit of instruction. Formative assessment strategies provide the most detailed information about a student's understanding, but the least amount of data at aggregate school/district levels.

There is increased recognition in the education community that all assessment strategies—formative, benchmark, and summative—are essential and need to work in unison to improve student achievement. Each component has its strengths and limitations; one assessment type cannot meet all needs. An assessment system must work together with curriculum and instruction to provide a coherent system of learning.

Work Of The Task Force

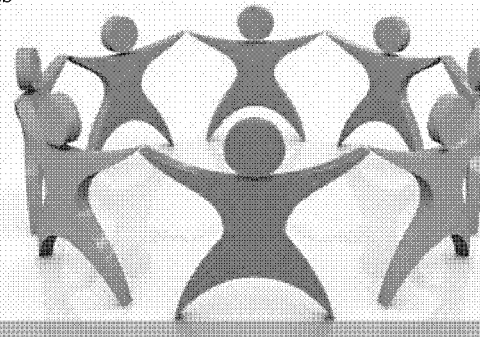
The Next Generation Assessment Task Force was convened by State Superintendent Burmaster in September 2008. The task force included a diverse group of leaders from business, technology, and education. The members met four times throughout the school year and conducted the following activities:

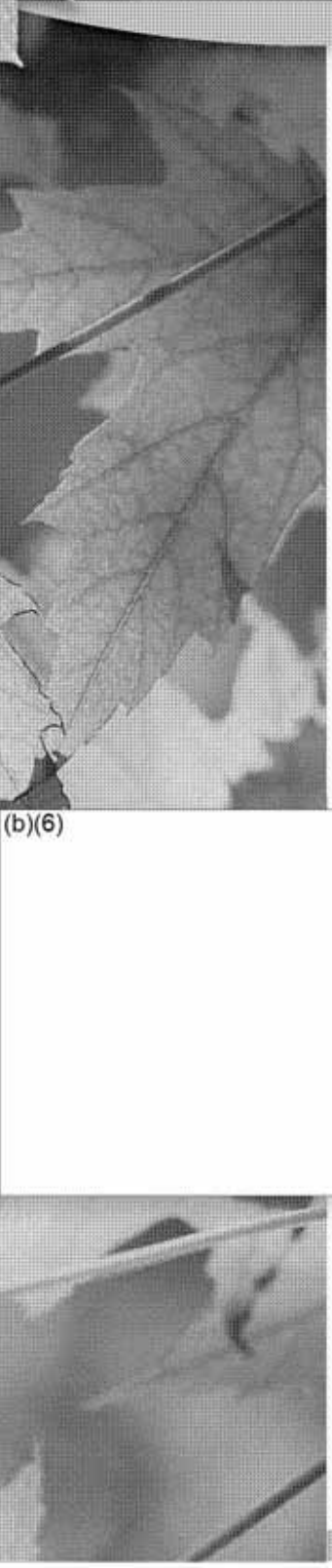
- Reviewed the history of Wisconsin's assessment system and education trends over time from a national perspective;
- Developed an understanding of the different types and purposes of formative, benchmark, and summative assessment;
- Considered the importance of implementing a balanced assessment system;
- Identified characteristics of positive assessment experiences and considered ways of building these characteristics into our system;
- Worked in small groups outlining key components and devising an ideal system of assessment— one that balances the three different types of assessment; and
- Considered PK-12 assessment through a systems perspective.

To gain an external perspective, task force members heard from five states with assessment systems that have innovative features: Indiana, Michigan, Minnesota, Nebraska, and Oregon.

Ultimately, the task force concluded five foundational assumptions and seven recommendations were needed to implement a balanced assessment system in Wisconsin. It was agreed that Wisconsin needs an assessment system that provides timely and relevant feedback to students and teachers alike, and one that helps teachers make instructional decisions to improve student achievement. In addition, the assessment strategies must address 21st century skills, preparing Wisconsin students to be college and work-ready.

These goals cannot be accomplished with one type of assessment administered once a year. It requires a system of assessments—formative, benchmark, and summative—that work in concert to inform classroom teachers; hold schools accountable; and report back to parents, community leaders, and to students themselves.





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Defining a Balanced Assessment System

Balanced Assessment System

Purpose: to provide students, educators, parents, and the public with a range of information about academic achievement and to determine the best practices and policies that will result in improvements to student learning.

Characteristics: includes a continuum of strategies and tools that are designed specifically to meet discrete needs–daily classroom instruction, periodic checkpoints during the year, and annual snapshots of achievement.

Formative Strategies

Purpose: to inform instruction within and between lessons, for both student and teacher.

Characteristics: seamless integration of assessment strategies and instruction by providing immediate feedback helps teachers determine what to do next instructionally and involves students in evaluating their own learning.

- **Student: What do I need to learn before I understand this completely?**
- **Teacher: What learning comes next for this student?**

Benchmark Assessment

Purpose: to diagnose student learning and/or monitor progress locally during the year.

Characteristics: may be teacher, school, district, state, or commercially developed; can be used multiple times during the year to make instructional adjustments for students or groups of students.

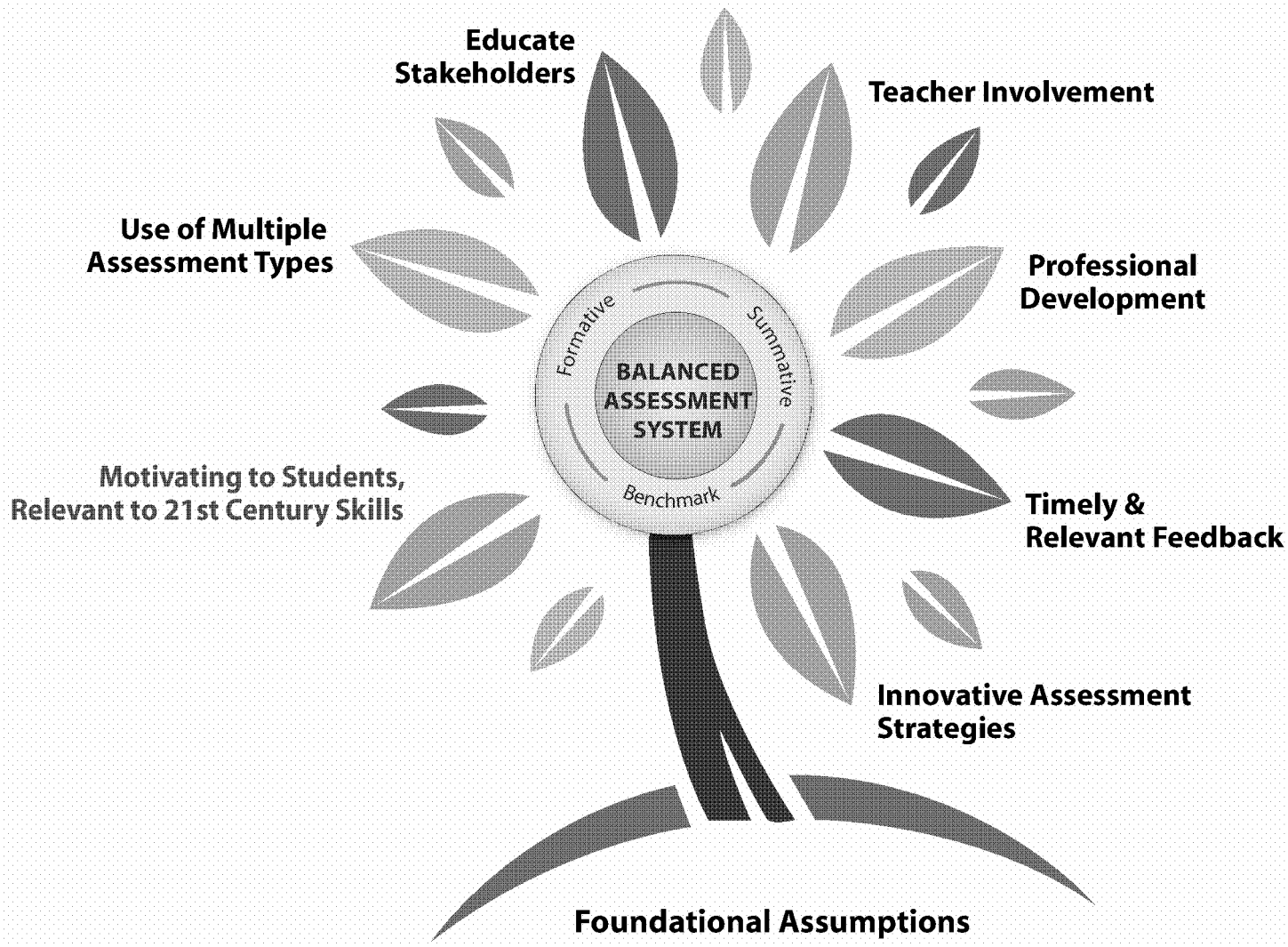
- **Are my students on track? How well are they progressing?**
- **How well is this program/ instructional unit working?**

Summative Assessment

Purpose: to monitor national, state, district, and school progress over time.

Characteristics: standardized administration annually; data is best used at the aggregate level for accountability rather than at the student level, as data is general not specific.

- **Are there any gaps in our district's curriculum and instruction?**
- **How does the achievement of districts and schools compare to one another? How do achievement levels compare over time?**



Foundational Assumptions

- Curriculum, instruction, and assessment must work together •
- Wisconsin must have clear, rigorous, world-class content and achievement standards •
- An effective assessment system has multiple purposes and must balance multiple components •
- Proficiency must not be an endpoint instructionally, nor the only achievement goal for our students •
- The culture and climate of schools must reflect collaboration and transparency around student achievement •

(b)(6)

FOUNDATIONAL ASSUMPTIONS

The task force identified the following prerequisites to the implementation of task force recommendations. These foundational assumptions need to be in place for the recommendations to be successfully implemented and to have the necessary impact.

1. **Wisconsin must have clear, rigorous, and world-class academic content and achievement standards** that reflect 21st century skills. These standards and expectations should be internationally benchmarked, grade-level specific, and clearly delineated so that students across the state are working toward common goals.
2. **The culture and climate of schools must reflect collaboration and transparency** around student achievement within and across grade levels as well as content areas. Opportunities for exploring and sharing a range of data and instructional strategies should be at the core of school organization.
3. **Curriculum, instruction, and assessment must work together** as a continuous cycle of the learning process. Assessment viewed in isolation will not improve student achievement.
4. **An effective assessment system has multiple components and balances strategies** that meet varied purposes and stakeholder needs. One assessment cannot meet all purposes. The information needs for all stakeholders–from parents to policymakers–must be reflected in the assessment system.
5. Proficiency, as defined in the assessments used for federal accountability, **must not be an end-point instructionally**, nor the only achievement goal for our students.

Recommendations for Implementation

1. **Professional development is critical if assessment is to be effectively used** together with curriculum and instruction to improve student learning. Partnering with higher education and Wisconsin educational organizations to develop assessment literacy, specifically understanding the framework of balanced assessment systems, in teacher preparation programs, graduate programs, and ongoing professional development must be a priority.

2. **Teachers should be deeply involved** in assessment development throughout all parts of the assessment system. Formative classroom strategies should be developed and shared by teachers. Benchmark assessment should be teacher-driven, district-facilitated, and state-supported. Summative assessment should involve teachers in creating assessment strategies, test items, and scoring criteria.

3. The assessment system should have both formative and benchmark components that **provide timely, relevant feedback** about student achievement to be used throughout the year, to identify student needs, and to make changes as needed to instructional programs. Students should have **multiple opportunities** to demonstrate their learning throughout the school year. These should not be tied to state or federal accountability, but rather used on a local and optional basis to inform teachers, parents, and students throughout the learning cycle.

4. All students should be **motivated by relevant, engaging assessments** that are linked to 21st century skills, including high school assessments linked to career/college readiness.

5. **Innovative assessment strategies** should be pursued that would allow for varied demonstrations of student learning. Innovative strategies should offer opportunities for students to demonstrate learning in multiple ways, and need not be limited by traditional testing protocols.

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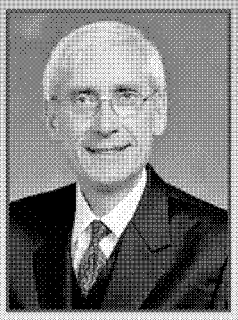
6. **Summative assessment used for federal and state accountability** should document trends over time. Efficient summative assessment strategies should be considered. Other assessments, such as high-quality **benchmark and formative strategies, are more appropriately used to inform instruction throughout the school year**, and to meet information needs at the classroom, school, and local level.

7. **Educating stakeholders on the meaning and importance of balanced assessment systems** is key. Developing assessment literacy among school boards, district and school administrators, teachers, parents, students, policymakers, and the media must be broad and ongoing.



The work of this task force concludes at an opportune time for Wisconsin. Our state is well positioned to bring to scale all the components of a statewide system of learning:

- World-class standards that sharpen our expectations for students
- Rich instructional units that engage and challenge students
- A comprehensive assessment system that provides timely and targeted feedback on student, school, and district performance
- A statewide longitudinal data system linking state and local data that allows us to track performance and identify best practices

This system of learning will allow educators to measure student success, identify areas that require targeted interventions, and can facilitate improvement planning for schools and districts alike. A comprehensive system of learning not only reinforces the connections among the critical elements of standards, curriculum, instruction, and assessment—but ensures that Wisconsin students are well-prepared for their futures in a global society.

Tony Evers
State Superintendent

Moving Forward

These recommendations are critical for decision-making around the future of Wisconsin's state assessment system. Assessment needs to be viewed together with content standards, curriculum, instruction, and intervention to form a complete system of learning designed to improve student achievement. Assessment by itself cannot lead to improvements in student learning. Only when results are used in conjunction with other data that affect changes in programs and practices will student achievement improve.

As state and federal opportunities are made available, these recommendations will help the Department of Public Instruction (DPI) map a course for changes to Wisconsin's assessment system. Rather than focusing only on large-scale, summative assessments used for federal and state accountability, DPI will use these recommendations to seek grants and write requests for proposals for future assessment contracts that take a more balanced approach to assessment at the state, district, school, and classroom levels.

Additionally, these recommendations can inform professional development planned by districts, Cooperative Educational Service Agencies (CESAs), professional organizations, and teacher education programs. Professional development that promotes a balanced approach to assessment can help classroom professionals, and training that targets pre-service teachers will benefit our future educators. Principals, administrators, and school boards will also benefit from a focus on balanced assessment, and these audiences should be taken into consideration when delivering professional development around the next generation of assessment.

Next Generation Assessment Task Force Members

Co-Chairs

Tom Still, President
Wisconsin Technology Council

Joan Wade, Administrator
CESA 6, Oshkosh

Task Force Members

Russ Allen, Consultant
Wisconsin Education Association Council

Nell Anderson, Director of Bilingual, ELL, and Equity Programs, Wausau School District

Norm Andrews, President
Wisconsin State Reading Association

Patrice Ball, Curriculum Specialist
Milwaukee Public Schools

Nissan Bar-Lev, Special Education Director
CESA 7, Green Bay

Brian Bartel, Science Teacher
West High School, Appleton

Dee Bauman,
Director of Curriculum and Instruction
Hamilton School District

Rick Chandler, President
Chandler Consulting

Mary Cimbalnik, Special Education Director
Pewaukee School District

Yvette Dunlap, Assistant Superintendent for Student Services, Appleton Area School District

Charles Fitzgerald, President
Rhinelander School Board

Keith Fuchs, Superintendent
Menasha School District

Holly Hart, Charter School Consultant
Eau Claire

Patricia Herdrich, Superintendent
West Bend School District

Dacia Hopfensperger, Assessment Coordinator
Hartland-Lakeside J3 School District

Peggy Jones, Principal
Bonduel and Navarino Elementary Schools

Kurt Keifer, Director of Planning, Research, and Evaluation, Madison Metropolitan School District

Pam Knorr, Superintendent
Walworth J1 School District

Linda Kunelius, Superintendent
Bayfield School District

Deb Lindsey, Director of Research and Assessment
Milwaukee Public Schools

Phil McDade, Vice President
Monona Grove School Board

Colleen McHugh-Moore, Special Education and Pupil Services Director, Greendale School District

Demond Means, Superintendent
Mequon-Thiensville School District

Laurie Mitchell, Science Teacher
Tomahawk Middle School

Joseph Moylan, Principal
Oconomowoc High School

John Peterson, Special Education Director
Fort Atkinson School District

Karen Reiss, Instructional Specialist
Germantown School District

Mary Richards, Math Specialist
Waupaca Elementary Learning Center

Diane Rozanski,
Instructional Technology Specialist
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Brian Rude, Director of External Relations
Dairyland Power Cooperative, La Crosse

Judy Sargent, Director, School Improvement Services CESA 7, Green Bay

Ron Sandoval, Assistant Principal
Edward Bain School of Language and Art, Kenosha

Julie Seefeldt, Associate Director of ELL Programs Green Bay Area School District

Chris Van Hoof, Director of Instruction
Clintonville School District

Wendell Waukau, Superintendent
Menominee Indian School District

Bart Wepking, Language Arts Teacher
Wheatland Center Elementary School

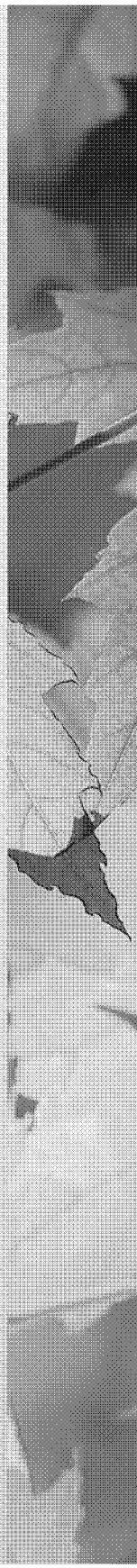
Lori Weyers, President
Northcentral Technical College

John Whitsett, Director, Curriculum, Instruction, and Assessment, Fond du Lac School District

Jim Wollack, Director, Testing and Evaluation Services, UW-Madison

Betty Womack, UW Board of Regents
Assistant Superintendent of Pupil Services
Kettle Moraine School District

APPENDIX 14 - (B)(2) Next Generation Assessment Task Force - Assessments



MOSAIC

Multiple Options for Student Assessment and Instruction Consortium

Memorandum of Understanding

This Non-Binding Memorandum of Understanding ("MOU") is entered into by and between the lead state(s): Wisconsin, Nebraska, and Missouri, and _____("Your State"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate tasks in support of a Multi-State Consortium in its implementation of an approved Standards and Assessment Section of a Race to the Top grant. States might choose to participate in this Consortium even if their Race to the Top grant application is not funded.

I. PROJECT PROPOSAL

A. PARTICIPATING SEA RESPONSIBILITIES

A Consortium of states proposes to build a balanced assessment system of formative and benchmark assessment in a Race to the Top grant application. A state might choose to participate in this agreement through funding of its own choosing. The name of the system to be built is Multiple Options (for) Student Assessment (and) Instruction Consortium (MOSAIC). The MOSAIC system will be designed to complement a summative assessment system aligned to the Common Core such as the one being proposed under the SMARTER Consortium or any other Consortia that may develop a summative assessment aligned to the Common Core.

The proposed Consortium tasks and activities described in the Race to the Top application include the tasks that follow below. States participating in the Consortium will need to determine which of the tasks they wish to undertake with this Consortium. This decision may be made after the submission of the MOU.

Task 1.1.1 COMMON CORE: **The consortium states will adopt the Common Core Standards.** Within one year of state adoption, all districts within the consortium states will have adopted the Common Core Standards, will have integrated the standards to their local curriculum, and will have aligned professional development to familiarize staff with the college and career-ready expectations.

Task 1.1.2 PROFESSIONAL DEVELOPMENT—CURRICULAR INTEGRATION: **The consortium states will develop and build professional development materials around the instructional integration of Common Core standards.** This will include curricular frameworks aligned to the Common Core, defining of learning progressions within content areas, materials on instructional strategies, and suggested interventions. All materials will be disseminated across the states within the consortium and made available in a web-banked system.

Task 1.1.3 INSTRUCTIONAL SUPPORT SYSTEM: **The consortium states will have access to a computerized system that will provide opportunities for districts to** load the system with formative/local assessment tasks, items, and instructional materials including performance assessments. These can be shared across states, and customized for local use. All will be aligned with the Common Core and will be available electronically to students and teachers with timely data turn-around.

Task 1.1.4 STATE FLEXIBILITY: **Each state will define the level at which districts/schools in their state participate in the formative/benchmark assessment system. This may vary from state to state, depending on how each state defines voluntary versus optional participation.** (One level of required participation within a state might be to require the state's persistently low performing schools and districts to participate in this comprehensive assessment system, and to require that student performance data be tracked over time for growth and improvement.)

Task 1.1.5 REPORT DEVELOPMENT: **Each state will contribute to the development of district, school, and student-level performance reports on the Common Core.** Reports will be generated in parent-friendly and teacher-friendly formats to track progress on the Common Core standards. Emphasis will be placed upon growth and improvement over time, with customized feedback about suggested next-steps based on the student's performance.

Task 1.1.6 BENCHMARK ASSESSMENT SYSTEM: **Each state will contribute to the development of a benchmark assessment item bank with the capabilities for adaptive testing.** From this item bank, common diagnostic/benchmark tests will be developed across the "total package" consortia states through a consortia bid process to a single vendor. Each state will contribute field-tested items to the bank. This bank will be used to diagnose student strengths and deficiencies and serve as an "early warning" system. Common performance standards and cut scores for these diagnostic/benchmark tests will be set across the consortium of states. The common tests will be loaded into the computerized system for immediate data turn around. The common tests will be available to districts/schools within each state as defined by that state – varying levels of participation will require different cost to each state to implement, most likely on a per-pupil basis. (States participating at the Partner or Associate level may access items in the bank, but may not utilize the consortia-developed common assessments).

Task 1.1.7 PROFESSIONAL DEVELOPMENT—USING DATA TO IMPROVE INSTRUCTION: **Each state will contribute to the development of hands-on training and workshop modules for educators that focus on user-friendly strategies to make data-informed instructional decisions based upon formative, benchmark, and summative assessment results.** All materials will be disseminated across the collaborating states.

The selection of tasks by each SEA participating in the Consortium will determine the level of participation of each respective state. There are three levels of participation that may be selected by each SEA in the Consortium. While the level of participation does not need to be selected at the time of signing the MOU, by its signature the state is indicating its interest in participating at a minimum of Level Three.

- **Level One: "Total Package"** – The state participates in **all seven tasks** with a common vendor, and shares in all resources available through the project, including all formative/benchmark assessments developed under the project. The state has an active role in developing, disseminating and sharing professional development tasks and materials.

- **Level Two: "Partner"** – The state contributes to the item bank (**Tasks 1.1.1, 1.1.2, and 1.1.6**) and professional development materials, and may use components in their state for state-specific work. (ex: state does not use common assessments developed from the bank; instead, uses the bank to create their own assessment tools with a separate vendor)

- **Level Three: "Associate"** – The state contributes to the item bank, (**Task 1.1.6 only**) and may use components in their state for state-specific work. The state does not contribute to or have access to professional development components developed through the project.

B. RESPONSIBILITIES OF ALL SEA PARTICIPATING IN THE CONSORTIUM

1) Each participating SEA in the Consortium will appoint a key contact person for the Race to the Top grant.

2) These key contacts from each State and the lead state(s) will maintain frequent communication to facilitate cooperation under this MOU.

3) Participating SEA grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period.

This Non-binding Memorandum of Understanding shall be effective beginning with the date of the last signature hereon:

SEA Superintendent/- Participating State Chief/Commissioner (or equivalent authorized signatory)

Tony Evers — Signature

1/06/10 — Date

Tony Evers — Print Name

State Superintendent — Title

Authorized Lead SEA Official - Lead State
By its signature below, the lead state(s) hereby accepts the SEA as a Participating SEA in the Consortium

Official State Designee

Date

Print Name

Title

Please email this signed page by January 5, 2010 to

lynette.russell@dpi.wi.gov and pat.roschewski@nebraska.gov

or fax to

(Fax) 608.266.8770 and (Fax) 402.471.4311

****PLEASE email this signed page only by January 5, 2010****

States participating in the MOSAIC consortium

The following states have submitted a signed Memorandum of Understanding (MOU) to participate in the Multiple Options for Student Assessment and Instruction Consortium (MOSAIC) consortium to provide high-quality summative assessments. Listed below are the states that have submitted a signed MOU to participate in MOSAIC.

State	Date MOSAIC MOU-Received	Lead or Participating State
Delaware	January 5th, 2010	Participating
Hawaii	December 31st, 2009	Participating
Idaho	December 22nd, 2009	Participating
Illinois	January 8th, 2010	Participating
Iowa	January 5th, 2010	Participating
Kansas	January 5th, 2010	Participating
Kentucky	January 5th, 2010	Participating
Maryland	January 5th, 2010	Participating
Michigan	January 4th, 2010	Participating
Minnesota	January 8,2010	Participating
Mississippi	January 5th, 2010	Participating
Missouri	January 5th, 2010	Lead
Montana	January 7th, 2010	Participating
Nebraska	January 6th, 2010	Lead
New Jersey	January 5th, 2010	Participating
North Dakota	January 5th, 2010	Participating
Ohio	January 6th, 2010	Participating
Oregon	January 6th, 2010	Participating
Pennsylvania	January 8th, 2010	Participating
South Carolina	January 6th, 2010	Participating
South Dakota	January 4th, 2010	Participating
Tennessee	January 5th, 2010	Participating
Utah	January 5th, 2010	Participating
Washington	January 4th, 2010	Participating
Wisconsin	January 6th, 2010	Lead
Wyoming	January 4th, 2010	Participating
Total # of states that have submitted signed MOUs for MOSAIC*	**26**	

* As of 1/8/2010

Summative Multi-State Assessment Resources for Teachers and Educational Researchers (SMARTER) Memorandum of Understanding

This non-binding Memorandum of Understanding (MOU) is entered into by and between the states of Delaware, Hawaii, Idaho, Nebraska, Oregon, Tennessee, Utah, Washington, Wisconsin and Wyoming to initiate a consortium of states (Consortium) to serve as a framework of collaboration as required to submit a proposal for a Multi-State Consortium Common Assessment Race to the Top grant. The working title for the proposal is the "Summative Multi-State Assessment Resources for Teachers and Educational Researchers" (SMARTER). In the event the proposal is approved and fully funded by the U.S. Department of Education, the final proposal will serve as the official agreement.

The signatory states shall be referred to as "Lead States" and hereby authorize Oregon to be the signatory for the Lead States in entering into MOUs with additional states that desire to participate under the same terms (Participating States). The terms of the MOU among the Lead States and between the Lead States and subsequent Participating States are set forth below.

1. States in the Consortium will assign a key contact to assist in the drafting of the proposal, and to the extent practicable will engage their teachers, school and district administrators and institutions of higher education in the development and review of the proposal to ensure the design of the assessment system meets the needs of a variety of stakeholders.

2. States may withdraw from the Consortium prior to the establishment of the draft budget for the proposal. The anticipated date for the draft budget is 30 days before the proposal is due to the U.S. Department of Education.

3. States in the Consortium agree in principle to the following elements to be included in a proposal to the U.S. Department of Education:
    a. The purpose of the proposal is to develop a high quality summative assessment system that is aligned to the Common Core Standards, mutually adopted by Consortium states.
    b. The assessment system will use online adaptive tests, innovative item design and open-ended items to assess the full breadth of cognitive demand described by the Common Core Standards.
    c. Proposal writing will be governed by staff from the Lead States that have agreed to this MOU. Governance protocols for proposal development will be established by 2/15/2010.
    d. If funded, the assessment system will be governed by staff from states that are members of the Consortium, and will be guided with the support of selected technical experts. Governance protocols for the assessment system will be a deliverable of the grant.
    e. The assessment system will include teachers, school and district administrators, state departments of education and institutions of higher education in the design, administration, scoring and reporting of the assessments.
    f. States in the Consortium will report student, school, district and state results based upon a single common set of rigorous achievement standards. Additionally, states in the consortium may choose to report student achievement benchmarked to a variety of achievement standards including NAEP, international assessments, and benchmarks predictive of student success in college and careers.
    g. States in the Consortium will use the summative assessment system to measure school and district effectiveness to meet federal accountability requirements
    h. The assessments will be designed based on principles of Universal Design and will be consistent with professional standards as described by the APA/AERA/NCME *Standards for Educational and Psychological Testing*.
    i. The Consortium will coordinate with the MOSAIC consortium as appropriate and with other interested multi-state formative and benchmark assessment initiatives so that schools and districts will have access to a variety of high quality instructionally supportive assessment options that together yield a coherent balanced assessment system.
    j. The assessment system will use open source software applications accessible to any vendor procured by states in the Consortium.

k. States in the Consortium will create and adhere to common administration guidelines including accommodations and allowable tools and assistive devices based on high quality research regarding student learning and assessment.
l. Grant funds allocated to LEAs will in part be used to ensure participation opportunities for teachers. The estimated allocation and purpose of funds will be described in the budget section of the proposal.
m. States in the Consortium will participate in common procurement practices and deliverables to the extent the procurements are directly related to Consortium-wide activities described in the proposal. Lead states will construct a procurement process taking into account minimum procurement standards used in all participating states.
n. States in the Consortium will share a common reporting format consistent with a goal of aligning reporting systems.
o. States in the Consortium will share common security protocols regarding test items.
p. States in the Consortium will work with their institutions of higher education and teacher preparation institutions to ensure teachers are prepared to use and contribute to the summative assessment system.

This non-binding Memorandum of Understanding shall be effective beginning with the date of the last signature hereon:

Lead State SEA Superintendent/Chief/Commissioner
(or equivalent authorized signatory)

Signature

1/06/10
Date

Tony Evers
Print Name

State Superintendent
Title

Please sign and date this agreement by no later than January 8th, 2010.
FAX signed copy to Tony Alpert at: (503) 378-5156 or email scanned copy to Tony.Alpert@state.or.us

States participating in the SMARTER consortium

The following states have submitted a signed Memorandum of Understanding (MOU) to participate in the Summative Multi-State Assessment Resources for Teachers and Educational Researchers (SMARTER) consortium to provide high-quality summative assessments.

State	Date SMARTER MOU-Received	Lead or Participating State
Nebraska	January 4th, 2010	Lead
Washington	January 4th, 2010	Lead
Hawaii	January 4th, 2010	Lead
Wyoming	January 5th, 2010	Lead
Utah	January 5th, 2010	Lead
Tennessee	January 5th, 2010	Lead
Wisconsin	January 6th, 2010	Lead
Kentucky	January 6th, 2010	Participating
Kansas	January 6th, 2010	Participating
Minnesota	January 6th, 2010	Lead
Michigan	January 6th, 2010	Participating
Ohio	January 6th, 2010	Participating
South Carolina	January 6th, 2010	Participating
Oregon	January 6th, 2010	Lead
Montana	January 8th, 2010	Participating
Illinois	January 8th, 2010	Lead
Idaho	January 7th, 2010	Lead
Delaware	January 7th, 2010	Lead
Mississippi	January 11th, 2010	Participating
District of Columbia	January 11th, 2010	Participating
Total # of states that have submitted signed MOUs for SMARTER	**20**	

Listed below are the states that have submitted a signed MOU to participate in SMARTER. In addition, also included are those states that have submitted formal statements of their intent to participate in SMARTER, but are not able to submit a signed MOU in time for the Race To the Top first round application deadlines.

State	Status of SMARTER MOU
Nebraska	Signed
Washington	Signed
Hawaii	Signed
Wyoming	Signed
Utah	Signed
Tennessee	Signed
Wisconsin	Signed
New Mexico	To be signed after AG review
Kentucky	Signed
Kansas	Signed
Minnesota	Signed
Michigan	Signed
Ohio	Signed
South Carolina	Signed

Oregon	Signed
Montana	Signed
Illinois	Signed
Idaho	Signed
Delaware	Signed
Mississippi	Signed
District of Columbia	Signed
Colorado	To be signed 1/12/09
Anticipated total # of states that will participate in SMARTER	**22**

MOU for a State Consortium Developing Balanced Assessments of the Common Core Standards

This Non-Binding Memorandum of Understanding ("MOU") is entered into by and between the Balanced Assessment Consortium and __Wisconsin_____("Your State"). The purpose of this agreement is to establish a framework of collaboration for states in supporting assessment of the common core standards. The agreement also articulates tasks in support of a Multi-State Consortium in its implementation of an approved Standards and Assessment Section of a Race to the Top grant. The MOU outlines a set of working principles, the roles of states and local districts within the consortium, and a set of tasks that the Consortium would undertake.

Working Principles

A consortium of states developing a balanced assessment system for evaluating the common core standards would start with working principles derived from an examination of successful state systems in the U.S. and high-achieving systems internationally. For example:

1) **Assessments are grounded in a thoughtful, standards-based curriculum and are managed as part of a tightly integrated system of standards, curriculum, assessment, instruction, and teacher development.**

- Curriculum guidance is lean, clear, and focused on what students should know and be able to *do* as a result of their learning experiences. Assessment expectations are described in the curriculum frameworks or course syllabi and are exemplified by samples of student work.
- Curriculum and assessments are organized around a well-defined set of learning progressions within subject areas. These guide teaching decisions, classroom-based assessment, and external assessment.
- Teachers and other curriculum experts are involved in developing curriculum and assessments which guide professional learning and teaching. Thus, everything that comes to schools is well-aligned and pulling in the same direction.

2) **Assessments elicit evidence of actual student performance on challenging tasks that prepare students for the demands of college and career in the 21st century.** Curriculum and assessments seek to teach and evaluate a broad array of skills and competencies that generalize to higher education and work settings. They emphasize deep knowledge of core concepts within and across the disciplines, including problem solving, analysis, synthesis, and critical thinking, and include essays and open-ended tasks and problems, as well as selected response items.

3) **Teachers are involved in the development of curriculum and the development and scoring of assessments.** Scoring processes are moderated to ensure consistency and to enable teachers to deeply understand the standards and to develop stronger curriculum and instruction leading to greater student proficiency. The moderated scoring process is a strong professional learning experience that helps drive the instructional improvements that enable student learning, as teachers become more skilled at their own assessment practices and their development of curriculum to teach the standards. The assessment systems are designed to increase the capacity of teachers to prepare students for the contemporary demands of college and career.

4) **Assessments are structured to continuously improve teaching and learning**. Assessment *as*, *of*, and *for* learning is enabled by several features of assessment systems:

- The use of school-based, curriculum-embedded assessments provides teachers with models of good curriculum and assessment practice, enhances curriculum equity within and across schools, and allows teachers to see and evaluate student learning in ways that can feed back into instructional and curriculum decisions.

- Close examination of student work and moderated teacher scoring of both school-based components and externally developed open-ended examinations are sources of ongoing professional development that improve teaching.

- Developing both school-based and external assessments around learning progressions allows teachers to see where students are on multiple dimensions of learning and to strategically support their progress.

5) Assessment and accountability systems are designed to improve the quality of learning and schooling. Assessments aim to encourage and support the learning of ambitious intellectual skills in the way they are designed and used for informing teaching, learning, and schooling. Accountability systems publicly report outcomes and take these into account, along with other indicators of school performance, in a well-designed system focused on continual improvement for schools.

6) Assessment and accountability systems use multiple measures to evaluate students and schools.

Multiple measures of learning and performance are used to evaluate skills and knowledge. Students engage in a variety of tasks and tests that are both curriculum-embedded and on-demand, providing many ways to demonstrate and evaluate their learning. These are combined in reporting systems at the school and beyond the school level. School reporting and accountability are also based on multiple measures. Assessment data are combined with other information about schools' resources, capacities, practices, and outcomes to design intensive professional development supports and interventions that improve school performance.

7) New technologies enable greater assessment quality and information systems that support accountability.

New technologies enhance and transform the way the assessment process is developed, delivered, and used, providing adaptive tools and access to information resources for students to demonstrate their learning, and providing appropriate feedback by supporting both teacher scoring and computer-based scoring (now possible for both selected response and some forms of constructed-response items). By using technology to reduce costs for delivery of more open-ended assessment formats, scoring, and reporting, resources can be redirected to improvements in assessment quality.

Technology also organizes data about student learning, enhancing system accountability for instruction and reporting by providing more efficient, accurate, and timely information to teachers, parents, administrators, and policymakers. Technology helps to integrate information at as part of longitudinal data systems, contributing to a rich profile of accomplishment for every student.

State and Local Roles within a Consortium

States working within the Consortium would:

- Adopt and augment the Common Core standards as appropriate to their context.

- Create and deploy curriculum frameworks that address the standards—drawing on exemplars and tested curriculum models.
- Build and manage an assessment system that includes both on-demand and curriculum-embedded assessments that evaluate the full range of standards and allow evaluation of student progress. The Consortium may develop both joint assessments (commonly implemented by states) as well as other assessment tasks and items linked to the standards (and grounded in curriculum units) that can be incorporated into states' individual assessment plans for formative or summative purposes.
- Develop rubrics that embody the standards, and clear examples of good work, benchmarked to performance standards.
- Create oversight / moderation / audit systems for ensuring the comparability of locally managed and scored assessment components.
- Ensure that teacher and leader education and development infuse knowledge of learning, curriculum, and assessment.
- Implement high-quality professional learning focused on examination of student work, curriculum and assessment development, and moderated scoring.

Districts and schools would:

- Examine the standards and evaluate current curriculum, assessment, and instructional practice in light of the standards.
- Evaluate state curriculum guidance, and further develop and adapt curriculum to support local student learning, select and augment curriculum materials, and continually evaluate and revise curriculum in light of student learning outcomes.
- Incorporate formative assessments into the curriculum, organized around the standards, curriculum, and learning sequences to inform teaching and student learning.
- Participate in administering and scoring relevant portions of the on-demand and curriculum-embedded components of the assessment system, and examining student work and outcomes.
- Help design and engage in professional development around learning, teaching, curriculum, & assessment.
- Engage in review and moderation processes to examine assessments and student work, within and beyond the school.

Tasks the Consortium Would Undertake

The consortium of states would build on successful efforts already launched in a number of states, seeking to integrate the best knowledge and exemplars from existing efforts, so as to use resources efficiently, take advantage of well-tested approaches, and avoid reinventing the wheel. It would bring together leading curriculum and assessment experts to advise and support efforts to create a system for evaluating the Common Core, building on the most credible and well-vetted knowledge available in the field. With these supports, the Consortium could:

1. Support the Development of Curriculum Frameworks: When the Common Core standards have been released, vetted, and adopted, consortia of states would work with curriculum and assessment experts to develop (or adapt from previously successful work) curriculum frameworks, syllabi, and other materials mapped to the standards. There has been enormous investment in the United States in high-quality curriculum, for example through NSF and other

organizations at the national level, and in many states and districts. Other English-speaking nations have also developed high quality curriculum materials linked to standards and learning progressions that could be evaluated in this process. This effort would inventory and cull from efforts with a strong evidence base of success to support states in building out curriculum frameworks around which they can organize deeper curriculum development at the local level, state and local assessment development, instructional supports, and professional development.

2. Create a Digital Curriculum and Assessment Library: The results of this effort should ultimately be made available on-line in a digital platform that offers materials for curriculum building and, eventually, model syllabi for specific courses linked to the standards, formative and summative assessment tasks and instruments linked to the curriculum materials, and materials for training teachers and school leaders in both strategies for teaching specific curriculum concepts / units and assessment development and scoring. In addition, as described below, an electronic scoring platform supporting training, calibrating, benchmarking, and reporting would be developed and made available across the states.

3. Develop State and Local Assessments: The state consortium would work to create a **common reference examination, which includes selected-response, constructed response and performance components** aimed at higher-order skills, linked to the Common Core standards for grades 3-8, like the NECAP assessment recently developed by a set of New England states. This assessment would be designed to incorporate more rigorous and analytic multiple-choice and open-ended items than many tests currently include and would include strategically selected curriculum-embedded performance assessments at the classroom level that can be part of the summative evaluation, while also providing formative information.

These curriculum-embedded components would be developed around core concepts or major skills that are particularly salient in evaluating students' progress in English language arts and mathematics. (Eventually, work on science could be included.) Exemplars to evaluate and build upon are already available in many states and in nations like England that have developed a set of "tests and tasks" for use in classrooms that help teachers evaluate students' learning in relation to well-described learning progressions in reading, writing, mathematics, and other subjects.

Curriculum-embedded components would link to the skills evaluated in the "on-demand" test, allowing for more ambitious tasks that take more time and require more student effort than can be allocated in a 2 or 3-hour test on a single day; these components would evaluate skills in ways that expect more student-initiated planning, management of information and ideas, interaction with other materials and people, and production of more extended responses that reveal additional abilities of students (oral presentations, exhibitions, and product development, as well as written responses) that are associated with college and career success.

In the context of summative assessments, curriculum-embedded tasks would be standardized, scored in moderated fashion, and scores would be aggregated up to count as part of the external assessment. Curriculum-embedded assessments would also include marker tasks that are designed to be used formatively to check for essential understandings and to give teachers useful information and feedback as part of ongoing instruction. Thoughtful curriculum guidance would outline the scaffolding and formative assessment needed to prepare students to succeed on the summative assessments.

All components of the system would incorporate **principles of universal design** that seek to remove construct-irrelevant aspects of tasks that could increase barriers for non-native English speakers and students with other specific learning needs. In addition, designers who are skilled at developing linguistically supportive assessments and tests for students with learning disabilities would be engaged from the beginning in considering how to develop the assessments for maximum access, as well as how to design appropriate accommodations and modifications to enable as many students as possible to be validly assessed within the system.

The emphasis on evaluating **student growth over time** and on tying standards to a conception of learning progressions should encourage a growth oriented frame for both the "on-demand" examination and the more extended classroom assessments. The Consortium may consider the viability of incorporating computer-based adaptive testing that creates vertically scaled assessments based on the full range of learning progressions in ELA and math. This would allow students to be evaluated in ways that give greater information about their abilities and their growth over time. This approach would not preclude the evaluation of grade-level standards, which could be part of any students' assessment, nor would it preclude a significant number of constructed response, open-ended items, as the technology for machine-scoring structured open-ended items is now fairly well-developed. Strategic use of partial teacher scoring for these items would also be a desirable element of the system to support teachers' understanding of the standards and assessments, and their planning for instruction.

The emphasis on evaluating student growth should also inform the development of the curriculum-embedded elements of the system, which should be selected or developed to strategically evaluate students' progress along the learning continuum. Centrally developed tasks administered and scored by teachers with moderation (see below), using common rubrics, would be part of the set of reported scores. In states with experience and capacity, it may be possible to begin to incorporate information about student learning that teachers develop from their own classroom evidence, linked to the standards and learning progressions and guided by the curriculum frameworks. This could be an optional aspect of the Consortium's work for states and communities with interest and capacity.

At the **high school level**, the Consortium might explore one or both of two options for assessment:

- **Course- or syllabus-based systems** like those in England, Australia, Singapore, Hong Kong, Alberta (Canada), as well as the International Baccalaureate. Generally conceptualized as end-of-course-exams in this country, this approach should become a more comprehensive course assessment approach like that pursued in these other countries. Such an approach would include within-course performance assessments that count toward the examination score, as well as high-quality assessment end-of-course components that feature constructed response as well as selected response items. Within-course performance assessments would tap central modes of inquiry in the disciplines, ensuring that students have the opportunity to engage in scientific investigations, literary analyses and other genres of writing, speaking and listening; mathematical modeling and applications; social scientific research. Such an approach might require an ELA and math assessment at a key juncture that evaluates an appropriate benchmark level for high school standards, and then, as in high-achieving nations, allow for pursuit of other courses/ assessments that are selected by students

according to their interests and expertise. These could serve as additional information on the diploma for colleges and employers.

- **Standards-driven systems** that might include a more comprehensive benchmark assessment in ELA and mathematics complemented by collections of evidence that demonstrate students' abilities to meet certain standards within and across the disciplines. This set of assessments would allow more curriculum flexibility in how to meet the standards. Systems like these are used in some provinces in Canada and Australia, in states like Rhode Island, Wyoming, Nebraska, and New Hampshire, and in systems of schools like the New York Performance Standards Consortium, the Asia Society, and Envision Schools. Sometimes these sets of evidence are organized into structured portfolios, such as the Technology portfolio in New Hampshire and the broader Graduation portfolios in these sets of schools that require specific tasks in each content area, scored with common rubrics and moderation.

- **A mixed model** could combine elements of both course- and standards-driven models, allowing some demonstrations of proficiency to occur in any one of a range of courses (rather than a single, predetermined course) or even outside the bounds of a course, like the efforts by some states to allow students to pass courses via demonstrations of competence rather than seat time (e.g. NH, OH). Such a system could also include specific components intended to develop and display research and inquiry skills that might also be interdisciplinary, such as the Project Work requirements in England, Singapore, and the International Baccalaurate, and the Senior Project requirements in Pennsylvania and Ohio.

4. Develop Moderation and Auditing Systems for Teacher-Scored Work: The consortium would develop protocols for managing moderation and auditing systems and training scorers so as to enable comparable, consistent scoring of performance assessments. In other nations' and states' systems that include these features routinely, procedures have been developed to ensure both widespread teacher involvement – often as part of professional development time – and to create common standards and high levels of reliability in evaluating student work. A range of models are possible, and the consortium would serve as a resource to individual states in developing and implementing strong, efficient approaches.

5. Develop Technology to Support the Assessment System: Technology should be used to enhance these assessments in a number of ways: by delivering the assessments; in on-line tasks of higher-order abilities, allowing students to search for information or manipulate variables and tracking information about the students' problem-solving processes; in some cases, scoring the results or delivering the responses to trained scorers / teachers to assess from an electronic platform. Such a platform may also support training and calibration of scorers and moderation of scores, as well as efficient aggregation of results in ways that support reporting and research about the responses. This use of technology is already being used in the International Baccalaureate assessment system, which includes both on-demand and classroom-based components.

In order to gain the efficiency and cost benefits of machine scoring and the teaching and learning benefits of teachers' moderated scoring, a mixed system could be developed where computer-based scoring is incorporated on constructed response tasks where useful – though teachers would score some of these tasks for anchoring and learning purposes – while other tasks that require human scoring engage most teachers in scoring to support improvements in instruction.

RESPONSIBILITIES OF ALL SEAs PARTICIPATING IN THE CONSORTIUM

1) Each participating SEA in the Consortium will appoint a key contact person.

2) These key contacts from each State will maintain frequent communication with the parties administering the PALS Consortium to facilitate cooperation under this MOU.

3) Participating SEA grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period.

This Non-binding Memorandum of Understanding shall be effective beginning with the date of the last signature hereon:

SEA Superintendent/- Participating State Chief/Commissioner (or equivalent authorized signatory)

Signature _____ Date 1/06/10

Print Name Tony Evers Title State Superintendent

Please email this signed page to

Tammy Morrill
Tammy.Morrill@maine.gov

****PLEASE email by January 7, 2010****

Balanced Assessment Consortium Participation (Signed MOU)

List of States

1 Alabama
2 Arizona
3 Arkansas
4 California
5 Connecticut
6 Delaware
7 Illinois
8 Indiana
9 Georgia
10 Iowa
11 Kansas
12 Kentucky
13 Maine
14 Maryland
15 Massachusetts
16 Michigan
17 Mississippi
18 Missouri
19 Montana
20 Nebraska
21 New Hampshire
22 New Jersey
23 North Carolina
24 North Dakota
25 Ohio
26 Oklahoma
27 Pennsylvania
28 Rhode Island
29 South Carolina
30 South Dakota
31 Tennessee
32 Utah
33 Washington DC
34 West Virginia
35 Wisconsin
36 Wyoming

APPENDIX 18 - (B)(2)PALS Balanced Assessment list of participating states

PALS - STATES THAT HAVE SIGNED MOU as of 13th January 2010

Alabama
Arizona
Arkansas
California
Connecticut
Delaware
Illinois
Indiana
Kansas
Kentucky
Maine
Maryland
Massachusetts
Michigan
Mississippi
Missouri
Montana
New Hampshire
New Jersey
North Dakota
Ohio
Pennsylvania
Rhode Island
South Carolina
South Dakota
Utah
Washington DC
West Virginia
Wisconsin
Wyoming

January 15, 2010

Dr. Anthony Evers
State Superintendent
Wisconsin Department of Public Instruction
PO Box 7841
Madison, WI 53707-7841

Dear Superintendent Evers:

Achieve is pleased to confirm Wisconsin's participation in an assessment partnership committed to pursuing the development and implementation of summative assessments that are aligned to the common core standards, that can be used within states as part of statewide assessment systems, and that will enable comparability of results across a maximum number of states.

We have received your formal request to join the other states in this partnership and acknowledge your acceptance of the attached Statement of Principles which will guide our collective work.

Wisconsin's participation in this partnership is critical to its success. We look forward to continuing our important work together in the coming months.

Sincerely,

Michael Cohen
President

States Committed to Assessment Partnership
(As of 10:00 am EST on January 15, 2010)

1. Alabama
2. Arizona
3. Arkansas
4. California
5. Delaware
6. District of Columbia
7. Florida
8. Georgia
9. Hawaii
10. Illinois
11. Indiana
12. Kentucky
13. Louisiana
14. Maryland
15. Massachusetts
16. Michigan
17. Minnesota
18. New Hampshire
19. New Mexico
20. North Carolina
21. Ohio
22. Oklahoma
23. Pennsylvania
24. Rhode Island
25. Tennessee
26. Utah
27. Wisconsin

Comparing Student Performance on Common College- and Career-Ready Standards
Statement of Principles

Our state is committed to an education system that prepares all of our students for success in college, careers, and life in the 21st century. We believe in setting *high* expectations for our students and schools that are firmly grounded in what it takes to be successful. We believe in setting *common* expectations across states, and are committed to working with like-minded states to adopt common standards and assessment systems anchored in college and career readiness.

Our state supports common assessments that meet the following principles:

- Aligned to the common core standards
- Anchored in college and career readiness
- Allow for comparison of student results across a maximum number of states
- Enable to the maximum extent possible benchmarking performance against NAEP and international standards
- Cover grades 3 through 8 and high school, including college/career ready measures at the end of high school
- Address three overarching goals: measuring student proficiency, ensuring accountability, and improving teaching and learning
- Enable measurement of student achievement and growth
- Are summative in nature but designed in a manner consistent with more comprehensive assessment systems that also include interim and formative assessments
- Provide valid and reliable measures of student knowledge, understanding of, and ability to apply crucial concepts through the use of a variety of item types and formats
- Leverage technology and economies of scale in order to minimize costs and create assessments that accurately measure student performance
- Provide for timely release of results to better inform practice and support decision-making
- Include the assessment of students identified with disabilities and English language learners and to the extent feasible, use universal design principles

We understand that Achieve will work with other national partners to build on the work of the common core standards and convene states to pursue a common assessment strategy that meets these principles. We are prepared to work with Achieve and its partners in as large a consortium of states as possible to explore the development and implementation of summative assessments that are aligned to the common core standards, that can be used within states as part of statewide assessment systems, and that will enable comparability of results across states. We understand that in pursuing this effort, Achieve and its partners will work closely with other consortia that have been formed to explore areas of common ground and determine whether and how efforts could be combined to achieve comparability of results.

DATA USE AGREEMENT BETWEEN

Wisconsin Department of Public Instruction

and

University of Wisconsin
Wisconsin Center for Education Research (WCER)
Value-Added Research Center (VARC)

This Data Use Agreement is made and entered into on 09/14/09 by and between the **Wisconsin Department of Public Instruction (DPI)**, hereafter "Holder," and **University of Wisconsin Value-Added Research Center (VARC)**, hereafter "Recipient."

1. This agreement sets forth the terms and conditions pursuant to which Holder will disclose certain protected educational information, hereafter "PEI," in the form of a Limited Data Set to the Recipient.

2. Terms used, but not otherwise defined, in this Agreement shall have the meaning given the terms in the **United States Department of Education Regulations** 20 U.S.C. § 1232g; 34 CFR Part 99.

3. Purpose
   3.1 The statewide data are required to provide an important reference group for value-added analysis. Large districts, such as Milwaukee and Madison, require an external reference group to determine, for example, whether an "above average" school in the district is also "above average" in the state as a whole. Smaller districts and CESAs require the state reference group for the same reason, and for the additional reason that smaller districts with fewer schools have fewer bases for comparison without the state reference group.

   3.2 The VARC analysis provides information about both attainment and growth that can be used to improve educational outcomes. Including student variables such as economic status allows the model to control for student differences, thereby allowing "apples to apples" comparisons necessary to make inferences about school effectiveness. This work is expected to assist districts with data-informed decision making, promote assessment literacy, and improve our understanding of value-added modeling for various educational entities. The modeling done by VARC is transparent and subject to review by researchers and practitioners.

4. Permitted Uses and Disclosures
   4.1 Except as otherwise specified herein, Recipient may make all uses and disclosures of the Limited Data Sets necessary to conduct the research described herein:

   As a follow-up to the Wisconsin Statewide Value-Added Demonstration project, and in consultation with districts and Cooperative Education Service Agencies (CESAs), VARC proposes to make value-added determinations for all Wisconsin public schools, and to provide this information to DPI in a data file that meets the

requirements defined in section 5.7. To accomplish this, Holder will provide Recipient the Limited Data Set. Recipient may use the Limited Data Set in their contracted work with Wisconsin school districts, providing Recipient and contracted districts comply with district, state, and federal privacy rules (see section 5.5); and that Recipient provides an annual summary of this contracted work to Holder (see section 5.9).

4.2 In addition to the Recipient, the individuals, or classes of individuals, who are permitted to use or receive the Limited Data Set for purposes of the Research Project include: Robert Meyer, Ph.D., (Principal Investigator); Michael Christian, Ph.D.; Chris Thorn, Ph.D.; and other VARC staff directly involved with the collection and/or analysis of data. To the extent that the classes of persons are not part of the Recipient's workforce and are directly involved in the Research Project, the Recipient shall enter into a data agreement with the other classes of persons before such release of the Limited Data Sets.

5. Recipient Responsibilities

5.1 Recipient will not use or disclose the Limited Data Set for any purpose other than permitted by this Agreement pertaining to the Research Project or as required by law. If disclosure of data of any kind is deemed necessary it will take place only after prior notification of the Wisconsin Department of Public Instruction.

5.2 Recipient will use appropriate administrative, physical and technical safeguards to prevent use or disclosure of the Limited Data Set other than as provided for by this Agreement.

5.3 Recipient will report to the Holder any use or disclosure of the Limited Data Set not provided for by this Agreement of which the Recipient becomes aware within 24 hours of becoming aware of such use or disclosure.

5.4 Recipient will ensure that any agent, including a subcontractor, to whom it provides the Limited Data Set, agrees to the same restrictions and conditions that apply through this Agreement to the Recipient with respect to the Limited Data Set.

5.5 Recipient will not identify the information contained in the Limited Data Set. Any reports or materials developed by Recipient or subcontractors that use data provided under this agreement will not contain any personally identifiable information that is protected by the Family Educational Rights and Privacy Act (FERPA), 34 CFR 99; sec. 118.125 Wisconsin statutes; and low income information under the National School Lunch Act, 42 USC 1758(b)(2)(C)(iii) to (v). Recipient shall ensure that all reports and materials developed will include no personally identifiable information. Recipient shall implement suppression rules that prevent both direct and indirect disclosure of personally identifiable student information. Recipient will make these suppression rules available to Holder upon request.

5.6 Recipient will not contact the individuals who are the subject of the PEI contained in the Limited Data Set.

5.7 Recipient will provide to Holder, within 90 days of receiving the Limited Data Set, or on a date agreed upon by both parties, a data file containing the output of the statewide value-added analysis ("Results"). The Results shall remain the property of Recipient. Recipient grants to Holder at no cost a non-exclusive, non-transferable right to use, reuse, copy, and create derivative works of the Results, as Holder determines, at Holder's sole discretion. The format and content of the output file are to be mutually agreed upon, but shall at a minimum contain data required to produce a "value-added and attainment quadrant" for each school and district in the state against the state average (see sample reports in Meyer, et al., *Wisconsin Value-Added Model: A Demonstration Project Final Report*, May 2009). The output file shall include slope coefficients and standard errors for demographic variables at the state level. The output file shall include, for each school and district in the state, for both Reading and Mathematics, at a minimum:

- Value-added effect (in scale score and tier units)
- Standard deviation or standard error
- Confidence interval
- N
- state percentile
- WKCE percent proficient
- Value-added quadrant

5.8 Recipient will provide to Holder, within 90 days of receiving the Limited Data Set, or on a date agreed upon by both parties, a description of the statistical model used to generate the Results.

5.9 Recipient will provide to Holder a brief report summarizing use of and activities related to the statewide value-added analysis of the prior year, including at a minimum a list of districts and CESAs contracted for services using the state data set; questions, issues, and conclusions from the Research Project to date, and recommended next steps. This report shall be delivered to Holder not later than June 30, 2010 and each June 30 thereafter if additional data are provided to Recipient. The report shall be property of DPI and shall be of publishable quality as defined in the *Publication Manual of the American Psychological Association, 5e.*

6. Term and Termination

6.1 The terms of this Agreement shall be effective as of 09/14/09 and shall remain in effect until all PEI in the Limited Data Sets provided to the Recipient are destroyed or returned to the Holder.

6.2 The terms of this Agreement shall govern use of existing data (provided for the demonstration project) from the 2005-06, 2006-07, and 2007-08 school years; data for the 2008-09 school year; and, if requested by Recipient and provided at Holder's sole discretion, school years 2009-10, 2010-11, 2011-12, and 2012-13.

6.3 Upon the Holder's knowledge of a material breach of this Agreement by the Recipient, the Holder shall provide an opportunity for Recipient to cure the breach or

end the violation. If efforts to cure the breach or end the violation are not successful within the reasonable time period specified by the Holder, the Holder shall discontinue disclosure of PEI to the Recipient. The Holder shall immediately discontinue disclosure of the Limited Data Set to the Recipient if the Holder determines cure of the breach is not possible.

6.4 Both Holder and Recipient shall have the right to terminate this Data Use Agreement for any reason by providing sixty (60) days notice of termination of this Data Use Agreement to the other party (Holder or Recipient).

7. General Provisions

7.1 Recipient and Holder understand and agree that individuals who are the subject of Personal Educational Information are not intended to be third party beneficiaries of this Agreement.

7.2 This Agreement shall not be assigned by Recipient without the prior written consent of the Holder.

7.3 Each party agrees that it will be responsible for its own acts and the results thereof to the extent authorized by law and shall not be responsible for the acts of the other party or the results thereof.

8. Data Confidentiality and Security

8.1 Recipient shall implement and adhere to policies and procedures that restrict access to the Limited Data Set. A complete list of individuals with access to the Limited Data Set will be identified and maintained.

8.2 Persons retrieving data/using data from the Limited Data Set will never copy any student-level data to a laptop/desktop hard drive for any reasons. Tables and charts to be included in a project report will be acceptable to store outside of the secure hard drive or other secure data storage where the Limited Data Set is stored.

8.3 All individuals permitted to use or receive the Limited Data Set for purposes of the Research Project shall read and agree to follow the pupil data access policy and procedures in **DPI Policy Bulletin 4.300** (attachment 2) and in the **Student Data Access Policy and Procedures Guidebook** (attachment 3). These documents were developed to ensure proper handling of pupil data in order to maintain privacy and confidentiality. All individuals using or receiving the Limited Data Set must follow the data access procedures on pages 18 and 25, and sign and return to Holder the **Data Access Form**, PI-1274, on page 19 in the guidebook.

9. Transmission of Data

9.1 All student data will be sent to the Recipient via a secure FTP or other method selected by the Holder.

9.2 During this transmission data will be secured based upon a method selected by the Holder.

10. Data storage

10.1 Student data will be kept, for a period not to exceed 10 years, in a secure electronic format by the Recipient. All personally identifiable information connected with this Research Project shall be destroyed when no longer needed for the purposes for which the project was conducted. Recipient shall give Holder written notice of planned destruction of study records at least 30 days prior to such destruction. All student information will be permanently erased from Recipient's storage devices upon completion or termination of the project.

11. Data Elements

11.1 Attached is a Data Request (attachment 1) listing variables to be provided by Holder to Recipient for use with the Research Project. All data remains the property of Holder.

IN WITNESS WHEREOF, the parties hereto execute this agreement as follows:

Wisconsin Department of Public Instruction

Date: 9-16-09

By: Lynette Russell
Director, Office of Educational Accountability

Date: 09·16·2009

By: Rodney Packard
Pupil Data Policy Advisor

University of Wisconsin
Wisconsin Center for Education Research
Value-Added Research Center (VARC)

Date: 9/16/09

By: Mark Mc
(Title of recipient or person with authority to sign agreement for the recipient)

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
Wisconsin Department of Health Services, Division of Public Health

DATA EXCHANGE AGREEMENT

I. PARTIES

The parties to this agreement are the Wisconsin Department of Public Instruction (hereafter referred to as DPI) and Wisconsin Department of Health Services, Division of Public Health (hereafter referred to as DPH). This MOU is for data sharing for the Wisconsin Childhood Lead Levels and Educational Outcomes (WCLLEO) project. The University of Wisconsin-Madison, Population Health Sciences (hereafter referred to as UWPHS) has primary responsibility for research associated with this project and providing funding that enables this research. UWPHS has an MOU with DPH to share and analyze data. DPI will provide data to the DPH Wisconsin Childhood Lead Poisoning Prevention Program (WCLPPP) on behalf of parents that have elected to participate in this research and signed a UW Education Institutional Review Board (IRB) approved consent form.

II. TERM

This Agreement shall remain in effect for a period of two years from the signature date of the IT Director, DPI. Both parties may agree to renew, amend or terminate the agreement, unless sooner suspended under the terms and conditions set forth in Article XIII.

III. DEFINITIONS

A. The DPH data steward is the individual designated by the Division Administrator that will work to ensure all use of this data is in accordance with Family Educational Rights and Privacy Act (FERPA) and this agreement. In addition this person will coordinate and administer amendments to this agreement.

B. The DPI IT Director is the individual designated by the Agency Superintendent to perform day-to-day security functions, including:

1. Protecting the privacy of pupil data and adherence to FERPA

2. Monitoring compliance with this agreement by DPI staff.

3. Requesting that DPH terminate or modify access to this research data for any individual whose job functions or use of access merits such a change. Coordinate and administer amendments (attachments) to this agreement.

4. Coordinating data exchange request between DPI and DPH data steward.

5. Consult with the DPH data steward regarding access issue.

C. The DPI IT Director and DPH data steward are identified in Attachment A.

IV. PURPOSE

The purpose of this agreement is to allow the Wisconsin Department of Health Services, Division of Public Health (DPH) data extracts containing standardized test scores and other educational/demographic data obtained from the Wisconsin Student Assessment System (WSAS). Information obtained through the WSAS will be used by DPH in accordance with the *Research Participant Information and Consent Form*, the UW IRB application and DPH rules and regulations and solely for the following purposes: (1) study associations of children's blood lead levels with educational performance and (2) look at confounding variables such as enrollment in free/reduced lunch program and other school environment and child demographic variables.

V. DATA/INFORMATION TO BE PROVIDED AND PURPOSES

DPI WSAS data will be provided for the children identified by the DPH data steward and verified by DPI for the purposes of analyzing blood lead levels and standardized test scores. A signed parental consent form will be required before any WSAS data is released. The data extracts obtained from DPI are intended only for analyses in support of the WCLLEO project. Specific data items are listed in *Attachment B – WCLLEO Required WSAS Data Items*.

These following steps will be performed:

1) DPI will send a letter of request to the Wisconsin Childhood Lead Poisoning Prevention Program Manager (WCLPPP) (see attachment C). This request will ask the WCLPPP to provide a sample list of names of children who have been tested for blood lead and fit the overall requirements for inclusion in the study. This letter of request enables the DPH to share these data with DPI.

2) Once the letter of request has been made by DPI, a list of names (with DOB and gender) will be provided by the DPH data steward to DPI. This list will be matched with the DPI databases to determine a) if the child is currently enrolled in a Wisconsin Public School, b) if the child has taken the 4th grade WKCE or WAA and c) if consistent with School District Policy, the name of the school the child is presently attending. DPI will provide a comma delimited file within 3 weeks for those children who meet qualifications a) and b) and if appropriate the school most recently attended. The estimated time to complete this task is 5 working days.

3) Once WCLLEO staff have identified the sample for the study and obtained parental consent, the names of the first 100 children will be sent by the DPH data steward to DPI along with copies of the parental consents. DPI will provide WSAS identified variables for all of these children and return a comma delimited file within 2 weeks to the WCLPPP data steward. The estimated time to complete this task is 5 working days.

4) After the first 100 cases have been sent and the programming (by DPI) to create the datasets completed, subsequent groups of names and their consent forms will be sent to DPI. The response time for each subsequent group is estimated at 2 weeks. Up to 4,500 cases may be provided to DPI. The estimated time for the DPI IT team to complete this task for one subsequent group of 500 cases is one (1) working day.

5) DPI IT will be reimbursed for its efforts at a rate of $100/hour.

VI. OFFICIALS WITH AUTHORITY TO REQUEST INFORMATION

Officials with authority to request access to DPI data or changes to this agreement are identified in Attachment A. Only the DPH data steward will have complete access to DPI and DPH data. Analysts on the WCLLEO project will only have access to de-identified data, i.e., with name and address data removed. Contractors

and others working on recruitment of study subjects will have access to identifying information but not DPI test score data.

VII. REIMBURSEMENT FOR EXTRAORDINARY COSTS INCURRED BY DWD/DWS and/or DPI IN PROVIDING INFORMATION

Reimbursement for services required to administer and conduct this data exchange will be accomplished by purchase order through the University of Wisconsin-Madison, Population Health Sciences (UWPHS). DPI IT staff will submit project time sheets to UWPHS and this will be considered an invoice for services. UWPHS will then reimburse DPI as appropriate for documented work performed.

VIII. PROTECTION OF CONFIDENTIALITY: PROTECTION AGAINST UNAUTHORIZED ACCESS OR DISCLOSURE

The DPH and WCLLEO Project agree to comply with the following measures to protect the confidentiality of any information provided under this agreement and to protect such information against unauthorized access or disclosure:

A. DPH will not use the information for any purposes not specifically authorized under this agreement.

B. Paper documentation (consent forms) that DPI receives from DPH containing confidential pupil information shall be stored in a place physically secure from access by unauthorized persons in conformance with DPI security policy. DPI will store and maintain copies of signed consent forms in a locked cabinet until such time as they no longer require them and will destroy these documents. DPH will store confidential paper files in the same manner.

C. Information stored in electronic format, such as magnetic tapes or discs or on hard drives, shall be stored and processed in such a way that unauthorized persons cannot retrieve the information by any means.

D. DPH shall require all employees and WCLLEO personnel with access to the information covered under this agreement to sign a DPH confidentiality and nondisclosure agreement (Confidentiality - Non-Disclosure Acknowledgement – Employee - http://dhfsweb/forms/F8/F81020.doc; Confidentiality - Non-Disclosure Agreement – Contractor - http://dhfsweb/forms/F8/F81020A.doc) regarding the safeguarding of confidential client information required by State and Federal law.

E. DPH agrees that its requirements regarding confidentiality of information set forth in applicable state and federal statutes, administrative rules, employee handbooks, and policy manuals shall apply equally to information obtained under this agreement.

F. Confidential DPI information may only be accessed and utilized by authorized DPH employees and WCLLEO personnel, and only for the specific purposes as defined under Article IV. Discussion, use or release of this information by the DPH or any of its employees for any purposes other than those defined under Article IV is strictly prohibited.

IX. CONFIDENTIALITY ACKNOWLEDGMENT

The Authorized Representative of the DPH attests that all personnel with access to confidential information in the DPI datasets covered under this agreement will be required to adhere to the policies and procedures of DPH regarding confidentiality and the DPH confidentiality and nondisclosure form.

X. DISCLOSURE OF INFORMATION

In accordance with this agreement and in compliance with federal and state law, Wis. Stats. 146.82 and 255, the DPH will abide by the requirements of the UW IRB, the consent form signed by the parent and DPH rules and regulations regarding disclosure of information.

XI. SUSPENSION OF THIS AGREEMENT BY DPI FOR DEFAULT

Notwithstanding the term of this agreement as specified in Article II, the DPI shall suspend this agreement in accordance with state and federal requirements or within forty-five (45) days if no state/federal requirements apply, in the event of the following:

A. The UWPHS fails to reimburse the DPI for work performed as required by Article VII.

XII. SUSPENSION OF THIS AGREEMENT BY DPI FOR GOOD CAUSE

The provisions of Article XI, Section A above, apply as a last resort. Suspension of this agreement will typically not occur in isolated instances of the DPH staff committing a violation of this agreement.

XIII. CURE DEFAULT TO REINSTATE AGREEMENT

Any suspension of this agreement for the reasons specified in Article XI shall last until the DPI is satisfied that the DPH is again in compliance with the terms. If a new agreement is required, all drafting and associated work will be the responsibility of the DPI agreement coordinator.

XIV. SUSPENSION OR TERMINATION OF THIS AGREEMENT BY DPH

Upon forty-five (45) days written notice to the DPI, the DPH may suspend or terminate this Agreement without cause.

XV. SURVIVAL

The confidentiality and disclosure requirements in Articles IX of this agreement survive the termination, for whatever reason, of the agreement itself, subject to applicable state and federal laws.

XVII. AMENDMENT OF THIS AGREEMENT

All or part of this agreement may be amended at any time by written amendment signed by the Authorized Representative of the DPH and DPI. It is acknowledged that this agreement is subject to federal and state law, both of which are subject to change. If either applicable state or federal law changes, this agreement will be considered immediately modified in accordance with each such change, without notice or written amendment.

XVIII. IMPACT OF STATE OR FEDERAL LAW CHANGE

Each party agrees to give the other party written notice within thirty (30) days after becoming aware of any state or federal law change which may impact upon the performance of either party under this agreement.

SIGNATURE BLOCK

Approval of this agreement is given by the following:

Wisconsin Department of Public Instruction:

_____ _____

Rodney Packard, IT Director
Wisconsin Department of Public Instruction Date

DHS/DPH

_____ _____

Seth Foldy, MD, MPH Date
State Health Officer and Administrator
Division of Public Health
Wisconsin Department of Health Services

ATTACHMENT A

AGREEMENT COORDINATORS AND SECURITY OFFICERS

DHS/DPH hereby designates Jeff Havlena to serve as the data steward for WCLLEO, as specified in Article III (A) of this agreement. DPI hereby designates Rod Packard to serve as the agreement coordinator and security officer, responsible for approving all requests for access to DPI student level data.

ATTACHMENT B

WCLLEO Required WSAS Data Items

See Excel File "DPI variables.xls"

ATTACHMENT C

[DRAFT REQUEST FOR DPI TO REQUEST NAMES OF CHILDREN SUBJECT TO LEAD TESTING]

Margie Coons, Program Manager
Childhood Lead Poisoning Prevention Program
Wisconsin Department of Health Services

Dear Ms. Coons:

This is a request, pursuant to Wis. Stat. § 146.82 (2) (a) 5, for the names of a sample of children you will select from your program's database who have been tested for lead exposure. The purpose of this request is to enable the Department of Public Instruction to provide the Department of Health Services, Childhood Lead Poisoning Prevention Program, with data it needs for the study titled, Wisconsin Children's Lead Levels and Educational Outcomes. The data the Department of Public Instruction receives from the Department of Health Services in response to this request will not be released to anyone who is not involved in providing the information to you or with the study.

Sincerely,

Richard Grobschmidt
Assistant State Superintendent

ChildhoodLeadDataSharing_DPI

Appendix (D)(1)(i) - A

Wisconsin - Race to the Top
(D) Great Teachers and Leaders

The State's applicable statutes, regulations, or other relevant legal documents regarding Wisconsin alternative routes to certification for both teachers and principals.

Wisconsin Statute

115.28 (7) LICENSING OF TEACHERS. (a) License all teachers for the public schools of the state, make rules establishing standards of attainment and procedures for the examination and licensing of teachers within the limits prescribed in ss. 118.19 (2) and (3), 118.192 and 118.195, prescribe by rule standards and procedures for the approval of teacher preparatory programs leading to licensure, file in the state superintendent's office all papers relating to state teachers' licenses and register each such license.

Wisconsin Administrative Code PI 34

PI 34.17 Initial educator license. (6) LICENSE BASED ON EQUIVALENCY.
(c) An initial educator license may be issued to an applicant who has completed an alternative training program approved by the state superintendent that is provided by, but not limited to, a college or university, school, school district, CESA, consortia, technical college, private enterprise or agency. Each alternative training program shall be based on the standards under subchapter II and shall include assessment of candidate performance as measured against the standards, including any standardized examinations prescribed by the state superintendent for licensure.

(d) 1. The state superintendent shall insure that program providers under pars. (b) and (c) have adequate resources to support teaching by faculty and learning by students. The state superintendent shall insure that program providers under pars. (b) and (c) have sufficient budgetary resources to fulfill their mission and offer quality programs.

2. The program provider, in collaboration with the department, shall systematically evaluate and report to the public graduate performance in obtaining employment in Wisconsin schools or school districts as well as graduate performance in advancing from the initial to professional educator license and master educator license after the first 5 years of employment.

Wisconsin Educator Preparation Program Approval Handbook for the review of Wisconsin Alternative Route Programs that Prepare Educators for Wisconsin Schools

Available at: http://dpi.wi.gov/tepdl/vprogprovider.html

Appendix C:

Alternative Route Program Application Review

C

The PI 34 requirements for alternative route program approval are organized into six components. This tool, *Alternative Route Program Application Review,* is used during PHASE I when a program provider submits an application seeking approval to begin an alternative route to licensure program in Wisconsin. After reading the complete application, the review team uses this tool to record findings and to determine whether the alternative route program provider meets all the requirements for PHASE I program approval. The tool can also be utilized by the program provider to prepare the application materials.

Component I	**Program Purpose**
Component II	**Financial and Education Resources**
Component III	**Instructional Design**
Component IV	**Student Admission and Advising**
Component V	**Student Assessment**
Component VI	**Program Evaluation**

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Wisconsin Quality Educator Initiative PI 34
Wisconsin Department of Public Instruction
Tony Evers, State Superintendent

COMPONENT I – PROGRAM PURPOSE

The alternative-route to licensure program will fulfill an identified need in Wisconsin, has a mission/vision and research based philosophy, and has identified specific goals and objectives.			
PI 34 Item	**Application Requirement**	**Met**	**DPI Comment-Additional information required**
PI 34.17 (6) (c) Need	A description of the need for the program based on • research that supports the identified need and • data specific to Wisconsin.	☐ Yes ☐ No	
PI 34.17 (6) (c) Mission/Vision	A description of the program's mission/vision, including the name of the program and the program provider(s).	☐ Yes ☐ No	
PI 34.17 (6) (c) Philosophy	A description of the program's philosophy based on research that supports the philosophy.	☐ Yes ☐ No	
PI 34.17 (6) (c) Goals and Objectives	A description of the program goals and specific objectives for each goal, including goals and objectives which address: • increasing the diversity of Wisconsin educators and/or • eliminating shortages of licensed educators in specific license categories or in specific geographic locations.	☐ Yes ☐ No	

COMPONENT II – FINANCIAL AND EDUCATIONAL RESOURCES

The alternative –route to licensure program will have adequate educational and financial resources available to support the program.			
PI 34 Item	**Application Requirement**	**Met**	**DPI Comment-Additional information required**
PI 34.17 (6) (d) Financial Resources	A budget and supporting financial documentation which • ensures sufficient budgetary resources to fulfill the program mission and offer quality programs, • adequate resources to support teaching by faculty and learning by students, and • financial stability through program completion and follow-up.	☐ Yes ☐ No	
	A description of the • student fees and tuition costs that will be charged and • financial aid and scholarships available to students.	☐ Yes ☐ No	
	A description of the financial support or obligations due to collaborative or partnership efforts, if applicable.	☐ Yes ☐ No	
PI 34.17 (6) (d) Facility and Material Resources	A description of the program's • facilities and/or access to facilities and • instructional resources which • support teaching by faculty and learning by students.	☐ Yes ☐ No	
PI 34.17 (6) (d) Human Resources	A plan for all personnel in the program which will clarify roles and responsibilities and ensure educational and financial support for the program. Include position descriptions.	☐ Yes ☐ No	
	The name of the administrator identified for the program and their supporting qualifications.	☐ Yes ☐ No	
	The names of the faculty identified for the program and their supporting qualifications.	☐ Yes ☐ No	
	The names of clinical supervisors/ mentors identified for the program and their supporting qualifications.	☐ Yes ☐ No	
PI 34.17 (6) (d) Marketing	A marketing plan which includes both recruitment goals and strategies.	☐ Yes ☐ No	

COMPONENT III – INSTRUCTIONAL DESIGN

The alternative route program instructional design will ensure that individuals recommended for initial educator licensure will be proficient in the Wisconsin educator standards including the knowledge, skills and dispositions developed for each standard.			
PI 34 Item	**Application Requirement**	**Met**	**DPI Comment-Additional information required**
PI 34.02 PI 34.03 PI 34.04 Instructional Design	A description of the • instructional design of the program which confirms the program has • adopted the Wisconsin educator standards in PI 34 subch. II.	☐ Yes ☐ No	
	A description of the knowledge, skills, and dispositions that the program has developed for each educator standard.	☐ Yes ☐ No	
	A description of • how the instruction will lead to proficiency in the standards and • how it will be delivered to program participants.	☐ Yes ☐ No	
	A description of the common courses and/or experiences that will be part of the instructional design.	☐ Yes ☐ No	
	A description of how the program will determine the completion of a major or the equivalent of a major for content area licensure.	☐ Yes ☐ No	

The alternative route program instructional design will ensure candidates recommended for licensure in teaching, pupil services, or any administration programs where prior licensure is not a prerequisite will demonstrate knowledge and understanding of the statutory requirements and provisions identified in PI 34.15 (4) and s. 118.19.			
Item	**Application Requirement**	**Met**	**DPI Comment-Additional information required**
PI 34.15 (4) Cooperative Marketing and Consumer Cooperatives 118.19 (6)	A description of how the program will address **(a) Cooperative marketing and consumer cooperatives** for licenses in economics, social studies or agriculture.	☐ Yes ☐ No	
PI 34.15 (4) (b) Environmental Education 118.19 (6)	A description of how the program will address **(b) Environmental education** including conservation of natural resources for licenses in agriculture, early childhood, middle childhood to early adolescence, science and social studies.	☐ Yes ☐ No	

The alternative route program instructional design will ensure candidates recommended for licensure in teaching, pupil services, or any administration programs where prior licensure is not a prerequisite will demonstrate knowledge and understanding of the statutory requirements and provisions identified in PI 34.15 (4) and s. 118.19.			
PI 34 Item	**Application Requirement**	**Met**	**DPI Comment-Additional information required**
PI 34.15 (4) (c) Minority Group Relations 118.19 (8)	A description of how the program will address **(c) Minority group relations** for all licenses including all of the following: 1. The history, culture and tribal sovereignty of American Indian tribes and bands in Wisconsin.	☐ Yes ☐ No	
	2. The history, culture and contributions of women and various racial, cultural, language and economic groups in the United States	☐ Yes ☐ No	
	3. The philosophical and psychological bases of attitude development and change.	☐ Yes ☐ No	
	4. The psychological and social implications of discrimination, especially racism and sexism in the American society.	☐ Yes ☐ No	
	5. Evaluating and assessing the forces of discrimination, especially racism and sexism on faculty, students, curriculum, instruction, and assessment in the school program.	☐ Yes ☐ No	
	6. Minority group relations through direct involvement with various racial, cultural, language and economic groups in the United States.	☐ Yes ☐ No	
PI 34.15 (4) (d) Conflict Resolution 118.19 (9)	**(d) Conflict resolution** for all licenses including all of the following: 1. Resolving conflicts between pupils and school staff.	☐ Yes ☐ No	
	2. Assisting pupils in learning methods of resolving conflicts between pupils and between pupils and school staff, including training in the use of peer mediation to resolve conflicts between pupils.	☐ Yes ☐ No	
	3. Dealing with crisis, including violent, disruptive, potentially violent or potentially disruptive situations that may arise in school activities supervised by school staff as a result of conflicts between pupils or between pupils and other persons.	☐ Yes ☐ No	

The alternative route program instructional design will ensure candidates recommended for licensure in teaching, pupil services, or any administration programs where prior licensure is not a prerequisite will demonstrate knowledge and understanding of the statutory requirements and provisions identified in PI 34.15 (4) and s. 118.19.			
PI 34 Item	**Application Requirement**	**Met**	**DPI Comment-Additional information required**
PI 34.15 (4) (f) Reading and Language Arts 118.19 (12)	**(f) Teaching reading and language arts** using appropriate instructional methods including phonics for licenses to teach reading and language arts to pupils in grades PK to 6. In this paragraph "phonics" means a method of teaching beginners to read and pronounce words by learning the phonetic value of letters, letter groups and syllables.	☐ Yes ☐ No	
PI 34.15 (4) (g) Children with Disabilities	**(g) Procedures used for assessing and providing education for children with disabilities**, including roles and responsibilities of regular and special education providers.	☐ Yes ☐ No	
PI 34.15 (4) (h) Modifying curriculum	**(h) Modifying the regular education curriculum** when instructing pupils with disabilities.	☐ Yes ☐ No	

The alternative route program ensures candidates will complete clinical program requirements along with confirmation that the statutory requirement for student teaching is met (applicable for any teacher education program)			
PI 34 Item	**Application Requirement**	**Met**	**DPI Comment-Additional information required**
PI 34.15 (5) (a) Prestudent Teaching	A description of the pre student teaching or pre practicum experiences in the clinical program.	☐ Yes ☐ No	
PI 34.15 (5) (b) PI 34.15 (4) (e) Student Teaching 118.19 (3) (a) *full semester assignment for full days following the daily schedule and semester calendar of the cooperating school*	A description of the student teaching clinical program.	☐ Yes ☐ No	
	The student teaching clinical program ensures compliance with the statutory requirements identified in s. 118.19 (3) (a), Stats. for candidates seeking their first initial educator license to teach.	☐ Yes ☐ No	
	A description of the criteria for placements for student teaching.	☐ Yes ☐ No	
PI 34.15 (5) (c) Practicum *pupil services administration*	A description of the practicum experience for candidates seeking a pupil services or administrator license.	☐ Yes ☐ No	
	A description of the criteria for placements for practicum experiences.	☐ Yes ☐ No	
PI 34.17 (6) (c) PI 34.15 (5) Clinical program supervision and evaluation	A description of the qualifications, including appropriate licensure, established for on-site supervisor/ cooperating teacher/ mentor.	☐ Yes ☐ No	
	A description of the supervision and evaluation responsibilities of • the program supervisor, and • the on-site supervisor/ cooperating teacher/ mentor .	☐ Yes ☐ No	
	A description of the number of written evaluations from the program supervisor and the on-site supervisor/cooperating teacher/ mentor. Include examples of the developed evaluations.	☐ Yes ☐ No	
	The application includes a description of partnerships established with collaborating schools	☐ Yes ☐ No	

COMPONENT IV – STUDENT ADMISSION AND ADVISING

The alternative route program will ensure admission requirements for success in the program and in obtaining licensure and program advising to support candidates throughout the program.			
PI 34 Item	**Application Requirement**	**Met**	**DPI Comment-Additional information required**
PI 34.17 (6) (d) Admission	A description of the student admission process which addresses each of the following: • Degree requirements • GPA or equivalent • Prior experience • Interview process • Criminal background checks • Other (e.g. letters of reference, community involvement, etc.).	☐ Yes ☐ No	
	A description of policies the program has developed for exceptions or waivers to the admission process.	☐ Yes ☐ No	
	A description, if applicable, of the partnership agreement with an accredited IHE of granting a bachelors degree if students are not required to have a BS/BA degree for program admission.	☐ Yes ☐ No ☐ NA	
PI 34.17 (6) (d) Advising	A plan for student retention and career counseling.	☐ Yes ☐ No	
	A plan for dealing with students who are not successful.	☐ Yes ☐ No	
PI 34.17 (6) (d) Completion	A timeline for students to complete the proposed program.	☐ Yes ☐ No	

COMPONENT V – STUDENT ASSESSMENT

The alternative route program will ensure candidates are assessed on communication skills, human relations and professional dispositions, pedagogical knowledge, content knowledge, and clinical practice that will demonstrate proficiency in the Wisconsin educator standards (teacher, pupil services, and administrator).			
PI 34 Item	**Application Requirement**	**Met**	**DPI Comment-Additional information required**
PI 34.17 (6) (c) Assessment System	A description of the assessment plan and how it will ensure proficiency in the Wisconsin educator standards.	☐ Yes ☐ No	
	A description of the assessments of a student's communication skills* including: • Passing the Praxis I reading, writing, and math tests • Listening • Speaking • Media and Technology	☐ Yes ☐ No	
	A description of the multiple and ongoing assessments in human relations and professional dispositions.	☐ Yes ☐ No	
	A description of the multiple and ongoing assessments in pedagogy.	☐ Yes ☐ No	
	A description of the multiple and ongoing assessments in content knowledge including • Passing the Praxis II content exam • Performance tasks and levels of proficiency used to assess content knowledge.	☐ Yes ☐ No	
	A description of the multiple and ongoing assessments of the clinical practice including • Pre student teaching • Student teaching • Practicum	☐ Yes ☐ No	
	A description of the required documentation within a student's portfolio including • written evaluations from the clinical experiences and • documentation that will demonstrate proficiency in the educator standards, • pupil learning, and • student self reflection and self evaluation.	☐ Yes ☐ No	

* PI 34.01 (9) "Communication skills" means proficiency in reading, writing, mathematics, speaking, listening, media and technology including computers and emerging technology along with the ability to use those skills for instruction.

COMPONENT VI – PROGRAM EVALUATION

The alternative route program will systematically evaluate their program, conduct graduate follow-up studies as prescribed in PI 34.17 (6) (d) 2, and complete all state and federal reporting requirements.			
PI 34 Item	**Application Requirement**	**Met**	**DPI Comment-Additional information required**
PI 34.17 (6) (d) Program Evaluation	A plan for assessing how the program has reached its goals and objectives.	☐ Yes ☐ No	
PI 34.17 (6) (d) 2 Graduate Follow-up Studies	A description of how the program will systematically conduct graduate follow-up studies with candidates and employers and report to the public graduate performance in obtaining employment in Wisconsin schools and districts	☐ Yes ☐ No	
	A plan for tracking graduates in order to report to the public their progress through the stages of licensure including advancing from initial to professional educator license and master educator license after the first 5 years of employment.	☐ Yes ☐ No	
PI 34.17 (6) (d) 2 Federal reporting	A plan for collaborating with the department in the evaluation and reporting of graduate performance including completer data and Title II reporting requirements.	☐ Yes ☐ No	
PI 34.17 (6) (d) Program Improvement	A plan for using the information evaluated and reported to affect positive change in the program.	☐ Yes ☐ No	

Appendix (D)(1)(ii)

Wisconsin - Race to the Top
(D) Great Teachers and Leaders

A list of the alternative certification programs operating in the State under the State's alternative routes to certification (as defined in this notice), and for each:

- **The elements of the program:**

Teacher Licensure

Currently, nine alternative route programs prepare candidates for **teaching licenses**. These programs are operated by non-profit agencies, public and private colleges/universities, and a for-profit organization. Additionally, the state is divided geographically into 12 Cooperative Education Service Agency (CESA) regions. Each CESA serves as a link between the school districts within the CESA and the state. Three CESA agencies have state approved alternative route certification programs. The nine programs currently operating include:

Proficiency Based Licensure (PBL) – CESA 1

- ***On-the-job clinical model***: Candidates are hired as teachers of record then enroll in the program. Upon enrollment candidates participate in a number of performance assessments. A baseline profile which communicates proficiency levels is developed and reviewed with the candidate. Working closely with their coach, a learning plan is designed to address the needs determined by the baseline profile. Proficiencies are developed through professional learning communities, on-line support, and coach support. An ongoing performance-based assessment is used.
- ***Licenses offered***: Special Education, Bilingual/bicultural, Bilingual/Special Education; Early Adolescence-Adolescence Math and Science; and Early Childhood-Adolescence Business Education, English as a Second Language, World Language, Music, and Technology Education.

Residency in Teacher Education (RITE) – CESA 6

- ***On-the-job clinical model***: Qualified candidates must secure a teaching position in a school district unsuccessful in hiring a qualified applicant. After meeting qualifying criteria, candidates enroll in RITE to work towards full licensure. A summer academy begins the experience followed by weekend and evening accelerated instruction. Supervisors from RITE and mentors from each candidate's school district are assigned to work with candidates throughout the program.
- ***Licenses offered***: Special Education, Bilingual/bicultural and regional shortage areas.

Teacher Development Center (TDC) – CESA 7

- ***On-the-job clinical model***: Candidates who are hired by a school district in a high need area with an emergency license or permit are eligible to enroll and seek licensure in critical shortage areas. A one-two year accelerated, compacted, and performance-based intensive teacher preparation program. Teachers already licensed, are eligible to enroll to add on licensure in bilingual, early childhood, and special education licensure areas.

- ***Licenses***: Shortage areas and Bilingual/bicultural, Early Childhood, and Special Education.

College of Menominee Nation

- ***Student teaching clinical model***: This program was approved in 2008 to build on the community college associate degree in early childhood education. Candidates prepare for the completion of a bachelors degree and certification simultaneously. The preparation program focuses on the preparation of teachers for the Menominee Indian reservation school system. No candidates have completed the program yet.
- ***Licenses***: Early Childhood, Middle Childhood-Early Adolescence (grades 1-8)

Accelerated Teacher Certification - Concordia University Wisconsin

- ***Student teaching clinical model***: The program provides Early Adolescence-Adolescence (ages 10-21) and Early Childhood – Adolescence (birth to age 21) teacher preparation in many content areas of licensure. A candidate's major, transcripts, and experience are reviewed to determine program eligibility. Courses are offered in an accelerated format at three satellite campuses in Madison, Mequon, and Appleton. The program takes 16 months to complete, which includes a full semester of student teaching. The program is contemplating transitioning to a post-baccalaureate preparation program in the future.
- ***Licenses***: Critical shortage areas and regional shortage areas.

Milwaukee Teacher Education Center (mTec) – 501c non-profit

- ***On-the-job clinical model***: The mTec program has a partnership agreement to prepare and provide teachers for high-need areas identified by the Milwaukee Public Schools (MPS). Candidates must commit to a two-year employment agreement with MPS. The program will prepare teachers on demand to fill these shortage areas. The program also partners with other public school districts. Instruction is accelerated and mentor/coaches provide instructional support and induction support for candidates in program.
- ***Licenses***: Critical shortage areas and Special Education

Norda, Inc. Project Teaching and Norda, Inc. 10SPED – for profit organization

- ***Student teaching clinical model***: Career changers seeking to become teachers enroll in the program. Candidates prepare in a cohort model of instructional delivery and demonstrate competence in the teaching standards through a portfolio of evidence. An 18 week student teaching placement completes the process. Project Teaching prepares for shortage area licenses while 10SPED prepares for special education licensure.
- ***Licenses***: Critical shortage areas and Special Education

Urban Education Fellows – Alverno College and Mount Mary College

- ***On-the-job clinical model***: Candidates are employed in urban private schools in the Milwaukee area teaching in grades 1 through 8. Candidates complete a summer academy followed by cohort model of instruction through a two year period. Instruction is provided by private college partners. Mentor/coaches from the program provide continuous support and evaluate competence. A performance-based portfolio of evidence and oral defense is required to demonstrate competence in the teaching standards. Preparation included for the national board process.

- ***Licenses***: Middle Childhood-Early Adolescence (grades 1-8); anticipated expansion to Early Adolescence-Adolescence Math and Science

Alternative Careers in Teaching (ACT!) – University of Wisconsin-Oshkosh and University of Wisconsin-Fox Valley, anticipated expansion to include additional UW system two-year campuses

- ***Student teaching clinical model***: Candidates enroll in ACT! after completing an intensive interview and application process to elicit academic knowledge and prior learning. Prior work experience is considered in developing a plan of studies for each candidate. The program draws on instruction provided through UW-Oshkosh, a four-year bachelor degree granting institution and UW-Fox Valley, a two-year associate degree granting institution. ACT! is expanding to broaden their consortium with additional two-year UW system campuses.
- ***Licenses***: Early Adolescence-Adolescence Math and Science

Three alternative routes which began preparing candidates for teacher licensure in 2004 have stopped enrolling candidates or moved their programs into post-baccalaureate licensure programs; Marquette University, University of Wisconsin Green Bay, and University of Wisconsin Platteville. Data on these programs are provided in Table 1 that follows, as the last candidates recently completed or are currently completing the program.

Administrative Licensure

Currently, administrative licensure is offered through two alternative route programs. Candidates must complete a master's degree or the equivalent for most all administrator licenses. Candidates seeking a superintendent license, must complete a specialist degree or the equivalent for licensure.

New Leaders for New Schools

- ***On-the-job clinical model***: Candidates are recruited and trained as urban principals for Milwaukee Public Schools. Each candidate is employed as a principal while enrolled. Instruction, with an emphasis on urban leadership, begins with a summer academy provided through the national New Leaders project. A mentoring structure is in place to support candidates during the residency.
- ***Licenses***: Principal

Norda, Inc. WiscAd

- ***Practicum model or On-the-job model***: Candidates seeking to become school administrators, who already hold or are working towards a master's degree, enroll in the program. Some candidates are currently employed as administrators in high-need districts on emergency licensure. Other candidates complete a practicum experience while continuing to teach. Accelerated instruction and a competency based practicum experience offer a convenience to candidates.
- ***Licenses***: Principal, Director of Instruction, Director of Pupil Services and Special Education, Superintendent, and School Business Manager

One program, Partners Advancing Values in Education (PAVE) is no longer enrolling candidates in their program. However, data on the program are provided in Table 2 that follows, as the last candidates are completing their program.

- **The number of teachers and principals that successfully completed each of these alternative certification programs in the previous academic year.**
- **The total number of teachers and principals certified statewide in the previous year.**

Table 1

Alternative Route Program Provider	People certified to date	Licenses Issued Year 2004	Licenses Issued Year 2005	Licenses Issued Year 2006	Licenses Issued Year 2007	Licenses Issued Year 2008	Licenses Issued Year 2009
Teaching Licenses							
CESA 1-PBL	145	49	22	20	31	23	47
CESA 6-RITE	81	28	15	19	10	15	15
CESA 7-TDC	30			8	11	12	2
Concordia University-Wisconsin	131				40	66	28
MTEC	344	29	64	74	83	82	47
Norda, Inc. *Project Teaching 10SPED*	425	54	51	104	97	92	93
Urban Education Fellows	24		10	1	13	1	
ACT!	15				3	18	10
Marquette University	25		2	14	9	1	
University of Wisconsin Green Bay	3			1	2		2
University of Wisconsin Platteville	11		6	2	2	2	
Totals	**1,234***	**160**	**170**	**243**	**301**	**312**	**244**

*Candidates may have completed more than one license during their program preparation. The "*People certified to date*" column indicates an unduplicated count of individual people. The "*Licenses issued*" columns indicate the total amount of licenses issued to candidates during the given year.

Table 2

Alternative Route Program Provider	People certified to date	Licenses Issued Year 2004	Licenses Issued Year 2005	Licenses Issued Year 2006	Licenses Issued Year 2007	Licenses Issued Year 2008	Licenses Issued Year 2009
Administrative Licenses							
Norda, Inc. *WiscAd*	53			4	26	37	11
New Leaders for New Schools	7					4	3
PAVE	4			1	1		2
Totals	**64***			**5**	**20**	**27**	**11**

*Candidates may have completed more than one license during their program preparation. The "*People certified to date*" column indicates an unduplicated count of individual people. The "*Licenses issued*" columns indicate the total amount of licenses issued to candidates during the given year.

Appendix (D)(2)(ii)

Race to the Top Performance Measures Survey

1. **Please note that all survey responses are confidential.**
   LEA Name:
   LEA Number:
   Email Address:
   Phone Number:

2. **Student Growth Models**

Y N a) Other than the WKCE, our district tracks student progress across time (for example: MAPS, ThinkLink, etc.)
Y N b) Our district provides **teachers** with student growth data for their students, classes, and schools
Y N c) Our district provides **principals** with student growth data for their students, classes, and schools

TEACHER EVALUATION SYSTEM

3. **Does your district use any of these methods/models/measures <u>within your teacher evaluation system</u>?**

Y N a) State standardized test results – WKCE, WIDA-ACCESS
Y N b) Student growth models
Y N c) Classroom observations
Y N d) Portfolios containing teacher artifacts
Y N e) Analysis of classroom artifacts
Y N f) Teacher self reports of practices
Y N g) High school graduation rates; attendance rates
Y N h) College enrollment rates
Y N i) Evidence of leadership roles (mentoring, leading professional learning communities) that increase the effectiveness of other teachers in the school or LEA
Y N j) National Board Professional Teaching Standards certification
Y N k) Wisconsin Master Educator Assessment Process licensure
Y N l) A purchased product such as: *Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson; CLASS; Teacher Advancement Program (TAP), etc.

4. **We use our current <u>teacher evaluation</u> system results to:**

Y N a) Develop teachers – provide relevant coaching, induction support, and/or professional development based on teachers needs
Y N b) Compensate teachers – offer incentives, additional compensation, etc.
Y N c) Promote teachers – be given additional responsibilities or leadership roles
Y N d) Retain effective teachers – offer incentives to stay
Y N e) Grant tenure (non probationary status)
Y N f) Remove ineffective probationary and/or non probationary teachers after they have had ample opportunities to improve

PRINCIPAL EVALUATION SYSTEM

5. Does your district use any of these methods/models/measures <u>within your principal evaluation system</u>?

Y N a) State standardized test results – WKCE, WIDA-ACCESS
Y N b) Student growth models
Y N c) Building site visits
Y N d) Portfolios containing artifacts
Y N e) Principal self reports of practices
Y N f) High school graduation rates; attendance rates
Y N g) College enrollment rates
Y N h) Evidence of supportive teaching and learning conditions
Y N i) Instructional leadership
Y N j) Family and community engagement
Y N k) Wisconsin Master Educator Assessment Process Licensure
Y N l) A purchased principal evaluation product such as: *Vanderbilt Assessment of Leadership in Education (VAL-ED)*

6. We use our current <u>principal evaluation</u> system results to:

Y N a) Develop principals – provide relevant coaching, induction support, and/or professional development based on needs
Y N b) Compensate principals – offer incentives, additional compensation, etc.
Y N c) Promote principals – be given additional responsibilities or leadership roles
Y N d) Retain effective principals – offer incentives to stay
Y N e) Grant tenure (non probationary status)-
Y N f) Remove ineffective principals

Appendix (D)(3)(i)

Wisconsin - Race to the Top
(D) Great Teachers and Leaders

Wisconsin Teacher Quality Data 2007-08

School Type	# core academic classes	# core academic classes taught by HQ	% of core academic classes taught by HQ	# core academic classes taught by NOT HQ	% of core academic taught by NOT HQ
ALL SCHOOLS	**50,952**	**50,283**	**98.7**	**669**	**1.3**
Elem. High poverty	7,062	6,863	97.2	199	2.8
Elem. Low poverty	6,679	6,650	99.6	29	0.4
All Elementary	**27,082**	**26,796**	**98.9**	**286**	**1.1**
Secondary High Poverty	4,327	4,135	95.6	192	4.4
Secondary Low Poverty	7,109	7,067	99.4	42	0.6
All Secondary	**23,870**	**23,487**	**98.4**	**383**	**1.6**

1. Need for Project: Overview

Wisconsin has taken full advantage of federal advocacy and fiscal support for Longitudinal Data Systems (LDS) over the past four years. The state is poised to take dramatic positive steps towards a more comprehensive, informative, and efficient LDS.

Advancing and Enriching Education in Wisconsin: Leveraging Partnerships to Accelerate Progress toward A Meaningful Longitudinal Data System is a proposal that will enable our LDS to better meet the objectives of State Superintendent Tony Evers's goal that Wisconsin provide a quality education for every student, with every child a graduate prepared for further education and the workforce. We are committed to closing the achievement gap, preparing students to be innovative and productive members of the 21st century workforce, and successful participants in higher education. Specifically, we aim to:

- Accelerate postsecondary alignment through the distribution of sub grants to our partner institutions;
- Develop important new online licensure tools to gather meaningful information about educators, the institutions they attend, and workforce trends in education; and
- Forge new paths within the state by completing a feasibility analysis of including early childhood education program information in our LDS.

Our progress to date has been impressive. The foundation of our longitudinal data warehouse is fully functional, and we are piloting a new reporting and analysis tool, which will be widely available in January of 2010. Additionally, we are working to create consensus around common data elements with our postsecondary partners that will enable new research opportunities and program evaluations using longitudinal data. Wisconsin is confident the agenda items presented in this grant will propel our state further towards an LDS that includes easily accessed, high quality data used to inform instruction and improve education in general.

President Obama's recent visit to Wisconsin to discuss education was a testament to the hard work in our state, not only to pull out all stops to produce genuine change in how we educate our students, but also to develop a concrete plan to improve the quality and accessibility of the data we collect to inform that change. As President Obama said, states that are "committed to real change in the way they educate their children," and are "willing to hold themselves accountable…we'll offer you a big grant to help you make that plan a reality." The President went on to say, "In states like…Wisconsin, you're seeing steps taken…so we can have a clear look at how well our children are learning and what can be done to help them learn better."[1]

The Wisconsin Department of Public Instruction (DPI) is dedicated to leveraging current momentum—as evidenced by President Obama's recent visit as well as state legislative action to adjust state laws in accordance with Race to the Top requirements—to accelerate progress towards an LDS that will help us better understand the characteristics both of high quality teachers and students prepared to succeed in higher education. Such a data system must include

[1] Obama, Barack. Speech at Wright Middle School. Madison, Wisconsin, November 4, 2009.

information about our educators and the institutions in which they were trained, must link students with their teachers, and it must provide information about graduates of our public high schools that continue in higher education.

President Obama's visit to Wisconsin coincided with a period of dramatic legislative action to align our state laws with the priorities of Race to the Top and place us in a position to greatly improve the service we provide the students and families of our state. The legislature recently passed laws that will greatly change:

- How data are exchanged among DPI and institutions of higher education;
- What information can be collected about educators, and in what ways that information can be used; and
- The ability for DPI to create authentic and lasting change in school districts.

Specifically, the legislation—called by Governor Doyle a "critical step [to] move Wisconsin forward"—repeals a ban on allowing student test results to be used as part of teacher evaluation, authorizes DPI and institutions of higher education in the state to study each other's education programs, and requires the establishment of an LDS to collect and manage our student data. (Please see Appendix A for copies of the Acts referenced above.)

The result of four years of diligent work by DPI is apparent both in our technological capacities to maintain a quality, secure LDS as well as our broad stakeholder support for more comprehensive data exchange. Stakeholders in Wisconsin understand the importance of expanding our LDS to include information about our public school educators—including data from teacher preparation programs—and about our students' transitions to higher education. Additionally, state agency partners, such as the Wisconsin Department of Children and Families, are fully supportive of our efforts to expand our LDS and look forward to assisting with an exploration of early childhood education data possibilities.

This Grant Supplements Current Momentum

DPI currently has the infrastructure, support, and momentum to continue work towards goals aligned with our previous and current SLDS grants:

- The release and continued support of our first secure access reporting and analysis tool;
- The development of a comprehensive Data Dictionary to supplement our LDS and data reporting efforts;
- The creation of a course completion collection to be added into our longitudinal data warehouse;
- The integration of our Vocational Education Enrollment Reporting System (VEERS) data into the LDS;
- The harnessing of the information in our longitudinal collection, including the data from VEERS and our course completion collection, to design innovative and meaningful public and private reports.

However, progress beyond current efforts to add internal datasets into the LDS and develop interactive research and analysis tools to evaluate educational programs and interventions is not possible without additional fiscal support. In particular, valuable postsecondary connections will remain only minimally operative and time consuming if data standards and elements are not

aligned among DPI and postsecondary institutions. Additionally, though efforts to reorganize and revitalize our educator licensure system are widely supported and seen as an appropriate investment, a challenging fiscal reality in the state may leave the project stalled for years to come.

The agenda items we propose in this application represent a holistic approach to improving our data system. First, recognizing the pressing need to expand our LDS to include data beyond high school, we propose to include information about students in higher education. Second, in an effort to greatly improve the data we collect about educators—teachers and administrators—in our state, we propose to develop an integrated, online licensure system that will serve educators, districts, institutions of higher education, and a multitude of partner agencies in the state. Finally, to better understand the quality and impact of early childhood education programs, we intend to conduct an assessment and feasibility study of early childhood education data to include in our LDS.

The three agendas below supplement our current LDS work and compliment current efforts in the state. They also align with the requirements as stated in the Request for Applications (RFA)—that Wisconsin work to develop a system that includes postsecondary data, information about educators, and early childhood education data, all while leveraging partnerships to accelerate progress towards a meaningful and useful LDS.

1.1 Advancing Postsecondary Data Infrastructure: Leverage momentum to accelerate data sharing and interoperability among state education agencies

"And here is what we know: Over the course of a lifetime, those with a college degree -- and I want the young people here especially to listen to this -- over the course of a lifetime, those with a college degree earn over 60 percent more than those with only a high school diploma -- 60 percent more. Most of the fastest growing jobs require a bachelor's degree or more. This is what we were talking about earlier in the classroom. Four out of every 10 new jobs will require at least some advanced education or training within the next decade. So put simply, the right education is a prerequisite for success. There was a time when if you just got a high school education and you were willing to work hard, you could get a job in a trade or in the factory that paid a middle-class wage. And those days are declining. The currency of today's economy is knowledge."

-- President Barack Obama,
Speech to Wright Middle School
Madison, WI, Nov. 4, 2009

Current Capacities

The Wisconsin Department of Public Instruction began its first major effort to create an integrated, student level data system in 2004. At that time, Wisconsin already had a public reporting web portal, the Wisconsin Information Network for Successful Schools (WINSS). Thus, early initiatives focused on streamlining data collection and integrating existing data systems into our LDS.

DPI's first step in developing our LDS was to assign a unique student number to every public school student in the state. This was accomplished using the Wisconsin Student Locator System (WSLS)—a web application that 1) assigns the unique Wisconsin Student Number (WSN) to each student entering a Wisconsin Public School, 2) ensures that WSNs follow students from school to school within the state, 3) updates our database with any changes in student status, and 4) automatically corrects errors in information such as birthdays or spellings. This application enabled DPI to launch the Individual Student Enrollment System (ISES), our first statewide student-level collection, in 2005. More specifically, ISES is a web-based system that includes state defined data standards, which enabled Wisconsin to begin collecting longitudinal student-level data. In 2006, Wisconsin received its first SLDS grant and proceeded to build a student-level data warehouse using data from WSLS, ISES, and other external sources, such as ACT results. When combined, these operational and decision support systems enabled Wisconsin to begin eliminating data silos, greatly enhancing the quality and accuracy of our public and federal reporting, as well as our analytic program evaluation. Additionally, the LDS system reduced DPI's internal cost of meeting federally mandated reporting, while greatly improving the accuracy of data publicly available through WINSS.

Throughout this process, DPI has collaborated with postsecondary institutions, research organizations, state agencies and public officials to conduct timely and relevant research. In particular, key policy questions have focused on the PK-20 pipeline, examining student preparedness for higher education and the workforce, college access and affordability, and teacher preparation programs. As a result, DPI has developed three postsecondary partnerships: the Wisconsin Technical College System (WTCS), the University of Wisconsin System (UW System), and the Wisconsin Association of Independent Colleges and Universities (WAICU). Together these organizations form the backbone of the state's PK-16 education efforts.

The challenges Wisconsin faces in sharing data across the PK-16 spectrum are not unique. While the state has the capacity to share data among education and other agencies, varying data standards and elements, as well as the absence of a common PK-16 student identifier, requires the use of matching software and workaround strategies to link student data across agencies. Unfortunately, while the acquisition of advanced matching software has generated an impressive match rate for individual projects, it is a time consuming process that must be conducted each time a data request is made. Consequently, Wisconsin has the capacity to exchange PK-16 data, but seeks to establish an interoperable data system that can seamlessly and reliably exchange data among partners.

However, the older and often incompatible data systems maintained by different agencies present implementation challenges that require the same kind of data alignment and systems upgrades DPI has undergone with local education agencies (LEAs) in order to enhance interoperability and data exchange. Notably, the numerous data systems within our postsecondary education systems and among the various college and university campuses were developed thirty to forty years ago. The various upgrades, patches, and redevelopments have left a patchwork information technology (IT) infrastructure across the state, and it is not surprising that the cutting edge technology developed almost four decades ago has created legacy challenges for statewide interoperability. Since these systems were constructed independently, they will require substantial programming and infrastructure upgrades to align standards and create efficient and reliable interoperability.

Finally, while postsecondary campuses and LEAs maintain full student records, the postsecondary systems and DPI only collect certain student data elements, which are not consistent among postsecondary education systems and DPI. Consequently, DPI and our partners are currently working to establish a common set of core data elements and formats that can be aligned across systems to ensure the accuracy of student records matching and exchange. These elements may include, among others, a statewide student identifier, name, and birth date.

Each partner in our PK-16 data system faces different challenges in achieving interoperability. In particular, each partner maintains different data elements and verifies data at different points in time. This diversity of practice and capacity guarantees a complicated, slow exchange of data with limited usefulness, unless system upgrades and data alignments are done.

As part of our current SLDS grant, DPI has convened a stakeholder group to gather information and build consensus around integrating postsecondary agencies and data into the LDS. Along with our primary postsecondary partners, we have established the following challenges in building an interoperable link that bridges the data collection among DPI and our postsecondary partners:

Department of Public Instruction (DPI): DPI has a K-12 unique student identifier (the Wisconsin Student Number) and currently uses matching software to link data collected from postsecondary institutions and state agencies. This process is staff intensive, time consuming, and does not support ongoing, seamless data exchange.

In order for DPI's K-12 statewide student identifier to be integrated with our postsecondary partners, certain data elements will have to be standardized. Additionally, DPI is prohibited from collecting social security numbers, a sensitive data element used for matching records among some state agencies.

DPI has a variety of student, teacher, and school finance data collections that take place throughout the year. However, the student data from a given school year is not fully audited until December of the following school year. This may generate some lag or additional data errors within the PK-16 system.

University of Wisconsin System (UW System): UW System has had a student-level database for over thirty years, and can track students among UW campuses. While UW System has a powerful data system and the capability to exchange data, its data elements and standards do not currently align with other data systems.

Currently, campuses submit student records to UW System on a semester basis. In general, records do not include first and last name, instead utilizing a campus student identifier along with assorted other data elements for internal tracking. Names are included only for financial aid recipients in order to meet federal reporting requirements. However, the absence of student names from many records will present a record matching challenge. Additionally, the UW System data standard for date of birth contains month and year only, which will likely have to be aligned or bridged to facilitate seamless data exchange among partners.

Finally, UW System is already engaged in a massive IT project to redevelop its personnel management system. Consequently, allocating staff and financial resources to implement PK-16 alignment upgrades will be challenging without additional funding.

Wisconsin Technical College System (WTCS): WTCS may have the most extensive data collection of any education system. However, while it amasses a wealth of information from all of its more than fifty institutions, the data system architecture is very old, not easily queried, and maintained by a solo programmer. Due to system architecture and limited staff resources, WTCS has a limited ability to add new data elements, or manipulate current elements, at present.

WTCS colleges submit data throughout the academic year. These student demographic records include student name, date of birth, sex, ethnicity, and district student ID, when available. The data system also collects course information by student. This collection includes course enrollment, completion and grade; and grant activity data which includes a record for every student who was served by a state or federal grant administered by WTCS.

While its existing data sets are sufficient to establish a common set of data elements, the primary challenge for WTCS in implementing the PK-16 upgrades will be the limited staff and technological capacity to incorporate the statewide unique student identifier and align data standards.

Wisconsin Association of Independent Colleges and Universities (WAICU): WAICU is currently piloting a centralized data system to collect information from three of its members. Following the pilot phase, the scope and scale could be expanded to incorporate data from additional WAICU members.

In the WAICU system, students will be tracked by an individual identifier combined with the campus's Integrated Postsecondary Education Data System (IPEDS) unit identifier (UnitID). The data to be collected are largely de-identified. For example, a record may contain the student identifier, date of birth, or age, but not the student's name.

The challenges WAICU faces in participating in an interoperable PK-16 system are (1) staff resources, and (2) incorporating the common data elements and data standards necessary for seamless data exchange.

In November, Governor Jim Doyle signed *2009 Wisconsin Act 59* into law. This Act authorized DPI, UW System, WTCS, and WAICU to study each other's education programs, required a written agreement concerning such studies and data sharing, and required the establishment of a PK-16 LDS of student data.

Staff from each of the four partner education systems immediately began developing an overarching PK-16 compact to implement the system. Additionally, staff members are negotiating a series of subsequent memoranda of understanding to delineate and define data governance, security requirements, research protocols, and any relevant costs. We expect the compact will be signed by the end of the year, and that subsequent agreements will be reached by the end of the first quarter of 2010.

Additionally, DPI's ongoing efforts to bring together a wide array of postsecondary and state agency partners around creating a more robust PK-20 longitudinal data system—one that includes information about students before and after their time in the K-12 system—have been well received. Our current SLDS grant has funded development and consensus building work around integrating postsecondary student data into our LDS, both through Wisconsin's postsecondary education systems as well as through the National Student Clearinghouse.

Capacities to be Developed

The more robust system envisioned by Wisconsin's PK-16 stakeholders would enable a seamless exchange of data among institutions, authorized under state law and governed by an interagency data compact. It would include:

1. A set of common, aligned data elements, including:
   - a common student identifier,
   - other agreed upon common data elements, and
   - aligned data standards

2. An interoperable data exchange for research and reporting, which may include:
   - a system for secure file exchange,
   - protocols for authentication, user authorization. and FERPA compliance, and
   - capacity for ad hoc research requests and reporting capabilities

3. Sub grants for implementation of systems upgrades and data alignments necessary for interoperability across the PK-16 data exchange to our postsecondary partners:
   - the University of Wisconsin System (UW System)
   - the Wisconsin Technical College System (WTCS), and
   - the Wisconsin Association of Independent Colleges and Universities (WAICU)

1. **Establish a set of common, aligned data elements.** Efficient, seamless data exchange will require the three postsecondary partners and DPI to adopt and implement a common statewide student identifier, a set of common data elements, and a set of aligned data standards. The proposed common student identifier will be utilized in addition to other existing identifiers, and will be made available to other state agencies in order to facilitate broader data exchange when appropriate under federal and state law.

   As noted previously, the three postsecondary partners and DPI currently collect different data elements used to identify and match student unit record information. Since Wisconsin proposes to establish a data exchange, rather than a single data warehouse, a set of common elements will have to be established in order to validate record matches among systems as well as maintain data integrity and accuracy. Additionally, each education system currently maintains different data standards, which will have to be aligned or bridged for the key common data elements established by the partners.

2. **Create an interoperable data exchange for research and reporting.** Once common data elements and standards have been established, a system for data requests, approval, and secure file exchange will be established in accordance with the governance policies and

3. **Provide sub grants to our three postsecondary partners to upgrade their data infrastructure.** While our PK-16 data system efforts are underway, consensus building and planning will result in little institutional change without proper resources to enable our postsecondary partners to follow through on measures to create seamless interoperability and data exchange. In order to accelerate progress towards interoperability, DPI proposes to award sub grants to UW System, WTCS, and WAICU (postsecondary partners) for the development of structural capacity that will allow for interagency data sharing. DPI's current SLDS grant will support the systems upgrades or implementation work necessary to achieve seamless interoperability within our agency and the LDS.

Using Data to Support Improvement Efforts

Currently, Wisconsin uses data to support improvement, both in LEAs and statewide, through educational research, policy analysis, and program evaluation.

LEAs and student improvement: The capacity and quality of LEA data systems varies greatly across the state. While our districts meet federal and state reporting requirements, many smaller districts lack the technical infrastructure or staff expertise for sophisticated data analysis and collection.

To that end, DPI created the Wisconsin Information Network for Successful Schools (WINSS). This online reporting site provides publicly reported data on areas such as student achievement, school demographics, and attendance. However, this is an aggregate-level analysis tool, and therefore lacks the capacity for teachers and administrators to retrieve student-level performance data and analysis. Consequently, DPI plans to migrate all WINSS data into the LDS. Additionally, DPI has developed the Multi-Dimensional Analytic Tool (MDAT), which enables authorized users to examine individual student performance over time. Currently, data primarily travels from LEAs to DPI for reporting and analysis, though LEAs have some ability to download DPI data into their systems. Ultimately, DPI wants to develop more substantial two-way data sharing with LEAs; at present, local capacity varies too greatly for this to be effective.

Statewide education improvement**:** Wisconsin engages in a wide array of research partnerships on student improvement and educational strategies. For example, DPI has recently worked with the Value-Added Research Center at UW-Madison to study growth models, has facilitated a charter school study with La Follette School of Public Policy Professor John Witte, conducted research on the SAGE small class size program in K-3, and annually produces supply and demand reports on teacher employment.

Additionally, Wisconsin has a rich array of two-year community and technical colleges and is a national leader in awarding associates degrees. Furthermore, secondary, career, and technical

education programs are transforming courses to implement programs of study in high skill, high wage, and high demand career areas as well as career and technical education. To improve the transition to technical training and the workforce, DPI and Wisconsin school districts have worked with postsecondary partners on curricular alignment, credit transfer, and data exchange across the PK-16 system. The data collected through DPI's student level Vocational Education Enrollment Reporting System (VEERS), which will be integrated into the LDS under our current grant, is a rich complement to data on post-secondary readiness and course data—greatly informing student success in higher education and the workforce.

However, non-aligned data systems and complicated research agreements have often slowed down the study and improvement processes. As Wisconsin moves toward a more data-informed approach to education policy and school improvement, the state's recently enacted PK-16 data system legislation and proposed interoperability will greatly facilitate and expedite our research and analysis process.

1.2 Great Teachers & Leaders: Transition to a web-based, integrated teacher licensing system, greatly improving data quality and accessibility

DPI recognizes the need for readily available and reliable information about the educators in our state—where they received their degree and subsequent training, what type and category of license(s) they have, and for how long they have been teaching and where. We intend to create an online teacher licensure program which will result in greater data integrity, a more cohesive and reliable structure within current data collections, easier-to-access data, and valuable connections between DPI, institutions of higher education, our Cooperative Educational Service Agencies (CESAs, which serve as a service unit between the school district and the State Superintendent), and the 425 school districts in Wisconsin.

A comprehensive on-line licensure system will

- ✓ link agencies in the state, including LEAs, institutions of higher education, other state departments, and CESAs;
- ✓ expedite initial license application and renewal processes; and,
- ✓ store for more accurate and timely reporting—in our longitudinal data system—important data about educators, educator preparation programs, and licensure trends in the state.

Current Capacities

Wisconsin is proud of its educators, and strives to make certain that those educators are well-trained and receive appropriate support in the classroom. Driven by the beliefs that standards should guide what students know, and that greater accountability in a results-driven system improves student learning, the state has also taken steps to ensure that educators participate in career-long professional development. To address the needs to support educators—especially those new to the field—while requiring greater accountability, the State Superintendent appointed an Education Task Force in 1994. This task force was given a mission to study, develop, and propose a new system for preparing and licensing educators.

The result of the task force's work and recommendations was Wisconsin Administrative Code PI-34, or the Wisconsin Quality Educator Initiative. The Initiative, which was adopted in 2000, is built on the foundation of Wisconsin's Educator Standards. Simply put, the Quality Educator

Initiative put into place career-long professional development that includes a Professional Development Plan requirement for licensed initial educators. This Plan involves convening a team of trained educators to review, approve, provide support for, and verify completion of a new educator's professional development goals.

Charged with managing the requirements of PI-34, DPI's Teacher Education, Professional Development, and Licensing (TEPDL) Office is notably located in the Department's Division for Academic Excellence. The mission of this Office is:

- to serve and support the Wisconsin education community in meeting Wisconsin statutory and code requirements; and
- to ensure high quality educators and strong leadership in every school.

The Office does this by:

- aligning teacher education, professional development programs, and program approval and licensing to all components of Wisconsin's Quality Educator Initiative (PI-34);
- working to ensure that all Wisconsin educators are highly qualified licensed staff who have demonstrated the knowledge, skills, dispositions, and performances that substantiate competence in Wisconsin's standards;
- coordinating and providing leadership in the program approval process for all institutions of higher education in the state offering programs that prepare educators; and
- ensuring continued professional growth for educators using the licensing process for Initial, Professional, and Master Educators.

TEPDL serves an important function for the educators—teachers and administrators—of the state, as well as for LEAs, CESAs, and institutions of higher education.

As the primary regulator of PK-12 licensing in Wisconsin, TEPDL receives applications for over 35,000 license issuances or renewals each year, and currently manages licenses for over 225,000 educators. However, the state of TEPDL's licensure system is, by many standards, antiquated. DPI currently stores licensure data in a multitude of formats (including scanned documents), and data structures that are difficult to access, and even more difficult to manage. As a result, important analyses about teacher supply and demand, preparation programs, and quality remain beyond our reach. While current capabilities require a focus on process, our new system will allow for greater focus on information. The changes we propose will dramatically shift the methodology of TEPDL—and indeed, DPI—from a document-driven to a data-driven decision-making organization.

As it stands, the licensure process operates as efficiently as possible, given current capacity. Still, the system includes a labyrinth of steps. (TEPDL's Current Educator License Application Processing Flow is attached in Appendix A.) Staff must manually scan and input data into a variety of databases and image documents. A majority of the licensing staff's time is consumed with this data entry and paper handling. Time not consumed with data entry is often spent answering inquiries about either the current process or a specific application. Though TEPDL employees navigate the process well, many questions arise for educators attempting to apply for their initial license or renew existing licenses. Without doubt, the current process is confusing,

unwieldy, and slow. Additionally, DPI anticipates that the licensure workload will soon exceed staff resources, and budgetary concerns in the state portend challenges in hiring new positions.

TEPDL has already invested significant personnel time and fiscal resources in researching and initial planning of a potential online program. The team and its leadership are intensely dedicated to improving the system with which they work on a daily basis. They know that a better system, though convenient for staff in DPI, and certainly helpful for educators, will also input valuable information into our LDS that will allow DPI to better understand teacher training, supply, demand, and effectiveness, thereby enabling us to provide more focused support for our educators and the institutions that train them. They know that a better licensure system will ultimately improve education in Wisconsin.

Though the need for a new system to collect, store, and manage data about educators in Wisconsin is widely recognized within DPI and among key stakeholders in the State, previous efforts to update the system have repeatedly come to a formidable dead-end: lack of funds. In many ways, important pursuits such as improvements to our teacher licensure program have been sacrificed on the altar of equally vital efforts to develop the foundations of our LDS and accompanying reporting methods. Race to the Top has quickly focused and improved understanding of the value and importance of thoughtfully gathering information about our educators and the institutions in which they were trained. Given this greater collective awareness, and DPI's substantial work to develop our LDS, DPI is perfectly poised to utilize Federal funds to 1) improve an important service we provide for educators; 2) collect and better manage data about educators; and, 3) develop useful, innovative, and sustainable ways to use those data to better understand and address our successes and struggles in educating the youth of our state.

Using Data to Support Improvement Efforts

Reporting

In addition to responsibilities for educator licensure, TEPDL is a representative for the state superintendent regarding educator licensure standards for initial licensure and license renewal; regularly prepares reports for the education committees of the legislature; conducts approval reviews of Wisconsin educator preparation programs every five years; and prepares an annual report on the supply and demand of educational personnel. These efforts serve to inform the public and fulfill reporting requirements of the federal Individuals with Disabilities Education Act (IDEA).

We are certain that the data collection and assessment necessary for this work will be well served by an online licensure system with higher quality and more easily accessed data. Important policy questions about teacher distribution, the impact of teaching preparation initiatives such as PI-34, and the ability to identify quality educators are currently addressed through the above methods. However, better quality and more diverse data will surely provide a richer and more complete picture of education in Wisconsin. Specifically, a data system that can track students, link those students to their teachers, and link educators to their preparation programs will undoubtedly provide invaluable information to guide reform. Though we currently collect information about teachers, the complicated nature of the data collection, structures, and management processes makes taking full advantage of our data to create a robust picture of education in our state difficult.

Capacities to be Developed

Interoperability

Though the vision for TEPDL's integrated online licensure system is one of interoperability, the current outdated licensure process lacks the capacity to communicate efficiently with other state or district institutions, or even with other offices within DPI. We consider interoperable data sharing between the various institutions involved in the licensing process to be an integral part of our streamlined new system. This system will:

- Create web-based, customer-friendly license application and renewal processes for educators, including:
    - Paperless application/renewal procedures and status tracking
    - An online forum to track PI-34 requirements
    - Automated, electronic fee payment, transcripts, background checks, fingerprint results tracking, and professional development data submission
    - Reduced license application turnaround time
- Offer an automated platform for institutions of higher education to provide program participation and completion data to our LDS, resulting in:
    - Automated initial educator licensing
    - Automated educator supply data for DPI's annual report on Supply and Demand of Wisconsin Education Personnel
- Provide automated data exchanges and electronic communication with employing school districts and providers of professional development plan resources, including:
    - Emergency license requests
    - Auditing of school personnel
    - On-request reports from the educator license database
    - Searchable index of approved educator preparation programs
    - Automated educator demand data for DPI's annual Supply and Demand of Wisconsin Education Personnel Report

Ultimately, this system will be interoperable with LEAs, CESAs, Wisconsin institutions of higher education, and a variety of agencies in the state, including the Departments of Revenue (DOR), Justice (DOJ), Regulation and Licensing (DRL), Transportation (DOT), and Children and Families (DCF).

Data Quality

We propose to greatly improve the data quality of DPI collections managed by TEPDL. Under the current system, educator data—collected on paper—are manually entered in discrete collections and spreadsheets that, in addition to being difficult to access and manage, are also challenging to verify for data quality. Consolidating and cleansing these data sets, and ultimately storing them in our LDS, are important steps for our overall vision.

1.3 Early Childhood Data Strategy: Assessing early childhood data collection and capacity and developing a strategy for integration into the LDS.

A true longitudinal view of student progress must not only extend beyond high school; it must also include early childhood education programs. Stakeholders, including child advocates, Head Start staff, the Department of Children and Families and the Governor's Council on Early Childhood Education and Care, recognize the tremendous value in creating a data-driven view of student achievement that starts before kindergarten. Important policy questions about program participation, longitudinal outcomes for early childhood education program participants, and program characteristics remain unanswered as long as DPI is unable to identify, capture, and incorporate early childhood data elements into our LDS.

In an effort to carry forward the momentum created in our PK-20 stakeholder meetings, DPI proposes to conduct a feasibility study of early childhood education data sharing throughout the state. This important first step will include an internal inventory and assessment of paths to creating a continuous data flow starting with education programs before kindergarten.

This necessary expansion of our LDS to include early childhood data must begin with a careful evaluation of current data collections; it must consider data collection possibilities; and, it must evaluate and determine a best method to improve interoperability between early childhood education providers and the K-12 education system.

Current Capacities

Currently, DPI only collects early childhood data for a few specific program areas and interventions, including early childhood special education services. Both DPI and the Department of Children and Families coordinate and provide grants for early childhood programs and are deeply interested in expanding the LDS into the early childhood arena. However, there is little inter-agency understanding of the data collected relating to pre-K programs and less knowledge of data collected throughout the state by early childhood education providers.

Capacities to be Developed

Many important policy and research questions will get richer and more comprehensive answers with the addition of early childhood education data into our LDS. To that end, we must carefully assess not only our internal data collections, but also external data collections and sharing feasibility. We expect to evaluate current data collections from a variety of sources, including:

1. **Wisconsin Head Start state supplement:** Wisconsin provides federal Head Start grantees with supplemental funding through the Wisconsin Head Start State Supplement. This program provides state funded slots to service additional children on the federal Head Start waiting lists. Currently, no data is collected at the state level for the children served by this program. As DPI explores the collection and alignment of this data, the first priority would be data from Head Start in schools or cooperative educational service agencies that receive

supplemental state funding. The second priority would be expanding to all additional Head Start grantees.

2. **Individuals with Disabilities Education Act (IDEA) Part C:** Through a federal general supervision grant from the US Department of Education, Wisconsin's Department of Health Services (DHS) and DPI have just completed the implementation of a new data collection system that allow county programs to make electronic referrals for children transitioning into school district IDEA services. As DPI explores data alignment, one goal would be the extension of the DPI portion of this data system to allow alignment with the DPI individual student data.

3. **Child care food program:** DPI currently has a shared data collection system with the Department of Children and Families related to the child care food program. While this system is primarily program data, it does involve specific child data related to monitor the weekly attendance of subsidized children versus the number of enrolled children claimed for CACFP reimbursement.

1.4 Need for Project: Summary

State Fiscal Stabilization Fund (SFSF) Requirements

The State Fiscal Stabilization Fund requires Wisconsin to comply with the seven capabilities and 12 elements outlined in the America COMPETES Act. Wisconsin currently has, at a minimum, a rudimentary capacity to meet all these requirements. However, our current State LDS (SLDS) grant, this new proposal, and our Race to the Top application seek to create a powerful LDS capable of efficiently and seamlessly exchanging data to support student improvement. To that end, this grant proposal addresses almost every capability and element. For more information, please see our Proposed Objectives in Section 2.4 and the chart of our current LDS status in Appendix C.

Data Security and Accessibility

Confidential student data is the core of any LDS. Such data must be protected. Wisconsin's laws and citizenry are unequivocal: pupil data privacy must be protected with utmost vigilance. DPI has instituted state-of-the-art security systems and continues to implement strict security rules regarding use of and access to confidential data in accordance with state and federal privacy laws. To that end, DPI's legal counsel and pupil data policy advisor are integral parts of the overall LDS team, and additional security measures are being negotiated as part of our PK-20 data exchange agreements.

2. Proposed Objectives: Three Overarching Agendas

Wisconsin is confident in our ability to report by September of 2011 that we have, at a basic level, the data elements and capabilities of the America COMPETES Act. However, this basic level of competency is not enough to address the educational priorities and concerns in Wisconsin. We seek to do more to provide educators, families, education agencies, and policymakers better resources to attend with focus to the educational needs of our state: addressing the overwhelming achievement gap between black and white students, ensuring our

students are educated by the highest quality teachers, and developing the next generation of assessments that engage students and accurately measure achievement of content standards.

Current work to enhance our longitudinal data system focuses primarily on changes within DPI. The following objectives answer the unavoidable call to substantially expand our LDS to include additional data and foster partnerships outside the PK-12 arena. Below, we have listed each outcome and its accompanying components for each of our three agendas. These outcomes were determined through a needs assessment, keeping under consideration the required elements and capabilities of the America COMPETES Act. We thus end the section by summarizing the elements and capabilities each of our outcomes will help DPI fulfill.

2.1 Advancing Postsecondary Data Infrastructure

Tremendous energy and effort in Wisconsin is centered on developing a robust PK-16 data system that supports high quality research as well as the secure, reliable transmission of pupil data among education institutions. This momentum is reflected both in our efforts to date, which have created the ground work for us to move quickly in establishing higher level interoperability.

***Current Efforts*:**

- ✓ Enacted state legislation authorizing a PK-16 data system in November 2009
- ✓ All four education systems (DPI, UW System, WAICU, and WTCS) will sign an interagency compact to govern PK-16 data exchanges and ad hoc research requests by December 2009.
- ✓ All four members of the compact will sign memoranda of understanding governing data sharing, research protocols, security and any relevant costs by March, 2010.

***Outcome #1*: A set of common, aligned data elements, including**:

- a common student identifier,
- other agreed upon data elements, and
- aligned data standards

***Outcome #2*: An interoperable data exchange for research and reporting, which may include**:

- a system for secure file exchange,
- protocols for authentication, user authorization and FERPA compliance, and
- capacity for ad hoc research requests

***Outcome #3*: Sub grants provided to postsecondary partners to implement systems upgrades and data alignments necessary for interoperability across the PK-16 data system, including**:

- the University of Wisconsin System (UW System),
- the Wisconsin Association of Independent Colleges and Universities (WAICU), and
- the Wisconsin Technical College System (WTCS).

2.2 Great Teachers & Leaders

Much thought has been given to realistic, measurable, and useful outcomes within Educator Licensure. An approach that incorporates our goals of 1) having a strong planning and analysis

foundation, 2) an integrated online teacher licensure application and data management tool, and 3) high-quality educator data integrated into our LDS, into three outcomes provides an excellent blueprint for implementation.

***Outcome #1*: A Strong Foundation: Analysis, Requirements Gathering, and Workflow Development**

In order to create an integrated system of data collection and processing, we must first address issues of data quality and accessibility within DPI. While an integrated online teacher licensure data system is appealing, and the temptation to hasten work on this part of the project is strong, TEPDL currently suffers under a system that is the result of ad hoc data collection and maintenance architecture; the result is dysfunctional. Consequently, the team is deeply dedicated to fulfilling the following components of this first outcome—seen as necessary first steps towards a highly efficient system:

- An inventory of TEPDL data collections, including an assessment of additional data to collect.
- Requirements gathering and plan development to fully functionalize a unique teacher identifier.
- Workflows and accompanying business rules for the upcoming new system.
- A plan of project implementation phases, timeline, final staff allocation, and hardware and software acquisition and integration.

***Outcomes #2 and #3*: A Comprehensive Online Data Management and Educator Licensing Portal**

An integrated, online, licensure management system and database is at the heart of this effort. Such a program will create valuable data-sharing connections between DPI and LEAs, institutions of higher education, and other state departments. Additionally, this system will reap an abundant harvest of useful data for the LDS: data that will be used to answer important policy and educational questions; data that will be used to understand what it means to be a high-quality teacher, to understand the distribution of high quality educators in our public schools, and the effectiveness of teacher preparation programs.

The implementation of such an application involves two developmental phases, the outcomes of which are online modules that will together form a comprehensive system. The modules begin with an internal web application that will ensure a timely move towards cleaner and more manageable data. This application will improve data capture, facilitate exchange of data within DPI, and include a secure login capacity for agencies integral to the licensure process. The module, or outcome, created in the second phase, will provide online functionality for educators in the state to apply for initial or master licensure, or to renew or change an existing license.

Following are the descriptions of each module, as well as the components associated with development.

***Outcome #2*: An Internal Web-based Data Management Module with Connections for External Partners**

Development of a DPI web application will allow for internal workflow and document management, an integral first step to improve data quality within the agency. This module will include role-based security authentication that ensures the privacy of data and authorizes access only to legitimate users of the system. It will allow for increased data capture, data validation, and a data-driven workflow, thereby improving educator and licensure data quality and integrity within the agency. This internal system will also provide TEPDL staff with sufficient opportunity to fully learn the components of the application, thereby improving the technical and implementation support they can provide future system customers. Thus, the components of the internal aspect of this outcome are twofold:

- A security administration feature
- Training documentation to accompany all Module One components

The external partner component of this module will include secure logins, reporting tools, and data submission tools for education program providers, LEAs, and CESAs. It will allow institutions of higher education to report education preparation program participants and completers and complete follow-up research on graduates of their programs. It will also provide LEAs and CESAs access to tools and reports related to education staff licensure: to verify enrollment status in a higher education program, to verify license status and type, and to complete reporting requirements for DPI. The outcomes for this module relate to the need to provide efficient and expedient connections and communications between DPI and our external partners.

In creating the application connections to our external partners, we expect to produce the following components:

- An online application module to serve education program providers
- An online application module to serve LEAs, CESAs

***Outcome #3*: A Web Module with Initial License and Renewal Application Programs**

This outcome completes the circle of our integrated online licensing system by providing an online portal for initial and renewing applicants to manage their licensure process. Such a process will incorporate the enhanced data collection and validation determined in Outcome One: A Strong Foundation. More specifically, this online module will include the following components:

- Web-based license application intake—for initial licenses
- Web-based license renewal component
- Training documentation to accompany all Module Two components

***Outcome #4*: Migration of Educator Licensure and Training Data into LDS**

Our final goal for the comprehensive educator licensure portal project is one of integration. Starting with our foundation building stage, we intend to plan for and incorporate data elements about educators into our LDS. The addition of this educator data will culminate our efforts to collect and maintain clean and manageable data that 1) is of high quality, 2) is more accessible, and 3) improves reporting capacity within the department. As mentioned above, TEPDL is

responsible for annual reports at a state and federal level. Having higher quality and more accessible data will not only improve the accuracy of these reports; it will also make the process of reporting more efficient and timely. Further, integrating our educator data into the LDS will provide for richer and more complete information that we as a state agency can provide the people, agencies, and education institutions of Wisconsin.

In an effort to ensure transparency and build positive anticipation for these outcomes, DPI intends to continue building support for this project throughout from the start of the process: informing and involving all parties—LEAs, CESAs, institutions of higher education, educators, and other state departments—throughout the progress.

2.3 Early Childhood Data Strategy

Outcomes for the Early Childhood Data Strategy first address the need to identify the multitude of programs within the State which provide educational value to the pre-kindergarten student. Once these programs are recognized, analysis will be completed to determine what data is currently collected, available, and transportable. This analysis will help determine the feasibility of adding data from the different programs to the LDS. The three outcomes of our Early Childhood component are:

***Outcome #1*: Analyze the current early childhood data environment**

Identify early childhood programs with the following information: data elements collected, method of collection, availability of the data collected, data standards used, and the capacity available for data sharing.

***Outcome #2*: Establish data sharing methodologies**

Build consensus around common data elements, other data elements needed, and common data standards between DPI and early childhood education partners.

***Outcome #3*: A work plan to realize data sharing process**

Create a work plan to indicate how, what, and when the identified data elements can be added to the LDS on a per program schedule.

2.4 Outcomes: Summary

With this grant, Wisconsin has a singular opportunity to unite under the banner of LDS the many valuable, but currently disparate, efforts throughout the state to collect and report education data in meaningful ways. Ultimately, the outcomes associated with Advancing Postsecondary Data Infrastructures, Great Teachers & Leaders, and our Early Childhood Data Strategy agendas will enhance data integrity, accessibility, reporting, and the quality of connections and communications with all of the people and agencies with whom we work. Though DPI will achieve these improvements only through partnerships with other state agencies, LEAs, program providers, and educators, we are confident the outcomes will benefit all parties.

SFSF Required Element	Outcomes that enhance current progress towards SFSF requirements throughout DPI
Element #1	*Advancing Postsecondary Data Infrastructure:* Agreement upon and development of a statewide unique student identifier that allows for the exchange of data between DPI and postsecondary institutions, but that does not permit a student to be individually identified by users of the system (except where allowed by Federal and State law).
Element #2	*Advancing Postsecondary Data Infrastructure:* Inclusion of student-level enrollment, demographic, and program participation information that extends beyond K-12. *Great Teachers & Leaders:* Capture of enrollment, certification, and completion information for teachers and administrators in Wisconsin.
Element #3	*Advancing Postsecondary Data Infrastructure: Improved* interoperability, combined with recent state legislation, and the development of memoranda of understanding with postsecondary partners will allow for the exchange of student-level information about the points at which students exit, transfer in or out, drop out, or complete postsecondary education programs.
Element #4	*Advancing Postsecondary Data Infrastructure:* Realization of interoperability framework between DPI and postsecondary partner institutions *Great Teachers & Leaders:* Comprehensive educator licensure web-portal will allow two-way communication between DPI and education program providers
Elements #5-7	Wisconsin currently meets these elements (see chart in Appendix C).
Element #8	*Great Teachers & Leaders:* Assessment of current teacher identifier and implementation of plan to ensure identifier meets new requirements for matching and confidentiality.
Elements #9-10	Wisconsin currently meets these elements (see chart in Appendix C).
Element #11	*Advancing Postsecondary Data Infrastructure:* Interoperability with postsecondary partners will allow for the exchange of data that provide information regarding the extent to which students transition successfully, including whether students enroll in remedial coursework.
Element #12	*Advancing Postsecondary Data Infrastructure:* Agreed upon data elements expected to include data that provide other information necessary to address alignment and adequate preparation for success in postsecondary education. *Great Teachers & Leaders:* Improvement of manageability and quality of educator data, and migration of that data into LDS, will provide information to address questions of transitions and success in postsecondary education.

SFSF Required	Outcomes that meets or enhance current progress towards SFSF

Capability	requirements throughout DPI
Capability #1	*Advancing Postsecondary Data Infrastructure:* Student-level data will be captured from institutions of higher education, expanding our LDS to include postsecondary data. *Great Teachers & Leaders:* The myriad of connections created with an online teacher licensure and data capture system will allow Wisconsin to examine student progress over time, including connections for public school graduates who pursue higher education degrees in education and enter the workforce as a teacher or administrator.
Capability #2	*Advancing Postsecondary Data Infrastructure:* Our proposal accelerates interoperability by using standard data structures, data formats, and data definitions to ensure linkage and connectivity among the various levels and types of data. *Great Teachers & Leaders:* Comprehensive educator licensure web-portal will facilitate and enable exchange of data among agencies and institutions within the state.
Capability #3	*Great Teachers & Leaders:* Implementation of plan to ensure unique teacher identifier meets new requirement to match student and teacher data.
Capability #4	*Great Teachers & Leaders:* Improved manageability and integrity of educator data will enable seamless matching of teachers with information about their certification and teacher preparation programs.
Capability #5	*Advancing Postsecondary Data Infrastructure:* The interoperable system we propose to facilitate will allow for a seamless exchange of data that will greatly improve our ability to easily access data for continuous improvement and decision-making. *Great Teachers & Leaders:* Improved manageability and integrity of educator data will allow for more timely and accurate reporting to parents, students, teachers, and school leaders.
Capability #6	*Great Teachers & Leaders:* Development of an integrated, online educator license tool will decrease chances of data entry error, improve the manageability of data, and ensure quality and integrity of data in the system.
Capability #7	*Great Teachers & Leaders:* Improved manageability and integrity of educator data will provide State with ability to more accurately and efficiently meet reporting requirements of the Department of Education.

3. Timeline for Project Outcomes

3.1 Advancing Postsecondary Data Infrastructure

Under our current SLDS grant, DPI is leading a process to expedite the development of the postsecondary component of our PK-16 data system. DPI and our postsecondary partners have worked with the Governor's office and State Legislature to create the legal authority and governance agreements necessary to transition from patchwork data sharing among PK-16 education organizations into an interoperable, efficient, and reliable PK-16 data system.

Additionally, we have brought together key stakeholders from across the PK-20 spectrum, including various educational institutions and state departments, to engage in a consensus building process around both a list of the crucial questions we want our LDS to answer as well as a strategic framework for growing and integrating our LDS.

This is no small task. Consensus building made possible by our current grant is no match for reality: each postsecondary system represents a myriad of unique complications on the path to interoperability, not the least of which is a basic structural deficiency that would inherently restrict the efficient exchange of data between systems.

Consequently, the proposed grant focuses on the implementation of specific common data elements, standards, and a unique student identifier shared by DPI and Wisconsin's three postsecondary education systems. Rather than focusing on broad, general agreements, the work of this grant will concentrate on the specific technical capacities necessary, and legal agreements required, under FERPA for Wisconsin to maintain a truly interoperable, secure PK-16 data system.

Fortunately, Wisconsin's Race to the Top efforts, coupled with concurrent work from our current grant, have positioned us to quickly disburse sub grant funds, resolve major planning and alignment issues, and focus most of the grant work on technical implementation and system development. However, because the technical infrastructure in each partner institution has different assets and liabilities, the specific implementation timeline will vary among partners. A timeline by outcome is included below:

Outcome: Sub grants to postsecondary partners to implement systems upgrades and data alignments necessary for interoperability across the PK-16 data system		
TIMELINE	**TASK**	**PARTY RESPONSIBLE**
Year 1 **Q1**	Finalize common data standards and elements.	DPI, UW System, WTCS, and WAICU
	Sign grant agreement and provide sub grant to UW System for implementation of PK-16 data system functionalities.	DPI and UW System
	Sign grant agreement and provide sub grant to WTCS for implementation of PK-16 data system functionalities.	DPI and WTCS
	Sign grant agreement and provide sub grant to WAICU for implementation of PK-16 data system functionalities.	DPI and WAICU

Outcome: A set of common, aligned data elements including: a common student identifier, other agreed upon common data elements, and aligned data standards.		
TIMELINE	**TASK**	**PARTY RESPONSIBLE**
Year 1 **Q1 – Q2**	Hold a series of meetings to: • Review existing memoranda of understanding and governance agreements signed by the partners • Develop a core list of data elements necessary for useful and expedient matching of pupil records • Individually assess the necessity and feasibility of adding any new, relevant data elements • Identify current data standards for each data element under consideration for each partner organization. • Resolve final list of common data elements and standards • Agree on a data standard for the LDS student key (common identifier). • Develop an implementation timeline for all common elements and standards based on each partner's unique needs and existing capacity. • Sign an interagency agreement establishing the common data elements, standards and student identifier.	DPI, UW System, WTCS, and WAICU

Outcome: An interoperable data exchange for research and reporting, which may include: a system of secure file exchange; protocols for authentication, user authorization and FERPA compliance; and the capacity for ad hoc research requests.		
TIMELINE	**TASK**	**PARTY RESPONSIBLE**
Years 1 – 2 Q3 – Q6 (Support: Q7 – Q12)	Commence initial development of the common LDS student key	DPI, UW System, WTCS, and WAICU
	Align data element around standards	
	Implement LDS student key	
Years 2 – 3 Q5 – Q12	Develop a system for secure file exchange	DPI , UW System, WTCS, and WAICU
	Create protocols that may include: authentication, user authorization and FERPA compliance	
	Develop ad hoc extract and reporting capabilities	

3.2 Great Teachers & Leaders

As described in Need for Project, Section 1.2, the Office of TEPDL has given much thought to the development of a highly functional integrated online licensing system. DPI proposes to complete a thorough data inventory of TEPDL's collections, including an assessment of unnecessary elements and additional elements needed. During this phase, TEPDL—with input from throughout the agency, and guidance from the LDS Project Manager and staff—will evaluate current teacher identifier methods and determine the necessary steps to upgrade our system to include a unique teacher identifier appropriate to meet new requirements. Additionally, careful planning of new system workflows and business rules must occur before application development. The TEPDL team will plan the project implementation phases, timeline, and final staff allocation. Final hardware and software needs, acquisition and integration methods will also be determined during the foundation building period.

Having developed a clear plan for implementation during the first stage of the overall project, the second stage will be application development. DPI expects this project to be implemented in two phases, represented by modules that fit together to form the overall application.

Data collected through the online program will be incorporated (according to plans developed in the foundation building process), into DPI's longitudinal data system when it is most appropriate. This process will be coordinated by the LDS Project Manager, and implemented by staff in the IT Team.

As mentioned above, the LDS Project Manager and team will work directly with TEPDL and the Teacher Licensure Project Lead throughout all phases of the project to ensure that 1) meaningful data are collected, and 2) that the data are collected in a way conducive to storage and management in our LDS. Additionally, the TEPDL and LDS teams will work to provide transparency about the project, building support and positive anticipation for the upcoming system changes.

Outcome: A strong foundation: analysis, requirements gathering, and workflow development		
TIMELINE	**TASK**	**PARTY RESPONSIBLE**
Year 1 **Q1 – Q2**	An inventory of TEPDL data collections and architecture, including an assessment of additional data to collect.	Leadership: Assistant State Superintendent for Academic Excellence Planning & daily oversight: Project Lead Implementation: TEPDL, developers/analysts to be hired Additional Support: LDS Project Manager and Education Consultant
	Requirements gathering and plan development to functionalize a unique teacher identifier that will meet new requirements.	
Year 1 **Q2 – Q3**	Workflows and accompanying business rules for the upcoming new system.	Same as above
	A plan of project implementation phases, timeline, final staff allocation, and hardware and software acquisition and integration.	

Outcome: An Internal Web-based Data Management Module with Connections for External Partners		
TIMELINE	**TASK**	**PARTY RESPONSIBLE**
Years 1 – 2 **Q4 – Q8**	Development of online application module to serve education program providers	Leadership: Assistant State Superintendent for Academic Excellence Internal Accountability: Licensure project Steering Committee Planning & daily oversight: Project Lead Implementation: TEPDL, developers/analysts to be hired Additional Support: LDS Project Manager
	Development of online application module to serve LEAs, CESAs	
	Development of online application module for security administration	

		and Education Consultant
Year 2 Q8	Training documentation to accompany all Module One components	Same as above

Outcome: A Web Module with Initial License and Renewal Application Programs		
TIMELINE	**TASK**	**PARTY RESPONSIBLE**
Years 2 – 3 Q5 – Q9	Web-based application intake—for initial licenses Training documentation to accompany all initial license component	Leadership: Assistant State Superintendent for Academic Excellence Planning & daily oversight: Project Lead Implementation: TEPDL, developers/analysts to be hired Additional Support: LDS Project Manager and Education Consultant
Years 2 – 3 Q5 – Q12	Web-based application intake—for license renewals Training documentation to accompany license renewal component	Same as above
Years 3 Q9 - Q11	Integration of initial license and license renewals module with the data management module	Same as above

Outcome: Migration of Educator Licensure and Training Data into LDS		
TIMELINE	**TASK**	**PARTY RESPONSIBLE**

Year 1 **Q1 – Q2**	Development of LDS Educator Data Plan: determine data to be integrated into the LDS and when	Leadership: Assistant State Superintendent for Academic Excellence Planning & daily oversight: Project Lead Implementation: TEPDL, developers/analysts to be hired Additional Support: LDS Project Manager and Education Consultant
Years 2 – 3 **Q5 – Q12**	Migration of educator data into LDS	
Years 1 – 3 **Q1 – Q12**	Communications and support-building with education community: LEAs, CESAs, institutions of higher education, teachers, and administrators	

These timelines are a best estimate upon submission of this application. We anticipate changes in the process as a result of the research and analysis accomplished during the first phase of the Great Teachers and Leaders Agenda. For a more specific timeline, please see our work plan in Appendix A.

3.3 Early Childhood Data Strategy

The important questions to be answered with early childhood data are well recognized within DPI and among our PK-20 partners. It is apparent that a true longitudinal view of student achievement must include early childhood data as well. While the capacity to add this data to the LDS is unknown at this time, we need to analyze all early childhood programs according to the timeline and tasks below to determine the overall workplan necessary to link early childhood data within the LDS to increase the longitudinal view of a student.

Outcome: Analyze the current early childhood data environment		
TIMELINE	**TASK**	**PARTY RESPONSIBLE**
Year 2 **Q5 – Q6**	Identify early childhood programs with the following information: data elements collected, method of collection, availability of the data collected, data standards used, and the capacity available for data sharing.	DPI and the Department of Children and Families

Outcome: Establish data sharing methodologies		
TIMELINE	**TASK**	**PARTY RESPONSIBLE**
Years 2 – 3 **Q7 – Q10**	Build consensus around common data elements, other data elements needed, and common data standards between DPI and early childhood education partners.	DPI and the Department of Children and Families

Outcome: Develop work plan to realize data sharing process		
TIMELINE	**TASK**	**PARTY RESPONSIBLE**
Year 3 **Q9 – Q12**	Create a work plan to indicate how, what, and when the identified data elements can be added to the LDS on a per program schedule.	DPI and the Department of Children and Families

4. Project Management and Governance

This proposal is submitted with full support and approval of all levels of DPI leadership. At the highest level, the project is the responsibility of State Superintendent Tony Evers. The LDS Project sponsor remains, by appointment of the Superintendent, Rick Grobschmidt, Assistant State Superintendent for Libraries, Technology, and Community Learning. (His résumé is attached in Appendix B.) He is ultimately responsible for the successful implementation of all aspects of Wisconsin's LDS, and participates regularly in collaborative LDS efforts within the agency while also facilitating partnerships with other institutions and organizations in the state.

The basic structure of the LDS Project involves three structural components:

- Grant oversight and plan approval by the Executive Steering Committee
  - Established under the original LDS governance structure, and will remain in place through subsequent phases of LDS development.
  - Membership includes the Deputy State Superintendent (Please see résumé of Michael Thompson.).
  - Led by the project sponsor, Assistant State Superintendent of Libraries, Technology, and Community Learning.
  - Comprised of management from across DPI and legal counsel.
  - The primary responsibility: to ensure the project remains aligned with the needs and priorities, and compatible with other initiatives, of the agency, thus serving educators and students in Wisconsin.

- Project planning managed by LDS Project leadership
  - This component involves 1) development of a detailed internal plan—with specific workflows, timelines, and expectations—for completion of goals aligned with the Executive Steering Committee's vision, and 2) facilitation of communication between all

LDS staff; distribution of clear plans to all teams involved in the project; and provision of regular updates to the Executive Steering Committee.

- Plan implementation by cross-agency teams with content area and data expertise integral to the project

The LDS is a collaborative effort throughout DPI, one that involves the expertise of various program area staff serving to guide the applications development work of the Information Technology Bureau. Thus, all committees and teams associated with the LDS Project include staff from throughout DPI. In particular, the DPI offices of Content and Learning and Educational Accountability are integral to the development of the LDS. Both are represented on the Executive Steering Committee and throughout the other teams of the LDS project. These content experts are familiar with the aims of the longitudinal data system, and come vested with a solid understanding of project objectives, history, and stakeholder needs.

Work that started in DPI over four years ago—and continues with our current SLDS grant—has created an agency infrastructure that will not only support additional LDS efforts; it will also provide for the sustainability of the LDS as a high-priority component of DPI's work. Two full-time LDS project staff positions have recently been filled, ensuring the project has staff focused and specialized for LDS work. Additionally, with input and recommendations from LDS team members, the Steering Committee regularly evaluates the LDS framework and process flow plan to ensure efficient work towards project goals.

In addition to LDS Steering Committee oversight and guidance, DPI's Data Management Steering Committee handles data governance for DPI. This group includes cabinet-level leadership and data management experts from throughout DPI. In addition to setting data governance policy for DPI, this group may serve as a resource for LDS initiatives working to ensure compliance with federal, state, and DPI policies.

Daily project oversight will be the responsibility of the LDS Project Manager. (Please see the attached résumé of Melissa Straw.) The Project Manager reports directly to the Chief Information Officer (see résumé of Rod Packard). Additionally, the Project Manager, with assistance from the Education Consultant (see résumé of Laura Pinsonneault), will provide regular updates to members of the Implementation teams and the Executive Steering Committee.

A general note on the oversight of our proposed activities: a project of this magnitude is considered "high profile" as defined by the Wisconsin Legislature, and therefore subject to additional monitoring by the state legislature. One of the criteria defining "high profile" is any project with a budget over one million dollars. In such instances, DPI is required to submit monthly Dashboard Reports to the Secretary of the Department of Administration. These reports contain status updates for Schedule, Scope, Budget, and Other Issues, and are signed by the Director of Information Technology, the Executive Sponsor, Finance Authority, Business Authority, and Contract Administrator.

Below, we address specific oversight and management plans for our three agendas. We realize that an LDS is a comprehensive project that will find greatest success when it incorporates a true cross-agency approach. Thus, regular communication between teams and updates to the executive steering committee will be included in all plans.

4.1 Advancing Postsecondary Data Infrastructure

General oversight and responsibility for the postsecondary team within DPI lay with the Assistant Superintendent for Libraries, Technology, and Community Education. Oversight of the IT Team lay with the IT Director, Rod Packard. In addition to daily project oversight, the LDS Project Manager will be responsible for providing direction for this initiative. Each postsecondary partner will provide a project lead to manage efforts within their organization. Please see the résumés for each partner. The Education Consultant, Laura Pinsonneault, will provide assistance as needed to the postsecondary partners during their analysis.

4.2 Great Teachers & Leaders

Ultimately, the responsibility for all aspects of the Great Teachers & Leaders Agenda lay with TEPDL. This office, under the leadership and management of the Assistant Superintendent for Academic Excellence (Please see the attached résumé for Deborah Mahaffey), will develop work groups and implementation teams fitting the different tasks for each major goal of the project. (Please see the attached proposed organization chart in Appendix A.)

As this agenda represents a significant effort by DPI not only to create internal change, but also to enhance communication, connections, and partnerships with departments, LEAs, institutions of higher education, and educators throughout the state, the Integrated Educator Licensure System effort will have a specialized steering committee. The Teacher Licensure Steering Committee will have ultimate oversight of this project. To facilitate communication between the groups, and overall compatibility with our LDS goals, this group will include members from the LDS Executive Steering Committee. The group will also include representatives from our partner agencies and institutions to ensure greater communication and eventual interoperability between all parties

The majority of organization and detailed planning will be handled by the Teacher Licensure Project Lead (position to be filled), who will work with a business analyst, technical lead, writer, and several developers to create and implement the online modules. The Project Lead will provide important planning and oversight of day-to-day activities, and maintain regular communication with the LDS Project Manager to ensure alignment of the work in TEPDL with overall LDS goals. It is expected that the Teacher Licensure Implementation Team report regularly to the LDS Executive Steering Committee. Additionally, the current LDS Project Manager and education consultant will regularly monitor progress and provide support for TEPDL activities.

4.3 Early Childhood Data Strategy

General oversight and responsibility for the early childhood team also lay with the Assistant Superintendent for Libraries, Technology, and Community Education. Oversight of the IT Team lay with the IT Director, Rod Packard. In addition to daily project oversight, the LDS Project Manager will be responsible for providing direction for this initiative. The Education Consultant, Laura Pinsonneault, will provide assistance as needed to internal staff and our Early Childhood partners during their analysis.

5. Staffing

Efforts to build, sustain, and support an LDS must be comprehensive and long-term. They must also include considerations of implementation and customer support. In addition to the individuals listed above currently supporting the project management efforts of each overarching agenda, DPI has reviewed the possible scope of work to determine the resources that will be needed above and beyond what we currently have today. Staffing needed to support the shared tasks of the three agendas include a Project Lead, Educator's Liaison, and a Help Desk Analyst. Given our dedication to further develop our LDS and design accompanying applications that are useful and sustainable, it is necessary to incorporate into our current Help Desk Team a Help Desk position specifically for the LDS. The effort needed to support our partners will continue to grow as we add to our LDS. As a team, we hope to continue to provide this service at the same level of quality we do today. Current positions within DPI, funded by a myriad of sources, will also support efforts to complete the grant objectives.

5.1 Advancing Postsecondary Data Infrastructure

An Analyst and Policy Analyst will be needed to support the outcomes within this agenda. For each of the individual outcomes, a separate Developer is needed to complete the scope of work. As the proposed efforts are in combination with current work in progress on our LDS, we feel the addition of these positions will provide DPI with necessary support for the supplemental efforts associated with this proposal.

5.2 Great Teachers & Leaders

A Project Lead is necessary to manage the significant outcomes associated with our Great Teachers & Leaders agenda. Along with a Technical Lead and a Technical Writer, the Project Lead will support TEPDL staff efforts aligned with development of the comprehensive educator licensure and data management application. Completion of the specific outcomes associated with development of the online program will be facilitated by addition of an analyst and six developers.

5.3 Early Childhood Data Strategy

An additional analyst will be added to the LDS Project Team to support the research and collaboration efforts associated with the feasibility study.

Professional Development

An integral part of any LDS is often left out of specific plans: professional development and training. Yet, without support for new and existing data customers, our ultimate goal of creating a culture of educated data use throughout our state, one that in turn improves the education we provide our students, will flounder. Misused or misunderstood data may cause just as much harm as lack of information. Thus, we intend to incorporate thoughtful implementation and comprehensive trainings around all components of our LDS. We anticipate the dedication of staff with project area expertise to facilitate user support functions and assist with professional development and application implementation.

Our proposed work plan is attached in Appendix A.

APPENDIX 28 - (E)(1) Sanctions for Title I Districts Not Making AYP

SANCTIONS FOR

TITLE I DISTRICTS

NOT MAKING ADEQUATE YEARLY PROGRESS (AYP)

DISTRICTS IDENTIFIED FOR IMPROVEMENT (DIFI) STATUS- ***Must make AYP for two consecutive years to be removed from DIFI status***

Timeline	What districts must do	What the state will do
Miss AYP for *one* year	*No sanctions*	
DIFI Level 1 Miss AYP for **two** consecutive years	1. Within 3 months, identified district must **develop new or revised district improvement plan**. The plan must: ■ Incorporate scientifically-based research strategies… ■ Identify actions that have the greatest likelihood of improving the achievement of participating children in meeting… ■ Address the professional development needs of instruction staff **by committing to spend not less than 10% of district Title I funds for this purpose** ■ Include specific measurable achievement goals and targets… ■ Address the fundamental teaching and learning needs in the schools… ■ Incorporate appropriate activities, before school, after school, and during the summer… ■ Specify responsibilities of the state educational agency and local educational agency… ■ Include strategies to promote effective parental involvement in the school. 2. The LEA must implement the plan no later than the beginning of this school year. 3. Ensure that parents of each student enrolled in a school served by a local educational agency identified for improvement are notified.	1. Upon request, DPI will provide or arrange technical assistance to assist the LEA to: ■ Develop and implement an improvement plan ■ Work with schools needing improvement Technical assistance will be supported by effective methods and instructional strategies grounded in scientifically based research. Technical assistance will address problems, if any, in implementing parent involvement and professional development activities. 2. DPI **must** establish a system of corrective action. DPI will take corrective action if a district does not make adequate progress by the end of the second full school year it has been identified for improvement (see DIFI level 3). (Note: state must provide notice of the corrective action to the parents and public). Prior to that status, DPI will closely monitor progress of school districts and may require the following: ■ Title I-receiving school districts will be priority for being selected for monitoring for compliance of their ESEA consolidated application.

APPENDIX 28 - (E)(1) Sanctions for Title I Districts Not Making AYP

Timeline	What districts must do	What the state will do
DIFI Level 2 Miss AYP for **three** years	1. Continue the implementation of the improvement plan. 2. Comply with any monitoring procedures imposed by the state.	1. Continue to provide technical assistance as described under DIFI level 1. 2. Closely monitor the progress of districts that may consist of the following: ■ Title I-receiving school districts will continue to be a priority for being selected for monitoring for compliance of their ESEA consolidated application. ■ Districts may be required to submit for review their district improvement plans.
DIFI Level 3 Miss AYP for **four** years	1. Continue the implementation of the improvement plan. 2. Comply with any monitoring procedures imposed by the state. 3. Implement state-required corrective action.	1. Continue to provide technical assistance as described under DIFI level 1. 2. Closely monitor the progress of districts that may consist of the following: ■ Title I-receiving school districts will continue to be a priority for being selected for monitoring for compliance of their ESEA consolidated application. ■ Districts may be required to submit for review their district improvement plans. ■ Title I-receiving school districts' ESEA consolidated application for funding will be reviewed to ensure funds are targeted toward improvement areas, and school districts may be required to redirect ESEA funds to improvement areas. 3. Districts will be required to submit to DPI their district improvement plans and after conferring with school district officials, DPI will implement corrective action for Title I-receiving districts per NCLB requirements noted below. Corrective action **must** include at least one of the following: ■ Deferring programmatic funds or reducing administrative funds ■ Instituting and fully implementing a new curriculum ■ Replacing the LEA personnel who are relevant to the failure to make adequate yearly progress

APPENDIX 28 - (E)(1) Sanctions for Title I Districts Not Making AYP

Timeline	What districts must do	What the state will do
		■ Removing particular schools from the jurisdiction of the LEA and establishing alternate arrangement for public governance and supervision of such schools ■ Appointing or receiving a trustee to administer the affairs of the LEA in place of the superintendent and school board ■ Abolishing or restructuring the LEA ■ Authorizing students to transfer to another LEA
DIFI Level 4 Miss AYP for **five** years	1. Comply with any monitoring procedures imposed by the state. 2. Continue the implementation of state-required corrective action.	1. Continue to provide technical assistance as described under DIFI level 1. 2. Closely monitor the progress of districts that may consist of the following: ■ Title I-receiving school districts will continue to be a priority for being selected for monitoring for compliance of their ESEA consolidated application. ■ Title I-receiving school districts' ESEA consolidated application for funding will be reviewed to ensure funds are targeted toward improvement areas, and school districts may be required to redirect ESEA funds to improvement areas. 3. Ensure that Title I-receiving school districts are implementing state-required corrective action.

APPENDIX 28 - (E)(1) Sanctions for Title I Districts Not Making AYP

Resources:

- More information on **Wisconsin's School Accountability System** can be found at: http://www.dpi.wi.gov/oea/acct/index.html
- Wisconsin Information Network for Successful Schools – **School Improvement Planning Tool** can be found at: http://www.dpi.wi.gov/sig/improvement/tools.html
- Sample letter/statement to parents regarding districts identified for improvement: http://www.dpi.wi.gov/esea/doc/sample-difiparentnotif.doc
- Wisconsin Department of Public Instruction's **No Child Left Behind Web site**: http://www.dpi.wi.gov/esea/index.html

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

D. Sustain and improve current Community Learning Centers, employing highly qualified teachers to provide academic tutoring in reading and mathematics to students with greatest needs.

E. Implement before- and/or after-school tutoring in English/language arts and mathematics in all Title I SIFI schools.

F. Implement a 9th grade support program in all high schools to ensure successful transition to high school.

G. Implement a credit recovery program in all high schools for all students who are credit-deficient.

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

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

3. Continue implementation of a district-wide plan for mathematics instruction that uses a limited number of programs.
4. Develop a district-wide assessment policy and system which includes standards-based formative, benchmark, and summative assessment that allows analysis and reporting at the student, classroom, and school levels.

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

C. Scientific research-based interventions (small group and customized) for reading, mathematics, and positive behavior provided to students based on measured relative need and implemented with integrity.
   1. Summer school with mathematics and reading focus in all Title I schools identified for improvement (SIFI).
   2. Extended calendars of a minimum of 30 additional days of instruction in one or two Title I SIFI schools must be implemented by the beginning of the 2010-11 school year.

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

E. Parent/family/community involvement efforts of school personnel that inform about specific services being provided, solicits input for continuous improvement, actively involves the community in the operation of EIS, and measures the involvement of families over time.

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

G. Educational leadership that effectively manages all components of a system of early intervening services, maximizes instructional time, uses problem-solving approaches, and periodically involves all stakeholders in evaluating the results of EIS using current data.

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

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

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

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

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

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

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

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

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

Benchmarks:

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

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

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

Benchmarks (items B and C):

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

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

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

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

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

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

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

Benchmark:

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

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

Benchmarks:

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

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

C. Scientific research-based interventions (small group and customized) for reading, mathematics, and positive behavior provided to students based on measured relative need and implemented with integrity.
    1. Summer school with mathematics and reading focus in all Title I schools identified for improvement (SIFI).
    2. Extended calendars of a minimum of 30 additional days of instruction in one or two Title I SIFI schools must be implemented by the beginning of the 2010-11 school year.

Benchmarks:

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

- Provide the schedule and staffing of each summer school session with a mathematics and/or reading focus for each school by June 14, 2010.
- Submit a plan for the implementation of extended calendars in 2010-11 by February 1, 2010. The plan should describe the role of School Governance Councils in identifying the schools to implement extended calendar.
- Provide a list describing the specific interventions, the specific area of student need these interventions in reading, math and behavior address, the evidence supporting its use, the implementation integrity measure, and the professional development needed to support its use by May 14, 2010.
- In consultation with the independent expert, identify the required data elements of a district-wide system to collect intervention data, including student performance data and implementation integrity by June 30, 2010.

D. Progress monitoring (two measures - performance and implementation integrity) for interventions that yield reliable and valid measures used by the school to determine the needed level of intensity of service, degree of implementation, and effectiveness of each specific intervention.
Benchmark:
    - Provide documentation that describes the specific progress monitoring practices in reading, math and behavior and how these practices address "level of need," the evidence supporting its use, the performance measure, and the professional development needed to support its use in 2010-2011 school year by June 30, 2010

E. Parent/Family/Community involvement efforts of school personnel that inform about specific services being provided, solicits input for continuous improvement, actively involves the community in the operation of EIS, and measures the involvement of families over time in every MPS school.
Benchmark:
    - Establish a dissemination plan to help families understand the system of early intervening services including an understanding of their child's universal screening data by January 2010. The plan must be implemented second semester.
    - By May 14, 2010, provide documentation by school of:
        - The efforts by school personnel to solicit parent/family input for continuous improvement of a school's SEIS
        - The efforts by school personnel to increase the measured involvement of parents/families based on the six Family Involvement Standards

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

- Designate a single Central Services staff person to direct professional development activities for staff in all MPS schools related to a system of early intervening services by October 1, 2009. Provide documentation of appointment.
- Develop a district-wide professional development plan to ensure that staff in all MPS schools have the capacity to consistently collect and report attendance and office disciplinary referral data using a standard district definition, analyze universal screening data and use the data to effectively modify instruction. The plan must be given to DPI by January 4, 2010 with implementation to begin second semester.
- Provide DPI with a schedule of data workshops to be implemented in 2009-10 school year by January 4, 2010. Content and implementation of the data workshops must be consistent with the recommendations of the independent expert.
- By December 15, 2009 and May 14, 2010, provide documentation of professional development including coaching offered and participation rates disaggregated by teacher and by school relative to:
    - Consistent collection and reporting of student attendance and office disciplinary referral data using a standard district definition
    - Collecting universal screening data
    - Analyzing universal screening data and using the data to modify instruction
    - Reading and mathematics instruction

G. Educational leadership that effectively manages all components of a system of early intervening services, maximizes instructional time, uses problem-solving approaches, and periodically involves all stakeholders in evaluating the results of SEIS using current data.

- Develop and submit a comprehensive, district-wide policy directing all schools to implement universal screening in literacy, numeracy and behavior for all students by January 4, 2010.
- Establish and submit procedures by January 4, 2010 to supervise all MPS principals and school leaders to ensure universal screening in literacy, numeracy and behavior is implemented according to the schedule in Appendix A.
- Establish and submit Central Services procedures by April 10, 2010 to ensure that schools failing to meet universal screening expectations implement a Plan of Rapid Compliance. The Plan of Rapid Compliance must ensure that the school is in compliance within 6 months.
- Submit a copy of the form to be used to document the Plan of Rapid Compliance by April 10, 2010.
- Develop and submit a district-wide plan by May 1, 2010 to consistently implement a system of early intervening services for all MPS students in all MPS schools that incorporates the 14 essential components and the Phases of

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

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

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

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

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

October 15, 2009.
- Demonstrate compliance with all federal requirements for Title I during 2009-10 ESEA monitoring.

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

C. Use the nine support clusters to ensure accountability for school improvement through development, monitoring, and technical assistance related to implementation of school improvement plans for all MPS schools.
Benchmarks (items B and C):
- Maintain an MPS DIFI Director, and designate Central Office leads for each section of the Corrective Action Requirements by July 1, 2009.
- The MPS DIFI Director, key MPS administrators, MPS School Improvement Supervisors, and the Board President or designee will meet monthly with the DPI Director of DIFI and key DPI administrators to monitor implementation of the Corrective Action Requirements.
- Each August the MPS Superintendent, MPS DIFI Director, and other key administrators shall meet with the State Superintendent and Cabinet to review implementation of the Corrective Action Requirements.

D. Ensure all educators are appropriately licensed for their assignments, are highly qualified under ESEA, and are receiving professional development as specified by the Wisconsin Quality Educator Initiative (PI 34), state statute, and ESEA.
Benchmarks:
- Submit PI-1202 Fall Staff Report, which includes the position/assignment of all MPS staff between December 15, 2009 and January 15, 2010.
- Submit PI-9550-IIC Highly Qualified Teacher Plan, which includes a listing of all core subject area teachers who are not highly qualified by December 15, 2009.
- Submit a list of educators who were hired after data was provided on the PI-1202 and supply evidence of whether each is appropriately licensed or has applied for a DPI license by February 1, 2010.
- Submit evidence that ESEA parental notification requirements regarding highly qualified teachers have been fulfilled by February 15, 2010.
- Correct any coding errors to the PI-1202 Fall Staff Report by Report between March 1 and March 15, 2010.
- Submit final PI-9550-IIC Highly Qualified Teacher Plan by June 1, 2010.

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

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

F. Provide highly skilled and experienced teachers in schools categorized as high need and with low student achievement.
Benchmarks:

- Analyze data to determine distribution patterns of highly skilled and experienced MPS teachers by November 2, 2009. (*Note: highly skilled and experienced for 2009-10 will include licensure for assignment and years of experience.)*
- Use the data to identify schools with high needs and low student achievement in need of highly skilled and experienced teachers by December 1, 2009. Priority must be given to Title I SIFI.
- Recruit Master teachers as defined by MPS for service in schools categorized as high need and with low student achievement by February 1, 2010.

G. Provide individually tailored support for principals in all Title I SIFI schools.
Benchmarks:
- All Title I SIFI principals attend the New Wisconsin Promise Conference in January 2010.
- Select principals of Title I SIFI to attend the DPI Principals' Leadership Retreat in June 2010.
- Report on the assessment of Title I SIFI principal professional development needs and the system established to meet those needs at the December and June DPI/MPS DIFI meetings.

H. Coordinate the use of federal funds with the DPI federal funds trustee.
Benchmarks:
- Participate in federal entitlement grant writing meetings with key DPI staff by August 17, 2009.
- The DPI federal funds trustee must review MPS federal entitlement grant applications, particularly ESEA and IDEA, to ensure funds are utilized to implement the corrective action requirements.
- MPS financial and program staff provide jointly developed quarterly reports to the DPI federal fund trustee on the progress made in implementation of each federal entitlement program and the Title I School Improvement grants to ensure program objectives are met and funds are utilized in a timely and appropriate manner.

I. Design, implement, and use a data warehouse that meets the business, human resource, and education accountability needs of the school district.
Benchmarks:
- Develop a plan by September 1, 2009 to ensure that teacher licensing, assignment, and mentoring data are entered correctly into the human resources database. Implementation of the plan must begin no later than October 9, 2009.
- Extend the process of developing data dashboards beyond administrators to classroom teachers. The teacher dashboards shall include timely data about the students in their classes.
- Continue to integrate data elements into the data warehouse, including district and school financial data.
- Continue to offer data retreats and professional development for school staff and key central services staff about using new and existing data tools.

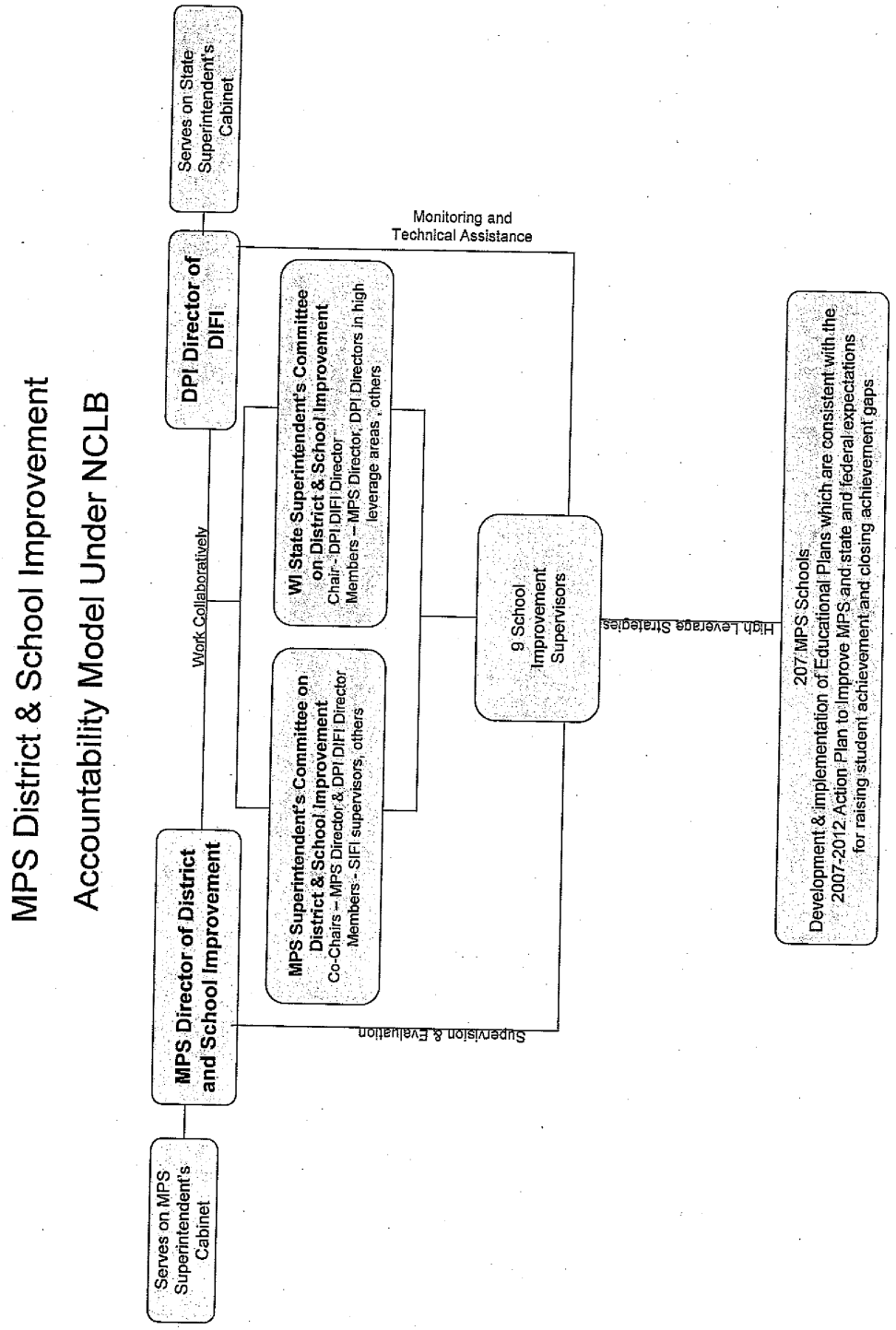
- Include a demonstration of the data warehouse as part of the December 2009 and May 2010 DPI/MPS DIFI meetings.

J. Transfer student records in a timely manner, between and among all MPS (including charter and partnership) schools and from all MPS schools to other schools, including parental choice schools, and aggressively pursue the receipt of student records from schools outside MPS.
Benchmark:
- Establish an internal workgroup to monitor the implementation of related districts policies and procedures by
September 1, 2009.

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

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

APPENDIX 30 - (E)(2) - MPS District School Improvement Accountability Model Under NCLB



APPENDIX 31 - (E)(2) Turnaround & Transformation Models

Criteria for Interventions: Turnaround Model

Strategy	Essential Components in a District	Essential Components in a School
I. Replace the principal and at least 50% of the staff	**Required** A. Place principals in turnaround schools who have demonstrated success in low performing schools. B. Identify incentives for staff and principal to ensure that the most effective staff and leader(s) work at the lowest performing schools and ensure a level of sustainability and stability. C. Collaborate with the union to implement practices to reassign teaching staff to other schools whose skills are not matched to the turnaround model school, including creating memoranda of understanding (MOU.)	**Required** A. Redeploy teaching staff who offer valuable skills but are not effective in current role and bring in new staff with specialized skills and competencies.
II. Build effective principal leadership	**Required** A. Provide on-going, systematic professional development for leaders in turnaround schools to ensure their continued growth as highly effective principals. B. Provide on-going opportunities for principals from different schools to come together to learn about successful practices that are impacting their schools. C. Create on-going opportunities for principals to communicate their needs and perspectives to leaders responsible for planning their professional development.	**Required** A. Signal the need and urgency for dramatic changes from the status quo. B. Articulate expectations of highly effective staff. C. Build commitment and consensus with staff, parents, and community partners around a clearly defined mission and school improvement goals. D. Demonstrate a clear need and focus on professional development, where learning and problem solving occur throughout the school every day. E. Design a schedule to create learning blocks that allow teachers to meet in teams for instructional planning, development of assessments, addressing student learning needs, and professional development work. F. Ensure a high degree of accountability for team/committee work and school performance through public reporting and results.

APPENDIX 31 - (E)(2) Turnaround & Transformation Models

Criteria for Interventions: Turnaround Model

III. Adopt a new governance structure	**Required** A. Provide schools with defined autonomy and support, i.e., clearly define the expectations and anticipated results, but give the school the opportunity to research and develop practices and models that have demonstrated success in impacting student learning. B. Provide support for implementation of a Response to Intervention model. **Desired** C. Place a school improvement facilitator/ turnaround coach in the school. D. Create partnerships with external organizations, universities, and community groups to build capacity and to support efforts of turnaround schools.	**Required** A. Establish a leadership team that has responsibility for oversight of data analysis, the school improvement plan, and school policies and practices that promote student learning. B. Consciously build and distribute teacher leadership throughout the school. C. Clearly define roles and responsibilities for staff responsible for school improvement, e.g., school improvement facilitator, instructional coach, principal, leadership team, etc. D. Build community and parent/family ownership and support for school reform and involve these stakeholder groups as true partners in site-based decisions.
IV. Implement a new or revised instructional program	**Required** *Framework:* A. Articulate an instructional vision for the district. B. Define core curricular content for grades K-12. C. Establish grade-level benchmarks. D. Define a balanced assessment system and provide necessary support for school implementation that is aligned with the DPI recommendations, "Crafting a Balanced System of Assessment in Wisconsin." E. Conduct a District Self-Assessment to determine areas of strength and high priority areas for improvement in low performing schools and develop a plan to support these schools. F. Assess the strengths and needs of each turnaround school and collaboratively develop and design a revised instructional model that will result in student success. G. Ensure that staff have the knowledge and skills to align their curriculum and instruction to the standards, benchmarks and assessments at each grade level. H. Align federal and school improvement plans to ensure that they are coordinated and provide	**Required** *Framework:* A. Conduct a School Self-Assessment to determine areas of strength and high priority areas for improvement. B. Build an academic press for achievement with the expectation that all students will achieve at high levels. C. Align all curriculum and instruction to the standards, benchmarks, and assessments at each grade level. D. Ensure that the school climate is orderly, respectful, and supports student learning through clear and enforced expectations for student behavior. E. Build in strategies that promote a warm climate where all students feel connected to the school and know that there are adults who care about their success. F. Examine current systems and practices that are barriers to all students achieving at high levels. G. Promote a culture of innovation and risk-taking that creates opportunities for students to be successful in exciting and authentic learning environments. *Support and Interventions:* H. Establish a clearly articulated plan for identifying

	coherence for school improvement at the turnaround school. *Support and Interventions:* I. Provide support for extended learning opportunities. J. Reallocate resources to align with goals and programs of turnaround school to ensure the greatest potential for success. K. Provide schools flexibility to implement practices that enhance the ability of staff to collaborate, extend learning time, or implement other research-based strategies designed by the staff/principal. L. Ensure that staff has the time and the skills to evaluate intervention plans, curriculum, and individual student needs to adapt core and supplemental instruction. *Assessment:* M. Design a plan and monitoring strategies to assess the progress of the instructional program at the turnaround school and make adjustments to ensure success of students. N. Using a variety of strategies, communicate the work of the turnaround school, as a model of innovation, both within and outside the district.	students for interventions, tracking interventions for students, and monitoring progress. I. Establish roles and expectations for classroom teachers, Title I teachers, curriculum specialists, interventionists, etc. in meeting the needs of all students. J. Evaluate intervention plans, core curriculum, and ongoing student needs to adapt core instruction, as well as supplemental instruction. K. Ensure that funds are directed to students with greatest needs. *Assessment:* L. Analyze student achievement data and continually monitor progress to identify key areas of focus for improvement.
V. Recruit, replace and retain effective staff	**Required** *Recruit:* A. Identify teachers within the district who have been successful in low performing schools and implement strategies for them to transfer to the turnaround school. B. Implement plans to recruit teachers from outside the district who have demonstrated success in low performing schools. C. Identify barriers to teaching in low performing schools and design strategies to address those issues. D. Design incentives to attract teachers to work in turnaround schools. *Replace:*	**Required** *Recruit:* A. Publicize criteria for candidates for staff reassignment. B. Demonstrate alignment of school goals with new staffing patterns (i.e., hiring instructional coaches, curriculum specialists, etc.) *Replace:* C. Redeploy staff who offer valuable skills but are not effective in current role, and bring in new staff with specialized skills and competencies. D. Ensure that teacher evaluation system is aligned to progress toward school goals. *Retain:*

	E. Collaborate with the teachers' union to implement practices that allow administrators to reassign staff whose skills are not matched with needs of the turnaround school. F. Collaborate with the teachers' union to allow for transfer of highly effective teachers to the turnaround school. *Retain:* G. Provide financial and/or other incentives to recognize teacher commitment to improved student achievement. H. Implement a teacher mentoring program specifically designed to support teachers in turnaround schools. D. Provide on-going opportunities for teachers from different schools to come together to learn about successful practices that are impacting their schools. E. Create on-going opportunities for teachers to communicate their needs and perspectives to leaders responsible for planning their professional development. **Desired** *Recruit:* I. Use technologies and networks to recruit teachers who want to work in the district's most challenging schools. J. Design a rubric describing the skills and competencies of highly effective staff that is used to identify strengths and gaps. *Retain:* K. Engage teachers in discussions and decisions around district goals and planning for turnaround schools. L. Provide on-going opportunities for teachers from different schools to come together to learn together and collaborate. M. Publicize the successes of the turnaround school	E. Provide on-going support, assistance, and professional development to teachers to ensure that they continue to build the necessary skills to be successful in the turnaround school. **Desired** *Recruit:* F. Provide feedback to district about recruitment needs, successes, and challenges. *Retain:* G. Provide multiple opportunities for teachers to be recognized for how they have improved student achievement.

Criteria for Interventions: Turnaround Model

	to the community.	
VI. Provide on-going, high quality, job-embedded professional development	**Required** A. Establish standards that link professional development to student achievement. (See National Staff Development Council standards) http://www.nsdc.org/standards/index.cfm B. Analyze student achievement data across low performing schools to determine areas that need to be targeted for professional development in turnaround schools. C. Align resources and differentiate support to low performance areas in turnaround schools. A. Design a comprehensive professional development plan to support staff's use of a variety of data and assessment strategies. D. Create principal learning communities that bring principals together to learn and support each other's restructuring efforts. E. Provide learning opportunities for school-based teams to work more effectively. **Desired** F. Provide on-going opportunities for teachers from different schools to come together to learn together and collaborate around common student learning challenges.	**Required** A. Provide targeted and differentiated professional development to address the needs of teachers based on their content and pedagogical knowledge. B. Continually document the effectiveness of the professional development initiatives and modify practices as necessary. **Desired** C. Hire an on-site school improvement facilitator/coach to focus on the professional development needs of staff. D. Share leadership responsibilities among staff for providing high quality learning opportunities.
VII. Promote the continuous use of student data	**Required** B. Implement a comprehensive system for collecting and using a variety of data that can be disaggregated by student groups and can inform the instruction of individual students in classrooms. C. Differentiate resources to turnaround schools based on analysis of student data. D. Implement a data system that monitors interventions of individuals and groups of students. E. Provide support to schools in the development of formative and benchmark assessments that help define what students are learning and identify gaps that must be addressed.	**Required** A. Use data to determine high priority instructional areas and set goals for school improvement. B. Make student performance goals, assessments and measures clear, widely understood and available. C. Improve the data literacy of all staff, i.e. learn how to design assessments, implement a broad range of assessments, and discuss results. D. Use data to make instructional decisions about support to individual students. E. Monitor and report progress toward goals systematically and frequently. **Desired**

Criteria for Interventions: Turnaround Model

	F. Provide support to schools to continually monitor their data in order to make timely adjustments to improve instruction. **Desired** G. Design a data system that measures individual student academic growth over time.	F. Report performance measures in different languages and using different media.
VIII. Increase instructional time for students and time for staff collaboration and professional development	**Required** A. Increase instructional time in turnaround schools by extending the school day and/or the school year. B. Assist schools in developing schedules and structures that provide for increased student learning time and time for staff collaboration and professional development. **Desired** C. Partner with community organizations to provide programs and extended learning opportunities for students.	**Required** A. Design a comprehensive instructional program for students with extended learning for the school day and/or the year. **Desired** B. Provide learning opportunities for staff to function at a high level as professional learning communities that are accountable for student learning and results.
IX. Provide social-emotional and community-oriented services for students	**Required** A. Establish key partnerships with community health and social agencies to meet the needs of all students. B. Differentiate services and resources (social workers, nurses, community partnerships) to low-performing schools based on school needs. **Desired** C. Develop partnerships between turnaround schools and a specific business, agency, state department, non-profit, etc. for on-going support and resources.	**Required** A. Create mechanisms for students and families to link to health and social agencies to address student and family needs. B. Determine needs of individual students that interfere with their being successful at school, and target specific interventions (i.e., substance abuse prevention, anti-bullying, etc.) to them. C. Engage families as positive and productive partners to support the learning and growth of their students. D. Include assessment of social and emotional issues in school improvement planning and targeting of resources. **Desired** E. Develop programs and support to families that provide resources and learning opportunities that go beyond the school day and build the school as a center/hub for the community.

APPENDIX 31 - (E)(2) Turnaround & Transformation Models

Criteria for Interventions: Transformation Model

Strategy	Essential Components in a District	Essential Components in a School
I. Staff the transformation model school with highly effective teachers and school leaders	**Required** A. Replace the principal who led the school prior to commencement of the implementation of the transformation model, unless the principal was recently hired to restructure the school. B. Place a principal in the transformation model school who has demonstrated success in low performing schools. C. Collaborate with teachers' union to allow for transfer of highly effective teachers to the transformation model school. D. Implement strategies to recruit, replace and retain effective staff, including: identifying teachers within the district who have been effective in low performing schools; and recruiting teachers from outside the district who have been effective in low performing schools. **Desired** E. Collaborate with the teachers' to design practices to reassign staff to other schools whose skills are not matched to the needs of the transformation model school, including creating memoranda of understanding (MOU.)" F. Provide additional compensation to attract and retain high-quality educators to the school.	**Required** A. Redeploy teaching staff who offer valuable skills but are not effective in current role and bring in new staff with specialized skills and competencies. B. Identify and remove teachers and other staff who do not improve student achievement outcomes. C. Use a variety of evaluations to improve teachers' performance, including measures of student growth and progress. D. Demonstrate alignment of school goals with new staffing patterns (i.e., hiring instructional coaches, curriculum specialists, etc.)
II. Build effective principal leadership	**Required** A. Provide on-going, systematic professional development for leaders in transformation model schools to ensure their continued growth as highly effective principals. B. Provide on-going opportunities for principals from different schools to come together to learn about successful practices that are impacting their schools. C. Create on-going opportunities for principals to communicate their needs and perspectives to	**Required** A. Signal the need and urgency for dramatic changes from the status quo. B. Articulate expectations of highly effective staff. C. Build commitment and consensus with staff, parents, and community partners around a clearly defined mission and school improvement goals. D. Demonstrate a clear need and focus on professional development where learning and problem solving occur throughout the school

Criteria for Interventions: Transformation Model

	leaders responsible for planning their professional development.	every day. E. Design a schedule to create learning blocks that allow teachers to meet in teams for instructional planning, development of assessments, addressing student learning needs, and professional development work. F. Ensure a high degree of accountability for team/committee work and school performance through public reporting and results. G. Provide opportunities for teachers to be recognized for how they have improved student achievement.
III. Implement comprehensive instructional reform strategies	**Required** *Framework:* A. Articulate an instructional vision for the district. B. Define core curricular content for grades K-12. C. Establish grade-level benchmarks. D. Define a balanced assessment system and provide necessary support for school implementation that is aligned with the DPI recommendations, "Crafting a Balanced System of Assessment in Wisconsin." E. Conduct a District Self-Assessment to determine areas of strength and high priority areas for improvement in low performing schools. F. Assess the strengths and needs of each transformation model school and collaboratively develop and design a revised instructional model that will result in student success. G. Ensure that staff have the knowledge and skills to align their curriculum and instruction to the standards, benchmarks and assessments at each grade level. H. Use data to identify and implement comprehensive, research-based, instructional reform strategies that are vertically aligned from one grade to the next. I. Align federal and school improvement plans to	**Required** *Framework:* A. Conduct a School Self-Assessment to determine areas of strength and high priority areas for improvement. B. Build an academic press for achievement with the expectation that all students will achieve at high levels. C. Align all curriculum and instruction to the standards, benchmarks, and assessments at each grade level. D. Ensure that the school climate is orderly, respectful, and supports student learning through clear and enforced expectations for student behavior, where bullying and harassment are not tolerated. Build in strategies that promote a warm climate where all students feel connected to the school and know that there are adults who care about their success. E. Examine current systems and practices that are barriers to all students achieving at high levels. F. Promote a culture of innovation and risk-taking that creates opportunities for students to be successful in exciting and authentic learning environments. G. Design a schedule to create learning blocks that allow teachers to meet in teams for

Criteria for Interventions: Transformation Model

	ensure that they are coordinated and provide coherence for school improvement at the transformation model school. J. Provide more time for students to learn core academic content by expanding the school day, the school week, or the school year, and/or increase instructional time for core academic subjects during the school day. *Support and Interventions:* K. *Establish a clearly articulated district plan for supports and interventions for struggling students.* L. Reallocate resources to align with goals and programs of transformation model school to ensure the greatest potential for success. M. *Provide schools flexibility to implement practices that enhance the ability of staff to collaborate, extend learning time, or implement other research-based strategies designed by the staff/principal.* N. Ensure that staff has the time and the skills to evaluate intervention plans, curriculum, and individual student needs to adapt core and supplemental instruction. *Assessment:* O. Continually monitor the progress of the instructional program at the transformation model school and make adjustments to ensure success of students. P. Institute a system for assessing impact of changes in instructional practices resulting from professional development. D. Use a variety of assessments to evaluate teachers that are based in significant measure on student growth to improve school leaders' performance. **Desired** *Support and Intervention:*	instructional planning, development of assessments, addressing student learning needs, and professional development work. *Support and Interventions:* H. *Establish a clearly articulated plan for identifying students for interventions, tracking interventions for students, and monitoring progress.* I. Evaluate intervention plans, core curriculum, and ongoing student needs to adapt core instruction, as well as supplemental instruction. J. Ensure that funds are directed to students with greatest needs. *Assessment:* K. Analyze student achievement data and continually monitor progress to identify key areas of focus for improvement. **Desired** *Framework:* L. Increase rigor at high schools by offering opportunities for all students to enroll in advanced coursework, such as Advanced Placement or International Baccalaureate, early college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers. M. Improve student transition from middle to high school through summer programs, freshmen academies, or other programs. N. Restructure the school day to add time for strategies such as advisory periods that build relationships between students and staff. *Support and Interventions:* O. Increase graduation rates through, for example, credit-recovery programs, smaller learning communities, and opportunities to accelerate beyond basic reading and

	Q. Publicize the successes of the transformation model school to the community.	mathematics skills.
IV. Provide on-going, high quality, job-embedded professional development	**Required** A. Establish standards that link professional development to student achievement. B. Analyze student achievement data across low performing schools to determine areas that need to be targeted for professional development in transformation model schools. C. Align resources and differentiate support to low performance areas in transformation model schools. D. Create principal learning communities that bring principals together to learn and support each other's restructuring efforts. E. Provide learning opportunities for school-based teams to work more effectively. **Desired** F. Provide on-going opportunities for teachers from different schools to come together to learn together and collaborate around common student learning challenges.	**Required** A. Design a comprehensive professional development plan for the school with subject-specific pedagogy and instruction that reflects a deeper understanding of the community served by the school. B. Provide targeted and differentiated professional development to address the needs of teachers based on their content and pedagogical knowledge. C. Continually document the effectiveness of the professional development initiatives. D. Provide learning opportunities in differentiated instruction to ensure that staff are equipped to facilitate effective teaching with a wide continuum of learners. **Desired** E. Hire an on-site school improvement facilitator/coach to focus on the professional development needs of staff. F. Share leadership responsibilities among staff for providing high quality learning opportunities. G. Provide learning opportunities for staff to function at a high level as professional learning communities.
V. School governance, operations and comprehensive support	**Required** A. Implement a comprehensive self-assessment of the school to determine the highest priority needs of the school. B. Provide schools with defined autonomy and support, i.e., clearly define the expectations and anticipated results, but give the school the opportunity to research and develop practices to implement a comprehensive approach to substantially improve student achievement, including operating flexibility (staffing,	**Required** A. Create specific positions and opportunities for teachers to serve in leadership roles in curriculum development, instruction, and professional development. B. Establish a leadership team that has responsibility for oversight of data analysis, the school improvement plan, and school policies and practices that promote student learning. C. Clearly define roles and expectations for staff

	calendars, schedule, budgeting.) C. Assist schools in developing schedules and structures that provide for increased student learning time and time for staff collaboration and professional development. D. Provide support for implementation of a Response to Intervention model. E. Recruit, screen, and select external partners in collaboration with school staff. F. Identify incentives, and then reward staff and principal who improve student achievement outcomes. **Desired** G. Implement a weighted per pupil school based budget formula.	responsible for school improvement, e.g., school improvement facilitator, instructional coach, curriculum specialists, principal, leadership team, interventionists, etc. D. Build community and parent/family ownership and support for school reform and involve these stakeholder groups as true partners in site-based decisions.
VI. Promote the continuous use of student data	**Required** A. Implement a comprehensive system for collecting, disaggregating, and using a variety of individual student data, through the use of formative, benchmark, and summative assessments that inform teacher and school instructional practices. B. Differentiate resources to transformation model schools based on analysis of student data. C. Implement a data system that monitors interventions of individuals and groups of students. D. Design a comprehensive professional development plan to support staff's use of a variety of data and assessment strategies. E. Provide support to schools in the development of formative and benchmark assessments that help define what students are learning and identify gaps that must be addressed. F. Provide support to schools to continually monitor their data in order to make timely adjustments to improve instruction.	**Required** A. Use data to determine high priority instructional areas and set goals for school improvement. B. Make performance measures clear, widely understood and available. C. Improve the data literacy of all staff, i.e. learn how to design assessments and discuss results. D. Use data to make instructional decisions about support to individual students. E. Monitor and report progress toward goals systematically and frequently. **Desired** F. Report performance measures in different languages and using different media.
VII. Provide social-	**Required**	**Required**

emotional and community-oriented services for students	A. Partner with community organizations, including health and social service agencies, to provide programs and extended learning opportunities for students. B. Differentiate services and resources (social workers, nurses, community partnerships) to low-performing schools based on school needs. C. Seek out additional funds to support low performing schools. D. Design strategies for all low performing schools to better engage and serve the families and the community. **Desired** E. Develop partnerships between transformation model schools and a specific business, agency, state department, non-profit, etc. for on-going support and resources.	A. Partner with parents, community and faith-based organizations, health clinics, the police department, and others to create safe school environments that meet students' social, emotional, and health needs. B. Determine needs of individual students that interfere with their being successful at school and target specific interventions (i.e., substance abuse prevention, anti-bullying, etc.) to them. C. Provide more time or opportunities for enrichment activities for students, e.g., instruction in financial literacy, internships, apprenticeships, service learning opportunities, by partnering, as appropriate, with other organizations, such as universities, non-profits, businesses, museums, etc. D. Engage families as positive and productive partners to support the learning and growth of their students. **Desired** E. Include assessment of social and emotional issues in school improvement planning and targeting of resources. F. Develop programs and support to families that provide resources and learning opportunities that go beyond the school day and build the school as a center/hub for the community.

State Revenues Used to Support K-12 and Public Higher Education as a Percentage of Total Revenues Available to the State

	FY 2008	FY 2009
Total K-12 and Higher Ed	7,058,821,335	6,811,714,921
Total Net Appropriations	19,666,902,500	19,870,867,800
%	**35.9%**	**34.3%**

Elementary and Secondary Education Appropriated Amounts

	FY 2008	FY 2009
General aids	4,722,745,900	4,247,223,900
Categorical aids	617,531,900	662,903,600
School levy credits	672,400,000	822,400,000
Residential Schools	11,478,400	11,485,900
Total	6,024,156,200	5,744,013,400

Public Institutions of Higher Education Appropriated Amounts

	FY 2008	FY 2009
University of Wisconsin	892,512,635	924,549,021
Wisconsin Technical College System	142,152,500	143,152,500
Total	1,034,665,135	1,067,701,521
Total K-12 and Higher Ed	**7,058,821,335**	**6,811,714,921**

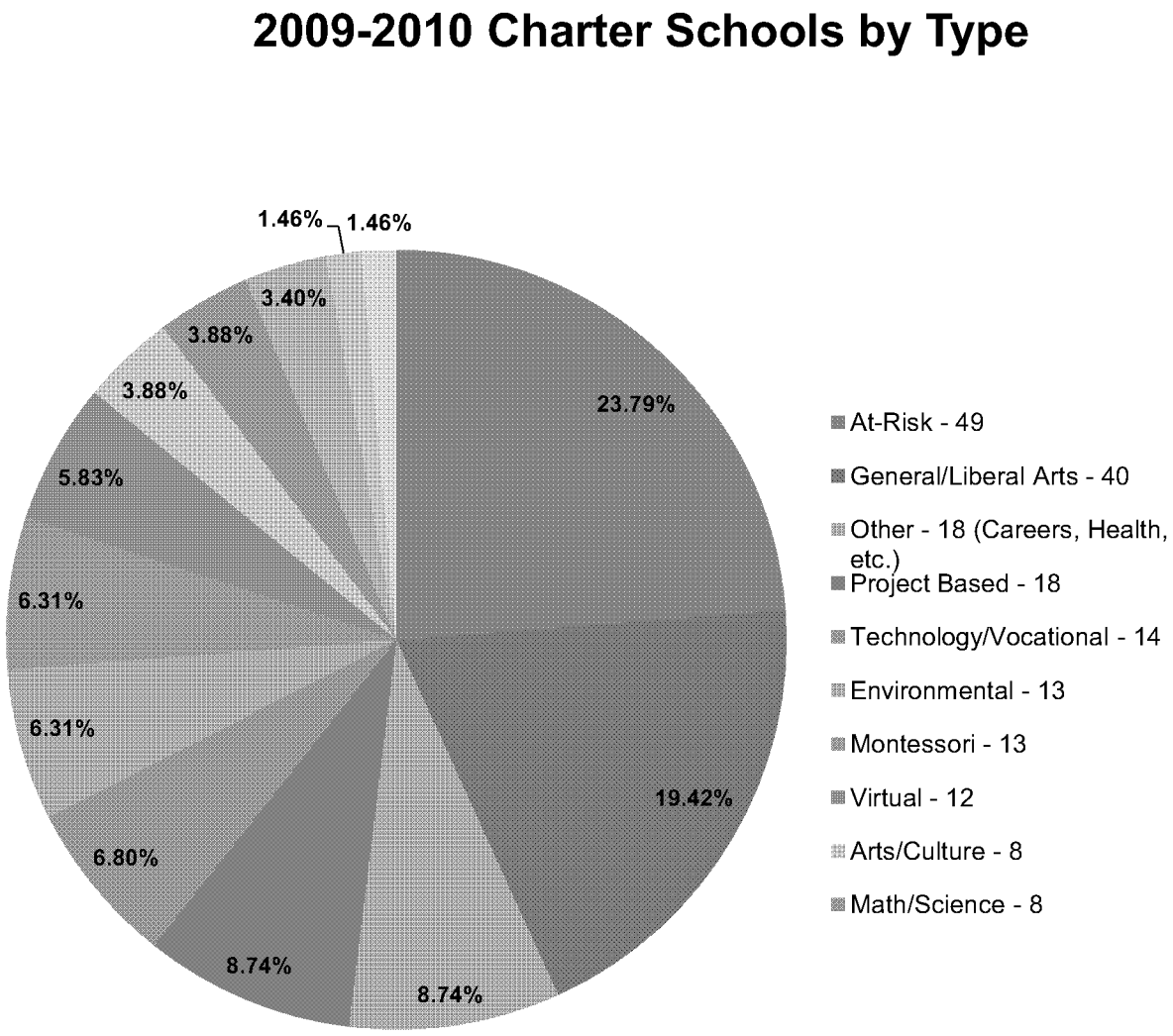
All Appropriations- GPR, PR, and SEG Appropriated Amounts

GPR	FY 2008	FY 2009
Gross Appropriations	13,799,410,400	14,035,965,300
Compensation Reserves	62,759,600	132,617,900
Less Lapses	-268,286,500	-1,274,768,000
Net Appropriations	13,593,883,500	12,893,815,200
PR	**FY 2008**	**FY 2009**
Gross Appropriations	3,237,832,000	3,346,091,600
Compensation Reserves	18,516,700	46,425,100
Net Appropriations	3,256,348,700	3,392,516,700
SEG	**FY 2008**	**FY 2009**
Gross Appropriations	2,799,946,800	3,542,560,200
Compensation Reserves	16,723,500	41,975,700
Net Appropriations	2,816,670,300	3,584,535,900

GPR + PR + SEG		
Total Gross Appropriations	19,837,189,200	20,924,617,100
Total Net Appns (+ comp. reserves - lapses)	**19,666,902,500**	**19,870,867,800**

Appendix (F)(2) 1:

Appendix (F)(2) 2:



Note: Figure shows focus of all operating charter schools in Wisconsin during the 2009-2010 school year. Total schools= **206**