



**State of Wisconsin**

**Race to the Top Application**

**CFDA# 84.395A**

**January 19<sup>th</sup> 2010**

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## STATE OF WISCONSIN

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January 15, 2010

Dear Secretary Duncan:

On behalf of Wisconsin's school children, we are pleased to present to you our application for the US Department of Education's Race to the Top program. We were honored when President Obama traveled to Wisconsin to announce his vision for this vital program and we are ready to accept the President's challenge to make education America's mission.

We are proud of the steps we are taking to align our assessments with high standards, foster effective teachers and leaders, raise student achievement and transform our lowest performing schools. Over the last several months Wisconsin has pushed an educational reform agenda that has brought together over 430 Wisconsin school districts and charter schools together around these central themes.

Race to the Top funding will be instrumental in supporting and accelerating Wisconsin's education agenda. While Wisconsin has great students, parents, teachers and leaders we recognize that more must be done to ensure that our students are prepared to compete in a global economy. The strong application presented to you today does just that.

Wisconsin's application contains aggressive goals supported by a comprehensive plan. These goals are targeted at not only high performing schools and students but also address our lowest performers. For example, over the next four years Wisconsin, with your support, is on track to:

- Ensure all of our children are proficient in math and reading.
- Drastically reduce the number of high school dropouts.
- Increase the high school graduation growth rate for Native American, African American and Hispanic students.
- Significantly increase the annual growth in college entrance in 2010 and maintain that level of growth over the next four years.
- Drastically cut our achievement gap.

These goals are supported by a comprehensive plan with a high degree of accountability. Our plan is focused on research proven advancements that tackle many of the challenges facing Wisconsin schools. Advancements such as the following:

- Raising standards -- joined consortium with 48 other states to develop and adopt internationally benchmarked standards.
- More useful assessments -- changes to our testing process to provide more meaningful information to teachers and parents.
- Expanded data systems -- including 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, to ensure that Wisconsin narrows its achievement gap and raises overall achievement.
- Turning around our lowest performing schools -- enhancing the capacity for Milwaukee Public Schools and the state to support that effort; contracting out to external organizations with research-proven track records where appropriate.
- Providing wraparound services, complimenting school efforts in specific neighborhoods in Milwaukee to get low income children the supports necessary to succeed within and outside the school yard.
- 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.

The agenda that you have before you is one that builds on our great successes yet recognizes that we can and must do more to ensure our children are prepared for success. We appreciate your consideration of Wisconsin's strong commitment to this mission. We look forward to joining President Obama and you in America's Race to the Top.

Sincerely,

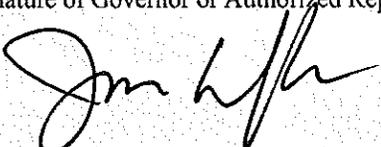
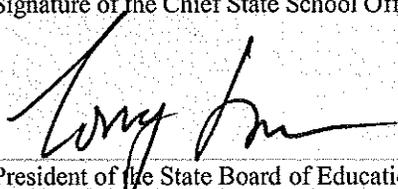


Jim Doyle  
Governor



Tony Evers  
State Superintendent

**(2) RACE TO THE TOP APPLICATION ASSURANCES**  
(CFDA No. 84.395A)

Legal Name of Applicant (Office of the Governor):  <b>Office of the Governor</b>	Applicant's Mailing Address:  <b>115 East, State Capitol PO Box 7863 Madison, WI 53707-7863</b>
Employer Identification Number:  <b>396028867</b>	Organizational DUNS:  <b>001778349</b>
State Race to the Top Contact Name: (Single point of contact for communication)  <b>Chris Patton</b>	Contact Position and Office:  <b>Policy Director, Office of the Governor</b>
Contact Telephone:  <b>(608) 266-2093</b>	Contact E-mail Address:  <b><u><a href="mailto:christopher.patton@wisconsin.gov">christopher.patton@wisconsin.gov</a></u></b>
<p>Required Applicant Signatures:</p> <p>To the best of my knowledge and belief, all of the information and data in this application are true and correct.</p> <p>I further certify that I have read the application, am fully committed to it, and will support its implementation:</p>	
Governor or Authorized Representative of the Governor (Printed Name):	Telephone:
Signature of Governor or Authorized Representative of the Governor: 	Date: <b>Jan 15, 2010</b>
Chief State School Officer (Printed Name):	Telephone:
Signature of the Chief State School Officer: 	Date: <b>1/15/2010</b>
President of the State Board of Education (Printed Name):	Telephone:

**State Attorney General Certification**

I certify that the State's description of, and statements and conclusions concerning, State law, statute, and regulation in its application are complete, accurate, and constitute a reasonable interpretation of State law, statute, and regulation.

*(See especially Eligibility Requirement (b), Selection Criteria (B)(1), (D)(1), (E)(1), (F)(2), (F)(3).)*

I certify that the State does not have any legal, statutory, or regulatory barriers at the State level to linking data on student achievement (as defined in this notice) or student growth (as defined in this notice) to teachers and principals for the purpose of teacher and principal evaluation.

State Attorney General or Authorized Representative (Printed Name):

**J. B. Van Hollen**

Telephone:

**608-266-1221**

Signature of the State Attorney General or Authorized Representative:



Date:

**01-14-2010**

### **(3) ACCOUNTABILITY, TRANSPARENCY, REPORTING AND OTHER ASSURANCES AND CERTIFICATIONS**

#### **Accountability, Transparency and Reporting Assurances**

The Governor or his/her authorized representative assures that the State will comply with all of the accountability, transparency, and reporting requirements that apply to the Race to the Top program, including the following:

- For each year of the program, the State will submit a report to the Secretary, at such time and in such manner as the Secretary may require, that describes:
  - the uses of funds within the State;
  - how the State distributed the funds it received;
  - the number of jobs that the Governor estimates were saved or created with the funds;
  - the State's progress in reducing inequities in the distribution of highly qualified teachers, implementing a State longitudinal data system, and developing and implementing valid and reliable assessments for limited English proficient students and students with disabilities; and
  - if applicable, a description of each modernization, renovation, or repair project approved in the State application and funded, including the amounts awarded and project costs (ARRA Division A, Section 14008)
- The State will cooperate with any U.S. Comptroller General evaluation of the uses of funds and the impact of funding on the progress made toward closing achievement gaps (ARRA Division A, Section 14009)
- If the State uses funds for any infrastructure investment, the State will certify that the investment received the full review and vetting required by law and that the chief executive accepts responsibility that the investment is an appropriate use of taxpayer funds. This certification will include a description of the investment, the estimated total cost, and the amount of covered funds to be used. The certification will be posted on the State's website and linked to [www.Recovery.gov](http://www.Recovery.gov). A State or local agency may not use funds under the ARRA for infrastructure investment funding unless this certification is made and posted. (ARRA Division A, Section 1511)
- The State will submit reports, within 10 days after the end of each calendar quarter, that contain the information required under section 1512(c) of the ARRA in accordance with any guidance issued by the Office of Management and Budget or the Department. (ARRA Division A, Section 1512(c))
- The State will cooperate with any appropriate Federal Inspector General's examination of records under the program. (ARRA Division A, Section 1515)

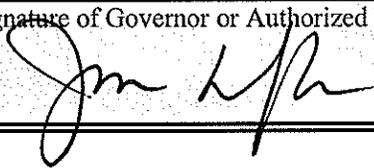
**Other Assurances and Certifications**

The Governor or his/her authorized representative assures or certifies the following:

- The State will comply with all applicable assurances in OMB Standard Forms 424B (Assurances for Non-Construction Programs) and to the extent consistent with the State's application, OMB Standard Form 424D (Assurances for Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all sub awards at all tiers.
- The State will comply with all of the operational and administrative provisions in Title XV and XIV of the ARRA, including Buy American Requirements (ARRA Division A, Section 1605), Wage Rate Requirements (section 1606), and any applicable environmental impact requirements of the National Environmental Policy Act of 1970 (NEPA), as amended, (42 U.S.C. 4371 et seq.) (ARRA Division A, Section 1609). In using ARRA funds for infrastructure investment, recipients will comply with the requirement regarding Preferences for Quick Start Activities (ARRA Division A, Section 1602).
- Any local educational agency (LEA) receiving funding under this program will have on file with the State a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).
- Any LEA receiving funding under this program will have on file with the State (through either its Stabilization Fiscal Stabilization Fund application or another U.S. Department of Education Federal grant) a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede access to, or participation in, the program.
- The State and other entities will comply with the Education Department General Administrative Regulations (EDGAR), including the following provisions as applicable: 34 CFR Part 74– Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 75–Direct Grant Programs; 34 CFR Part 77– Definitions that Apply to Department Regulations; 34 CFR Part 80– Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81– General Education Provisions Act– Enforcement; 34 CFR Part 82– New Restrictions on Lobbying; 34 CFR Part 84–

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Governmentwide Requirements for Drug-Free Workplace (Financial Assistance); 34 CFR Part  
85-Governmentwide Debarment and Suspension (Nonprocurement).

Governor or Authorized Representative of the Governor (Printed Name):	
Signature of Governor or Authorized Representative of the Governor:	Date:
	1/15/10

**(4) ELIGIBILITY REQUIREMENTS**

**(See Previous Certifications)**

A State must meet the following requirements in order to be eligible to receive funds under this program.

**Eligibility Requirement (a)**

The State's applications for funding under Phase 1 and Phase 2 of the State Fiscal Stabilization Fund program must be approved by the Department prior to the State being awarded a Race to the Top grant.

*The Department will determine eligibility under this requirement before making a grant award.*

**Eligibility Requirement (b)**

At the time the State submits its application, there are no legal, statutory, or regulatory barriers at the State level to linking data on student achievement (as defined in this notice) or student growth (as defined in this notice) to teachers and principals for the purpose of teacher and principal evaluation.

*The certification of the Attorney General addresses this requirement. The applicant may provide explanatory information, if necessary. The Department will determine eligibility under this requirement.*

## SELECTION CRITERIA: PROGRESS AND PLANS IN THE FOUR EDUCATION REFORM AREAS

### (A) State Success Factors (125 total points)

#### (A)(1) Articulating State's education reform agenda and LEAs participation in it (65 points)

The extent to which—

(i) The State has set forth a comprehensive and coherent reform agenda that clearly articulates its goals for implementing reforms in the four education areas described in the ARRA and improving student outcomes statewide, establishes a clear and credible path to achieving these goals, and is consistent with the specific reform plans that the State has proposed throughout its application; (5 points)

(ii) The Participating LEAs (as defined in this notice) are strongly committed to the State's plans and to effective implementation of reform in the four education areas, as evidenced by Memoranda of Understanding (MOU) (as set forth in Appendix D)<sup>1</sup> or other binding agreements between the State and its participating LEAs (as defined in this notice) that include— (45 points)

(a) Terms and conditions that reflect strong commitment by the participating LEAs (as defined in this notice) to the State's plans;

(b) Scope-of-work descriptions that require participating LEAs (as defined in this notice) to implement all or significant portions of the State's Race to the Top plans; and

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<sup>1</sup> See Appendix D for more on participating LEA MOU's and for a model MOU.

(c) Signatures from as many as possible of the LEA superintendent (or equivalent), the president of the local school board (or equivalent, if applicable), and the local teachers' union leader (if applicable) (one signature of which must be from an authorized LEA representative) demonstrating the extent of leadership support within participating LEAs (as defined in this notice); and

(iii) The LEAs that are participating in the State's Race to the Top plans (including considerations of the numbers and percentages of participating LEAs, schools, K-12 students, and students in poverty) will translate into broad statewide impact, allowing the State to reach its ambitious yet achievable goals, overall and by student subgroup, for—(15 points)

- (a) Increasing student achievement in (at a minimum) reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA;
- (b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA;
- (c) Increasing high school graduation rates (as defined in this notice); and
- (d) Increasing college enrollment (as defined in this notice) and increasing the number of students who complete at least a year's worth of college credit that is applicable to a degree within two years of enrollment in an institution of higher education.

*In the text box below, the State shall describe its current status in meeting the criterion, as well as projected goals as described in (A)(1)(iii). The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

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Evidence for (A)(1)(ii):

- An example of the State’s standard Participating LEA MOU, and description of variations used, if any.
- The completed summary table indicating which specific portions of the State’s plan each LEA is committed to implementing, and relevant summary statistics (see Summary Table for (A)(1)(ii)(b), below).
- The completed summary table indicating which LEA leadership signatures have been obtained (see Summary Table for (A)(1)(ii)(c), below).

Evidence for (A)(1)(iii):

- The completed summary table indicating the numbers and percentages of participating LEAs, schools, K-12 students, and students in poverty (see Summary Table for (A)(1)(iii), below).
- Tables and graphs that show the State’s goals, overall and by subgroup, requested in the criterion, together with the supporting narrative. In addition, describe what the goals would look like were the State not to receive an award under this program.

Evidence for (A)(1)(ii) and (A)(1)(iii):

- The completed detailed table, by LEA, that includes the information requested in the criterion (see Detailed Table for (A)(1), below).

*Recommended maximum response length: Ten pages (excluding tables)*

**(A)(1) Articulating State’s education reform agenda and LEAs participation in it**

*The extent to which—*

*(A)(1)(i) The State has set forth a comprehensive and coherent reform agenda that clearly articulates its goals for implementing reforms in the four education areas described in the ARRA and improving student outcomes statewide, establishes a clear and credible path to achieving these goals, and is consistent with the specific reform plans that the State has proposed throughout its application;*

**Accelerating change: A reform agenda to address Wisconsin’s achievement and graduate rate gaps**

The citizens of Wisconsin value public education. At the State and local levels, public education is the highest priority. This long-standing commitment which is demonstrated by the high quality of the PK-12 system, the cutting-edge programs of the public technical college system, and the outstanding public university system led by the internationally recognized University of Wisconsin-Madison. Wisconsin’s performance is documented through nation-leading graduation rates, strong college entrance exam scores, and significant increases in students taking rigorous college-level courses.

Realizing a quality public education for all of Wisconsin’s children no matter where they live, no matter their race, their ethnicity, what language they speak, or their parents’ income or education level is a priority at every level of government and in every household. *Therein lies the challenge for Wisconsin.*

In Wisconsin, achievement gaps are too large, in particular, those between our African-American and white students which by some measures are the worst in the nation. Although the latest NCES Common Core of Data report (on 2005-06 graduates) reported Wisconsin’s graduation rate of 87.5% to be the highest in the nation, the gaps by race, ethnicity, and socio-economic condition are too high and too many of our students drop out. *This simply cannot continue.*

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Wisconsin government, education, and business leaders have come together through a broad agenda of reforms and initiatives to do better for our public school students. While Wisconsin citizens are proud of our accomplishments thus far, the status quo is not acceptable. President Obama and Secretary Duncan's Race to the Top initiative provides Wisconsin with the ability to expand these State and local efforts and deliver hope through the power of public education. Wisconsin will leverage federal funds to expand current efforts and innovation in our schools. At the same time, our ongoing efforts for systemic change position and prepare Wisconsin, at the State and local level, for using Race to the Top funding meaningfully and ensuring scale and sustainability of those efforts, in anticipation of the eventual decline in federal funding.

Wisconsin has laid the foundation for success in the four fundamental reforms areas outlined in Race to the Top legislation, including: standards and assessment, data systems, great teachers and leaders, and turning around struggling schools.

In the area of **standards**, Wisconsin, under the power and authority of the State Superintendent, will adopt the Common Core Standards for English Language Arts and the Common Core Standards for Mathematics, which will form the foundation for instruction in the State. Wisconsin prepared itself for the move to these rigorous, internationally benchmarked standards through work that began two years ago with the American Diploma Project and the Partnership for 21<sup>st</sup> Century Skills. Once complete, Wisconsin's standards will be among the highest in the nation.

In the area of **assessments**, Wisconsin began a thorough examination of the State assessment system in September 2008. The Next Generation Assessment Task Force began with a review of best practices in other states and embraced the notion of creating a more balanced assessment system in Wisconsin. The Task Force, with representatives from business and PK-16 education, concluded that 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.

As a result of the work of the Task Force, Wisconsin is developing a new State assessment system that provides a summative assessment as part of the developing national assessment and a series of formative and benchmark assessments through collaboration with a consortium of

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states. These formative and benchmark assessments will provide for computer-based testing and results that can impact individual student instruction quickly.

Wisconsin, along with Nebraska, is co-leading the Multiple Opportunities for Student Assessment and Instruction Consortium (MOSAIC), a consortium of 26 states developing formative assessment strategies and benchmark assessments. The move to using assessments developed at the national level with nationally set standards for proficiency will provide a clearer and more consistent understanding of student progress for students, parents, teachers, and other education stakeholders. No longer will there be questions regarding the cut score for proficiency set by Wisconsin or any other State.

In addition, one of our major public research universities, the University of Wisconsin-Madison, is the national leader in developing value added growth models for data analysis at district, school, and classroom levels for use in improving instruction and turning around struggling schools. The Value-Added Research Center (VARC) currently calculates value-added scores for all schools in the State with the tested grades (3-8) on the State summative assessment and is working with Milwaukee, Madison and approximately 20 other districts to help them use the reports to make educational improvements.

In the area of **data systems**, transparency and availability have been the hallmarks of Wisconsin's approach beginning twelve years ago with the development of the Internet-based Wisconsin Information Network for Successful Schools (WINSS). Since that time, Wisconsin's State data system has been greatly expanded and will continue to increase both its breadth and scope. Over the last several years, Wisconsin has built a new system to collect data and to display data in more meaningful ways, allowing users to mine the data to inform instructional decision making. Through a combination of work streams from our Longitudinal Data Systems grant and Race to the Top funds, Wisconsin is ready to take the next step in data driven decision making by linking students to their course records, and their course records to teachers, in order to begin to use this longitudinal data system to explore questions about what works in our education system. It will also enable us to track the effectiveness of educator preservice programs, help identify teachers in need of additional support and allow a more robust measure of student growth from one year to the next.

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In the area of **effective teachers and principals**, Wisconsin has 10 years experience in implementing a major license reform initiative moving to a tiered licensing system for teacher, administrators, and pupil services personnel that focuses on preservice preparation, mentorship, and career-long professional development. This work has produced a strong partnership with education organizations and universities. Additionally, the State has recently adopted legislation that allows for the use of student test data and other factors in teacher evaluation. Furthermore, Wisconsin has been in a multi-year partnership with the Wallace Foundation to strengthen the instructional leadership of principals in our five largest cities, including Milwaukee. Other efforts to strengthen the instructional leadership of principals in Milwaukee include two partnerships; one between the Milwaukee Public Schools (MPS) and New Leaders for New Schools and the other between MPS and the New Teacher Project.

Currently, Wisconsin has nine alternative route programs that prepare candidates for teaching licenses and two programs that prepare candidates for administrative licenses. These programs are operated by non-profit agencies, public and private colleges/universities, and a for-profit organization. Wisconsin alternative route programs prepare candidates for critical shortage areas and/or seek to increase the diversity of Wisconsin teachers. Examples of critical shortage content fields are special education, math, science, computer science, bilingual-bicultural, and ESL. Content areas difficult to fill due to geographic location may also be considered a critical shortage area. In addition, Teach for America is now operating in Milwaukee, with 38 corps members placed in hard to staff schools and critical shortage areas.

In the area of **struggling schools**, extensive work has been done to turn around struggling schools in Wisconsin, but much more work needs to be done. The State has prioritized federal and State aid and services to struggling districts and schools. A State-wide System of Support (SSOS) was developed to provide technical assistance to districts with Title I schools Identified for Improvement (SIFI), Title I schools that have missed Adequate Yearly Progress (AYP), and other Title I high priority schools. SSOS processes and tools are designed to enhance a district's ability to improve the effectiveness of its programs and strategies for providing support to low-performing schools. The system also includes tools and strategies to build capacity at the local level for district-focused school improvement. Wisconsin's RTTT proposal also

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includes plans to contract with external providers with expertise in turning around struggling schools to help us ensure that schools can be improved faster.

Milwaukee Public Schools, under State direction, has restructured its school system by creating nine school support clusters. Each cluster is staffed by a school improvement supervisor. These supervisors are administrative positions. The supervisors provide school-level oversight to ensure implementation of all improvement strategies required under corrective action. Examples of improvement strategies currently required of Title I SIFI include: extended learning time in reading and mathematics K-8, reading intervention courses in all high schools, summer school, after school and/or before school tutoring by highly qualified teachers, and implementation of Response to Intervention (RtI). Two SIFIs will be required to implement an extended calendar in the 2010-11 school year. The school improvement supervisors also arrange for internal or external technical assistance to improve implementation of school improvement strategies as needed based on consultation with school principals and the Director of District and School Improvement. The school improvement supervisors work with SIFI principals and staff and Central Office personnel to review achievement data on a monthly basis to determine if the improvement efforts are resulting in improved student achievement.

Wisconsin is a national leader, and one of the first in the nation, in implementing and expanding a quality charter school system that consists of over 200 charter schools serving over 36,000 students in which Wisconsin is the 6<sup>th</sup> highest in the nation. Recently, the State passed legislation, 2009 Wisconsin Act 61, that will help ensure standards of quality exist within each charter school. Over the next five years, Wisconsin expects to further expand the number of its charter schools significantly. Presently, the Wisconsin Charter School Association (WCSA) is actively recruiting high quality Charter School operators from across the United States to start schools in Milwaukee. These schools will be placed in the areas with the highest needs and in some cases will take over or replace struggling schools. The WCSA is reaching out to forty other states through their Charter State Organizations to identify these high quality operators and has recently launched a new initiative to provide substantive charter school development and design services offered by expert practitioners.

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In addition, Wisconsin has developed one of the nation's most extensive statewide public school choice programs. The City of Milwaukee offers parents the nation's largest system of public and private school choice. Recent reforms have increased oversight and accountability of the Milwaukee Parental Choice Program with a goal of increasing the quality of offerings for parents and students.

Furthermore, in the fall of 2009, Wisconsin developed and is implementing a statewide Response to Intervention (RtI) Center to provide training and support as the RtI initiative is expanded throughout the State. The Center will utilize a Train-the-Trainers model to empower teachers and educators to use systems change processes, data for instructional decision making, best practices in reading and math, and best practices in social and emotional wellness programming.

As detailed throughout our application, the State of Wisconsin is well-positioned to implement the four reform areas outlined in Race to the Top, and Wisconsin's Memorandum of Understanding (MOU) with participating districts requires them to implement all of the provisions within the MOU. As evidenced by the high LEA MOU participation rate, Wisconsin districts are eager and ready to take the four reform areas to the next level and continue the momentum that has been started over the last several years.

Wisconsin recognizes that our major education concerns, and--to put it bluntly--weaknesses, are the large achievement and graduation-rate gaps in our State. However, we are fortunate to have a State Superintendent of Public Instruction and a Governor who are committed to raising the bar for education in Wisconsin and guiding the State toward a more aggressive reform agenda. Their leadership is making it possible for Wisconsin to address these unacceptably large and persistent gaps and adopt rigorous new standards for proficiency on Wisconsin State tests.

Specifically, the Wisconsin reform strategy is centered around five key elements needed to raise overall achievement and reduce achievement gaps:

- 1) High expectations: Rapid implementation of new, high standards created by a consortium of states and requiring Participating LEAs to set goals and open themselves to monitoring by a third party to ensure implementation and results.

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- 2) An emphasis on data systems that can measure student growth: All Participating LEAs must have benchmark assessments and must measure results at least in part using our statewide value-added system and must add student growth as a required component of teacher evaluation systems and principal placement.
- 3) Increased efforts to actively support teachers in ways that improve instruction: Enhanced mentoring for initial educators and more support for other teachers through instructional coaches who can provide effective professional development at school sites that increases the quality of initial instruction.
- 4) More support for students who need additional help: This strategy includes deeper implementation of Response to Intervention as well as increased support for students who need additional help, particularly in the largest districts and those that are failing.
- 5) Building the capacity at the State and regional levels: This strategy supports reforms through a combination of existing Wisconsin entities and national organizations with a research-proven track record.

The last element is critical. A portion of State funding will be used to open an Office of Education Innovation and Improvement (OEII) that will include people who may be physically located in the Community Education Service Agencies (CESA's), or in the field, working directly with our lowest performing schools. This will allow for more support for districts as well as a built-in feedback loop to the Department of Public Instruction about how Race to the Top reforms are working.

**Going above and beyond in Exhibit II of the MOU**

Wisconsin Achieves Competitive Grant: As previously noted, Wisconsin's LEAs are required to implement all the elements of the MOU. However, most participating districts<sup>2</sup> will also have an opportunity to go above and beyond by competing for additional funds under the

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<sup>2</sup> This excludes Beloit, Green Bay, Kenosha, Madison, Milwaukee, and Racine, which are not eligible for the Wisconsin Achieves Competitive Grant program; these districts will receive an additional \$166 per pupil to implement additional high-leverage strategies around closing the achievement gap.

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Wisconsin Achieves Competitive Grant program to implement specific high-leverage strategies in the areas of early childhood, successful school transitions, gap closing, and incentives around teacher distribution and performance (see Exhibit II for a complete list of options) or request supplemental funding for the required scope of work under the MOU. All Participating LEAs that accept funds under the Wisconsin Achieves Competitive Grant Program must identify clear, measurable, data-driven, achievable goals that, at a minimum, are benchmarked at the district-level in their Race to the Top Final Work Plan. For more detailed information see Table 1 and Table 2.

Areas of focus for the ‘Wisconsin Achieves Competitive Grant Program’ may include any or all of the following three general areas:

- 1) Specific plans and proposals for additional funds that will be used to ensure that the LEA is able to implement its commitments as outlined in Exhibit I of the MOU and encapsulated in a Final Work Plan, in the case that an LEA can prove that its initial Title I based funding is inadequate.
- 2) Specific plans and proposals for additional funds that will be used to implement additional initiatives from the potential priorities listed 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 and all additional priorities / plans / proposals, if funded, will be encapsulated in the LEAs Final Work Plan in addition to the LEAs existing commitments as outlined in Exhibit 1 of the MOU.

- 3) Specific plans and proposals for additional funds that will be used to implement education reform initiatives ‘above and beyond’ Exhibit I commitments but different to those offered as potential priorities in Exhibit II of the MOU.

The LEA will be free to propose innovative, data proven initiatives that will increase student achievement, close the achievement gap, increase high school graduation rates and/or increase college enrollment rates above and beyond the programs and funding provided Exhibit 1 of the MOU as part of its application for additional funds and all additional priorities / plans / proposals, if

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funded, will be encapsulated in the LEAs Final Work Plan in addition to the LEAs existing commitments as outlined in Exhibit 1 of the MOU.

As previously noted, all 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 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).

Assessment criteria for all competitive grant applications received will include but not be limited to;

- The quality of the plans and proposals, in terms of their; specificity, measurability, ease of implementation, realism of goals and planned outcomes and the timing, level and pace of change – in line with the RTTT ethos of ambitious yet achievable plans for implementing coherent, compelling, and comprehensive education reform.
- The quality of plans and proposals in terms of their; focus on reform initiatives that are proven to be effective (with supporting evidence and / or data of their effectiveness); the availability of detailed and accurate, validated budget information; the levels of long term sustainability (avoidance of ‘funding cliffs’ at the end of the four year grant period)
- The likelihood of success of the proposed plan, including the strength and clarity of articulation in the plan in the areas of responsibilities, implementation and timings (who will do what and when), clarity on goals / expected outcomes (with clear metrics

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and mechanisms to measure progress and success) and the extent to which the plan ensures adequate resources, capacity and capability is in place or brought in to execute the plan.

- The ‘return on investment’ – ensuring the level of change and improvement to be delivered is commensurate with the level of funding being applied for and compares well with alternative funding applications and their projected results.

*Table 1 – Implementation plan for Wisconsin Achieves Competitive Grant Program.*

<b>WISCONSIN ACHIEVES COMPETITIVE GRANT PROGRAM</b>			
<b>GOAL</b>	<b>KEY ACTIVITIES</b>	<b>TIMELINE</b>	<b>KEY PARTIES</b>
Distribute Wisconsin Achieves Competitive Grant to aid small and mid size LEAS choosing to participate in Exhibit II MOU to implement the Exhibit II activities highlighted in their Final Work Plan, or where applicable, to supplement Exhibit I plans	<ul style="list-style-type: none"> <li>• Formulate Wisconsin Achieves Competitive Grant application process including timings, forms, evaluation criteria, evaluation process and how the grant application links to the 90 day Final Work Plan period / process</li> </ul>	<ul style="list-style-type: none"> <li>• Finished 1 week after confirmation of RTTT funding</li> </ul>	<ul style="list-style-type: none"> <li>• WDPI /OEII</li> <li>• Governor’s Office</li> <li>• External accountability firm (* if in place)</li> </ul>
	<ul style="list-style-type: none"> <li>• Communicate the above to LEAs</li> </ul>	<ul style="list-style-type: none"> <li>• As soon as ready</li> </ul>	<ul style="list-style-type: none"> <li>• WDPI /OEII</li> </ul>
	<ul style="list-style-type: none"> <li>• Receive grant proposals from LEAs</li> </ul>	<ul style="list-style-type: none"> <li>• Within 45 days of 90 day period of Final Work Plan formulation</li> </ul>	<ul style="list-style-type: none"> <li>• LEAs</li> <li>• OEII</li> </ul>
	<ul style="list-style-type: none"> <li>• Assess grant proposals</li> <li>• Communicate grant results to the LEAs</li> </ul>	<ul style="list-style-type: none"> <li>• Within 15 days of above</li> </ul>	<ul style="list-style-type: none"> <li>• WDPI/OEII</li> <li>• External accountability firm *</li> <li>• Governor’s Office</li> </ul>
	<ul style="list-style-type: none"> <li>• Ensure results of grant proposals (goals, activities which the grant will fund) are incorporated into relevant LEA Final Work Plans</li> </ul>	<ul style="list-style-type: none"> <li>• Within 30 days remaining of the 90 day Final Work Plan period</li> </ul>	<ul style="list-style-type: none"> <li>• WDPI/OEII</li> <li>• External accountability firm *</li> </ul>
	<ul style="list-style-type: none"> <li>• Distribute grant funds</li> </ul>	<ul style="list-style-type: none"> <li>• As per Final Work Plan</li> </ul>	<ul style="list-style-type: none"> <li>• WDPI/OEII</li> </ul>
Measure and manage progress, Evaluate results	<ul style="list-style-type: none"> <li>• Annual reporting, as part of LEA report on progress on goals and vs. Final Work Plan, as part of annual evaluation on effectiveness of RTTT spend</li> </ul>	<ul style="list-style-type: none"> <li>• As per Final Work Plan</li> <li>• Based on results, if necessary, invoke remediation steps outlined in MOU</li> </ul>	<ul style="list-style-type: none"> <li>• External accountability firm</li> <li>• WDPI/OEII</li> </ul>

The ‘Wisconsin Competes’ competitive grant program is a \$19 million in State discretionary funding from the RTTT funds. Small and mid-size LEAs (all LEAs except Milwaukee, Beloit, Green Bay, Kenosha, Madison, and Racine) will be eligible to apply for additional funds through this competitive

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grant program that supports the broad states plan and goals of increasing student achievement, closing the achievement gap, increasing high graduation rates<sup>3</sup> and increasing college enrollment rates.<sup>4</sup>

The OEII will administer this grant; however, the external accountability organization may, as part of its role, aid the OEII in assessing the quality of these grant applications according to a detailed scoring rubric and the general assessment criteria as part of their possible role in helping the LEA Final Work Plan process (90 day period). The external accountability firm also will measure and report on how the \$19 million is spent in light of district Final Work Plans and progress made towards identified benchmarks and goals.

*Table 2 – Timeline for implementing the Wisconsin Achieves Competitive Grant Program.*

KEY TASK	YEAR 1				YEAR 2				YEAR 3				YEAR 4			
	Q1	Q2	Q3	Q4												
Formulate Wisconsin Achieves Competitive Grant application process, including timings, forms, evaluation criteria, evaluation process and how the grant application links to the 90 day Final Work Plan period / process	◆															
Communicate the above to LEAs	◆															
Receive grant proposals from LEAs	◆	◆														
Assess grant proposals Communicate grant results to the LEAs		◆														
Ensure results of grant proposals (goals, activities which the grant will fund) are incorporated into relevant LEA Final Work Plans		◆	◆													
Distribute grant funds		◆	◆	◆	◆	◆	◆	◆								
Annual reporting, as part of LEA report on progress on goals and vs. Final Work Plan, as part of annual evaluation on effectiveness of RTTT spend				◆				◆				◆				◆

<sup>3</sup> 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.

<sup>4</sup> Federal Race to the Top guidelines defines college enrollment as students who enroll in an institution of higher education within 16 months of graduation.

**Additional Exhibit II requirements for select districts**

Exhibit II for select districts: In order to aggressively address the achievement gap, the State will narrowly focus additional resources and requirements on the Wisconsin's five largest urban districts (which have enrollments that exceed 20,000) and the one additional district identified for improvement under the No Child Left Behind (NCLB) legislation. These six districts have the most diverse student populations in the State and face the greatest challenges with achievement gaps. In addition to meeting the conditions of the MOU, these districts are required to implement all of the State imposed high-leverage strategies and initiatives, including early childhood initiatives; supporting successful transitions initiatives; closing achievement gap initiatives; and Science, Technology, Engineering, and Mathematics (STEM) opportunities. The investments in these districts are specifically targeted to early childhood and late middle school/transition to high school because we know that focusing resources at these levels can reduce the size of the gap when students start kindergarten and help prevent students from dropping out by setting them on a trajectory for success.

Exhibit II for MPS: In addition, the Milwaukee Public Schools' efforts will become even more aggressive and will include the development and implementation of a Milwaukee Children's Zone modeled after the Harlem Children's Zone in New York City. This project, named the Wisconsin Initiative for Neighborhoods and Schools that work for children (WINS for Children), is a four-year demonstration project slated for two delineated geographical areas. All children, ages 0 to 25 that live or attend school in these zones will receive a range of family and community supports to help them achieve academic proficiency, gain access to social and economic opportunity, and transition to productive adulthood. WINS for Children takes a comprehensive approach, bringing together evidence-based best practices in education, human development, and community development to establish a pipeline of essential services. With services ranging from essential prenatal healthcare for parents through high-quality preschool for all children, WINS for Children will focus significant resources on early childhood, allowing disadvantaged students to start kindergarten with language and other skills equal to their more privileged peers. This, in combination with the strategies for K-12 schools in the zone, will result in a closing of the achievement gap.

At the State level, Wisconsin will focus its efforts in assisting school districts with implementing the requirements of the MOU in each of the major areas. The State will create the Office of Education Innovation and Improvement to oversee the execution of Wisconsin's Race to

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the Top plans. In addition, the State will continue its strong partnership with education organizations and institutions, and will develop and enhance new partnerships to develop resources, tools, staff development opportunities, best practices models, and quality standards in each of the four reform areas.

Wisconsin’s agenda is aggressive and specific. Never before has the sense of urgency been greater and have districts been more willing to accept such a challenge and aggressively attack the achievement gap that exists in this State. The groundwork over the last several years demonstrates that the necessary partnerships at the local, regional, State, and national levels are in place, and the foundations for reforms to ensure sustainability of efforts are established. Commitment across the State is strong, the vision is clear, and the work is underway. The potential funding and support available under Race to the Top are powerful catalysts that will accelerate education reform in Wisconsin and transforming the lives of thousands of children. There is no better place to tackle the achievement gap than in Wisconsin, and progress cannot wait.

*Table 3 – Implementation plan for Exhibit II.*

<b>Exhibit II for six large Urban LEAs</b> (Beloit, Kenosha, Green Bay, Madison, Milwaukee, Racine)			
<b>GOAL</b>	<b>KEY ACTIVITIES</b>	<b>TIMELINE</b>	<b>KEY PARTIES</b>
Give additional support and focus to the six largest urban LEAs in order to address their achievement gap issues	<ul style="list-style-type: none"> <li>Develop and agree detailed Final Work Plans</li> </ul>	<ul style="list-style-type: none"> <li>Within 90 days of grant award</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> <li>OEII</li> <li>LEAs</li> <li>External accountability firm</li> </ul>
	<ul style="list-style-type: none"> <li>Disburse money as per agreed schedule</li> </ul>	<ul style="list-style-type: none"> <li>As per agreed schedule, over the 4 years of the grant</li> </ul>	
	<ul style="list-style-type: none"> <li>Work with and support LEAs in the implementation of their final work plans</li> </ul>	<ul style="list-style-type: none"> <li>As per agreed schedule, over the 4 years of the grant</li> </ul>	
	<ul style="list-style-type: none"> <li>Review progress towards goals and key milestones, as laid out in Final Work Plans and the States plan</li> </ul>	<ul style="list-style-type: none"> <li>On a regular basis, over the 4 years of the grant</li> </ul>	

Table 4 – Timeline for implementing Exhibit II activities.

Exhibit II for six large Urban LEAs (Beloit, Kenosha, Green Bay, Madison, Milwaukee, Racine)																
KEY TASK	YEAR 1				YEAR 2				YEAR 3				YEAR 4			
	Q1	Q2	Q3	Q4												
Develop and agree detailed Final Work Plans	◆	◆														
Disburse money as per agreed schedule			◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Work with and support LEAs in the implementation of their Final Work Plans			◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Review progress towards goals and key milestones, as laid out in Final Work Plans and the States plan			◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆

(A)(1)(ii) The participating LEAs (as defined in this notice) are strongly committed to the State’s plans and to effective implementation of reform in the four education areas, as evidenced by Memoranda of Understanding (MOU’s) (as set forth in Appendix D) or other binding agreements between the State and its participating LEAs (as defined in this notice) that include—

(A)(1)(ii)(a) Terms and conditions that reflect strong commitment by the participating LEAs (as defined in this notice) to the State’s plans;

**An aggressive State Plan**

The Wisconsin State Plan is based on the four core reform areas on which the State and its school districts will focus their efforts. These reform areas build on Wisconsin’s strong education reform foundation that has been created over the years. Because of the extensive work that Wisconsin has completed in the areas of standards and assessments, data systems, great teachers and leaders, and turning around struggling schools, the State is in a unique position to develop a scope of work that requires participating LEAs to commit to all four core reform areas in the State’s Plan and to the respective strategies included under each. Further, our ongoing emphasis on Science, Technology, Engineering and Mathematics (STEM) education through programs such as Project Lead the Way, as well as policies that promote science equivalency credit for agriculture courses and encourage other avenues for credit equivalency is the basis for requiring strong commitments from the participating districts to advance STEM. For broad statewide impact to occur, a “tipping point” of both district and research-based

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practices leading to increased student achievement; higher graduation rates; increased college enrollment rates; and, most importantly, *decreasing the achievement gaps* must be in place.

Thus, Wisconsin's MOU for districts and the preliminary scope of work is targeted to those districts that, like the State, have already made significant and strong efforts in the four reform areas and STEM. Furthermore, we made the decision to require participating LEAs to implement all four reform areas, rather than a significant portion in order to ensure broad state-wide impact in all of the four areas.

*(A)(1)(ii)(b) Scope-of-work descriptions that require participating LEAs (as defined in this notice) to implement all or significant portions of the State's Race to the Top plans; and*

**Strong LEA commitments**

Wisconsin's districts vary in size, enrollment, and need. Our smallest school district is located on an island and serves 78 students. Milwaukee, our largest district, serves 85,400 students. Approximately 52% (221 out of 425) of the State's school districts serve fewer than 1,000 students. Wisconsin's challenge is to find ways to create the broad statewide impact necessary to advance the core reform areas, and to do so in such a way that accommodates the needs of large and small districts, urban and rural districts, and the range of student achievement levels and achievement gaps. We addressed this challenge by designing a system that addresses the majority of districts and those that require additional support. Wisconsin districts that sign the MOU agree to implement all of the areas identified in Exhibit I- Preliminary Scope of Work (see sample MOU in Appendix 2). This builds the "next floor" on our strong foundation and decreases disparity across the State. If Wisconsin receives the maximum amount of \$254 million that the State is requesting, the minimum that each district would receive is \$60,000 or \$60 per pupil or the allocation under the Title I formula, whichever is the greatest.

However, to address our achievement and graduation rate gaps, a more narrowed focus is also required. Wisconsin recognizes that a significant achievement gap exists in our State between students of color and white students and that to decrease this gap an additional set of

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strategies is needed along with additional financial support. To close those gaps, Wisconsin is focusing its efforts on the five largest and most diverse school districts in the State (Green Bay, Kenosha, Madison, Milwaukee, and Racine), as well as those districts identified for improvement under federal law (Milwaukee and Beloit). The investments in those districts are specifically targeted to early childhood and late middle school/high school transition; because we know that focusing resources at these levels can reduce achievement and graduation-rate gaps, setting students on a trajectory of success. Furthermore, the additional resources and requirements targeted at these districts are designed to ensure that Wisconsin meets key goals, including: raising overall student performance and significantly narrowing the achievement gap on national and state assessments, reducing the number of high school dropouts by half, and accelerating the annual growth in postsecondary enrollment.

Under federal law, Milwaukee Public Schools is identified as a District Identified for Improvement-Level 4. Under ESEA (Wisconsin's Elementary and Secondary Education Act), the Wisconsin Department of Public Instruction (WDPI) requires Milwaukee Public Schools (MPS) to take corrective action designed to meet the goal of having all students achieve at the proficient or advanced performance levels. In 2007, WDPI directed the district to restructure its organization through the MPS district and School Accountability Model. Under this model, MPS grouped its 207 schools into nine clusters to ensure communities of learning and quality of instruction are present in every building. The State developed MPS-specific requirements for Exhibit II to address low student achievement, the Black-white achievement gap (as evidenced on State and national assessments), and the district's corrective action status. By signing Exhibit II, MPS is eligible for a minimum of an additional \$166 per student, which will be used to support the RTTT core reform areas that are aligned with the Corrective Action Requirements for Milwaukee Public Schools.

Similarly, Wisconsin's other large urban districts, which include Green Bay, Kenosha, Madison, and Racine, as well as Beloit, which is also identified for improvement, demonstrated significant achievement gaps. These districts have agreed to implement aggressive, research-based intervention strategies and will receive the additional fiscal support necessary to increase student achievement and decrease the achievement gap. If the State receives the maximum amount of \$254 million as requested in this application, these districts are eligible for at

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a minimum, an additional \$166 per student to focus their Final Work Plans on early childhood initiatives, improving the middle school transition and closing the achievement gap in their respective districts.

The remaining Local Education Agencies (LEAs) in the State that sign the MOU will be eligible for additional dollars through a competitive grant program. If Wisconsin receives the requested \$254 million, \$19 million will be used to establish the Wisconsin Achieves Competitive Grant Program. These LEAs will be eligible for funds that support the broader State Plan and goals of increasing student achievement, decreasing the achievement gap, increasing the high school graduation rates, and increasing college enrollment rates. Proposals will be accepted to implement initiatives from the list of priorities found in Exhibit II: Wisconsin Achieves Competitive Grant Program.

For additional information related to State support, requirements of LEAs and the proposed State internal grants please refer to the following Appendices:

Appendix 1 - Letter from Governor Jim Doyle and State Superintendent Tony Evers; December 15, 2009

Appendix 2 - Participating LEA Memorandum of Understanding and Exhibit I – Preliminary Scope of Work; December 15, 2009

Appendix 3 - Letter from Governor Jim Doyle and State Superintendent Tony Evers; January 6, 2010

Appendix 4 – State Reform Plan and Budget Overview

Appendix 5 - Exhibit II: Additional Funds and Strategies to Close the Achievement Gap, Milwaukee Specific

Appendix 6 - Exhibit II: Additional Funds and Strategies to Close the Achievement Gap, Select Districts

Appendix 7 - Exhibit II: Wisconsin Achieves Competitive Grant Program

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*(A)(1)(ii)(c) Signatures from as many as possible of the LEA superintendent (or equivalent), the president of the local school board (or equivalent, if applicable), and the local teachers' union leader (if applicable) (one signature of which must be from an authorized LEA representative) demonstrating the extent of leadership support within participating LEAs (as defined in this notice); and*

**Near universal participation**

Wisconsin has almost universal participation among its LEAs, with 431 out of 442 participating. For the participating LEAs, all 431 superintendents (or equivalent) signed the MOU, demonstrating a strong commitment from LEA management to implement all of the RTTT core reforms. Additionally, the majority of school board presidents also signed (362 out of 431), demonstrating a significant commitment from local governance and school boards. While relatively few MOUs were signed by the local teachers' union leader (48 signatures), state and local union leaders were engaged in the process and generally receptive to the State plan. As expected, union leaders have expressed reservations about aspects of the core reform areas that may impact collective bargaining agreements. We anticipate that as the State negotiates the Final Work Plans with LEAs, many of the collective bargaining concerns will be resolved.

*(A)(1)(iii) The LEAs that are participating in the State's Race to the Top plans (including considerations of the numbers and percentages of Participating LEAs, schools, K-12 students, and students in poverty) will translate into broad statewide impact, allowing the State to reach its ambitious yet achievable goals, overall and by student subgroup, for—(15 points)*

**Powerful goals with broad statewide impact**

There was an overwhelming commitment from Wisconsin's LEAs to participate in our Race to the Top application. Of the 442 LEAs across the state, which includes 17 independent charters, 431 LEAs have signed on to participate—representing 97.5% of school districts. These 431 LEAs serve 97.7% of the 872,227 students in Wisconsin and represent 97.4% of the students in poverty. Perhaps more importantly, the LEA response rate demonstrates almost unanimous support for the four core reform areas outlined in the MOU and the State plan that comprise Wisconsin's Race to the Top application.

Furthermore, the six key urban districts, Beloit, Green Bay, Kenosha, Madison, Racine and Milwaukee, have signed on to participate and will receive additional aid to implement strategies around reducing the achievement gap in their schools. This is particularly important in Milwaukee, where MPS and the State will focus intensely on turning around our five lowest performing schools. Additionally, because most of the minority students in Wisconsin are concentrated in these six districts, these districts are crucial to driving the closure of our achievement gap. By signing the MOU and Exhibit II, these districts have agreed to provide quality learning experiences for four year olds, support successful transitions through provision of tutoring and mentoring, require three years of math and science for high school graduation and provide opportunities for teachers to participate in STEM training. Furthermore, these six districts have agreed to develop and implement district plans to distribute highly effective teachers more equitably, provide coaching for struggling principals, and implement other initiatives specifically targeted to narrowing the achievement gap. The largest district in the State, Milwaukee, has also agreed to engage in even more intensive and far reaching reform conditions, including full participation in WINS for Children, a neighborhood initiative modeled in part on the Harlem Children's Zone.

These pledges of support and overwhelming participation are clear evidence of the strong commitment from around the state to Wisconsin's Race to the Top application. Given the opportunity to fund these initiatives with Race to the Top, Wisconsin is committed to accelerating its efforts in all four reform areas. Race to the Top funds would provide a much-needed opportunity to assist these districts, while also raising the bar even higher in Wisconsin in terms of standards and expectations of our K-12 system.

Wisconsin has a progressive history of pioneering education reform and strong overall academic performance by our students. However, despite strong overall student performance, a deep achievement and graduation-rate gap between students of color and white students persists, especially in Milwaukee. For almost a decade, Wisconsin has struggled to effectively address these gaps, with some notable success in improving graduation rates among students of color. Nevertheless, the data is conclusive and more decisive action is need.

The Governor and State Superintendent are committed to closing the achievement and graduation-rate gap among students and view Race to the Top as a catalyst for expediting needed changes. Wisconsin has set the following aggressive goals to drive these changes:

**Goal 1: Set Wisconsin’s State improvement goals for National Assessment of Educational Progress (NAEP) equivalent to the average growth in performance of the States with growth in the top ten percent.**

**Goal 2: Set Wisconsin’s State achievement gap closing goals for NAEP equivalent to the average growth in performance of the States with growth in the top ten percent.**

**Goal 3: Accelerate progress by increasing the rate of growth by 1.5 standard deviations to more rapidly increase the percentage of students achieving at both the proficient and the advanced levels on the WKCE.**

**Goal 4: Reduce the achievement gaps by ensuring disadvantaged and low-performing groups meet the ambitious achievement goals established under Goal 3.**

**Goal 5: Reduce the number of dropouts statewide by 50 percent by 20013-14.**

**Goal 6: Double the rate of growth in high school graduation for American Indian, Black and Hispanic students in 2010 and maintain that level of growth.**

**Goal 7: Accelerate the growth in postsecondary enrollment by 40 percent in 2010 and maintain that level of growth.**

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*(A)(1)(iii)(a) Increasing student achievement in (at a minimum) reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA; and*

*(A)(1)(iii)(b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA;*

**Increase achievement and closing gaps on the NAEP**

To drive change and in the spirit of Race to the Top, Wisconsin has set ambitious yet achievable goals for student achievement on NAEP. These goals are based on the level of growth observed in the top tier of states. Specifically, we set our goals to be 1.5 standard deviations above the mean growth on NAEP (in scale score, percent below basic, percent at proficient, percent at advanced, and percent proficient and above), for every subgroup in both reading and mathematics. This procedure results in a specific growth target for every subgroup that is ambitious (it places Wisconsin's growth rate in the top ten percent of all states), and yet is achievable (it has been attained by some states). Projected scores on NAEP are calculated by adding the gain goals in Tables 1 through 4 to the most current year's NAEP data (2006-07 for reading and 2008-09 for mathematics). The resulting student achievement targets are presented in Figure 1 (please refer to Appendix 8 for the underlying data).

**Goal 1: Set Wisconsin's State improvement goals for NAEP equivalent to the average growth in performance of the States with growth in the top ten percent.**

Based on the specific growth goals for NAEP reading and mathematics outlined above, achievement gaps between the lowest achieving subgroups and all students are projected to decrease. In general, target groups with the largest achievement gaps are projected to reduce those gaps most significantly. Gap reductions are projected from the most recent data (2006-07 for reading and 2008-09 for mathematics) through the 2013 NAEP administration

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Table 5 - Reading goals for NAEP Grade 4.

Goals for Change per NAEP Administration										
Group	2007 Scale score	Scale score goal	2007 Below Basic	Below Basic goal	2007 Proficient	Proficient goal	2007 Advanced	Advanced goal	2007 Proficient and Advanced	Proficient and Advanced goal
All	223.3	3.6	29.6%	-4.0%	27.4%	1.9%	8.2%	1.2%	35.6%	2.8%
American Indian	*	6.6	*	-8.4%	*	3.3%	*	1.6%	*	4.4%
Asian / Pacific Island	222.5	7.2	28.9%	-8.3%	28.1%	5.5%	5.1%	4.9%	33.2%	8.5%
Black	191.1	5.9	64.7%	-6.9%	8.8%	2.7%	2.1%	0.8%	10.9%	3.2%
EconDis	205.3	4.3	49.3%	-5.1%	15.2%	1.9%	2.7%	0.6%	17.9%	2.3%
ELL	201.4	10.0	57.7%	-9.8%	9.3%	3.0%	1.0%	1.2%	10.4%	3.6%
Hispanic	208.4	5.3	50.4%	-6.7%	14.4%	2.4%	2.2%	1.1%	16.7%	3.1%
SwD	190.7	9.4	62.6%	-9.2%	11.0%	3.7%	3.0%	1.6%	14.0%	4.9%
White	229.2	3.3	22.8%	-3.9%	31.2%	2.2%	9.7%	1.4%	40.9%	3.2%

Table 6 - Mathematics goals for NAEP Grade 4.

Goals for Change per NAEP Administration										
Group	2009 Scale score	Scale score goal	2009 Below Basic	Below Basic goal	2009 Proficient	Proficient goal	2009 Advanced	Advanced goal	2009 Proficient and Advanced	Proficient and Advanced goal
All	243.6	3.3	15.0%	-3.6%	15.0%	3.2%	37.4%	1.4%	7.6%	4.4%
American Indian	227.7	4.0	29.3%	-5.8%	29.3%	3.7%	19.7%	0.7%	1.0%	4.1%
Asian / Pacific Island	240.4	5.1	21.0%	-4.8%	21.0%	4.5%	26.8%	4.1%	11.9%	6.6%
Black	216.7	4.0	45.3%	-6.2%	45.3%	3.6%	11.0%	0.5%	0.4%	4.0%
EconDis	229.3	3.5	27.5%	-5.1%	27.5%	3.4%	22.0%	0.5%	1.8%	3.8%
ELL	223.0	5.5	33.9%	-8.3%	33.9%	3.8%	14.1%	0.7%	1.1%	4.2%
Hispanic	228.1	4.7	28.7%	-6.6%	28.7%	4.5%	20.1%	0.7%	1.4%	4.9%
SwD	222.0	5.1	39.6%	-7.3%	39.6%	3.8%	15.5%	0.9%	2.0%	4.5%
White	249.7	3.3	8.6%	-2.5%	8.6%	3.7%	44.1%	2.1%	9.4%	5.3%

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Table 7 - Reading goals for NAEP Grade 8.

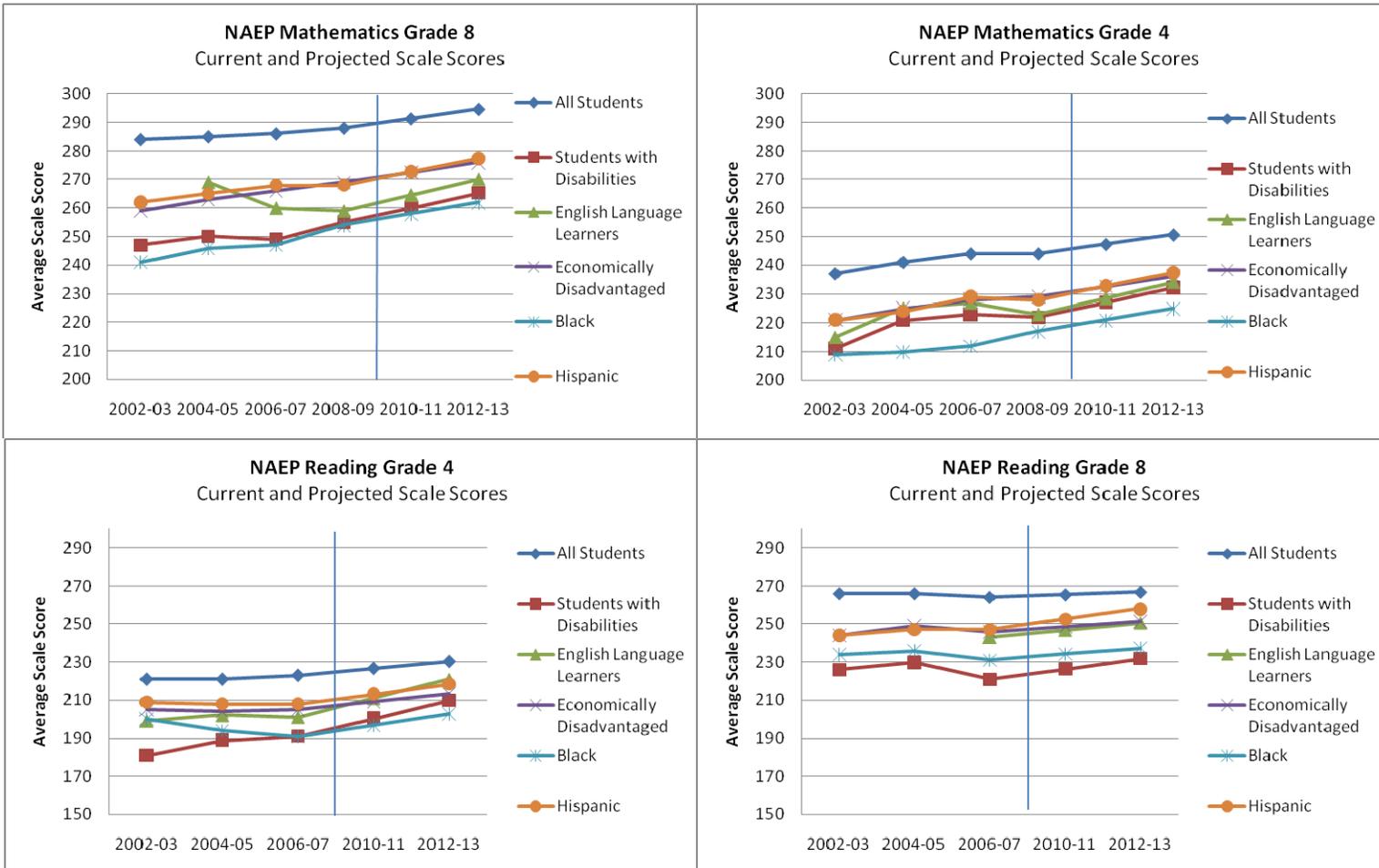
Goals for Change per NAEP Administration										
Group	2007 Scale score	Scale score goal	2007 Below Basic	Below Basic goal	2007 Proficient	Proficient goal	2007 Advanced	Advanced goal	2007 Proficient and Advanced	Proficient and Advanced goal
All	264.2	1.4	24.1%	-2.0%	30.6%	1.3%	2.6%	0.2%	33.2%	1.2%
American Indian	*	4.4	*	-6.1%	*	4.7%	*	1.2%	*	5.3%
Asian / Pacific Island	263.7	4.4	27.9%	-4.6%	22.0%	5.6%	4.6%	1.3%	26.6%	5.7%
Black	231.3	3.1	60.4%	-3.6%	7.3%	2.0%	0.7%	0.3%	8.0%	2.2%
EconDis	245.8	2.8	43.4%	-3.7%	15.0%	1.9%	0.7%	0.2%	15.6%	1.9%
ELL	243.4	3.8	46.1%	-5.1%	11.2%	1.3%	0.0%	0.2%	11.2%	1.4%
Hispanic	247.4	5.5	41.7%	-6.5%	16.2%	3.6%	0.6%	0.5%	16.8%	3.8%
SwD	220.5	5.4	72.6%	-6.2%	2.9%	2.3%	0.3%	0.3%	3.3%	2.5%
White	269.5	1.7	18.1%	-2.3%	35.0%	1.8%	2.8%	0.3%	37.8%	1.8%

Table 8 - Mathematics goals for NAEP Grade 8.

Goals for Change per NAEP Administration										
Group	2009 Scale score	Scale score goal	2009 Below Basic	Below Basic goal	2009 Proficient	Proficient goal	2009 Advanced	Advanced goal	2009 Proficient and Advanced	Proficient and Advanced goal
All	288.1	3.2	21.0%	-3.0%	21.0%	1.9%	31.0%	1.7%	8.4%	3.3%
American Indian	*	3.7	*	-4.8%	*	2.6%	*	1.6%	*	3.1%
Asian / Pacific Island	289.0	7.0	18.2%	-6.0%	18.2%	4.1%	32.9%	6.1%	6.6%	7.1%
Black	253.6	4.8	61.5%	-5.8%	61.5%	2.8%	9.4%	0.7%	1.6%	3.3%
EconDis	269.2	4.1	39.7%	-4.8%	39.7%	2.5%	18.2%	0.7%	1.8%	3.1%
ELL	258.5	5.0	54.8%	-5.7%	54.8%	1.7%	8.9%	0.6%	0.4%	2.1%
Hispanic	268.4	5.6	44.0%	-7.1%	44.0%	3.5%	17.4%	0.9%	2.8%	4.0%
SwD	254.9	5.4	55.2%	-5.6%	55.2%	2.2%	8.7%	0.7%	0.9%	2.7%
White	294.4	3.4	13.8%	-2.7%	13.8%	2.1%	35.1%	2.2%	9.9%	4.0%

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Figure 1 - Charts of Wisconsin's current and projected growth in NAEP Scale Scores in mathematics and reading by grade.



**Goal 2: Set Wisconsin’s State achievement gap closing goals for NAEP equivalent to the average growth in performance of the States with growth in the top ten percent.**

Wisconsin has made significant gains in NAEP achievement among some groups over the years, but the growth among other groups has remained static or even gone down in some cases. Without the strong push provided by Race to the Top funds, our current growth trends are likely to remain the same. For example, the percent of 4<sup>th</sup> grade Black students scoring proficient or above on NAEP reading decreased from 12.5 percent in 2003 to a low in 2005 of 9.6 percent, and since then has only increased slightly to 10.9 percent in 2007. With the impetus from Race to the Top, Wisconsin will almost double the percent of 4<sup>th</sup> grade Black students scoring proficient or above on NAEP reading, to over 17 percent.

*Table 9 - Projected NAEP gap closing in scale score points (based on growth goals, with all students as the reference group).*

Reading Grade 4					Mathematics Grade 4				
Group	2007 Gap	2011 Gap	2013 Gap	Gap reduction (2007-2013)	Group	2009 Gap	2011 Gap	2013 Gap	Gap reduction (2007-2013)
Black	32.2	29.9	27.5	4.7	Black	26.8	26.2	25.5	1.3
Hispanic	15.0	13.3	11.6	3.3	Hispanic	15.4	14.1	12.7	2.8
SwD	32.7	26.9	21.0	11.6	SwD	21.6	19.8	18.0	3.6
EconDis	18.0	17.4	16.7	1.3	EconDis	14.3	14.1	13.9	0.4
ELL	21.9	15.6	9.2	12.7	ELL	20.6	18.4	16.2	4.4

Reading Grade 8					Mathematics Grade 8				
Group	2007 Gap	2011 Gap	2013 Gap	Gap reduction (2007-2013)	Group	2009 Gap	2011 Gap	2013 Gap	Gap reduction (2007-2013)
Black	32.9	31.1	29.4	3.5	Black	34.5	33.0	31.4	3.1
Hispanic	16.7	12.6	8.5	8.3	Hispanic	19.7	17.3	14.9	4.8
SwD	43.7	39.6	35.6	8.1	SwD	33.2	31.1	28.9	4.3
EconDis	18.4	17.0	15.6	2.7	EconDis	18.9	18.0	17.1	1.8
ELL	20.8	18.3	15.9	4.9	ELL	29.6	27.8	26.0	3.6

**Increase achievement and closing gaps on the Wisconsin Knowledge and Concepts Exam (WKCE):**

The State's emphasis on closing achievement gaps and driving LEAs and students to the highest level of performance is reflected in our methodology for establishing performance goals on the current state assessment, the Wisconsin Knowledge and Concepts Examination (WKCE). The State has set goals for improvement both in terms of the percent proficient and the percent advanced for all students as well as each subgroup. This ensures that we can measure the increase in student achievement at all levels, while closing the achievement gap. Growth targets were derived by determining the mean annual increase over the last five years (2004-2009) in the percentage of students who achieve proficiency or better and for the percentage of students who have achieved advanced on the WKCE. The state then set the target growth rate 1.5 standard deviations above that mean for every subgroup in both reading and mathematics at 4<sup>th</sup>, 8<sup>th</sup>, and 10<sup>th</sup> grade. This procedure results in a specific growth target for every subgroup that is ambitious but achievable since it is a function of accelerated prior growth.

To ensure that goals are ambitious, minimum annual progress goals are identified based on current achievement and utilized if the above methodology does not produce sufficiently ambitious goals (or negative predicted growth). Minimum goals are identified in Table 6 below. To ensure that goals are achievable, specific maximum annual progress goals are established to avoid statistical outliers or aberrations. Additionally, once groups achieve 90 percent proficiency, it is difficult to make big jumps in achievement; therefore, a maximum annual progress goal of two percent was put in place for subgroups that achieve the 90 percent benchmark. Projected scores on WKCE are calculated by adding the progress goals in Table 6 and Table 7 to the most current year's WKCE data.

**Goal 3: Accelerate progress by increasing the rate of growth by 1.5 standard deviations to more rapidly increase the percentage of students achieving at both the proficient and the advanced levels on the WKCE.**

Based on these growth targets, we expect, for example, to increase achievement for Black fourth grade students by 5.0% per year from 58.9% proficient or better in 2008-09 to 63.9% in 2009-10 to 68.9% in 2010-11, and so on. At the same time, we expect to

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raise the percentage of students achieving at an advanced level by 4.0% per year from 16.1 % advanced in 2008-09 to 20.1% in 2009-10 to 24.1% in 2010-11. Race to the Top funds and programs will make this dramatic achievement escalation possible.

*Table 10 - Minimum and maximum progress goals for reading and mathematics percent proficient and advanced on the WKCE. Note that these values are only applied when the calculated goals are below the minimum or above the maximum goals.*

2008-2009 Achievement Percent Proficient and Above	Min. Annual Progress Goal	Max. Annual Progress Goal
90% or Greater	1%	2%
80-89%	2%	7%
70-79%	3%	8%
60-69%	4%	9%
50-59%	5%	10%
Less than 50%	6%	11%

*Table 11 - Minimum and maximum progress goals for reading and mathematics percent advanced on the WKCE. Note that these values are only applied when the calculated goals are below the minimum or above the maximum goals.*

2008-2009 Achievement Percent Advanced	Min. Annual Progress Goal	Max. Annual Progress Goal
40% or Greater	1%	6%
30-39%	2%	7%
20-29%	3%	8%
10-19%	4%	9%
Less than 10%	5%	10%

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Table 12 - Annual reading goals for WKCE improvement, in percent proficient and advanced, and percent advanced.

Group	Reading Grade 4				Reading Grade 8				Reading Grade 10			
	Proficient /Advanced 2008-09	Proficient /Advanced Goal	Advanced 2008-09	Advanced Goal	Proficient /Advanced 2008-09	Proficient /Advanced Goal	Advanced 2008-09	Advanced Goal	Proficient /Advanced 2008-09	Proficient /Advanced Goal	Advanced 2008-09	Advanced Goal
All	81.6%	2.0%	42.3%	1.1%	84.7%	3.6%	43.1%	1.9%	74.9%	4.1%	42.5%	1.2%
American Indian	73.8%	3.0%	28.1%	3.0%	75.8%	5.3%	26.8%	5.3%	58.2%	5.2%	25.1%	3.0%
Asian/ Pacific Island	75.3%	3.0%	32.6%	2.7%	80.1%	2.0%	34.2%	5.0%	62.8%	8.0%	26.8%	4.1%
Black	58.9%	5.0%	16.1%	4.0%	61.9%	7.7%	15.6%	4.0%	41.3%	9.2%	13.8%	4.0%
Hispanic	65.3%	4.0%	19.8%	4.0%	69.9%	5.4%	22.2%	3.2%	53.1%	6.5%	21.9%	4.6%
White	87.2%	2.0%	49.5%	1.5%	89.6%	3.3%	49.5%	2.5%	81.5%	3.8%	48.5%	1.0%
EconDis	68.2%	4.0%	23.6%	3.0%	71.4%	5.9%	23.7%	3.0%	55.3%	6.5%	22.4%	3.0%
ELL	57.9%	5.1%	10.9%	5.0%	57.8%	8.9%	8.4%	5.0%	30.0%	7.5%	5.0%	5.0%
SwD	49.7%	5.0%	15.9%	4.0%	48.4%	6.0%	12.6%	4.0%	34.4%	7.5%	11.5%	4.0%

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Table 13 - Annual mathematics goals for WKCE improvement, in percent proficient and advanced, and percent advanced.

Group	Mathematics Grade 4				Mathematics Grade 8				Mathematics Grade 10			
	Proficient /Advanced 2008-09	Proficient /Advanced Goal	Advanced 2008-09	Advanced Goal	Proficient /Advanced 2008-09	Proficient /Advanced Goal	Advanced 2008-09	Advanced Goal	Proficient /Advanced 2008-09	Proficient /Advanced Goal	Advanced 2008-09	Advanced Goal
All	81.0%	5.3%	38.3%	4.0%	78.4%	6.8%	29.3%	3.3%	69.3%	4.0%	21.4%	3.0%
American Indian	72.1%	8.0%	22.4%	6.1%	64.4%	8.7%	13.8%	4.0%	51.4%	5.0%	7.8%	5.0%
Asian/ Pacific Island	79.7%	7.6%	37.3%	5.3%	78.9%	8.0%	30.8%	6.8%	65.1%	5.4%	18.9%	4.0%
Black	54.9%	9.0%	14.3%	4.0%	45.9%	10.0%	6.4%	5.0%	26.5%	6.0%	3.2%	5.0%
Hispanic	66.6%	7.8%	20.8%	3.3%	60.1%	10.0%	11.2%	4.0%	45.1%	6.0%	6.6%	5.0%
White	86.8%	4.6%	44.2%	4.7%	84.8%	3.3%	34.3%	3.8%	76.7%	3.0%	25.1%	3.0%
EconDis	67.9%	8.0%	22.0%	3.1%	61.3%	5.9%	13.0%	4.0%	46.4%	6.0%	8.0%	5.0%
ELL	64.3%	8.7%	16.6%	4.0%	53.4%	8.9%	7.0%	5.0%	32.1%	6.0%	2.7%	5.0%
SwD	56.7%	5.8%	18.8%	4.0%	41.4%	6.0%	8.3%	5.0%	27.6%	6.0%	5.4%	5.0%

**Goal 4: Reduce the achievement gaps by ensuring disadvantaged and low-performing groups meet the ambitious achievement goals established under Goal 3.**

*Table 14 - WKCE projected gap closing, based on growth goals. Note that target group achievement levels are compared against the 'all students' category for simplicity and clarity. Progress towards closing achievement gaps in Wisconsin will be assessed based on comparison to the appropriate, corresponding sub-groups.*

Reading Grade 4						
Group (All students is reference group)	2009 Gap	2010 Gap	2011 Gap	2012 Gap	2013 Gap	Gap Reduction, from 2009 to 2013 in percentage points
Black	22.6%	19.6%	16.6%	13.6%	10.6%	12.0%
Hispanic	16.3%	14.3%	12.3%	10.3%	8.3%	8.0%
SwD	31.9%	28.9%	25.9%	22.9%	19.9%	12.0%
EconDis	13.4%	11.4%	9.4%	7.4%	5.4%	8.0%
ELL	23.7%	20.6%	17.5%	14.4%	11.3%	12.4%
Reading Grade 8						
Group (All students is reference group)	2009 Gap	2010 Gap	2011 Gap	2012 Gap	2013 Gap	Gap Reduction, from 2009 to 2013 in percentage points
Black	22.8%	18.7%	13.0%	7.3%	7.3%	15.5%
Hispanic	14.9%	13.1%	9.7%	6.3%	6.3%	8.6%
SwD	36.4%	34.0%	30.0%	26.0%	22.0%	14.4%
EconDis	13.3%	11.0%	7.1%	3.2%	3.2%	10.1%
ELL	26.9%	21.6%	14.7%	7.8%	7.8%	19.1%

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Reading Grade 10						
Group (All students is reference group)	2009 Gap	2010 Gap	2011 Gap	2012 Gap	2013 Gap	Gap Reduction, from 2009 to 2013 in percentage points
Black	36.7%	33.7%	28.6%	23.5%	18.4%	18.3%
Hispanic	25.7%	21.9%	19.5%	17.1%	14.7%	11.0%
SwD	42.8%	40.5%	37.1%	33.7%	30.3%	12.5%
EconDis	21.3%	19.7%	17.3%	14.9%	12.5%	8.8%
ELL	43.8%	45.0%	41.6%	38.2%	34.8%	9.1%

Mathematics Grade 4						
Group (All students is reference group)	2009 Gap	2010 Gap	2011 Gap	2012 Gap	2013 Gap	Gap Reduction, from 2009 to 2013 in percentage points
Black	26.2%	22.5%	15.5%	8.5%	8.5%	17.7%
Hispanic	14.5%	12.0%	6.2%	0.4%	0.4%	14.1%
SwD	24.3%	23.8%	20.0%	16.2%	12.4%	11.9%
EconDis	13.1%	10.4%	4.4%	4.4%	4.4%	8.7%
ELL	16.8%	13.4%	6.7%	6.7%	6.7%	10.1%

Mathematics Grade 8						
Group (All students is reference group)	2009 Gap	2010 Gap	2011 Gap	2012 Gap	2013 Gap	Gap Reduction, from 2009 to 2013 in percentage points
Black	32.4%	29.2%	21.2%	13.2%	5.2%	27.2%
Hispanic	18.3%	15.1%	7.1%	7.1%	7.1%	11.2%
SwD	37.0%	37.8%	33.8%	29.8%	25.8%	11.2%
EconDis	17.1%	18.0%	14.1%	10.2%	6.4%	10.7%
ELL	25.0%	22.9%	16.0%	9.1%	2.2%	22.8%

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Group (All students is reference group)	Mathematics Grade 10					Gap Reduction, from 2009 to 2013 in percentage points
	2009 Gap	2010 Gap	2011 Gap	2012 Gap	2013 Gap	
Black	42.8%	40.8%	38.8%	36.8%	34.8%	8.0%
Hispanic	24.2%	22.2%	20.2%	18.2%	16.2%	8.0%
SwD	41.6%	39.6%	37.6%	35.6%	33.6%	8.0%
EconDis	22.9%	20.9%	18.9%	16.9%	14.9%	8.0%
ELL	37.2%	35.2%	33.2%	31.2%	29.2%	8.0%

(A)(1)(iii)(c) Increasing high school graduation rates (as defined in this notice); and

**Increase Wisconsin’s high school graduation rate and reduce the number of dropouts:**

Increasing high school graduation rates is also a top priority for Wisconsin and is a cornerstone of State Superintendent Evers’ *Every Child a Graduate* initiative (please refer to Appendix 9 for additional information). The State recognizes that not all subgroups have equal graduation rates, and we are aggressively addressing this issue.

Over 80 percent of Wisconsin’s dropouts are located in 50 school districts (out of 425), creating a narrow universe of school districts where intensive dropout prevention and student intervention work will yield significant results. Wisconsin is hosting a Graduation Summit with the America’s Promise Alliance for these districts, which will focus on research-based strategies to increase graduation rates. Additionally, the State is setting aggressive Race to the Top goals to slash the dropouts in half and double the growth in graduation rates for students of color. If Wisconsin had cut the number of dropouts in half in 2008-09, the statewide graduation rate would have been 93.7% instead of 89.0%--a significant difference.

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Note on methodology: Wisconsin is currently in the process of revising how the graduation rate is calculated and reported in accordance with 34 CFR SS 200.19, and will be setting new goals and targets for graduation rate. A committee has been formed and work has been started on this project, but it will likely not be completed until July 2011, and therefore, it is not ready to be included in this application.

Once the new graduation rates, goals, and targets are finalized and approved by ED, we will likely need to revise the goals and targets in this document as well. For at least three years beginning in 2010-11, we expect to track graduation rates using both our old and new methods in order to analyze trend data and monitor if we are hitting our targets.

**Goal 5: Reduce the number of dropouts statewide by 50 percent by 2013-14.**

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Table 15 - Projected dropout and graduation rate for all students to meet 50 percent reduction goal by 2013-14.

Year	Graduation Numbers and Projections Based on Current Patterns							Goals		
	Expected Completers *	Annual % Change	Total Diplomas *	Annual % Change	Diplomas as % of Completers	Total # of Dropouts*	Annual % Change in Dropouts	Annual change in dropouts	Diplomas Received	% of Diplomas Received
1998-99	64,983		58,312		89.7%	6,817				
1999-00	65,537	0.9%	58,545	0.4%	89.3%	6,916	1.5%			
2000-01	65,971	0.7%	59,341	1.4%	90.0%	6,584	-4.8%			
2001-02	66,694	1.1%	60,575	2.1%	90.8%	6,265	-4.8%			
2002-03	68,896	3.3%	63,270	4.4%	91.8%	6,325	1.0%			
2003-04	66,875	-2.9%	60,979	-3.6%	91.2%	4,407	-30.3%			
2004-05 <sup>5</sup>	71,172	6.4%	63,229	3.7%	88.8%	7,326	66.2%			
2005-06	70,539	-0.9%	63,006	-0.4%	89.3%	6,962	-5.0%			
2006-07	71,384	1.2%	63,962	1.5%	89.6%	6,724	-3.4%			
2007-08	73,271	2.6%	65,183	1.9%	89.0%	7,001	4.1%			
2008-09	74,297	1.4%	66,096	1.4%	89.0%	7,190	2.7%			
2009-10	75,337	1.4%	67,021	1.4%	89.0%	7,384	2.7%			
2010-11	76,392	1.4%	67,959	1.4%	89.0%	7,584	2.7%	1,027	68,986	90.3%
2011-12	77,461	1.4%	68,911	1.4%	89.0%	7,788	2.7%	2,054	70,964	91.6%
2012-13	78,546	1.4%	69,875	1.4%	89.0%	7,999	2.7%	3,080	72,956	92.9%
2013-14	79,645	1.4%	70,854	1.4%	89.0%	8,215	2.7%	4,107	74,961	94.1%

<sup>5</sup> **2004-05 ENROLLMENT DATA DISCLAIMER:** Major changes in Wisconsin data collection systems were implemented in 2004-05. 2004-05 enrollment data were included in this transition year collection and are not comprehensive so should be interpreted with caution. Additionally, graduation (regular diploma) and completion rate reporting changed in 1998-99 and 2003-04. 2003-04 was a year of transition to a new student data collection, and as a result 2003-04 high school completion data may not be comprehensive.

**Goal 6: Double the rate of growth in high school graduation for American Indian, Black and Hispanic students in 2010 and maintain that level of growth.**

*Table 16 - Projected growth in high school graduation rate for American Indian, Black and Hispanic students by 2013-14.*

Year	American Indian				Black				Hispanic			
	Expected Completers	Regular Diplomas	Diploma %	% Change	Expected Completers	Regular Diplomas	Diploma %	% Change	Expected Completers	Regular Diplomas	Diploma %	% Change
1998	699	528	75.54%		4619	2528	54.73%		1810	1282	70.83%	
1999	693	538	77.63%	2.78%	4736	2581	54.50%	-0.43%	2021	1405	69.52%	-1.85%
2000	721	532	73.79%	-4.96%	5003	2573	51.43%	-5.63%	2086	1446	69.32%	-0.29%
2001	748	547	73.13%	-0.89%	5134	2835	55.22%	7.37%	2209	1557	70.48%	1.68%
2002	811	623	76.82%	5.05%	5258	3148	59.87%	8.42%	2390	1792	74.98%	6.38%
2003	851	668	78.50%	2.18%	5082	3196	62.89%	5.04%	2455	1870	76.17%	1.59%
2004	866	688	79.45%	1.21%	5805	3815	65.72%	4.50%	2625	2023	77.07%	1.18%
2005 <sup>6</sup>	994	700	70.42%	11.36%	5968	3751	62.85%	4.36%	3038	2201	72.45%	5.99%
2006	1040	776	74.62%	5.95%	6211	4040	65.05%	3.49%	3191	2430	76.15%	5.11%
2007	1038	776	74.76%	0.19%	6374	4333	67.98%	4.51%	3421	2580	75.42%	-0.97%
2008	1070	801	74.86%	0.13%	7240	4823	66.62%	-2.01%	3794	2840	74.86%	-0.74%
2009	1107	840	75.83%	1.29%	7502	5138	68.49%	2.81%	3992	3029	75.86%	1.34%
2010	1144	879	76.81%	1.29%	7764	5616	72.33%	2.81%	4191	3265	77.90%	1.34%
2011	1181	931	78.80%	2.59%	8026	5956	74.21%	5.62%	4389	3508	79.91%	2.69%
2012	1218	985	80.84%	2.59%	8288	6310	76.13%	5.62%	4588	3761	81.98%	2.69%
2013	1256	1041	82.93%	2.59%	8551	6678	78.10%	5.62%	4786	4025	84.11%	2.69%
2014	1293	1100	85.08%	2.59%	8813	7061	80.12%	5.62%	4984	4301	86.28%	2.69%
10-Year Avg.				1.29%				2.81%				1.34%
Doubled Growth				2.59%				5.62%				2.69%

<sup>6</sup> Due to irregularities in the 2004-05 data collections, this year has been excluded. See footnote 5 for more detail.

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(A)(1)(iii)(d) Increasing college enrollment (as defined in this notice) and increasing the number of students who complete at least a year's worth of college credit that is applicable to a degree within two years of enrollment in an institution of higher education.

**Increase Wisconsin's postsecondary enrollment:**

Note on methodology: Beginning in the 2010-11 school year, Wisconsin will have National Student Clearinghouse data for all LEAs and students. This will provide robust, national data on the postsecondary enrollment of Wisconsin students, including subgroups. At present, Wisconsin's postsecondary enrollment projections are based on data collected by the Applied Population Laboratory (APL) at the University of Wisconsin-Madison as well as WDPI. APL has provided public and private school student graduation data as well as postsecondary enrollment data for all students; however, the high school graduation targets have been aligned with WDPI data for accuracy and consistency throughout the Race to the Top application.

Based on the alignment of Race to the Top efforts with new State college-access programs like the Wisconsin Covenant, a State college-access and aspiration program, and Know How 2 Go, the State has set a target growth rate one standard deviations above that mean annual average growth from 2000 - 2006. This procedure sets a specific annual growth target that is ambitious (it accelerates Wisconsin's growth rate by almost 40 percent), and yet is achievable (it is based on an acceleration of current growth).

**Goal 7: Accelerate the growth in postsecondary enrollment by 40 percent in 2010 and maintain that level of growth.**

Table 17 - Projected growth in postsecondary enrollment by 2013-14.

	Actual				Baseline			Projected Grads				
	2000	2002	2004	2006	2008	2009	2010	2011	2012	2013	2014	
Wisconsin HS Graduates	63,815	65,877	66,381	68,585	70,519	71,506	72,507	73,522	74,552	75,595	76,654	
% Enrolled in Higher Ed	57.80%	58.20%	59.70%	61.90%	63.31%	64.02%	64.75%	65.95%	67.17%	68.42%	69.69%	
# Enrolled in Higher Ed	36,885	38,347	39,604	42,461			46,945	48,486	50,077	51,720	53,417	
					<i>% Change from prior year:</i>		1.13%	1.13%	1.86%	1.86%	1.86%	1.86%

Table 13. Summary tables for (A)(1).

Table 18 - Summary Table for (A)(1)(ii)(b).

Elements of State Reform Plans	Number of LEAs Participating (#)	Percentage of Total Participating LEAs (%)
<b>B. Standards and Assessments</b>		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	431	100%
<b>C. Data Systems to Support Instruction</b>		
(C)(3) Using data to improve instruction:		
(i) Use of local instructional improvement systems	431	100%
(ii) Professional development on use of data	431	100%
(iii) Availability and accessibility of data to researchers	431	100%
<b>D. Great Teachers and Leaders</b>		
(D)(2) Improving teacher and principal effectiveness based on performance:		
(i) Measure student growth	431	100%
(ii) Design and implement evaluation systems	431	100%
(iii) Conduct annual evaluations	431	100%

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(iv)(a) Use evaluations to inform professional development	431	100%
(iv)(b) Use evaluations to inform compensation, promotion and retention <sup>7</sup>	0	0%
(iv)(c) Use evaluations to inform tenure and/or full certification <sup>8</sup>	431	100%
(iv)(d) Use evaluations to inform removal <sup>9</sup>	431	100%
<b>(D)(3) Ensuring equitable distribution of effective teachers and principals:</b>		
(i) High-poverty and/or high-minority schools	431	100%
(ii) Hard-to-staff subjects and specialty areas	431	100%
<b>(D)(5) Providing effective support to teachers and principals:</b>		
(i) Quality professional development	431	100%
(ii) Measure effectiveness of professional development	431	100%
<b>E. Turning Around the Lowest-Achieving Schools</b>		
(E)(2) Turning around the lowest-achieving schools	431	100%

<sup>7</sup> Recent changes in state collective bargaining law will allow innovative teacher compensation systems to be negotiated. See sec. (F)(3), p. 251-254.

<sup>8</sup> Required under current Wisconsin administrative rules. See discussion of Wis. Admin. Code § PI 8.01(2)(q) at sec. (D)(2), pp. 149.

<sup>9</sup> Ibid.

Table 19 - Summary Table for (A)(1)(ii)(c).

<b>Signatures acquired from Participating LEAs:</b>			
Number of Participating LEAs with all applicable signatures			
	<b>Number of Signatures Obtained (#)</b>	<b>Number of Signatures Applicable (#)</b>	<b>Percentage (%) (Obtained / Applicable)</b>
LEA Superintendent (or equivalent)	431	431	100%
President of Local School Board (or equivalent, if applicable)	362	414	87.4%
Local Teachers' Union Leader (if applicable)	48	414	11.6%

431 MOUs were completed by LEAs. The difference in number of applicable signatures between LEA Superintendent (or equivalent) of 431 and applicable signatures of President of Local School Board (or equivalent) and Local Teachers Union Leader (if applicable) of 414 reflects the 17 2R Charter Schools who signed an MOU to be Participating LEAs but who do not have Presidents of Local School Boards (or equivalent) or Local Teachers Union Leaders (as applicable).

Table 20 - Summary Table for (A)(1)(iii).

	<b>Participating LEAs (#)</b>	<b>Statewide (#)</b>	<b>Percentage of Total Statewide (%) (Participating LEAs / Statewide)</b>
<b>LEAs</b>	431	442	97.5%
<b>Schools</b>	2,244	2,304	97.7%
<b>K-12 Students</b>	852,251	872,227	97.9%
<b>Students in poverty</b>	287,239	292,699	97.4%

Student data is for the 2008 / 2009 academic year. LEA and School number data is for the 2009 / 2010 academic year.

Please see Appendix 10: Detailed Table (A)(1) for additional information.

This table provides detailed information on the participation of each Participating LEA (as defined in this notice) to complete the Summary Tables above. Due to the large number of Participating LEAs this table has been moved to appendices.

**(A)(2) Building strong statewide capacity to implement, scale up and sustain proposed plans (30 points)**

The extent to which the State has a high-quality overall plan to—

(i) Ensure that it has the capacity required to implement its proposed plans by— (20 points)

- (a) Providing strong leadership and dedicated teams to implement the statewide education reform plans the State has proposed;
- (b) Supporting Participating LEAs (as defined in this notice) in successfully implementing the education reform plans the State has proposed, through such activities as identifying promising practices, evaluating these practices' effectiveness, ceasing ineffective practices, widely disseminating and replicating the effective practices statewide, holding Participating LEAs (as defined in this notice) accountable for progress and performance, and intervening where necessary;
- (c) Providing effective and efficient operations and processes for implementing its Race to the Top grant in such areas as grant administration and oversight, budget reporting and monitoring, performance measure tracking and reporting, and fund disbursement;
- (d) Using the funds for this grant, as described in the State's budget and accompanying budget narrative, to accomplish the State's plans and meet its targets, including where feasible, by coordinating, reallocating, or repurposing education funds from other

Federal, State, and local sources so that they align with the State's Race to the Top goals; and

- (e) Using the fiscal, political, and human capital resources of the State to continue, after the period of funding has ended, those reforms funded under the grant for which there is evidence of success; and

(ii) Use support from a broad group of stakeholders to better implement its plans, as evidenced by the strength of the statements or actions of support from— (10 points)

- (a) The State's teachers and principals, which include the State's teachers' unions or statewide teacher associations; and
- (b) Other critical stakeholders, such as the State's legislative leadership; charter school authorizers and State charter school membership associations (if applicable); other State and local leaders (e.g., business, community, civil rights, and education association leaders); Tribal schools; parent, student, and community organizations (e.g., parent-teacher associations, nonprofit organizations, local education foundations, and community-based organizations); and institutions of higher education.

*In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. The State's response to (A)(2)(i)(d) will be addressed in the budget section (Section VIII of the application). Attachments, such as letters of support or commitment, should be summarized in the text box below and organized with a summary table in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (A)(2)(i)(d):

- The State's budget, as completed in Section VIII of the application. The narrative that accompanies and explains the budget and

how it connects to the State’s plan, as completed in Section VIII of the application.

Evidence for (A)(2)(ii):

- A summary in the narrative of the statements or actions and inclusion of key statements or actions in the Appendix.

*Recommended maximum response length: Five pages (excluding budget and budget narrative)*

**(A)(2) Building strong statewide capacity to implement, scale up and sustain proposed plans**

*The extent to which the State has a high-quality overall plan to—*

*(A)(2)(i) Ensure that it has the capacity required to implement its proposed plans by—*

*(A)(2)(i)(a) Providing strong leadership and dedicated teams to implement the statewide education reform plans the State has proposed;*

**Create the Office of Education Innovation and Improvement (OEII)**

To ensure that the State has adequate capacity, resources, and control to effectively manage and implement its Race to the Top (RTTT) plans, in collaboration with the LEAs, Wisconsin will establish an Office of Education Innovation and Improvement (OEII). Reporting to the State Superintendent, OEII will be responsible for overseeing the execution of Wisconsin’s Race to the Top plans, awarding and managing external contracts (as specified throughout the State plan) and ensuring the State’s and LEAs’ compliance with the conditions outlined in the State’s RTTT grant and LEAs’ Final Work Plans.

Additionally, the OEII will be charged with providing statewide expertise and support to LEAs in order to advance the federal education reform agenda requirements in areas such as: standards and assessments, data system, great teachers and leaders, and turning around struggling schools.

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The OEII will include project management and administration staff housed in Madison and project consultants working regionally with each Cooperative Educational Service Agency (CESA). OEII staff will be selected based on their ability to establish and maintain effective support structures for districts and schools. They will be hired based on their knowledge of school turnaround models, experience with struggling schools, and familiarity with research and data-driven methods.

Table 21 – OEII implementation plan.

SET UP OEII			
GOAL	KEY ACTIVITIES	TIMELINE	KEY PARTIES
Employ OEII director and staff	<ul style="list-style-type: none"> <li>Use state procedures to recruit, interview, and employ appropriate staff</li> </ul>	<ul style="list-style-type: none"> <li>Within 60 days of grant award</li> </ul>	<ul style="list-style-type: none"> <li>Assistant State Superintendent</li> <li>WDPI HR</li> </ul>
	<ul style="list-style-type: none"> <li>Post positions</li> </ul>	<ul style="list-style-type: none"> <li>Within 10 days of grant award</li> </ul>	<ul style="list-style-type: none"> <li>WDPI HR</li> </ul>
	<ul style="list-style-type: none"> <li>Screen resumes</li> </ul>	<ul style="list-style-type: none"> <li>Within 25 days of grant award</li> </ul>	<ul style="list-style-type: none"> <li>Assistant State Superintendent</li> </ul>
	<ul style="list-style-type: none"> <li>Interview qualified candidates</li> </ul>	<ul style="list-style-type: none"> <li>Within 40 days of grant award</li> </ul>	<ul style="list-style-type: none"> <li>Assistant State Superintendent</li> </ul>
	<ul style="list-style-type: none"> <li>Offer qualified candidates positions</li> </ul>	<ul style="list-style-type: none"> <li>Within 60 days of grant award</li> </ul>	<ul style="list-style-type: none"> <li>Assistant State Superintendent</li> </ul>
Provide training to OEII staff	<ul style="list-style-type: none"> <li>Provide HR training to OEII staff</li> </ul>	<ul style="list-style-type: none"> <li>Within 45 days of employment</li> </ul>	<ul style="list-style-type: none"> <li>WDPI HR</li> </ul>
Provide team development training to OEII staff	<ul style="list-style-type: none"> <li>Conduct series of team development training for OEII staff</li> </ul>	<ul style="list-style-type: none"> <li>Within the first 10 days of full team employment</li> </ul>	<ul style="list-style-type: none"> <li>WDPI HR</li> </ul>
Provide training related to OEII mission, Race to the Top, and WDPI efforts	<ul style="list-style-type: none"> <li>Conduct series of training for OEII staff</li> </ul>	<ul style="list-style-type: none"> <li>Within the first 10 days of full team employment</li> </ul>	<ul style="list-style-type: none"> <li>OEII Director</li> </ul>
Implement the Common Core standards	<ul style="list-style-type: none"> <li>Involve educators in developing model curriculum and units of instruction for each grade level</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 – Year 4: different subjects and grade levels will be identified and relevant curricula and units developed</li> </ul>	<ul style="list-style-type: none"> <li>OEII</li> <li>Stakeholders</li> <li>LEAs</li> <li>CESAs</li> <li>Educators</li> </ul>
Provide professional development and online resources	<ul style="list-style-type: none"> <li>Develop online resources for districts to use</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 – Year 4: different online resources will be developed</li> </ul>	<ul style="list-style-type: none"> <li>OEII</li> <li>Stakeholders</li> <li>LEAs</li> <li>CESAs</li> <li>Educators</li> </ul>
Provide professional development modules and trainers on data use to improve instruction	<ul style="list-style-type: none"> <li>Work in collaboration with educational institutions, professional organizations, or non-profit organizations to develop and provide professional development modules, tools and administrator training in data literacy</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 – Year 4: different modules, tools, and administrator training will be developed</li> </ul>	<ul style="list-style-type: none"> <li>OEII</li> <li>CESAs</li> <li>Educational institutions, professional organizations, or non-profit organizations, and LEA staff</li> </ul>
Through the LDS, expand access to	<ul style="list-style-type: none"> <li>Provide support to the Value-added data</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 – Year 4: Value-added data</li> </ul>	<ul style="list-style-type: none"> <li>OEII</li> </ul>

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assessment reports that show student/group growth	partner to expand district participation in growth reporting	partner will be contracted to provide support to expand district participation.	<ul style="list-style-type: none"> <li>• CESAs</li> <li>• Value-added data partner</li> </ul>
Develop mentoring and coaching guidelines and best practices to improve effectiveness	<ul style="list-style-type: none"> <li>• Work in collaboration and/or contact with groups to build on existing efforts to develop and provide high quality mentoring and coaching guidelines as well as best practices for teachers and principals</li> </ul>	<ul style="list-style-type: none"> <li>• Year 1 – Year 4: OEII will work with groups to develop and provide high quality mentoring and coaching guidelines and best practices</li> </ul>	<ul style="list-style-type: none"> <li>• OEII</li> <li>• External groups such as educational institutions, CESAs, professional organizations, and/or non-profit organizations</li> </ul>
Provide high quality coaching and mentoring resources and tools for principal and teacher effectiveness	<ul style="list-style-type: none"> <li>• Work in collaboration with internal and external providers to create and provide professional development modules, tools, and training</li> </ul>	<ul style="list-style-type: none"> <li>• Year 1 – Year 4: OEII will work in collaboration with groups to create and provide professional development modules, tools</li> </ul>	<ul style="list-style-type: none"> <li>• OEII</li> <li>• External groups such as educational institutions, CESAs, professional organizations, and/or non-profit organizations</li> </ul>
Provide mentor academies, training and support	<ul style="list-style-type: none"> <li>• Work in collaboration with internal and external groups to provide mentor academies, training and support</li> </ul>	<ul style="list-style-type: none"> <li>• Year 1 – Year 4: OEII will work in collaboration with groups to create and provide professional development modules, tools</li> </ul>	<ul style="list-style-type: none"> <li>• OEII</li> <li>• External groups such as educational institutions, CESAs, professional organizations, and/or non-profit organizations</li> </ul>
Provide coach institutes, training and support	<ul style="list-style-type: none"> <li>• Work in collaboration with internal and external groups to provide coaching institutes, training and support</li> </ul>	<ul style="list-style-type: none"> <li>• Year 1 – Year 4: OEII will work in collaboration with groups to create and provide professional development modules, tools</li> </ul>	<ul style="list-style-type: none"> <li>• OEII</li> <li>• External groups such as educational institutions, CESAs, professional organizations, and/or non-profit organizations</li> </ul>
Develop and pilot a model evaluation system	<ul style="list-style-type: none"> <li>• Work in collaboration with internal and external groups to develop and pilot a model evaluation system</li> </ul>	<ul style="list-style-type: none"> <li>• Year 1 – Year 4: OEII will work in collaboration with groups to develop and pilot a model evaluation system</li> </ul>	<ul style="list-style-type: none"> <li>• OEII</li> <li>• External groups such as educational institutions, CESAs, professional organizations, and/or non-profit organizations</li> </ul>
Develop a preservice teacher performance assessment tool	<ul style="list-style-type: none"> <li>• Work in collaboration with national partners and institutions of higher education to develop and pilot a model evaluation system</li> </ul>	<ul style="list-style-type: none"> <li>• Year 1 – Year 4: OEII will work in collaboration with groups to develop and pilot a model evaluation system.</li> </ul>	<ul style="list-style-type: none"> <li>• OEII</li> <li>• External groups such as CCSSO and AACTE</li> </ul>
Expand urban teacher training and recruitment programs	<ul style="list-style-type: none"> <li>• Provide funding for the University of Wisconsin Institute for Urban Education to expand placement of preservice teachers in urban schools</li> </ul>	<ul style="list-style-type: none"> <li>• Year 1 – Year 4: OEII will provide funding to UW’s Institute for Urban Education to expand their work</li> </ul>	<ul style="list-style-type: none"> <li>• OEII</li> <li>• UW’s Institute for Urban Education</li> </ul>
Expand the statewide RtI Center	<ul style="list-style-type: none"> <li>• Work in collaboration with statewide RtI center to expand its scope of work</li> </ul>	<ul style="list-style-type: none"> <li>• Year 1 – Year 4: OEII will work with the state RtI center</li> </ul>	<ul style="list-style-type: none"> <li>• OEII</li> <li>• RtI center</li> </ul>
Coordinate STEM efforts statewide	<ul style="list-style-type: none"> <li>• Work in collaboration with WDPI staff and other stakeholders to create a working group to coordinate STEM efforts around Wisconsin</li> </ul>	<ul style="list-style-type: none"> <li>• Year 1 – Year 4: OEII will develop and work with the working group</li> </ul>	<ul style="list-style-type: none"> <li>• OEII</li> <li>• STEM working group</li> </ul>

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Establish STEM academies	<ul style="list-style-type: none"> <li>Work in collaboration with educational institutions, professional organizations, and non-profit organizations to provide STEM academies</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 – Year 4: OEII will provide support to create and continue STEM academies</li> </ul>	<ul style="list-style-type: none"> <li>OEII and stakeholders</li> </ul>
Oversee the effective management of the Race to the Top grant	<ul style="list-style-type: none"> <li>Provide day to day management of grant</li> <li>Interact on a timely basis with the ED</li> <li>Submit reports to the ED as requested in a timely manner</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 – Year 4: OEII staff will oversee, manage, and report on the effectiveness of the RTTT grant</li> </ul>	<ul style="list-style-type: none"> <li>OEII</li> <li>Assistant State Superintendent</li> </ul>

Table 22 – Timeline for OEII implementation activities.

KEY TASK	SET UP OEII															
	YEAR 1				YEAR 2				YEAR 3				YEAR 4			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Use state procedures to recruit, interview, and employ appropriate staff	◆	◆														
Post positions	◆															
Screen resumes	◆															
Interview qualified candidates	◆	◆														
Offer qualified candidates positions	◆	◆														
Provide HR training to OEII staff	◆	◆														
Conduct series of team development training for OEII staff		◆														
Conduct series of training for OEII staff		◆														
Involve educators in developing model curriculum and units of instruction for each grade level	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Develop online resources for districts	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Work in collaboration with educational institutions, professional organizations, or non-profit organizations to develop and provide professional development modules, tools and administrator training in data literacy	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Provide support to the Value-added data partner to expand district participation in growth reporting	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Work in collaboration and/or contact with groups to build on existing efforts to	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆

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develop and provide high quality mentoring and coaching guidelines as well as best practices for teachers and principals																
Collaborate with internal and external providers to provide professional development modules, tools, and training	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Work in collaboration with internal and external groups to provide mentor academies, training and support	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Work in collaboration with internal and external groups to provide coaching institutes, training and support	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Work in collaboration with internal and external groups to develop and pilot a model evaluation system	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Work in collaboration with national partners and institutions of higher education to develop and pilot a model evaluation system	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Provide funding for the University of Wisconsin Institute for Urban Education to expand placement of preservice teachers in urban schools	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Work in collaboration with statewide RTI center to expand its scope of work	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Work in collaboration with WDPI staff and other stakeholders to create a working group to coordinate STEM efforts	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Provide STEM academies in collaboration with educational institutions, professional organizations, and nonprofit organizations	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Provide day to day management of grant Interact on a timely basis with the ED Submit reports to the ED as requested in a timely manner	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆

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*(A)(2)(i)(b) Supporting Participating LEAs (as defined in this notice) in successfully implementing the education reform plans the State has proposed, through such activities as identifying promising practices, evaluating these practices' effectiveness, ceasing ineffective practices, widely disseminating and replicating the effective practices statewide, holding Participating LEAs (as defined in this notice) accountable for progress and performance, and intervening where necessary;*

**Provide support for LEAs under Wisconsin's State Plan**

In order to create the statewide systematic changes necessary to reduce the achievement and graduation gaps, the entire scope of the MOU is mandatory for Participating LEAs. The State focused the MOU on local and regional capacity-building work and placed a premium on quality implementation of each initiative. Wisconsin LEAs have already been working to advance in these reform areas, and implementing the MOU will drive higher levels of achievement and more rapid implementation of key intervention systems. While LEAs are not required to expend RTTT funds in each area, all aspects of the MOU's scope must be addressed in the Final Work Plans, which may include either current efforts in meeting the MOU appropriate quality parameters or reallocation of other resources to support MOU requirements. In order to achieve these ambitious goals, the State's plan provides substantial support and training in the following areas:

Standards & Assessments: The State will adopt the Common Core Standards for English Language Arts and Mathematics as well as 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. Additionally, the State will develop online resources to include model curriculum, model units of instruction, classroom assessment strategies, and video classroom vignettes. The State will also provide professional development which will occur through a combination of local and regional professional learning communities, summer institutes, and online training modules and networking.

Data: The WDPI will work in collaboration with and/or contract with educational institutions, regional Cooperative Educational Service Agencies (CESAs), professional organizations, or non-profit organizations to develop and provide professional development modules, tools,

and training in data literacy, student growth and value-added data reports in order to improve classroom instruction as well as drive regional expertise in data usage.

Great Teachers and Leaders: The WDPI will expand on existing partnerships and leverage new ones with national and state training organizations to establish high quality guidelines for teacher and principal mentoring and coaching, including guidelines for length and quality, strategies for recruitment and selection, and training materials. These guidelines and strategies will be translated into professional development modules, tools, and training sessions/academies around best practices and evaluations methods developed to increase principal and teacher effectiveness.

Participating LEAs must evaluate teachers and principals annually, including student growth as a significant factor. To support this effort, the WDPI will develop and pilot a model evaluation system for teachers and principals, which 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 and community groups.

Additionally, to drive quality in the teacher supply for hard to staff subjects and areas, the WDPI will participate in a national partnership to develop and pilot a preservice assessment to be used by educator preparation programs to endorse candidates for state licensure and provide funding to expand the placement of preservice teachers from across the state in urban centers for their student teaching clinical experience.

Turning Around Struggling Schools: The OEII will provide funding for internal and/or external highly specialized intervention teams to support local administrators in implementing turnaround strategies in struggling schools, with a goal of dramatically improving student achievement in a condensed timeframe. Support will initially be focused on the five lowest performing schools, which are all part of the Milwaukee Public Schools (MPS). Intervention support teams will be mutually agreed upon by the OEII and MPS.

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Additionally, Participating LEAs are required to institute a Response to Intervention (RtI) system, which will be supported 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. The RtI Center will also be involved in and support the RtI statewide summit and academies.

Finally, the State will provide funding for the Wisconsin Initiative for Neighborhoods and Schools that Work for Children (WINS), also known as the Milwaukee Children's Zone, to support 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 by MPS. As previously noted, WINS is a four-year project slated for two delineated geographical areas. All children, ages 0 to 25 that live or attend school in these zones will receive a range of family and community supports to help them achieve academic proficiency, gain access to social and economic opportunity, and transition to productive adulthood. WINS for Children takes a comprehensive approach, bringing together evidence-based best practices in education, human development, and community development to establish a pipeline of essential services. With the emphasis on providing high-quality prenatal health care to parents through high-quality preschool, WINS for Children will allow significant resources to be focused on early childhood, allowing disadvantaged students to start kindergarten with skills equal to their more privileged peers. This, in combination with the strategies for K-12 schools in the zone, will result in a closing of the achievement gap.

We are fortunate to have a State Superintendent of Public Instruction and a Governor who are committed to raising the bar for education in this state and help guide the State toward a more aggressive reform agenda. Their leadership is making it possible for Wisconsin to address the unacceptably large and persistent achievement gap, and our perceived low standards for proficiency on Wisconsin state tests.

STEM: The WDPI 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. The OEII will provide STEM teacher and learning academies onsite and via virtual

learning opportunities throughout the state, while working with national and state organizations to develop and provide STEM pilot projects, teacher development, and instructional materials.

*(A)(2)(i)(c) Providing effective and efficient operations and processes for implementing its Race to the Top grant in such areas as grant administration and oversight, budget reporting and monitoring, performance measure tracking and reporting, and fund disbursement;*

### **Secure external mechanisms to measure and report on RTTT progress**

Wisconsin has received strong, positive feedback from business leaders, government officials, and the general public about the accountability and transparency of our Office of Recovery and Reinvestment (ORR) efforts to date. In particular, the decision to retain an independent, third party firm to audit programs funded by the American Recovery and Reinvestment Act (ARRA) has bolstered public confidence, ensured accurate reporting and driven accountability for state agencies as well as vendors.

Modeled on that highly successful effort, the Wisconsin Department of Administration (WDOA) and the WDPI, in consultation with the ORR, will contract with an independent accountability/auditing/consulting firm or firms to externally measure and report on at least an annual basis the State's and LEAs' progress toward and compliance with the conditions and goals outlined in the State's RTTT grant and LEAs' Final Work Plans. This will include ongoing, periodic qualitative reviews of each LEA to ensure that RTTT funds are being used in a manner consistent with the LEA Final Work Plan and quantitative reviews of performance data to indicate what the outcomes achieved. Reviews will be conducted systemically in a transparent, standardized, organized and repetitive manner. Additionally, the firm(s) may help OEII with developing any tools, processes or strategies necessary to ensure high accuracy data reporting and analysis.

Outside entities may also be utilized during 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.

Table 23 - Implementation plan for external accountability provisions.

OUTSIDE ACCOUNTABILITY / AUDIT / CONSULTING FIRM			
GOAL	KEY ACTIVITIES	TIMELINE	KEY PARTIES
Hire outside accountability/audit/ consulting firm or firms to externally measure and report on an annual basis the State's and LEAs' progress toward and compliance with the conditions and goals outlined in the State's RTTT grant and LEAs' Final Work Plans.	<ul style="list-style-type: none"> <li>Draft RFP for service providers to assist with efforts to track and report LEA and State RTTT progress and implementation</li> </ul>	<ul style="list-style-type: none"> <li>Within 72 hours of notice of award</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> <li>OEII</li> <li>Governor's Office</li> <li>DOA</li> </ul>
	<ul style="list-style-type: none"> <li>Post and distribute RFP per State procurement regulations</li> </ul>	<ul style="list-style-type: none"> <li>Within 72 hours of notice of award</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> <li>OEII</li> <li>Governor's Office</li> <li>DOA</li> </ul>
	<ul style="list-style-type: none"> <li>OEII, WDPI and Governor's Office select accountability contractor</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 (Q1)</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> <li>OEII</li> <li>Governor's Office</li> <li>DOA</li> </ul>
	<ul style="list-style-type: none"> <li>Contract Negotiations</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 (Q1)</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> <li>OEII</li> <li>Governor's Office</li> <li>DOA</li> </ul>
	<ul style="list-style-type: none"> <li>Kickoff meeting with contractor, OEII, WDPI and Governor's office to finalize PMO Work Plan</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 (Q2)</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> <li>OEII</li> <li>Governor's Office</li> <li>Contractor</li> </ul>
Assist WDPI / OEII and LEAs in formulating and agreeing RTTT Final Work Plans	<ul style="list-style-type: none"> <li>Develop template and process to assist WDPI / OEII and LEAs in formulating and agreeing their detailed RTTT Final Work Plans</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 (Q2)</li> </ul>	<ul style="list-style-type: none"> <li>Contractor</li> </ul>
	<ul style="list-style-type: none"> <li>Initiate meetings between WDPI / OEII, the Governor's Office and Participating LEAs to discuss and agree details regarding their RTTT Final Work Plans and the broader RTTT State plan</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 (Q2)</li> </ul>	<ul style="list-style-type: none"> <li>Contractor</li> <li>WDPI / OEII</li> <li>Governor's Office</li> <li>LEAs</li> </ul>
	<ul style="list-style-type: none"> <li>Submission of Final Work Plans and associated detailing to ED</li> </ul>	<ul style="list-style-type: none"> <li>Within 90 days of the grant award</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> <li>LEAs</li> </ul>
Track and report LEA & State Progress towards RTTT goals, requirements, Final Work Plans and	<ul style="list-style-type: none"> <li>Contractor monitoring progress of LEAs in attaining the goals and activities outlined in their detailed RTTT Final Work Plan</li> </ul>	<ul style="list-style-type: none"> <li>Annually (Q4)</li> </ul>	<ul style="list-style-type: none"> <li>Contractor</li> </ul>

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budget spend to date	<ul style="list-style-type: none"> <li>Contractor monitoring progress of the State in attaining the goals and activities as outlined in their RTTT State plan.</li> </ul>	<ul style="list-style-type: none"> <li>Annually (Q4)</li> </ul>	<ul style="list-style-type: none"> <li>Contractor</li> </ul>
	<ul style="list-style-type: none"> <li>Contractor review of LEA and State RTTT fund spending</li> </ul>	<ul style="list-style-type: none"> <li>Annually (Q4)</li> </ul>	<ul style="list-style-type: none"> <li>Contractor</li> <li>DOA</li> <li>OEII</li> </ul>
	<ul style="list-style-type: none"> <li>Contractor report to WDPI / OEII and the Governor's Office on its findings (results will also be published publically).</li> </ul>	<ul style="list-style-type: none"> <li>Annually (Q4)</li> </ul>	<ul style="list-style-type: none"> <li>Contractor</li> </ul>
	<ul style="list-style-type: none"> <li>Contractor assists WDPI / OEII and the Governor's Office in developing a plan to address any potential issues that are identified during the review.</li> </ul>	<ul style="list-style-type: none"> <li>Annually (Q4)</li> </ul>	<ul style="list-style-type: none"> <li>OEII, WDPI and the Governor's Office, Contractor</li> </ul>

Table 24 - Timeline for external accountability provisions.

KEY TASK	OUTSIDE ACCOUNTABILITY / AUDIT / CONSULTING FIRM															
	YEAR 1				YEAR 2				YEAR 3				YEAR 4			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Draft RFP for service providers to assist with efforts to track and report LEA and State RTTT progress and implementation	◆															
Post and distribute RFP per State procurement regulations	◆															
OEII, WDPI and Governor's Office select accountability contractor	◆															
Contract Negotiations	◆															
Kickoff meeting with contractor, OEII, WDPI and Governor's office to finalize PMO Work Plan	◆															
Develop template and process to assist WDPI / OEII and LEAs in formulating and agreeing their detailed RTTT Final Work Plans	◆															
Initiate meetings between WDPI / OEII, the Governor's Office and Participating LEAs to discuss and agree details regarding their RTTT Final Work Plans and the broader RTTT State plan	◆	◆														
Submission of Final Work Plans and associated detailing to ED		◆	◆													
Contractor monitoring progress of LEAs in			◆	◆			◆	◆			◆	◆			◆	◆

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attaining the goals and activities outlined in their detailed RTTT Final Work Plan																
Contractor monitoring progress of the State in attaining the goals and activities as outlined in their RTTT State plan.			◆	◆			◆	◆			◆	◆			◆	◆
Contractor review of LEA and State RTTT fund spending					◆				◆				◆			◆
Contractor report to WDPI / OEII and the Governor's Office on its findings (results will also be published publically).					◆				◆				◆			◆
Contractor assists WDPI / OEII and the Governor's Office in developing a plan to address any potential issues that are identified during the review.					◆				◆				◆			◆

*(A)(2)(i)(d) Using the funds for this grant, as described in the State's budget and accompanying budget narrative, to accomplish the State's plans and meet its targets, including where feasible, by coordinating, reallocating, or repurposing education funds from other Federal, State, and local sources so that they align with the State's Race to the Top goals; and*

**Alignment and use of funds for Race to the Top goals**

The Governor and State Superintendent's education agenda has been focused on closing the achievement and graduation-rate gaps among students of color and white students, particularly in the Milwaukee Public Schools (MPS). To address this challenge, ongoing efforts and the State's Race to the Top plan have been aligned to ensure our children are served with consistent, high quality research-based interventions. Notably, Milwaukee's philanthropic community has been a pivotal partner in providing leadership and funding to establish the WINS (Milwaukee Children's Zone), a powerful public-private partnership modeled on the successful Harlem Children's Zone. Additionally, Wisconsin has aligned federally and state-funded efforts to turnaround struggling schools, which work in concert with the State's corrective action plan for MPS. Finally, federal funding for the State's longitudinal data system has been aligned with State Fiscal Stabilization Fund and Race to the Top requirements, while also incorporating new powerful student growth reports and data set to support LEA instructional improvement efforts.

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*(A)(2)(i)(e) Using the fiscal, political, and human capital resources of the State to continue, after the period of funding has ended, those reforms funded under the grant for which there is evidence of success; and*

**Sustaining reform efforts**

The Governor and State Superintendent are committed to the sustainability of effective interventions. The State plan is designed to leverage national partnerships and expertise to expand the State's capacity to support key Race to the Top interventions, including: teacher and principal mentoring and coaching, instructional improvement based on data, high-quality standards and assessments, and the alignment of school improvement strategies and funding. Some resources, such as 4K, will be sustainable because of the current school finance formula that rolls 4K students into the per pupil funding after two years. However, additional funds will be needed in the future to support some interventions, such as school-based coaches. To that end, the State Superintendent is committed to including support in his 2013-15 biennial state budget for highly-effective Race to the Top interventions that reasonably cannot be sustained through the reallocation of local resources.

*(A)(2)(ii) Use support from a broad group of stakeholders to better implement its plans, as evidenced by the strength of the statements or actions of support from—*

*(A)(2)(ii)(a) The State's teachers and principals, which include the State's teachers' unions or statewide teacher associations; and*

*(A)(2)(ii)(b) Other critical stakeholders, such as the State's legislative leadership; charter school authorizers and State charter school membership associations (if applicable); other State and local leaders (e.g., business, community, civil rights, and education association leaders); Tribal schools; parent, student, and community organizations (e.g., parent-teacher associations, nonprofit organizations, local education foundations, and community-based organizations); and institutions of higher education.*

### **Significant, widespread stakeholder support**

Organizations across the State of Wisconsin have submitted letters in support of Wisconsin's Race to the Top application. Thirty-seven letters of support were collected from a broad group of stakeholders, including tribal nations, statewide education associations, STEM leaders, business alliances and higher education groups. These letters demonstrate the high levels of commitment from stakeholders with vastly different interests, coming together in support of Wisconsin's statewide reform agenda in the four core reform areas. These letters also reflect the level of commitment among these stakeholders to helping further accelerate the pace of reform in Wisconsin over the next four years.

Throughout the process, the Governor's office and the WDPI have worked to involve a broad group of stakeholders in the State's Race to the Top initiative. WDPI has used a multi-tiered approach with various platforms to inform stakeholders statewide.

WDPI conducted extensive outreach to provide information to stakeholders across the state. First, the State Superintendent shared information about Race to the Top at the August 16, October 6, and December 8, 2009 Collaborative Council meetings. The Collaborative Council represents key stakeholder groups from across Wisconsin. In addition, WDPI has presented RTTT information throughout the state using teleconferencing and onsite meetings to inform districts, especially rural districts. For example, presentations on RTTT were held with Cooperative Educational Service Agencies from September to December. WDPI staff also presented information to stakeholders at statewide meetings such as the State Superintendent's Educational Data Advisory Council. Finally, Governor Doyle and State Superintendent hosted a December 11, 2009, webcast in which they provided information about RTTT and previewed the district MOU.

At the local level, WDPI staff spent considerable time reaching out to the districts through meetings with administrators. WDPI met with the state's largest urban districts in a series of meetings to define their needs and how Wisconsin's Race to the Top initiative could be used to address those needs. Governor Jim Doyle, State Superintendent Tony Evers, and Mayor Tom Barrett convened the Milwaukee Public Schools *Innovation and Improvement Advisory Council*, a formal group that has focused on identifying areas of concern and ways to improve the school district for all of Milwaukee public school students. The Innovation and Improvement Advisory Council had three

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standing committees. The Invest in Success Committee focused specifically on Race to the Top and how Race to the Top could support innovative reform in MPS with a report to the Innovation and Improvement Advisory Council.

In addition, WDPI staff and the Governor's office met with representatives of various stakeholder groups. The State Superintendent hosted a number of meetings with representatives of the following educational associations: Association of School District Administrators, Wisconsin Association of School Boards, Wisconsin Association of School Business Officials, Wisconsin Association of School District Administrators, Wisconsin Council of Administrators of Special Services, Wisconsin Education Association Council, and others to talk specifically about various elements of the Race to the Top application. Their input was informative and helpful in designing critical components such as the MOU. In addition, WDPI staff met with members of the University of Wisconsin System. Finally, the Governor's staff met with members of the Wisconsin Charter School Association, Wisconsin Association of School Boards, Wisconsin Association of School District Administrators and the Wisconsin Education Association Council to discuss various questions about Race to the Top and the exciting work that is underway regarding charter schools in Wisconsin.

The State Superintendent will use the upcoming February meeting of the Collaborative Council as a forum for gathering advice and input regarding the shaping and content of the Wisconsin Achieves Competitive Grant Program. The meeting will also serve to gather suggestions regarding the type of guidance and support that districts will need to complete the Final Scope of Work. This will ensure that the State is well-positioned to begin the identified work in the four core reform areas upon notice of a grant award. The Collaborative Council is a long-standing group of key education stakeholder groups representing:

- (a) American Federation of Teachers-Wisconsin
- (b) Association of Wisconsin School Administrators
- (c) Cooperative Educational Service Agencies
- (d) University of Wisconsin System
- (e) Wisconsin Association for Supervision and Curriculum
- (f) Wisconsin Association of Independent Colleges and Universities

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- (g) Wisconsin Association of School Boards
- (h) Wisconsin Association of School Business Officials
- (i) Wisconsin Association of School District Administrators
- (j) Wisconsin Council of Administrators of Special Services
- (k) Wisconsin Education Association Council.

Upon notice of the Race to the Top Grant award, the State Superintendent will appoint the Wisconsin Race to the Top Implementation Advisory Council. The Council will be derived from the existing Collaborative Council, plus State legislators, parents, charter school representatives, and other education stakeholder groups.

These representatives will advise the State Superintendent on the implementation of Wisconsin’s Race to the Top initiatives, provide input on program evaluation, and act as a “critical friend.” The Council will be a significant asset in the implementation of the State’s RTTT plan as members possess a broad perspective of PK-20 educators who are committed to Wisconsin’s students and schools, and bring an incredible knowledge base of Wisconsin’s PK-20 educational system; thus strengthening the linkage between the State’s goals of increasing high school graduation rates and college enrollment rates; and, most importantly, bringing resources which will leverage scale and sustainability for the core reform areas. Please refer to Appendix 11: Wisconsin Stakeholder Letters of Support for additional information.

**(A)(3) Demonstrating significant progress in raising achievement and closing gaps (30 points)**

The extent to which the State has demonstrated its ability to—

- (i) Make progress over the past several years in each of the four education reform areas, and used its ARRA and other Federal and State funding to pursue such reforms; (5 points)
- (ii) Improve student outcomes overall and by student subgroup since at least 2003, and explain the connections between the data and the

actions that have contributed to — (25 points)

- (a) Increasing student achievement in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA;
- (b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA; and
- (c) Increasing high school graduation rates.

*In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (A)(3)(ii):

- NAEP and ESEA results since at least 2003. Include in the Appendix all the data requested in the criterion as a resource for peer reviewers for each year in which a test was given or data was collected. Note that this data will be used for reference only and can be in raw format. In the narrative, provide the analysis of this data and any tables or graphs that best support the narrative.

*Recommended maximum response length: Six pages*

*(A)(3)(i) Make progress over the past several years in each of the four education reform areas, and used its ARRA and other Federal and State funding to pursue such reforms*

### **Substantial reform progress to date**

By utilizing a combination of federal and state resources, the State of Wisconsin has made significant progress in each of the four reform areas over the past several years, including:

1. Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy: Wisconsin will adopt the Common Core Standards for English Language Arts and the Common Core Standards for Mathematics. Prior to the national standards movement, Wisconsin worked with the American Diploma Project (ADP) and teams of state experts. Through work with this organization, the State took the first step toward international comparison. Wisconsin's standards design and writing teams have created an overarching framework that will now serve to link the Common Core Standards' core skills and core concepts by grade level to curriculum development, teachers' lesson planning and instructional delivery.

Wisconsin was the lead state in developing an English language proficiency exam that is now used by over 50% of states nationally. In 2008, Wisconsin developed an alternative assessment for children with disabilities that is being used as a model by the U.S. Department of Education in assisting other states in developing similar assessments.

Most recently, Wisconsin began a thorough examination of the state assessment system in September 2008. The Next Generation Assessment Task Force began with a review of best practices in other states and embraced the notion of creating a more balanced assessment system in Wisconsin. The Task Force, with representatives from businesses and PK-16 education, concluded that a balanced system of formative, benchmark, and summative assessments is necessary to inform classroom teachers, to hold schools accountable, and to effectively report back to parents, community leaders, and students. As a result of the work of the Task Force, Wisconsin has started developing a new state assessment system that provides a summative assessment and a series of formative and

benchmark assessments. These formative and benchmark assessments will provide for computer-based testing and results that can impact individual student instruction quickly. Wisconsin is actively involved in partnerships with other states in the development of high quality summative and benchmark assessments. Wisconsin is leading the Multiple Opportunities for Student Assessment and Instruction Consortium (MOSAIC), a consortium of 26 states developing benchmark assessments. In addition, our major public research university, the University of Wisconsin, is the national leader in developing value added growth models for analysis at district, school, and classroom levels for use in improving instruction and turning around struggling schools.

2. Building data systems that measure student growth and success as well as inform teachers and principals about how they can improve instruction: Wisconsin's state data system has been greatly expanded over the last five years and plans are underway to increase both its breadth and scope further. Over the last several years, Wisconsin has built a new system to collect data and to display data in more meaningful ways, allowing users to drill down into the data to for instructional decision making. The previously noted student growth reports and multidimensional analytic tool enable districts, even those with more limited data systems and expertise, to leverage the State's longitudinal data system (LDS) to provide powerful, easy to understand and use data to improve instructional efforts. Additionally, WDPI and the Madison Metropolitan School District have developed a powerful, open architecture Student Intervention Monitoring System (SIMS), which includes the capability for the Core Standards to be input and tied to instructional strategies and interventions. The system also tracks individual student progress, behavior and attendance, flagging negative results. SIMS is freely available to all districts, with professional development and training available through the CESAs. Finally, Wisconsin currently is expanding its PK-12 longitudinal data system to enable postsecondary data exchange, following passage of a recent State law (2009 Wisconsin Act 59).
  
3. Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most: Over the last several years, Wisconsin has implemented a major license reform initiative, moving to a tiered licensing system for teachers, administrators, and pupil services personnel that focuses on preservice preparation, mentorship, and career-long professional development. This work has produced a strong partnership with education organizations and universities. The State recently adopted

legislation that allows for the use of student test data and other factors in teacher evaluation (2009 Wisconsin Act 60). In addition, Wisconsin has been involved in a multi-year partnership with the Wallace Foundation to strengthen the instructional leadership of principals in our five largest cities, including Milwaukee. Additionally, MPS has been working with national organizations to improve human capital, including Teach for America, New Leaders for New Schools, and the New Teachers Project.

4. Turning around our lowest-performing schools: Federal resources have extensively assisted the State in turning around struggling schools in Wisconsin. The State has prioritized federal and State aid, and services to struggling districts and schools. A Statewide System of Support (SSOS) was developed to provide technical assistance to districts with Title I schools identified for improvement (SIFI), Title I schools that have missed Adequate Yearly Progress (AYP), and other Title I high priority schools. SSOS processes and tools are designed to enhance a district's ability to improve the effectiveness of its programs and strategies for providing support to low-performing schools. The system also includes tools and strategies to build capacity at the local level for district-focused school improvement.

MPS is now in its third year under federally-required corrective action and under State direction has restructured the district by creating nine School Support clusters. Each cluster is staffed by a school improvement supervisor. These supervisors are administrative positions. The supervisors provide school-level oversight to ensure implementation of all improvement strategies required under corrective action. Examples of improvement strategies currently required of Title I SIFI include: extended learning time in reading and mathematics K-8, reading intervention courses in all high schools, summer school, after school and/or before school tutoring by highly qualified teachers, and implementation of Response to Intervention (RtI). Two SIFI will be required to implement extended calendar in the 2010-11 school year. The school improvement supervisors also arrange for internal or external technical assistance to improve implementation of school improvement strategies as needed based on consultation with school principals and the district Director of District and School Improvement. The school improvement supervisors work with SIFI principals and staff and Central Office personnel to review achievement data on a monthly basis to determine if the improvement efforts are resulting in improved student achievement.

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In the fall of 2009, Wisconsin developed a statewide Response to Intervention (RtI) Center to provide training and support and further expand statewide RtI efforts. Currently in the implementation stage, the Center, through a Train-the-Trainers model, will empower teachers and educators to use systems change processes, data for instructional decision making, best practices in reading and mathematics, and best practices in social and emotional wellness programming.

In addition to other state and federal resources, school districts in Wisconsin have used ARRA funds to advance strategies that have been shown to make a critical contribution to student results, including: Adopting rigorous college- and career-ready standards and high-quality assessments; establishing data systems and using data for improvement; increasing teacher effectiveness and equitable distribution of effective teachers; turning around the lowest-performing schools; and improving results for all students, including early learning, extended learning time, use of technology, preparation for college, and school modernization.

Specifically, districts have implemented one or more of the following strategies:

Adopting rigorous college- and career-ready standards and high-quality assessments

- Develop common formative and benchmark assessments.
- Provide Title I services to eligible students in all grades and in additional subjects.
- Hire transition coaches to help graduating seniors with disabilities find employment or get post-secondary training.
- Implement an online Individualized Education Program (IEP) aligned with state academic standards that can be used by parents, teachers, and principals to create content-rich IEP's aligned to the general education curriculum.
- Use framework for 21<sup>st</sup> Century Skills to assess student readiness for career, college, and citizenship.
- Assess technological literacy of all students by 8<sup>th</sup> grade.

Establishing data systems and using data for improvement

- Add on to existing, online progress monitoring and assessment systems to track progress of at-risk students, students who receive Coordinated Early Intervening Services (CEIS) or Title I services.
- Implement data systems that track disciplinary referrals, support instruction, and improve school climate.

Increasing teacher effectiveness

- Establish intensive, year-long training on effective interventions for improving achievement in reading and mathematics.
- Provide training for instruction for early intervening services such as Response to Intervention (RtI) and Responsive Education for All Children (REACH) services.
- Provide professional development in Positive Behavior Interventions and Support (PBIS).
- Establish a system for identifying and training highly effective teachers to serve as instructional leaders and modify the school schedule to allow for collaboration among the instructional staff.
- Provide professional development to teachers on the use of data to inform and improve instruction for students, particularly Title I students and students with disabilities.
- Provide professional development to teachers of students with disabilities on the appropriate use of assistive technology to enhance instruction.
- Provide professional development on culturally responsive classroom practices and/or district equity work.

Turning around the lowest-performing schools

- Implement a RtI model that provides support to students who are at-risk, evaluates how effectively students are progressing, and creates opportunities for collaboration among staff.
- Implement Positive Behavior Interventions and Support (PBIS) and modify the school schedule to allow for collaboration among the instructional staff.
- Extend Title I services to support middle and high schools.

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- Provide new opportunities for secondary school students to use high-quality, online courseware as supplemental learning materials for meeting mathematics and science requirements.
- Hire personnel, contract with CESAs, or contract with community programs to expand the provision of parent education and involvement.

Table 25 - Wisconsin ARRA K-12 Education Funding Summary.

<b>Wisconsin ARRA K-12 Education Funding Summary</b>		
<b>Program</b>	<b>ARRA funding amount</b>	<b>Comments</b>
1. Enhancing Education Through Technology (ESEA Title II, Part D)	Formula allocations to LEAs: \$4,344,532 Competitive grants to LEAs: \$4,344,532	Competitive grants were awarded to districts in November. The focus for both portions of funding is to raise student achievement through the use of technology and raise educator proficiency in using technology as a tool within the classroom and in online learning.
2. Education for Homeless Children and Youth	\$900,000 distributed to LEAs through a competitive grant application process	24 LEAs received funding to ensure that each homeless child and youth has equal access to a free, appropriate public education, including a public pre-school education.
3. Individuals with Disabilities Education Act Part B, sections 611 flow-through grants and 619 preschool grants	IDEA flow-through: \$208,200,108 IDEA preschool: \$9,827,791	Funding distributed according to a formula established in IDEA to assist in providing special education and related services to children with disabilities to include children age 3 to 5.
4. National School Lunch Program-Equipment Grants	WI allocation: \$1,316,711, competitive grant administered by WDPI	79 school districts, 28 private schools, 3 residential child care institutions, and 4 charter schools received funding in June 2009 to assist in the purchase of equipment for School Food Authorities (SFA) participating in the National School Lunch Program (NSLP). Priority was given to SFAs in which at least 50% of the students were eligible for free or reduced price meals
5. State Fiscal Stabilization Fund	Education Fund: \$717.3 million (100%	\$552.3 million of SFSF was paid to school districts in June 2009

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	for K-12 education) Government Services Fund: \$159.6 million (\$71.7 million for K-12 education)	(\$480.6 million of the education fund and \$71.7 million of the government services fund) to support public elementary, secondary and post secondary education and, as applicable, early childhood education programs and services. SFSF funds were primarily used to pay for teacher salaries. \$236.7 million (the remaining 1/3) of the education fund will be paid to school districts in June 2010.
6. ESEA Title I, Part A	Total WI allocation: \$147,729,443 Title I formula grants: \$134,433,794	LEAs may not use Title I, Part A funds for activities that they would have carried out in the absence of Title I, Part A funds. Funds are used to improve teaching and learning for students most at risk of failing to meet state academic achievement standards.
7. Qualified School Construction Bonds (QSCBs)	MPS: \$72,118,000 Balance of State: \$98,589,000	Provides tax credits in lieu of interest to lenders who issue bonds to eligible districts. 42 districts in addition to MPS received QSCB authorizations.
8. Qualified Zone Academy Bonds (QZABs)	\$26,874,000	15 districts received QZAB authorizations.

*(A)(3)(ii) Improve student outcomes overall and by student subgroup since at least 2003, and explain the connections between the data and the actions that have contributed*

*(A)(3)(ii)(a) Increasing student achievement in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA;*

*(A)(3)(ii)(b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA; and*

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Wisconsin has set and maintained high levels of student achievement in both reading and mathematics. Wisconsin students as a whole have scored above the national average on the reading and mathematics portions of NAEP since 2003, with a difference of 3 to 8 percent between Wisconsin and national public schools. Wisconsin does well not only on the nationally-normed NAEP, but also on state measures of student achievement. More than 81% of students have scored proficient or advanced on the Wisconsin Knowledge and Concepts Examination (WKCE) reading portion since the 2005-06 school year, and 74% or more of all students have scored proficient or advanced on the mathematics portion of the WKCE in the same period.

While students in Wisconsin overall are achieving at high levels, the State also acknowledges that not all subgroups show equally high levels of achievement, and we have identified specific subgroups that may benefit from targeted interventions. Of the ESEA subgroups, the following show lower academic achievement than all students as a whole: Students with Disabilities, English Language Learners, Economically Disadvantaged, Black, and Hispanic. See Table 1 and Table 2 for details of Wisconsin students’ academic achievement on the WKCE and Table 3 and Table 4 for similar details on the NAEP.

*Table 26 - Percent of WI students scoring proficient and advanced on the reading WKCE.*

School Year	All Students	Students with Disabilities	English Language Learners	Economically Disadvantaged	Black	Hispanic
2005-06	81.70%	46.60%	53.40%	66.70%	55.00%	65.00%
2006-07	82.10%	47.90%	53.20%	67.30%	57.40%	63.70%
2007-08	81.90%	47.40%	54.70%	67.30%	56.50%	64.70%
2008-09	81.40%	46.40%	53.70%	67.10%	56.90%	64.80%

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Table 27 - Percent of WI students scoring proficient and advanced on the mathematics WKCE.

School Year	All Students	Students with Disabilities	English Language Learners	Economically Disadvantaged	Black	Hispanic
2005-06	72.80%	39.20%	50.10%	53.50%	35.70%	53.20%
2006-07	75.10%	42.80%	53.90%	57.00%	39.60%	56.50%
2007-08	74.70%	42.00%	52.50%	56.80%	39.70%	55.70%
2008-09	76.70%	44.40%	55.40%	60.40%	44.40%	59.90%

Table 28 - Percent of WI students scoring proficient and above on the reading NAEP. \* Indicates reporting standards were not met.

Grade	School Year	All Students	Students with Disabilities	English Language Learners	Economically Disadvantaged	Black	Hispanic
4	2002-03	33%	7%	10%	18%	13%	20%
	2004-05	33%	9%	14%	16%	10%	20%
	2006-07	36%	14%	10%	18%	11%	17%
8	2002-03	37%	4%	*	17%	8%	17%
	2004-05	35%	6%	*	19%	9%	18%
	2006-07	33%	3%	11%	16%	8%	17%

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Table 29 - Percent of WI students scoring proficient and above on the mathematics NAEP. \* Indicates reporting standards were not met.

Grade	School Year	All Students	Students with Disabilities	English Language Learners	Economically Disadvantaged	Black	Hispanic
4	2002-03	35%	9%	10%	17%	8%	13%
	2004-05	40%	17%	19%	19%	7%	16%
	2006-07	47%	21%	22%	25%	10%	27%
	2008-09	45%	18%	15%	24%	11%	22%
8	2002-03	35%	7%	*	12%	5%	16%
	2004-05	36%	9%	19%	15%	5%	16%
	2006-07	37%	8%	12%	18%	6%	18%
	2008-09	39%	10%	9%	20%	11%	20%

Wisconsin has made concrete and considerable gains in mathematics achievement, especially in Milwaukee Public Schools (MPS; Wisconsin’s largest district). From the 2005-06 to the 2008-09 school year, the percent of all students in Wisconsin scoring proficient and advanced on the WKCE went from 72.8% to 76.7%, while from 2002-03 to 2008-09 the percent of students proficient and above on NAEP went from 35% to 45% (4<sup>th</sup> grade) and from 35% to 39% (8<sup>th</sup> grade). The gains in mathematics achievement are especially noticeable and notable in MPS, where representative gains in mathematics achievement on the WKCE from 2005-06 to 2008-09 include 9.2% for Black students and 9.6% for Hispanic students. If we exclude MPS data from the statewide results, we find that the gains in mathematics achievement are largely driven by the gains in MPS. For example, the statewide gain for mathematics from 2005-06 to 2008-09 excluding MPS data is 2.9%, compared to 3.9% when MPS is included.

Recent improvements in MPS mathematics scores can be attributed to a district-wide program instituted in 2008 that has focused specifically on supporting mathematics instruction through intensive professional development and a pool of mathematics coaches that

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works directly with classroom teachers. This professional development utilizes evidence-based “best practices” with its focus on in-classroom, ongoing coaching for math teachers. While we cannot make causal inferences about effects from observational data, it is worth noting that since the program’s inception, there have been notable improvements in math achievement, as well as a reduction of racial achievement gaps. For example, between the 2007-08 and 2008-09 school years, the percentage of proficient 4th graders increased from 50% to 59%. Moreover, the Black-white gap in 4th grade math achievement shrunk from 31 to 29 percentage points, while the Hispanics-whites gap shrunk from 20 to 17 percentage points. Meanwhile, the percentage of proficient 8th graders increased from 38% to 48%, while the Black-white gap for 8th graders shrunk from 38 to 29 percentage points and the Hispanic-white gap shrunk from 22 to 14 percentage points.

Additionally, MPS’ commitment to improvement is reflected in their participation in the 2009 Trial Urban District Assessment (TUDA) for NAEP. As a baseline measurement, MPS’ TUDA results for all students are 15% at or above proficient in grade 4 and 7% at or above proficient in grade 8.

While Wisconsin has been making steady, and in some cases substantial, gains in reading and mathematics achievement for all students and subgroups, there remains significant achievement gaps between subgroups. Reducing these achievement gaps is a top priority for the State and there is some evidence current programs have been making some headway in reducing these gaps. Achievement gaps in reading and mathematics are particularly evident between the Black (Not of Hispanic Origin) and White (Not of Hispanic Origin) subgroups and between the Economically Disadvantaged and Not Economically Disadvantaged subgroups. In many cases, these gaps are decreasing, especially in mathematics where the Black-White achievement gap has narrowed by 5.5 percentage points in four years. A similar trend is evident in the NAEP results, where we see a slight decrease in the Black-White mathematics achievement gap from 2003 to 2009.

The following tables show the progress Wisconsin has made on narrowing the achievement gaps:

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*Table 30 - Mathematics Racial/Ethnicity achievement gap, all grades combined. Data are percent of students scoring proficient and advanced on the WKCE or Wisconsin Alternate Assessment (WAA). Note: The Gap Change from 2005-06 to 2008-09 refers to the change in the achievement gap between white students and students from other racial/ethnic groups. A negative number indicates a gap reduction.*

School Year	White	American Indian	Asian	Black	Hispanic
2005-06	80.0	57.7	69.3	35.7	53.2
2006-07	82.1	61.9	72.3	39.6	56.5
2007-08	81.7	61.5	73.5	39.7	55.7
2008-09	83.2	62.4	76.2	44.4	59.9
<i>Gap Change from 2005-06 to 2008-09</i>	<i>Reference</i>	<i>-1.5</i>	<i>-3.7</i>	<i>-5.5</i>	<i>-3.5</i>

*Table 31 - Reading Racial/Ethnicity achievement gap, all grades combined. Data are percent of students scoring proficient and advanced on the WKCE or WAA. Note: The Gap Change from 2005-06 to 2008-09 refers to the change in the achievement gap between white students and students from other racial/ethnic groups. A negative number indicates a gap reduction.*

School Year	White	American Indian	Asian	Black	Hispanic
2005-06	87.3	72.9	72.1	55.0	65.0
2006-07	87.7	73.1	72.1	57.4	63.7
2007-08	87.6	73.2	73.8	56.5	64.7
2008-09	86.9	70.9	73.9	56.9	64.8
<i>Gap Change from 2005-06 to 2008-09</i>	<i>Reference</i>	<i>1.6</i>	<i>-2.2</i>	<i>-2.3</i>	<i>-0.2</i>

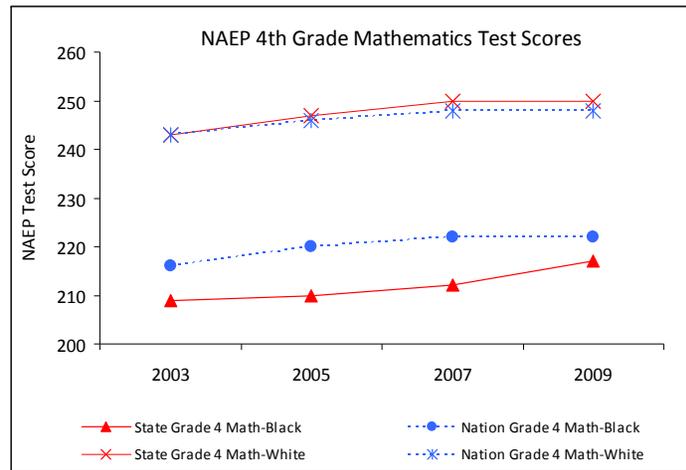
*Table 32 - Mathematics Economically Disadvantaged achievement gap, all grades combined. Data are percent of students scoring proficient and advanced on the WKCE or WAA. Note: The Gap Change from 2005-06 to 2008-09 refers to the change in the achievement gap between students not economically disadvantaged and economically disadvantaged students. A negative number indicates a gap reduction.*

School Year	Not Disadvantaged	Economically Disadvantaged
2005-06	81.5	53.5
2006-07	83.8	57.0
2007-08	83.5	56.8
2008-09	85.4	60.4
<i>Gap Change from 2005-06 to 2008-09</i>	<i>Reference</i>	<i>-3.0</i>

*Table 33 - Reading Economically Disadvantaged achievement gap, all grades combined. Data are percent of students scoring proficient and advanced on the WKCE or WAA. Note: The Gap Change from 2005-06 to 2008-09 refers to the change in the achievement gap between students not economically disadvantaged and economically disadvantaged students. A negative number indicates a gap reduction.*

School Year	Not Disadvantaged	Economically Disadvantaged
2005-06	88.4	66.7
2006-07	89.1	67.3
2007-08	89.1	67.3
2008-09	88.9	67.1
<i>Gap Change from 2005-06 to 2008-09</i>	<i>Reference</i>	<i>0.1</i>

Figure 2 - NAEP mathematics results for Black and White students in Wisconsin and the nation.



(A)(3)(ii)(c) Increasing high school graduation rates

### Increases in high school graduation

Increasing high school graduation rates is also a top priority for Wisconsin and is a cornerstone of State Superintendent Evers' *Every Child a Graduate* initiative (please refer to Appendix 9). The State recognizes that not all subgroups have equal graduation rates and we seek to address this issue.

Wisconsin is currently planning a Graduation Summit, which will focus on strategies to increase graduation rates. The target audience includes the districts which have the lowest graduation rates. These districts have been strongly urged to attend with a team of individuals so that conversations and planning can continue well beyond the day of the Summit.

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Table 34 - Wisconsin High School Graduation Rate, by subgroup

	American Indian	Asian	Black	Hispanic	White
2000-01	73.1%	88.6%	55.2%	70.5%	94.2%
2001-02	76.8%	91.1%	59.9%	75.0%	94.6%
2002-03	78.5%	91.4%	62.9%	76.2%	95.2%
2003-04	79.4%	92.2%	65.7%	77.1%	94.7%
2004-05	70.4%	88.5%	62.9%	72.4%	92.6%
2005-06	74.6%	89.3%	65.0%	76.2%	92.9%
2006-07	74.8%	91.0%	68.0%	75.4%	93.0%
2007-08	74.9%	89.6%	66.6%	74.9%	92.9%

**(B) Standards and Assessments (70 total points)**

**State Reform Conditions Criteria**

**(B)(1) Developing and adopting common standards (40 points)**

The extent to which the State has demonstrated its commitment to adopting a common set of high-quality standards, evidenced by (as set forth in Appendix B)—

- (i) The State’s participation in a consortium of States that— (20 points)
- (a) Is working toward jointly developing and adopting a common set of K-12 standards (as defined in this notice) that are supported by evidence that they are internationally benchmarked and build toward college and career readiness by the time of high school graduation; and
  - (b) Includes a significant number of States; and
- (ii) — (20 points)
- (a) For Phase 1 applications, the State’s high-quality plan demonstrating its commitment to and progress toward adopting a common set of K-12 standards (as defined in this notice) by August 2, 2010, or, at a minimum, by a later date in 2010 specified by the State, and to implementing the standards thereafter in a well-planned way; or
  - (b) For Phase 2 applications, the State’s adoption of a common set of K-12 standards (as defined in this notice) by August 2, 2010, or, at a minimum, by a later date in 2010 specified by the State in a high-quality plan toward which the State has made significant progress, and its commitment to implementing the standards thereafter in a well-planned way.<sup>10</sup>

*In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For*

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<sup>10</sup> Phase 2 applicants addressing selection criterion (B)(1)(ii) may amend their June 1, 2010 application submission through August 2, 2010 by submitting evidence of adopting common standards after June 1, 2010.

*attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (B)(1)(i):

- A copy of the Memorandum of Agreement, executed by the State, showing that it is part of a standards consortium.
- A copy of the final standards or, if the standards are not yet final, a copy of the draft standards and anticipated date for completing the standards.
- Documentation that the standards are or will be internationally benchmarked and that, when well-implemented, will help to ensure that students are prepared for college and careers.
- The number of States participating in the standards consortium and the list of these States.

Evidence for (B)(1)(ii):

For Phase 1 applicants:

- A description of the legal process in the State for adopting standards, and the State's plan, current progress, and timeframe for adoption.

For Phase 2 applicants:

- Evidence that the State has adopted the standards. Or, if the State has not yet adopted the standards, a description of the legal process in the State for adopting standards and the State's plan, current progress, and timeframe for adoption.

*Recommended maximum response length: Two pages*

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*(B)(1) Developing and adopting common standards*

*The extent to which the State has demonstrated its commitment to adopting a common set of high-quality standards, evidenced by (as set forth in Appendix B)—*

*(B)(1)(i) The State's participation in a consortium of States that—*

*(B)(1)(i)(a) Is working toward jointly developing and adopting a common set of K-12 standards (as defined in this notice) that are supported by evidence that they are internationally benchmarked and build toward college and career readiness by the time of high school graduation; and*

*(B)(1)(i)(b) Includes a significant number of States; and*

**Adopt the Common Core Standards in English language arts and mathematics.**

Wisconsin's State Superintendent signed a Memorandum of Agreement with the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA) in April 2009 (refer to Appendix 12 - Signed Common Core Standards MOA), to commit to the Common Core Standards Initiative. The Wisconsin Department of Public Instruction (WDPI) reviewed draft documents and provided feedback to the Common Core Standards writing teams during the development period. The comments were based on Wisconsin's experience and knowledge gained through a two-year project to revise State standards in English language arts and mathematics. This project began prior to the national initiative on Common Core Standards. WDPI has connected the State's process and timeline for revising standards to the Common Core initiative (most current public drafts attached as Appendix 13 - draft standards of the Common Core College and Career Readiness Standards for English language arts and mathematics), and is ready to fully adopt the Common Core Standards when they are released.

**Wisconsin standards are internationally benchmarked and will ensure students are prepared for college and careers**

Internationally Benchmarked: The Common Core Standards Initiative has reviewed the language arts curriculum documents in place in Australia (Victoria), Canada (Alberta, British Columbia, Ontario), England, Finland, Hong Kong, Ireland, and Singapore. The Initiative has reviewed the mathematics curriculum documents in place in Canada (Alberta), Belgium, China, Chinese Taipei, England, Finland, Hong Kong, India, Ireland, Japan, Korea, and Singapore. This comparison shaped the specific level of rigor of the standards.

Through the standards revision project which began prior to the Common Core Initiative, Wisconsin worked with both the American Diploma Project (ADP) and the Partnership for 21<sup>st</sup> Century Skills (P21) to ensure that the standards revisions would stand up to international comparison. Working with ADP and P21 prepared Wisconsin to be ready for the Core Standards Initiative.

College-ready: In partnership with all of Wisconsin's postsecondary institutions, through the collaboration of the Wisconsin Technical College System, the University of Wisconsin System, and the Wisconsin Association of Independent Colleges and Universities, WDPI has convened faculty in mathematics to identify the common competencies that represent what students need to know and be able to do in order to enter the first credit-bearing college coursework in any of Wisconsin's postsecondary institutions. Once the Common Core Standards are finalized, the common competencies in mathematics will be used to identify the same competencies in the Common Core document. WDPI will lead a similar process to identify the common competencies in English language arts. These documents will make transparent to students, parents, and teachers what students need in English language arts and mathematics to avoid being placed in remedial (developmental) courses on entering any Wisconsin postsecondary institutions.

Career-ready: To ensure that Wisconsin's standards can be identified as career-ready, WDPI will convene regional economic workforce development groups (from existing regional partnerships) to revise Wisconsin's Employability Skills competencies, to guarantee they reflect contemporary workforce needs and connect with the Common Core Standards in English language arts and mathematics. In selected districts, Wisconsin will pilot the Employability Skills competencies and the process of including employers' feedback in order to evaluate and refine the instrument's ability to provide evidence of students' preparation in English language arts and mathematics.

### **Evidence**

The following are the 48 states and 3 territories involved in the Common Core Standards Initiative: Alabama; Arizona; Arkansas; California; Colorado; Connecticut; Delaware; District of Columbia; Florida; Georgia; Hawaii; Idaho; Illinois; Indiana; Iowa; Kansas; Kentucky; Louisiana; Maine; Maryland; Massachusetts; Michigan; Minnesota; Mississippi; Missouri; Montana; Nebraska; Nevada; New Hampshire; New Jersey; New Mexico; New York; North Carolina; North Dakota; Ohio; Oklahoma; Oregon; Pennsylvania; Puerto Rico; Rhode Island; South Carolina; South Dakota; Tennessee; Utah; Vermont; Virgin Islands; Virginia; Washington; West Virginia; Wisconsin; Wyoming.

*(B)(1)(ii)(a) For Phase 1 applications, the State’s high-quality plan demonstrating its commitment to and progress toward adopting a common set of K-12 standards (as defined in this notice) by August 2, 2010, or, at a minimum, by a later date in 2010 specified by the State, and to implementing the standards thereafter in a well-planned way; or*

### **The State’s plan, current progress, and timeframe for adoption:**

Under Article X, section 1 of the Wisconsin Constitution, the supervision of public instruction is vested in the State Superintendent of Public Instruction. Under Wis. Stat. § 115.28(10), the State Superintendent of Public Instruction must “develop an educational assessment program to measure objectively the adequacy and efficiency of educational programs offered by public schools in this state. The program shall include methods by which pupil achievement in reading, mathematics, writing, science, social science and other areas of instruction commonly offered by public schools will be measured each year.” The assessment system is based upon and aligned with academic standards. The power and duty to establish those academic standards is necessarily implied to permit the State Superintendent to carry out his constitutional and statutory duties. Those academic standards in turn form the basis for the curriculum required in each public school district. The State Superintendent convenes task forces to develop academic standards, representing the balance of several indicators. The State Superintendent consults with the Wisconsin legislature’s education committees and the Office of the Governor. Following this process, the State Superintendent officially adopts the academic standards.

**Wisconsin is primed to adopt the Common Core Standards in English language arts and mathematics by July 2010.**

Prior to the national standards movement, the WDPI began the revision of State standards in English language arts and mathematics by joining the American Diploma Project and the Partnership for 21<sup>st</sup> Century Skills in January 2007. In March 2007, WDPI convened a summit on education attended by 200 representatives of business, industry, labor, city and county government, State workforce development entities, and community-based organizations. The consensus was to embed in each subject area skills essential for 21<sup>st</sup> century citizens, such as critical thinking and problem solving, collaborative communication skills, contextual learning skills, responsibility, ethics, and adaptability.

In May 2007, Standards Design Teams of K-16 educators were convened for English language arts and mathematics. The teams conducted the alignment process through the American Diploma Project while simultaneously soliciting feedback from the Partnership for 21<sup>st</sup> Century Skills. In addition, a statewide Standards Leadership Team was convened, augmenting the State Superintendent's Collaborative Council with additional business and parent representatives. The Leadership Team provided a policy perspective, responding to issues raised by the American Diploma Project, Partnership for 21<sup>st</sup> Century Skills, and the standards design teams. The State Superintendent received the recommendations for revising the Wisconsin standards in June 2008, providing a blueprint for developing specific draft revisions combining rigor and relevance. Standards Writing Teams were convened in November 2008. Two rounds of input and broad review led to the revisions, which completed the official alignment process through the American Diploma Project.

Wisconsin involved the standards writing teams in review of the draft Common Core Standards (K-12) and the College and Career Readiness Standards. Wisconsin is ready to adopt the Common Core Standards by July 2010.

**(B)(2) Developing and implementing common, high-quality assessments (10 points)**

The extent to which the State has demonstrated its commitment to improving the quality of its assessments, evidenced by (as set forth in Appendix B) the State’s participation in a consortium of States that—

- (i) Is working toward jointly developing and implementing common, high-quality assessments (as defined in this notice) aligned with the consortium’s common set of K-12 standards (as defined in this notice); and
- (ii) Includes a significant number of States.

*In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (B)(2):

- A copy of the Memorandum of Agreement, executed by the State, showing that it is part of a consortium that intends to develop high-quality assessments (as defined in this notice) aligned with the consortium’s common set of K-12 standards; or documentation that the State’s consortium has applied, or intends to apply, for a grant through the separate Race to the Top Assessment Program (to be described in a subsequent notice); or other evidence of the State’s plan to develop and adopt common, high-quality assessments (as defined in this notice).
- The number of States participating in the assessment consortium and the list of these States.

*Recommended maximum response length: One page*

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*(B)(2): Developing and implementing common, high-quality assessments*

*The extent to which the State has demonstrated its commitment to improving the quality of its assessments, evidenced by (as set forth in Appendix B) the State's participation in a consortium of States that—*

- (i) Is working toward jointly developing and implementing common, high-quality assessments (as defined in this notice) aligned with the consortium's common set of K-12 standards (as defined in this notice);*
- (ii) Includes a significant number of States.*

**Participate in the Multiple Options for Student Assessment and Instruction Consortium (MOSAIC), a multi-state consortium to develop and disseminate formative, diagnostic, and benchmark assessments for district use to gauge student progress on the Common Core Standards throughout the school year.**

Wisconsin began a thorough examination of the state assessment system in September 2008. The Next Generation Assessment Task Force began with a review of best practices in other states and embraced the notion of creating a more balanced assessment system. The task force with representatives from business and PK-16 education concluded that 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 (see full task force report in Appendix 14). In response, the WDPI began discussion with other states to implement the task force recommendations. Wisconsin and Nebraska have taken the lead in developing the Multiple Options for Student Assessment and Instruction Consortium (MOSAIC), a 26-state consortium focused on development and sharing of instructional support materials, common curriculum, and shared benchmark assessments. (Please see Appendix 15 for a copy of the MOSAIC MOU as well as a list of the 26 state participants).

The states in MOSAIC fully intend to integrate MOSAIC into a comprehensive nationwide balanced assessment system. This integration will occur through the participation of Wisconsin and many of the other MOSAIC states in the Summative Multi-State Assessment Resources for Teachers and Educational Researchers (SMARTER) and Balanced Assessment Consortia. As a lead state for both MOSAIC

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and SMARTER, Wisconsin is poised to develop one seamless system of assessment with one summative assessment shared across states. The goal is to build a curriculum and assessment system that provides students, educators, and parents with ongoing information about student progress on the Common Core Standards, and that provides meaningful ways for students to demonstrate application of their knowledge and skills through performance tasks, computer-based assessment scenarios, and other strategies that allow for rich demonstration of learning.

For additional information on the various assessment consortia Wisconsin is participating in, please refer to the following Appendices:

Appendix 15 - MOSAIC Consortium MOU and State Participants

Appendix 16 - SMARTER Consortium MOU and Participant Summary

Appendix 17 - Balanced Assessment Consortium MOU and Participant Summary

Appendix 18 - PALS Balanced Assessment list of participating states

Appendix 19 - ACHIEVE MOU Common Assessment Principles

A key element in the development of the assessment system is teacher involvement to build their assessment literacy. Teachers will need to learn formative assessment processes, how to use them, and how to use the data collected from those processes. Teacher involvement in the development of assessment items and tasks will deepen their understanding of the Common Core Standards and of effective means to evaluate student progress toward achieving the standards.

MOSAIC will develop a common item bank used to generate common benchmark tests across the consortium. The items and tasks will be stored in a software platform that will support both computer scored items and teacher scored tasks. The software will support the administration of adaptive tasks so that students will be able to participate at the appropriate level. Through adaptive testing, appropriate diagnosis can occur pinpointing “where students are” in their mastery level of the Common Core Standards. Each state will contribute formative/local assessment tasks, items, and instructional materials including performance assessments aligned with the Common Core. Participating states will agree to standardized administration of these common assessments on a quarterly basis, with shared agreement on

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performance expectations. Within the consortium, student-, building-, and district-level reports of student performance on the Common Core will be generated. Emphasis will be placed upon growth and improvement throughout a school year.

This alignment of standards work will be conducted in parallel with the development of best practices in STEM fields and provide educators with a more focused, research-driven curricula to reach students.

Table 35 – Implementation plan for formative and benchmark assessments.

FORMATIVE / BENCHMARK ASSESSMENT			
GOAL	KEY ACTIVITIES	TIMELINE	KEY PARTIES
Identify key vendors and research centers to coordinate MOSAIC assessment item bank, assessment development process, and technology platform for sharing assessment resources across states.	<ul style="list-style-type: none"> <li>Work with MOSAIC state representatives to define critical requirements for assessment system.</li> </ul>	<ul style="list-style-type: none"> <li>Year 1(Q2) - April</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> <li>MOSAIC state partners</li> </ul>
	<ul style="list-style-type: none"> <li>Draft a Request for Proposals that defines vendor requirements</li> </ul>	<ul style="list-style-type: none"> <li>Year 1(Q2) - May</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> <li>MOSAIC state partners</li> </ul>
	<ul style="list-style-type: none"> <li>Solicit vendor bids</li> </ul>	<ul style="list-style-type: none"> <li>Year 1(Q2) - June</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> <li>MOSAIC state partners</li> </ul>
	<ul style="list-style-type: none"> <li>Select vendor(s)</li> </ul>	<ul style="list-style-type: none"> <li>Year 1(Q3) - July</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> <li>MOSAIC state partners</li> </ul>
	<ul style="list-style-type: none"> <li>Begin working with vendor(s) to clarify critical requirements and expectations/timelines.</li> </ul>	<ul style="list-style-type: none"> <li>Year 1(Q4) - September</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> <li>MOSAIC state partners</li> </ul>
Develop computer-based platform for assessment components: item bank format, open-source code, technology requirements	<ul style="list-style-type: none"> <li>Develop definitions/components for banking assessment items</li> </ul>	<ul style="list-style-type: none"> <li>Year 1(Q4) - November</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> <li>MOSAIC state partners</li> </ul>
	<ul style="list-style-type: none"> <li>Define open-source code for shared common platform</li> </ul>	<ul style="list-style-type: none"> <li>Year 1(Q4) - December</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> <li>MOSAIC state partners</li> </ul>
Develop formative assessment strategies embedded in model units of instruction around the Common Core Standards	<ul style="list-style-type: none"> <li>Using established regional Professional Learning Communities and lesson study, develop classroom assessment strategies to gauge student progress that are embedded in instructional units: quarterly three-day regional meetings</li> </ul>	<ul style="list-style-type: none"> <li>Year 1(Q4) – Year 4</li> </ul>	<ul style="list-style-type: none"> <li>LEA vertical teams</li> <li>WDPI</li> </ul>
Develop performance assessment tasks, scoring rubrics, and student exemplars representing points along the learning progression	<ul style="list-style-type: none"> <li>Using established regional Professional Learning Communities and lesson study, develop performance tasks and related components via quarterly three-day regional meetings</li> </ul>	<ul style="list-style-type: none"> <li>Year 2 (Q3) – Year 4</li> </ul>	<ul style="list-style-type: none"> <li>LEA regional vertical teams</li> <li>WDPI</li> </ul>
Provide in-depth summer	<ul style="list-style-type: none"> <li>Develop process to identify institute</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 (Q3)</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> </ul>

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institutes to facilitate development of benchmark assessment item bank, aligned to Common Core Standards.	participants		<ul style="list-style-type: none"> <li>LEAs</li> </ul>
	<ul style="list-style-type: none"> <li>Work with higher education to integrate institute into credit-bearing graduate course work as an option for participants</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 (Q3 – Q4)</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> <li>Wisconsin Universities/Colleges</li> </ul>
	<ul style="list-style-type: none"> <li>Work with MOSAIC consortium states to collaborate on and define requirements for approval of assessment items/modules for multi-state sharing.</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 (Q3 – Q4)</li> </ul>	<ul style="list-style-type: none"> <li>MOSAIC partner states</li> <li>WDPI</li> <li>LEA representatives</li> </ul>
	<ul style="list-style-type: none"> <li>Provide two five-day summer institutes focusing on item/module development with a focus on student demonstration of skills via computer-delivered assessments</li> </ul>	<ul style="list-style-type: none"> <li>Year 2 (Q2 - Q3)</li> <li>Continue annually through Year 4 (Q4)</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> <li>LEA selected staff</li> <li>MOSAIC contracted vendor</li> </ul>
Provide educators with a web-based bank of formative assessment components for use with classroom instructional units designed around the Common Core Standards.	<ul style="list-style-type: none"> <li>Work with MOSAIC consortium states to develop web component for multi-state sharing of formative assessment components.</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 (Q2) – Year 2 (Q1)</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> <li>MOSAIC partner states</li> <li>MOSAIC contracted vendor</li> </ul>
	<ul style="list-style-type: none"> <li>Pilot the use of MOSAIC assessment resources with selected district, gather feedback and modify as needed</li> </ul>	<ul style="list-style-type: none"> <li>Year 2 (Q2) – Year 2 (Q4)</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> <li>Selected LEAs</li> <li>MOSAIC partner states</li> <li>MOSAIC contracted vendor</li> </ul>
	<ul style="list-style-type: none"> <li>Provide access to MOSAIC instructional resources state-wide</li> </ul>	<ul style="list-style-type: none"> <li>Year 3 (Q2)</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> <li>MOSAIC partner states</li> <li>MOSAIC contracted vendor</li> </ul>
	<ul style="list-style-type: none"> <li>Provide ongoing professional development on use of MOSAIC assessment resources, via web-based modules and other venues</li> </ul>	<ul style="list-style-type: none"> <li>Year 2 – Year 4</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> <li>MOSAIC partner states</li> <li>MOSAIC contracted vendor</li> <li>RtI Centers</li> </ul>
	<ul style="list-style-type: none"> <li>Continue to add resources to MOSAIC assessment components, building a flexible bank of classroom assessment tasks across MOSAIC states</li> </ul>	<ul style="list-style-type: none"> <li>Year 2 – Year 4</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> <li>Selected LEAs</li> <li>MOSAIC partner states</li> <li>MOSAIC contracted vendor</li> </ul>
Develop online, adaptive defined quarterly benchmark assessments – gauging progress on Common Core Standards	<ul style="list-style-type: none"> <li>Using items from summer institute development and from MOSAIC state item bank contributions, develop quarterly benchmark assessments gauging progress on defined learning progression within each grade level and content area (reading/mathematics)</li> </ul>	<ul style="list-style-type: none"> <li>Year 3 – Year 4</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> <li>Selected LEA staff</li> <li>MOSAIC partner states</li> <li>MOSAIC contracted vendor</li> </ul>
	<ul style="list-style-type: none"> <li>Define report formats that facilitate documentation of student growth over</li> </ul>	<ul style="list-style-type: none"> <li>Year 3</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> <li>Selected LEA staff</li> </ul>

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	time, with teacher- and parent-friendly feedback on next steps to move a student to the next level of learning		<ul style="list-style-type: none"> <li>• MOSAIC partner states</li> <li>• MOSAIC contracted vendor</li> </ul>
	<ul style="list-style-type: none"> <li>• Pilot assessments in selected districts and grade levels, integrate feedback into assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Year 4 (Q1)</li> </ul>	<ul style="list-style-type: none"> <li>• Selected LEAs</li> <li>• WDPI</li> <li>• MOSAIC partner states</li> <li>• MOSAIC contracted vendor</li> </ul>
	<ul style="list-style-type: none"> <li>• Set standard for performance expectations consistent in definition across all participating MOSAIC states</li> </ul>	<ul style="list-style-type: none"> <li>• Year 4 (Q2)</li> </ul>	<ul style="list-style-type: none"> <li>• LEAs</li> <li>• WDPI</li> <li>• MOSAIC partner states</li> <li>• MOSAIC contracted vendor</li> </ul>
	<ul style="list-style-type: none"> <li>• Assessments available statewide and to other MOSAIC states</li> </ul>	<ul style="list-style-type: none"> <li>• Year 4 (Q3)</li> </ul>	<ul style="list-style-type: none"> <li>• LEAs</li> <li>• WDPI</li> <li>• MOSAIC partner states</li> <li>• MOSAIC contracted vendor</li> </ul>
Provide ongoing professional development on use of MOSAIC benchmark assessments, via web-based modules and other venues	<ul style="list-style-type: none"> <li>• Provide ongoing support</li> </ul>	<ul style="list-style-type: none"> <li>• Year 4</li> </ul>	<ul style="list-style-type: none"> <li>• WDPI</li> <li>• Selected LEAs</li> <li>• MOSAIC partner states</li> <li>• MOSAIC contracted vendor</li> </ul>

Educational Consultants at WDPI will provide the overall organization for the formative/benchmark assessment system key activities, under the direction of the Assistant Director and Director of Educational Accountability. These staff will divide oversight responsibilities by content area and grade-level, collectively developing a broad bank of classroom assessment resource materials K-12, and defined benchmark assessments in grades 3-8 and high school, in both mathematics and reading/language arts. Consultants will work with regional CESA staff and LEAs, and will collaborate with other MOSAIC states to assure that assessment materials developed across states fit with defined learning progressions and meet the same high quality standards.

MOSAIC will contract with vendors to provide the computer platform, and to provide expertise in assessment development, computer-based assessment delivery, and to support regional workshops and summer institutes.

Activities will build on the known successful model of professional learning communities and lesson study, with ongoing learning groups learning and sharing across districts within each state region. Extended learning opportunities during the summer will complement the

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regional work during the school year and provide opportunities for university credit and completion of Professional Development Plans (PDPs) for license renewal. Workshops and summer institutes will integrate curriculum and assessment work, while allowing opportunities for educators to participate in the components that fit best with their professional expertise.

By the end of the grant period, a significant body of assessment materials will be available to Wisconsin educators, and to other participating MOSAIC states. States will continue to add resources; although the pace may decrease somewhat once a strong base is built into the system.

Table 36 – Timeline for formative and benchmark assessment process.

KEY TASK	FORMATIVE / BENCHMARK ASSESSMENT															
	YEAR 1				YEAR 2				YEAR 3				YEAR 4			
	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4
Work with MOSAIC state representatives to define critical requirements		◆														
Draft a Request for Proposals that defines vendor requirements		◆														
Solicit vendor bids		◆														
Select vendor(s)			◆													
Begin working with vendor(s) to clarify critical requirements and expectations/timelines.				◆												
Develop definitions/components for banking assessment items				◆												
Define open-source code for shared common platform				◆												
Use established regional Professional Learning Communities and lesson study, to develop classroom assessment strategies to gauge student progress that are embedded in instructional units: quarterly 3-day regional meetings				◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Use established regional Professional Learning Communities and lesson study, to develop performance tasks and related components via quarterly 3-day regional meetings						◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Develop process to identify institute participants			◆													
Work with higher education to integrate institute into credit-bearing graduate course work as an option for participants			◆	◆												
Work with MOSAIC consortium states to collaborate on and define requirements for approval of assessment items/modules for multi-state sharing			◆	◆												
Provide two five-day summer institutes focusing on item/module development with a focus on student demonstration of skills via computer-delivered assessments						◆	◆					◆				◆
Work with MOSAIC consortium states to develop web component for multi-state sharing of formative assessment components		◆	◆	◆	◆											
Pilot the use of MOSAIC assessment resources with selected district, gather feedback and modify as needed					◆	◆	◆									
Provide access to MOSAIC instructional resources state-wide											◆	◆				

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Provide ongoing professional development on use of MOSAIC assessment resources, via web-based modules and other venues					◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Continue to add resources to MOSAIC assessment components, building a flexible bank of classroom assessment tasks across MOSAIC states					◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Use items from summer institute development and from MOSAIC state item bank contributions, to develop quarterly benchmark assessments gauging progress on defined learning progression within each grade level and content area (reading/mathematics)									◆	◆	◆	◆	◆	◆	◆	◆
Define report formats that facilitate documentation of student growth over time, with teacher- and parent-friendly feedback on next steps to move a student to the next level of learning									◆	◆	◆	◆				
Pilot assessments in selected districts and grade levels, integrate feedback into assessments													◆			
Set standard for performance expectations consistent in definition across all participating MOSAIC states														◆		
Make assessments available statewide and to other MOSAIC states															◆	
Provide ongoing support													◆	◆	◆	◆

Table 37 – Summary of Wisconsin standards and assessment reform plan.

Wisconsin Standards and Assessment Reform Plan - Summary		
Component	From . . .	To . . .
Content Standards	<ul style="list-style-type: none"> <li>Wisconsin standards defined at grades 4, 8 and 12 only</li> </ul>	<ul style="list-style-type: none"> <li>Common Core defined with grade-level specificity</li> </ul>
Curriculum Support	<ul style="list-style-type: none"> <li>State general curriculum planning guides</li> <li>Districts plan own curriculum based on state standards</li> </ul>	<ul style="list-style-type: none"> <li>Specific learning progressions defined</li> <li>Electronic bank of model units of instruction provided</li> <li>Electronic bank of exemplars of student work</li> </ul>
Formative Assessment Strategies	<ul style="list-style-type: none"> <li>None provided</li> </ul>	<ul style="list-style-type: none"> <li>Embedded into electronic bank of instructional units</li> </ul>
Benchmark/Diagnostic Tests	<ul style="list-style-type: none"> <li>None provided</li> </ul>	<ul style="list-style-type: none"> <li>Electronic diagnostic/benchmark tests aligned to common core for use during the year</li> </ul>
Summative Tests	<ul style="list-style-type: none"> <li>3-8 and 10</li> <li>Fall testing</li> <li>Paper/pencil</li> <li>80% multiple choice, 20% constructed response</li> </ul>	<ul style="list-style-type: none"> <li>Via separate summative consortia participation, will work toward one multi-state summative test:               <ul style="list-style-type: none"> <li>Online</li> <li>Adaptive</li> <li>Multiple opportunities to test</li> <li>High school college/career readiness</li> </ul> </li> </ul>
Performance Tasks	<ul style="list-style-type: none"> <li>None provided</li> </ul>	<ul style="list-style-type: none"> <li>Integrated into electronic bank of instructional units</li> </ul>

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		<ul style="list-style-type: none"> <li>• Integrated into summative testing</li> </ul>
Student/School/District Assessment Reports	<ul style="list-style-type: none"> <li>• 10-12 week turn-around</li> </ul>	<ul style="list-style-type: none"> <li>• Immediate benchmark reports; fast turn-around of summative reports</li> </ul>
Growth Reports	<ul style="list-style-type: none"> <li>• None provided</li> </ul>	<ul style="list-style-type: none"> <li>• Student/group progress growth reports</li> <li>• Value-added analyses</li> </ul>
Professional Development	<ul style="list-style-type: none"> <li>• Limited PD from state, most is local or CESA provided</li> </ul>	<ul style="list-style-type: none"> <li>• Organized PD from the state, supported with online networking and regional or local professional learning communities: curriculum, instruction, assessment, and data use</li> </ul>

For additional information, see the following Appendices:

- **Appendix 14** - Final report from Wisconsin’s Next Generation Assessment Task Force
- **Appendix 15** - Memorandum of Agreement with MOSAIC multi-state partners
- **Appendix 16** - Memorandum of Agreement for SMARTER Consortium
- **Appendix 17** - Memorandum of Agreement for Balanced Assessment System Consortium
- **Appendix 18** - PALS Balanced Assessment list of participating states
- **Appendix 19** - ACHIEVE MOU Common Assessment Principles

**Reform Plan Criteria**

**(B)(3) Supporting the transition to enhanced standards and high-quality assessments (20 points)**

The extent to which the State, in collaboration with its Participating LEAs (as defined in this notice), has a high-quality plan for supporting a statewide transition to and implementation of internationally benchmarked K-12 standards that build toward college and career readiness by the time of high school graduation, and high-quality assessments (as defined in this notice) tied to these standards. State or LEA activities might, for example, include: developing a rollout plan for the standards together with all of their supporting components; in cooperation with the State’s institutions of higher education, aligning high school exit criteria and college entrance requirements with the new standards and assessments; developing or acquiring, disseminating, and implementing high-quality instructional materials and assessments (including, for example, formative and interim assessments (both as defined in this notice)); developing or acquiring and delivering high-quality professional development to support the transition to new standards and assessments; and engaging in other strategies that translate the standards and information from assessments into classroom practice for all students, including high-need students (as defined in this notice).

*The State shall provide its plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

*Recommended maximum response length: Eight pages*

*(B)(3) Supporting the transition to enhanced standards and high-quality assessments*

### **Transitioning to the next generation assessment system**

Wisconsin's reform plan to ensure that all students in the state are provided with the instruction they need to enable success in their ongoing education, careers, and citizenship centers on using the adopted Common Core Standards to transform curriculum, instruction, and assessment. The goal of this plan is to develop assessment literate teachers who have embraced the standards, taught to the standards, learned to appropriately measure the standards, and who have learned strategies to intervene if students have not measured up to the standards. The goal is also to empower students to be fully active partners in their learning plan.

Ensure that Wisconsin's standards are college and career ready: The first step is to identify the common competencies that represent what students need to know and be able to do in order to enter the first credit-bearing college coursework in any of Wisconsin's postsecondary institutions. The process is described in the following timeline:

- |                 |  |
|-----------------|--|
| March 2010:     | Convene faculty teams in English language arts and mathematics (high school and postsecondary) to examine course content in entry-level college credit-bearing courses and identify common prerequisite elements in the adopted Common Core Standards. |
| June 2010:      | Faculty teams complete the identification of common competencies.  |
| July 2010:      | Confirmation of common competencies through dissemination, discussion, and feedback sessions with high school and postsecondary faculty across Wisconsin.  |
| September 2010: | Finalize report of the common competencies, making transparent to students, parents, and teachers the actual concepts and skills that students need in English language arts and mathematics in order to avoid being placed in                         |

remedial (developmental) courses on entering postsecondary institutions.

The second step is to validate the level of career-readiness represented in the adopted Common Core Standards. The process is to revise Wisconsin's Employability Skills competencies to guarantee they reflect contemporary workforce needs and connect with the Common Core Standards in English language arts and mathematics. The process is outlined in the following timeline:

- |                                |  |
|--------------------------------|--|
| April 2010:                    | Convene regional economic workforce development groups to provide input to the revision of Employability Skills competencies, to guarantee the Employability Skills reflect contemporary workforce needs and connect with the Common Core Standards in English language arts and mathematics |
| September 2010<br>– June 2011: | Pilot the revised Employability Skills assessment/feedback mechanism in selected districts including employers' feedback in order to evaluate students using this instrument.  |
| June 2011 –<br>December 2011:  | Revise the identified skills and refine the tool.  |
| January 2012:                  | Implement statewide.   |

Develop Professional Learning Communities to engage in lesson study, supported regionally: A key component of Wisconsin's reform plan is to involve teachers in collegial examination of standards, curriculum, assessment, and instruction supported locally and regionally. This is at the heart of Wisconsin's implementation of the assessments to be developed through the MOSAIC initiative, as well as, the means for impacting student learning.

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The WDPI will create pilot sites for PK-12 teachers to have subject-area specific vertical teaming that focuses on what students need to learn, how they learn best, and how to track students' learning. Using a Professional Learning Community model, teams of teachers will craft effective standards-based lessons and assessments, observe and critique teaching of the lessons, analyze results of the formative assessments, and revise and re-teach the lessons to improve each teacher's use of the most effective strategies. The next step in this shared learning is to jointly analyze student work, develop and review local data on student progress, and create and review learning progressions to understand how to scaffold students to the next level of understanding related to each standard.

This effort builds on Wisconsin's Advanced Placement Incentive Grant through the U. S. Department of Education (ED) and is an effective means to implement the Quality Educator Initiative's Professional Development Plan process for license renewal. Additional support and guidance for participating teachers will come from regional mentoring teams organized through the statewide Response to Intervention (RtI) Center, housed at the Cooperative Educational Services Agency (CESA) #5.

Create professional development modules on effective use of data: Educators need training and support on using a range of data to make educational decisions. Working with the Multiple Options for Student Assessment and Instruction Consortium (MOSAIC) states, WDPI will develop hands-on training and workshop sessions for teachers and administrators. WDPI will link this work with the statewide RtI initiatives. Additional information regarding Wisconsin's professional development plan related to data use is discussed in Section C3.

Involve educators in development and piloting of an assessment system containing formative, diagnostic, and benchmark assessments: WDPI will involve pilot sites in the development of the MOSAIC assessment items, including development of timely and teacher-friendly student/classroom reports that track progress over time. The purpose is to make better decisions for students with immediacy to tailor their learning progression throughout the school year. Selected sites will pilot the implementation of this system as a data-analysis tool to help make ongoing decisions about student needs. Through participation, teachers will learn the formative, day-to-day instructional strategies that can be used to extend learning of the standards and how to both formally and informally gather and use information from formative assessment processes. Each participating MOSAIC state will load the shared computer-based system with formative/local assessment tasks,

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including performance assessments, and instructional support materials designed around common curriculum. This aspect of the MOSAIC system is designed to support teacher's daily work in the classroom, and is meant to be a resource that can be tailored for specific use depending on the needs of individual states or LEAs. All instructional support materials will be aligned with the Common Core. Each MOSAIC state will also 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 consortia states through a bid process. 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. These assessments will be available electronically to students and teachers with timely turn-around of reports. Common performance standards and cut scores for these diagnostic/benchmark tests will be set across the consortium of states. The common tests will be available to districts and schools within each state as defined by that state. Varying levels of participation will require a 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, for example, but may not have access to the consortia-developed common assessments.

Develop model common curriculum: WDPI will involve educators within Wisconsin and across the MOSAIC consortium of states in developing a model common curriculum for each grade level reflecting a learning progression for the Common Core Standards, showing cross-curricular connections, 21<sup>st</sup> century skills, and a balance of formative and summative assessment strategies and tools. Educators will be able to access the model common curriculum through an online resource tool.

In addition, WDPI will use the development process and results of the Council of Chief State School Officers (CCSSO) EdSteps project to build teachers' repertoire in unwrapping standards, creating formative and summative assessments, and benchmarking results based on real student work. The EdSteps project is identifying expected competencies and critical benchmarks in the areas of writing, global competency, creativity and curiosity, and information technology literacy.

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Table 38 – Common Core curriculum implementation plan.

COMMON CORE CURRICULUM			
GOAL	KEY ACTIVITIES	TIMELINE	KEY PARTIES
Adopt the Common Core Standards: Mathematics and Reading/Language Arts	<ul style="list-style-type: none"> <li>State Superintendent signature</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 (Q1)</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> <li>State Superintendent</li> </ul>
Ensure that Common Core Standards are aligned with Wisconsin college and career readiness expectations.	<ul style="list-style-type: none"> <li>Higher education faculty teams examine entry-level credit-bearing courses and identify related competencies needed in Common Core curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 (Q1 – Q2)</li> </ul>	<ul style="list-style-type: none"> <li>University of Wisconsin</li> <li>Wisconsin Private Colleges</li> <li>WDPI</li> </ul>
	<ul style="list-style-type: none"> <li>Regional economic workforce groups identifies work competencies needed as reflected in the Common Core</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 (Q2)</li> </ul>	<ul style="list-style-type: none"> <li>Workforce Development Teams</li> <li>WDPI</li> </ul>
	<ul style="list-style-type: none"> <li>Confirmation/revisions of common competencies via feedback sessions</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 (Q3)</li> </ul>	<ul style="list-style-type: none"> <li>LEAs</li> <li>Wisconsin Colleges</li> <li>Workforce Development Team</li> <li>WDPI</li> </ul>
	<ul style="list-style-type: none"> <li>Finalize report – actual concepts and skills needed in high school to enter credit-bearing courses; work force competencies and employability skills needed</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 (Q3)</li> </ul>	<ul style="list-style-type: none"> <li>LEAs</li> <li>WDPI</li> </ul>
	<ul style="list-style-type: none"> <li>Pilot documents, revise as needed</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 (Q3) – Year 1 (Q1)</li> </ul>	<ul style="list-style-type: none"> <li>Selected LEAs</li> <li>WDPI</li> </ul>
	<ul style="list-style-type: none"> <li>Implement statewide</li> </ul>	<ul style="list-style-type: none"> <li>Year 3 (Q1)</li> </ul>	<ul style="list-style-type: none"> <li>LEAs</li> </ul>
Implement regional professional learning communities (PLC) to engage in lesson study around integration of Common Core standards into instruction.	<ul style="list-style-type: none"> <li>Establish regional subject-based PLC vertical teams across districts (in 4-6 state regions)</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 (Q3)</li> </ul>	<ul style="list-style-type: none"> <li>LEAs</li> <li>WDPI</li> </ul>
	<ul style="list-style-type: none"> <li>Conduct quarterly three-day regional PLC meetings to define learning progressions, create standards-based instructional units, observe and critique teaching of lessons, and jointly analyze student work</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 (Q3) – Year 4</li> </ul>	<ul style="list-style-type: none"> <li>LEA regional vertical teams</li> <li>WDPI</li> </ul>
Provide in-depth summer institutes to facilitate development of model units of instruction around	<ul style="list-style-type: none"> <li>Develop process to identify institute participants</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 (Q3)</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> <li>LEAs</li> </ul>
	<ul style="list-style-type: none"> <li>Work with higher education to integrate institute into credit-bearing graduate course work as an option for participants</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 (Q3 – Q4)</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> <li>Wisconsin Universities/Colleges</li> </ul>

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Common Core standards.	<ul style="list-style-type: none"> <li>Work with MOSAIC consortium states to collaborate on and define requirements for approval of model units of instruction for multi-state sharing</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 (Q3 – Q4)</li> </ul>	<ul style="list-style-type: none"> <li>MOSAIC partner states</li> <li>WDPI</li> <li>LEA representatives</li> </ul>
	<ul style="list-style-type: none"> <li>Provide two five-day summer institutes</li> </ul>	<ul style="list-style-type: none"> <li>Year 2 (Q1 – Q2)</li> <li>Continue annually (Q4) through Year 4</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> <li>LEA selected staff</li> <li>MOSAIC contracted vendor</li> </ul>
Provide educators with a web-based bank of instructional units with exemplars of student work.	<ul style="list-style-type: none"> <li>Work with MOSAIC consortium states to develop web component for multi-state sharing of instructional units and exemplars of student work.</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 (Q2) - Year 2 (Q1)</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> <li>MOSAIC partner states</li> <li>MOSAIC contracted vendor</li> </ul>
	<ul style="list-style-type: none"> <li>Pilot the use of MOSAIC instructional resources with selected district, gather feedback and modify as needed</li> </ul>	<ul style="list-style-type: none"> <li>Year 2 (Q3) - Year 3 (Q1)</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> <li>Selected LEAs</li> <li>MOSAIC partner states</li> <li>MOSAIC contracted vendor</li> </ul>
	<ul style="list-style-type: none"> <li>Provide access to MOSAIC instructional resources state-wide</li> </ul>	<ul style="list-style-type: none"> <li>Year 3 (Q3)</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> <li>MOSAIC partner states</li> <li>MOSAIC contracted vendor</li> </ul>
	<ul style="list-style-type: none"> <li>Provide ongoing professional development on use of MOSAIC instructional resources, via web-based modules and other venues</li> </ul>	<ul style="list-style-type: none"> <li>Year 2 – Year 4</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> <li>MOSAIC partner states</li> <li>MOSAIC contracted vendor</li> <li>RtI Centers</li> </ul>
	<ul style="list-style-type: none"> <li>Continue to add resources to MOSAIC instructional support component, building a bank of units across MOSAIC states</li> </ul>	<ul style="list-style-type: none"> <li>Year 2 – Year 4</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> <li>Selected LEAs</li> <li>MOSAIC partner states</li> <li>MOSAIC contracted vendor</li> </ul>

Educational Consultants at WDPI will provide the overall organization for the integration of Common Core Standards key activities, under the direction of the Assistant Director and Director of Educational Accountability. These staff will divide oversight responsibilities by content area and grade-level, collectively developing a broad bank of instructional resource support materials in grades K-12, in both mathematics and reading/language arts. Consultants will work with regional CESA staff and LEAs, and will collaborate with other MOSAIC states to assure that resources developed across states fit with defined learning progressions and meet the same high quality standards.

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MOSAIC will contract with vendors to provide the computer platform, and to provide expertise in learning progressions and development of curricular units to support regional workshops and summer institutes.

Educators will be reimbursed for travel and/or receive stipends or compensation from LEA RTTT funds, as part of their commitment to work collaboratively to develop common curriculum.

Activities will build on the known successful model of professional learning communities and lesson study, with ongoing learning groups learning and sharing across districts within each state region. Extended learning opportunities during the summer complement the regional work during the school and provide opportunities for university credit and completion of Professional Development Plans (PDPs) for license renewal. By the end of the grant period, a significant body of instructional support materials will be available to Wisconsin educators and participating MOSAIC states. States will continue to add resources; although the need should decrease once a basic system is established.

Table 39 – Timeline for Common Core curriculum implementation.

KEY TASK	COMMON CORE CURRICULUM															
	YEAR 1				YEAR 2				YEAR 3				YEAR 4			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
State Superintendent adopts Common Core standards	◆															
Higher education faculty teams examine entry-level credit-bearing courses and identify related competencies needed in Common Core curriculum		◆	◆													
Regional economic workforce groups identifies work competencies needed as reflected in the Common Core		◆														
Confirmation/revisions of common competencies via feedback sessions			◆													
Finalize report – actual concepts and skills needed in high school to enter credit-bearing courses; work force competencies and employability skills needed			◆													
Pilot documents, revise as needed			◆	◆	◆											
Implement statewide									◆							
Establish regional subject-based PLC vertical teams across districts (in 4-6 state regions)			◆													

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Conduct quarterly three-day regional PLC meetings to define learning progressions, create standards-based instructional units, observe and critique teaching of lessons, and jointly analyze student work			◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Develop process to identify institute participants			◆													
Work with higher education to integrate institute into credit-bearing graduate course work as an option for participants			◆	◆												
Work with MOSAIC consortium states to collaborate on and define requirements for approval of model units of instruction for multi-state sharing			◆	◆												
Provide two five-day summer institutes					◆	◆		◆			◆					◆
Work with MOSAIC consortium states to develop web component for multi-state sharing of instructional units and exemplars of student work.		◆	◆	◆	◆											
Pilot the use of MOSAIC instructional resources with selected district, gather feedback and modify as needed							◆	◆	◆							
Provide access to MOSAIC instructional resources state-wide											◆					
Provide ongoing professional development on use of MOSAIC instructional resources, via web-based modules and other venues					◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Continue to add resources to MOSAIC instructional support component, building a bank of units across MOSAIC states					◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆

Build an online resource to provide common support to educators: A common online resource is essential for implementing Common Core Standards across MOSAIC states, demonstrating how to embed the standards in instruction through sample units, common assessments, and video vignettes of classroom lessons and learning strategies. This will be a cross-state collaborative that integrates instructional resources into a user-friendly teacher interface. This online resource will provide innovative instructional approaches using educational-management tools that allow for a fully integrated range of Web 2.0 tools, putting information at the teacher’s fingertips. Implementation of revised standards and a balanced system of assessments requires coordinated professional development. A critical component is the inclusion of

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processes, practices, and policies that shift educators from focusing on “What am I supposed to teach?” and moves them to constantly ask “What do I do next to make sure that this student improves and learns?” Wisconsin’s teacher preparation and license renewal processes (the Quality Educator Initiative) are based on this shift in emphasis, developing reflective practitioners.

Candidates now base their certification on a portfolio showcasing competency in 10 areas. For license renewal, teachers implement their own professional development plan (PDP) focused on areas of knowledge and skill that will improve student achievement. Wisconsin’s contribution to develop the online resource will be a collaborative effort of WDPI, CESAs, institutions of higher education, PK-12 educators, and partners from business and industry (especially for the technology components). Development will parallel and follow sequentially the completion of the common standards in a subject area and the completion of the model curriculum in that subject area.

The online resources will include elements such as suggested units of instruction within each grade level and content area, organized around deep understanding of a defined set of big ideas; exemplars of student work that teachers collectively rate, use to help establish evaluation criteria for demonstrations of learning, and identify benchmarks for growth PK-12, similar to the model used to develop the CCSSO EdSteps project; and model assessment strategies embedded in each instructional unit, including learning checks, formative, and summative assessments for the unit. Also envisioned are video vignettes from classrooms to be available online, demonstrating teaching strategies and student learning.

Revise standards in subject areas other than English language arts and mathematics: Following the completion of the current Common Core Standards initiative, Wisconsin will work with members of the consortium to begin a common development process for common standards in science and social studies. Already under discussion among various partners through CCSSO, science appears to be ready to launch this project and Wisconsin has already conducted a deep analysis of its current standards and developed a document to identify grade level learning targets and strategies. As a participating member of the Science Education Assessment consortium of CCSSO, Wisconsin is positioning itself for a leadership role in the development of common core science standards. The process for developing standards in other subject areas would begin in a multi-state approach for science and social studies. In all cases, the writing teams will include broad representation of PK-16 education, professional organizations, and communities. The process will involve embedding 21<sup>st</sup> century skills

with the rigor of the discipline. This initiative includes development and piloting of a student eLearning Portfolio, which will help students take ownership in the planning and progress of their own learning and career plans. This is discussed further in section (C)(3).

Connect Wisconsin's standards to career pathways: Evidence of achievement of the adopted Common Core Standards does not only come from the discipline's classroom. Wisconsin's reform plan includes a process to link the Wisconsin Career Pathways system to the adopted Common Core Standards. WDPI will involve representatives from education and business and industry to develop assessments to identify if students have the foundational career awareness, exploration, development and management skills and the employability skills needed to be career ready. Wisconsin's new requirements to measure technical skill attainment upon completion of Career and Technical Education (CTE) programs will be embedded into a balanced assessment system. Assessments designed to provide evidence of standards such as English language arts and mathematics through Career and Technical Education and other coursework will give students accurate data as to their preparation to achieve the college and career readiness which is the target of the standards. Linked to the area of their career interest (career cluster), students will take science, mathematics, and English language arts courses, among others, not as ends in themselves, but as means to deepen their preparation for a wide variety of potential careers within the career cluster. Rather than identifying a specific career, such as carpentry, dentistry, or real estate sales, students will keep the career cluster broad and link their preparation to keep their options open rather than narrowed. The idea of "academic" will disappear as all subject areas will provide potential evidence of the critical skills students need in the variety of careers they will experience in their world of work.

In Priority #2, WDPI describes the development of four regional Science, Technology, Engineering, and Mathematics (STEM) Academies. Academy staff will develop model curriculum collaboratively with teachers across the state, creating STEM courses, curriculum, and units of instruction focused on advanced coursework to help students transition from high school to postsecondary education. In addition, this group of networked teachers will design these assessments to link standards with students' career pathways.

Enact policies to enable awarding of graduation credit through demonstration of competency: In order to support the movement away from seat time toward awarding credit based on a student's proficiency or competency, Wisconsin will enact policies to facilitate learning through

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demonstration, as other states have done. This will help support the movement toward blended instruction, combining learning via technology (online, virtual communities, distance learning) as well as face-to-face experiences.

This effort will build on the existing process to award equivalency credit in science for courses in agriculture or technology education that have proven a close correlation to the science standards. Wisconsin will develop the appropriate policies to increase the number of courses and disciplines that can be linked through this process. Such a move will support the State's interest in increasing the number of science and mathematics credits required for high school graduation from the current two to at least three in both science and mathematics. Expanding to require three credits of science and mathematics for high school graduation is identified as a reform strategy under the Exhibit II high leverage strategies, required in Beloit, Green Bay, Kenosha, Madison, Milwaukee, Racine school districts and one of the options that may be selected in all other LEAs. Rather than only providing a single option, such as Algebra II or Advanced Chemistry, by providing a variety of routes to earn science and mathematics credits, students are more likely to be successful, linking this learning with their career pathways.

Support initiatives to drive STEM best practices: A STEM strategy across the four goal areas is establishing four STEM Academies in the state, implementing standards and assessments to prepare students to succeed in college and the work place. Academy staff will develop model curriculum collaboratively with teachers across the state, creating STEM courses, curriculum, and units of instruction focused on advanced coursework to help students transition from high school to postsecondary education. Teachers both onsite and virtually connected will be engaged in unwrapping the standards, observing and teaching common lessons, reflecting on the resulting student learning, and improving the impact through statewide networking.

<b>Table 40 - Performance Measures (B)(3)</b> Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of S Y 2013-2014
LEAs involved in regional Professional Learning Communities (piloting the process in the first year and inviting additional districts to participate in subsequent years, until all districts are involved in this activity by the end of SY 2013-14); this provides evidence of completion of and use of the online resource tool.	20	90	190	290	425
LEAs involved in the development of assessment tools through the MOSAIC consortium, used to measure students' progress in achieving Common Core Standards.	20	90	190	290	425

**(C) Data Systems to Support Instruction (47 total points)**

**State Reform Conditions Criteria**

<p><b>(C)(1) Fully implementing a statewide longitudinal data system (24 points – 2 points per America COMPETES element)</b></p> <p>The extent to which the State has a statewide longitudinal data system that includes all of the America COMPETES Act elements (as defined in this notice).</p>
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*In the text box below, the State shall describe which elements of the America COMPETES Act (as defined in this notice) are currently included in its statewide longitudinal data system.*

Evidence:

- Documentation for each of the America COMPETES Act elements (as defined in this notice) that is included in the State's statewide longitudinal data system.

*Recommended maximum response length: Two pages*

*(C)(1) Fully implementing a statewide longitudinal data system (LDS)*

**Progress to date on America COMPETES Act requirements**

Significant progress has been made in the accumulation and use of PK12 data. Today the Wisconsin Longitudinal Data System (LDS) supports numerous research and reporting efforts along with six of the 12 elements of the America COMPETES Act. Efforts are already underway to complete the remaining six additional items by 2011. A limited set of pre-kindergarten data are collected and maintained, specifically the data associated with the strong Wisconsin 4-year-old kindergarten programs. At this time there is limited ability to align secondary education data with post secondary education systems as defined by items 11 and 12. Wisconsin recognizes the need for a comprehensive PK-16 data system and under the leadership of the State Superintendent of Public Instruction, the Governor, Presidents of University of Wisconsin System, and Wisconsin Association of Independent Colleges and Universities; resources are being allocated to improve the collection and use of PK-16 data. The foundation for this system will be funded by the current LDS grant received by WDPI in May 2009.

Below is the checklist from Wisconsin's reporting on America COMPETES Act compliance for the State Fiscal Stabilization Funds. In the interest of space we insert a brief description of evidence of the State's compliance under each component of the act where there is compliance.

For pre-K through postsecondary education, does the State's statewide longitudinal data system include the following elements:

- 1) Wisconsin's LDS does not currently include the functionality to prevent students to be individually identified by users on the system via the use of a unique student identifier
- 2) Wisconsin's LDS does not have the functionality to provide information on student-level enrollment, demographic, and program participation.

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- 3) Wisconsin's LDS does not have the functionality to provide student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete pre-K through postsecondary education programs.
- 4) Wisconsin's LDS has the capacity to communicate with higher education data systems.

Evidence: The capacity to communicate with higher education systems is interpreted to mean technologies are in place, data definitions are understood, necessary agreements are signed and these organizations are collaborating to perform necessary and valuable work. The technical functionality is the result of work done with the LDS grant received in 2006 from U.S. Department of Education. Specific data exchange efforts include but are not limited to:

- An annual exchange of WKCE data with the University of Wisconsin and the Value Added Research Center in support of their effort to rollout a value added model.
  - An MOU and work in progress with the University of Wisconsin and the Wisconsin Department of Health Services to support research on the effects on educational outcomes of an early exposure to lead.
- 5) Wisconsin's LDS has an audit system assessing data quality, validity, and reliability.

Evidence: The systems in place to audit and assess data quality and validity include:

- Progress and summary reports for each student level data collection. These on-line, reports enable the reporting LEA to monitor their data submissions real time and respond accordingly.
- WDPI staff monitoring the collection progress and data submission; and working with LEA staff to complete the collection in a high quality manner.
- Edits built into student level data collections that warn school districts of possible data discrepancies and require the LEA to acknowledge the discrepancy before proceeding.

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- Editing and validation routines executed against all student level data sets before the data is moved to the WDPI data warehouse.
- Data moved to the data warehouse undergo significant cleansing and records that are not clean, consistent and compatible with the rules of the data warehouse are rejected or flagged with an error.
- Continual monitoring by program area representatives on the quality and consistency of data required for state or federal reporting.
- Routine training opportunities for LEA to learn about the collection and uses of data at WDPI.

For pre-K through grade 12 education, does the State's statewide longitudinal data system include the following elements:

- 6) Wisconsin's LDS does currently have the ability to provide yearly state assessment records of individual students.

Evidence: The annual Wisconsin Knowledge and Concept Examination (WKCE) is administered annually to students in grades 3-8 and 10. The Wisconsin Alternate Assessment (WAA) is administered to children with special needs. All assessment results are stored in the WDPI data warehouse. This data set today includes 1,760,475 rows and all assessments results from the 2005-06 school years to date.

- 7) Wisconsin's LDS does provide information on students not tested, by grade and subject.

Evidence: Data on students not taking the WKCE or WAA is maintained in the data warehouse along with the assessment scores of students that did participate.

- 8) Wisconsin's LDS does not currently have a teacher identifier system with the ability to match teachers to students.

- 9) Wisconsin's LDS does not currently have student-level transcript information that includes courses completed and grades earned.

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10) Wisconsin’s LDS does have the functionality to provide student-level college readiness test scores.

Evidence: Student level college readiness data is available in the WDPI data warehouse today with plans and funding available from USED to enhance these data sets further in 2010. Data available today include 3 years of Advanced Placement exam results and ACT data and over 65% of all graduating seniors in Wisconsin take the ACT exam.

For postsecondary education, does the State’s statewide longitudinal data system include the following elements:

11) Wisconsin’s LDS does not currently provide information regarding the extent to which students transition successfully from secondary school to postsecondary education or if the students enroll in remedial coursework.

12) Wisconsin’s LDS does provide other information determined necessary to address alignment and adequate preparation for success in postsecondary education.

Evidence: Additional LDS data sets supporting high school graduation and preparation for postsecondary education include English Language Acquisition data, attendance data, incidents of discipline, and graduation.

**Reform Plan Criteria**

**(C)(2) Accessing and using State data (5 points)**

The extent to which the State has a high-quality plan to ensure that data from the State’s statewide longitudinal data system are accessible to, and used to inform and engage, as appropriate, key stakeholders (*e.g.*, parents, students, teachers, principals, LEA leaders, community

members, unions, researchers, and policymakers); and that the data support decision-makers in the continuous improvement of efforts in such areas as policy, instruction, operations, management, resource allocation, and overall effectiveness.<sup>11</sup>

*The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

*Recommended maximum response length: Two pages*

(C)(2) Accessing and using State data

### **Accessing and using the LDS**

Central to Wisconsin’s efforts to use State data for public reporting, federal reporting, research efforts as well as informing policy, is the LDS student-level data warehouse. With over twelve million records of detailed student level data, this data store provides the new “gold” standard for education data in Wisconsin. Access to this data is varied but Wisconsin has defined an access model that has three distinct levels and characteristics.

The first level of access to the LDS is public access. This public access is open, published, and does not require any specific security to access. All reports are accessible online through the state’s online education reporting portal described below in more detail. This level of

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<sup>11</sup> Successful applicants that receive Race to the Top grant awards will need to comply with the Family Educational Rights and Privacy Act (FERPA), including 34 CFR Part 99, as well as State and local requirements regarding privacy.

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access provides predefined, simple to use, and redacted data. These reports provide snapshots of performance on the WKCE exam at the district and school level and student performance can be broken down by subgroup where applicable. The data is suppressed in accordance with Wisconsin's state rules for redacted data to prevent individual student identities from being revealed.

These reports are served through the Wisconsin Information Network for Successful Schools (WINSS) - the public portal primarily used to make data available to the public. The WINSS system has been highly successful; in 2007 and 2008 this website received 14,7000,000 views with a single day high of 265,000 views.

The second level of access to the state's LDS is for authorized users such as teachers, administrators, and district personnel, who have access to individual student-level data. The LDS provides these users with more detailed reports and sophisticated security protocols to ensure student privacy.

The LDS' Multidimensional Analytic Tool (MDAT) functionality is currently being rolled out to Wisconsin LEAs and enables authorized users to explore one year growth in WKCE mathematics and reading results. By leveraging the LDS data warehouse, MDAT enables teachers and administrators to review these results in combination with previously independent data sets e.g., attendance or discipline. As required by the Family Educational Rights and Privacy Act (FERPA), all access to student level data is logged with the ability to create reports against this log that enable Wisconsin to easily determine who has had access to this data and when.

The third level of access is much more powerful and is intended for sophisticated users with skills at analyzing and accessing large data sets. This access level provides researchers at various organizations a more comprehensive interface for analyzing LDS data in a detailed and sophisticated way. This level is intended for access by members of the education research community, internal WDPI staff, and other partners who are savvy at accessing and managing education data. Going forward the state is poised to dramatically increase access to and the utility of the data in the statewide LDS. In addition to work already under way and supported through our existing federal state longitudinal data system grants, the state is gaining momentum with key stakeholders in improving the LDS.

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Starting in 2010, the state will leverage the relationship with the Value-Added Research Center (VARC) to provide growth model value-added analysis for student achievement on the statewide summative assessment—the WKCE. The proposal for this expansion, detailed under section C(3)(ii) supports the existing work done by VARC in calculating statewide value-added results and interested districts will be given the tools and reports necessary to use this analysis to drive change. While budgeted RTTT funds will not fully support the delivery of value-added results to every district in the state for the next four years, they do provide a critical level of consistent support for the ongoing work and will be leveraged to generate additional foundation and research support for the work. VARC is uniquely positioned in the field of value-added analysis, value-added reporting, and training in the usage of value-added data for evaluation and improvement.

Due to this strong position VARC has a proven record in securing external funding for current work at the district-level in Milwaukee, Chicago, and New York. It also has experience in conducting statewide analyses for states such as Wisconsin, Minnesota, North Dakota, and South Dakota. VARC's prominence as a center of research and applied analysis will ensure that future state spending on this project will provide strong returns and may be supplemented by external funding from other financial supporters. The state of Wisconsin is committed to providing stakeholders with a flexible array of analysis and tools to meet their differing needs. In addition to the expansion of value-added reporting, the state is committed to providing two additional tools to enable reporting and analysis on student growth. First, the state is continuing to work on the next generation of MDAT, which will provide more detailed comparison groups and contextual data to paint a more complete picture of student performance. This tool, MDAT2, should be available in early 2011. The second tool, currently called "Blue Mountain," provides educators with reports that compare the growth of a particular student both to similar students and to a relative target proficiency level. This information is provided in an easy to interpret graphical manner that gives educators an immediate snapshot of a given student's performance. Blue Mountain is a flexible, intuitive, and powerful tool to guide stakeholders at the LEA level.

Using this in concert with other tools, LEA administrators and educators will be able to identify students, classrooms, grades, schools, and even whole districts that are struggling to make year to year growth as compared to peer groups across the state. This type of work will allow stakeholders to track their progress toward achieving the state's goals for increasing student performance and better allocate resources

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to manage progress toward these goals. In addition to providing new tools and better access to the LDS, the state is continuing efforts to expand the data incorporated into the LDS. Work is in progress to add the following data sets to the LDS by the first quarter of 2011:

- Annual National Student Clearinghouse data sets enabling Wisconsin to track successful transition from high school to higher education.
- Mobility data enabling WDPI to support VARC and value added analysis.
- Significantly enhanced teacher data sets enabling Wisconsin to explore teacher preparedness.
- Student transcript data, including the teacher(s) who taught the course enabling Wisconsin to identify the characteristics of the successful high school preparation for college or the work forces.
- Financial data enabling new facets of research.
- Vocational Educational Enrollment and Reporting (Perkins) data enabling.

The State recognizes that improved data analysis tools and expanded datasets in the LDS do not themselves lead to change. In order for Wisconsin to fully take advantage of these expanding LDS datasets and reports, LEAs need to know how to use data meaningfully to inform instructional improvement and use classroom assessment and benchmark assessment data. With this goal in mind, Wisconsin will embark on a significant professional development effort to provide modules, tools, and administrator training in data literacy in order to create and drive expertise in data usage as well as promote best practices.

This professional development will be delivered through the appropriate organizations. The State possesses a number of vehicles for detailed and substantive professional development on data including modules done by the Response to Intervention (RtI) Center, the programs on value-added, through Student Information Management System (SIMS), and relationships with other partners such as higher education, research institutions, and LEAs themselves. The State will leverage the existing expertise of each of these groups to provide more comprehensive and thorough professional development on data to Participating LEAs in order to increase capacity statewide in the implementation of data driven intervention, evaluation, and school improvement. More detail on these efforts can be found in A(2) under the

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OEII and the RtI Center. A full description of the State’s efforts for professional development to be funded under this grant are described in detail in section C(3)(ii)

<b>Table 41 - Performance Measures (C)(2)</b> Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014

**(C)(3) Using data to improve instruction (18 points)**

The extent to which the State, in collaboration with its Participating LEAs (as defined in this notice), has a high-quality plan to—

- (i) Increase the acquisition, adoption, and use of local instructional improvement systems (as defined in this notice) that provide teachers, principals, and administrators with the information and resources they need to inform and improve their instructional practices, decision-making, and overall effectiveness;

(ii) Support Participating LEAs (as defined in this notice) and schools that are using instructional improvement systems (as defined in this notice) in providing effective professional development to teachers, principals and administrators on how to use these systems and the resulting data to support continuous instructional improvement; and

(iii) Make the data from instructional improvement systems (as defined in this notice), together with statewide longitudinal data system data, available and accessible to researchers so that they have detailed information with which to evaluate the effectiveness of instructional materials, strategies, and approaches for educating different types of students (*e.g.*, students with disabilities, English language learners, students whose achievement is well below or above grade level).

*The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note the location where the attachment can be found.*

*Recommended maximum response length: Five pages*

*The extent to which the State, in collaboration with its Participating LEAs (as defined in this notice), has a high-quality plan to—*

*(C)(3)(i) Increase the acquisition, adoption, and use of local instructional improvement systems (as defined in this notice) that provide teachers, principals, and administrators with the information and resources they need to inform and improve their instructional practices, decision-making, and overall effectiveness;*

### **Powerful local data systems**

The State believes that in the next year many efforts currently in production will come to fruition to improve the utility of the LDS in supporting local instructional improvement systems. This work is detailed under C(2). In addition to work already underway, the state is committed to ensuring that reform efforts in this application are 100% supported by the LDS and that the LDS is used to increase the accountability and effectiveness of these reforms. With funds from RTTT the state's ability to provide holistic and timely data to classroom teachers, principals, and district personnel will be markedly increased.

To this end the state is committed to incorporating data from a new benchmark assessment system into the LDS as well as providing Participating LEAs extensive professional development on data access, usage, and analysis to build their capacity to leverage such data for meaningful change. Notably, in section B, the state describes its commitment to implementing a new statewide benchmark assessment as part of the MOSAIC consortium [See MOSAIC Lead State MOU, in Appendix 15].

MOSAIC will have multiple components, including an item bank, professional development modules and instructional improvement tools. Each state in the MOSAIC consortium will contribute to the development of hands-on training and workshop modules for educators that provide user-friendly strategies and focus on making data-informed instructional decisions based upon formative, benchmark, and summative assessment results. All materials will be disseminated across the collaborating states, and these professional development resources will be critical to SEA-LEA collaboration around the use of data for improve instruction. Units of instruction, learning progressions, student tutorials and quick diagnostic items will also be incorporated into the instructional improvement system.

One of Wisconsin's primary goals for the instructional improvement system within MOSAIC is that the system will provide a platform for the creation of individualized eLearning Portfolios. Student and teachers working one-on-one would craft each student's learning goals, review progress towards these goals, and adjust instruction along the way. The eLearning Portfolios would be viewed on a secure dashboard that displays assessment data, intervention data (if any), and links instructional information to each students' place in the curriculum as well as to the Common Core standards.

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A clear advantage of the MOSAIC consortium is the focus on making implementation of the assessment as teacher and principal friendly as possible. Educators will have access to hands-on training and workshop modules that train them in how to leverage assessment results to make data-informed instructional decisions based not only on the benchmark, but also on summative and formative assessment results. These professional development resources will be critical to SEA-LEA collaboration and will be used to build teacher use and understanding of data to improve instruction. Units of instruction, learning progressions, student tutorials and quick diagnostic items will also be incorporated into the instructional improvement system dramatically increasing the way data is used to guide instruction and improve educational performance.

Wisconsin will develop a robust report interface – similar to dashboard reporting – where teachers can track individual student results on the MOSAIC benchmark assessments, student participation in specific interventions, and myriad other student data points. The interface will integrate relevant and related data in a teacher-friendly application. The State will support teachers in connecting data points of individual students and across classroom data by pulling disparate data pieces together for quick and efficient data views. The State intends to include summative assessment results and growth data, which may include value-added data, in the interface in order to have integrated data at teachers' fingertips.

A unique feature of this interface is that it will be developed to allow students to participate in developing their own eLearning Portfolios, helping to guide their own educational planning and goal-setting. Teachers may access the eLearning Portfolios from this interface, monitoring progress and place within the curriculum along with their students.

Development and piloting of this application (envisioned as GOALS: Growth Oriented Achievement Learning System), would be an essential tool in driving the ongoing professional development around using data to improve instruction.

In addition to the efforts to build LEA capacity to leverage data through the efforts surrounding MOSAIC the state plans to invest heavily in other professional development efforts around data usage. The state will provide both professional development modules and trainers to LEAs to increase the usage of data in the improvement of instruction.

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The state plans to spend \$3.5 million under Race to the Top to distribute this professional training. The state plans to do this by working with CESAs to create regional expertise that can be distributed to LEAs as needed. The state will model this after current efforts conducted to train districts in the use of statewide growth and value added reports issued by VARC. This system centers on training facilitators at each CESA and then bringing in staff from the districts to be trained by CESA staff.

To this end the state already has several districts participating in a statewide value-added data system administered by VARC and through collaboration with the state to provide the data. This program provides districts with professional development training on the utility and meaning of growth models, comparisons with all districts in the state (participating or not), and several reports for the district as a whole, schools, and grade levels. As the teacher-student linkage in the state data system comes online, this system will be easily expanded to provide growth analysis for classroom level data as well.

To achieve this ambitious expansion of statewide capacity in data usage, the state plan outlines, “The OEII will collaborate and/or contract with educational institutions, professional organizations, or non-profit organizations to develop and provide professional development modules, tools, and training. The OEII will also work with the CESAs, professional organizations, or non-profit organizations to provide educators with the professional development tools and face to face training in student growth and value-added data reports.”

*(C)(3)(ii) Support Participating LEAs (as defined in this notice) and schools that are using instructional improvement systems (as defined in this notice) in providing effective professional development to teachers, principals and administrators on how to use these systems and the resulting data to support continuous instructional improvement;*

**Professional development around using data to improve instruction**

Wisconsin will provide professional development to teachers and administrators on:

- 1) The use of MOSAIC’s instructional improvement and benchmark assessment systems
- 2) The use and interpretation of the data in the GOALS reporting interface
- 3) The use and accessing of eLearning Portfolios

The model of professional development will include in-person workshops and in-district training sessions that function as a train-the-trainer method. The State will also post materials, updates, training schedules on the SEA website. In addition, Wisconsin will collaborate with the other states in the MOSAIC consortium to share professional development modules and best practices.

Table 42 – Implementation plan for using data to support instructional improvements.

<b>USING DATA TO SUPPORT INSTRUCTIONAL IMPROVEMENTS</b>			
<b>GOAL</b>	<b>KEY ACTIVITIES</b>	<b>TIMELINE</b>	<b>KEY PARTIES</b>
Provide high quality professional development opportunities under the MOSAIC initiative.	<ul style="list-style-type: none"> <li>Identify pilot districts</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 (Q1)</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> <li>MOSAIC</li> <li>Pilot LEAs</li> </ul>
	<ul style="list-style-type: none"> <li>Establish communication plan and protocol with pilot districts</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 (Q1)</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> <li>MOSAIC</li> <li>Pilot LEAs</li> </ul>
	<ul style="list-style-type: none"> <li>Identify key personnel within WDPI responsible for communicating with pilot districts</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 (Q2)</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> <li>MOSAIC</li> <li>Pilot LEAs</li> </ul>
	<ul style="list-style-type: none"> <li>Begin communication around professional development plan with pilot districts to clarify key elements of plan, requirements, expectations and timelines</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 (Q3)</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> <li>CESAs</li> <li>MOSAIC</li> <li>LEAs</li> </ul>
Pilot computer-based instructional improvement system	<ul style="list-style-type: none"> <li>Provide training on the requirements, components, and process for submitting instructional items to the instructional improvement system including formative strategies, learning progressions and curricular content supporting the Common Core.</li> </ul>	<ul style="list-style-type: none"> <li>Year 2</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> <li>CESAs</li> <li>MOSAIC</li> <li>LEAs</li> </ul>
Pilot computer-based benchmark assessment system	<ul style="list-style-type: none"> <li>Provide training on the benchmark system, how to make data-based decisions around this assessment data and how teachers tie benchmark data to the Common Core, and classroom curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Year 2</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> <li>CESAs</li> <li>MOSAIC</li> <li>LEAs</li> </ul>

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Pilot eLearning Portfolios	<ul style="list-style-type: none"> <li>Provide training on the requirements, components, and process for developing a student-centered and data-based learning portfolio</li> </ul>	<ul style="list-style-type: none"> <li>Year 2</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> <li>CESAs</li> <li>MOSAIC</li> <li>LEAs</li> </ul>
Pilot reporting interface that displays instructional improvement system, assessment scores and eLearning Portfolios	<ul style="list-style-type: none"> <li>Using established regional Professional Learning Communities and lesson study, develop performance tasks and related components via quarterly 3-day regional meetings</li> </ul>	<ul style="list-style-type: none"> <li>Year 2 (Q3) – Year 4 (Q2)</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> <li>CESAs</li> <li>Pilot LEAs</li> </ul>
Provide educators with a web-based bank of formative assessment components for use with classroom instructional units designed around the Common Core Standards.	<ul style="list-style-type: none"> <li>Work with MOSAIC consortium states to develop web component for multi-state sharing of formative assessment components.</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 (Q3) – Year 2 (Q2)</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> <li>MOSAIC</li> <li>MOSAIC partner states</li> <li>MOSAIC contracted vendor</li> </ul>
	<ul style="list-style-type: none"> <li>Pilot the use of MOSAIC assessment resources with selected district, gather feedback and modify as needed</li> </ul>	<ul style="list-style-type: none"> <li>Year 2 (Q2) – Year 3 (Q1)</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> <li>Pilot LEAs</li> <li>MOSAIC</li> <li>MOSAIC partner states</li> <li>MOSAIC contracted vendor</li> </ul>
	<ul style="list-style-type: none"> <li>Provide access to MOSAIC instructional resources state-wide</li> </ul>	<ul style="list-style-type: none"> <li>Year 3 (Q4)</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> <li>CESAs</li> <li>MOSAIC</li> <li>MOSAIC partner states</li> <li>MOSAIC contracted vendor</li> </ul>
	<ul style="list-style-type: none"> <li>Provide ongoing professional development on use of MOSAIC assessment resources, via web-based modules and other venues</li> </ul>	<ul style="list-style-type: none"> <li>Year 2 – Year 4</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> <li>CESAs</li> <li>MOSAIC</li> <li>MOSAIC partner states</li> <li>MOSAIC contracted vendor</li> <li>RtI Centers</li> </ul>
	<ul style="list-style-type: none"> <li>Continue to add resources to MOSAIC assessment components, building a flexible bank of classroom assessment tasks across MOSAIC states</li> </ul>	<ul style="list-style-type: none"> <li>Year 2 – Year 4</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> <li>CESAs</li> <li>LEAs</li> <li>MOSAIC</li> <li>MOSAIC partner states</li> <li>MOSAIC contracted vendor</li> </ul>
Develop online, adaptive defined quarterly benchmark assessments – gauging progress on Common Core Standards	<ul style="list-style-type: none"> <li>Using items from summer institute development and from MOSAIC state item bank contributions, develop quarterly benchmark assessments gauging progress on defined learning progression within</li> </ul>	<ul style="list-style-type: none"> <li>Year 3 – Year 4</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> <li>LEAs</li> <li>MOSAIC</li> <li>MOSAIC partner states</li> <li>MOSAIC contracted vendor</li> </ul>

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	each grade level and content area (reading/mathematics)		
	<ul style="list-style-type: none"> <li>Define report formats that facilitate documentation of student growth over time, with teacher- and parent-friendly feedback on next steps to move a student to the next level of learning</li> </ul>	<ul style="list-style-type: none"> <li>Year 3</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> <li>Pilot LEAs</li> <li>MOSAIC</li> <li>MOSAIC partner states</li> <li>MOSAIC contracted vendor</li> </ul>
	<ul style="list-style-type: none"> <li>Pilot assessments in selected districts and grade levels, integrate feedback into assessments</li> </ul>	<ul style="list-style-type: none"> <li>Year 4 (Q1)</li> </ul>	<ul style="list-style-type: none"> <li>Pilot LEAs</li> <li>WDPI</li> <li>MOSAIC</li> <li>MOSAIC partner states</li> <li>MOSAIC contracted vendor</li> </ul>
	<ul style="list-style-type: none"> <li>Set standard for performance expectations consistent in definition across all participating MOSAIC states</li> </ul>	<ul style="list-style-type: none"> <li>Year 4 (Q2)</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> <li>LEAs</li> <li>MOSAIC</li> <li>MOSAIC partner states</li> <li>MOSAIC contracted vendor</li> </ul>
	<ul style="list-style-type: none"> <li>Assessments available statewide and to other MOSAIC states</li> </ul>	<ul style="list-style-type: none"> <li>Year 4 (Q2)</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> <li>LEAs</li> <li>MOSAIC</li> <li>MOSAIC partner states</li> <li>MOSAIC contracted vendor</li> </ul>
Provide ongoing professional development on use of MOSAIC benchmark assessments, via web-based modules and other venues	<ul style="list-style-type: none"> <li>Provide ongoing support</li> </ul>	<ul style="list-style-type: none"> <li>Year 4</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> <li>CESAs</li> <li>MOSAIC</li> <li>MOSAIC partner states</li> <li>MOSAIC contracted vendor</li> </ul>

Educational Consultants at WDPI will provide the overall organization for the formative/benchmark assessment system key activities, under the direction of the Assistant Director and Director of Educational Accountability. These staff will divide oversight responsibilities by content area and grade-level, collectively developing a broad bank of classroom assessment resource materials K-12, and defined benchmark assessments in grades 3-8 and high school, in both mathematics and reading/language arts. Consultants will work with regional

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CESA staff and LEAs, and will collaborate with other MOSAIC states to assure that assessment materials developed across states fit with defined learning progressions and meet the same high quality standards.

MOSAIC will contract with vendors to provide the computer platform, and to provide expertise in assessment development, computer-based assessment delivery, and to support regional workshops and summer institutes.

Activities build on the known successful model of professional learning communities and lesson study, with ongoing learning groups learning and sharing across districts within each state region. Extended learning opportunities during the summer complement the regional work during the school and provide opportunities for university credit and completion of Professional Development Plans (PDPs) for license renewal. Workshops and summer institutes will integrate curriculum and assessment work, while allowing opportunities for educators to participate in the components that fit best with their professional expertise.

By the end of the grant period, a significant body of assessment materials will be available to Wisconsin educators, and to other participating MOSAIC states. States will continue to add resources, although the pace may decrease somewhat once the foundations of the system have been developed.

Table 43 – Timetable for using data to support instruction.

KEY TASK	USING DATA TO SUPPORT INSTRUCTIONAL IMPROVEMENTS															
	YEAR 1				YEAR 2				YEAR 3				YEAR 4			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Identify pilot districts	◆															
Establish communication plan and protocol with pilot districts	◆															
Identify key personnel within WDPI responsible for communicating with pilot districts		◆														
Begin communication around professional development plan with pilot districts to clarify key elements of plan, requirements, expectations and timelines			◆													
Provide training on the requirements, components, and process for submitting					◆	◆	◆	◆								

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instructional items to the instructional improvement system including formative strategies, learning progressions and curricular content supporting the Common Core.																
Provide training on the benchmark system, how to make data-based decisions around this assessment data and how teachers tie benchmark data to the Common Core, and classroom curriculum.					◆	◆	◆	◆								
Provide training on the requirements, components, and process for developing a student-centered and data-based learning portfolio					◆	◆	◆	◆								
Using established regional Professional Learning Communities and lesson study, develop performance tasks and related components via quarterly 3-day regional meetings							◆	◆	◆	◆	◆	◆	◆	◆		
Work with MOSAIC consortium states to develop web component for multi-state sharing of formative assessment components.			◆	◆	◆	◆										
Pilot the use of MOSAIC assessment resources with selected district, gather feedback and modify as needed						◆	◆	◆	◆							
Provide access to MOSAIC instructional resources state-wide											◆					
Provide ongoing professional development on use of MOSAIC assessment resources, via web-based modules and other venues					◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Continue to add resources to MOSAIC assessment components, building a flexible bank of classroom assessment tasks across MOSAIC states					◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Using items from summer institute development and from MOSAIC state item bank contributions, develop quarterly benchmark assessments gauging progress on defined learning progression within each grade level and content area (reading/mathematics)									◆	◆	◆	◆	◆	◆	◆	◆
Define report formats that facilitate documentation of student growth over time, with teacher- and parent-friendly feedback on									◆	◆	◆	◆				

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next steps to move a student to the next level of learning																
Pilot assessments in selected districts and grade levels, integrate feedback into assessments													◆			
Set standard for performance expectations consistent in definition across all participating MOSAIC states														◆		
Assessments available statewide and to other MOSAIC states														◆		
Provide ongoing support													◆	◆	◆	◆

*(C)(3)(iii) Make the data from instructional improvement systems (as defined in this notice), together with statewide longitudinal data system data, available and accessible to researchers so that they have detailed information with which to evaluate the effectiveness of instructional materials, strategies, and approaches for educating different types of students (e.g., students with disabilities, English language learners, students whose achievement is well below or above grade level).*

**Sharing data with researchers**

Traditionally, the research efforts in Wisconsin have been selective and highly targeted in scope. In 2009, Memoranda of Understanding were signed with the University of Wisconsin-Madison Value-Added Research Center (VARC) and the Wisconsin Department of Health Services. The first MOU enables the Wisconsin Department of Public Instruction (WDPI) to share Wisconsin Knowledge and Concepts Exam (WKCE) data with VARC and support their efforts to create a statewide context for value added analysis and research in Wisconsin (See Appendix 20). The second MOU enables WDPI to share WKCE data with the Department of Health Services, Division of Public Health and interested families, in an effort to research the effects of an early exposure to lead on educational outcomes (See Appendix 21).

In November, Governor Jim Doyle signed *2009 Wisconsin Act 59* into law. This Act authorized WDPI, University of Wisconsin System, Wisconsin Technical College System, and Wisconsin Association of Independent Colleges and Universities to study each other’s education programs and establish a PK-16 Longitudinal Data System (LDS) of student data. Staff from each of the four partner education systems

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immediately began developing an overarching PK-16 compact to implement this 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.

The WDPI will set aside a grant of \$500,000 for a Value-added research partner to provide value-added analysis and results for the state-wide summative assessment (currently the WKCE). The proposed work supports the core effort around calculating and providing value-added results for all participating schools and districts in the tested grades and subjects. While these funds do not fully support the delivery of value-added results, they do provide a critical level of consistent support for the ongoing work. This funding will be leveraged to generate additional foundation and research support for the work. One such value-added research partner could be Value-Added Research Center (VARC) at the University of Wisconsin-Madison, which has a proven record in its ability to secure funding for its value-added district-level work in Milwaukee, Chicago, and New York City as well as state-level work in Wisconsin, Minnesota, North Dakota, and South Dakota. If chosen as a partner, VARC's prominence as a center of research and applied analytics in this area will allow us to leverage State resources in the future as well as draw on outside funding for this work. In particular, expanding our investment in summative assessment growth and value-added analysis addresses critical accountability and instructional improvement requirements of the RTTT application. In short, value-added analysis gets at the "apples to apples" concerns about accurately comparing of school performance, providing valuable data to educators, parents and students.

However, the expanding our growth and value-added analysis around the State's summative assessment is only the first step. Moreover, the State's work on diagnostic and benchmark value-added analysis actually follows two distinct tracks. As part of the multi-state consortium, WDPI will be leveraging the best thinking about the future of benchmark assessments across several national partnerships. Meanwhile, the State's value-added research partner will work with individual districts in Wisconsin as well as nationally around developing diagnostic value-added analytics, based on shorter-cycle assessments. In working with a national partner like VARC, the State would be able to leverage their expertise as well as their multi-state consortium for professional development and report artifacts, which could inform the development of our next generation assessment system. This approach would allow leverage the innovation of local districts, while providing a laboratory for the development of professional

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development resources in anticipation of the new assessment. This process will lead to a more mature assessment tool that has a significantly higher degree of precision for value-added analysis.

With this work as a foundation, WDPI will conduct internal research on the use of the instructional improvement system and examine the link between benchmark and summative assessment with pilot LEAs. The State will also continue its current research partnership with VARC, leveraging the expertise of these nationally recognized value-added researchers.

*Table 44 – Implementation plan for expanding value-added research.*

VALUE-ADDED RESEARCH EXPANSION			
GOAL	KEY ACTIVITIES	TIMELINE	KEY PARTIES
Expand district participation in growth reporting and / or value-added analysis around the current summative assessment and pilot new benchmark assessment value-added and growth reporting work	<ul style="list-style-type: none"> <li>Review progress on current statewide value-added project</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 (Q1 – Q3)</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> <li>Value-added research partner</li> </ul>
	<ul style="list-style-type: none"> <li>VARC Forming Multi-State Advisory Group</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 (Q2 – Q4)</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> <li>Value-added research partner</li> </ul>
	<ul style="list-style-type: none"> <li>Reconfirm Existing Data Exchange Agreements</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 (Q1 – Q2)</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> <li>Value-added research partner</li> </ul>
	<ul style="list-style-type: none"> <li>Confirm MOUs with other Test Vendors for Development (ThinkLink, MAP, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 (Q1 – Q4)</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> <li>Value added research partner</li> </ul>
Increase the precision and accuracy of growth reporting and value-added results. Integrate growth reporting of the State’s summative and benchmark assessments into the statewide LDS	<ul style="list-style-type: none"> <li>Form test development advisory group</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 (Q2) – Year 2 (Q1)</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> <li>Value added research partner</li> </ul>
	<ul style="list-style-type: none"> <li>Test integration of VA metrics in LDS (Using Pilot Data)</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 (Q1 – Q2)</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> <li>Value added research partner</li> </ul>
	<ul style="list-style-type: none"> <li>Test integration of VA metrics using local assessments</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 (Q3) – Year 2 (Q3)</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> <li>Value added research partner</li> </ul>
	<ul style="list-style-type: none"> <li>Collaborate around the value-added properties of new assessments</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 (Q3) – Year 3 (Q2)</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> <li>Value added research partner</li> </ul>
	<ul style="list-style-type: none"> <li>Field VA results for local benchmark assessments</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 (Q3) – Year 3 (Q2)</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> <li>Value added research partner</li> </ul>

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Table 45 – Timeline for value-added research expansion.

KEY TASK	VALUE-ADDED RESEARCH EXPANSION															
	YEAR 1				YEAR 2				YEAR 3				YEAR 4			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Review progress on current statewide value-added project	◆	◆	◆													
VARC Forming Multi-State Advisory Group		◆	◆	◆												
Reconfirm Existing Data Exchange Agreements	◆	◆														
Confirm MOUs with other Test Vendors for Development (ThinkLink, MAP, etc.)	◆	◆	◆	◆												
Form test development advisory group		◆	◆	◆	◆											
Test integration of VA metrics in LDS (Using Pilot Data)	◆	◆														
Test integration of VA metrics using local assessments				◆	◆	◆	◆									
Coordinate with TAC, WDPI, OEII on VA properties of new assessments			◆	◆	◆	◆	◆	◆	◆	◆						
Field VA results for local benchmark assessments			◆	◆	◆	◆										
VARC Forming Multi-State Advisory Group																

<b>Table 46 – Performance Measures (C)(3)</b> Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014

**(D) Great Teachers and Leaders (138 total points)**

**State Reform Conditions Criteria**

**(D)(1) Providing high-quality pathways for aspiring teachers and principals (21 points)**

The extent to which the State has—

- (i) Legal, statutory, or regulatory provisions that allow alternative routes to certification (as defined in this notice) for teachers and principals, particularly routes that allow for providers in addition to institutions of higher education;
- (ii) Alternative routes to certification (as defined in this notice) that are in use; and
- (iii) A process for monitoring, evaluating, and identifying areas of teacher and principal shortage and for preparing teachers and principals to fill these areas of shortage.

*In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (D)(1)(i), regarding alternative routes to certification for both teachers and principals:

- A description of the State's applicable laws, statutes, regulations, or other relevant legal documents, including information on the elements of the State's alternative routes (as described in the alternative route to certification definition in this notice).

Evidence for (D)(1)(ii), regarding alternative routes to certification for both teachers and principals:

- 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 (as described in the alternative routes to certification definition in this notice).
  - The number of teachers and principals that successfully completed each program in the previous academic year.
  - The total number of teachers and principals certified statewide in the previous academic year.

*Recommended maximum response length: Two pages*

*(D)(1)(i) Legal, statutory, or regulatory provisions that allow alternative routes to certification (as defined in this notice) for teachers and principals, particularly routes that allow for providers in addition to institutions of higher education;*

*Evidence for (D) (1) (i), regarding alternative routes to certification for both teachers and principals:*

- *A description of the State’s applicable laws, statutes, regulations, or other relevant legal documents, including information on the elements of the State’s alternative routes (as described in the alternative route to certification definition in this notice).*

### **Wisconsin’s teacher certification process**

The Wisconsin Department of Public Instruction (WDPI) initiated a collaborative reform effort in 1994 to meet the changing needs of Wisconsin schools and districts. WDPI appointed the Restructuring Teacher Education and Licensure in Wisconsin Task Force that included representatives from all Wisconsin stakeholder groups. Educators from all ranks and areas joined with union representatives, Cooperative Educational Service Agencies (CESAs), representatives from higher education, members of professional organizations, and district superintendents to forge a new structure for educator preparation and licensure in the State of Wisconsin.

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The Task Force put forth its recommendations in April 1995. Three work groups immediately formed to respond to the recommendations and detail proposed rules. By May 1997, the work concluded, rules were put forth to the legislature in 1999, and Wis. Admin. Code Ch. PI 34, known as the Wisconsin Quality Educator Initiative (WQEI), was promulgated in 2000. The sweeping efforts of multiple stakeholders across the education landscape in Wisconsin set the tone for how quickly the State could mobilize around a noble initiative, the students of Wisconsin.

Under WQEI, the requirements for educator preparation and licensure shifted to a performance-based system and aimed to create a seamless system of preparing and retaining quality educators. Performance-based proficiency is demonstrated by a candidate during the preparation program and continues into an educator's career through a multi-tiered licensing system: initial educator, professional educator, and master educator stages.

Within WQEI, a new provision for granting initial educator licenses based on equivalency was created. This new licensure opened the door for any previous 100-hour permit programs to establish **alternative route certification programs** which provided full educator licenses. It also allowed organizations previously partnering with institutions of higher education to establish their own alternative route program. In Wisconsin, the State Superintendent is given authority in Wis. Stat. § 115.28 (7) to prescribe rule standards and procedures for approval of educator preparation programs leading to licensure. Alternative route programs are specifically prescribed in Wis. Admin. Code § PI 34.17 (6). The complete statutory citations can be found in Appendix 22. The procedures detailed in the *Wisconsin Educator Preparation Program Approval Handbook for the Review of Wisconsin Alternative Route Programs* describe the application process for an alternative route certification program and the program review process for ongoing approval. An excerpt from the handbook, including the tool used to review applications for approval, can be found in Appendix 23.

Wisconsin clearly has State laws that allow the establishment and operation of teacher and administrator preparation programs in the state, and alternative route certification programs which can be provided by various types of qualified providers, including both institutions of higher education and other providers operating independently from institutions of higher education.

*(D)(1)(ii) Alternative routes to certification (as defined in this notice) that are in use*

*Evidence for (D) (1) (ii), regarding alternative routes to certification for both teachers and principals:*

- *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 (as described in the alternative routes to certification definition in this notice).*
  - *The number of teachers and principals that successfully completed each program in the previous academic year.*
  - *The total number of teachers and principals certified statewide in the previous academic year.*

### **Alternative routes for teacher certification in Wisconsin**

Currently, eleven alternative route programs prepare candidates in Wisconsin: nine programs prepare candidates for teaching licenses and two programs prepare candidates for administrative 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 Educational Service Agency (CESA) regions. Each CESA serves as a link between the school districts within the CESA and the State. A detailed description of each program along with data on the number of teachers and principals certified can be found in Appendix 24.

Current program providers include:

Proficiency Based Licensure (PBL) – CESA 1; Residency in Teacher Education (RITE) – CESA 6; Teacher Development Center (TDC) – CESA 7; College of Menominee Nation; Accelerated Teacher Certification - Concordia University Wisconsin; Milwaukee Teacher Education Center (mTec) – 501c non-profit; Norda, Inc. Project Teaching and Norda, Inc. 10SPED – for profit organization; Urban Education Fellows – Alverno College and Mount Mary College; Alternative Careers in Teaching (ACT!) – University of Wisconsin-Oshkosh and University of Wisconsin-Fox Valley; New Leaders for New Schools; and Norda, Inc. WiscAd.

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Wisconsin alternative route programs prepare candidates for critical shortage areas and/or seek to increase the diversity of the state's teachers. Examples of critical shortage content fields are special education, mathematics, science, computer science, bilingual-bicultural, and ESL. Content areas difficult to fill due to geographic location may also be considered a critical shortage area. Please refer to the previously mentioned application review tool found in Appendix 23 for a complete picture of the components that must be in place to be approved to operate an alternative route program in Wisconsin.

To complete a program, a candidate must have a bachelor's degree, be proficient in the Wisconsin educator standards and meet the Wisconsin statutory requirements (i.e. conflict resolution, Wisconsin Indian tribes, etc). Furthermore, a candidate must demonstrate communication skills, human relations and professional dispositions, pedagogical knowledge, content knowledge, and teaching practice through a clinical experience. The Praxis I exams are used as an assessment for communication skills. Content knowledge is assessed through Praxis II content exams and the completion of a major or the equivalent of a major. Alternative route programs complete a review of each candidate's bachelor degree, transcript(s) and experiences to determine if the candidate has a major or the equivalent and to design each candidate's academic path.

A clinical experience, per Wis. Stat. § 118.19 (3), must be at minimum one full semester for full days (18 weeks) following the schedule of the cooperating school district. The clinical experience can be completed through a residency model or while employed by a cooperating school district. Program providers must provide mentors/coaches/supervisors to support candidates during the process. Candidates must demonstrate proficiency in the educator standards through a developmental, performance-based portfolio of evidence. Upon completion, a Wisconsin Initial Educator License is issued which allows candidates to teach or lead in public schools in Wisconsin. Candidates seeking an administrative license must have a master's degree or the equivalent for licensure. For Superintendent licensure, candidates must have a specialist degree or the equivalent.

Though the new measures implemented through recent reform have brought positive changes in the credentialing process, it is only the first step in the process for requiring greater accountability and sufficient measures of teacher performance. Wisconsin recognizes that the system

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must advance further in developing adequate, specific, and data driven systems for measuring teacher proficiency. The measures in the Race to The Top grant will bring Wisconsin closer to reaching our goals.

*(D)(1)(iii) A process for monitoring, evaluating, and identifying areas of teacher and principal shortage and for preparing teachers and principals to fill these areas of shortage.*

**Identifying and addressing teacher and principal shortage areas**

Wisconsin prepares an annual supply and demand report to provide a profile of the positions considered critical shortage areas for school districts. The data collection registers the number of completers in each licensure area from the 32 public and private institutions of higher education and the 11 alternative route certification programs. A survey is administered directly to school districts ascertaining the number of applicants for vacant positions and identifying hard to staff positions. The data collection of completers, reported directly by the educator preparation programs, correlates with our Title II Higher Education Opportunity Act (HEOA) reporting data. Supply and demand data is available to the public and posted annually on the WDPI website.

The State has identified special education as our primary shortage area. Secondary shortage areas are: Mathematics, Science, Technology Education, World Languages and ESL. Some school districts, due to their geographic location, may also be experiencing shortages. Wisconsin alternative route programs assist with the recruitment, selection, training, and retention of qualified teachers to address the critical shortage areas identified in the state. Section (D)(3) will further describe how alternative route preparation programs are addressing Wisconsin's critical shortage areas and the equitable distribution of teachers and principals.

**Reform Plan Criteria**

**(D)(2) Improving teacher and principal effectiveness based on performance** *(58 points)*

The extent to which the State, in collaboration with its Participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to ensure that Participating LEAs (as defined in this notice)—

- (i) Establish clear approaches to measuring student growth (as defined in this notice) and measure it for each individual student; *(5 points)*
- (ii) Design and implement rigorous, transparent, and fair evaluation systems for teachers and principals that (a) differentiate effectiveness using multiple rating categories that take into account data on student growth (as defined in this notice) as a significant factor, and (b) are designed and developed with teacher and principal involvement; *(15 points)*
- (iii) Conduct annual evaluations of teachers and principals that include timely and constructive feedback; as part of such evaluations, provide teachers and principals with data on student growth for their students, classes, and schools; *(10 points)* and
- (iv) Use these evaluations, at a minimum, to inform decisions regarding— *(28 points)*
  - (a) Developing teachers and principals, including by providing relevant coaching, induction support, and/or professional development;
  - (b) Compensating, promoting, and retaining teachers and principals, including by providing opportunities for highly effective teachers and principals (both as defined in this notice) to obtain additional compensation and be given additional responsibilities;
  - (c) Whether to grant tenure and/or full certification (where applicable) to teachers and principals using rigorous standards and streamlined, transparent, and fair procedures; and
  - (d) Removing ineffective tenured and untenured teachers and principals after they have had ample opportunities to improve, and

ensuring that such decisions are made using rigorous standards and streamlined, transparent, and fair procedures.

*The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

*Recommended maximum response length: Ten pages*

*The extent to which the State, in collaboration with its Participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to ensure that Participating LEAs (as defined in this notice)—*

*(D)(2)(i) Establish clear approaches to measuring student growth (as defined in this notice) and measure it for each individual student;*

### **Measuring student growth**

Wisconsin is currently developing a new student assessment system that will transform its statewide testing program into a system that combines state, district, and classroom assessments. As described in Section (C) Data, Wisconsin will be building onto its longitudinal data system to provide the additional data points necessary to connect student growth data to teachers, principals, districts, and educator preparation programs. New assessments at the elementary and middle school level will likely be computer-based with multiple opportunities to benchmark student progress during the school year. This type of assessment tool allows for immediate and detailed information about student understanding and facilitates the teachers' ability to transform state assessment system data to re-teach or accelerate classroom instruction.

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Additionally, the WDPI will request proposals on a wide range of assessment system components, seeking maximum flexibility to meet Wisconsin's educational and statutory needs as well as cost and implementation constraints. The new assessments being developed in consortium with the National Common Core Standards Initiative in combination with the development of the new electronic platform to track and evaluate students' progress will provide Wisconsin educators with a system that is responsive to student, teacher, and parent needs while offering greater public accountability for education.

To build on these initiatives:

Strategy 1: Wisconsin is currently developing a Longitudinal Data System (LDS) that can both measure student growth and success as well as inform teachers and principals about how they can improve instruction. Wisconsin school districts need access to data that shows student growth tracked across time, both within-grade and across-grades. The LDS system will include an upgraded multidimensional analytic tool (MDAT2), a proficiency-based predictor of individual student growth and value-added reports, which can collectively be used to examine students at the individual, classroom, school, and district levels. These approaches will help answer crucial questions about progress of our students, educators and schools.

*(D)(2)(ii) Design and implement rigorous, transparent, and fair evaluation systems for teachers and principals that (a) differentiate effectiveness using multiple rating categories that take into account data on student growth (as defined in this notice) as a significant factor, and (b) are designed and developed with teacher and principal involvement;*

### **Evaluation Systems**

As required in Wis. Stat. § 121.02 (1)(q) and further detailed in Wis. Admin. Code § PI 8.01(2)(q), each school board in the state must establish specific criteria and a systematic procedure to measure the performance of licensed school personnel. The written evaluation must be based on a board adopted position description, including job related activities, and must include observation of the individual's

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performance as part of the evaluation data. This evaluation must occur during the first year of employment and at least every third year thereafter. New legislation, 2009 Wisconsin Act 60 was recently enacted, allowing the results of standardized examinations to be used to evaluate teachers. This, too, will propel Wisconsin forward in developing effective teachers and principals. Each district is further required to ensure that evaluations, including those for purposes of discipline, job retention or promotion, are performed by persons who have the training, knowledge and skills necessary to evaluate professional school personnel. The school district board is responsible for the evaluation of the district administrator.

Wis. Admin. Code Ch. PI 8, often referred to as the Twenty Standards for Wisconsin school districts, prescribes the baseline requirements for each school district. Comprehensive monitoring visits to school districts to substantiate compliance must also occur as needed. As such, for Wis. Admin. Code § PI 8.01 (2)(q) each school district in the state should, at all times, be able to provide evidence of the criteria and the systematic procedure used to measure the performance of licensed school personnel; the written evaluations including evidence of an observation; and evidence that the evaluations have occurred during the first year of employment and every third year thereafter.

Since performance evaluation documentation is housed within each school district, a collective perspective of the teacher or principal evaluation systems used by districts across the state is not known at this time. Yet, anecdotally we know models of teacher performance assessments and evaluation systems are in use. As well, districts have introduced student assessment systems to measure student growth. For example, 152 school districts have reported using the MAP™ Measure of Academic Progress. To gain a basic understanding of our districts and to gather baseline data, a survey was developed. The survey protocol questions are available in Appendix 25. The survey data was collected using survey monkey, and data was compiled and analyzed using Statistical Package for the Social Sciences (SPSS). Results are presented in the evidence tables below. These data will allow the State to identify the components of a teacher and principal evaluation system that are most needed by Wisconsin districts and will assist us in moving forward with the development and piloting of a model evaluation system.

Support for improving the quality of leadership in education, specifically has been addressed through the work completed through two significant grant awards from the Wallace Foundation that will assist us in building our principal evaluation system. In 2004, Wisconsin was

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awarded a three-year Wallace Foundation grant. The \$1.2 million grant supported work aimed at improving leadership for urban schools, specifically developing principals for the state's five largest urban school districts: Milwaukee, Madison, Green Bay, Kenosha, and Racine. During the project, three principal preparation programs supported the participants in learning research-based practices on effective strategies for urban principals. The Wisconsin Master Educator Assessment Process was also used as each of these principals worked to achieve their Wisconsin Master Educator License. As a result of the project, valuable principal evaluation resources were developed, including a site visit evaluation tool to measure principal effectiveness. Of the 56 master educator administrators in Wisconsin, 44 were certified as a result of the Wallace project.

In 2008, Wisconsin was awarded another grant from the Wallace Foundation, Learning for Leadership. This \$2 million project increased the capacity of 14 *Leadership for Learning* teams from five urban school districts to lead instructionally focused teams, manage resources, and effectively use data to increase student achievement, as well as strengthen field placement and mentoring supports for preservice administrators. The grant further leveraged resources through a Statewide High School Leadership Network to share lessons learned through the grant throughout the state. This grant also helped align leadership development from preservice training through the state's three licensure levels. The project brought together a state work team to develop new program standards for principal preparation based on the national 2008 Interstate Standards for Leadership and Licensure Consortium (ISLLC) standards. Of significance is the development of a toolkit of leader assessment measures and supporting documents, and a toolkit for use in leadership teams. The aligned system of leadership development will ultimately will impact the state's 15 preservice and three alternative pathways to educational leadership training programs. While the grant concludes in August 2010, Wisconsin has gained considerable knowledge of principal effectiveness and evaluation systems. We will continue to pilot and validate these performance assessment pieces and build upon the invaluable learning gained as we move forward to develop and pilot a model evaluation system for Wisconsin teachers and principals.

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To build on these initiatives, Wisconsin plans to:

Strategy 1: Conduct a survey to establish an initial baseline for the percentage of Participating LEAs with qualifying evaluation systems for teachers and principals, and to determine how evaluation systems are used.

Strategy 2: Develop and pilot a model evaluation system for **teachers** based on Wisconsin Educator Standards, aligned with the National Board Certification and the Wisconsin Master Educator Assessment Process, which includes student growth as a significant factor. This model evaluation system may also 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.

Strategy 3: Develop and pilot a model evaluation system for **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, building site visits, 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.

Strategy 4: Participate in a ten state partnership created by the Council of Chief State Officers (CCSSO) and the American Association of Colleges of Teacher Education (AACTE) to develop, pilot and validate a preservice teacher performance assessment tool to be used by educator preparation programs to evaluate and endorse candidates for State licensure. Wisconsin will provide funding for students from Alverno College, University of Wisconsin-Madison, and the 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 an available funding basis.

*(D)(2)(iii) Conduct annual evaluations of teachers and principals that include timely and constructive feedback; as part of such evaluations, provide teachers and principals with data on student growth for their students, classes, and schools;*

**Annual evaluations that include student growth data**

As described in (D)(2)(i), Wis. Stat. § 121.02 (1)(q) and Wis. Admin. Code § PI 8.01(2)(q), establish specific criteria and a systematic procedure to measure the performance of licensed school personnel. An observation of the individual’s performance must be included as part of the evaluation data. Wisconsin statutory language indicates the evaluation must occur during the first year of employment and at least every third year thereafter. However the State recognizes that an annual evaluation of teachers and principals will provide more timely feedback and encourage the development of effective educators.

To build on these initiatives, the State Plan requires Participating LEAs to develop and/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. For teacher evaluations, districts may adopt: an established model which may include, but not be limited to, piloting the Gates tools for teacher evaluations, contracting with the New Teacher Center for the use of their formative assessment system, or adopt the Teacher Advancement Program (TAP) model, or districts may design a comparably rigorous, locally developed evaluation system. For principal evaluations, districts may adopt: an established 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 district’s may co-design a comparably rigorous, locally developed evaluation system. *(See Exhibit I of the MOU in Appendix 2 for more information)*

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*(D)(2)(iv) Use these evaluations, at a minimum, to inform decisions regarding—*

- (a) Developing teachers and principals, including by providing relevant coaching, induction support, and/or professional development;*
- (b) Compensating, promoting, and retaining teachers and principals, including by providing opportunities for highly effective teachers and principals (both as defined in this notice) to obtain additional compensation and be given additional responsibilities;*
- (c) Whether to grant tenure and/or full certification (where applicable) to teachers and principals using rigorous standards and streamlined, transparent, and fair procedures; and*
- (d) Removing ineffective tenured and untenured teachers and principals after they have had ample opportunities to improve, and ensuring that such decisions are made using rigorous standards and streamlined, transparent, and fair procedures.*

**Using evaluations to inform professional development and advancement**

To support initial educators, Wisconsin school districts, per Wis. Admin. Code § PI 34.17 (2), are required to provide ongoing orientation, support seminars and qualified mentors for all initial educators within their districts. School districts can secure funds to assist in developing and supporting the required induction program. Wis. Stat. § 115.405 (2m)(b) provides for districts to receive up to \$375 per initial educator, determined by the amount that the employer is spending to provide support for the initial educator through mentoring, orientation, and support seminars. Funding exists to cover one year of induction support, and the remaining funds are prorated to cover induction support for year two; however, only one year of induction is currently required under State law. These allocations to districts have grown over the last three years as districts have developed their induction programs. To date, \$3,330,053 has been awarded since the 2006-2007 school year.

Further, the Peer Review and Mentoring Grant, authorized through Wis. Stat. § 115.405, is an annual competitive grant to consortia partners. Priority is given, by the department, to consortia that include schools where at least 30% of students are eligible for free and/or reduced priced lunch and whose programs focus on improving student learning through differentiated training and support for educators in mentoring, induction, and/or professional development plan development.

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In order to evaluate how districts were addressing the induction and mentoring requirements, with the assistance of Great Lakes West Comprehensive Assistance Center, surveys were developed and administered for the past three years to evaluate the initial educator support system. Each year, surveys were sent to initial educator teacher, initial educator administrators, initial educator pupil services professionals, and their respective mentors. These data have provided valuable insights into the induction programs in the state. Some problem areas include: inconsistent quality of mentor training; insufficient mentor release time; insufficient initial educator release time; and, varying quality of support seminars. The WDPI has responded with the creation of additional resources and support to all stakeholders involved in the process. Additionally, three statewide seminars have been held each year with the assistance of Great Lakes West. Of importance is the emphasis Wisconsin places on utilizing multiple state stakeholder groups to gather feedback and collaborate on improvements to the Wisconsin Quality Educator Initiative. To truly move forward, we must learn from the survey data, mobilize our stakeholders across the state, and place considerable resources in taking our mentoring and induction system to a level of excellence.

In addition to the statutory requirements for districts to have an induction program and mentor for all initial educators, districts per Wis. Admin. Code § PI 34.17(3) must designate a WDPI trained administrator to be available to serve on the initial educator's Professional Development Plan (PDP) team. Institutions of higher education (IHE) per Wis. Admin. Code § PI 34.17 (3) must also designate representatives to be trained and to be available to serve on the initial educator's PDP team. This provides a connection from preservice to in-service within the performance-based system. A three person team including an administrator, a teacher, and an IHE representative approve and verify the PDP of an initial educator. Beginning in January 2005, WDPI began training PDP team members. To date, 238 training sessions have occurred to train representatives from institutions of higher education (IHE), administrators from school districts, pupil services professionals, and teachers to serve on PDP teams. As of June 2009, the total number of trained PDP team members serving in Wisconsin included: 781 IHE representatives; 3,191 administrators; 555 pupil services professionals; and 7,017 teachers.

To address the requirements of D(2)(iv) (b), (c) and (d), we did not require specific action on these measures of all Participating LEAs, but the purpose of the competitive grant program is to reward districts that are willing to tackle these more contentious issues. In addition, the

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large urban districts and districts identified for improvement are encouraged to develop monetary incentives under closing the achievement gap initiatives.

To build on these initiatives, Wisconsin plans to:

Strategy 1: Develop mentor and coaching guidelines and best practices to improve effectiveness. The WDPI 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.

Strategy 2: 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/or 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 Strategy 1.

Strategy 3: 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 Strategy 1 and Strategy 2.

Strategy 4: Provide coaching 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 Strategy 1 and Strategy 2.

Strategy 5: Require Participating LEAs to 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. *(See Exhibit I of the MOU in Appendix 2)*

Strategy 6: Require Participating LEAs to 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. *(See Exhibit I of the MOU in Appendix 2)*

Strategy 7: Require Participating LEAs to provide school-based coaches for reading and mathematics at a level such that there are 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. *(See Exhibit I of the MOU in Appendix 2)*

Strategy 8: Require Participating LEAs to 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. *(See Exhibit I of the MOU in Appendix 2)*

Table 47 – Implementation plan for mentoring.

<b>MENTORING</b>			
<b>GOAL</b>	<b>KEY ACTIVITIES</b>	<b>TIMELINE</b>	<b>KEY PARTIES</b>
Develop mentor and coaching guidelines and best practices to improve effectiveness  <i>(D)(2)(iv) Strategy 1: Mentor and Coaching Guidelines (also (D)(5)(i))</i>	<ul style="list-style-type: none"> <li>Establish stakeholder process</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 (Q1)</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> <li>Stakeholders (AWSA, WASB, WASDA, New Teacher Center, LEAs, education related experts)</li> </ul>
	<ul style="list-style-type: none"> <li>Review key literature</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 (Q1)</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> <li>Stakeholders</li> </ul>
	<ul style="list-style-type: none"> <li>Develop mentor guidelines</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 (Q1)</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> <li>Stakeholders</li> </ul>
	<ul style="list-style-type: none"> <li>Develop guidelines for math and reading coaches</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 (Q1)</li> </ul>	<ul style="list-style-type: none"> <li>WDPI,</li> <li>Stakeholders</li> </ul>
	<ul style="list-style-type: none"> <li>Publish the guidelines</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 (Q2)</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> <li>Stakeholders</li> </ul>
	<ul style="list-style-type: none"> <li>Identify resources to be developed</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 (Q2)</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> <li>Stakeholders</li> </ul>
	<ul style="list-style-type: none"> <li>Contract with outside experts for resource development</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 (Q2 – Q4)</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> </ul>
Provide high quality coaching and mentoring resources and tools for principal and teacher effectiveness  <i>(D)(2)(iv) Strategy 2: Coaching and Mentoring Resources and Tools (also (D)(5)(i))</i>	<ul style="list-style-type: none"> <li>Develop mentor training curriculum and resources</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 (Q2 – Q4)</li> </ul>	<ul style="list-style-type: none"> <li>Contract entity</li> <li>WDPI</li> </ul>
	<ul style="list-style-type: none"> <li>Develop coaching resources</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 (Q2 – Q4)</li> </ul>	<ul style="list-style-type: none"> <li>Contract entity</li> <li>WDPI</li> </ul>
	<ul style="list-style-type: none"> <li>Plan mentor training and coaching institutes</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 (Q2 – Q3)</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> <li>Stakeholders</li> </ul>
	<ul style="list-style-type: none"> <li>Conduct Mentor training</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 (Q4)</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> </ul>
	<ul style="list-style-type: none"> <li>Conduct Mentor academy</li> </ul>	<ul style="list-style-type: none"> <li>Year 2 - Year 4</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> <li>Stakeholder group</li> </ul>
Provide mentor academies and training throughout the state, using the guidelines, best practices, resources, and tools  <i>(D)(2)(iv) Strategy 3: Mentor Academies, Training, Support</i>	<ul style="list-style-type: none"> <li>Evaluate training and make updates</li> </ul>	<ul style="list-style-type: none"> <li>Year 2 - Year4</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> <li>Stakeholders</li> </ul>
	<ul style="list-style-type: none"> <li>Conduct math coach training</li> </ul>	<ul style="list-style-type: none"> <li>Year 2 - Year4</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> </ul>
	<ul style="list-style-type: none"> <li>Conduct reading coach training</li> </ul>	<ul style="list-style-type: none"> <li>Year 2 - Year4</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> </ul>
	<ul style="list-style-type: none"> <li>Evaluate training and make updates</li> </ul>	<ul style="list-style-type: none"> <li>Year 2 - Year4</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> </ul>

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<p>Provide coaching institutes and training throughout the state, using the guidelines, best practices, resources and tools</p> <p><i>(D)(2)(iv) Strategy 4: Coaching Institutes, Training, and Support</i></p>	<ul style="list-style-type: none"> <li>• Ongoing support</li> </ul>	<ul style="list-style-type: none"> <li>• Year 2 - Year4</li> </ul>	<ul style="list-style-type: none"> <li>• WDPI</li> </ul>
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Currently, per statute, LEA’s must provide a trained mentor for all initial educators. Inconsistent practices exist across the state as the language is interpreted. While some funding is available to LEAs to provide mentoring, funding does not exist for all LEAs to implement a high-quality induction program. A set of concrete guidelines for selection, training, and using mentors for a two-year induction program is needed to provide greater consistency and improve the quality of initial educator induction. Once the guidelines are developed, resources and support tools along with high-quality mentor training will provide quality induction. RTTT funding will allow the state to develop a high-quality two-year mentoring program with training and resources accessible to all LEAs.

Currently, guidance does not exist to assist LEAs in selection, training, and use of math and reading coaches. Additionally, licensure questions have not been addressed. RTTT funding will allow the state to develop clear guidelines on how to select, train, and use reading and math coaches. It will also support the development of resources to support coaches and coaching institutes to train coaches.

Table 48 – Timeline for implementing and expanding mentoring activities.

MENTORING																
KEY TASK	YEAR 1				YEAR 2				YEAR 3				YEAR 4			
	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4
Establish stakeholder process	◆															
Review key literature	◆															
Develop mentor guidelines	◆															
Develop guidelines for math and reading coaches	◆															
Publish the guidelines		◆														
Identify resources to be developed		◆														
Contract with outside experts for resource development			◆	◆	◆											
Develop mentor training curriculum and resources			◆	◆	◆											
Develop coaching resources			◆	◆	◆											
Plan mentor training and coaching institutes		◆	◆													
Conduct Mentor training				◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Conduct Mentor academy				◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Evaluate training and make updates				◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Conduct math coach training				◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Conduct reading coach training				◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Evaluate training and make updates				◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Ongoing support				◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆

Table 49 – Implementation plan for model evaluations.

MODEL EVALUATIONS			
GOAL	KEY ACTIVITIES	TIMELINE	KEY PARTIES
Develop and pilot a model evaluation system for <b>principals</b>  <i>(D)(2)(ii) Strategy 3: Model Evaluation System for Principals</i>	<ul style="list-style-type: none"> <li>Contract with outside expert</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 (Q1)</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> </ul>
	<ul style="list-style-type: none"> <li>Establish stakeholder process</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 (Q1)</li> </ul>	<ul style="list-style-type: none"> <li>Contract entity</li> <li>WDPI</li> <li>Stakeholders (AWSA, WASB, WASDA, UW-Madison, Wallace LEAs, education related experts, principals)</li> </ul>
	<ul style="list-style-type: none"> <li>Review key literature</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 (Q1)</li> </ul>	<ul style="list-style-type: none"> <li>Contract entity</li> <li>WDPI</li> <li>Stakeholders</li> </ul>
	<ul style="list-style-type: none"> <li>Evaluate Wallace grant site visit tools</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 (Q1)</li> </ul>	<ul style="list-style-type: none"> <li>Contract entity</li> <li>WDPI</li> <li>Stakeholders</li> </ul>
	<ul style="list-style-type: none"> <li>Make recommendations for tool development</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 (Q1)</li> </ul>	<ul style="list-style-type: none"> <li>Contract entity</li> <li>WDPI</li> <li>Stakeholders</li> </ul>
	<ul style="list-style-type: none"> <li>Develop remaining evaluation tools</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 (Q2-3)</li> </ul>	<ul style="list-style-type: none"> <li>Contract entity</li> <li>WDPI</li> </ul>
	<ul style="list-style-type: none"> <li>Pilot tools</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 (Q3-4) – Year 2</li> </ul>	<ul style="list-style-type: none"> <li>Contract entity</li> <li>WDPI</li> <li>LEAs</li> </ul>
	<ul style="list-style-type: none"> <li>Provide training to support implementation of tools</li> </ul>	<ul style="list-style-type: none"> <li>Years 2-3</li> </ul>	<ul style="list-style-type: none"> <li>Contract entity</li> <li>WDPI</li> </ul>
	<ul style="list-style-type: none"> <li>Conduct follow up evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Year 4</li> </ul>	<ul style="list-style-type: none"> <li>Contract entity</li> <li>WDPI</li> <li>Stakeholders</li> </ul>
Develop and pilot a model evaluation system for <b>teachers</b>  <i>(D)(2)(ii) Strategy 2: Model Evaluation System for Teachers</i>	<ul style="list-style-type: none"> <li>Contract with outside expert</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 (Q1)</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> </ul>
	<ul style="list-style-type: none"> <li>Establish stakeholder process</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 (Q1)</li> </ul>	<ul style="list-style-type: none"> <li>Contract entity</li> <li>WDPI</li> <li>Stakeholders (WEAC, AFT, AWSA, WASB, WASDA, education related experts, teachers)</li> </ul>
	<ul style="list-style-type: none"> <li>Review key literature</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 (Q1)</li> </ul>	<ul style="list-style-type: none"> <li>Contract entity</li> <li>WDPI</li> <li>Stakeholders</li> </ul>
	<ul style="list-style-type: none"> <li>Review and evaluate tools currently in use by LEAs</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 (Q1)</li> </ul>	<ul style="list-style-type: none"> <li>Contract entity</li> <li>WDPI</li> <li>Stakeholders</li> </ul>

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	<ul style="list-style-type: none"> <li>• Make recommendations for tool development</li> </ul>	<ul style="list-style-type: none"> <li>• Year 1 (Q1)</li> </ul>	<ul style="list-style-type: none"> <li>• Contract entity</li> <li>• WDPI</li> <li>• Stakeholders</li> </ul>
	<ul style="list-style-type: none"> <li>• Develop remaining evaluation tools</li> </ul>	<ul style="list-style-type: none"> <li>• Year 1 (Q2-3)</li> </ul>	<ul style="list-style-type: none"> <li>• Contract entity</li> <li>• WDPI</li> </ul>
	<ul style="list-style-type: none"> <li>• Pilot tools</li> </ul>	<ul style="list-style-type: none"> <li>• Year 1 (Q3-4) – Year 2</li> </ul>	<ul style="list-style-type: none"> <li>• Contract entity</li> <li>• WDPI</li> <li>• LEAs</li> </ul>
	<ul style="list-style-type: none"> <li>• Provide training to support implementation of tools</li> </ul>	<ul style="list-style-type: none"> <li>• Years 2-3</li> </ul>	<ul style="list-style-type: none"> <li>• Contract entity</li> <li>• WDPI</li> </ul>
	<ul style="list-style-type: none"> <li>• Conduct follow up evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Year 4</li> </ul>	<ul style="list-style-type: none"> <li>• Contract entity</li> <li>• WDPI</li> <li>• stakeholders</li> </ul>

Two grants from the Wallace Foundation to the WDPI have been used to develop a site tool for principal evaluation as well as the initial development of other preliminary principal evaluation tools. Prior to beginning this work, Wisconsin did not have a well-developed, research-based principal or teacher evaluation model. Wisconsin school districts have a wide variety of evaluation tools and student growth assessment systems/models currently in use at the local level.

The RTTT funding will allow us to develop a model principal evaluation system and a model teacher evaluation system that includes a student growth component and evaluation tools to differentiate ineffective, effective, and highly effective categories. The model evaluation system will be available for LEAs to use.

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Table 50 – Timeline for implementing model evaluation activities.

KEY TASK	MODEL EVALUATIONS															
	YEAR 1				YEAR 2				YEAR 3				YEAR 4			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Contract with outside expert	◆															
Establish stakeholder process	◆															
Review key literature	◆															
Evaluate Wallace grant site visit tools	◆															
Make recommendations for tool development	◆															
Develop remaining evaluation tools		◆	◆													
Pilot tools			◆	◆	◆	◆	◆	◆								
Provide training to support implementation of tools					◆	◆	◆	◆	◆	◆	◆	◆				
Conduct follow up evaluation													◆	◆	◆	◆
Contract with outside expert	◆															
Establish stakeholder process	◆															
Review key literature	◆															
Review and evaluate tools currently in use by LEAs	◆															
Make recommendations for tool development	◆															
Develop remaining evaluation tools		◆	◆													
Pilot tools			◆	◆												
Provide training to support implementation of tools					◆	◆	◆	◆	◆	◆	◆	◆				
Conduct follow up evaluation													◆	◆	◆	◆

Table 51 – Implementation plan for preservice assessment tool.

PRESERVICE ASSESSMENT TOOL			
GOAL	KEY ACTIVITIES	TIMELINE	KEY PARTIES
<p><i>Participate in a ten state partnership created by the Council of Chief State Officers (CCSSO) and the American Association of Colleges of Teacher Education (AACTE)</i></p> <p><b>(D) (2)(ii) Strategy 4: Preservice Teacher Performance Assessment</b></p>	<ul style="list-style-type: none"> <li>Sign letters of intent to participate</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 (Q1)</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> <li>Alverno</li> <li>UW-Madison</li> <li>UW-Eau Claire</li> </ul>
	<ul style="list-style-type: none"> <li>Conduct PACT critique of current model</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 (Q2)</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> <li>Alverno</li> <li>UW-Madison</li> <li>UW-Eau Claire</li> </ul>
	<ul style="list-style-type: none"> <li>Field test tools</li> </ul>	<ul style="list-style-type: none"> <li>Year 1(Q2) –Year 3</li> </ul>	<ul style="list-style-type: none"> <li>Alverno</li> <li>UW-Madison</li> <li>UW-Eau Claire</li> </ul>
	<ul style="list-style-type: none"> <li>Evaluate the field tests</li> </ul>	<ul style="list-style-type: none"> <li>Year 1(Q2) –Year 3</li> </ul>	<ul style="list-style-type: none"> <li>Alverno</li> <li>UW-Madison</li> <li>UW-Eau Claire</li> </ul>
	<ul style="list-style-type: none"> <li>Secure access to completed tools, and electronic results</li> </ul>	<ul style="list-style-type: none"> <li>Year 3</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> </ul>
	<ul style="list-style-type: none"> <li>Report field test results and project updates to Wisconsin Preparation programs</li> </ul>	<ul style="list-style-type: none"> <li>Years 2-4</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> <li>Alverno</li> <li>UW-Madison</li> <li>UW-Eau Claire</li> </ul>

Currently Wisconsin WDPI along with Alverno College, UW-Madison, and UW-Eau Claire have joined a ten state partnership to develop, field test, and bring to scale a national preservice teacher performance assessment tool. The project is fully funded by AACTE up to the final phase of implementation. RTTT funding will assist Wisconsin in completing the final phase of implementation by accelerating the field testing and securing access to results. As a result, Wisconsin preparation programs will be able to begin accessing the tool for use sooner.

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Table 52 – Timeline for implementing preservice assessment tool activities.

KEY TASK	PRESERVICE ASSESSMENT TOOL															
	YEAR 1								YEAR 2			YEAR 3			YEAR 4	
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Sign letters of intent to participate	◆															
Conduct PACT critique of current model		◆														
Field test tools		◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆				
Evaluate the field tests		◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆				
Secure access to completed tools, and electronic results									◆	◆	◆	◆				
Report field test results and project updates to Wisconsin Preparation programs					◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆

<b>Table 53 - Performance Measures (D)(2)</b>		Actual Data: Baseline (Current school)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
Notes: Data should be reported in a manner consistent with the definitions contained in this application package in Section II. Qualifying evaluation systems are those that meet the criteria described in (D)(2)(ii).						
Criteria	General goals to be provided at time of application:	Baseline data and annual targets				
(D)(2)(i)	Percentage of Participating LEAs that measure student growth (as defined in this notice).	77%	79%	82%	91%	100%
(D)(2)(ii)	Percentage of Participating LEAs with qualifying evaluation systems for teachers.	14%	18%	48%	79%	100%
(D)(2)(ii)	Percentage of Participating LEAs with qualifying evaluation systems for principals.	28%	38%	48%	75%	100%
(D)(2)(iv)	Percentage of Participating LEAs with qualifying evaluation systems that are used to inform:					

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(D)(2)(iv)(a)	<ul style="list-style-type: none"> <li>Developing teachers and principals.</li> </ul>	14%	24%	38%	65%	100%
(D)(2)(iv)(b)	<ul style="list-style-type: none"> <li>Compensating teachers and principals.</li> </ul>	6.12%	7%	12%	19%	25%
(D)(2)(iv)(b)	<ul style="list-style-type: none"> <li>Promoting teachers and principals.</li> </ul>	9.81%	100%	100%	100%	100%
(D)(2)(iv)(b)	<ul style="list-style-type: none"> <li>Retaining effective teachers and principals.</li> </ul>	5.6%	7.5%	15%	29%	35%
(D)(2)(iv)(c)	<ul style="list-style-type: none"> <li>Granting tenure and/or full certification (where applicable) to teachers and principals.</li> </ul>	9.24%	11%	19%	35%	50%
(D)(2)(iv)(d)	<ul style="list-style-type: none"> <li>Removing ineffective tenured and untenured teachers and principals.</li> </ul>	13%	19%	34%	47%	60%

**Performance Measures Data**

Of the 431 LEAs signing MOUs, 357 submitted data to the survey (covered in greater detail in the following paragraphs). Our baseline data and targets in this data table are calculated based on the 357 LEAs who submitted both a signed MOU and completed a survey. On award of a RTTT grant this baseline data and annual targets will be updated through a more robust survey of all Participating LEAs.

Since performance evaluation documentation is housed within each school district, a collective perspective of the teacher or principal evaluation systems used by districts across the state is not known at this time. Yet, anecdotally we know models of teacher performance assessments and evaluation systems are in use. As well, districts have introduced student assessment systems to measure student growth.

To gain a basic understanding of our districts and to gather baseline data, a survey was developed. The survey protocol questions are available in Appendix 25. The survey data was collected using survey monkey and data was compiled and analyzed using SPSS. This data will allow the State to identify the components of a teacher and principal evaluation system that are most needed by Wisconsin districts and will assist us in moving forward with the development and piloting of a model evaluation system.

The following explanations will provide context for how our survey data was used to determine our baseline data and to make an initial

projection of annual targets across the next four years.

**Criteria - General goals to be provided at time of application:**

**(D)(2)(i)**

Percentage of Participating LEAs that measure student growth (as defined in this notice)

Using the student growth definition and the student achievement definition in the *Race to the Top Application for Initial Funding CFDA Number: 84.395A*, three survey questions were developed. Two examples of common student assessment systems being used in Wisconsin to measure student growth were included in the first question. Participating LEAs would need to respond yes to the first question to be included in our baseline data. We expect to see this number near a full participation rate by SY 2013-2014. However, we expect a small increase in the first two years of the project, as districts research and implement systems and as the State builds a new student assessment system.

**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

**(D)(2)(ii)**

Percentage of Participating LEAs with qualifying evaluation systems for teachers

Using the effective teacher definition and the highly effective teacher definitions in the *Race to the Top Application for Initial Funding CFDA Number: 84.395A*, using the parameters we have identified for the model teacher evaluation system that will be developed within

this project, and using the MOU requirements for our Participating LEAs, survey questions were developed. The first two questions (a) and (b) focus on student growth attributes of a teacher evaluation system. Questions (c) through (f) focus on multiple supplemental measures, including the parameters outlined as possibilities within Wisconsin's model teacher evaluation system that will be developed and piloted during this project. The next questions, (g) through (i), are examples identified in the RTTT definition of highly effective teacher or principal. Some LEAs in Wisconsin are recognizing and awarding additional pay for National Board Certification and Master Educator licensure. Perhaps LEAs are using this as a component within their teacher evaluation system, perhaps even to measure highly effective. The final question (l) will provide a profile of LEAs that are using a purchased teacher evaluation system.

For our baseline data, a **qualifying evaluation system** must include:

- Student growth models and a classroom observation, or
- Student growth models and a purchased product.
- We expect to see this number near a full participation rate by SY 2013-2014. However, we expect a small increase in the first two years of the project, as districts research and implement the components of a teacher evaluation system and as the State builds a model teacher evaluation system.

**Does your district use any of these methods/models/measures within your teacher evaluation system?**

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

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**Effective teacher** means a teacher whose students achieve acceptable rates (*e.g.*, at least one grade level in an academic year) of student growth (as defined in this notice). States, LEAs, or schools must include multiple measures, provided that teacher effectiveness is evaluated, in significant part, by student growth (as defined in this notice). Supplemental measures may include, for example, multiple observation-based assessments of teacher performance.

**Highly effective teacher** means a teacher whose students achieve high rates (*e.g.*, one and one-half grade levels in an academic year) of student growth (as defined in this notice). States, LEAs, or schools must include multiple measures, provided that teacher effectiveness is evaluated, in significant part, by student growth (as defined in this notice). Supplemental measures may include, for example, multiple observation-based assessments of teacher performance or evidence of leadership roles (which may include mentoring or leading professional learning communities) that increase the effectiveness of other teachers in the school or LEA.

**Wisconsin model evaluation system for teachers**

**Strategy:** Develop and pilot a model evaluation system for **teachers** 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. *State Plan*

### **Participating LEAs MOU requirement**

**Strategy:** Require Participating LEAs to 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 significant factor, and includes multiple observations or examples of actual classroom instruction.

- 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 formation assessment system, or adopting the Teacher Advancement Program (TAP) model or districts may design a comparably rigorous, locally developed evaluation system. *MOU*

### **D(2)(ii)**

#### Percentage of Participating LEAs with qualifying evaluation systems for principals

Using the effective principal definition and the highly effective principal definitions in the *Race to the Top Application for Initial Funding CFDA Number: 84.395A*, using the parameters we have identified for the model teacher evaluation system that will be developed within this project, and using the MOU requirements for our Participating LEAs, survey questions were developed. The first two questions (a) and (b) focus on student growth attributes of a principal evaluation system. The next questions (c) through (e) focus on multiple supplemental measures, including examples outlined as possibilities within Wisconsin's model teacher evaluation system parameters that will be developed and piloted during this project. The next questions (f) through (j) were identified as examples in the RTTT definition of highly effective principal. The Wisconsin Master Educator Assessment Process (WMEAP) is parallel to the national board process, and it is used in Wisconsin for administrators and for certificate areas that national board does not have. Question (k) will indicate the LEAs that might be using this as part of their principal evaluation system. The final question (l) will provide a profile of LEAs that are using a purchased principal evaluation system.

For our baseline data, a **qualifying evaluation system** must include:

- Student growth models and at least one additional item (c) – (j), or
- Student growth models and a purchased product.
- We expect to see this number near a full participation rate by SY 2013-2014. However, we expect a small increase in the first two years of the project, as districts research and implement the components of a principal evaluation system and as the State builds a model principal evaluation system.

**Does your district use any of these methods/models/measures within your principal evaluation system?**

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)*

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**Effective principal** means a principal whose students, overall and for each subgroup, achieve acceptable rates (*e.g.*, at least one grade level in an academic year) of student growth (as defined in this notice). States, LEAs, or schools must include multiple measures, provided that principal effectiveness is evaluated, in significant part, by student growth (as defined in this notice). Supplemental measures may include, for example, high school graduation rates and college enrollment rates, as well as evidence of providing supportive teaching and learning conditions, strong instructional leadership, and positive family and community engagement.

**Highly effective principal** means a principal whose students, overall and for each subgroup, achieve high rates (*e.g.*, one and one-half grade levels in an academic year) of student growth (as defined in this notice). States, LEAs, or schools must include multiple measures, provided that principal effectiveness is evaluated, in significant part, by student growth (as defined in this notice). Supplemental measures may include, for example, high school graduation rates; college enrollment rates; evidence of providing supportive teaching and learning conditions, strong instructional leadership, and positive family and community engagement; or evidence of attracting, developing, and retaining high numbers of effective teachers.

**Wisconsin model evaluation system for teachers**

**Strategy:** Develop and pilot a model evaluation system for **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, building site visits, 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. *State Plan Overview*

**Participating LEAs MOU requirement**

**Strategy:** Require Participating LEAs to 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 significant factor, and includes multiple observations or examples of actual classroom instruction.

- 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. *MOU*

D(2)(iv)

**Percentage of Participating LEAs with qualifying evaluation systems that are used to inform:**

**D(2)(iv)(a) Developing teachers and principals**

**D(2)(iv)(b) Compensating teachers and principals**

**D(2)(iv)(b) Promoting teachers and principals**

**D(2)(iv)(b) Retaining effective teachers and principals**

**D(2)(iv)(c) Granting tenure and/or full certification (where applicable to teachers and principals)**

**D(2)(iv)(d) Removing ineffective tenured and untenured teachers and principals**

After the data is generated to identify the Participating LEAs with **qualifying evaluation systems for teachers** identified in (D)(2)(ii), these additional survey questions can be used to gather the respective data to collect baseline data for D(2)(iv).

**We use our current teacher evaluation 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

Similarly the process is repeated for LEAs with **qualifying evaluation systems for principals** identified in (D)(2)(ii) and these additional survey questions.

**We use our current principal evaluation 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.

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- 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

<b>General data to be provided at time of application:</b>		
Total number of Participating LEAs.		431
Total number of principals in Participating LEAs.		1,634
Total number of teachers in Participating LEAs.		55,894
<b>Criterion</b>	<b>Data to be requested of grantees in the future:</b>	
(D)(2)(ii)	Number of teachers and principals in Participating LEAs with qualifying evaluation systems.	
(D)(2)(iii) <sup>12</sup>	Number of teachers and principals in Participating LEAs with qualifying evaluation systems who were evaluated as effective or better in the prior academic year.	

<sup>12</sup> Note that for some data elements there are likely to be data collection activities the State would do in order to provide aggregated data to the Department. For example, in Criteria (D)(2)(iii), States may want to ask each Participating LEA to report, for each rating category in its evaluation system, the definition of that category and the number of teachers and principals in the category. The State could then organize these two categories as effective and ineffective, for Department reporting purposes.

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(D)(2)(iii)	Number of teachers and principals in Participating LEAs with qualifying evaluation systems who were evaluated as ineffective in the prior academic year.	
(D)(2)(iv)(b)	Number of teachers and principals in Participating LEAs with qualifying evaluation systems whose evaluations were used to inform compensation decisions in the prior academic year.	
(D)(2)(iv)(b)	Number of teachers and principals in Participating LEAs with qualifying evaluation systems who were evaluated as effective or better and were retained in the prior academic year.	
(D)(2)(iv)(c)	Number of teachers in Participating LEAs with qualifying evaluation systems who were eligible for tenure in the prior academic year.	
(D)(2)(iv)(c)	Number of teachers in Participating LEAs with qualifying evaluation systems whose evaluations were used to inform tenure decisions in the prior academic year.	
(D)(2)(iv)(d)	Number of teachers and principals in Participating LEAs who were removed for being ineffective in the prior academic year.	

**(D)(3) Ensuring equitable distribution of effective teachers and principals** (25 points)

The extent to which the State, in collaboration with its Participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to—

(i) Ensure the equitable distribution of teachers and principals by developing a plan, informed by reviews of prior actions and data, to ensure that students in high-poverty and/or high-minority schools (both as defined in this notice) have equitable access to highly effective teachers and principals (both as defined in this notice) and are not served by ineffective teachers and principals at higher rates than other students; (15 points) and

(ii) Increase the number and percentage of effective teachers (as defined in this notice) teaching hard-to-staff subjects and specialty areas including mathematics, science, and special education; teaching in language instruction educational programs (as defined under Title III of the ESEA); and teaching in other areas as identified by the State or LEA. (10 points)

Plans for (i) and (ii) may include, but are not limited to, the implementation of incentives and strategies in such areas as recruitment, compensation, teaching and learning environments, professional development, and human resources practices and processes.

*The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can*

*be found.*

Evidence for (D)(3)(i):

- Definitions of high-minority and low-minority schools as defined by the State for the purposes of the State’s Teacher Equity Plan.

*Recommended maximum response length: Three pages*

*The extent to which the State, in collaboration with its Participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to—*

*(D)(3)(i) Ensure the equitable distribution of teachers and principals by developing a plan, informed by reviews of prior actions and data, to ensure that students in high-poverty and/or high-minority schools (both as defined in this notice) have equitable access to highly effective teachers and principals (both as defined in this notice) and are not served by ineffective teachers and principals at higher rates than other students; (15 points) and*

### **Equitable distribution of teachers**

Wisconsin collects data annually to report the highly qualified status of the teaching force. Any districts with educators reported as not highly qualified must file a highly qualified report with the Department of Public Instruction and ensure these educators are enrolled in an educator preparation program working towards full licensure, are provided with high quality professional development, and demonstrating content knowledge through the passing of a Praxis II content exam and the completion of a major. Teacher quality data collected and reported for the 2007-2008 school year pursuant to §9101(23) of ESEA can be found in Appendix 26, Wisconsin Teacher Quality Data 2007-08.

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Wisconsin prepares an annual supply and demand report to provide a profile of the positions considered critical shortage areas for school districts. The data collection registers the number of completers in each licensure area from the 32 public and private institutions of higher education and the 11 alternative route certification programs. A survey is administered directly to school districts ascertaining the number of applicants for vacant positions and identifying hard to staff positions. As a result, the State has a much better perspective of supply versus demand. Nonetheless, we have identified special education as our primary shortage area. Districts have sought emergency licensure for unlicensed candidates in this area. Secondary shortage areas are: Mathematics, Science, Technology, Education, World Languages and English as a Second Language (ESL). Some school districts, due to their geographic location, may also be experiencing shortages. Several programs are now operating to assist with the recruitment, selection, training, and retention of qualified teachers to address the human capital needs of high-poverty districts and the critical shortage areas identified in the state.

The WDPI received a \$2.2 million, five-year grant award through the U.S. Department of Education, Transition to Teaching competitive grant program to train 100 mathematics, science, and special education teachers through alternative route certification programs. The goal of the initiative is to improve both the quantity and quality of the teaching force throughout the schools in the participating high-need local education agencies (LEAs). The Support for Mid-Career Advancement and Retention through Transition-to-Teaching (SMARTT) Project targets mid-career professionals, paraprofessionals, recent college graduates, and honorably discharged military personnel. Individuals must already have a bachelor's degree, but not a teaching license. Candidates who are accepted and enroll in the project typically complete the program within 1 to 2 years. Graduates from this project are required to teach in any of the partner LEAs for at least 3 years. The project offers tuition assistance and a \$5,000 incentive to all participants who obtain Wisconsin licensure and fulfill the 3 year teaching commitment.

Wisconsin encourages National Board Certified Teachers (NBCT) and Wisconsin Master Educators to consider relocating to high-need schools in Wisconsin by providing additional compensation. The State has shown considerable growth in the number of teachers identified through the National Board For Professional Teacher Standards process, a process that identifies effective teaching. While many states have reduced or eliminated compensation awards to National Board Certified Teachers (NBCT), the Wisconsin legislature continues to provide a

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10-year sum sufficient allocation to NBCT's who teach in Wisconsin public and private schools. Upon certifying, a grant award up to \$2,000 is made to cover the costs incurred to become board certified. For the next nine years, the NBCT is eligible for an annual \$2,500 grant award while teaching in a public or private school in Wisconsin. In 2008, the legislature approved a \$5,000 annual grant for NBCT's who teach in high poverty schools. High Poverty Schools for PI 37 Grants for National Teacher Certification are those in which at least 60% of the pupils enrolled are eligible for a free or reduced-price lunch under 42 USC 1758 (b). Wisconsin has 597 NBCT's. Of those, 519 were teaching in Wisconsin schools and received annual grants this past year: 74 received year one awards totaling \$132,167 for expenses incurred to complete the certification process; 408 received \$2,500 annual grants totaling \$1,020,000; and 37, who worked in a high-need schools, received \$5,000 annual grants totaling \$185,000. School districts have added their own compensation awards for NBCT's in addition to the legislated State award.

Wisconsin was instrumental in developing a comprehensive professional development process for certification areas that are not represented in the national board process. The Wisconsin Master Educator Assessment Process (WMEAP) aligns with the national board process, but extends beyond teaching to include pupil services professionals and administrators. Wisconsin developed the process, trains assessors, and conducts the certification process. Educators who certify through WMEAP earn a 10-year Wisconsin Master Educator license. The State legislature also included WMEAP candidates in the national teacher certification compensation legislation in 2008. The definition of teacher was broadened to include pupil services professionals (school counselors, school social workers, and school psychologists) who work directly with pupils under a teacher contract. Wisconsin has 65 master educators who completed the WMEAP process. Of those, 6 have received annual grants of \$2,500 totaling \$15,000 this past year, and 3, who work in a high-need school, received annual grants of \$5,000 totaling \$15,000. The remaining 56 master educators are administrators.

Fifteen partnering school districts, in high-need geographic areas of the state, will benefit from the equitable distribution of highly qualified teachers. Determined through census data, these districts represent all of the high need districts in the state except Milwaukee Public Schools. These districts experience the recruitment and retention concerns of rural districts and Wisconsin Indian reservation districts, along with the achievement concerns of an urban district. The participating districts are: Augusta, Bayfield, Beloit, Bowler, Cashton,

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Chequamegon, Crandon, Granton Area, Hillsboro, Menominee Indian, Northwood, Norwalk-Ontario-Wilton, Royal, Wausaukee, and Weston school districts.

To address shortage areas for Milwaukee Public Schools, specifically in the area of special education, mathematics, science, and bilingual teaching positions, The New Teacher Project (TNTP) was welcomed to Milwaukee as the Milwaukee Teaching Fellows program. Milwaukee Teaching Fellows is a partnership between the Milwaukee Public Schools, Cardinal Stritch University, the University of Wisconsin-Milwaukee, and Milwaukee Teaching Fellows (TNTP). Nationally, TNTP typically operates as an alternative certification program. In Wisconsin, the Milwaukee Teaching Fellows Project partners with educator preparation programs to complete the content major requirements and State requirements for full licensure. The Milwaukee Teaching Fellows are teachers of record in MPS earning a full salary from MPS. Their training is fully paid through the support of TNTP donor funding. The project serves a valuable role in recruitment, selection, placement, and support during the residency placement for Milwaukee Public Schools. As of September 1, 2009, 40 fellows filled high-need positions in MPS in bilingual education, special education, mathematics, and science.

To address data distribution concerns, especially in the Milwaukee Public Schools District (MPS), a number of initiatives were undertaken:

Teach for America (TFA) is in a partnership with the Milwaukee Public Schools, Cardinal Stritch University, Marquette University, the Kern Family Foundation, and Milwaukee TFA. Nationally, TFA typically operates as an alternative certification program. In Wisconsin, the Milwaukee TFA program partners with educator preparation programs to complete the content major requirements and State requirements for full licensure. The project serves a valuable role in the recruitment, selection, placement, and support during the residency placement for Milwaukee Public Schools (MPS). TFA corps members are teachers of record in MPS earning a full salary from MPS. Their training is paid through the support of TFA donor funding. The TFA placements are assisting MPS in meeting requirements for MPS DIFI status. Milwaukee TFA has placed 37 corps members in MPS positions in elementary, special education, mathematics, science, and additional areas.

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Wisconsin recognizes that the development of a corps of leaders helps to support system change in a district. Milwaukee New Leaders for New Schools (NLNS) is approved by the State Superintendent as an alternative route certification program for principal licensure. New Leaders for New Schools operates in Milwaukee, partnering with MPS to recruit, train, place, and support principals in MPS. NLNS places emphasis on training for urban leadership and closing the gap in student achievement. A rigorous selection process is used to ensure leadership potential in an urban setting. Residents must commit to 5 years in the district and training expenses are paid through NLNS donor funding. To date, NLNS Milwaukee has three cohort groups totaling 32 residents who are in MPS at this time. Of the 32 residents, 16 are completing the program to be a licensed principal. The remaining candidates came to the program as fully licensed principals seeking an opportunity for this training as a route to being a principal in MPS.

To build on these initiatives, Wisconsin plans to:

Strategy 1: Develop a longitudinal data system that will collect and track educator supply and demand data, including data on teachers in the Mathematics, Science, ESL and Special Education areas. This information may be used by LEAs or State policy-makers to facilitate the development of incentives to encourage highly effective teachers to relocate to high need schools. (LDS 3 competitive grant submitted.)

Strategy 2: Recruit and prepare through alternative route programs, support with high quality mentoring, and retain 100 special education, mathematics, and science teachers for a 3-year teaching commitment in Wisconsin high-poverty districts. (*Wisconsin SMARTT grant – U.S. Department of Education - \$2 million*)

Strategy 3: Require Participating LEAs to develop a plan to ensure the equitable distribution of effective teachers in high-poverty and high-minority schools. (*See Exhibit I of the MOU in Appendix 2*)

*(D)(3)(ii) Increase the number and percentage of effective teachers (as defined in this notice) teaching hard-to-staff subjects and specialty areas including mathematics, science, and special education; teaching in language instruction educational programs (as defined under Title III of the ESEA); and teaching in other areas as identified by the State or LEA.*

### **Effective teachers for hard-to-staff subjects and schools**

As discussed in (D)(3)(i), Wisconsin prepares an annual supply and demand report to provide a profile of the positions considered critical shortage areas for school districts. Through the report, special education has been identified as the State's primary shortage area. Districts have sought the most emergency licensures for unlicensed candidates in this area. Secondary shortage areas are: mathematics, science, technology education, world languages and ESL. Some school districts, due to their geographic location, may also be experiencing shortages. As noted in (D)(3)(i), several programs, including an ED Transition to Teaching Grant, are now operating to assist with the recruitment, selection, training, and retention of qualified teachers to address the shortage of mathematics, science and special education in Wisconsin's high need districts. As well, the Teach for America, the Milwaukee Teaching Fellows, and the New Leaders for New Schools Programs, as presented in (D)(3)(i), are assisting in recruitment of teachers and principals. Section (D)(1) includes information about Wisconsin's alternative route programs which are approved specifically to address Wisconsin critical shortage areas. (See Appendix 24)

Another program in Wisconsin proven to have significant impact at the preservice teacher preparation level is the University of Wisconsin system's Institute for Urban Education. The program aims to advance the field of urban education and to recruit, promote and retain high quality educators for urban districts. Through a three phase program the Institute aims to reach preservice educators, currently practicing educators and scholars who believe in the promise of urban education. In the preservice phase, the Institute accepts a cohort group of approximately 20 preservice students who complete their student teaching clinical experience in the Milwaukee Public Schools. The Institute provides regular support, weekly seminars, and community service connections. Educator preparation programs from across the state line up to gain access to these 20 placements. The Institute reports that of the 59 students who have completed their clinical placements, 88% have signed full time contracts in Milwaukee Public Schools or remained in the field of urban education or community building. The Institute would like to expand its efforts by focusing on adding a STEM cohort of candidates.

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Wisconsin has had a long-standing program, Urban Teacher World which has recently expanded. Its aim is to increase the number of students of color exploring careers of teaching in their early academic preparation and explorations of careers. The program offers students opportunities to better understand the many roles a teacher plays in their lives, preparation needed to become a teacher, as well as expose them to campus life and connect them to pre-professional pathways into professional education careers. Partnerships within this program exist between the WDPI, urban school districts, other State agencies and colleges and university. The Urban Teacher World (UTW) program began in 1996 offering college visitations to middle school students. The UTW program provides opportunities for students, especially students of color in grades 6-12 to attend teacher centered student conferences, education fairs, and college visitations. Further, it encourages them to become active in their Future Educators of America club.

To build on these initiatives, Wisconsin plans to:

Strategy 1: Develop a longitudinal data system (LDS) that will collect and track educator supply and demand data as well as information regarding effective teachers in the mathematics, science, ESL and special education areas. This information will be used to facilitate the development of incentives to encourage effective teachers in those licensure areas to relocate to high need schools. (LDS 3 competitive grant submitted)

Strategy 2: Expand urban teacher training and recruitment programs through funding for the University of Wisconsin System's Institute for Urban Education (and/or similar programs) to expand the placement of preservice teachers from across the state in urban centers for their student teaching clinical experience.

Strategy 3: Support programs that recruit prospective secondary and post secondary students interested in urban teaching and / or retain those students or current teachers in an urban setting.

Strategy 4: Develop Science, Technology, Engineering and Mathematics (STEM) Academies for students and teachers and construct an academy component that provides incentives for high school teachers to participate through interactive technology in lesson study based on the STEM curriculum from the student academies, observing instruction at the academies, receiving feedback as teachers bring the STEM units of instruction to their schools, and collaborating in professional learning communities.

Plans for (i) and (ii) may include, but are not limited to, the implementation of incentives and strategies in such areas as recruitment, compensation, teaching and learning environments, professional development, and human resources practices and processes.

**Evidence for (D)(3)(i): Definitions of high-minority and low-minority schools as defined by the State for the purposes of the State’s Teacher Equity Plan.** In Wisconsin, high minority and low minority schools as defined by the State, are those in the highest or lowest quartile with regard to student populations. Minority student population is calculated by taking the count on nonwhite students on the Third Friday of September (TFS) in the numerator and the count of total TFS enrollment in the denominator.

*Table 54 – Implementation plan for urban teacher training.*

URBAN TEACHER TRAINING			
GOAL	KEY ACTIVITIES	TIMELINE	KEY PARTIES
Expand urban teacher training and recruitment programs, in particularly the placement of preservice teachers from across the state in urban centers for their student teaching clinical experience.	<ul style="list-style-type: none"> <li>Contract with the University of Wisconsin (UW) System Institute for Urban Education to expand programs services.</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 (Q1)</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> <li>UW System</li> </ul>
	<ul style="list-style-type: none"> <li>Management and accountability: collect an annual report, including fiscal and programmatic data.</li> </ul>	<ul style="list-style-type: none"> <li>Years 1-4 annually (Q4)</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> <li>UW System</li> </ul>
	<ul style="list-style-type: none"> <li>Publish annual report on the WDPI website.</li> </ul>	<ul style="list-style-type: none"> <li>Years 1-4 annually (Q4)</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> </ul>
Establish a competitive grant program to provide funding to support programs that recruit prospective secondary and post secondary students interested in urban teaching and / or retain those students or current teachers in an urban setting.	<ul style="list-style-type: none"> <li>Develop competitive grant application</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 (Q1)</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> </ul>
	<ul style="list-style-type: none"> <li>Award grants to programs</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 (Q3)</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> </ul>
	<ul style="list-style-type: none"> <li>Management and accountability: collect an annual report, including fiscal and programmatic data.</li> </ul>	<ul style="list-style-type: none"> <li>Years 1-4 annually (Q4)</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> </ul>
	<ul style="list-style-type: none"> <li>Publish annual report on the WDPI website.</li> </ul>	<ul style="list-style-type: none"> <li>Years 1-4 annually (Q4)</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> </ul>

The UW System Institute for Urban Education aims to advance the field of urban education and to recruit, promote and retain high quality educators for urban districts. Through a three-phase program, the institute aims to reach preservice educators, currently practicing educators and scholars who believe in the promise of urban education.

The RTTT funding will allow for a rapid expansion of recruitment and preparation services, expanding the pool of highly qualified mathematics, science, special education and other hard to staff subject teachers for our urban districts.

While a number of future teacher recruitment and development program exist, many of which funnel prospective students into the UW System Institute for Urban Education, there is an insufficient supply of candidates to meet urban education needs in Wisconsin. To this end, funding will be provided to encourage and recruit secondary and postsecondary students, particularly students of color, to enter the teacher professional with a focus on urban education.

Table 55 – Timeline for urban teacher training expansion activities.

KEY TASK	URBAN TEACHER TRAINING															
	YEAR 1				YEAR 2				YEAR 3				YEAR 4			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Contract with the University of Wisconsin (UW) System Institute for Urban Education to expand programs services.	◆															
Management and accountability: collect an annual report, including fiscal and programmatic data.				◆				◆				◆				◆
Publish annual report on the WDPI website.				◆				◆				◆				◆
Develop competitive grant application	◆															
Award grants to programs			◆													
Management and accountability: collect an annual report, including fiscal and programmatic data.				◆				◆				◆				◆
Publish annual report on the WDPI website.				◆				◆				◆				◆

<b>Table 56 - Performance Measures for (D)(3)(i)</b> <i>Note: All information below is requested for Participating LEAs.</i>	Actual Data: Baseline (Current school year or	End of SY 2010- 2011	End of SY 2011- 2012	End of SY 2012- 2013	End of SY 2013- 2014
<b>General goals to be provided at time of application:</b>	<b>Baseline data and annual targets</b>				
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	1.14%	1.9%	4.7%	6.8%	8.5%
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	37%	39%	47%	59%	70%
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.	35%	32%	26%	20%	13%
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.	1.8%	1.6%	1.2%	.8%	0%
Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	1.13%	1.9%	4.5%	6.5%	8.5%
Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	36%	38%	48%	59%	70%
Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.	34%	31%	26%	18%	13%

Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.	1.8%	1.5%	1.2%	.7%	0%
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**(D)(3)(i)**

To establish our baseline data for these performance measures, we will use:

- signed MOU’s from Participating LEAs
- current data on high-poverty schools and low poverty schools in each of these LEAs
- current data on high-minority schools in each of these LEAs
- staffing data on the number of teachers in each of these schools
- staffing data on the number of principals leading each of these schools
- Wisconsin Knowledge and Concepts Exam (WKCE) and WINSS data

As part of the RTTT reform effort, Participating LEAs will be developing teacher evaluation systems and principal evaluation systems that can differentiate effectiveness using multiple rating categories and take into account data on student growth as a significant factor. The definition of ineffective, effective, and highly effective for each of these LEAs is unknown at this time.

Our baseline data, therefore, will assume that:

- all teachers in the school are highly effective if the school has achieved 10% growth on Wisconsin Knowledge and Concepts Exam (WKCE) in mathematics, reading, and science for all grades of each participating schools over the last three years 2006-2009

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- all teachers in the school are effective if the school has achieved between 5% to 9% growth on WKCE in mathematics, reading, and science for all grades of each participating schools over the last three years 2006-2009
- all teachers in the school are ineffective if the school has achieved 4% or less growth on the WKCE in mathematics, reading, and science for all grades of each participating schools over the last three years 2006-2009
- We expect a small increase in the first two years of the project, as districts research and implement the components of a teacher evaluation system, a principal evaluation system, and a student growth models. We expect some schools will share actual data by SY 2013-2014.
- Our projections will need to be recalculated using more precise measurement data once districts have ratings available to differentiate ineffective, effective, and highly effective
- Our baseline data projection will remain our annual target through SY 2011-2012. In SY 2013-2014 we will assume 10% of our teachers as ineffective, 85% effective and 5% highly effective.

<b>Table 57 - General data to be provided at time of application:</b>		
Total number of schools that are high-poverty, high-minority, or both (as defined in this notice).	546	
Total number of schools that are low-poverty, low-minority, or both (as defined in this notice).	539	
Total number of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice).	12,434	
Total number of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice).	15,024	

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Total number of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice).	383	
Total number of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice).	418	
<b>Data to be requested of grantees in the future:</b>		
Number of teachers and principals in schools that are high-poverty, high-minority, or both (as defined in this notice) who were evaluated as highly effective (as defined in this notice) in the prior academic year.		
Number of teachers and principals in schools that are low-poverty, low-minority, or both (as defined in this notice) who were evaluated as highly effective (as defined in this notice) in the prior academic year.		
Number of teachers and principals in schools that are high-poverty, high-minority, or both (as defined in this notice) who were evaluated as ineffective in the prior academic year.		
Number of teachers and principals in schools that are low-poverty, low-minority, or both (as defined in this notice) who were evaluated as ineffective in the prior academic year.		

<b>Table 58 - Performance Measures for (D)(3)(ii)</b> <i>Note: All information below is requested for Participating LEAs.</i>	Baseline (Current)	Actual Data: 2011	End of SY 2010- 2012	End of SY 2011- 2013	End of SY 2012- 2014	End of SY 2013- 2014
<b>General goals to be provided at time of application:</b>	<b>Baseline data and annual targets</b>					
Percentage of mathematics teachers who were evaluated as effective or better.	77%	79%	83%	87%	90%	
Percentage of science teachers who were evaluated as effective or better.	75%	78%	83%	87%	90%	
Percentage of special education teachers who were evaluated as effective or better.	65%	67%	73%	76%	80%	
Percentage of teachers in language instruction educational programs who were evaluated as effective or better.	52%	53%	56%	59%	63%	

**(D)(3)(ii)**

After the calculations were determined in Section (D)(3)(i) for all Participating LEAs, we then extracted the data for mathematics, science, special education, and English as a Second Language teachers who were effective or better.

<b>Table 59 - General data to be provided at time of application:</b>	
Total number of mathematics teachers.	3,499
Total number of science teachers.	3,316
Total number of special education teachers.	8,058
Total number of teachers in language instruction educational programs.	1,041

<b>Data to be requested of grantees in the future:</b>	
Number of mathematics teachers in Participating LEAs who were evaluated as effective or better in the prior academic year.	
Number of science teachers in Participating LEAs who were evaluated as effective or better in the prior academic year.	
Number of special education teachers in Participating LEAs who were evaluated as effective or better in the prior academic year.	
Number of teachers in language instruction educational programs in Participating LEAs who were evaluated as effective or better in the prior academic year.	

**(D)(4) Improving the effectiveness of teacher and principal preparation programs (14 points)**

The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—

- (i) Link student achievement and student growth (both as defined in this notice) data to the students’ teachers and principals, to link this information to the in-State programs where those teachers and principals were prepared for credentialing, and to publicly report the data for each credentialing program in the State; and
- (ii) Expand preparation and credentialing options and programs that are successful at producing effective teachers and principals (both as defined in this notice).

*The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals,*

*activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

*Recommended maximum response length: One page*

*The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—*

*(D)(4)(i) Link student achievement and student growth (both as defined in this notice) data to the students' teachers and principals, to link this information to the in-State programs where those teachers and principals were prepared for credentialing, and to publicly report the data for each credentialing program in the State; and*

### **Linking student achievement to educator preparation**

All educator preparation programs in the state must annually report to the WDPI completer data for each licensure area. The data is requested and reported for first time licenses and additional licenses. These data, available to the public in the annual Supply and Demand Report, provide a perspective of the state supply of educators. Additionally, completer data for all teaching licenses and the passing scores for content knowledge exams are reported annually to the U.S. Department of Education through the Title II Higher Education Opportunity Act (HEOA) report. These data are available to the public on the federal Title II HEOA website. Wisconsin will be collecting and reporting additional data that will further delineate preparation program effectiveness, as prescribed by the new guidelines resulting from the reauthorization of the HEOA.

Wisconsin's Quality Educator Initiative, Wis. Admin. Code Ch. PI 34, established broad authority for WDPI to monitor all aspects of educator preparation in the state, and instituted a standards and performance-based system of program approval and licensure. As such,

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educator preparation programs are required to provide evidence that students who complete their programs after August 31, 2004 have the necessary knowledge, skills, and dispositions to demonstrate exit level proficiency in the standards through performance-based measures. Since 2006-07, 18 of the 32 institutions of higher education and all ten alternative route programs that offer educator preparation programs have been reviewed. During the program approval review process, significant emphasis has been placed on the assessment system, the use of data to inform program changes, graduate and employer follow up studies, and examining the preservice educator portfolios. Per Wis. Admin. Code Ch. PI 34, all educator preparation programs, including alternative route programs, must create a developmental portfolio system which provides at least two measurement points: prior to student teaching and at the culmination of a full 18-week student teaching or practicum experience. Data from these sources are currently collected specific to the institution and are not comparable across the state.

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. The five-year project began in spring 2009. Preservice candidates from University of Wisconsin-Madison, University of Wisconsin-Eau Claire, and Alverno College will pilot the process for Wisconsin. The project will require university supervisors and cooperating teachers to be trained so that tools remain valid and reliable across candidates. The tool will allow preparation programs to comprehensively measure preservice teacher effectiveness. Accelerating the development process for Wisconsin would allow educator preparation programs to begin to have a valid and reliable tool sooner. The performance assessment will assist educator preparation programs determine their effectiveness in preparing candidates and reporting results. Additional funding is needed to accelerate the State's participation in the AACTE TPA project. Additionally, the University of Wisconsin System secured a federal Fund for the Improvement of Postsecondary Education (FIPSE) grant to create a teacher performance evaluation tool for mathematics and science preservice teachers. The common evaluation tool will be used during the student teaching experience to measure both content and pedagogical knowledge for mathematics and science teachers. Each year, the project has included more institutions of higher education, both public and private, across the state.

To build on these initiatives, Wisconsin plans to:

Strategy 1: Develop an online licensing system which would collect, aggregate, and report complete data and licensing data for the State to provide a profile of the teaching force at all times; and to link this information to the in-state programs where those teachers and principals were prepared for credentialing, and to publicly report the data for each credentialing program. This strategy was delineated in the LDS competitive grant recently submitted under the ARRA guidelines [See Appendix 27]

Strategy 2: Develop a preservice teacher performance assessment tool. The WDPI 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. 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.

*(D)(4)(ii) Expand preparation and credentialing options and programs that are successful at producing effective teachers and principals (both as defined in this notice).*

### **Expanding preparation programs for effective teachers and principals**

Wisconsin has had a long-standing program, *Urban Teacher World* (UTW), which has recently expanded. Its aim is to increase the number of students of color exploring careers in teaching in their early academic preparation. The program offers students opportunities to better understand the many roles a teacher plays in students lives, the preparation needed to become a teacher, as well as expose them to campus life and connect them to pre-professional pathways into professional education careers. Partnerships exist between the WDPI, urban school districts, other State agencies and colleges and universities. The UTW program began in 1996 offering college visitations to middle school students. The UTW program provides opportunities for students, especially students of color, in grades 6-12 to attend teacher-centered student conferences, education fairs, and college visitations. Further, it encourages them to become active in their Future Educators Association club.

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To build on these initiatives, Wisconsin plans to:

Strategy 1: Expand urban teacher training and recruitment programs by providing funding for the University of Wisconsin System's Institute for Urban Education (and/or similar programs) to expand the placement of preservice teachers from across the state in urban centers for their student teaching clinical experience.

Strategy 2: Provide funding to support programs that recruit prospective secondary and postsecondary students interested in urban teaching and/or retains those students or current students in an urban school setting.

<b>Table 60 - Performance Measures (D)(4)</b>	Baseline	Actual Data: 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
<b>General goals to be provided at time of application:</b>	<b>Baseline data and annual targets</b>				
Percentage of teacher preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.	0%	0%	0%	0%	100%
Percentage of principal preparation programs in the state for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.	0%	0%	0%	0%	100%
Educator preparation program providers in the state maintain data on their candidates. When the proposed longitudinal data system is complete, we will be able to report some data. Therefore, our baseline data will remain 0 until the end of SY 2013-2014. At that time we are hopeful that we may be able to realize some data to report to our programs.					
<b>General data to be provided at time of application:</b>					
Total number of teacher credentialing programs in the state.	41				
Total number of principal credentialing programs in the state.	16				
Total number of teachers in the state.	61,440				
Total number of principals in the state.	1,688				
32 institutions of higher education + 9 alternative route programs = 41					
14 institutions of higher education + 2 alternative route programs = 16					
Total teacher and principals in the state based reported as FTE					

<b>Data to be requested of grantees in the future:</b>	
Number of teacher credentialing programs in the state for which the information (as described in the criterion) is publicly reported.	
Number of teachers prepared by each credentialing program in the state for which the information (as described in the criterion) is publicly reported.	
Number of principal credentialing programs in the state for which the information (as described in the criterion) is publicly reported.	
Number of principals prepared by each credentialing program in the state for which the information (as described in the criterion) is publicly reported.	
Number of teachers in the state whose data are aggregated to produce publicly available reports on the State’s credentialing programs.	
Number of principals in the state whose data are aggregated to produce publicly available reports on the State’s credentialing programs.	

**(D)(5) Providing effective support to teachers and principals (20 points)**

The extent to which the State, in collaboration with its Participating LEAs (as defined in this notice), has a high-quality plan for its Participating LEAs (as defined in this notice) to—

- (i) Provide effective, data-informed professional development, coaching, induction, and common planning and collaboration time to teachers and principals that are, where appropriate, ongoing and job-embedded. Such support might focus on, for example, gathering, analyzing, and using data; designing instructional strategies for improvement; differentiating instruction; creating school environments

supportive of data-informed decisions; designing instruction to meet the specific needs of high need students (as defined in this notice); and aligning systems and removing barriers to effective implementation of practices designed to improve student learning outcomes; and

(ii) Measure, evaluate, and continuously improve the effectiveness of those supports in order to improve student achievement (as defined in this notice).

*The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

*Recommended maximum response length: Five pages*

*(D)(5)(i) Provide effective, data-informed professional development, coaching, induction, and common planning and collaboration time to teachers and principals that are, where appropriate, ongoing and job-embedded. Such support might focus on, for example, gathering, analyzing, and using data; designing instructional strategies for improvement; differentiating instruction; creating school environments supportive of data-informed decisions; designing instruction to meet the specific needs of high need students (as defined in this notice); and aligning systems and removing barriers to effective implementation of practices designed to improve student learning outcomes; and*

### **Effective professional development, mentoring, coaching and support**

To support initial educators, per Wis. Admin. Code § PI 34.17 (2), Wisconsin school districts are required to provide ongoing orientation, support seminars and qualified mentors for all initial educators within their districts. School districts can secure funds to assist in developing

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and supporting the required induction program. Wis. Stat. § 115.405 (2m)(b) provides for districts to receive up to \$375 per initial educator, determined by the amount that the employer is spending to provide support for the initial educator through mentoring, orientation, and support seminars. Funding exists to cover one year of induction support, and the remaining funds are prorated to cover induction support for year two however only one year of induction is required. Allocations to districts have grown over the last three years as districts have developed their induction programs. To date, \$3,330,053 has been awarded since the 2006-2007 school year.

Further, the Peer Review and Mentoring Grant, authorized through Wis. Stat. § 115.405, is an annual competitive grant to consortia partners. The consortia must include high-need schools, those with at least 30% of students eligible for free and/or reduced priced lunch. The grants must focus on improving student learning through differentiated training and support for educators in mentoring, induction, and/or Professional Development Plan (PDP) development. Over the past three years, annual totals have ranged from \$315,000 to \$360,000.

In addition to the statutory requirements for districts to have an induction program and mentor for all initial educators, districts per Wis. Admin. Code § PI 34.17 (3) must designate a WDPI trained administrator to be available to serve on the initial educator's Professional Development Plan (PDP) team. Institutions of higher education (IHE) per Wis. Admin. Code § PI 34.17 (3) must also designate representatives to be trained and to be available to serve on the initial educator's PDP team. This provides a connection from preservice to in-service within the performance-based system. Beginning in January 2005, WDPI began training PDP team members. To date, 238 training sessions have occurred to train representatives from institutions of higher education (IHE), administrators from school districts, pupil services professionals, and teachers to serve on PDP teams. A three person team including an administrator, a teacher, and an IHE representative approve and verify initial educator PDP's. As of June 2009, the total number of trained PDP team members serving in Wisconsin included: 781 IHE representatives; 3,191 administrators; 555 pupil services professionals; and 7,017 teachers.

Three years of survey data regarding induction support for initial educators in Wisconsin public schools show that the implementation of strong, effective support systems varies from outstanding to minimal. Two State-funded grant programs are aimed at improving induction support (Peer Review and Mentor Grant and Mentoring Grants for Initial Educators) by providing incentive funds for improving programs.

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Some problem areas include inconsistent quality of mentor training, insufficient mentor release time, insufficient initial educator release time and varying quality of support seminars.

Wisconsin's Statewide System of Support (SSOS) is targeted at providing technical assistance to districts with Title I schools identified for improvement (SIFI), Title I schools that have missed Adequate Yearly Progress (AYP), and other Title I high priority schools. Rather than providing prescriptive measures for district improvement, SSOS processes and tools are designed to enhance a district's ability to improve the effectiveness of its programs and strategies for providing support to low-performing schools. The system also includes tools and strategies to build capacity at the local level for district-focused school improvement through a district self-assessment. An online reporting form allows a district (with the support of a WDPI-trained facilitator) to create a comprehensive report on all data sources gathered as part of the District Self-Assessment.

To build on these initiatives, Wisconsin plans to:

Strategy 1: 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.

Strategy 2: 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/or 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 Strategy 1.

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Strategy 3: 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 Strategy 1 and Strategy 2.

Strategy 4: 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 Strategy 1 and Strategy 2. This may include supporting the professional development network, which principals have established in cooperation with the five major urban districts in Wisconsin including —Milwaukee, Madison, Racine, Kenosha, Green Bay as well as the University of Wisconsin-Madison, University of Wisconsin-Milwaukee, and Cardinal Stritch University.

Strategy 5: Contract with the Educational Communications Board to develop an electronic portal accessible throughout the state and nation to house tools and professional development online training materials developed in Strategies 1-4.

Strategy 6: Require Participating LEAs to 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. *(See Exhibit I of the MOU in Appendix 2)*

Strategy 7: Require Participating LEAs to 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

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develop their own principal mentoring program or contract with training organizations such as New Leaders for New Schools to implement this reform. *(See Exhibit I of the MOU in Appendix 2)*

Strategy 8: Require Participating LEAs to align professional development with the data resulting from analyzing the specific criteria and systematic procedure used to measure the performance of licensed school personnel in their districts.

Strategy 9: Require Participating LEAs to provide school-based coaches for reading and mathematics at a level such that there are 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. *(See Exhibit I of the MOU in Appendix 2)*

Strategy 10: Require Participating LEAs to 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. *(See Exhibit I of the MOU in Appendix 2)*

Strategy 11: Survey school and school district leaders to evaluate the role leadership plays in developing and maintaining strong educator induction programs linked with increased student achievement, and to identify professional development strategies to improve such leadership.

Strategy 12: Continue to develop the Wisconsin Response to Intervention (RtI) Center, a center that promotes a Wisconsin vision for building expertise among educators to increase academic and behavior success for all students, from students who need additional support to those who need additional challenge. The Center will function as a trainer of trainer model aligned with the National Staff Development Center and, in partnership with leading Wisconsin professional organizations, will empower teachers and educators to use:

1. Systems change processes, including building capacity and exploring innovative organizational approaches to schooling.

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2. Data and leadership, including data to inform decision-making teacher leadership and collaborative teaming around problem solving and using.
3. Academic programming, including evidence based instructional practice, differentiation and interventions and progress monitoring tools for reading and mathematics.
4. Social and emotional wellness programming, including positive behavior supports and effective classroom intervention tools for social-emotional growth.

*(D)(5)(ii) Measure, evaluate, and continuously improve the effectiveness of those supports in order to improve student achievement (as defined in this notice).*

**Evaluating teacher and principal supports**

With the assistance of Great Lakes West Comprehensive Assistance Center, surveys were developed and administered for the past three years to evaluate the initial educator support system. Each year, surveys were sent to initial educator teachers, initial educator administrators, initial educator pupil services professionals, and their respective mentors. This data has provided valuable insights into the induction programs in the state. The WDPI has responded with the creation of additional resources and support to all stakeholders involved in the process. Additionally, three statewide seminars have been held each year with the assistance of Great Lakes West. Of importance, is the emphasis Wisconsin places on utilizing multiple state stakeholder groups to gather feedback and collaborate on improvements to the Wisconsin Quality Educator Initiative.

To build on these initiatives, Wisconsin plans to:

Strategy 1: Develop a plan to gather data on the extent to which the Wisconsin educator Professional Development Plan results in improved student achievement. (LDS 3 competitive grant submitted.)

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Strategy 2: Participate in a ten state partnership created by the Council of Chief State Officers (CCSSO) and the American Association of Colleges of Teacher Education (AACTE) to develop, pilot and validate a preservice teacher performance assessment tool to be used by educator preparation programs to evaluate and endorse candidates for State licensure. Provide funding for students from Alverno College, University of Wisconsin-Madison, and the 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 an available funding basis.

<b>Table 61- Performance Measures (D)(5)</b> Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014

**(E) Turning Around the Lowest-Achieving Schools (50 total points)**

**State Reform Conditions Criteria**

**(E)(1) Intervening in the lowest-achieving schools and LEAs (10 points)**

The extent to which the State has the legal, statutory, or regulatory authority to intervene directly in the State’s persistently lowest-achieving schools (as defined in this notice) and in LEAs that are in improvement or corrective action status.

*In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (E)(1):

- A description of the State’s applicable laws, statutes, regulations, or other relevant legal documents.

*Recommended maximum response length: One page*

As a condition of receiving federal funds, federal law requires the State Superintendent to take corrective action against a district identified for improvement (DIFI) for at least two years. However, federal law does not confer any authority upon the State Superintendent to take those actions—that authority must be found in State law. The State Superintendent has only that authority which is expressly conferred, or

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necessarily implied, in Wisconsin State law. Further, corrective action under federal law must be consistent with state law. 20 USC §6316 (c)(10).

Under Article X, section 1 of the Wisconsin Constitution, the State Superintendent is charged with the general supervision of public instruction in this state. In exercising that general supervision and as the agent for the receipt and disbursement of federal funds, under Wis. Stat. § 115.28(9), the State Superintendent of Public Instruction is authorized to intervene in chronically under-performing schools or school districts to:

- 1) Provide technical assistance to districts to support the building of an improvement plan and to work with individual schools needing improvement.
- 2) Require a school district deemed not in compliance with No Child Left Behind to have selected Title I schools monitored for compliance with the district's consolidated application for Title I funds. If a district continues to record poor performance, the State Superintendent may review the district's Title I ESEA consolidated plan before its submittal to ensure that funding is going to targeted programmatic needs. This review could include re-directing ESEA funding, if deemed necessary by the State Superintendent.
- 3) Require a district that misses annual yearly progress (AYP) for three consecutive years to submit an improvement plan to the State Superintendent.

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Under the ESEA, the State Superintendent must impose corrective action requirements on a district that misses AYP for four consecutive years. Those corrective action requirements must include at least one of seven actions prescribed in 20 USC §6316 (c)(10).<sup>13</sup> (For more information on this subject, please see Appendix 28 – “Sanctions for Title I Districts Not Making Annual Yearly Progress”)

Current State law authorizes the State Superintendent to impose only one of the seven actions prescribed in 20 USC §6316 (c)(10). Specifically, the State Superintendent as the agent for the receipt and disbursement of federal funds is authorized to defer federal programmatic funds or reduce administrative funds.<sup>2</sup>

In addition, Wis. Stat. § 121.006 authorizes the State Superintendent to withhold State aid from a district “in which the scope and character of the work are not maintained in such a manner as to meet the State Superintendent’s approval.”

The State Superintendent has leveraged his funding authority to effectuate other interventions in chronically underperforming schools and districts. For example, the State Superintendent has required the Milwaukee Public Schools to restructure aspects of administrative oversight en lieu of withholding funds. However, additional statutory authority would strengthen and expedite efforts to turn around struggling schools.

Additional statutory authority, introduced as 2009 Senate Bill 437 and 2009 Assembly Bill 534, is pending currently in the State legislature. The legislation provides the State Superintendent the specific authority to intervene in chronically underperforming schools and districts.

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<sup>13</sup> These actions include – 1) defer programmatic funds or reduce administrative funds; 2) institute and implement a new curriculum; 3) replace the LEA personnel who are relevant to the failure; 4) remove particular schools from the LEA’s jurisdiction and establish alternative arrangements for public governance of those schools; 5) appoint a receiver or trustee to administer the LEA’s affairs in place of the district’s superintendent or board; 6) abolish or restructure the LEA; 7) authorize students to transfer to a school in a different LEA.

<sup>2</sup> Wis. Stat. s. 115.28(9) The State Superintendent “[shall] accept federal funds for any function over which the State Superintendent has jurisdiction and act as the agent for the receipt and disbursement of such funds.”

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The interventions focus on core academic and management areas, such as reading and math instruction and school leadership, which are crucial for student success. The legislation authorizes the State Superintendent to intervene in a chronically underperforming school or district and to direct them to:

- 1) Implement a new curriculum.
- 2) Implement a new instructional design, including expanded school hours, additional pupil supports and services and individual learning plans for pupils.
- 3) Implement professional development programs focused on improving pupil academic achievement.
- 4) Make personnel changes consistent with collective bargaining agreements.
- 5) Adopt accountability measures to monitor the school district's finances or to monitor other interventions directed by the State Superintendent.

The legislation further provides that the State Superintendent may withhold all State aid from any district that fails to comply with these directives. The legislation has passed the Assembly Committee on Education with a 9-3 bipartisan vote, and it has been introduced on a bipartisan vote in the Senate Committee on Education. The Governor and State Superintendent are urging immediate action on this timely and vital legislation.

**Reform Plan Criteria**

**(E)(2) Turning around the lowest-achieving schools (40 points)**

The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—

(i) Identify the persistently lowest-achieving schools (as defined in this notice) and, at its discretion, any non-Title I eligible secondary schools that would be considered persistently lowest-achieving schools (as defined in this notice) if they were eligible to receive Title I funds; and (5 points)

(ii) Support its LEAs in turning around these schools by implementing one of the four school intervention models (as described in Appendix C): turnaround model, restart model, school closure, or transformation model (provided that an LEA with more than nine persistently lowest-achieving schools may not use the transformation model for more than 50 percent of its schools). (35 points)

*The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (E)(2) (please fill in table below):

- The State’s historic performance on school turnaround, as evidenced by the total number of persistently lowest-achieving schools (as defined in this notice) that States or LEAs attempted to turn around in the last five years, the approach used, and the results and

lessons learned to date.

*Recommended maximum response length: Eight pages*

*(E)(2)(i) Identify the persistently lowest-achieving schools (as defined in this notice) and, at its discretion, any non-Title I eligible secondary schools that would be considered persistently lowest-achieving schools (as defined in this notice) if they were eligible to receive Title I funds; and*

### **Persistently low-achieving schools**

In order to identify the persistently lowest-achieving schools, the Wisconsin Department of Public Instruction (WDPI) started with the list of 58 Title I schools identified for improvement, corrective action and restructuring (SIFI). Based on that number and the requirements outlined in the RTTT guidance, Wisconsin's list of persistently lowest-performing Title I schools consists of five schools. A school was identified as "persistently low-performing" if: it was currently identified for improvement in reading or mathematics, had missed Adequate Yearly Progress in reading and mathematics in any subgroup, had the lowest combined, absolute reading and math State test scores and made less than 5 percentage points worth of progress in reading and mathematics in the all-students group over three years. After careful consideration, schools that are exclusively for "at-risk" students, including schools that designed to serve over-age, under-credited, or incarcerated youth, were excluded from this list per the guidance provided by ED. The five persistently low-performing Title I schools are all located in the Milwaukee Public School District (MPS):

- Milwaukee African American Immersion High School.
- Washington High School of Law, Education and Public Service.
- DuBois High School.
- Custer High School.
- Vincent High School.

Table 62 - Three-Year Performance of Persistently Low-Performing Title I Schools

<b>Three-Year Performance of Persistently Low-Performing Title I Schools</b>						
<b>School</b>	<b>% Proficient &amp; Advanced</b>		<b>% Proficient &amp; Advanced</b>		<b>% Proficient &amp; Advanced</b>	
	<b>08-09</b>		<b>07-08</b>		<b>06-07</b>	
	<b>Reading</b>	<b>Math</b>	<b>Reading</b>	<b>Math</b>	<b>Reading</b>	<b>Math</b>
Milwaukee African American Immersion High School	11.1%	1.9%	n/a	n/a	n/a	n/a
Washington High School of Law, Education and Public Service	22.7%	4.5%	29.2%	8.3%	16.3%	8.2%
DuBois High School	25.5%	3.9%	24.1%	5.6%	33.3%	23.8%
Custer High School	19.8%	8.3%	18.5%	12.6%	26.9%	10.8%
Vincent High School	24.8%	17.1%	31.6%	14.9%	30.8%	14.9%

The State also examined the graduation rates in the Title I high schools in improvement, corrective action, or restructuring to identify those with a graduation rate below 60 percent over the last three years. After careful consideration, schools that are exclusively for “at-risk” students, including schools that designed to serve over-age, under-credited, or incarcerated youth, were excluded from this list per the guidance provided by ED.

Next, WDPI compiled a list of the 87 secondary schools in Wisconsin that are eligible for, but do not receive Title I funds. Eligibility for Title I funding was based on the school poverty rate. Any secondary school with a poverty rate of 35% or higher was determined as Title I eligible. Schools were then ranked by combined proficiency rates and by rate of growth in achievement over 3 years. The lowest five ranking schools on this list will not be served under Race to the Top as their achievement rates are not low enough to warrant implementing the prescribed intervention strategies.

WDPI also identified the secondary schools which are eligible for, but do not receive Title I funds, that have had a graduation rate of under 60 percent over the last three years. After careful consideration, schools that are exclusively for “at-risk” students, including schools that designed to serve over-age, under-credited, or incarcerated youth, were excluded from this list per the guidance provided by ED.

The student achievement rates in the identified Title I schools are so significantly below both state average and the average for the next tier of potential schools, that these schools warrant exclusive attention and support.

*(E)(2)(ii) Support its LEAs in turning around these schools by implementing one of the four school intervention models (as described in Appendix C): turnaround model, restart model, school closure, or transformation model (provided that an LEA with more than nine persistently lowest-achieving schools may not use the transformation model for more than 50 percent of its schools).*

Between the current capacity to help turnaround struggling schools and the enhanced capacity through RTTT resources, Wisconsin is well-positioned to support rapid improvement in our 5 persistently low-performing schools as described in the next two sections.

### **Supporting Persistently Low-Performing Schools: Current Conditions**

Milwaukee Public Schools (MPS) is also a district in corrective action under the federal Elementary and Secondary Education Act (ESEA). Beginning in 2007, the WDPI has directed the district to implement specific corrective action requirements. The current corrective action requirements for 2009-10 are provided in Appendix 29.

As a result, WDPI has established an extensive monitoring and technical assistance system within MPS to ensure that district corrective action requirements are being implemented effectively. We will build on that system to monitor the progress of the lowest performing schools. The MPS monitoring and technical assistance system includes the creation of a Director of School and District Improvement at the SEA. This position, which participates directly in the State Superintendent’s Cabinet and serves as a liaison between WDPI and MPS.

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Examples of specific responsibilities of the Director related to improvement plans in Milwaukee include:

- Co-facilitate the MPS Superintendent's Committee on District & School Improvement.
- Co-facilitate the Wisconsin State Superintendent's Committee on District & School Improvement.
- Monitor to ensure implementation of corrective action requirements and individual school improvement plans.
- Keep on-going communication with MPS Director of District & School Improvement.
- Attend SIFI technical support team meetings in MPS.
- Attend SIFI Principal meetings in MPS.
- Attend monthly meetings with Central Office staff directly responsible for implementing district corrective action and the implementation of intensive improvement strategies in the lowest performing schools.
- Maintain on-going communication among WDPI staff relative to MPS efforts.

In addition to a position at the WDPI exclusively focusing on improvement efforts, MPS has been required to create a similar position that serves on the district administrator's cabinet. Both the WDPI Director of DIFI and the MPS Director of District and School Improvement and related agency staff meet monthly to monitor the implementation of the school and district improvement plans. MPS has restructured the district by creating nine School Support clusters. Each cluster is staffed by a school improvement supervisor. (see Appendix 30) These supervisors are administrative positions. The supervisors provide school level oversight to ensure implementation of all improvement strategies required under corrective action. Examples of improvement strategies currently required of Title I SIFI include: extended learning time in reading and mathematics K-8; reading intervention courses in all high schools; summer school; after school and/or before school tutoring by highly qualified teachers; and, implementation of Response to Interventions (RtI). Two SIFI schools will be required to implement extended calendar in the 2010-11 school year. The school improvement supervisors also arrange for internal or external technical assistance to improve implementation of school improvement strategies as needed based on consultation with school principals and the MPS Director of District and School Improvement. The school improvement supervisors work with SIFI principals and staff and Central Office personnel to review achievement data on a monthly basis to determine if the improvement efforts are resulting in improved student achievement.

This district support structure is enhancing consistency related to implementation of school improvement strategies in all SIFI. However, currently all SIFI schools have the same requirements and the same timelines for demonstrating improvement even though they are not all demonstrating equal rates of achievement. By identifying 5 Title I SIFI as the most persistently low-achieving and by putting substantial expectations and resources toward the neediest schools, we intend to create strong school improvement models for other low-performing schools. In order to truly call these schools models for improvement, considerable resources, attention and accountability must be focused on them over time. Much of that work will begin with the Title I 1003 (g) School Improvement funds but Race to the Top funds are necessary to make improvement efforts in those schools more productive.

### **Enhanced Support 2009 -10 and Beyond**

MPS will receive approximately \$46 million in Title I School Improvement funds to first implement one of the federally required intervention methods in the 5 lowest performing SIFI and to support current improvement efforts in the remaining 42 Title I SIFI. The WDPI has begun consultation with MPS personnel to identify the intervention strategy to be implemented in each persistently low-performing school.

- Milwaukee African American Immersion High School is currently targeted for the Restart model. In 2010-11 the LEA will implement a rigorous review process to identify the appropriate charter management organization to operate the school beginning Fall 2011.
- DuBois High School is targeted for closure. In the past, when the district has closed low performing schools it has lacked procedures to ensure that students are then enrolled in better performing schools. These district wide policies and procedures will be established in preparation for the 2010-11 school year.
- Custer, Vincent, and Washington Law, Education and Public Service High Schools have begun to implement many of the elements of the transformation model but current efforts lack consistency, rigor, and results. Therefore, MPS and WDPI will identify and implement a more aggressive set of reform strategies, investing the Title I Federal funds to provide external support to reform these schools rather than relying on current strategies.

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Title I School Improvement dollars will begin to flow to MPS during the current school year. In order to release these funds in Spring 2010, MPS and WDPI must agree on the appropriate intervention strategy for each school and MPS will need to submit a three year plan for each school detailing the implementation schedule of the selected intervention. WDPI staff are currently developing research-based criteria that define quality implementation for the turnaround, transformation, and restart models. These criteria are being developed with assistance from personnel at the Great Lakes West Comprehensive Center. They provide specific required implementation strategies for the school and the LEA. The criteria will also provide examples of the evidence schools and LEA must collect to demonstrate effective implementation of the intervention strategy. Working drafts of these resources are included in Appendix 31.

With Title I School Improvement funds, WDPI will assign each of the lowest-performing schools to a WDPI intervention implementation monitor. These monitors will meet monthly with school and district representatives to assess the degree to which each school is on target with implementation of the selected intervention using the tools in Appendix 31. Monitors will also examine achievement data. The progress of each school will be shared monthly with the Assistant State Superintendent for Reading and Student Achievement and the WDPI Director of District and School Improvement who report directly to the State Superintendent.

It is anticipated that external experts will be needed to assist in the implementation of the reform models, and limited resources are available through Title 1. Rather than building internal capacity, the OEII, described above (A2i) will employ Race to the top funds to contract with outside organizations to assist in these tasks. These organizations will enhance the technical assistance resources available to the schools. This cadre of technical assistance providers will work exclusively with the persistently low-performing schools. Wisconsin will allocate \$2.7 million dollars to hire these personnel, organizations and experts to assist with:

- Charter school start up and operations.
- Teacher evaluation and development.
- Response to Intervention at the secondary level including universal screening, progress monitoring, and tiered interventions.
- Adolescent literacy.
- Principal Leadership.

Tracking the success of the RTTT initiatives will require a specific focus on Milwaukee schools, with an eye toward identifying what is working and trying to take those initiatives to scale. Urban school districts and their community partners have long recognized the need to conduct research focused on their public schools. Some have established entities focused on improving education via research alliances and public education funds. Chicago's Consortium on School Research (CCSR) and the Boston Plan for Excellence (BPE) are national models for how external entities can contribute positively and directly to education reform efforts. MPS, in partnership with the Wisconsin Center for Education Research at the University of Wisconsin-Madison, has invested significant resources to evaluate numerous MPS education initiatives. RTTT resources will be dedicated to supporting a research alliance of major academic and civic entities around the improvement efforts Wisconsin implements in the persistently low-performing schools in order to identify effective practices.

Table 63 – Implementation plan for turning around struggling schools.

<b>TURNING AROUND STRUGGLING SCHOOLS</b>			
<b>GOAL</b>	<b>KEY ACTIVITIES</b>	<b>TIMELINE</b>	<b>KEY PARTIES</b>
<b>Expand Struggling Schools Monitoring and Technical Assistance infrastructure in order to effectively implement detailed reform / intervention plans</b>	<ul style="list-style-type: none"> <li>Hire a Director of School and District Improvement</li> </ul>	<ul style="list-style-type: none"> <li>Within 60 days of grant award</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> <li>OEII</li> </ul>
	<ul style="list-style-type: none"> <li>Hire or contact with individuals and or organizations that have specialist expertise in the areas of; Charter school start up and operations; Teacher evaluation and development; Response to Intervention ; Adolescent literacy; Principal leadership</li> </ul>	<ul style="list-style-type: none"> <li>Within 60 days of grant award and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Director of School and District Improvement</li> <li>WDPI</li> <li>OEII</li> </ul>
	<ul style="list-style-type: none"> <li>Contract with outside organizations (as required / necessary) to assist in the implementation of reform models</li> </ul>	<ul style="list-style-type: none"> <li>Within 60 days of grant award and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Director of School and District Improvement</li> <li>WDPI</li> <li>OEII</li> </ul>
	<ul style="list-style-type: none"> <li>Identification of appropriate intervention strategy and necessary tactics and implementation steps for each school</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 (Q1 – Q3)</li> </ul>	<ul style="list-style-type: none"> <li>Director of School and District Improvement and team</li> <li>WDPI</li> <li>OEII</li> <li>Outside organizations (as applicable)</li> <li>LEAs (MPS)</li> </ul>
	<ul style="list-style-type: none"> <li>Development of detailed three-year plan for each school, including implementation schedule of the selected intervention and</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 (Q1 – Q3)</li> </ul>	<ul style="list-style-type: none"> <li>Director of School and District Improvement and team</li> <li>WDPI</li> </ul>

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	identification of resources (WDPI and / or external orgs) required		<ul style="list-style-type: none"> <li>• OEII</li> <li>• Outside organizations (as applicable)</li> <li>• LEAs (MPS)</li> </ul>
	<ul style="list-style-type: none"> <li>• Agreement between LEA (MPS) and WDPI on the proposed reform implementation plans</li> </ul>	<ul style="list-style-type: none"> <li>• Year 1 (Q4)</li> </ul>	<ul style="list-style-type: none"> <li>• Director of School and District Improvement and team</li> <li>• WDPI</li> <li>• OEII</li> <li>• Outside organizations (as applicable)</li> <li>• LEAs (MPS)</li> </ul>
	<ul style="list-style-type: none"> <li>• Implementation of agreed reform plans</li> </ul>	<ul style="list-style-type: none"> <li>• Year 2 – Year 4</li> </ul>	<ul style="list-style-type: none"> <li>• Director of School and District Improvement and team</li> <li>• WDPI</li> <li>• OEII</li> <li>• Outside organizations (as applicable)</li> <li>• LEAs (MPS)</li> </ul>
	<ul style="list-style-type: none"> <li>• Monitoring, management and reporting of implementation activities; corrective actions made where necessary</li> </ul>	<ul style="list-style-type: none"> <li>• Year 2 – Year 4 (progress of each school will be evaluated monthly)</li> </ul>	<ul style="list-style-type: none"> <li>• Director of School and District Improvement and team</li> <li>• WDPI</li> <li>• OEII</li> <li>• Outside organizations (as applicable)</li> <li>• LEAs (MPS)</li> </ul>

Table 64 – Timeline for implementing turning around struggling schools activities.

KEY TASK	TURNING AROUND STRUGGLING SCHOOLS															
	YEAR 1				YEAR 2				YEAR 3				YEAR 4			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Hire a Director of School and District Improvement	◆	◆														
Hire or contact with individuals and or organizations that have specialist expertise in the areas of; Charter school start up and operations; Teacher evaluation and development; Response to Intervention ; Adolescent literacy; Principal leadership	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Contract with outside organizations (as required / necessary) to assist in the implementation of reform models	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Identification of appropriate intervention strategy and necessary tactics and implementation steps for each school	◆	◆	◆													
Development of detailed three-year plan for each school, including implementation schedule of the selected intervention and identification of resources (WDPI and / or external orgs) required	◆	◆	◆													
Agreement between LEA (MPS) and WDPI on the proposed reform implementation plans				◆												
Implementation of agreed reform plans					◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Monitoring, management and reporting of implementation activities; corrective actions made where necessary					◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆

**Wisconsin Initiative for Neighborhoods and Schools that Work for Children (WINS for Children)**

In recent decades, research has documented the effects of concentrated poverty on both people and place, showing that social dislocations such as crime, public disorder, truancy, school failure, and joblessness come bundled in geographic space. This means that neighborhoods with poverty rates that exceed 30 percent have disproportionately higher rates of crime, disorder, and inadequate housing; their residents

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have disproportionately lower rates of labor force participation, lower household income, fewer years of schooling, and fewer tangible assets as well. Though individual residents may have strong ties in the community, and the community may have significant cultural and other assets, residents' social networks typically are not connected to the knowledge, influence, and other sources of advantage that facilitate ready access to good schools, good jobs, and other opportunities. In too many instances, the schools in distressed neighborhood are struggling schools.

Milwaukee is a case in point. The majority of Wisconsin's schools identified for improvement are in Milwaukee, and all of its lowest performing schools are located in neighborhoods characterized by higher rates of crime and unemployment, and lower rates of household income and educational attainment. These conditions pose a threat, not only to the welfare of those who live in distressed neighborhoods, but also to the continued growth and vitality of the region and state, given that the quality of life in a city's neighborhoods is a significant predictor of the economic competitiveness of that city and the surrounding region. They also provide a clear point of entry for social problem solving at scale.

WINS for Children, based on the Harlem Children's Zone Project, builds on efforts that focus more on fostering local initiative and social organization than on facilities and physical improvements; more on strengthening skills and increasing educational attainment than on social welfare strategies; and more on individual choice and delivery systems reform than on distributive policies. In particular, WINS for Children will build on an infrastructure established by the Zilber Neighborhood Initiative (ZNI). Already underway in two Milwaukee neighborhoods, ZNI is a \$50 million philanthropic investment to finance direct resident involvement in creating and carrying out comprehensive plans for improving the quality of life in ten city neighborhoods. The Quality of Life plans developed thus far reflect the values and preferences of area residents and trusted organizations, such as community nonprofits, local businesses, and faith institutions; they address social, economic, and physical conditions in specific geographic areas; they provide the basis for organizing and activating local capacity; and they offer a range of funding opportunities for others who want to support human and community transformation in urban neighborhoods.

WINS for Children will take full advantage of the infrastructure undergirding the Zilber Neighborhood Initiative, directing resources to those aspects of Quality of Life plans that promote academic achievement; foster social and emotional development of children from birth through 25; encourage parental engagement and effective parenting; increase student stability; support instructional leaders and neighborhood schools; and improve teaching and learning.

To ensure that children acquire the intellectual capacities and civic character that lead to productive adulthood, WINS for Children will promote high-quality teaching and learning in community schools that: implement an extended-day/extended-year school calendar; utilize incentives to promote attendance, appropriate behavior, academic achievement; use a common curricula across area schools; offer nutritious food service and daily physical education; provide in-school physical and mental health and wellness services; deliver college and career counseling for youth and parents; and facilitate parents' engagement in students' education, including direct access to individual student records and timely public release of comparable aggregate school performance data and analyses.

In addition, educators will work closely with WINS for Children navigators to connect children and their families to the full range of community supports children may need to achieve age-related milestones of healthy development. Navigators will help families obtain adequate food, housing, and safety; prenatal care and comprehensive health services, including mental health and substance abuse services; certified infant and child-care; literacy and language acquisition programs; universal pre-kindergarten for four- and five-year-olds; a mix of afterschool and out-of-school programs, some academically structured, others aimed to strengthen youth self-esteem and sense of achievement; and recreational, health and wellness, and cultural programs for all family and community members. WINS for Children will use the data from the expanded State LDS which will allow for instructional leaders, parents, and providers to access information on demand. Neighborhood navigators will be trained to assist parents in accessing and interpreting information about the academic progress of their children and the overall quality of the schools in the neighborhood. As a condition of participation and funding, providers will be

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required to specify their efforts to outcomes for all children, including those with developmental or learning differences, and to make information about program quality and impact readily available to consumers.

The Zilber Family Foundation, which is led by a former Program Director of the MacArthur Foundation, is a Chicago-based private foundation that sponsors applied research and practical efforts to advance the transformation of urban education. That connection and geographical proximity will facilitate meetings of the scholars from the University of Wisconsin System with those from the University of Chicago and elsewhere to assist with the implementation of WINS for Children implementation in Wisconsin. The Zilber Family Foundation is working to support educational efforts by awarding \$1.5 million to Discovery World, an accomplished STEM educational institution, to involve the youth served by WINS for Children in its existing STEM programming and to establish satellite learning programs in WINS zones.

Following the incorporation of the nonprofit WINS for Children, Inc. and the development of strategic and business plans, two zones will be chosen based on site selection criteria that include: evidence of both need and opportunity; presence of turnaround or transforming schools predisposed to or already committed to the community school model, including the local high school; availability of a comprehensive neighborhood plan that emphasizes education reform; and evidence of local capacity and courage.

Program providers will be identified using partner selection criteria that include: an organizational culture of high standards that uses data to drive performance; a history of a high degree of real collaboration; the presence of systems for quality assurance and accountability; evidence of leadership and whatever-it-takes passion; and, as the following grid illustrates, alignment between what they can deliver and what is known to contribute healthy human development.

WINS for Children will be governed by a 10-member board accountable for ensuring its successful implementation. The Board will include WINS Chief Executive Officer, the State Superintendent of Public Instruction, the Secretary of the Wisconsin Dept. of Administration and

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the director from the Zilber Family Foundation, as well as philanthropic, civic, business, community leaders and nonprofit leaders from local community planning groups (e.g., the Lindsay Heights Community Planning Council, the Clarke Square Council).

Governor Jim Doyle and State Superintendent Tony Evers are confident of the success of the WINS for Children effort based on the philanthropic support of the Zilber Foundation, the commitment of the City of Milwaukee and State of Wisconsin, and the evidence of success demonstrated by the Harlem Children's Zone. Moreover, there is a record of success in Milwaukee for the creation of children's zones with education and other community wraparound services. The United Community Center (UCC) has a 39 year history of providing services to the Spanish-speaking community on Milwaukee's south side. Built from a small neighborhood teen center, the UCC now provides programs and services to more than 18,000 people per year. These include:

- Education through the Bruce Guadalupe School, a K-8 charter school; early childhood education; and, Generations Park facilities.
- Community Learning Center with activities and programs; such as pre-college, summer recreation, and Youth Volunteer Corps.
- Elderly programs that provide services as well as adult day center, housing, and senior center.
- Restaurant and conference facilities.
- Human services that include out-patient and residential programs.
- Walker Square Initiative, a neighborhood development strategy to increase home ownership and decrease crime.
- Health and athletics programs to promote good health.

With the Race to the Top funding, the opportunity to expand that success, scale, and sustainability is possible. This track record, along with the commitment from Milwaukee Public Schools in Exhibit II to fully participate in the implementation of WINS for Children, means that Wisconsin has the leadership, resources, data sources, and the ability to make a difference; all are elements cited by Geoffrey Canada as the keys to the success for implementing programs modeled after the Harlem Children's Zone. These proposals stand to help Milwaukee and the State of Wisconsin make significant strides toward dramatically raising achievement in the struggling schools in the state's largest city.

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Table 65 – Implementation plan for WINS.

ESTABLISH WINS FOR CHILDREN, AN ADAPTATION OF THE HARLEM CHILDREN’S ZONE FOR MILWAUKEE NEIGHBORHOODS			
GOAL	KEY ACTIVITIES	TIMELINE	KEY PARTIES
Establish a nonprofit corporation to design and administer WINS for Children.	<ul style="list-style-type: none"> <li>Obtain pro bono legal assistance and file necessary papers.</li> </ul>	<ul style="list-style-type: none"> <li>Within 72 hours of notice of award.</li> </ul>	<ul style="list-style-type: none"> <li>Zilber Family Foundation</li> </ul>
	<ul style="list-style-type: none"> <li>Identify and recruit senior public and private officials to serve on governing board.</li> </ul>	<ul style="list-style-type: none"> <li>Within 60 days of notice of award.</li> </ul>	<ul style="list-style-type: none"> <li>Governor’s Office</li> <li>Donors Forum of Wisconsin</li> <li>Mayor’s Office</li> <li>DOA</li> </ul>
	<ul style="list-style-type: none"> <li>Recruit and retain executive staff.</li> </ul>	<ul style="list-style-type: none"> <li>Within 90 days of notice of award.</li> </ul>	<ul style="list-style-type: none"> <li>WINS for Children Board</li> </ul>
	<ul style="list-style-type: none"> <li>Locate and equip offices.</li> </ul>	<ul style="list-style-type: none"> <li>Within 90 days of notice of award.</li> </ul>	<ul style="list-style-type: none"> <li>DOA</li> </ul>
Develop communications strategy.	<ul style="list-style-type: none"> <li>Obtain pro bono communications expertise.</li> <li>Create program identity and initial materials (e.g., website, informational packet).</li> <li>Conduct quiet phase of community outreach.</li> </ul>	<ul style="list-style-type: none"> <li>Within 30 days of notice of award.</li> </ul>	<ul style="list-style-type: none"> <li>Zilber Family Foundation</li> <li>Donors Forum of Wisconsin</li> <li>WINS executive and program staff</li> </ul>
Produce strategic plan for program implementation.	<ul style="list-style-type: none"> <li>Convene facilitated planning process with public and nonprofit leaders.</li> </ul>	<ul style="list-style-type: none"> <li>Within 150 days of notice of award.</li> </ul>	<ul style="list-style-type: none"> <li>WINS for Children governing board and executive and program staff.</li> </ul>
Establish data exchange network to link school and service records.	<ul style="list-style-type: none"> <li>Convene state and city agency CIOs to develop system protocols.</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 (Q1 - Q2)</li> </ul>	<ul style="list-style-type: none"> <li>DOA</li> <li>WINS for Children program staff.</li> </ul>
Develop business plan for program operations.	<ul style="list-style-type: none"> <li>Recruit and retain senior program and operations staff.</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 (Q1 - Q2)</li> </ul>	<ul style="list-style-type: none"> <li>WINS for Children executive and program staff.</li> </ul>
	<ul style="list-style-type: none"> <li>Establish written policies and procedures for program, operations, and funding.</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 (Q1 - Q2)</li> </ul>	<ul style="list-style-type: none"> <li>WINS for Children executive and program staff.</li> </ul>
Initiate outreach and enrollment.	<ul style="list-style-type: none"> <li>Select sites and contract with providers.</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 (Q2)</li> </ul>	<ul style="list-style-type: none"> <li>WINS for Children staff and contract providers.</li> </ul>
	<ul style="list-style-type: none"> <li>Hire, train, and deploy neighborhood navigators.</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 (Q2)</li> </ul>	<ul style="list-style-type: none"> <li>WINS for Children staff and contract providers.</li> </ul>
	<ul style="list-style-type: none"> <li>Beta test IT system.</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 (Q2)</li> </ul>	<ul style="list-style-type: none"> <li>WINS for Children staff and contract providers.</li> </ul>
Coordinate and connect services with school-based programs.	<ul style="list-style-type: none"> <li>Produce and act on weekly data reports.</li> </ul>	<ul style="list-style-type: none"> <li>Year 2 (Q2) – Year 4</li> </ul>	<ul style="list-style-type: none"> <li>WINS for Children staff and contract providers.</li> <li>DOA</li> </ul>
	<ul style="list-style-type: none"> <li>Produce monthly analyses and make necessary adjustments.</li> </ul>	<ul style="list-style-type: none"> <li>Year 2 (Q2) – Year 4</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
	<ul style="list-style-type: none"> <li>Conduct six-month reviews of providers’ progress toward benchmarks. Adjust as needed.</li> </ul>	<ul style="list-style-type: none"> <li>Year 2 (Q2) – Year 4</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

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Table 66 – Timeline for implementing WINS activities.

ESTABLISH WINS FOR CHILDREN, AN ADAPTATION OF THE HARLEM CHILDREN’S ZONE FOR MILWAUKEE NEIGHBORHOODS																
KEY TASK	YEAR 1				YEAR 2				YEAR 3				YEAR 4			
	Q1	Q2	Q3	Q4												
Obtain pro bono legal assistance and file necessary papers.	◆															
Identify and recruit senior public and private officials to serve on governing board.	◆															
Recruit and retain executive staff.	◆															
Locate and equip offices.	◆															
Obtain pro bono communications expertise.	◆															
Create program identity and initial materials (e.g., website, informational packet).	◆															
Conduct quiet phase of community outreach.	◆															
Convene facilitated planning process with public and nonprofit leaders.	◆	◆														
Convene state and city agency CIOs to develop system protocols.	◆	◆														
Recruit and retain senior program and operations staff.	◆	◆														
Establish written policies and procedures for program, operations, and funding.	◆	◆														
Select sites and contract with providers.	◆	◆														
Hire, train, and deploy neighborhood navigators.	◆	◆														
Beta test IT system.	◆	◆														
Produce and act on weekly data reports.						◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Produce monthly analyses and make necessary adjustments.						◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Conduct six-month reviews of providers’ progress toward benchmarks. Adjust as needed.						◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆

### **Support for Low Performing Schools Statewide**

In addition to the support provided to MPS, each LEA requesting Race to the Top Funding must include in their Scope of Work, either plans to implement specific strategies in low performing schools or evidence that these strategies exist and are effective. Such strategies include:

- Implement a Response to Intervention (RtI) model that provides diagnostic assessments, core instruction to all students, differentiation strategies, and interventions in reading and mathematics.
- 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:*

- Additional instructional time in reading, English language arts, or mathematics for struggling students.
- Summer school.
- Saturday school with certified teachers.
- Before- and after-school programs with certified teachers.
- Intercession courses.
- Credit recovery programs.
- Extended school day.
- Extended school year.

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*Enhanced student transitions, which may include:*

- Early college or middle college programs in high school.
- Advanced Placement, International Baccalaureate, Youth Options or similar programs.

*Intensive interventions, which may include:*

- One-to-one tutoring, or tutoring in small groups of less than 5, with certified teachers.
- Wraparound services.

Creating a Response to Intervention Center: In order to support these efforts, the WDPI will continue to develop and expand the Wisconsin Response to Intervention (RtI) Center. The Center promotes a Wisconsin vision for building expertise among educators to increase academic and behavior success for all students, from students who need additional support to those who need additional challenge. The Center will function as a trainer of trainer model aligned with the National Staff Development Center and, in partnership with leading Wisconsin professional organizations, will empower teachers and educators to use:

- Systems change processes, including building capacity and exploring innovative organizational approaches to schooling.
- Data and leadership, including data to inform decision-making teacher leadership and collaborative teaming around problem solving.
- Academic programming, including evidence based instructional practice, differentiation and interventions and progress monitoring tools for reading in mathematics.
- Social and emotional wellness programming, including positive behavior supports and effective classroom intervention tools for social-emotional growth.

The RtI Center will anchor an existing RtI integrated system of support, including an annual RtI Summit, co-sponsored professional development, and unique resources designed to help Wisconsin schools and districts implement RtI for all students.

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Improve mathematics and science by expanding Project Lead the Way: Project Lead the Way is an integrated curriculum targeted at preparing students for careers in engineering and mathematics. Already in place in several key districts in Wisconsin it proposes integrating mathematics and science tightly within an applied engineering context. Fiscal Implications: Total Cost for a District to Implement a Pilot of PLTW (1 high school lab, 2 middle school labs--not empty rooms--and an evaluation of the program)

Table 67 – Implementation plan for Response to Intervention expansion.

SET UP RtI			
GOAL	KEY ACTIVITIES	TIMELINE	KEY PARTIES
Employ RtI assistant director and staff Provide training to RtI staff	• Use appropriate procedures to recruit, interview, and employ appropriate staff.	• Within 60 days of being awarded the grant.	• RtI Director
	• Post positions	• Within 10 days of grant award	• RtI Director
	• Screen resumes	• Within 25 days of grant award	• RtI Director
	• Interview qualified candidates	• Within 40 days	• RtI Director
	• Offer qualified candidates positions	• Within 60 days of being awarded the grant.	• RtI Director
• Provide HR training to OEII staff	• Within 45 days of employment	• RtI Director	
Provide team development training to RtI staff	• Conduct series of team development training for OEII staff	• Within the first 10 days of full team employment	• WDPI HR
Provide training related to RtI mission, Race to the Top, and DPI efforts	• Conduct series of training for RtI staff	• Within the first 10 days of full team employment	• RtI director
Provide high quality, focused training to districts regarding: systems change, data and leadership; academic programming, and social and emotional wellness	• Provide training at the school, district, regional and state levels	• Year 1 – Year 4: the RtI center will provide professional development	• RtI director and staff
Create and disseminate resources for educators on RtI	• Develop publications on RtI related materials	• Year 1 – Year 4: the RtI center will create and disseminate resources for educators on RtI both in print and online	• RtI director and staff
Create and disseminate resources for educators on RtI	• Develop videos on RtI related materials	• Year 1 – Year 4: the RtI center will create and disseminate five videos for educators on RtI	• RtI directors, staff, and the Education Communications Board

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Table 68 – Timeline for Response to Intervention activities.

KEY TASK	SET UP RTI															
	YEAR 1				YEAR 2				YEAR 3				YEAR 4			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Use appropriate procedures to recruit, interview, and employ appropriate staff.	◆	◆														
Post positions	◆															
Screen resumes	◆															
Interview qualified candidates	◆	◆														
Offer qualified candidates positions	◆	◆														
Provide HR training to OEII staff	◆	◆														
Conduct series of team development training for OEII staff	◆															
Conduct series of training for RtI staff	◆															
Provide training at the school, district, regional and state levels	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Develop publications on RtI related materials	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Develop videos on RtI related materials	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆

**Table 69 – Evidence for (E)(2)**

<b>Approach Used</b>	<b># of Schools Since SY2004-05</b>	<b>Results and Lessons Learned</b>
School closure	23	No district plan for the reassignment of students resulted in some students moving from one low performing school to another.
Conversion to Charter	5	
Reduce management authority of the school	44	This strategy has begun to show promise as an extremely decentralized school district with high student mobility began to implement greater consistency in curriculum, instruction, assessment and professional development.
Extended learning time	44	The success of this strategy relies on having highly effective teachers.

All of the schools listed above are in the Milwaukee Public School (MPS) district which, as a system, has been moving away from a decentralized approach to school improvement toward better aligned, focused, and support coming from the central office and external partners. In the past, MPS had been so decentralized that improvement strategies were often selected by school level staff. The District has been moving more of that decision making to Central Office which is a positive development. Our experience in working with MPS has taught us that the district central office plays a critical role in identifying the factors that are contributing to low performance in its schools, in establishing systems and resources to support meaningful reform and in holding leaders and teachers in low performing schools

accountable for results. Wisconsin will continue focus support to the district central office to increase effectiveness and oversight. Individual schools cannot improve outside the context of district operations. If the district isn't functioning well, the schools will struggle to implement, much less, sustain improvements.

<b>Table 70- Performance Measures (E)(2)</b>	Baseline	Data:	Actual	SY 2010- End of	SY 2011- End of	SY 2012- End of	SY 2013- End of
The number of schools for which one of the four school intervention models (described in Appendix C) will be initiated each year.		5		10	20	40	60

In 2009-10, Wisconsin has 58 Title I schools identified for improvement, corrective action or restructuring (SIFI). Therefore we have identified 5 of these schools as persistently low performing. The maximum possible number of Title I SIFI in Wisconsin next year will be 104, thus we would be identifying an additional 5 schools. We expect the number to double each year until the 2013-14 sanction year as the benchmarks for demonstrating adequate yearly progress begin a steep trajectory in the 2011-12 school year.

**(F) General (55 total points)**

**State Reform Conditions Criteria**

**(F)(1) Making education funding a priority (10 points)**

The extent to which—

- (i) The percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2009 was greater than or equal to the percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2008; and
- (ii) The State’s policies lead to equitable funding (a) between high-need LEAs (as defined in this notice) and other LEAs, and (b) within LEAs, between high-poverty schools (as defined in this notice) and other schools.

*In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (F)(1)(i):

- Financial data to show whether and to what extent expenditures, as a percentage of the total revenues available to the State (as

defined in this notice), increased, decreased, or remained the same.

Evidence for (F)(1)(ii):

- Any supporting evidence the State believes will be helpful to peer reviewers.

*Recommended maximum response length: Three pages*

*F(1)(i) The extent to which—*

*The percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2009 was greater than or equal to the percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2008;*

### **Calculation of State revenues used to support elementary, secondary, and public higher education**

The percentage of State revenues used to support elementary, secondary and public higher education was 35.9% in fiscal year 2008 and 34.3% in fiscal year 2009. Please refer to the Appendix 32 for more detailed financial data.

State revenues used to support elementary and secondary education were determined by adding together State funding appropriated in State statute for: (1) general equalization aid through the State's primary elementary and secondary education funding formula, (2) categorical aids that partially fund specific school program costs such as special education, class size reduction, pupil transportation, and bilingual education, (3) funding for the state's two public residential schools, the Wisconsin School for the Deaf and the Wisconsin Center for the Blind and Visually Impaired, and (4) school levy credits that provide State funding to offset school property taxes. The inclusion of these four categories of funding is consistent with the method the State uses in calculating State funding for K-12 education. For fiscal year 2009, the amount of State aid budgeted for elementary and secondary education was adjusted to reflect cuts to general equalization aid under 2009

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Wisconsin Acts 11 and 23, budget adjustment legislation. The level of State support for public institutions of higher education was determined by using the sum of the amounts appropriated in State statute for the University of Wisconsin System and the Wisconsin Technical College System. Appropriated funding for student financial aid, debt service payments, and research was not included in the calculation of State funding for public higher education.

**Calculation of total revenues available to the State**

The total amount of revenue available to the State was determined by summing all expenditures appropriated in State statute that were funded with General Purpose Revenues (GPR), Program Revenues (PR), and Segregated Fund Revenues (SEG). General Purpose Revenues consist of general taxes, miscellaneous receipts, and revenues collected by State agencies that are paid into a specific fund, lose their identity, and are then available for appropriation by the legislature. Program Revenues consist of revenues that are paid into the general fund and are credited by law to an appropriation to finance a specified program or State agency. Segregated Fund Revenues consist of revenues which, by law, are deposited into funds other than the general fund and are available for the purposes for which such funds are created. Fiscal year 2009 budgeted amounts were adjusted to reflect funding changes made under 2009 Wisconsin Act 2, budget adjustment legislation, and 2009 Wisconsin Act 28, the final 2009-11 biennial budget. Budgeted funding amounts were also adjusted to reflect appropriated lapses and compensation reserves, both of which are specified in State statute for each fiscal year.

*F(1)(ii) - The State's policies lead to equitable funding (a) between high-need LEAs (as defined in this notice) and other LEAs, and (b) within LEAs, between high-poverty schools (as defined in this notice) and other schools.*

**Equitable funding policies**

Wisconsin's policies for school funding are widely viewed as highly equitable. In the 2009 *Quality Counts* report issued by *Education Week*, Wisconsin ranked 8th overall for the quality of its school finance system. On specific measures, Wisconsin had the 3rd lowest coefficient of variation in school district spending, which indicates that Wisconsin ranked 3rd in per pupil spending equity. On *Education Week's*

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measure of per-pupil spending levels weighted by the degree to which districts meet or approach the national average for expenditures (cost and student-need adjusted), Wisconsin ranked 10th nationally.

Wisconsin's primary school funding formula distributes State aid based primarily on school district per pupil property values, providing a greater share of State support to districts with lower property values. Except for the districts with the very highest property values, the formula ensures that lower property value districts can spend the same amount per pupil as higher value districts at the same property tax rate. Of Wisconsin's \$5.3 billion in total direct State aid to school districts, 88 percent is distributed by the primary school funding formula. In practice, this results in a high level of equity in per pupil spending between districts, as demonstrated by both the *Quality Counts* data and comparing per pupil spending of high school poverty districts to the rest of the state. The 37 Wisconsin school districts with more than 20 percent of 5 to 17 year-olds living in families below the poverty line, based on 2008 U. S. Census estimates, spent an average of \$11,600 per pupil in the 2007-08 school year, excluding spending on debt service, transportation and food. This compares to \$10,100 per pupil for the 389 school districts with child poverty rates below 20 percent.

In addition, Wisconsin has several categorical aid programs targeted at districts with higher levels of poverty:

- The Student Achievement Guarantee in Education (SAGE) program provides \$2,250 per pupil for each pupil eligible for the Free or Reduced Price Lunch program. Participating schools are required to use SAGE funding to lower class size in grades Kindergarten through 3 to 15 pupils. Currently, 475 schools in 206 school districts voluntarily participate in the SAGE program (approximately 40 percent of all Wisconsin elementary schools), including schools in 86 percent of the school districts with child poverty rates above 20 percent. This compares to 45 percent participation by Wisconsin's remaining school districts.
- Wisconsin's High Poverty Aid program provides an additional \$112 per pupil in State aid to school districts with more than 50 percent of their pupils eligible for the federal free and reduced price lunch program. Of the 37 high poverty school districts, 34 percent (16 districts) receive High Poverty Aid compared to 8 percent of the remaining districts.

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- Preschool to Grade 5 Grants support programs designed to improve the education of preschool through grade five pupils enrolled in school districts with high concentrations of economically disadvantaged and low-achieving pupils. Currently 38 schools in four school districts (Beloit, Kenosha, Milwaukee and Racine) receive grants. Grants are used to supplement spending based on performance objectives jointly established by the State Department of Public Instruction and the school.
- Sparsity Aid provides additional State support of \$150 to school districts with between 20 percent and 50 percent of their pupils eligible for free or reduced-price lunch (FRL) and \$300 per pupil for districts with over 50 percent FRL pupils that also meet have fewer than 725 pupils and a population density of less than 10 pupils per square mile. Of Wisconsin's 37 school districts with over child poverty rates above 20 percent, 68 percent (25 districts) receive sparsity aid compared to 23 percent for the remaining districts.

Wisconsin's categorical aid programs, especially the SAGE program, help direct additional aid to high-need schools within school districts to address learning issues related to poverty. However, Wisconsin does not allocate aid under the primary funding formula by school building nor does Wisconsin law mandate how much school districts must spend per pupil by individual school. School building budgets are controlled by local school boards.

**(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools (40 points)**

The extent to which—

- (i) The State has a charter school law that does not prohibit or effectively inhibit increasing the number of high-performing charter schools (as defined in this notice) in the State, measured (as set forth in Appendix B) by the percentage of total schools in the State that are allowed to be charter schools or otherwise restrict student enrollment in charter schools;
- (ii) The State has laws, statutes, regulations, or guidelines regarding how charter school authorizers approve, monitor, hold accountable, reauthorize, and close charter schools; in particular, whether authorizers require that student achievement (as defined in this notice) be one significant factor, among others, in authorization or renewal; encourage charter schools that serve student populations that are similar to local district student populations, especially relative to high-need students (as defined in this notice); and have closed or not renewed ineffective charter schools;
- (iii) The State's charter schools receive (as set forth in Appendix B) equitable funding compared to traditional public schools, and a commensurate share of local, State, and Federal revenues;
- (iv) The State provides charter schools with funding for facilities (for leasing facilities, purchasing facilities, or making tenant improvements), assistance with facilities acquisition, access to public facilities, the ability to share in bonds and mill levies, or other supports; and the extent to which the State does not impose any facility-related requirements on charter schools that are stricter than those applied to traditional public schools; and
- (v) The State enables LEAs to operate innovative, autonomous public schools (as defined in this notice) other than charter schools.

*In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (F)(2)(i):

- A description of the State's applicable laws, statutes, regulations, or other relevant legal documents.
- The number of charter schools allowed under State law and the percentage this represents of the total number of schools in the State.
- The number and types of charter schools currently operating in the State.

Evidence for (F)(2)(ii):

- A description of the State's approach to charter school accountability and authorization, and a description of the State's applicable laws, statutes, regulations, or other relevant legal documents.
- For each of the last five years:
  - The number of charter school applications made in the State.
  - The number of charter school applications approved.
  - The number of charter school applications denied and reasons for the denials (academic, financial, low enrollment, other).
  - The number of charter schools closed (including charter schools that were not reauthorized to operate).

Evidence for (F)(2)(iii):

- A description of the State's applicable statutes, regulations, or other relevant legal documents.
- A description of the State's approach to charter school funding, the amount of funding passed through to charter schools per

student, and how those amounts compare with traditional public school per-student funding allocations.

Evidence for (F)(2)(iv):

- A description of the State’s applicable statutes, regulations, or other relevant legal documents.
- A description of the statewide facilities supports provided to charter schools, if any.

Evidence for (F)(2)(v):

- A description of how the State enables LEAs to operate innovative, autonomous public schools (as defined in this notice) other than charter schools.

*Recommended maximum response length: Six pages*

Wisconsin has established a policy environment that fosters the proliferation of high-quality charter schools and innovative educational programs throughout the state. The State has made a continuous effort to create favorable conditions for high-quality charter schools since passing its first charter school law. Wisconsin charter schools encourage innovation and creativity in their approach to providing educational options for parents and their children and are an innovative part of the State’s overall public education efforts to close the achievement gaps between economically disadvantaged students, students of color, and their peers. The state’s charter schools also serve to increase the diversity of learning experiences in the state, provide testing grounds for new curricula and professional development training, and improve science, technology, engineering, and math (STEM) opportunities throughout the state.

*The extent to which—*

*(F)(2)(i) The State has a charter school law that does not prohibit or effectively inhibit increasing the number of high-performing charter schools (as defined in this notice) in the State, measured (as set forth in Appendix B) by the percentage of total schools in the State that are allowed to be charter schools or otherwise restrict student enrollment in charter schools;*

### **Charter school laws**

The Wisconsin Charter Program was established in 1993 Wisconsin Act 16 and empowered 10 school districts to authorize up to two charter schools each, for a total of 20 statewide. Thirteen charter schools were created under this law. In 1995 (1995 Wisconsin Act 27), revisions to the first charter school law granted chartering authority to all school boards statewide and eliminated the cap on the total number of charter schools. In 1997 (1997 Wisconsin Act 27), the State extended chartering authority in Milwaukee to the Chancellor of the University of Wisconsin–Milwaukee (UW–Milwaukee), to the Milwaukee Area Technical College (MATC), and to the Common Council of the City of Milwaukee.

Charter school students in Wisconsin perform as well as traditional public school students. 82% percent of charter school students scored proficient or advanced in reading and 73% scored proficient or advanced in math on the most recent statewide assessments. The WDPI has made significant efforts to support the financial viability of charter schools. At the end of the four-year federal grant period, the State exceeded its goal to ensure at least 80% of the non-instrumentality and independent charter schools remained financially viable after their third year of operations. The final total of 83% in 2008 meant that 5 of 6 non-instrumentality or independent charter schools receiving grant monies met their financial and management goals to enable them to thrive after their federal grants ended.

In the 1998 (1997 Wisconsin Act 238), the State made additional changes to the law, allowing school districts to contract with regional Cooperative Educational Service Agencies (CESAs) to operate charter schools located within the CESA region. Another change required that a school board receiving a petition to establish a charter school or to convert a nonsectarian private school to a charter school must hold a public hearing on the matter and must consider the fiscal impact of the charter’s establishment.

A final change enacted in 1998 requires that a school district in which a charter school is located determine whether the charter school is an instrumentality of the school district. If the board deems it an instrumentality, the district employs all personnel for the charter school. If the board determines the charter school is not an instrumentality, the personnel are considered employees of the charter school. The word “instrumentality” is not defined in the charter school law and has had limited use in Wisconsin. The word was initially included in the

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charter law to ensure continuing eligibility of charter school teachers in the Wisconsin Retirement System. Instrumentality as used in the retirement law defines the employer, making it clear that the employing school district is the entity responsible for worker's compensation, insurance, unemployment compensation, employee insurance and benefits, liability for acts of school staff members, and so forth.

A charter school in Milwaukee that receives its charter from the Milwaukee Common Council, UW–Milwaukee, or MATC is not an instrumentality of the Milwaukee Public Schools (MPS), and the MPS school board may not employ any personnel for the charter school. However, if the Milwaukee Common Council contracts with an individual or group operating a charter school for profit, then that charter school is an instrumentality of the Milwaukee Public Schools. The MPS Board of Education will then employ all personnel for the charter school. If the Chancellor of University of Wisconsin–Parkside (UW-Parkside) contracts for the establishment of a charter school, the Board of Regents of the University of Wisconsin System may employ instructional staff for the charter school.

The changes that occurred in the 1999–2001 biennial budget (1999 Wisconsin Act 9) revolved around Milwaukee per-pupil aids and statewide assessments. In the 2001–2003 budget bill (2001 Wisconsin Act 16), limited chartering authority was granted to UW–Parkside allowing it to establish a single charter school. Changes that occurred in the 2003–2005 biennial budget (2003 Wisconsin Act 156) exempted a specific charter school sponsored by UW–Milwaukee (Woodlands Academy) from some residency requirements. Additional changes in 2005 (2005 Wisconsin Act 25) resulted in the elimination of previous school year attendance requirements for students residing in Milwaukee. In 2008 (2007 Wisconsin Act 222), the State law was further amended to clarify requirements for virtual charter schools.

Most recently, the State legislature passed and the governor signed 2009 Wisconsin Act 61, to be effective in November 2009. The new law directs all charter school authorizers to consider the principles and standards for quality charter schools established by the National Association of Charter School Authorizers when establishing or contracting for the establishment of a charter school. The Wisconsin Charter School Association considers this measure an important step towards ensuring that charter school contracts will be comprehensive and clearly define the autonomy of the charter school governance board. The legislation governing Wisconsin's charter schools can be found in Wis. Stat. § 118.40.

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There is no limit in State law or regulation concerning the number of charter schools that can be authorized or the number of children who can be served by such schools in the state. There are currently 79 local school boards that have authorized at least one charter school. Charter schools must employ Wisconsin Department of Public Instruction (WDPI) certified staff and participate in the state assessment system. From the 1997-98 school year to the 2009-10 school year, Wisconsin charter schools grew in number from 17 to 206, and they serve children in all corners of the state. See Appendix 33: Wisconsin Map of Charter Schools. In the 2009-2010 school year, 206 charter schools are serving approximately 35,000 students. These 206 charter schools are comprised of 169 instrumentality charters authorized by school boards, 20 non-instrumentality charters authorized by school boards, and 17 non-instrumentality charters authorized by the University of Wisconsin-Milwaukee, the Common Council of the City of Milwaukee, and the University of Wisconsin-Parkside.

In addition to monitoring which charter schools in the state are instrumentality and non-instrumentality charter schools, the State surveys schools to determine their focus, or purpose. Some service at-risk student populations, while others reports a general or liberal arts orientation, and still more identify themselves as project-based, technological/vocational, environmental, Montessori, virtual, arts/culture, mathematics/science, language, early learning, or gifted/talented schools. A breakdown of charter schools according to their curricular focus is provided in Appendix 34: 2009-2010 Charter Schools by Type.

*(F)(2)(ii): The State has laws, statutes, regulations, or guidelines regarding how charter school authorizers approve, monitor, hold accountable, reauthorize, and close charter schools; in particular, whether authorizers require that student achievement (as defined in this notice) be one significant factor, among others, in authorization or renewal; encourage charter schools that serve student populations that are similar to local district student populations, especially relative to high-need students (as defined in this notice); and have closed or not renewed ineffective charter schools;*

### **Wisconsin charter school statutes**

Pursuant to Wisconsin law, a charter may be granted for any term not exceeding five school years and may be renewed for additional terms with each term not exceeding five years. Wis. Stat. § 118.40(3)(b). School boards are the primary charter school authorizers in Wis. Stat. § 118.40 (1m), (2), and (2m). State statutes concerning charter schools contain a list of required items that must be included in a petition to form a charter school. Wis. Stat. § 118.40(1m). These items are designed to ensure that submitted petitions are of high quality and to provide guidance to authorizers during the approval process. Among other things, the charter petition must include: a description of the school's educational program; the methods by which the school will help students achieve educational goals as well as the method by which student progress will be assessed; and, the governance structure of the school including methods of ensuring parental involvement. All of the provisions that are required in the charter petition must be included in the final contract that is established between the authorizer and the person who seeks to establish the school.

There is also a statutorily required process (a public hearing within 30 days to establish the level of support from parents and employees) and timeline of approval (30 days from the date of the public hearing). Wis. Stat. § 118.40(2) and (2m). The Milwaukee Common Council, UW–Milwaukee, Milwaukee Area Technical College, and UW–Parkside also have chartering authority Wis. Stat. § 118.40(2r), and the resultant charters and contracts must contain the same information that is required in a petition to a public school authorizer, Wis. Stat. § 118.40(2r)(b) With the exception of UW–Parkside, each of the other non-school board authorizers may establish, sponsor, and operate an unlimited number of charter schools in Milwaukee. The chartering entity reviews submitted petitions or proposals and reserves complete discretion in granting or denying a charter school. Under State law, all chartering entities must give preference to an applicant who would establish a charter school to serve an at-risk student population. Wis. Stat. § 118.40(3)(d). If the Milwaukee school board denies a petition, the denied petitioner may appeal to the Wisconsin Department of Public Instruction (WDPI). Wis. Stat. § 118.40(2)(c).

Regardless of authorizer, all charter school contracts must clearly describe the educational program of the school; how the school will achieve a racial and ethnic balance among its pupils that reflects the balance in the school district as a whole; the methods the school will use to enable the students to attain the educational goals and measure pupil progress toward attaining those goals; the methods the school

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will use to ensure parental involvement; the procedures the school will use to ensure the health and safety of its pupils; the procedures to discipline students; the qualifications of people employed at the school; and the manner in which the school will conduct annual audits of financial and programmatic operations. All of these things (including the annual audits) must be included in the petition and the contract. As of November 2009, non public school authorizers must also consider the principles and standards for quality charter schools established by the National Association of Charter School Authorizers when establishing or contracting for the establishment of a charter school. Wis. Stat. § 118.40(2r)(f).

WDPI will continue to support high-quality charter school contracts through its administration of the competitive federal charter schools discretionary grant program. Previously, Wisconsin was the recipient of a federal Public Charter Schools Program Grant for approximately \$52 million for the three-year project period from 2005-2008. For the entire four-year period of the federal grant from August 1, 2005, through the extension year ending on July 31, 2009, WDPI awarded 72 planning grants, 100 initial implementation grants, 115 implementation renewal grants, 21 dissemination grants and 19 dissemination renewal grants. At the end of the four-year project, 91% of charter school teachers met the highly qualified standards of the Elementary and Secondary Education Act (ESEA). The State Superintendent's advisory council on charter schools met in October, 2008, and May, 2009. The council was created to develop and support exemplary charter schools to increase student achievement and educational options for parents and children. The 22-member council continues to help ensure strong, accountable charter schools while also providing support related to a wide range of programs, services, and educational strategies to strengthen existing charter school programs and establish new high-quality charter schools. Each year of the federal grant, the WDPI co-sponsored the annual charter schools State conference with the Wisconsin Charter Schools Association.

Hundreds of parents, students, teachers, authorizers and charter school operators attend this two-day conference. WDPI staff present each year on the federal and State laws governing charter schools and the federal grant application process. During the last year of the project, WDPI Charter Schools Program staff worked frequently with the Green Charter Schools Network to plan and conduct a Green Charter Schools Conference in Ashland, Wisconsin, at Northland College. Staff also worked with and visited many new charter schools to help them launch project-based learning (PBL) curriculum and staff development projects. In November, 2009, the Wisconsin Charter School

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Association named the WDPI’s Charter Schools Team “Charter Innovator of the Year.” The charter schools staff at WDPI was honored for its work in supporting and promoting the Project-based Learning Network (PBL) in PBL charter schools throughout the state.

A charter may be revoked if the authorizer finds that the charter school violated its contract or failed to comply with generally accepted accounting standards of fiscal management, or if its pupils failed to make sufficient progress in attaining educational goals. Wis. Stat. § 118.40(5).

WDPI annually surveys school districts to determine the number of first level and second level decisions made regarding the number of charter school “applications” in the state. First level decisions are defined as a concept approval for the purposes of further study, participation in a consortium or a signed planning grant application for federal charter school funds. Second level decisions are defined as an approved charter contract, a written agreement to participate in a consortium or a signature on an implementation grant application for federal charter school funds. The most recent information available is from 2003-04 through 2007-08 and is presented in Table 1 below. Each of the annual surveys also includes the applicable reasons for approval and denial. Reasons for denial include: (a) declining enrollment; (b) financial reasons; (c) educational program not unique or innovative; (d) lack of teacher, parent or community support; (e) liability of school district; (f) school district withdrew from a multi-district consortium; and (g) other.

*Table 71 - Number of Charter School Applications Made, Approved, & Denied*

	2003-04	2004-05	2005-06	2006-07	2007-08
<b>First Level Decisions</b>					
Approved	72	98	106	100	61
Denied	2	4	9	12	10
Total	74	102	115	112	71
<b>Second Level Decisions</b>					
Approved	47	80	76	86	57
Denied	1	3	0	6	1
Total	48	83	76	92	58

Over the past five years, the State’s authorizers have opened 143 charter schools and closed 67 charter schools, with some of these closures occurring mid-contract and others as non-renewals. Forty of the closures occurred during the past two years – indicating that the State’s authorizers, with support from WDPI, are increasingly holding charter schools accountable and shutting down ineffective schools. These numbers are presented by year in Table 2 below.

*Table 72 - Number of Charter Schools Opened, Closed, & Operating*

	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>
Opened	36	27	18	52	10	4
Closed	7	10	10	21	19	TBD
Operating	162	182	190	232	221	206

Although Wisconsin does not systematically report reasons for charter school closures, it is clear from research and conversations that the following are some common reasons charter schools have closed: students do not choose to attend the charter school and thus there is insufficient student enrollment; the authorizer closes the charter school because the school has not met parts of the contract, including adequate student academic progress; the charter school governance board is not properly operating and the educational offerings of the charter school become a school district program or the charter school changes to an alternative school run by the school district; financial reasons, such as the lack of financial capital available to the charter school; and, school district declining student enrollments that result in less operating revenue for the school district and the need to reduce expenditures, such as teacher lay-offs resulting in charter school closures. Of the nineteen charter school closed last year, the Wisconsin Charter School Association reports that six were closed for “poor performance.” All of these six schools were non-instrumentality charter schools chartered by Milwaukee Public Schools.

*(F)(2)(iii): The State's charter schools receive (as set forth in Appendix B) equitable funding compared to traditional public schools, and a commensurate share of local, State, and Federal revenues;*

### **Equitable funding for charter schools**

Most of the money that funds K–12 education in Wisconsin comes from State funds raised primarily through State income and sales taxes. The remaining funds come from other sources, including property taxes, federal aid, and local fees. Wisconsin statutes do not treat district authorized charter schools any differently than traditional public schools in how they are funded.

In schools chartered by a school district, the school district counts charter school students on its regular count for state and federal aid purposes, but the contract or charter determines the amount of funding for the charter school each year. In some cases, the district's per-pupil expenditure (including local, state, and federal revenues) follows the student as he or she moves from a regular public school to a charter school. In other cases, the charter school may function with less money per pupil, though the district will have received the same amount of aid as had the student been at a traditional public school. This diminished funding arrangement may occur when a charter school shares an existing district facility, shares management costs with the school district, participates in district services such as co-curricular activities, special education, psychological services, and/or food service.

In schools chartered by the Common Council of the City of Milwaukee, UW–Milwaukee, Milwaukee Area Technical College, or UW–Parkside, State law determines the State school aids received. These non–school board sponsored independent charter schools are funded from a proportionate reduction in State school aids from all 425 school districts. For the 2009-2010 school year, the amount of State school aids is \$7,775 per pupil for the independent charter schools and is paid directly to the operator of the charter schools. The total amount is based on the number of eligible students attending the charter school. Several charter schools have received grants and gifts from community, state, and national organizations, foundations, businesses, and private individuals. These schools also receive additional federal monies under the ESEA's Title 1 for economically disadvantaged students, federal monies under Individuals with Disabilities Education Act

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(IDEA) for special education students, and additional State aids for eligible special education program costs. These schools should therefore receive their commensurate share of state and federal revenues.

An external organization estimates that Wisconsin funds its charter schools at a slightly higher rate than most other states. According to the Center for Education Reform, only 10 other states fund their charters at a higher rate than Wisconsin. It is important to note, since school-level data are not generally available for school board authorized instrumentality charter schools, these estimates tend to be based on survey data and the data that is available for the non-school board independent charter schools in Milwaukee. Therefore, Wisconsin's rate is probably higher than reported. Finally, independent charter schools only comprise 8% of the charter schools in Wisconsin.

92% of charter schools in the state are authorized by a school district. The district receives state and federal aids for qualified students in these charter schools. So the *district's* per pupil revenue does not change. The vast majority of charter schools could be said to be receiving their commensurate share of state and federal resources. However, the district and the charter school negotiate the specific level of funding.

*(F)(2)(iv): The State provides charter schools with funding for facilities (for leasing facilities, purchasing facilities, or making tenant improvements), assistance with facilities acquisition, access to public facilities, the ability to share in bonds and mill levies, or other supports; and the extent to which the State does not impose any facility-related requirements on charter schools that are stricter than those applied to traditional public schools; and*

**Equitable access to funding for charter schools**

The State of Wisconsin does not provide separate facilities funds for traditional public schools or for public charter schools. The State funds a student enrolled in charter school the same as it funds a student that chooses to enroll in a traditional public school. Under the Wisconsin school financing system, a dollar spent on a school facility is aided exactly the same as a dollar spent on a teacher's salary.

*(F)(2)(v): The State enables LEAs to operate innovative, autonomous public schools (as defined in this notice) other than charter schools.*

**School board authority to operate innovative, autonomous public schools**

Wisconsin allows local school boards maximum flexibility to create and operate innovative and autonomous public schools and educational programs. In addition, Wis. Stat. § 118.38 allows school boards to apply for a waiver from the WDPI to be exempt from any education related district requirement except those that concern the health and safety of pupils, pupil discrimination, the assessment program, teacher licensure, pupil records, data collection, and financial audits.

**(F)(3) Demonstrating other significant reform conditions (5 points)**

The extent to which the State, in addition to information provided under other State Reform Conditions Criteria, has created, through law, regulation, or policy, other conditions favorable to education reform or innovation that have increased student achievement or graduation rates, narrowed achievement gaps, or resulted in other important outcomes.

*In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (F)(3):

- A description of the State's other applicable key education laws, statutes, regulations, or relevant legal documents.

*Recommended maximum response length: Two pages*

*(F)(3) Demonstrating other significant reform conditions*

### **Foundation for reform**

Wisconsin has a strong foundation of education innovations and reforms upon which to build. From early childhood education to teacher training to college access, current Wisconsin law, policy, and practices position the State to implement new reforms that will improve academic outcomes and close achievement gaps.

As the birthplace of kindergarten nearly a century and a half ago, Wisconsin has long understood the link between high quality early childhood education and student achievement. And, as one of the first and only states to fund four-year-old kindergarten (4K) through our primary State aid formula, Wisconsin has also pioneered “community approaches” to 4K, a unique collaboration among school districts, Head Start centers, and child-care centers in dozens of school districts around the state. Through these innovations, 4K teachers, who hold bachelor’s degrees and are State licensed, are meeting parent and community needs and serving students in locations outside of the traditional school building. In the 2007-09 Budget Act, a new 4K start up grant program which gives priority to districts adopting community approaches, was established to expand 4K to districts that had not yet adopted the program. As a result of these investments, 80% of Wisconsin districts, serving over 34,000 children in 2009-10 now offer this program, which is critical for future success. In addition, Wisconsin established Model Early Learning Standards, which are used by early childhood education programs across the state to prepare children from birth to through first grade for academic readiness and success.

Wisconsin’s emphasis on investing early in children’s academic success is further underscored by our statewide small class size program, the Student Achievement Guarantee in Education (SAGE) program. The program requires participating schools to ensure class sizes of 15 to 1 in grades kindergarten through 3 in exchange for an additional \$2,250 per income-eligible pupil. Approximately 475 schools across the state participated in this program in 2009-10. The small class size program promotes greater personal interaction between teachers and students in the early grades, an intervention research has shown to be effective in improving student outcomes.

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Investment in high quality educators has always been a top priority in Wisconsin, and recent reforms have underscored our state's commitment to our educator workforce. In 2000, Wisconsin adopted a major restructuring of educator licensing, preparation, and professional development that shifted the focus away from credits and longevity toward educator effectiveness. The Wisconsin Quality Educator Initiative, or Wis. Admin. Code Ch. PI 34, a three-tiered system of initial, professional, and master educator licenses, now requires Wisconsin teachers, pupil service professionals, and administrators to demonstrate proficiency in critical knowledge and skills that impact student learning. Candidates for the optional master educator license must also demonstrate evidence that their work has resulted in measured improvements in student learning. To support these changes and to retain quality educators, Wisconsin has provided funding for initial educators in their critical first years of teaching, as well as additional stipends for master educators, or those educators achieving National Board Certification.

Further, with financial assistance from the Wallace Foundation, Wisconsin established the Wisconsin Urban Schools Leadership Project in 2004, a project focused on fostering principal excellence in the state's five largest school districts. The project underscores the importance of the school building leader in implementing reforms and closing achievement gaps at the school level. Based on the good work done in the first grant, the Wallace Foundation funded a second grant to Wisconsin on leadership for learning. Through this grant, guidelines for the content of principal preparation programs are being developed.

To further create opportunities for local innovation in recruiting and retaining top talent, Wisconsin lawmakers repealed in 2009 a longstanding law that had constrained teacher salaries and stifled reform. The so-called Qualified Economic Offer law had authorized school boards to limit the combined increase in teacher salary and fringe benefits to 3.8% annually, while requiring school boards to give first priority to funding the existing fringe benefit package. Freed from the constraints of this law, school districts and teachers unions are now in a far better position develop innovative educator compensation systems that reward teacher effectiveness rather than longevity and continuing education.

While seeking to ensure that all schools and educators in Wisconsin are of high quality, State law also provides parents many options beyond the neighborhood school when determining which school is the right fit for their child. Progressive Wisconsin laws around open

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enrollment permit any Wisconsin child to apply to attend school in any district around the state. Further, Wisconsin established one of the first public charter school laws in the nation, as described in greater detail elsewhere in this application, and several charter options exist for students around the state. Students in the Milwaukee Public School (MPS) district have perhaps more publicly funded options available to them than any other school district in the country, with options in MPS public schools, MPS charter schools, independent charter schools run by the City and the University of Wisconsin-Milwaukee, private schools participating in the Milwaukee Parental Choice Program, suburban schools participating in the Chapter 220 inter-district transfer program, and open enrollment options.

While initiatives currently in place to improve academic achievement in the state's largest urban district are discussed elsewhere in the application, Wisconsin has also made a significant commitment in recent years to ensure academic opportunities for students in our small, rural schools, which serve about 44% of Wisconsin's public school students. In recent State budget actions, additional funds were provided for pupil transportation, a large cost-driver for sparsely populated rural areas. In addition, a new sparsity aid program, adopted as part of the 2007-09 budget, is providing additional financial help to pay the cost of educating students who live in rural areas.

The State is also pursuing several other initiatives to prepare students for success in higher education, the workplace, and in life. Wisconsin will adopt the Common Core Standards for English Language Arts and Common Core Standards for Mathematics, which are internationally benchmarked and align with post-secondary and workplace expectations. Efforts are underway to reform assessments and data systems that link to higher education are discussed elsewhere, as well.

Many of Wisconsin's fastest growing career fields require training in science, technology, engineering, and math (STEM), and Wisconsin has responded with a new focus on these content areas. In addition to developing new content standards in mathematics, recent State budget actions have supported STEM programs in schools throughout the state. For example, Project Lead the Way has received State an array of State support from a variety of sources to expand its engineering program to schools around the state. In addition, new competitive STEM grants were recently made available to school districts or consortia to develop, implement, and evaluate programs designed to provide innovative instructional programs, support students who are typically under-represented in STEM, and increase the academic achievement of students in these subjects.

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In addition to these efforts, the Wisconsin Covenant Program, established by Governor Doyle in 2006 in partnership with the Wisconsin Department of Public Instruction (WDPI) and the state's public and private institutions of higher education, promises a spot in a Wisconsin post-secondary institution and a financial aid package to 8<sup>th</sup> grade students who pledge to maintain above average grades and demonstrate good citizenship throughout their high school careers. A \$25 million appropriation was established to fund the first Wisconsin Covenant Scholars who will begin college in 2011-12, and a \$40 million private endowment and Wisconsin Covenant Foundation have been established to provide further financial support to students in the program.

While these efforts provide just a snapshot of areas where Wisconsin has made significant strides toward reform, many more laws, policies, and practices exist that promote student achievement and reduction of achievement gaps. In short, the State is ready to expand upon current efforts and commence new reforms that will lead to significant academic gains.

## I. COMPETITION PRIORITIES

**Priority 2: Competitive Preference Priority -- Emphasis on Science, Technology, Engineering, and Mathematics (STEM).** (15 points, all or nothing)

To meet this priority, the State's application must have a high-quality plan to address the need to (i) offer a rigorous course of study in mathematics, the sciences, technology, and engineering; (ii) cooperate with industry experts, museums, universities, research centers, or other STEM-capable community partners to prepare and assist teachers in integrating STEM content across grades and disciplines, in promoting effective and relevant instruction, and in offering applied learning opportunities for students; and (iii) prepare more students for advanced study and careers in the sciences, technology, engineering, and mathematics, including by addressing the needs of underrepresented groups and of women and girls in the areas of science, technology, engineering, and mathematics.

*The competitive preference priority will be evaluated in the context of the State's entire application. Therefore, a State that is responding to this priority should address it throughout the application, as appropriate, and provide a summary of its approach to addressing the priority in the text box below. The reviewers will assess the priority as part of their review of a State's application and determine whether it has been met.*

*Recommended maximum response length, if any: One page*

*Priority 2: Competitive Preference Priority -- Emphasis on Science, Technology, Engineering, and Mathematics (STEM).*

The State of Wisconsin is committed to achieving excellence in STEM education, and has put forth a rigorous, but attainable plan that includes the following STEM initiatives.

**Create an Advisory Council to coordinate statewide STEM education activities**

The State will create a State Superintendent's STEM Advisory Council that represents schools, technical colleges, universities and technology business partners. This Advisory Council will serve to coordinate efforts around the state to strengthen ties with regional economic development partners and higher education

stakeholders, aligning STEM efforts around higher education and workforce needs, as well as promoting best practices within Wisconsin schools. The Advisory Council will serve as a clearinghouse for curricula and innovative education techniques, a coordinating body for developing STEM standards and assessments, and a channel of communication for integrating the efforts of school districts, businesses, and higher education institutions. This will formalize work underway through the collaboration of Wisconsin Charter Schools Association, Wisconsin Technical College System, the University of Wisconsin System, Wisconsin Association of Independent Colleges and Universities, STEM Equity Pipeline State Leadership team, Engineers & Scientists of Milwaukee, and the Wisconsin Technology Council.

### **Establish STEM Academies**

The WDPI will support four STEM Academies located in four different areas across the state, developed through the collaboration of educational institutions, professional organizations, and non-profit organizations. The goal of the Academies is to provide a STEM-focused learning center initially for high school juniors and seniors on-site and via virtual learning options, staffed by faculty prepared to develop a program of coursework, experiences, and research projects connecting science, technology, and mathematics that is then a professional development vehicle for teachers statewide. Students who are not able to be onsite will participate in the coursework and other experiences via virtual learning. Likewise, high school teachers will also participate through interactive technology in lesson study based on the STEM curriculum from the Academies, observing the instruction at the Academies, receiving feedback as they bring the STEM units of instruction to their schools, and collaborating in professional learning communities.

Each STEM Academy will link with local businesses, industries, and workforce resources, collaborating with the Wisconsin regional economic development partners to provide relevant career-related applications of the critical skills and knowledge students are learning. Each Academy will also connect to the University of Wisconsin's System's Research to Jobs Initiative. The STEM Academies may adopt a focus connected with the local economy in order to tap local industry, business, and related institutions, such as forestry, agriculture, renewable energy, biotechnology, and advanced manufacturing. Existing and emerging STEM education efforts in urban districts will also link with University of Wisconsin's Research to Jobs Initiative.

As part of the STEM Academies and the work done to connect the Common Core Standards to the career pathways, university staff may be used to help teachers learn how to promote and to facilitate ways in which

students can learn research strategies in STEM, thus increasing student knowledge and skill, increasing interest in STEM, and developing entrepreneurship skills.

Model teaching lessons at the STEM Academies would be captured via video to enable professional development aligned around more STEM coursework in high schools across the state and to implement common STEM coursework pre-approved for science and mathematics equivalency credit.

*Table 73 – Implementation plan for STEM Academies.*

STEM ACADEMIES			
GOAL	KEY ACTIVITIES	TIMELINE	KEY PARTIES
<b>Establish STEM Academies</b>	<ul style="list-style-type: none"> <li>Engage potential staff and collaborating network of teachers to develop curriculum and sample units of instruction</li> </ul>	<ul style="list-style-type: none"> <li>May - August 2010</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> <li>Coalitions that might include; LEAs, CESAs; technical colleges; University of Wisconsin system and / or private college / university; regional economic development partners; public and private sponsors</li> </ul>
	<ul style="list-style-type: none"> <li>Summer training institute</li> </ul>	<ul style="list-style-type: none"> <li>August 2010</li> </ul>	
	<ul style="list-style-type: none"> <li>Preparation of STEM academy instructional sites</li> </ul>	<ul style="list-style-type: none"> <li>June - August 2010</li> </ul>	
	<ul style="list-style-type: none"> <li>Begin involvement of educators in professional development, collaborative development of units, and lesson study</li> </ul>	<ul style="list-style-type: none"> <li>September 2010 - June 2011</li> </ul>	
	<ul style="list-style-type: none"> <li>Second year; adding non-course-based STEM experiences both on site and virtual</li> </ul>	<ul style="list-style-type: none"> <li>September 2011 - June 2012</li> </ul>	
	<ul style="list-style-type: none"> <li>Expansion of involvement of educators in professional development, collaborative development of units, and lesson study</li> </ul>	<ul style="list-style-type: none"> <li>September 2011 - June 2012</li> </ul>	
	<ul style="list-style-type: none"> <li>Third year of instruction; adding non-course-based STEM experiences both on site and virtual</li> </ul>	<ul style="list-style-type: none"> <li>September 2012 - June 2013</li> </ul>	
	<ul style="list-style-type: none"> <li>Continuation of involvement of educators in professional development, collaborative development of units, and lesson study (sustained through Web 2.0 technology)</li> </ul>	<ul style="list-style-type: none"> <li>September 2012 - June 2013</li> </ul>	

Table 74 –Timeline for implementing activities around STEM Academies.

KEY TASK	STEM ACADEMIES															
	YEAR 1				YEAR 2				YEAR 3				YEAR 4			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Engage potential staff and collaborating network of teachers to develop curriculum and sample units of instruction		◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Summer training institute			◆													
Preparation of STEM academy instructional sites		◆	◆													
Begin involvement of educators in professional development, collaborative development of units, and lesson study			◆	◆	◆	◆										
Second year; adding non-course-based STEM experiences both on site and virtual							◆	◆	◆	◆						
Expansion of involvement of educators in professional development, collaborative development of units, and lesson study							◆	◆	◆	◆						
Third year of instruction; adding non-course-based STEM experiences both on site and virtual											◆	◆	◆	◆		
Continuation of involvement of educators in professional development, collaborative development of units, and lesson study (sustained through Web 2.0 technology)											◆	◆	◆	◆		

Provided below are the State’s planned support initiatives designed to drive STEM best practices:

Support STEM pilot projects in Participating LEAs: The State will provide funding in the form of competitive grants to those districts proposing their own innovative solutions to enhance STEM education in their LEA, which could include among other strategies the implementation or expansion of Project Lead the Way or STEM charter schools. Programs that prove successful will then be recommended to other LEAs as a proven tool for training Wisconsin students in STEM areas. This initiative builds on the success of a current legislated STEM grant competition.

Help schools improve mathematics and science achievement: To be college- and career-ready in the 21st century requires a strong foundation in science and mathematics. Across Wisconsin, interest is growing to increase the number of science and mathematics credits required for high school graduation from the current two to at least three in both science and mathematics. Expanding to require three credits of science and

mathematics for high school graduation is identified as a reform strategy under the Exhibit II high leverage strategies, required in Beloit, Green Bay, Kenosha, Madison, Milwaukee, and Racine school districts. Coursework integrated across the fields of science, technology, engineering, and mathematics (STEM) provides new opportunities to earn these additional credits, rather than only providing a single option, such as Algebra II or Advanced Chemistry. By providing a variety of routes to earn science and mathematics credits, students are more likely to be successful, linking this learning with their career pathways.

Specific support will be provided to assist districts as they identify ways to expand opportunities for courses in STEM fields, one of the areas LEAs agreed to by signing the Memorandum of Understanding. The State's commitment is to provide funding for innovative solutions proposed by the LEA to enhance STEM education. One example is to expand Project Lead the Way, a curriculum integrating mathematics and science tightly within an applied engineering context and targeted at preparing students for careers in engineering and mathematics, already in place in several key districts in Wisconsin.

The State will also 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.

In addition, State support will focus on increasing Advanced Placement course taking by training high school staff. The strategy is to provide high school science and mathematics staff with training in effective learning strategies to increase the Advanced Placement course taking, exam completion, and participation of students of color. Currently funded through an ED grant involving 12 districts across the state with high minority populations, this funding would continue the effort, building on lessons learned and progress begun. The project goal is to increase Advanced Placement course taking in STEM by 5% for each targeted population.

Expand equivalency credit options: Expand the courses available for equivalency credit, currently limited to science credit through courses in agriculture and Project Lead the Way courses. The equivalency process will be expanded by devising model curriculum for STEM courses that will be pre-approved for equivalency credit in science and/or mathematics. Expanded equivalency courses will provide students with more options to earn a third credit in science and/or mathematics, rather than only one sequence through the subject areas.

Increase Advanced Placement course participation through training high school staff: For high school graduation, one-third of Wisconsin districts require and two-thirds of students enroll in mathematics beyond the State-required two credits.

Table 75 – Implementation plan for STEM best practices.

STEM BEST PRACTICES			
GOAL	KEY ACTIVITIES	TIMELINE	KEY PARTIES
<b>Create STEM Advisory Council</b>	<ul style="list-style-type: none"> <li>Convene existing partners supporting STEM initiatives across Wisconsin to plan for advisory council</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 (Q2 – Q3)</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> <li>Private funders (corporate donations and private foundations)</li> </ul>
	<ul style="list-style-type: none"> <li>Convene STEM Advisory Council</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 (Q2) – Year 4, at least quarterly</li> </ul>	<ul style="list-style-type: none"> <li>Representatives from PK-12, higher education, STEM workforce (private and public sector), regional economic development partners and public and private sponsors</li> </ul>
<b>Support initiatives to drive STEM best practices</b>	<ul style="list-style-type: none"> <li>Award competitive grants</li> <li>Support STEM pilot projects in participating LEAs</li> <li>Expand Project Lead the Way</li> <li>Target undergraduate science and mathematics majors to enter teaching</li> <li>Increase Advanced Placement course taking by training high schools staff</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 (Q2) – Year 4</li> </ul>	<ul style="list-style-type: none"> <li>WDPI</li> <li>Coalitions that might include; LEAs, CESAs; technical colleges; University of Wisconsin system and / or private college / university; regional economic development partners; public and private sponsors</li> </ul>

Table 76 – Timeline for implement STEM best practices activities.

KEY TASK	STEM BEST PRACTICES															
	YEAR 1				YEAR 2				YEAR 3				YEAR 4			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Convene existing partners supporting STEM initiatives across Wisconsin to plan for advisory council	◆	◆														
Convene STEM Advisory Council		◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Award competitive grants		◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Support STEM pilot projects in participating LEAs		◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Expand Project Lead the Way		◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Target undergraduate science and mathematics majors to enter teaching		◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Increase Advanced Placement course taking by training high schools staff		◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆

**Priority 3: Invitational Priority – Innovations for Improving Early Learning Outcomes** *(not scored)*

The Secretary is particularly interested in applications that include practices, strategies, or programs to improve educational outcomes for high-need students who are young children (prekindergarten through third grade) by enhancing the quality of preschool programs. Of particular interest are proposals that support practices that (i) improve school readiness (including social, emotional, and cognitive); and (ii) improve the transition between preschool and kindergarten.

*The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

*Recommended maximum response length, if any: Two pages*

*Priority 3: Invitational Priority – Innovations for Improving Early Learning Outcomes*

**Innovations in early childhood**

Wisconsin is a national leader in the collaborative development and effective implementation of a statewide, comprehensive early childhood system, and has the infrastructure in place to implement further needed reforms. From the establishment of the country's first kindergarten in the 1856 to the passage of legislation making kindergarten mandatory in 2009; and from our State's fiscal commitment to 4K, to our unique collaborations among early childhood education providers, a number of initiatives pioneered in Wisconsin have resulted in our state being at the forefront of comprehensive, high quality education and care.

Accelerating this work with Race to the Top funds is possible only because of Wisconsin's progressive history of early childhood education. Recognizing the importance of investing in Wisconsin's future, Governor Doyle introduced his KidsFirst agenda in 2004. KidsFirst was a comprehensive agenda to invest in Wisconsin's future by improving the lives of the state's children through ensuring that Wisconsin's children are ready for success; are safe at home, in school, and in their communities; have the opportunity to be raised by strong families; and grow up healthy. As part of KidsFirst, the Governor proposed improving and expanding access to early childhood programs from child-care to four-year-old kindergarten. Today, six years after the introduction of this agenda, many of the Governor's goals in KidsFirst have been realized.

One of the most cutting-edge innovations of the KidsFirst agenda has been the use of technology and data system to streamline services and improve efficiency. Wisconsin has a unique streamlined application system known as ACCESS, where individuals can apply for Medicaid, Foodshare and some related benefits on-line on a single application. Wisconsin Shares, the State's child care program, will be added to this tool in late January 2010, enabling individuals who apply for childcare to apply for Foodshare and healthcare concurrently. This integrated service model leverages technology in a usable manner, expanding access to crucial services and setting the tone for greater service integration throughout Milwaukee.

However, Wisconsin's early childhood innovations long predate impressive data systems. In fact, Wisconsin is one of the first and only states to fund four-year-old kindergarten (4K) through our primary State aid formula. This fundamental, systemic commitment to early childhood education has propelled Wisconsin forward as a national leader in pre-kindergarten access. This year, over 38,000 Wisconsin children are participating in free, universal 4K in 333 school districts (over 80%). Notably, this is double the number of school districts that offered 4K during the 2001-02 school year.

Wisconsin has forged innovative "community approaches" to 4K, a unique collaboration among school districts, Head Start centers, and child-care centers in over 100 school districts in Wisconsin. Through these innovations, 4K teachers, who hold bachelor's degrees and are licensed through the state, are meeting parent and community needs and serving students in locations outside of the traditional school building. Community approaches substantially increase the availability of shared professional development for teachers and child-care providers.

To measure its success, Wisconsin participated in the National Center for Early Development and Learning study of State-Wide Early Education Programs (SWEEP). One of five states to be studied, SWEEP findings showed Wisconsin 4K students were above the national average on three of the four academic skills assessed. The SWEEP study found improvement in all four dimensions of children's social skills: assertiveness, frustration tolerance, task orientation, and peer social skills. Overall, both poor and non-poor students attending 4K programs in Wisconsin gained academic, language and literacy, and social skills.

Collaborations at the local level in Wisconsin's 4K communication approaches are mirrored by unprecedented collaboration at the state level. The Wisconsin Early Childhood Collaborating Partners network, comprised of over 40 agencies, associations, and programs, focuses on aligning Wisconsin communities, agencies, associations, and state government to work together as a system of high quality comprehensive early childhood services for every child and family who wants them.

Through these strong partnerships, Wisconsin developed and implemented statewide Wisconsin Model Early Learning Standards (WMELS), which are used by early childhood education programs across the state to prepare children from birth to through first grade for academic readiness and success. These standards, based on developmental expectations grounded in research and best practice, form the basis for Wisconsin's early childhood education and care. Over 70 professionals are available to provide training on the standards, which are considered a national model.

To further underscore the importance of a cohesive approach to early childhood and care, Governor Doyle and the Legislature created a new Wisconsin Department of Children and Families (WDCF), an agency whose sole focus is promoting the economic and social well-being of Wisconsin children and families. Among the goals of the new department are to ensure that families have access to quality early care and education. Notably, WDCF has responsibility and oversight for Wisconsin's child-care centers and the Wisconsin Shares child-care subsidy program. Additionally, Wisconsin has placed a high priority on ensuring that families in need of financial assistance for child-care are able to access the Wisconsin Shares program. In over a decade, there has been no waiting list for this program, despite significant fiscal pressures.

Under the direction of the Governor, WDCF has also developed a Quality Rating and Improvement System (QRIS) for child-care providers across the state. The QRIS will require all providers who receive payments under Wisconsin Shares to be rated. Centers will be provided with training and technical assistance to improve their ratings and eventually, reimbursement will be tied to quality rating. This system affords parents the tools they need to make decisions about placement of their children and allows the State to pay providers on a sliding scale, based upon performance.

In October 2008, stemming from reauthorization of Head Start, Governor Doyle created the Governor's State Advisory Council on Early Childhood Education and Care (ECAC). The 30-member group, co-chaired by the State Superintendent of Public Instruction and the Secretary of WDCF, is focused on creating a statewide system for assessing the quality and availability of early childhood education as well as the developing programs and services for children from birth to age five, particularly improving access to and participation in high quality early childhood education for low-income children. The Council is currently applying for ARRA funding to improve coordination and collaboration among early childhood care and education programs and services through the Administration for Children and Families' State Advisory Council on Early Childhood Education and Care funds. In addition, the group is charged with developing a plan to

establish a unified data collection system for public early childhood services throughout the state, an effort reinforced by efforts underway in the WDPI's longitudinal data system (LDS).

Improvements have been made at the state level to align the patchwork of funding available for early childhood education. State agencies have collaborated around seven different federal funding streams to align system development and implementation efforts related to state/regional collaboration, WMELS, poverty/homelessness, professional development, early childhood professional development, and others. Six regions are supported collaboration coaches and three other process coaches provide leadership in content areas. In addition, with funding through the Individuals with Disabilities Act (IDEA), Wisconsin is working collaboratively to enhance the array of services and programs available to children with disabilities from birth-three and in school settings.

Race to the Top is an opportunity to accelerate Wisconsin's work to expand successful systems and partnerships and provide greater access to quality care to Wisconsin children. Key statewide initiatives would include:

- Expand the 4K start-up grant program to serve more districts and more children, expand current models to community settings with child-care or Head Start, hire administrators to implement community approaches, reduce 4K class size, improve teacher-child ratios, and purchase materials to enhance program quality.
- Implement professional development, training, and/or technical assistance for district and community early childhood partners on topics such as Wisconsin Model Early Learning Standards, social or emotional development, inclusive environments for young children, transition processes, early literacy, Dual Language Learners, best practices, etc. This could be in addition to or in conjunction with the training and technical assistance in the QRIS system.
- Explore or implement program evaluation methods such as the Early Childhood Rating Scale or CLASS in school and community early childhood settings.
- Support local or regional early childhood collaboration councils to network within the community, develop shared visions for young children, and explore partners to maximize resources.
- Align RtI and PBIS with early childhood education programs.
- Further develop systems for the transition to school including: summer orientation programs, outreach to child-care and Head Start, community wide transition processes, special events for

parents, and how to work with other community providers to assure comprehensive assessment upon school entry.

With a specific focus on improving early childhood education in the Milwaukee Public School (MPS) District, Wisconsin can make great strides in reducing or eliminating the achievement gaps before a child begins kindergarten. With additional funding, Wisconsin could implement several initiatives in Milwaukee that support early childhood and care, including:

- Home visiting programs that begin with pregnancy and continue until the child is 5 years old.
- Establishment of the QRIS five star rating system for all child-care centers to provide information to parents and policy-makers that supports the availability and use of high-quality child-care programs. Targeted training, support and technical assistance would be provided to centers to achieve higher standards.
- Hiring of neighborhood “navigators” to assist residents in targeted neighborhoods with navigating and accessing a variety of services that can support early childhood outcomes, including health care, financial supports, housing assistance, nutrition programs, etc.
- Expansion of 4K and community learning center programs serving young children to reach more children.

**Priority 4: Invitational Priority – Expansion and Adaptation of Statewide Longitudinal Data Systems** *(not scored)*

The Secretary is particularly interested in applications in which the State plans to expand statewide longitudinal data systems to include or integrate data from special education programs, English language learner programs, early childhood programs, at-risk and dropout prevention programs, and school climate and culture programs, as well as information on student mobility, human resources (*i.e.*, information on teachers, principals, and other staff), school finance, student health, postsecondary education, and other relevant areas, with the purpose of connecting and coordinating all parts of the system to allow important questions related to policy, practice, or overall effectiveness to be asked, answered, and incorporated into effective continuous improvement practices.

The Secretary is also particularly interested in applications in which States propose working together to adapt one State’s statewide longitudinal data system so that it may be used, in whole or in part, by one or more other States, rather than having each State build or continue building such systems independently.

*The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

*Recommended maximum response length, if any: Two pages*

*Priority 4: Invitational Priority – Expansion and Adaptation of Statewide Longitudinal Data Systems*

**The State’s Longitudinal Data System**

The State of Wisconsin understands that a full-featured, well-designed statewide longitudinal data system (LDS) is central to our success in achieving the improvements identified throughout this application. We also understand that central to any LDS is the need for a clean, consistent, well-designed student level data warehouse. Because of this, the State continues to build on the data warehouse that is already in place, expanding on the datasets and subject areas available in the SLDS. Each expansion of these datasets results in richer available information and new possibilities for analysis.

Already, the data warehouse includes the LEA master data, student master data, Wisconsin Knowledge and Concepts Examination (WKCE) data (summative assessment), English language proficiency (ELL) data, ACT data, Advanced Placement data, attendance data, discipline data, 4-year old kindergarten data and Individuals with Disabilities Education Act (IDEA) child count data. All are linked by a unique student identifier and conformed dimensions as defined by Ralph Kimball in *The Data Warehouse Toolkit*.

To expand the ability to track student mobility beyond K-12, the State will purchase data from the National Student Clearinghouse (NSC) to track student college enrollment and integrate this data into the LDS in the second quarter of 2010. The incorporation of this data will expand the State's LDS to enable K-16 student tracking. Data from the Wisconsin Student Locator System will improve K-12 mobility data and is planned for early 2010.

In addition to incorporating NSC data, the State is also integrating datasets on vocational education and the state's technical colleges. The Vocational Education Enrollment Reporting System (VEERS) data collection will be integrated into the statewide LDS providing additional K-16 data and a more complete picture of higher education participation in the state.

Work has already begun investigating the best way to merge data from an existing data warehouse on school finance with LDS data. This is a first step for the State in exploring how to best capture school level data such as school climate, expenditures, and organizational structure. This is part of an ongoing effort at the Wisconsin Department of Public Instruction to collect data that is meaningful and beneficial to a wide variety of stakeholders seeking a more complete understanding of the state's educational system.

The State's LDS III application, if approved, will generate data on teacher and principal professional development and licensing as well as pre-K student information. Teacher data will be incorporated into the LDS, and pre-K student data will be linked closely to the existing LDS.

In the next two years, the State will also investigate the incorporation of data from the Student Information Management System (SIMS) to LEAs to collect data on intervention activities taken for individual students. This data will complement the existing student level attendance data in the LDS to give administrators, principals, and educators the ability to target students in need of extra attention early enough to effectively intervene.

Wisconsin's LDS already possesses a well-developed ability to track student mobility using a unique student identifier that tracks students throughout the K-12 system. By the first quarter of 2011, the State will have

incorporated course-level data for every student in the LDS. This student-to-course linkage will be complemented by teacher-student linkages that will enable the State to further investigate the successful transition from high school to higher education.

To improve the adoption and use of LDS data by officials at the LEAs and promote a more thorough use of data to drive decisions at the state level, the State is committed to a campaign of capacity building in data literacy. In addition to the professional development activities described throughout the application (see C(2) and C(3)(ii) and C(3)(iii)), the State is also committed to building relationships with external partners to explore new directions to expand the LDS and use the data within the LDS. By committing to developing a strong working relationship with the research community and partnering with other state agencies, research groups, and internal analysts, the State demonstrates its commitment to ensuring that data contained in the LDS is used to substantively shape policy decisions and serve as a driver for reform.

**Budget: Indirect Cost Information**

To request reimbursement for indirect costs, please answer the following questions:

Does the State have an Indirect Cost Rate Agreement approved by the Federal government?

YES   
NO

If yes to question 1, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy):  
From: 7 / 1 / 2009 To: 6 / 30 / 2010

Approving Federal agency: X ED    Other  
(Please specify agency): \_\_\_\_\_

Directions for this form:

1. Indicate whether or not the State has an Indirect Cost Rate Agreement that was approved by the Federal government.
2. If “No” is checked, ED generally will authorize grantees to use a temporary rate of 10 percent of budgeted salaries and wages subject to the following limitations:
  - (a) The grantee must submit an indirect cost proposal to its cognizant agency within 90 days after ED issues a grant award notification; and
  - (b) If after the 90-day period, the grantee has not submitted an indirect cost proposal to its cognizant agency, the grantee may not charge its grant for indirect costs until it has negotiated an indirect cost rate agreement with its cognizant agency.

If “Yes” is checked, indicate the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED, another Federal agency (Other) issued the approved agreement. If “Other” was checked, specify the name of the agency that issued the approved agreement.

## BUDGET SUMMARY

### Budget Summary Table

The Budget Summary Table for Wisconsin’s Race to the Top proposal includes the budget totals for each budget category and each year of the grant. These line items are derived by adding together the line items from each of the Project-Level Budget Tables.

**Table 1 – Summary Budget Table**

<b>Budget Part I: Summary Budget Table (Evidence for selection criterion (A)(2)(i)(d))</b>					
<b>Budget Categories</b>	<b>Project Year 1</b>	<b>Project Year 2</b>	<b>Project Year 3</b>	<b>Project Year 4</b>	<b>Total</b>
1. Personnel	\$ 3,637,564	\$ 3,688,082	\$ 3,676,582	\$ 3,676,582	\$ 14,678,810
2. Fringe Benefits	\$ 1,463,318	\$ 1,566,525	\$ 1,566,525	\$ 1,566,525	\$ 6,128,491
3. Travel	\$ 224,000	\$ 228,200	\$ 226,050	\$ 226,050	\$ 904,300
4. Equipment	\$ 125,750	\$ -	\$ -	\$ -	\$ 125,750
5. Supplies	\$ 341,360	\$ 146,610	\$ 159,360	\$ 172,110	\$ 819,440
6. Contractual	\$ 6,595,875	\$ 9,601,250	\$ 12,653,125	\$ 10,561,592	\$ 39,411,842
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ 560,000	\$ 1,297,500	\$ 1,010,000	\$ 772,500	\$ 3,640,000
9. Total Direct Costs (lines 1-8)	\$ 12,947,867	\$ 16,528,167	\$ 19,291,642	\$ 16,975,359	\$ 65,743,035
10. Indirect Costs*	\$ 381,119	\$ 415,615	\$ 398,311	\$ 384,826	\$ 1,579,872
11. Funding for Involved LEAs <sup>1</sup>	\$ 135,000	\$ 135,000	\$ 135,000	\$ 135,000	\$ 540,000
12. Supplemental Funding for Participating LEAs	\$ 17,283,246	\$ 17,283,246	\$ 7,533,246	\$ 7,533,246	\$ 49,632,984
13. Total Costs (lines 9-12)	\$ 30,747,232	\$ 34,362,028	\$ 27,358,199	\$ 25,028,431	\$ 117,495,891
14. Funding Subgranted to Participating LEAs (50% of Total Grant) <sup>2</sup>	\$ 34,130,952	\$ 34,130,952	\$ 34,130,952	\$ 34,130,952	\$ 136,523,809
<b>15. Total Budget (lines 13-14)</b>	<b>\$ 64,878,184</b>	<b>\$ 68,492,981</b>	<b>\$ 61,489,152</b>	<b>\$ 59,159,384</b>	<b>\$ 254,019,700</b>

<sup>1</sup> Nine LEAs (Dover #1, Friess Lake, Linn J4, Norris, North Cape, North Lake, Richmond, Rubicon J6, Stone Bank) are ineligible for Title I funding. As such, our plan is to award these involved LEAs the \$60,000 'floor' for a total of \$540,000 over the four year grant period is they agree to participate and implement their RTTT Final Work Plans.

<sup>2</sup> All participating LEAs are to be awarded, at a minimum, \$60,000 or \$60 per pupil, whichever is greater, over the four year grant period for participation and implementation of their Exhibit I Final Work Plans. The additional cost of this above 50% of \$254 million is \$9,523,809. We have combined this \$9,523,809 to the 50% of \$254m that will be awarded to Participating LEAs, leading to a figure of \$136,523,809. This combined amount represents 58% of our total RTTT funding request.

## **Budget Overview**

**Table 2 – Funding request by major project area**

<b>Project Title</b>	<b>Funding Amount</b>	<b>Budget Detail Table #</b>
Funding Subgranted to Participating LEAs (50% of total grant distributed through Title I formula)	\$ 127,000,000	N/A
Additional Funding Subgranted to Participating LEAs (\$60k or \$60 per pupil, minimum floor)	\$ 9,523,809	N/A
Funding for Involved LEAs	\$ 540,000	N/A
Wisconsin Achieves Competitive Grant Program	\$ 19,000,000	1
Exhibit II for six large Urban LEAs (Beloit, Kenosha, Green Bay, Madison, Milwaukee, Racine)	\$ 30,132,984	2

Wisconsin is seeking a Race to the Top grant award of \$254 million from the federal government (budget line 15 of the Budget Summary Table). Figure 1 – Overview of Wisconsin’s RTTT Budget below graphically represents the breakdown of this amount by key budgetary element. Table 2 – Funding request by major project area above highlights the associated criteria these initiatives leverage against as well as the relevant detailed budget table sections, where the research, goals, strategies and tactics within Wisconsin’s plan are outlined in full.

Of the \$254 million amount, \$127 million/ 50% will be allocated directly to participating LEAs on the basis of the Title I formula to support the reform efforts outlined in Exhibit I of the MOU. Additionally, to ensure the participation of the large number of smaller-sized LEAs in Wisconsin, \$9,523,809/ 4% of the State portion of the total award will be used to fund a minimum ‘funding floor’ of \$60,000 or \$60 dollars per pupil (whichever is greater) for all participating LEAs. The directed Title I funding of \$127 million plus the minimum funding floor of \$9,523,809 for participating LEAs equals the \$136,523,809 highlighted in budget line 14 of the Budget Summary Table.

Additionally, the funding floor includes nine participating districts that are not currently eligible for Title I funding (involved LEAs, as per the Race to the Top definitions) and is outlined in the budget line 11 of the Budget Summary table. This accommodation equates to \$540,000 / 0.2% of the requested Race to the Top grant funds.

For all LEAs (except Beloit, Kenosha, Green Bay, Madison, Milwaukee and Racine) interested in participating in the Exhibit II activities outlined in Wisconsin's MOU, the State has created the 'Wisconsin Achieves' Competitive Grant Program (see Appendix 7 for more information). This grant program will be funded via \$19 million from the State's portion of the award (7% of the total award) and administered by the OEII, as outlined in section (A)(2).

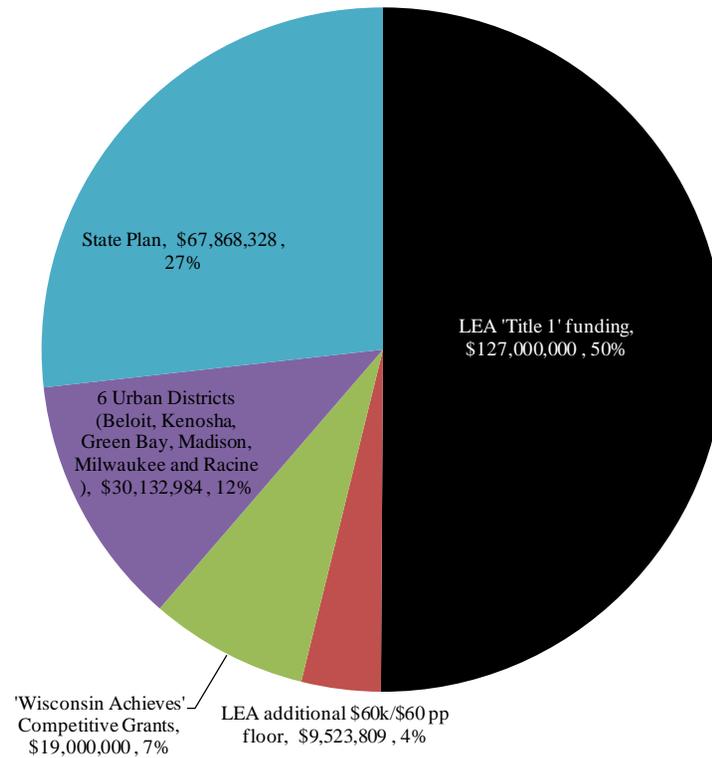
For their participation in and implementation of the additional required activities in Exhibit II for the six large urban LEAs, Kenosha, Green Bay, Madison, Milwaukee and Racine (the five biggest LEAs, all located in urban areas and suffering from large achievement gaps) and Beloit (which is a district identified for improvement under NCLB) have been allocated an additional \$166 per pupil, equating to \$30,132,984 or 12% of the total award sought. This higher level of funding reflects the additional emphasis the State has placed on supporting these districts as part of the concerted, highly focused effort to drive Wisconsin's educational reform agenda where it is needed most to close the achievement gap.

Combined, the \$19 million Wisconsin Achieves Competitive Grant plus the \$30,132,984 targeted at the six urban districts and \$500,000 in competitive grants for STEM (Priority 2) equates to \$49,632,984 of supplemental funding for participating LEAs, as reflected in budget line 12 of the Budget Summary Table.

The remainder of the \$254 million (\$67,868,328 / 27% of the award) sought by Wisconsin will be used to fund the broader statewide initiatives and state plan activities, as outlined in the following section.

**Figure 1 – Overview of Wisconsin’s RTTT Budget**

**\$254 Million Race to the Top**



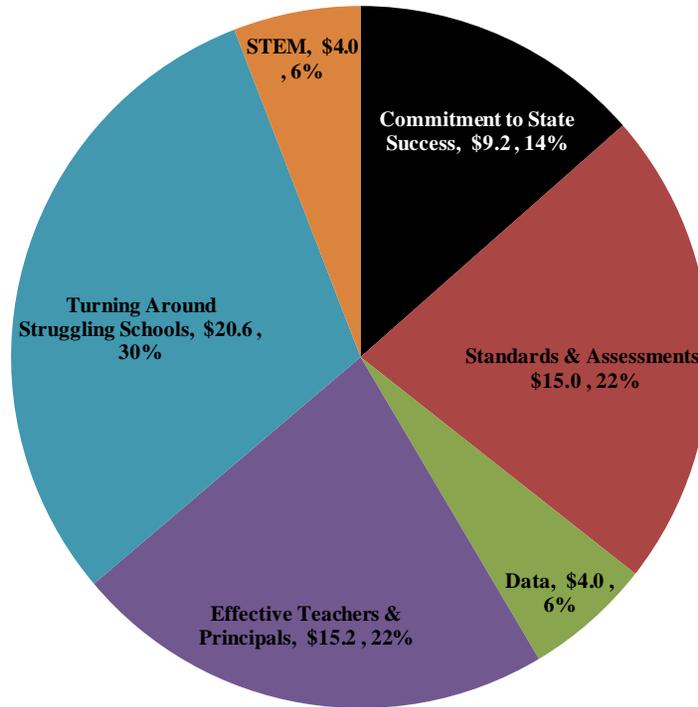
**State Plan Budget Elements**

The \$67,868,328 portion remaining of the \$254 million is split across five main reform areas (standards and assessments, data, effective teachers and principals and turning around struggling schools) as well as the broad overall commitment to State success, as laid out in the State plan (please see Appendix 4 for more information).

Figure 2 reflects the breakdown of these elements, which are discussed in greater detail in the following section.

**Figure 2 – Overview of the State Reform Plan Budget**

**\$68 Million State Plan**



**Project Level Detail**

<b>Project Title</b>	<b>Funding Amount</b>	<b>Associated with criteria</b>	<b>Budget Detail Table #</b>
Office of Education Innovation and Improvement	\$ 5,168,424	(A)(2)	3
External Accountability Provisions	\$ 4,100,000	(A)(2)(i)(c)	4
Common Core Curriculum	\$ 2,894,429	(B)(1)	5
Benchmark Assessments	\$ 11,541,748	(B)(2)	6
Professional Development and Training Around Data to Improve Instruction	\$ 3,354,811	(C)(2) and (C)(3)	7
Value-Added Analysis and Reporting	\$ 500,000	(C)(2) and (C)(3)	8
Teacher and Principal Mentoring and Coaching	\$ 10,610,805	(D)	9
Model Evaluation Systems for Teachers and Principals	\$ 3,015,060	(D)	10
Preservice Teacher Performance Assessment	\$ 200,000	(D)	11
Expanding Urban Teacher Training	\$ 1,458,000	(D)	12
Turning Around the Struggling Schools	\$ 2,736,876	(E)	13
Response to Intervention	\$ 8,056,754	(E)(2)	14
WINS (Wisconsin Initiative for Neighborhood Schools)	\$ 10,000,000	(E)(2)	15
Science, Technology, Engineering, and Math (STEM)	\$ 4,186,000	Priority 2	16
<b>TOTAL</b>	<b>\$ 67,822,907</b>		

The following sub sections go into greater detail on the budgetary elements of the key projects that form the states plan. **Error! Reference source not found.** outlines the projects which have detailed budget data associated with them within this application. It also relates each project to the relevant selection criteria portions of this application and the pages where mention of the project may be found. Each project (and / or sub-elements of the project) also has an associated, detailed implementation plan that highlight key goals, activities, responsible parties and timings within the appropriate selection criteria portion of the application.

**Project 1: Wisconsin Achieves Competitive Grant Program**

<b>Budget Part II: Project-Level Budget Table</b> <u>Wisconsin Achieves Competitive Grant Program</u> <b>Associated with Criteria: (A)(1)(i)</b> <b>(Evidence for selection criterion (A)(2)(i)(d))</b>					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$ -	\$ -	\$ -	\$ -	\$ -
2. Fringe Benefits	\$ -	\$ -	\$ -	\$ -	\$ -
3. Travel	\$ -	\$ -	\$ -	\$ -	\$ -
4. Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
5. Supplies	\$ -	\$ -	\$ -	\$ -	\$ -
6. Contractual	\$ -	\$ -	\$ -	\$ -	\$ -
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ -	\$ -	\$ -	\$ -	\$ -
9. Total Direct Costs (lines 1-8)	\$ -	\$ -	\$ -	\$ -	\$ -
10. Indirect Costs*	\$ -	\$ -	\$ -	\$ -	\$ -
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supplemental Funding for Participating LEAs	\$ 9,500,000	\$ 9,500,000	\$ -	\$ -	\$ 19,000,000
13. Total Costs (lines 9-12)	\$ 9,500,000	\$ 9,500,000	\$ -	\$ -	\$ 19,000,000

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.  
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.  
Column (e): Show the total amount requested for all project years.  
\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

## **Budget Part II: Detailed Level Project Budget Table - Wisconsin Achieves Competitive Grant Program**

The Wisconsin Achieves Competitive Grant Program is the key mechanism with which Wisconsin will allocate funds to support LEAs in efforts to go above and beyond in addressing the achievement and graduation gap.

As a competitive grant program, 100 percent of the \$19 million allocated to this project is supplemental LEA funding, as shown in budget line 12 of Budget Part II: Project-Level Budget **Error! Reference source not found.** above. The costs of administering this grant program is covered in the operational costs of the OEII (Office of Educational Innovation and Improvement), as discussed in section (A)(2) of the application and in **Error! Reference source not found.**.

The funds will be distributed in the first two years of the grant, reflecting both the aggressive pace of implementation that Wisconsin is adopting as well as the need to ensure that participating LEAs have the funds in place to achieve the goals and benchmarks laid out in their Final Work Plans. However, this proposed phasing of the distribution of funds is our interim projection and may change once we have fully agreed all Final Work Plans with the participating LEAs.

Note: Beloit, Kenosha, Green Bay, Madison, Milwaukee and Racine, are not eligible for the Wisconsin Achieves Competitive Grant program, but will receive an additional \$166 per pupil under Exhibit II—please (A)(1)(i) of this application.

For further information, please also reference Budget Part II: Project-Level Budget **Error! Reference source not found.** in the following two pages.



8. Other	Type or Category & Purpose	Unit Cost	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total Other Expenses</b>						\$ -	\$ -	\$ -	\$ -	\$ -

10. Indirect Costs	Organization	Rate					Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total Indirect Costs</b>						\$ -	\$ -	\$ -	\$ -	\$ -

11. Funding for Involved LEAs	Activity Description & Purpose	Unit Cost	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total Other Expenses</b>						\$ -	\$ -	\$ -	\$ -	\$ -

12. Supplemental Funding for Participating LEAs	Project	Unit Cost	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
	'Wisconsin Achieves' Competitive Grant Program						\$ 9,500,000	\$ 9,500,000	\$ -	\$ -	\$ 19,000,000
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total Subgrant</b>						\$ 9,500,000	\$ 9,500,000	\$ -	\$ -	\$ 19,000,000

**Budget 2: Exhibit II for six large Urban LEAs (Beloit, Kenosha, Green Bay, Madison, Milwaukee, Racine)**

<b>Budget Part II: Project-Level Budget Table</b> <u>Exhibit II for six large Urban LEAs (Beloit, Kenosha, Green Bay, Madison, Milwaukee, Racine)</u> <b>Associated with Criteria: (A)(1)(i), (A)(1)(ii)</b> <b>(Evidence for selection criterion (A)(2)(i)(d))</b>					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$ -	\$ -	\$ -	\$ -	\$ -
2. Fringe Benefits	\$ -	\$ -	\$ -	\$ -	\$ -
3. Travel	\$ -	\$ -	\$ -	\$ -	\$ -
4. Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
5. Supplies	\$ -	\$ -	\$ -	\$ -	\$ -
6. Contractual	\$ -	\$ -	\$ -	\$ -	\$ -
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ -	\$ -	\$ -	\$ -	\$ -
9. Total Direct Costs (lines 1-8)	\$ -	\$ -	\$ -	\$ -	\$ -
10. Indirect Costs*	\$ -	\$ -	\$ -	\$ -	\$ -
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supplemental Funding for Participating LEAs	\$ 7,533,246	\$ 7,533,246	\$ 7,533,246	\$ 7,533,246	\$ 30,132,984
13. Total Costs (lines 9-12)	\$ 7,533,246	\$ 7,533,246	\$ 7,533,246	\$ 7,533,246	\$ 30,132,984

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.  
 Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.  
 Column (e): Show the total amount requested for all project years.  
 \*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

## **Budget Part II: Detailed Level Project Budget Table - Office of Education Innovation and Improvement**

Beloit, Kenosha, Green Bay, Madison, Milwaukee and Racine are key urban LEAs that face significant achievement gap issues. To address this, these LEAs will receive an additional \$166 per pupil for implementing their version of Exhibit II of the Wisconsin MOU. Together, this equates to \$30,132,984 or 12% of the total \$254 million being sought.

Beloit, Kenosha, Green Bay, Madison and Racine all signed the same version of Exhibit II, which requires a number of significant and demanding key reform initiatives,, while Milwaukee’s version of Exhibit II incorporated a few additional reforms initiatives specific to addressing the needs and demands of Milwaukee Public School students. All other LEAs are covered by one other version of Exhibit II, funding for which comes from the \$19 million Wisconsin Competes Competitive Grant Program, as discussed in the previous paragraph. Further details of this aspect of Wisconsin’s Race to the Top plan are covered in sections (A)(1)(i) and (A)(1)(ii) of this application.

A funding level of \$166 per pupil was arrived at based on detailed analysis of the total projected total costs of all the initiatives outlined in Exhibit II for all of the six LEAs. We recognize that each LEA is different and will have different starting points on the key initiatives and our initial costings endeavored to take this into account. We also recognize that a number of factors (such as potential economies of scale for the largest district, Milwaukee) and LEA specific issues may come into play when the Final Work Plans are fully costed out. However, we believe that the Exhibit II requirements are roughly proportional in scale and need of financial support versus the size and pupil populations of each of the LEAs and do not envision deviating from a single per pupil funding level across the six.

Being a clear per pupil calculated funding formula, administration is relatively simple and 100% of the \$30,132,984 million allocated to this project is supplemental funding, as shown in budget line 12 of Budget Part II: Project-Level Budget **Error! Reference source not found**.above. The costs of administrating this grant are covered in the operational costs of the OEII (Office of Educational Innovation and Improvement), as discussed in section (A)(2) of the application and in **Error! Reference source not found**..

The funds are projected to be distributed over the course of the four years of the grant. However, this proposed phasing of the distribution of funds is our interim projection and may change once we have fully agreed all Final Work Plans with the six participating LEAs.

Funding levels and specific allocation projections have been provided, split by district, based on their 2008 / 2009 pupil numbers. While initial analysis suggests that the \$30,132,984 would likely be split against the four key reform areas of decreasing the achievement gap, making successful transitions, early childhood education and STEM roughly 35%, 35%, 20% and 10% respectively, further analysis is required to identify more accurate allocations across the key focus areas once the Final Work Plans have been agreed with the participating LEAs.

For further information, please also reference Budget Part II: Project-Level Budget **Error! Reference source not found.**



8. Other	Type or Category & Purpose	Unit Cost	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
								\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total Other Expenses</b>						\$ -	\$ -	\$ -	\$ -	\$ -

10. Indirect Costs	Organization	Rate					Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
								\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total Indirect Costs</b>						\$ -	\$ -	\$ -	\$ -	\$ -

11. Funding for Involved LEAs	Activity Description & Purpose	Unit Cost	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
								\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total Other Expenses</b>						\$ -	\$ -	\$ -	\$ -	\$ -

12. Supplemental Funding for Participating LEAs	LEA	Unit Cost	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
		Milwaukee Public Schools						\$ 3,543,312	\$ 3,543,312	\$ 3,543,312	\$ 3,543,312
	Madison Metropolitan School District						\$ 1,016,584	\$ 1,016,584	\$ 1,016,584	\$ 1,016,584	\$ 4,066,336
	Kenosha Unified School District						\$ 945,038	\$ 945,038	\$ 945,038	\$ 945,038	\$ 3,780,152
	Racine Unified School District						\$ 878,638	\$ 878,638	\$ 878,638	\$ 878,638	\$ 3,514,552
	Green Bay Area Public Schools						\$ 853,780	\$ 853,780	\$ 853,780	\$ 853,780	\$ 3,415,118
	School District of Beloit						\$ 295,895	\$ 295,895	\$ 295,895	\$ 295,895	\$ 1,183,580
	<b>Total Subgrant</b>						\$ 7,533,246	\$ 7,533,246	\$ 7,533,246	\$ 7,533,246	\$ 30,132,984

**Project 3: Office of Education Innovation and Improvement**

**Budget Part II: Project-Level Budget Table**

Office of Education Innovation and Improvement

Associated with Criteria: (A)(2)

(Evidence for selection criterion (A)(2)(i)(d))

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$ 681,447	\$ 681,447	\$ 681,447	\$ 681,447	\$ 2,725,788
2. Fringe Benefits	\$ 293,022	\$ 293,022	\$ 293,022	\$ 293,022	\$ 1,172,089
3. Travel	\$ 85,250	\$ 85,250	\$ 85,250	\$ 85,250	\$ 341,000
4. Equipment	\$ 27,750	\$ -	\$ -	\$ -	\$ 27,750
5. Supplies	\$ 60,000	\$ 60,000	\$ 60,000	\$ 60,000	\$ 240,000
6. Contractual	\$ 60,750	\$ 60,750	\$ 60,750	\$ 60,750	\$ 243,000
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ 35,000	\$ 35,000	\$ 35,000	\$ 35,000	\$ 140,000
9. Total Direct Costs (lines 1-8)	\$ 1,243,219	\$ 1,215,469	\$ 1,215,469	\$ 1,215,469	\$ 4,889,627
10. Indirect Costs*	\$ 70,948	\$ 69,283	\$ 69,283	\$ 69,283	\$ 278,798
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supplemental Funding for Participating LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
13. Total Costs (lines 9-12)	\$ 1,314,167	\$ 1,284,752	\$ 1,284,752	\$ 1,284,752	\$ 5,168,424

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

**Budget Part II: Detailed Level Project Budget Table - Office of Education Innovation and Improvement (OEII)**

Set up of the OEII is critical within the success of the Wisconsin Race to the Top plan and this aspect of our proposal / application is covered in significant detail in section (A)(2) of the application and also throughout the selection criteria sections.

Detailed job descriptions and requirements, organization charts and operating procedures for the OEII have already been developed, meaning that while the timescales for implementation are aggressive, they are more than achievable.

Our costing are based on standard WDPI pay scales and fringe rates and also reflect our budget experience and understanding gained from setting up similar, if smaller, departments within the WDPI.

Of final note, while funding provisions beyond the four year grant period are unclear at this time, it would be our intention to endeavor to continue to fund this department internally post 2013.

For further information, please also reference Budget Part II: Project-Level Budget Table 8 in the following two pages.

1. Personnel

Title and Position Description	Base Salary	% FTE PY 1	% FTE PY 2	% FTE PY 3	% FTE PY 4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
Director: Provides the direct leadership of the statewide Race to the Top reform efforts. The director will work directly with the Assistant State Superintendent for Reading and Student Achievement in providing timely information on Wisconsin's Race to the Top reform efforts.	\$ 92,240	100%	100%	100%	100%	\$ 92,240	\$ 92,240	\$ 92,240	\$ 92,240	\$ 368,960
Education Consultant (7): Provides the training and technical assistance to districts and schools in their area. They will work directly with LEAs to ensure compliance with the conditions outlined in the Race to the Top state grant and the LEAs' work plans.	\$ 80,006	700%	700%	700%	700%	\$ 560,042	\$ 560,042	\$ 560,042	\$ 560,042	\$ 2,240,168
Office Operations Associate: Provides clerical support to consultants and director; will maintain files and records; schedule conferences, meetings, and travel; as well as ensure timely processing of expenditures.	\$ 29,165	100%	100%	100%	100%	\$ 29,165	\$ 29,165	\$ 29,165	\$ 29,165	\$ 116,660
										\$ -
										\$ -
<b>Total Personnel</b>						<b>\$ 681,447</b>	<b>\$ 681,447</b>	<b>\$ 681,447</b>	<b>\$ 681,447</b>	<b>\$ 2,725,788</b>

2. Fringe Benefits

Position Title	Fringe Rate	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
Director	43%	\$ 39,663	\$ 39,663	\$ 39,663	\$ 39,663	\$ 158,653
Education Consultant (7)	43%	\$ 240,818	\$ 240,818	\$ 240,818	\$ 240,818	\$ 963,272
Office Operations Associate	43%	\$ 12,541	\$ 12,541	\$ 12,541	\$ 12,541	\$ 50,164
		\$ -	\$ -	\$ -	\$ -	\$ -
		\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Fringe Benefits</b>		<b>\$ 293,022</b>	<b>\$ 293,022</b>	<b>\$ 293,022</b>	<b>\$ 293,022</b>	<b>\$ 1,172,089</b>

3. Travel  
Basis for estimates: \$0.50 per mile

Trip Purpose and Description	Cost Per Trip	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
Director: 70 statewide trips per year (300 miles per trip)	\$150	70	70	70	70	\$ 10,500	\$ 10,500	\$ 10,500	\$ 10,500	\$ 42,000
Director: 2 nationwide trips per year	\$2,000	2	2	2	2	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 16,000
Education Consultants: 70 statewide trips per year (200 miles per trip)	\$100	700	700	700	700	\$ 70,000	\$ 70,000	\$ 70,000	\$ 70,000	\$ 280,000
Office Program Associate: 5 statewide trips per year (300 miles per trip)	\$150	5	5	5	5	\$ 750	\$ 750	\$ 750	\$ 750	\$ 3,000
						\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Travel Costs</b>						<b>\$ 85,250</b>	<b>\$ 85,250</b>	<b>\$ 85,250</b>	<b>\$ 85,250</b>	<b>\$ 341,000</b>

4. Equipment

Item Description	Unit Cost	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
Laptop computer	\$ 1,500	9	0	0	0	\$ 13,500	\$ -	\$ -	\$ -	\$ 13,500
Laser printer	\$ 1,000	9	0	0	0	\$ 9,000	\$ -	\$ -	\$ -	\$ 9,000
LCD projector	\$ 750	7	0	0	0	\$ 5,250	\$ -	\$ -	\$ -	\$ 5,250
<b>Total Equipment Costs</b>						<b>\$ 27,750</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 27,750</b>

5. Supplies

Item description	Unit Cost	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
Instructional materials	\$ 30,000	1	1	1	1	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000	\$ 120,000
Office supplies	\$ 30,000	1	1	1	1	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000	\$ 120,000
						\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Supply Costs</b>						<b>\$ 60,000</b>	<b>\$ 60,000</b>	<b>\$ 60,000</b>	<b>\$ 60,000</b>	<b>\$ 240,000</b>

**6. Contractual**

Basis for estimates: \$6,750 per FTE for website and internet support per year.

Item Description & Purpose or Relation to the Project	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
Website and internet support	\$ 60,750	\$ 60,750	\$ 60,750	\$ 60,750	\$ 243,000
	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Contractual Expenses</b>	<b>\$ 60,750</b>	<b>\$ 60,750</b>	<b>\$ 60,750</b>	<b>\$ 60,750</b>	<b>\$ 243,000</b>

**7. Training Stipends**

Description and Purpose	Unit Cost	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
						\$ -	\$ -	\$ -	\$ -	\$ -
						\$ -	\$ -	\$ -	\$ -	\$ -
						\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Training</b>						<b>\$ -</b>				

**8. Other**

Type or Category & Purpose	Unit Cost	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
Printing						\$ 32,500	\$ 32,500	\$ 32,500	\$ 32,500	\$ 130,000
Postage						\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 10,000
						\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Other Expenses</b>						<b>\$ 35,000</b>	<b>\$ 35,000</b>	<b>\$ 35,000</b>	<b>\$ 35,000</b>	<b>\$ 140,000</b>

**10. Indirect Costs**

Note: No indirect charged for contractual costs

Organization	Rate	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
WI Department of Public Instruction	6%	\$ 70,948	\$ 69,283	\$ 69,283	\$ 69,283	\$ 278,798
		\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Indirect Costs</b>		<b>\$ 70,948</b>	<b>\$ 69,283</b>	<b>\$ 69,283</b>	<b>\$ 69,283</b>	<b>\$ 278,798</b>

**11. Funding for Involved LEAs**

Activity Description & Purpose	Unit Cost	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
						\$ -	\$ -	\$ -	\$ -	\$ -
						\$ -	\$ -	\$ -	\$ -	\$ -
						\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Other Expenses</b>						<b>\$ -</b>				

**12. Supplemental Funding for Participating LEAs**

Item	Unit Cost	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
						\$ -	\$ -	\$ -	\$ -	\$ -
						\$ -	\$ -	\$ -	\$ -	\$ -
						\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Subgrant</b>						<b>\$ -</b>				

**Project 4: External Accountability Provisions**

**Budget Part II: Project-Level Budget Table**

External Accountability Provisions

Associated with Criteria: (A)(2)(i)(c)

(Evidence for selection criterion (A)(2)(i)(d))

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$ -	\$ -	\$ -	\$ -	\$ -
2. Fringe Benefits	\$ -	\$ -	\$ -	\$ -	\$ -
3. Travel	\$ -	\$ -	\$ -	\$ -	\$ -
4. Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
5. Supplies	\$ -	\$ -	\$ -	\$ -	\$ -
6. Contractual	\$ 1,700,000	\$ 800,000	\$ 800,000	\$ 800,000	\$ 4,100,000
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ -	\$ -	\$ -	\$ -	\$ -
9. Total Direct Costs (lines 1-8)	\$ 1,700,000	\$ 800,000	\$ 800,000	\$ 800,000	\$ 4,100,000
10. Indirect Costs*	\$ -	\$ -	\$ -	\$ -	\$ -
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supplemental Funding for Participating LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
13. Total Costs (lines 9-12)	\$ 1,700,000	\$ 800,000	\$ 800,000	\$ 800,000	\$ 4,100,000

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

## **Budget Part II: Detailed Level Project Budget Table - External Accountability Provisions**

A key element of the Wisconsin plan is the utilization of an external audit / consulting / accountability firm or firms, as outlined in sections (A)(2)(i)(C) of this application . Our assumptions are based on nonbinding estimates provided by a reputable national consulting firm familiar with Wisconsin's RTTT application and the specifics of the requirements of this function within Wisconsin's broader reform plans.

Based on a blended hourly rate that reflects a mix of junior and senior consultants / staff, our estimate of billable hours of circa 675 in year one reflects our assumption that we would strive to utilize such a firm heavily during the first 90 days of the grant period, gaining valued capacity and capability while we develop and agree Final Work Plans with all participating LEAs. We would envisage billable hours reducing in years two, three and four to circa 450 to cover just the auditing, reporting and accountability functions of this role.

In addition to billable rates, standard consulting terms and conditions usually include an additional percentage of costs to cover expenses, travel and other miscellaneous costs. Our calculations assume a rate of 13% in addition to the \$300 per hour to cover such incidentals.

Implied in our projections are the benefits (in terms of learning curve and knowledge base) of using the same firm over the course of the grant period, for both the initial '90 day' activities and the auditing and reporting elements of this aspect of the plan. However, our plans and projections do not currently preclude us from contracting with a variety of firms and / or organizations over the grant period and it would be our intention within 72 hours of a Race to the Top award to issue a competitive RFP, in line with state procurement policies, which enables us to identify the best and most cost effective partners and solutions to fulfill this key aspect of our plan.

The costs of managing and administrating this vendor are covered in the operational costs of the OEII (Office of Educational Innovation and Improvement) and are within the existing accounts payable and administrative functions of the WDPI, as discussed in section (A)(2) of the application and in **Error! Reference source not found.** Therefore, all costs are contractual.

For further information, please also reference Budget Part II: Project-Level Budget on the following two pages.

1. Personnel	Title and Position Description	Base Salary	% FTE PY 1	% FTE PY 2	% FTE PY 3	% FTE PY 4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total Personnel</b>						\$ -	\$ -	\$ -	\$ -	\$ -

2. Fringe Benefits	Position Title	Fringe Rate					Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total Fringe Benefits</b>						\$ -	\$ -	\$ -	\$ -	\$ -

3. Travel	Trip Purpose and Description	Cost Per Trip	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total Travel Costs</b>						\$ -	\$ -	\$ -	\$ -	\$ -

4. Equipment	Item Description	Unit Cost	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
							\$ -	\$ -	\$ -	\$ -	\$0
							\$ -	\$ -	\$ -	\$ -	\$0
							\$ -	\$ -	\$ -	\$ -	\$0
	<b>Total Equipment Costs</b>						\$ -	\$ -	\$ -	\$ -	\$0

5. Supplies	Item description	Unit Cost	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total Supply Costs</b>						\$ -	\$ -	\$ -	\$ -	\$ -

6. Contractual	Item Description & Purpose or Relation to the Project	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
	Costed on the basis of 6 consultants at a blended rate of \$300 per hour plus 13% expenses, 675 hours year 1, and 450 hours years 2, 3 and 4	\$ 1,700,000	\$ 800,000	\$ 800,000	\$ 800,000	\$ 4,100,000
		\$ -	\$ -	\$ -	\$ -	\$ -
		\$ -	\$ -	\$ -	\$ -	\$ -
		\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total Contractual Expenses</b>	\$ 1,700,000	\$ 800,000	\$ 800,000	\$ 800,000	\$ 4,100,000

7. Training Stipends	Description and Purpose	Unit Cost	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total Training</b>						\$ -	\$ -	\$ -	\$ -	\$ -

8. Other	Type or Category & Purpose	Unit Cost	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total Other Expenses</b>						\$ -	\$ -	\$ -	\$ -	\$ -

10. Indirect Costs	Organization	Rate					Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total Indirect Costs</b>						\$ -	\$ -	\$ -	\$ -	\$ -

11. Funding for Involved LEAs	Activity Description & Purpose	Unit Cost	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total Other Expenses</b>						\$ -	\$ -	\$ -	\$ -	\$ -

12. Supplemental Funding for Participating LEAs	Item	Unit Cost	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total Subgrant</b>						\$ -	\$ -	\$ -	\$ -	\$ -

**Project 5: Common Core Curriculum**

**Budget Part II: Project-Level Budget Table**

Common Core Curriculum

Associated with Criteria: (B)(1)

(Evidence for selection criterion (A)(2)(i)(d))

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$ 160,012	\$ 240,018	\$ 240,018	\$ 240,018	\$ 880,066
2. Fringe Benefits	\$ 68,805	\$ 103,208	\$ 103,208	\$ 103,208	\$ 378,428
3. Travel	\$ 7,500	\$ 11,250	\$ 11,250	\$ 11,250	\$ 41,250
4. Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
5. Supplies	\$ 7,500	\$ -	\$ -	\$ -	\$ 7,500
6. Contractual	\$ 150,875	\$ 301,750	\$ 452,625	\$ 603,500	\$ 1,508,750
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ -	\$ -	\$ -	\$ -	\$ -
9. Total Direct Costs (lines 1-8)	\$ 394,692	\$ 656,226	\$ 807,101	\$ 957,976	\$ 2,815,994
10. Indirect Costs*	\$ 14,629	\$ 21,269	\$ 21,269	\$ 21,269	\$ 78,435
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supplemental Funding for Participating LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
13. Total Costs (lines 9-12)	\$ 409,321	\$ 677,494	\$ 828,369	\$ 979,244	\$ 2,894,429

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

## **Budget Part II: Detailed Level Project Budget Table – Common Core Curriculum**

The critical requirement of Wisconsin plan for the development and implementation of a Common Core Curriculum is outlined in section (B1) and (B2) of this application. Our cost projections are based on a detailed understanding of the proposed budgets and implementation plans of the MOSAIC consortium, of which we are a lead state.

Because the majority of this effort will be made via the consortium, the majority of the costs of this project are contractual. Equally, as the pace of implementation increases and the Common Core Curriculum comes closer to fruition, our contractual obligations increase in size, reflected in the increase in annual costs of the contract with MOSAIC over the grant period.

Our understanding of the requirements of being a lead state in this consortium have also allowed us to fully specify and cost out the additional resources required within the WDPI to successfully implement this project. Outline job descriptions and costs of the people and additional resources required are provided below in the project level detailed budget and reflect current WDPI pay scales and fringe rates.

The Common Core Curriculum budget does not contain any funds for training per se as some aspects of the training requirement are covered by the professional development and training around data to improve instruction budget (see XXX). Additionally, the requirements of Exhibit I of the Wisconsin MOU require participating LEAs to invest in training for their human capital in order to ensure successful implementation of this initiative state wide.

For further information, please also reference Budget Part II: Project-Level Budget Table on the following two pages.

1. Personnel

Title and Position Description	Base Salary	% FTE PY 1	% FTE PY 2	% FTE PY 3	% FTE PY 4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
Education Consultant (2): Provides content and grade-level expertise to guide the work of educator groups in the creation of model curricular units, classroom assessments, and development of benchmark assessment test modules. These positions include two each reading and mathematics consultant at both elementary and secondary levels. These positions will collectively address both curriculum development and assessment development.	\$ 80,006	100%	200%	200%	200%	\$ 80,006	\$ 160,012	\$ 160,012	\$ 160,012	\$ 560,042
Data Consultant: Provides data analysis work and will work with state and district IT staff on systems-level issues related to computer-delivered platforms of MOSAIC curriculum and benchmark assessments.	\$ 80,006	100%	100%	100%	100%	\$ 80,006	\$ 80,006	\$ 80,006	\$ 80,006	\$ 320,024
						\$ -	\$ -	\$ -	\$ -	\$ -
						\$ -	\$ -	\$ -	\$ -	\$ -
						\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Personnel</b>						<b>\$ 160,012</b>	<b>\$ 240,018</b>	<b>\$ 240,018</b>	<b>\$ 240,018</b>	<b>\$ 880,066</b>

2. Fringe Benefits

Position Title	Fringe Rate	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
Education Consultant (2)	43%	\$ 34,403	\$ 68,805	\$ 68,805	\$ 68,805	\$ 240,818
Data Consultant	43%	\$ 34,403	\$ 34,403	\$ 34,403	\$ 34,403	\$ 137,610
		\$ -	\$ -	\$ -	\$ -	\$ -
		\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Fringe Benefits</b>		<b>\$ 68,805</b>	<b>\$ 103,208</b>	<b>\$ 103,208</b>	<b>\$ 103,208</b>	<b>\$ 378,428</b>

3. Travel

Basis for cost estimates:  
\$0.50 per mile cost and \$100/night at a hotel

Trip Purpose and Description	Cost Per Trip	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
Education and Data Consultants (100 miles per trip)	\$50	50	75	75	75	\$ 2,500	\$ 3,750	\$ 3,750	\$ 3,750	\$ 13,750
Hotel costs for trips exceeding 90 miles	\$100	50	75	75	75	\$ 5,000	\$ 7,500	\$ 7,500	\$ 7,500	\$ 27,500
						\$ -	\$ -	\$ -	\$ -	\$ -
						\$ -	\$ -	\$ -	\$ -	\$ -
						\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Travel Costs</b>						<b>\$ 7,500</b>	<b>\$ 11,250</b>	<b>\$ 11,250</b>	<b>\$ 11,250</b>	<b>\$ 41,250</b>

Item Description	Unit Cost	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
						\$ -	\$ -	\$ -	\$ -	\$ -
						\$ -	\$ -	\$ -	\$ -	\$ -
						\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Equipment Costs</b>						<b>\$ -</b>				

5. Supplies

Item description	Unit Cost	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
Laptop computers	\$ 2,500	3				\$7,500	\$0	\$0	\$0	\$ 7,500
						\$ -	\$ -	\$ -	\$ -	\$ -
						\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Supply Costs</b>						<b>\$ 7,500</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 7,500</b>

6. Contractual	Item Description & Purpose or Relation to the Project	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
	Contract with MOSAIC formative/benchmark consortium for contributing to and accessing a computerized bank of instructional support materials shared across states, around a common core set of standards.	\$ 55,000	\$ 110,000	\$ 165,000	\$ 220,000	\$ 550,000
	Contract with MOSAIC formative/benchmark consortium for contributing to and accessing a computerized bank of benchmark assessments shared across states, around a common core set of standards	\$ 55,000	\$ 110,000	\$ 165,000	\$ 220,000	\$ 550,000
	Contract with MOSAIC formative/benchmark consortium for the multi-state development and use of professional development modules to support the implementation of common curriculum, common assessments, and use of data to inform instruction.	\$ 31,875	\$ 63,750	\$ 95,625	\$ 127,500	\$ 318,750
	Meeting space room rental and meals for regional institutes and summer academies	\$ 9,000	\$ 18,000	\$ 27,000	\$ 36,000	\$ 90,000
	<b>Total Contractual Expenses</b>	<b>\$ 150,875</b>	<b>\$ 301,750</b>	<b>\$ 452,625</b>	<b>\$ 603,500</b>	<b>\$ 1,508,750</b>

7. Training Stipends	Description and Purpose	Unit Cost	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total Training</b>						<b>\$ -</b>				

8. Other	Type or Category & Purpose	Unit Cost	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total Other Expenses</b>						<b>\$ -</b>				

10. Indirect Costs	Organization	Rate					Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
Note: No indirect charged for contractual costs	WI Department of Public Instruction	6%					\$ 14,629	\$ 21,269	\$ 21,269	\$ 21,269	\$ 78,435
							\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total Indirect Costs</b>						<b>\$ 14,629</b>	<b>\$ 21,269</b>	<b>\$ 21,269</b>	<b>\$ 21,269</b>	<b>\$ 78,435</b>

11. Funding for Involved LEAs	Activity Description & Purpose	Unit Cost	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
											\$ -
											\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total Other Expenses</b>						<b>\$ -</b>				

12. Supplemental Funding for Participating LEAs	Item	Unit Cost	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total Subgrant</b>						<b>\$ -</b>				

**Project 6: Benchmark Assessments**

<b>Budget Part II: Project-Level Budget Table</b> Benchmark Assessments Associated with Criteria: (B)(2) (Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$ 721,852	\$ 881,864	\$ 881,864	\$ 881,864	\$ 3,367,444
2. Fringe Benefits	\$ 310,396	\$ 379,202	\$ 379,202	\$ 379,202	\$ 1,448,001
3. Travel	\$ 48,650	\$ 56,150	\$ 56,150	\$ 56,150	\$ 217,100
4. Equipment	\$ 35,000	\$ -	\$ -	\$ -	\$ 35,000
5. Supplies	\$ 12,750	\$ 25,500	\$ 38,250	\$ 51,000	\$ 127,500
6. Contractual	\$ 603,500	\$ 1,207,000	\$ 1,810,500	\$ 2,414,000	\$ 6,035,000
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ -	\$ -	\$ -	\$ -	\$ -
9. Total Direct Costs (lines 1-8)	\$ 1,732,148	\$ 2,549,716	\$ 3,165,966	\$ 3,782,216	\$ 11,230,045
10. Indirect Costs*	\$ 67,719	\$ 80,563	\$ 81,328	\$ 82,093	\$ 311,703
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supplemental Funding for Participating LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
13. Total Costs (lines 9-12)	\$ 1,799,867	\$ 2,630,278	\$ 3,247,293	\$ 3,864,308	\$ 11,541,748

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.  
 Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.  
 Column (e): Show the total amount requested for all project years.  
 \*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

## **Budget Part II: Detailed Level Project Budget Table – Benchmark Assessments**

Another critical element of Wisconsin’s reform plan is the development and implementation of new, internationally benchmarked, rigorous assessments, as outlined throughout the application and most specifically in section (B) of this application.

Our cost projections are based on a detailed understanding of the proposed budgets and implementation plans of the MOSAIC consortium, of which we are a lead state.

Because the majority of this effort will be made via the consortium, the majority of the costs of this project are contractual. Equally, as the pace of implementation increases and the Benchmark Assessments come closer to fruition, our contractual obligations increase in size, reflected in the increase in annual costs of the contract with MOSAIC over the grant period.

Our understanding of the requirements of being a lead state in this consortium have also allowed us to fully specify and cost out the additional resources required within the WDPI to successfully implement this project. Outline job descriptions and costs of the people and additional resources required are provided below in the project level detailed budget and reflect current WDPI pay scales and fringe rates.

The Benchmark Assessments budget does not contain any funds for training per se as some aspects of the training requirement are covered by the professional development and training around data to improve instruction budget (see XXX). Additionally, the requirements of Exhibit I of the Wisconsin MOU require participating LEAs to invest in training for their human capital in order to ensure successful implementation of this initiative state wide.

For further information, please also reference Budget Part II: Project-Level Budget Table on the following two pages.

1. Personnel

Title and Position Description	Base Salary	% FTE PY 1	% FTE PY 2	% FTE PY 3	% FTE PY 4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
Director: the overall leadership of the assessment work, as part of the overall responsibilities of the Office of Educational Accountability. The director will work directly with the WWWDPI's Race to the Top director in providing timely information on the work of the Wisconsin MOSAIC team, and will coordinate work with the Director of Content and Learning.	In-kind	100%	100%	100%	100%	\$ -	\$ -	\$ -	\$ -	\$ -
Assistant Director: Coordinates the day to day work of the Wisconsin MOSAIC consultants. The assistant director will be responsible for ensuring that project goals and timelines are being met, maintaining quality control in services, and working as the main liaison to the MOSAIC consortium.	\$ 92,240	100%	100%	100%	100%	\$ 92,240	\$ 92,240	\$ 92,240	\$ 92,240	\$ 368,960
Education Consultant (6): Provides content and grade-level expertise to guide the work of educator groups in the creation of model curricular units, classroom assessments, and development of benchmark assessment test modules. These positions include two each reading and mathematics consultant at both elementary and secondary levels. These positions will collectively address both curriculum development and assessment development.	\$ 80,006	400%	600%	600%	600%	\$ 320,024	\$ 480,036	\$ 480,036	\$ 480,036	\$ 1,760,132
Data Consultant (3): Provides data analysis work and will work with state and district IT staff on systems-level issues related to computer-delivered platforms of MOSAIC curriculum and benchmark assessments.	\$ 80,006	300%	300%	300%	300%	\$ 240,018	\$ 240,018	\$ 240,018	\$ 240,018	\$ 960,072
Office Operations Associate: Provides clerical support to consultants, coordinator and director; will maintain files and records; schedule conferences, meetings, and travel; as well as ensure timely processing of expenditures.	\$ 29,165	100%	100%	100%	100%	\$ 29,165	\$ 29,165	\$ 29,165	\$ 29,165	\$ 116,660
Education Specialist: Provides database, web, and data support to the team and works with MOSAIC consortia staff to coordinate curricular and assessment components housed in the common electronic system.	\$40,405	100%	100%	100%	100%	\$ 40,405	\$ 40,405	\$ 40,405	\$ 40,405	\$ 161,620
<b>Total Personnel</b>						<b>\$ 721,852</b>	<b>\$ 881,864</b>	<b>\$ 881,864</b>	<b>\$ 881,864</b>	<b>\$ 3,367,444</b>

2. Fringe Benefits

Position Title	Fringe Rate	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
Director	In-kind	\$ -	0	0	0	\$ -
Assistant Director	43%	\$ 39,663	\$ 39,663	\$ 39,663	\$ 39,663	\$ 158,653
Education Consultant (6)	43%	\$ 137,610	\$ 206,415	\$ 206,415	\$ 206,415	\$ 756,857
Data Consultant (3)	43%	\$ 103,208	\$ 103,208	\$ 103,208	\$ 103,208	\$ 412,831
Office Operations Associate	43%	\$ 12,541	\$ 12,541	\$ 12,541	\$ 12,541	\$ 50,164
Education Specialist	43%	\$ 17,374	\$ 17,374	\$ 17,374	\$ 17,374	\$ 69,497
<b>Total Fringe Benefits</b>		<b>\$ 310,396</b>	<b>\$ 379,202</b>	<b>\$ 379,202</b>	<b>\$ 379,202</b>	<b>\$ 1,448,001</b>

3. Travel

Basis for cost estimates: \$0.50 per mile cost and \$100/ night at a hotel

Trip Purpose and Description	Cost Per Trip	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
Director- statewide trips (300 miles per trip)	\$150	5	5	5	5	\$ 750	\$ 750	\$ 750	\$ 750	\$ 3,000
Director- consortia and national trips	\$2,000	6	6	6	6	\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000	\$ 48,000
Assistant Director- statewide trips (300 miles per trip)	\$150	5	5	5	5	\$ 750	\$ 750	\$ 750	\$ 750	\$ 3,000
Assistant Director- national trips	\$2,000	3	3	3	3	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 24,000
Education and Data Consultants (100 miles per trip)	\$50	175	225	225	225	\$ 8,750	\$ 11,250	\$ 11,250	\$ 11,250	\$ 42,500
Program Assistant and Education Specialist- statewide trips (300 miles per trip)	\$150	6	6	6	6	\$ 900	\$ 900	\$ 900	\$ 900	\$ 3,600
Hotel costs for trips exceeding 90 miles (all staff)	\$100	195	245	245	245	\$ 19,500	\$ 24,500	\$ 24,500	\$ 24,500	\$ 93,000
<b>Total Travel Costs</b>						<b>\$ 48,650</b>	<b>\$ 56,150</b>	<b>\$ 56,150</b>	<b>\$ 56,150</b>	<b>\$ 217,100</b>

4. Equipment	Item Description	Unit Cost	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
	Laptop computers	\$ 2,500	12				\$30,000	\$0	\$0	\$0	\$30,000
	Laser Printers	\$ 1,000	2				\$2,000	\$0	\$0	\$0	\$2,000
	LCD projectors	\$ 750	4				\$3,000	\$0	\$0	\$0	\$3,000
	<b>Total Equipment Costs</b>						<b>\$35,000</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$35,000</b>

5. Supplies	Item description	Unit Cost	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
Cost per person per regional institute and summer academy= \$10	Instructional materials	\$ 10	1,275	2,550	3,825	5,100	\$ 12,750	\$ 25,500	\$ 38,250	\$ 51,000	\$ 127,500
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total Supply Costs</b>						<b>\$ 12,750</b>	<b>\$ 25,500</b>	<b>\$ 38,250</b>	<b>\$ 51,000</b>	<b>\$ 127,500</b>

6. Contractual	Item Description & Purpose or Relation to the Project	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
	Contract with MOSAIC formative/benchmark consortium for contributing to and accessing a computerized bank of instructional support materials shared across states, around a common core set of standards.	\$ 220,000	\$ 440,000	\$ 660,000	\$ 880,000	\$ 2,200,000
	Contract with MOSAIC formative/benchmark consortium for contributing to and accessing a computerized bank of benchmark assessments shared across states, around a common core set of standards	\$ 220,000	\$ 440,000	\$ 660,000	\$ 880,000	\$ 2,200,000
	Contract with MOSAIC formative/benchmark consortium for the multi-state development and use of professional development modules to support the implementation of common curriculum, common assessments, and use of data to inform instruction.	\$ 127,500	\$ 255,000	\$ 382,500	\$ 510,000	\$ 1,275,000
	Meeting space room rental and meals for regional institutes and summer academies	\$ 36,000	\$ 72,000	\$ 108,000	\$ 144,000	\$ 360,000
	<b>Total Contractual Expenses</b>	<b>\$ 603,500</b>	<b>\$ 1,207,000</b>	<b>\$ 1,810,500</b>	<b>\$ 2,414,000</b>	<b>\$ 6,035,000</b>

7. Training Stipends	Description and Purpose	Unit Cost	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total Training</b>						<b>\$ -</b>				

8. Other	Type or Category & Purpose	Unit Cost	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total Other Expenses</b>						<b>\$ -</b>				

10. Indirect Costs	Organization	Rate	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
Note: No indirect charged for contractual costs	WI Department of Public Instruction	6%	\$ 67,719	\$ 80,563	\$ 81,328	\$ 82,093	\$ 311,703
			\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total Indirect Costs</b>		<b>\$ 67,719</b>	<b>\$ 80,563</b>	<b>\$ 81,328</b>	<b>\$ 82,093</b>	<b>\$ 311,703</b>

11. Funding for Involved LEAs	Activity Description & Purpose	Unit Cost	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total Other Expenses</b>						<b>\$ -</b>				

12. Supplemental Funding for Participating LEAs	Item	Unit Cost	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total Subgrant</b>						<b>\$ -</b>				

**Project 7: Professional Development and Training Around Data to Improve Instruction**

<b>Budget Part II: Project-Level Budget Table</b> <u>Professional Development and Training Around Data to Improve Instruction</u> <b>Associated with Criteria: (C)(2) and (C)(3)</b> <b>(Evidence for selection criterion (A)(2)(i)(d))</b>					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$ 160,012	\$ 160,012	\$ 160,012	\$ 160,012	\$ 640,048
2. Fringe Benefits	\$ 68,805	\$ 68,805	\$ 68,805	\$ 68,805	\$ 275,221
3. Travel	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 20,000
4. Equipment	\$ 7,000	\$ -	\$ -	\$ -	\$ 7,000
5. Supplies	\$ 27,360	\$ 27,360	\$ 27,360	\$ 27,360	\$ 109,440
6. Contractual	\$ 560,000	\$ 560,000	\$ 560,000	\$ 560,000	\$ 2,240,000
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ -	\$ -	\$ -	\$ -	\$ -
9. Total Direct Costs (lines 1-8)	\$ 828,177	\$ 821,177	\$ 821,177	\$ 821,177	\$ 3,291,709
10. Indirect Costs*	\$ 16,091	\$ 15,671	\$ 15,671	\$ 15,671	\$ 63,103
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supplemental Funding for Participating LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
13. Total Costs (lines 9-12)	\$ 844,268	\$ 836,848	\$ 836,848	\$ 836,848	\$ 3,354,811

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.  
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.  
Column (e): Show the total amount requested for all project years.  
\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

## **Budget Part II: Detailed Level Project Budget Table – Professional Development and Training Around Data to Improve Instruction**

Another critical element of Wisconsin’s reform plan is professional development and training around data in order to improve instruction and enable the successful implementation of large statewide initiatives such as the Common Core Curriculum and the new Benchmark Assessments. Specifics around this part of Wisconsin’s plan are outlined in section (B) and (C) of this application .

Our cost projections are based on a detailed understanding of the proposed budgets and implementation plans of the MOSAIC consortium, of which we are a lead state and of the costs of providing professional development and of contracting out with suitable third parties and partner organizations.

Because the majority of this effort will be made via partner organizations, the majority of the costs of this project are contractual. This in part reflects our desire to move forward with these initiatives as quickly as possible. Thanks to the availability of Race to Top funds, we will be able to accelerate the pace and scale of the broader plans we already have in place, possibly bringing them to fruition three years earlier than currently planned.

Our understanding of the requirements of being a lead state in this consortium have also allowed us to fully specify and cost out the additional resources required within the WDPI to successfully implement this project. Outline job descriptions and costs of the people and additional resources required are provided below in the project-level detailed budget and reflect current WDPI pay scales and fringe rates.

For further information, please also reference Budget Part II: Project-Level Budget Table on the following two pages.

1. Personnel		Title and Position Description	Base Salary	% FTE PY 1	% FTE PY 2	% FTE PY 3	% FTE PY 4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
		Director: Provides the overall leadership of the assessment work, as part of the overall responsibilities of the Office of Educational Accountability. The director will work directly with the WWWWDPI's Race to the Top director in providing timely information on the work of the Wisconsin MOSAIC team, and will coordinate work with the Chief Information Officer.	In-kind					\$ -	\$ -	\$ -	\$ -	\$ -
		Education Consultant (2): Provides content expertise on the instructional improvement system, the benchmark assessment outputs to teachers and guide the implementation of professional development around MOSAIC, eLearning Portfolios and the reporting interface.	\$80,006	200%	200%	200%	200%	\$ 160,012	\$ 160,012	\$ 160,012	\$ 160,012	\$ 640,048
								\$ -	\$ -	\$ -	\$ -	\$ -
								\$ -	\$ -	\$ -	\$ -	\$ -
								\$ -	\$ -	\$ -	\$ -	\$ -
								\$ -	\$ -	\$ -	\$ -	\$ -
		<b>Total Personnel</b>						<b>\$ 160,012</b>	<b>\$ 160,012</b>	<b>\$ 160,012</b>	<b>\$ 160,012</b>	<b>\$ 640,048</b>

2. Fringe Benefits		Position Title	Fringe Rate	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
		Director	In-kind	\$ -	\$ -	\$ -	\$ -	\$ -
		Education Consultants (2)	43%	\$ 68,805	\$ 68,805	\$ 68,805	\$ 68,805	\$ 275,221
				\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -
		<b>Total Fringe Benefits</b>		<b>\$ 68,805</b>	<b>\$ 68,805</b>	<b>\$ 68,805</b>	<b>\$ 68,805</b>	<b>\$ 275,221</b>

3. Travel		Trip Purpose and Description	Cost Per Trip	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
Basis for cost estimates: \$0.50 per mile cost		Consultants- statewide trips to LEAs (200 miles per trip)	\$100	50	50	50	50	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 20,000
								\$ -	\$ -	\$ -	\$ -	\$ -
								\$ -	\$ -	\$ -	\$ -	\$ -
								\$ -	\$ -	\$ -	\$ -	\$ -
								\$ -	\$ -	\$ -	\$ -	\$ -
		<b>Total Travel Costs</b>						<b>\$ 5,000</b>	<b>\$ 5,000</b>	<b>\$ 5,000</b>	<b>\$ 5,000</b>	<b>\$ 20,000</b>

4. Equipment		Item Description	Unit Cost	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
		Laptop computers	\$ 2,500	2	0	0	0	\$5,000	\$0	\$0	\$0	\$5,000
		Laser Printers	\$ 1,000	2	0	0	0	\$2,000	\$0	\$0	\$0	\$2,000
								\$ -	\$ -	\$ -	\$ -	\$0
		<b>Total Equipment Costs</b>						<b>\$ 7,000</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$7,000</b>

5. Supplies		Item description	Unit Cost	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
Basis for cost estimates: Cost per person per workshop= \$10		Instructional materials	\$ 10	2,736	2,736	2,736	2,736	\$ 27,360	\$ 27,360	\$ 27,360	\$ 27,360	\$ 109,440
								\$ -	\$ -	\$ -	\$ -	\$ -
								\$ -	\$ -	\$ -	\$ -	\$ -
		<b>Total Supply Costs</b>						<b>\$ 27,360</b>	<b>\$ 27,360</b>	<b>\$ 27,360</b>	<b>\$ 27,360</b>	<b>\$ 109,440</b>

6. Contractual		Item Description & Purpose or Relation to the Project	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
		Contract with vendor ad/or contract via MOSAIC consortium to develop professional development modules and supporting eLearning Portfolio interface.	\$ 560,000	\$ 560,000	\$ 560,000	\$ 560,000	\$ 2,240,000
			\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -
		<b>Total Contractual Expenses</b>	<b>\$ 560,000</b>	<b>\$ 560,000</b>	<b>\$ 560,000</b>	<b>\$ 560,000</b>	<b>\$ 2,240,000</b>

7. Training Stipends		Description and Purpose	Unit Cost	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
								\$ -	\$ -	\$ -	\$ -	\$ -
								\$ -	\$ -	\$ -	\$ -	\$ -
								\$ -	\$ -	\$ -	\$ -	\$ -
		<b>Total Training</b>						\$ -	\$ -	\$ -	\$ -	\$ -

8. Other		Type or Category & Purpose	Unit Cost	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
								\$ -	\$ -	\$ -	\$ -	\$ -
								\$ -	\$ -	\$ -	\$ -	\$ -
		<b>Total Other Expenses</b>						\$ -	\$ -	\$ -	\$ -	\$ -

10. Indirect Costs		Organization	Rate					Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
Note: No indirect charged for contractual costs		WI Department of Public Instruction	6%					\$ 16,091	\$ 15,671	\$ 15,671	\$ 15,671	\$ 63,103
								\$ -	\$ -	\$ -	\$ -	\$ -
		<b>Total Indirect Costs</b>						\$ 16,091	\$ 15,671	\$ 15,671	\$ 15,671	\$ 63,103

11. Funding for Involved LEAs		Activity Description & Purpose	Unit Cost	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
								\$ -	\$ -	\$ -	\$ -	\$ -
								\$ -	\$ -	\$ -	\$ -	\$ -
								\$ -	\$ -	\$ -	\$ -	\$ -
		<b>Total Other Expenses</b>						\$ -	\$ -	\$ -	\$ -	\$ -

12. Supplemental Funding for Participating LEAs		Item	Unit Cost	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
								\$ -	\$ -	\$ -	\$ -	\$ -
								\$ -	\$ -	\$ -	\$ -	\$ -
								\$ -	\$ -	\$ -	\$ -	\$ -
		<b>Total Subgrant</b>						\$ -	\$ -	\$ -	\$ -	\$ -

**Project 8: Value-Added Analysis and Reporting**

<b>Budget Part II: Project-Level Budget Table</b> Value-Added Analysis and Reporting Associated with Criteria: (C)(2) and (C)(3) (Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$ -	\$ -	\$ -	\$ -	\$ -
2. Fringe Benefits	\$ -	\$ -	\$ -	\$ -	\$ -
3. Travel	\$ -	\$ -	\$ -	\$ -	\$ -
4. Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
5. Supplies	\$ -	\$ -	\$ -	\$ -	\$ -
6. Contractual	\$ 125,000	\$ 125,000	\$ 125,000	\$ 125,000	\$ 500,000
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ -	\$ -	\$ -	\$ -	\$ -
9. Total Direct Costs (lines 1-8)	\$ 125,000	\$ 125,000	\$ 125,000	\$ 125,000	\$ 500,000
10. Indirect Costs*	\$ -	\$ -	\$ -	\$ -	\$ -
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supplemental Funding for Participating LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
13. Total Costs (lines 9-12)	\$ 125,000	\$ 125,000	\$ 125,000	\$ 125,000	\$ 500,000

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.  
 Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.  
 Column (e): Show the total amount requested for all project years.  
 \*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

## **Budget Part II: Detailed Level Project Budget Table – Value-Added Analysis and Reporting**

The continued provision and development of value-added growth reporting within Wisconsin is covered in detail in section (C) of this application.

Our cost projections are based on a detailed non-binding projections provided to us by a nationally known and leading value-added data and analysis provider that we already work with closely and has a deep and thorough understanding of our current and potential future needs in this area.

We hope to accelerate the levels of investment in value-added data during the period of the grant even further than currently laid out here. However, in the early years of our Race to the Top implementation we will maintain our high levels of focus on steps towards achieving the high quality Common Core Curriculum and rigorous, internationally benchmarked assessments so that later years of the Race to the Top grant period will form the strong foundation on which to lay a broader and larger development, provision and effective usage of value-added data across the state.

All costs within this budget are contractual. Administration of this investment is covered within the existing cost structure of the WDPI.

For further information, please also reference Budget Part II: Project-Level Budget Table on the following two pages.

1. Personnel	Title and Position Description	Base Salary	% FTE PY 1	% FTE PY 2	% FTE PY 3	% FTE PY 4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total Personnel</b>						\$ -	\$ -	\$ -	\$ -	\$ -

2. Fringe Benefits	Position Title	Fringe Rate					Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total Fringe Benefits</b>						\$ -	\$ -	\$ -	\$ -	\$ -

3. Travel	Trip Purpose and Description	Cost Per Trip	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total Travel Costs</b>						\$ -	\$ -	\$ -	\$ -	\$ -

4. Equipment	Item Description	Unit Cost	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
							\$ -	\$ -	\$ -	\$ -	\$0
							\$ -	\$ -	\$ -	\$ -	\$0
							\$ -	\$ -	\$ -	\$ -	\$0
	<b>Total Equipment Costs</b>						\$ -	\$ -	\$ -	\$ -	\$0

5. Supplies	Item description	Unit Cost	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total Supply Costs</b>						\$ -	\$ -	\$ -	\$ -	\$ -

6. Contractual	Item Description & Purpose or Relation to the Project	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
	Contract with a value-added service provider to provide training, support and expertise to participating districts to expand analysis and reporting.	\$ 125,000	\$ 125,000	\$ 125,000	\$ 125,000	\$ 500,000
		\$ -	\$ -	\$ -	\$ -	\$ -
		\$ -	\$ -	\$ -	\$ -	\$ -
		\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total Contractual Expenses</b>	\$ 125,000	\$ 125,000	\$ 125,000	\$ 125,000	\$ 500,000

7. Training Stipends	Description and Purpose	Unit Cost	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total Training</b>						\$ -	\$ -	\$ -	\$ -	\$ -

8. Other		Type or Category & Purpose	Unit Cost	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
								\$ -	\$ -	\$ -	\$ -	\$ -
								\$ -	\$ -	\$ -	\$ -	\$ -
		<b>Total Other Expenses</b>						\$ -	\$ -	\$ -	\$ -	\$ -

10. Indirect Costs		Organization	Rate					Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
								\$ -	\$ -	\$ -	\$ -	\$ -
								\$ -	\$ -	\$ -	\$ -	\$ -
		<b>Total Indirect Costs</b>						\$ -	\$ -	\$ -	\$ -	\$ -

11. Funding for Involved LEAs		Activity Description & Purpose	Unit Cost	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
								\$ -	\$ -	\$ -	\$ -	\$ -
								\$ -	\$ -	\$ -	\$ -	\$ -
								\$ -	\$ -	\$ -	\$ -	\$ -
		<b>Total Other Expenses</b>						\$ -	\$ -	\$ -	\$ -	\$ -

12. Supplemental Funding for Participating LEAs		Item	Unit Cost	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
								\$ -	\$ -	\$ -	\$ -	\$ -
								\$ -	\$ -	\$ -	\$ -	\$ -
								\$ -	\$ -	\$ -	\$ -	\$ -
		<b>Total Subgrant</b>						\$ -	\$ -	\$ -	\$ -	\$ -

**Project 9: Teacher and Principal Mentoring and Coaching**

<b>Budget Part II: Project-Level Budget Table</b> Teacher and Principal Mentoring and Coaching Associated with Criteria: (D) (Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$ 189,671	\$ 132,171	\$ 120,671	\$120,671	\$ 563,184
2. Fringe Benefits	\$ 46,944	\$ 46,944	\$ 46,944	\$46,944	\$ 187,774
3. Travel	\$ 7,100	\$ 6,050	\$ 3,900	\$3,900	\$ 20,950
4. Equipment	\$ 6,500	\$ -	\$ -	\$ -	\$ 6,500
5. Supplies	\$ 12,500	\$ 12,500	\$ 12,500	\$12,500	\$ 50,000
6. Contractual	\$ 162,500	\$ 2,144,500	\$ 5,001,000	\$2,441,607	\$ 10,551,500
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ 40,000	\$ 77,500	\$ 40,000	\$2,500	\$ 160,000
9. Total Direct Costs (lines 1-8)	\$ 465,215	\$ 2,419,665	\$ 5,225,015	\$2,441,607	\$ 10,551,500
10. Indirect Costs*	\$ 18,163	\$ 16,510	\$ 13,441	\$11,191	\$ 59,304
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supplemental Funding for Participating LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
13. Total Costs (lines 9-12)	\$ 483,377	\$ 2,436,174	\$ 5,238,455	\$ 2,452,797	\$ 10,610,805

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.  
 Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.  
 Column (e): Show the total amount requested for all project years.  
 \*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

## **Budget Part II: Detailed Level Project Budget Table – Teacher and Principal Mentoring and Coaching**

Based on the critical elements of coaching and mentoring within the Wisconsin plan, we will support our reform efforts through enhanced provision of Teacher and Principal Mentoring and Coaching. These areas are covered in detail in section (D) of this application.

Our cost projections are based on both costings and non-binding proposals provided by both national and local organizations and not-for-profits who have proven track records in this area. Therefore, these costs will be contractual.

In addition, the WDPI will increase its current resources in this area to develop even greater capacity and capability. Our cost projections for this aspect of our plan are based on our understanding of the scope of work we wish to undertake, the current WDPI cost structures and what we believe is the minimum budget and resources we require in order to successfully implement these reform initiatives.

For further information, please also reference Budget Part II: Project-Level Budget Table on the following two pages.

1. Personnel		Title and Position Description	Base Salary	% FTE PY 1	% FTE PY 2	% FTE PY 3	% FTE PY 4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
		Director: Provide direct leadership for the project. The director will work directly with the WWWWDPT's OEII director in providing timely information on the work of the project	In Kind					\$ -	\$ -	\$ -	\$ -	\$ -
		Consultant: Coordinate planning and development efforts for the project; provide training and technical assistance to LEAs.	\$ 80,006	100%	100%	100%	100%	\$ 80,006	\$ 80,006	\$ 80,006	\$ 80,006	\$ 320,024
		Office Operations Associate: Provide clerical support to consultant, and director; will maintain files and records; schedule conferences, meetings, and travel; as well as ensure timely processing of expenditures.	\$ 29,165	100%	100%	100%	100%	\$ 29,165	\$ 29,165	\$ 29,165	\$ 29,165	\$ 116,660
			<b>Unit Cost</b>	<b>QTY, PY1</b>	<b>QTY, PY2</b>	<b>QTY, PY3</b>	<b>QTY, PY4</b>					
		Stakeholder Work Team: Stipends (\$200/day) plus mileage and meals x 25 people for one meeting = \$10,000/meeting	\$ 10,000	7	2	1	1	\$ 70,000	\$ 20,000	\$ 10,000	\$ 10,000	\$ 110,000
		Stakeholder Work Team: Substitute pay (approximatley 15 people x \$100/day = \$1,500/meeting)	\$ 1,500	7	2	1	1	\$ 10,500	\$ 3,000	\$ 1,500	\$ 1,500	\$ 16,500
		<b>Total Personnel</b>						<b>\$ 189,671</b>	<b>\$ 132,171</b>	<b>\$ 120,671</b>	<b>\$ 120,671</b>	<b>\$ 563,184</b>

2. Fringe Benefits		Position Title	Fringe Rate	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
		Director	In Kind	\$ -	\$ -	\$ -	\$ -	\$ -
		Consultant	43%	\$ 34,403	\$ 34,403	\$ 34,403	\$ 34,403	\$ 137,610
		Office Operations Associate	43%	\$ 12,541	\$ 12,541	\$ 12,541	\$ 12,541	\$ 50,164
				\$ -	\$ -	\$ -	\$ -	\$ -
		<b>Total Fringe Benefits</b>		<b>\$ 46,944</b>	<b>\$ 46,944</b>	<b>\$ 46,944</b>	<b>\$ 46,944</b>	<b>\$ 187,774</b>

3. Travel		Trip Purpose and Description	Cost Per Trip	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
Basis for cost estimates: \$0.50 per mile cost		Director - statewide travel 300 miles per trip	\$150	7	2	1	1	\$ 1,050	\$ 300	\$ 150	\$ 150	\$ 1,650
		Consultant - national trip NTC training	\$2,000	1	1			\$ 2,000	\$ 2,000	\$ -	\$ -	\$ 4,000
		Consultant - statewide travel 300 miles per trip	\$150	20	20	20	20	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 12,000
		Office Associate - statewide travel 300 miles per trip	\$150	7	5	5	5	\$ 1,050	\$ 750	\$ 750	\$ 750	\$ 3,300
								\$ -	\$ -	\$ -	\$ -	\$ -
		<b>Total Travel Costs</b>						<b>\$ 7,100</b>	<b>\$ 6,050</b>	<b>\$ 3,900</b>	<b>\$ 3,900</b>	<b>\$ 20,950</b>

4. Equipment		Item Description	Unit Cost	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
		Desktop computers including monitors and printers for consultant and office operations associate	\$ 2,500	2				\$ 5,000	\$ -	\$ -	\$ -	\$ 5,000
		Laptop computer with wireless capabilities to be used during with work team and for training	\$ 1,500	1				\$ 1,500	\$ -	\$ -	\$ -	\$ 1,500
								\$ -	\$ -	\$ -	\$ -	\$ 0
		<b>Total Equipment Costs</b>						<b>\$ 6,500</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 6,500</b>

5. Supplies		Item description	Unit Cost	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
		Office supplies	\$ 30,000	0.25	0.25	0.25	0.25	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500	\$ 30,000
		Instructional materials	\$ 20,000	0.25	0.25	0.25	0.25	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 20,000
								\$ -	\$ -	\$ -	\$ -	\$ -
		<b>Total Supply Costs</b>						<b>\$ 12,500</b>	<b>\$ 12,500</b>	<b>\$ 12,500</b>	<b>\$ 12,500</b>	<b>\$ 50,000</b>

6. Contractual		Item Description & Purpose or Relation to the Project	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
		Work Team Meeting expenses (25 people x breaks, lunch, room fee = \$1000 per day)	\$ 70,000	\$ 2,000	\$ 1,000	\$ 1,000	\$ 74,000
		Contract for the development of resource tools, online learning community and webased applications for training, and mentoring curriculum development	\$ 50,000	\$ 2,000,000	\$ 2,000,000	\$ 254,092	\$ 4,304,092
		Contract for facilitation costs for mentor training, mentor academies, and coaching institutes	\$ -	\$ 100,000	\$ 3,000,000	\$ 2,000,000	\$ 5,100,000
		Contract for writers for publications and editor	\$ 42,500	\$ 42,500	\$ -	\$ -	\$ 85,000
		<b>Total Contractual Expenses</b>	<b>\$ 162,500</b>	<b>\$ 2,144,500</b>	<b>\$ 5,001,000</b>	<b>\$ 2,255,092</b>	<b>\$ 9,563,092</b>

7. Training Stipends	Description and Purpose	Unit Cost	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total Training</b>						\$ -	\$ -	\$ -	\$ -	\$ -

8. Other	Type or Category & Purpose	Unit Cost	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
	Printing - publication costs	\$ 150,000	0.25	0.5	0.25		\$ 37,500	\$ 75,000	\$ 37,500	\$ -	\$ 150,000
	Postage	\$ 10,000	0.25	0.25	0.25	0.25	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 10,000
	<b>Total Other Expenses</b>						\$ 40,000	\$ 77,500	\$ 40,000	\$ 2,500	\$ 160,000

10. Indirect Costs	Organization	Rate					Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
Note: No indirect charged for contractual costs	WI Department of Public Instruction	6%					\$ 18,163	\$ 16,510	\$ 13,441	\$ 11,191	\$ 59,304
							\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total Indirect Costs</b>						\$ 18,163	\$ 16,510	\$ 13,441	\$ 11,191	\$ 59,304

11. Funding for Involved LEAs	Activity Description & Purpose	Unit Cost	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total Other Expenses</b>						\$ -	\$ -	\$ -	\$ -	\$ -

12. Supplemental Funding for Participating LEAs	Item	Unit Cost	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total Subgrant</b>						\$ -	\$ -	\$ -	\$ -	\$ -

**Project 10: Model Evaluation Systems for Teachers and Principals**

<b>Budget Part II: Project-Level Budget Table</b> Model Evaluation Systems for Teachers and Principals Associated with Criteria: (D) (Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$ 154,000	\$ 22,000	\$ 22,000	\$ 22,000	\$ 220,000
2. Fringe Benefits	\$ -	\$ -	\$ -	\$ -	\$ -
3. Travel	\$ 6,000	\$ -	\$ -	\$ -	\$ 6,000
4. Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
5. Supplies	\$ 3,750	\$ 3,750	\$ 3,750	\$ 3,750	\$ 15,000
6. Contractual	\$ 225,000	\$ 1,374,000	\$ 575,000	\$ 575,000	\$ 2,749,000
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 10,000
9. Total Direct Costs (lines 1-8)	\$ 391,250	\$ 1,402,250	\$ 603,250	\$ 603,250	\$ 3,000,000
10. Indirect Costs*	\$ 9,975	\$ 1,695	\$ 1,695	\$ 1,695	\$ 15,060
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supplemental Funding for Participating LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
13. Total Costs (lines 9-12)	\$ 401,225	\$ 1,403,945	\$ 604,945	\$ 604,945	\$ 3,015,060
All applicants must provide a break-down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.					

**Budget Part II: Detailed Level Project Budget Table – Model Evaluation Systems for Teachers and Principals**

Based on the critical elements of coaching and mentoring within the Wisconsin plan, we will support our reform efforts through enhanced provision of Model Evaluation Systems for Teachers and Principals. These areas are covered in detail in section (D) of this application .

Our cost projections are based on both costings and non-binding proposals provided by both national and local organizations and not-for-profits who have proven track records in this area. Therefore, these costs will be contractual.

In addition, the WDPI will increase on its current resources in this area to develop even greater capacity and capability. Our cost projections for this aspect of our plan are based on our understanding of the scope of work we wish to undertake, the current WDPI cost structures and what we believe is the minimum budget and resource we require in order to successfully implement these reform initiatives.

For further information, please also reference Budget Part II: Project-Level Budget Table on the following two pages.

1. Personnel	Title and Position Description	Unit Cost	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
	Teacher Stakeholder Work Team: Stipends (\$200/day) plus mileage and meals x 25 people for one meeting = \$10,000/meeting	\$ 10,000	7	1	1	1	\$ 70,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 100,000
	Teacher Stakeholder Work Team: Substitute pay (approximatley 15 people x \$100/day = \$1,500/meeting)	\$ 1,500	7	1	1	1	\$ 10,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 15,000
	Principal Stakeholder Work Team: Stipends (\$200/day) plus mileage and meals x 25 people for one meeting = \$10,000/meeting	\$ 10,000	7	1	1	1	\$ 70,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 100,000
	Principal Stakeholder Work Team: Substitute pay (approximatley 5 people x \$100/day = \$500/meeting)	\$ 500	7	1	1	1	\$ 3,500	\$ 500	\$ 500	\$ 500	\$ 5,000
							\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total Personnel</b>						<b>\$ 154,000</b>	<b>\$ 22,000</b>	<b>\$ 22,000</b>	<b>\$ 22,000</b>	<b>\$ 220,000</b>

2. Fringe Benefits	Position Title	Fringe Rate					Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total Fringe Benefits</b>						<b>\$ -</b>				

3. Travel	Trip Purpose and Description	Cost Per Trip	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
	Travel costs for experts to present products	\$6,000	1				\$ 6,000	\$ -	\$ -	\$ -	\$ 6,000
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total Travel Costs</b>						<b>\$ 6,000</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 6,000</b>

4. Equipment	Item Description	Unit Cost	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
							\$ -	\$ -	\$ -	\$ -	\$0
							\$ -	\$ -	\$ -	\$ -	\$0
							\$ -	\$ -	\$ -	\$ -	\$0
	<b>Total Equipment Costs</b>						<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$0</b>

5. Supplies	Item description	Unit Cost	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
	Office supplies	\$ 15,000	0.25	0.25	0.25	0.25	\$ 3,750	\$ 3,750	\$ 3,750	\$ 3,750	\$ 15,000
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total Supply Costs</b>						<b>\$ 3,750</b>	<b>\$ 3,750</b>	<b>\$ 3,750</b>	<b>\$ 3,750</b>	<b>\$ 15,000</b>

6. Contractual	Item Description & Purpose or Relation to the Project	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
	Contract with outside expert(s)	\$ 175,000	\$ 175,000	\$ 175,000	\$ 175,000	\$ 700,000
	Contract for the development of and/or use of teacher and principal performance tools, training and piloting tools	\$ 50,000	\$ 1,199,000	\$ 400,000	\$ 400,000	\$ 2,049,000
		\$ -	\$ -	\$ -	\$ -	\$ -
		\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total Contractual Expenses</b>	<b>\$ 225,000</b>	<b>\$ 1,374,000</b>	<b>\$ 575,000</b>	<b>\$ 575,000</b>	<b>\$ 2,749,000</b>

7. Training Stipends	Description and Purpose	Unit Cost	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total Training</b>						<b>\$ -</b>				

8. Other		Type or Category & Purpose	Unit Cost	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
		Postage	\$ 5,000	0.25	0.25	0.25	0.25	\$ 1,250	\$ 1,250	\$ 1,250	\$ 1,250	\$ 5,000
		Printing	\$ 5,000	0.25	0.25	0.25	0.25	\$ 1,250	\$ 1,250	\$ 1,250	\$ 1,250	\$ 5,000
		<b>Total Other Expenses</b>						<b>\$ 2,500</b>	<b>\$ 2,500</b>	<b>\$ 2,500</b>	<b>\$ 2,500</b>	<b>\$ 10,000</b>

10. Indirect Costs		Organization	Rate					Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
Note: No indirect charged for contractual costs		WI Department of Public Instruction	6%					\$ 9,975	\$ 1,695	\$ 1,695	\$ 1,695	\$ 15,060
		<b>Total Indirect Costs</b>						<b>\$ 9,975</b>	<b>\$ 1,695</b>	<b>\$ 1,695</b>	<b>\$ 1,695</b>	<b>\$ 15,060</b>

11. Funding for Involved LEAs		Activity Description & Purpose	Unit Cost	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
								\$ -	\$ -	\$ -	\$ -	\$ -
								\$ -	\$ -	\$ -	\$ -	\$ -
								\$ -	\$ -	\$ -	\$ -	\$ -
		<b>Total Other Expenses</b>						<b>\$ -</b>				

12. Supplemental Funding for Participating LEAs		Item	Unit Cost	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
								\$ -	\$ -	\$ -	\$ -	\$ -
								\$ -	\$ -	\$ -	\$ -	\$ -
								\$ -	\$ -	\$ -	\$ -	\$ -
		<b>Total Subgrant</b>						<b>\$ -</b>				

**Project 11: Preservice Teacher Performance Assessment**

**Budget Part II: Project-Level Budget Table**

Preservice Teacher Performance Assessment

**Associated with Criteria: (D)**

**(Evidence for selection criterion (A)(2)(i)(d))**

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$ -	\$ -	\$ -	\$ -	\$ -
2. Fringe Benefits	\$ -	\$ -	\$ -	\$ -	\$ -
3. Travel	\$ -	\$ -	\$ -	\$ -	\$ -
4. Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
5. Supplies	\$ -	\$ -	\$ -	\$ -	\$ -
6. Contractual	\$ -	\$ -	\$ 100,000	\$ 100,000	\$ 200,000
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ -	\$ -	\$ -	\$ -	\$ -
9. Total Direct Costs (lines 1-8)	\$ -	\$ -	\$ 100,000	\$ 100,000	\$ 200,000
10. Indirect Costs*	\$ -	\$ -	\$ -	\$ -	\$ -
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supplemental Funding for Participating LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
13. Total Costs (lines 9-12)	\$ -	\$ -	\$ 100,000	\$ 100,000	\$ 200,000

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

**Budget Part II: Detailed Level Project Budget Table – Preservice Teacher Performance Assessment**

Based on the critical elements of coaching and mentoring within the Wisconsin plan, we will support our reform efforts through enhanced provision of Preservice Teacher Performance Assessment. These areas are covered in detail in section (D) of this application .

Our cost projections are based on both costings and non-binding proposals provided by both national and local organizations and not-for-profits who have proven track records in this area.

All costs within this budget are contractual. Administration of this investment is covered within the existing cost structure of the WDPI.

For further information, please also reference Budget Part II: Project-Level Budget Table on the following two pages.



8. Other	<b>Type or Category &amp; Purpose</b>	<b>Unit Cost</b>	<b>QTY, PY1</b>	<b>QTY, PY2</b>	<b>QTY, PY3</b>	<b>QTY, PY4</b>	<b>Total Costs PY 1</b>	<b>Total Costs PY 2</b>	<b>Total Costs PY 3</b>	<b>Total Costs PY 4</b>	<b>Total Project Cost</b>
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total Other Expenses</b>						\$ -	\$ -	\$ -	\$ -	\$ -

10. Indirect Costs Note: No indirect charged for contractual costs	<b>Organization</b>	<b>Rate</b>					<b>Total Costs PY 1</b>	<b>Total Costs PY 2</b>	<b>Total Costs PY 3</b>	<b>Total Costs PY 4</b>	<b>Total Project Cost</b>
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total Indirect Costs</b>						\$ -	\$ -	\$ -	\$ -	\$ -

11. Funding for Involved LEAs	<b>Activity Description &amp; Purpose</b>	<b>Unit Cost</b>	<b>QTY, PY1</b>	<b>QTY, PY2</b>	<b>QTY, PY3</b>	<b>QTY, PY4</b>	<b>Total Costs PY 1</b>	<b>Total Costs PY 2</b>	<b>Total Costs PY 3</b>	<b>Total Costs PY 4</b>	<b>Total Project Cost</b>
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total Other Expenses</b>						\$ -	\$ -	\$ -	\$ -	\$ -

12. Supplemental Funding for Participating LEAs	<b>Item</b>	<b>Unit Cost</b>	<b>QTY, PY1</b>	<b>QTY, PY2</b>	<b>QTY, PY3</b>	<b>QTY, PY4</b>	<b>Total Costs PY 1</b>	<b>Total Costs PY 2</b>	<b>Total Costs PY 3</b>	<b>Total Costs PY 4</b>	<b>Total Project Cost</b>
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total Subgrant</b>						\$ -	\$ -	\$ -	\$ -	\$ -

**Project 12: Expanding Urban Teacher Training**

<b>Budget Part II: Project-Level Budget Table</b> <u>Expanding Urban Teacher Training</u> <b>Associated with Criteria: (D)</b> <b>(Evidence for selection criterion (A)(2)(i)(d))</b>					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$ -	\$ -	\$ -	\$ -	\$ -
2. Fringe Benefits	\$ -	\$ -	\$ -	\$ -	\$ -
3. Travel	\$ -	\$ -	\$ -	\$ -	\$ -
4. Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
5. Supplies	\$ -	\$ -	\$ -	\$ -	\$ -
6. Contractual	\$ 285,000	\$ 285,000	\$ 285,000	\$ 285,000	\$ 1,140,000
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ -	\$ 100,000	\$ 100,000	\$ 100,000	\$ 300,000
9. Total Direct Costs (lines 1-8)	\$ 285,000	\$ 385,000	\$ 385,000	\$ 385,000	\$ 1,440,000
10. Indirect Costs*	\$ -	\$ 6,000	\$ 6,000	\$ 6,000	\$ 18,000
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supplemental Funding for Participating LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
13. Total Costs (lines 9-12)	\$ 285,000	\$ 391,000	\$ 391,000	\$ 391,000	\$ 1,458,000
<p>All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.            Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.            Column (e): Show the total amount requested for all project years.            *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.</p>					

**Budget Part II: Detailed Level Project Budget Table – Expanding Urban Teacher Training**

Based on the critical elements of coaching and mentoring within the Wisconsin plan, we will support our reform efforts through enhanced provision of Teacher and Principal Mentoring and Coaching. These areas are covered in detail in section (D) of this application .

Our cost projections are based on both costings and non-binding proposals provided by both national and local organizations and not-for-profits who have proven track records in this area and existing experience contracting with such organizations.

All costs within this budget are contractual. Administration of this investment is covered within the existing cost structure of the WDPI.

For further information, please also reference Budget Part II: Project-Level Budget Table on the following two pages.



8. Other	Type or Category & Purpose	Unit Cost	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
	Establish a competitive grant program to provide funding to support programs that recruit prospective secondary and post secondary students interested in urban teaching and / or retain those students or current teachers in an urban setting.	\$10,000	0	10	10	10	\$ -	\$ 100,000	\$ 100,000	\$ 100,000	\$ 300,000
							\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total Other Expenses</b>						\$ -	\$ 100,000	\$ 100,000	\$ 100,000	\$ 300,000

10. Indirect Costs	Organization	Rate					Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
Note: No indirect charged for contractual costs	WI Department of Public Instruction	6%					\$ -	\$ 6,000	\$ 6,000	\$ 6,000	\$ 18,000
							\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total Indirect Costs</b>						\$ -	\$ 6,000	\$ 6,000	\$ 6,000	\$ 18,000

11. Funding for Involved LEAs	Activity Description & Purpose	Unit Cost	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total Other Expenses</b>						\$ -	\$ -	\$ -	\$ -	\$ -

12. Supplemental Funding for Participating LEAs	Item	Unit Cost	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs, PY 1	Total Costs, PY 2	Total Costs, PY 3	Total Costs, PY 4	Total Project Cost
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total Subgrant</b>						\$ -	\$ -	\$ -	\$ -	\$ -

**Project 13: Turning Around the Struggling Schools**

**Budget Part II: Project-Level Budget Table**

Turning Around the Struggling Schools

**Associated with Criteria: (E)**

**(Evidence for selection criterion (A)(2)(i)(d))**

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$ 380,000	\$ 380,000	\$ 380,000	\$ 380,000	\$ 1,520,000
2. Fringe Benefits	\$ 163,400	\$ 163,400	\$ 163,400	\$ 163,400	\$ 653,600
3. Travel	\$ -	\$ -	\$ -	\$ -	\$ -
4. Equipment	\$ 11,000	\$ -	\$ -	\$ -	\$ 11,000
5. Supplies	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 20,000
6. Contractual	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 400,000
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ -	\$ -	\$ -	\$ -	\$ -
9. Total Direct Costs (lines 1-8)	\$ 659,400	\$ 648,400	\$ 648,400	\$ 648,400	\$ 2,604,600
10. Indirect Costs*	\$ 33,564	\$ 32,904	\$ 32,904	\$ 32,904	\$ 132,276
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supplemental Funding for Participating LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
13. Total Costs (lines 9-12)	\$ 692,964	\$ 681,304	\$ 681,304	\$ 681,304	\$ 2,736,876

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

## **Budget Part II: Detailed Level Project Budget Table – Turning Around the Struggling Schools**

Addressing swiftly and decisively the issue of the struggling schools in Wisconsin is a top priority within the states plan. Our goals, plans and strategies in this area are covered in detail in section (E) of this application.

Our cost projections are based on both costings and non-binding proposals provided by both national and local organizations and not-for-profits who have proven track records in this area and existing experience contracting with such organizations.

In addition, the WDPI will increase on its current resources and expertise in this area by seeking to recruit individuals with specific experience and proven ability in all aspects of turning around struggling schools. Our cost projections for this aspect of our plan are based on our understanding of the scope of work we wish to undertake, the current WDPI cost structures and what we believe is the minimum budget and resource we require in order to successfully implement these reform initiatives.

For further information, please also reference Budget Part II: Project-Level Budget Table on the following two pages.

1. Personnel	Title and Position Description	Base Salary	% FTE PY 1	% FTE PY 2	% FTE PY 3	% FTE PY 4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
	Education Consultant (5)	\$ 60,000	500%	500%	500%	500%	\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 1,200,000
	Research Alliance Development Coordinator - This position will be responsible for bringing together key stakeholders to develop the framework for creating and supporting an external entity that would research Milwaukee Public Schools and inform the public and policymakers on key initiatives. Partly modeled on the role of the Chicago Consortium of School Research, this person will also draw on the strengths of the existing research efforts in Milwaukee.										
		\$ 80,000	100%	100%	100%	100%	\$ 80,000	\$ 80,000	\$ 80,000	\$ 80,000	\$ 320,000
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total Personnel</b>						<b>\$ 380,000</b>	<b>\$ 380,000</b>	<b>\$ 380,000</b>	<b>\$ 380,000</b>	<b>\$ 1,520,000</b>

2. Fringe Benefits	Position Title	Fringe Rate	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
	Education Consultant	43%	\$ 129,000	\$ 129,000	\$ 129,000	\$ 129,000	\$ 516,000
	Research Alliance Development Coordinator	43%	\$ 34,400	\$ 34,400	\$ 34,400	\$ 34,400	\$ 137,600
			\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total Fringe Benefits</b>		<b>\$ 163,400</b>	<b>\$ 163,400</b>	<b>\$ 163,400</b>	<b>\$ 163,400</b>	<b>\$ 653,600</b>

3. Travel	Trip Purpose and Description	Cost Per Trip	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total Travel Costs</b>						<b>\$ -</b>				

4. Equipment	Item Description	Unit Cost	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
	Laptop computers	\$ 1,500	6				\$ 9,000	\$ -	\$ -	\$ -	\$ 9,000
	Laser Printers	\$ 1,000	2				\$ 2,000	\$ -	\$ -	\$ -	\$ 2,000
							\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total Equipment Costs</b>						<b>\$ 11,000</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 11,000</b>

5. Supplies	Item description	Unit Cost	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
	Office supplies						\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 20,000
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total Supply Costs</b>						<b>\$ 5,000</b>	<b>\$ 5,000</b>	<b>\$ 5,000</b>	<b>\$ 5,000</b>	<b>\$ 20,000</b>

6. Contractual	Item Description & Purpose or Relation to the Project	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
	Consulting	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 400,000
		\$ -	\$ -	\$ -	\$ -	\$ -
		\$ -	\$ -	\$ -	\$ -	\$ -
		\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total Contractual Expenses</b>	<b>\$ 100,000</b>	<b>\$ 100,000</b>	<b>\$ 100,000</b>	<b>\$ 100,000</b>	<b>\$ 400,000</b>

7. Training Stipends	Description and Purpose	Unit Cost	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total Training</b>						<b>\$ -</b>				

8. Other	Type or Category & Purpose	Unit Cost	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total Other Expenses</b>						\$ -	\$ -	\$ -	\$ -	\$ -

10. Indirect Costs	Organization	Rate					Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
Note: No indirect charged for contractual costs	WI Department of Public Instruction	6%					\$ 33,564	\$ 32,904	\$ 32,904	\$ 32,904	\$ 132,276
							\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total Indirect Costs</b>						\$ 33,564	\$ 32,904	\$ 32,904	\$ 32,904	\$ 132,276

11. Funding for Involved LEAs	Activity Description & Purpose	Unit Cost	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total Other Expenses</b>						\$ -	\$ -	\$ -	\$ -	\$ -

12. Supplemental Funding for Participating LEAs	Item	Unit Cost	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total Subgrant</b>						\$ -	\$ -	\$ -	\$ -	\$ -

**Project 14: Response to Intervention**

**Budget Part II: Project-Level Budget Table**

Response to Intervention

**Associated with Criteria: (E)(2)**

**(Evidence for selection criterion (A)(2)(i)(d))**

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$ 1,190,570	\$ 1,190,570	\$ 1,190,570	\$ 1,190,570	\$ 4,762,280
2. Fringe Benefits	\$ 511,945	\$ 511,945	\$ 511,945	\$ 511,945	\$ 2,047,780
3. Travel	\$ 64,500	\$ 64,500	\$ 64,500	\$ 64,500	\$ 258,000
4. Equipment	\$ 38,500	\$ -	\$ -	\$ -	\$ 38,500
5. Supplies	\$ 12,500	\$ 12,500	\$ 12,500	\$ 12,500	\$ 50,000
6. Contractual	\$ 83,250	\$ 83,250	\$ 83,250	\$ 83,250	\$ 333,000
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ 32,500	\$ 32,500	\$ 32,500	\$ 32,500	\$ 130,000
9. Total Direct Costs (lines 1-8)	\$ 1,933,765	\$ 1,895,265	\$ 1,895,265	\$ 1,895,265	\$ 7,619,560
10. Indirect Costs*	\$ 111,031	\$ 108,721	\$ 108,721	\$ 108,721	\$ 437,194
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supplemental Funding for Participating LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
13. Total Costs (lines 9-12)	\$ 2,044,796	\$ 2,003,986	\$ 2,003,986	\$ 2,003,986	\$ 8,056,754

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

## **Budget Part II: Detailed Level Project Budget Table – Response to Intervention**

Establishing an RtI organization within the WDPI is critical to the success of the Wisconsin Race to the Top plan and this aspect of our proposal / application is covered in significant detail in section E2 of the application.

Detailed job descriptions and requirements, organization charts and operating procedures for the Wisconsin RtI center have already been developed, meaning that while the timescales for implementation are aggressive, they are more than achievable.

Our costings are based on standard WDPI pay scales and fringe rates and also reflect our budget experience and understanding gained from setting up similar, if smaller, departments within the WDPI.

Of final note, while funding provisions beyond the four year grant period are unclear at this time, it would be our intention to endeavor to continue to fund this department internally post 2013.

For further information, please also reference Budget Part II: Project-Level Budget Table on the following two pages.

1. Personnel	Title and Position Description	Base Salary	% FTE PY 1	% FTE PY 2	% FTE PY 3	% FTE PY 4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
	Director: Provides the direct leadership of the RtI Technical Assistance Center. The director will work directly with the WWWDPF's Race to the Top director in providing timely information on the work of the RtI Technical Assistance Center.	In-kind					\$ -	\$ -	\$ -	\$ -	\$ -
	Assistant Director: Coordinates the day to day work of the RtI Technical Assistance Center consultants. They will be responsible for ensuring that districts and schools are being provided necessary services, maintaining quality control in services, and placement of staff to meet the needs of districts and schools.	\$92,240	100%	100%	100%	100%	\$ 92,240	\$ 92,240	\$ 92,240	\$ 92,240	\$ 368,960
	Consultant (13): Provides the training and technical assistance to districts and schools in their area. They will work directly with LEAs in the development and implementation of RtI programs as well as act as a critical friend on an ongoing basis.	\$80,000	1300%	1300%	1300%	1300%	\$ 1,040,000	\$ 1,040,000	\$ 1,040,000	\$ 1,040,000	\$ 4,160,000
	Office Operations Associate (2): Provides clerical support to consultants, coordinator and director; will maintain files and records; schedule conferences, meetings, and travel; as well as ensure timely processing of expenditures.	\$29,165	200%	200%	200%	200%	\$ 58,330	\$ 58,330	\$ 58,330	\$ 58,330	\$ 233,320
	<b>Total Personnel</b>						<b>\$ 1,190,570</b>	<b>\$ 1,190,570</b>	<b>\$ 1,190,570</b>	<b>\$ 1,190,570</b>	<b>\$ 4,762,280</b>

2. Fringe Benefits	Position Title	Fringe Rate	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
	Director	In-kind					\$ -
	Assistant Director	43%	\$ 39,663	\$ 39,663	\$ 39,663	\$ 39,663	\$ 158,653
	Consultant (13)	43%	\$ 447,200	\$ 447,200	\$ 447,200	\$ 447,200	\$ 1,788,800
	Program Assistant (2)	43%	\$ 25,082	\$ 25,082	\$ 25,082	\$ 25,082	\$ 100,328
	<b>Total Fringe Benefits</b>		<b>\$ 511,945</b>	<b>\$ 511,945</b>	<b>\$ 511,945</b>	<b>\$ 511,945</b>	<b>\$ 2,047,780</b>

3. Travel	Trip Purpose and Description	Cost Per Trip	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
	Director- statewide trips to LEAs (300 miles per trip)	\$150	60	60	60	60	\$ 9,000	\$ 9,000	\$ 9,000	\$ 9,000	\$ 36,000
	Director- national trips	\$2,000	2	2	2	2	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 16,000
	Assistant Director- statewide trips to LEAs (300 miles per trip)	\$150	60	60	60	60	\$ 9,000	\$ 9,000	\$ 9,000	\$ 9,000	\$ 36,000
	Assistant Director- national trip	\$2,000	1	1	1	1	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 8,000
	Consultants (13)- statewide trips to LEAs (100 miles per trip)	\$50	780	780	780	780	\$ 39,000	\$ 39,000	\$ 39,000	\$ 39,000	\$ 156,000
	Program Assistants (2)- statewide trips (300 miles per trip)	\$150	10	10	10	10	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 6,000
	<b>Total Travel Costs</b>						<b>\$ 64,500</b>	<b>\$ 64,500</b>	<b>\$ 64,500</b>	<b>\$ 64,500</b>	<b>\$ 258,000</b>

4. Equipment	Item Description	Unit Cost	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
	Laptop computers	\$1,500	16				\$ 24,000	\$ -	\$ -	\$ -	\$24,000
	Laser Printers	\$1,000	4				\$ 4,000	\$ -	\$ -	\$ -	\$4,000
	Desktop computers	\$2,500	3				\$ 7,500	\$ -	\$ -	\$ -	\$7,500
	LCD projectors	\$750	4				\$ 3,000	\$ -	\$ -	\$ -	\$3,000
	<b>Total Equipment Costs</b>						<b>\$38,500</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$38,500</b>

5. Supplies	Item description	Unit Cost	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
	Instructional materials						\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 20,000
	Office supplies						\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500	\$ 30,000
	<b>Total Supply Costs</b>						<b>\$ 12,500</b>	<b>\$ 12,500</b>	<b>\$ 12,500</b>	<b>\$ 12,500</b>	<b>\$ 50,000</b>

6. Contractual		Item Description & Purpose or Relation to the Project					Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
		Series of videos on RTI developed by the WWWWDPI and the Educational Communications Board (5) 20 minute videos. \$1,000 per minute for production and editing of video over 4 years					\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 100,000
		Web site and internet support, \$6,750 per FTE over 4 years					\$ 27,000	\$ 27,000	\$ 27,000	\$ 27,000	\$ 108,000
		Editor for publications: 500 hours of editing @ \$50 per hour over 4 years					\$ 6,250	\$ 6,250	\$ 6,250	\$ 6,250	\$ 25,000
		Writers for publications (\$30 per hour for 8 hours for 5 days for 50 people) over 4 years					\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 60,000
		Contract to host the state Race to the Top Summit: \$10,000 per year per Summit					\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 40,000
		<b>Total Contractual Expenses</b>					<b>\$ 83,250</b>	<b>\$ 83,250</b>	<b>\$ 83,250</b>	<b>\$ 83,250</b>	<b>\$ 333,000</b>

7. Training Stipends		Description and Purpose	Unit Cost	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
								\$ -	\$ -	\$ -	\$ -	\$ -
								\$ -	\$ -	\$ -	\$ -	\$ -
								\$ -	\$ -	\$ -	\$ -	\$ -
		<b>Total Training</b>						<b>\$ -</b>				

8. Other		Type or Category & Purpose	Unit Cost	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
		Printing 5 publications						\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000	\$ 120,000
		Postage						\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 10,000
		<b>Total Other Expenses</b>						<b>\$ 32,500</b>	<b>\$ 32,500</b>	<b>\$ 32,500</b>	<b>\$ 32,500</b>	<b>\$ 130,000</b>

10. Indirect Costs		Organization	Rate					Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
Note: No indirect charged for contractual costs		WI Department of Public Instruction	6%					\$ 111,031	\$ 108,721	\$ 108,721	\$ 108,721	\$ 437,194
								\$ -	\$ -	\$ -	\$ -	\$ -
		<b>Total Indirect Costs</b>						<b>\$ 111,031</b>	<b>\$ 108,721</b>	<b>\$ 108,721</b>	<b>\$ 108,721</b>	<b>\$ 437,194</b>

11. Funding for Involved LEAs		Activity Description & Purpose	Unit Cost	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
								\$ -	\$ -	\$ -	\$ -	\$ -
								\$ -	\$ -	\$ -	\$ -	\$ -
								\$ -	\$ -	\$ -	\$ -	\$ -
		<b>Total Other Expenses</b>						<b>\$ -</b>				

12. Supplemental Funding for Participating LEAs		Item	Unit Cost	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
								\$ -	\$ -	\$ -	\$ -	\$ -
								\$ -	\$ -	\$ -	\$ -	\$ -
								\$ -	\$ -	\$ -	\$ -	\$ -
		<b>Total Subgrant</b>						<b>\$ -</b>				

**Project 15: WINS (Wisconsin Initiative for Neighborhood Schools that Work for Children)**

<b>Budget Part II: Project-Level Budget Table</b> <u>WINS (Wisconsin Initiative for Neighborhood Schools that Work for Children)</u> <b>Associated with Criteria: (E)(2)</b> <b>(Evidence for selection criterion (A)(2)(i)(d))</b>					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$ -	\$ -	\$ -	\$ -	\$ -
2. Fringe Benefits	\$ -	\$ -	\$ -	\$ -	\$ -
3. Travel	\$ -	\$ -	\$ -	\$ -	\$ -
4. Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
5. Supplies	\$ -	\$ -	\$ -	\$ -	\$ -
6. Contractual	\$ 2,500,000	\$ 2,500,000	\$ 2,500,000	\$ 2,500,000	\$ 10,000,000
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ -	\$ -	\$ -	\$ -	\$ -
9. Total Direct Costs (lines 1-8)	\$ 2,500,000	\$ 2,500,000	\$ 2,500,000	\$ 2,500,000	\$ 10,000,000
10. Indirect Costs*	\$ -	\$ -	\$ -	\$ -	\$ -
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supplemental Funding for Participating LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
13. Total Costs (lines 9-12)	\$ 2,500,000	\$ 2,500,000	\$ 2,500,000	\$ 2,500,000	\$ 10,000,000

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.  
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.  
Column (e): Show the total amount requested for all project years.  
\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

## **Budget Part II: Detailed Level Project Budget Table – WINS**

Establishing the WINS for Children is one of the center pieces of our plans to address the achievement gap within Milwaukee Public Schools. The central aspects of our plans in this area are covered in significant detail in section E2 of the application.

Wisconsin have reviewed detailed cost, budget and results projections on the WINS for Children project provided by the Zilber Foundation and believe them to be accurate. Wisconsin have also compared these costs to our understanding and research of the cost structures and budgets of Harlem Children zone, on which WINS for Children is modeled, and believe that the proposed funding levels are realistic to begin to achieve the significant results we believe are possible from this initiative.

While much of operational details of the WINS project still need to be fleshed out, we believe that these costs are realistic and offer a significant ‘return on investment’ in terms of the complimentary effects it will have on our focused efforts to reduce the achievement gap in Milwaukee.

Therefore, we believe that providing \$10 million in funding (approximately 60 – 75% of the initial projected project cost over the four year period) would be a good use of Race to the Top funds and that there will be more than sufficient measurement and shared governance structures to ensure this.

Furthermore, while Race to the Top funds would contribute significantly to the initial design and administration of WINS for Children project, we believe that the strong plans to garner additional public and private funds funded by ongoing philanthropy and local and national business support will make this initiative sustainable long after the grant period. Therefore, we would like to be at the forefront of implementing this initiative in Milwaukee as soon as Race to the top funds become available.

All costs within this budget are contractual. Administration of this investment is covered within the existing cost structure of the WDPI, OEII and the Governor’s office.

For further information, please also reference Budget Part II: Project-Level Budget Table on the following two pages.



8. Other	Type or Category & Purpose	Unit Cost	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total Other Expenses</b>						\$ -	\$ -	\$ -	\$ -	\$ -

10. Indirect Costs	Organization	Rate					Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total Indirect Costs</b>						\$ -	\$ -	\$ -	\$ -	\$ -

11. Funding for Involved LEAs	Activity Description & Purpose	Unit Cost	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total Other Expenses</b>						\$ -	\$ -	\$ -	\$ -	\$ -

12. Supplemental Funding for Participating LEAs	Item	Unit Cost	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
							\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Total Subgrant</b>						\$ -	\$ -	\$ -	\$ -	\$ -

**Project 16: STEM**

**Budget Part II: Project-Level Budget Table**

**STEM**

**Associated with Criteria: Priority 2**

**(Evidence for selection criterion (A)(2)(i)(d))**

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$ -	\$ -	\$ -	\$ -	\$ -
2. Fringe Benefits	\$ -	\$ -	\$ -	\$ -	\$ -
3. Travel	\$ -	\$ -	\$ -	\$ -	\$ -
4. Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
5. Supplies	\$ 200,000	\$-	\$-	\$-	\$ 200,000
6. Contractual	\$ 40,000	\$ 60,000	\$ 200,000	\$ 100,000	\$ 400,000
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ 450,000	\$ 1,050,000	\$ 800,000	\$ 600,000	\$ 2,900,000
9. Total Direct Costs (lines 1-8)	\$ 690,000	\$ 1,110,000	\$ 1,000,000	\$ 700,000	\$ 3,500,000
10. Indirect Costs*	\$ 39,000	\$ 63,000	\$ 48,000	\$ 36,000	\$ 186,000
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supplemental Funding for Participating LEAs	\$ 250,000	\$ 250,000	\$ -	\$ -	\$ 500,000
13. Total Costs (lines 9-12)	\$ 979,000	\$ 1,423,000	\$ 1,048,000	\$ 736,000	\$ 4,186,000

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

## **Budget Part II: STEM**

Science, Technology, Engineering and Math are important aspects of our reform plan in Wisconsin, running through the majority of our reform plan initiatives. To support this emphasis, Wisconsin propose to utilize Race to the Top funds to establish STEM academies and further support the development of STEM best practices across the state. These aspects of the Wisconsin are covered in detail in Priority 2 of this application.

Our cost projections are based on both costings and non-binding proposals provided by both national and local organizations and not-for-profits who have proven track records in these activities as well as our existing experience.

All costs within this budget are contractual. Administration of this investment is covered within the existing cost structure of the WDPI.

For further information, please also reference Budget Part II: Project-Level Budget Table on the following two pages.



8. Other

Type or Category & Purpose	Unit Cost	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
<i>STEM Academies:</i>										
For each of the 4 STEM Academy sites for personnel and operating expenses (matched with local funding): \$250,000 in Year 2, \$200,000 in Year 3, and \$150,000 in Year 4						\$ -	\$ 1,000,000	\$ 800,000	\$ 600,000	\$ 2,400,000
<i>STEM Best Practices:</i>										
Increase the availability of and enrollment in advanced placement courses by training high school staff; provide online networking and summer institutes for teacher training						\$ -	\$ 50,000	\$ -	\$ -	\$ 50,000
Target undergraduate science and math majors to enter teaching; provide funding to 3 institutions of higher education, \$150,000 each	\$ 150,000	3				\$ 450,000	\$ -	\$ -	\$ -	\$ 450,000
<b>Total Other Expenses</b>						<b>\$ 450,000</b>	<b>\$ 1,050,000</b>	<b>\$ 800,000</b>	<b>\$ 600,000</b>	<b>\$ 2,900,000</b>

10. Indirect Costs

Note: No indirect charged for contractual costs

Organization	Rate	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
WI Department of Public Instruction	6%	\$ 39,000	\$ 63,000	\$ 48,000	\$ 36,000	\$ 186,000
		\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Indirect Costs</b>		<b>\$ 39,000</b>	<b>\$ 63,000</b>	<b>\$ 48,000</b>	<b>\$ 36,000</b>	<b>\$ 186,000</b>

11. Funding for Involved LEAs

Activity Description & Purpose	Unit Cost	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
						\$ -	\$ -	\$ -	\$ -	\$ -
						\$ -	\$ -	\$ -	\$ -	\$ -
						\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Other Expenses</b>						<b>\$ -</b>				

12. Supplemental Funding for Participating LEAs

Item	Unit Cost	QTY, PY1	QTY, PY2	QTY, PY3	QTY, PY4	Total Costs PY 1	Total Costs PY 2	Total Costs PY 3	Total Costs PY 4	Total Project Cost
<i>STEM Best Practices:</i>										
STEM Pilot Project Awards: competitive grant awards to LEAs, ranging from \$10,000 to \$40,000						\$ 100,000	\$ 100,000	\$ -	\$ -	\$ 200,000
Grants to match local funds to provide start-up costs for new Project Lead the Way school sites						\$ 150,000	\$ 150,000	\$ -	\$ -	\$ 300,000
<b>Total Subgrant</b>						<b>\$ 250,000</b>	<b>\$ 250,000</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 500,000</b>

