

State of Wisconsin

Race to the Top Application

CFDA# 84.395A

June 1st, 2010

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STATE OF WISCONSIN

May 27, 2010

Dear Secretary Duncan:

On behalf of Wisconsin's school children, we are pleased to present to you our application for the U.S. 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. As you will note, Wisconsin's educational community has been hard at work strengthening not only our reform agenda but building even greater support for our efforts to ensure that every child succeeds. Over the last several months, Wisconsin's strong educational reform agenda has brought together teachers, school leaders, parents and community members from 423 Wisconsin school districts and charter schools around the central Race to the Top 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 and a broad group of stakeholders. 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.
- Make Wisconsin one of the top states in student achievement.
- Drastically cut our achievement gap.
- Ensure that all students throughout the state have access to high quality teachers and school leadership.
- Drastically reduce the number of high school dropouts, and significantly increase high school graduation rates for at-risk populations.
- Increase the percentage of students who are college and career ready, and significantly increase growth in college entrances.

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 – leading a consortium with 47 other states to develop and adopt internationally benchmarked standards.
- More useful assessments -- changing 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 does not in education.
- More support for teachers -- both for new teachers through mentoring and for struggling teachers through coaching.
- Increased capacity at the state and regional level to assist with instructional improvement efforts, including training around response to intervention.
- An emphasis on providing additional supports, particularly in early childhood and for middle school to high school transitions, 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, as well as contracting with external organizations with research-proven track records as appropriate.
- Providing wraparound services that complement 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 before you builds on Wisconsin's strengths, yet recognizes that we can and must do more to ensure all our children are prepared for success. We appreciate your consideration of Wisconsin's aggressive plan for education reform, and we look forward to joining President Obama and you in America's Race to the Top.

Sincerely,

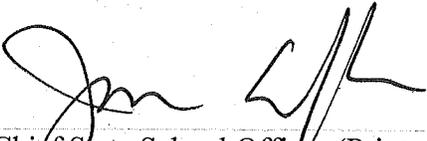


Jim Doyle
Governor



Tony Evers
State Superintendent

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

Legal Name of Applicant (Office of the Governor): Office of the Governor	Applicant's Mailing Address: 115 East, State Capitol PO Box 7863 Madison, WI 53707-7863
Employer Identification Number: 396028867	Organizational DUNS: 001778349
State Race to the Top Contact Name: (Single point of contact for communication) Chris Patton	Contact Position and Office: Policy Director, Office of the Governor
Contact Telephone: (608) 266-2093	Contact E-mail Address: christopher.patton@wisconsin.gov
Required Applicant Signatures: To the best of my knowledge and belief, all of the information and data in this application are true and correct. I further certify that I have read the application, am fully committed to it, and will support its implementation:	
Governor or Authorized Representative of the Governor (Printed Name): Jim Doyle	Telephone: (608) 266-1212
Signature of Governor or Authorized Representative of the Governor: 	Date: May 27, 2010
Chief State School Officer (Printed Name): Tony Evers	Telephone: (608) 266-1771
Signature of the Chief State School Officer: 	Date: May 27, 2010
President of the State Board of Education (Printed Name): N/A	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):

Telephone:

J.B. Van Hollen

608-266-1221

Signature of the State Attorney General or Authorized Representative:

Date:



5.27.10

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. 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

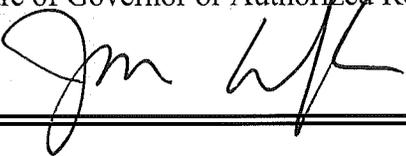
The Governor or his/her authorized representative assures or certifies the following:

- 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 subawards 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.

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

SIGNATURE BLOCK FOR CERTIFYING OFFICIAL

Governor or Authorized Representative of the Governor (Printed Name):	
Jim Doyle	
Signature of Governor or Authorized Representative of the Governor:	Date:
	May 27, 2010

ELIGIBILITY REQUIREMENTS

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.

(Enter text here.)

I. 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 (MOUs) (as set forth in Appendix D) 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
 - (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.

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: Wisconsin’s Reform Agenda to Address Student Achievement

Wisconsin is committed at every level of government to providing a quality public education for all Wisconsin children - no matter where they live, their race, their ethnicity, what language they speak, or their parents’ income or education level. This commitment is long-standing and is demonstrated by the high quality of Wisconsin’s 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. As a result of this commitment, the State has documented nation-leading graduation rates, strong college entrance exam scores, and significant increases in students taking rigorous college-level courses.

Despite its strong overall educational performance, education concerns and challenges still exist – many centered on achievement gaps. Achievement gaps by race, ethnicity, and socio-economic status are wide, particularly between African-American and white students. In some instances, Wisconsin’s achievement gaps are the worst in the nation.

Wisconsin is fortunate to have a State Superintendent of Public Instruction and a Governor who are committed to raising the bar for education and guiding the State toward a more aggressive reform agenda that addresses these unacceptably large and persistent gaps. Further, Wisconsin has widespread collaboration as government, education, and business leaders have come together to tackle the State’s challenges head on.

The status quo is not acceptable. Race to the Top provides an unprecedented opportunity to expand successful state and local reform efforts to effect systemic change and increase education innovation. The State’s reform agenda will increase overall student achievement, close the achievement gaps, increase high school graduation rates, prepare students for college and careers, and build the capacity, human capital, to

make the State's reforms sustainable. Wisconsin intends to build on its strong educational foundation to ensure a world-class education for every student.

Commitment across the state is strong, the vision is clear, and the work is underway. Wisconsin has the necessary leadership and foundations in place at the local, regional, state, and national levels to implement sustainable reform efforts. The funding and support available through Race to the Top are powerful catalysts that will accelerate education reform in Wisconsin and transform the lives of thousands of children.

An Aggressive State Reform Plan

The Wisconsin Reform Plan is based on the four core education reform areas:

1. Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;
2. Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction;
3. Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and
4. Turning around our lowest-achieving schools.

The State's reform plan consists of seven goals that are directly related to the four core education reform areas. These goals represent Wisconsin's specific commitments to address its challenges and capitalize on its existing strengths. Specifically, Wisconsin's Reform Plan aims to achieve significant improvement in the following areas:

Overall student achievement

Goal 1: Ensure 100 percent of Wisconsin's children are proficient or on track to proficiency in mathematics and reading

Goal 2: Make Wisconsin one of the top five states in student achievement.

Closing achievement gaps

Goal 3: Cut the achievement gap in half by 2014.

Goal 4: Ensure that all students throughout the state have access to high quality teachers and school leadership.

High school graduation

Goal 5: Halve the number of high school dropouts by 2014, and double high school graduation growth rates for at-risk populations including Native American, African-American and Hispanic students.

College and career readiness

Goal 6: Increase the percentage of students who are college and career ready, and significantly increase growth in college entrances.

Capacity and sustainability

Goal 7: Build capacity at the State, CESA, and LEA level to ensure successful implementation of education reforms.

In addition, the reform plan will expand the State's ongoing emphasis on Science, Technology, Engineering and Mathematics (STEM) education through programs such as Project Lead the Way. Policies that promote science equivalency credit for agriculture courses and encourage other avenues for credit equivalency will form the basis to accelerate STEM advancement.

A high level overview of the State's Reform plan is depicted below, followed by a discussion of Wisconsin's current and future reform efforts as they relate to the four education reform areas.

Wisconsin Race to the Top – State Plan Overview

(A) Overall Commitment-State Success Factors	• Create the Office of Education Innovation and Improvement (OEII)	Goal 7
	• Augment the Wisconsin Initiative for Neighborhoods and Schools that Work for Children (WINS)	Goals 3, 5, 6
	• Expand the statewide Response to Intervention (RtI) Center	Goals 1, 2, 3, 5, 6, 7
	• Provide support to rural CESAs	Goals 1, 2, 4, 5, 6
	• External mechanisms to measure and report on RTTT progress	Goal 7
(B) Standards & Assessments	• Adopt the Common Core Standards and develop related curriculum and units of instruction	Goals 1, 4
	• Develop and implement a common benchmark assessment.	Goals 1, 4, 7
	• Provide professional development and online resources.	Goals 1, 2, 3, 4, 5
(C) Data	• Provide professional development modules and training around data use to improve instruction	Goals 1, 2, 3, 4, 7
	• Provide an expanded public reporting portal for education data	Goal 7
(D) Effective Teachers and Principals	• Develop mentor and coaching guidelines and best practices to improve effectiveness	Goals 1, 2, 4
	• Provide high quality coaching and mentoring resources and tools for principal and teacher effectiveness	Goals 1, 2, 4
	• Provide and support mentor academies	Goal 4
	• Provide and support coaching institutes	Goal 4
	• Develop and implement a model evaluation system	Goals 4, 7
	• Implement a pre-service teacher performance assessment tool	Goals 4, 7
	• Expand the Institute for Urban Education	Goals 3, 4, 5
(E) Turning Around the Lowest Achieving Schools	• Fund, execute and support turnaround strategies in the lowest-achieving schools	Goals 3, 5, 6
(F) STEM	• Create a working group to coordinate STEM efforts around the state and promote best practices within schools	Goals 1, 2, 4, 5, 6
	• Strengthen ties with business and higher education institutions to tie curricula to standards and needs in higher education and the workforce	Goals 1, 4
	• Establish regional STEM academies	Goals 1, 2, 4, 5, 6
	• Support initiatives to drive STEM best practices	Goals 1, 2, 4, 5, 6

Wisconsin has already begun to lay the foundation for success in each of the four education reform areas. Extensive work has been completed in the areas of standards and assessments, data systems, great teachers and leaders, and turning around the lowest-achieving schools. Using Race to the Top as a springboard, the State and its participating LEAs are committing to projects that will build on this existing foundation to fully realize Wisconsin's vision for innovation and excellence in education.

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 the day they are published. The State has 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 21st Century Skills. Once complete, Wisconsin's standards will be among the highest in the nation. These standards will form the foundation for instruction in the state.

Wisconsin, as part of the SMARTER Balanced Assessment Consortium, is developing a common statewide benchmark assessment accessible through a shared computer-based format to gauge student progress according to Common Core Standards throughout the school year. Wisconsin's efforts around assessments began with a thorough examination of the State assessment system in September 2008. The State Superintendent's Next Generation Assessment Task Force, including representatives from business and PK-16 education, reviewed best practices in other states and embraced the notion of creating a more balanced assessment system in Wisconsin. The Task Force 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 part of the SMARTER Balanced Assessment Consortium, Wisconsin has been a leader in developing a new balanced assessment system that provides a system of formative, interim and summative assessments, organized around Common Core standards, that support high-quality learning and the demands of accountability, and that balance concerns for innovative assessment with the need for a fiscally sustainable system that is feasible to implement.

Beginning this summer, Wisconsin, in collaboration with the SMARTER Balanced Assessment Consortium, will support the effective implementation of Common Core standards through professional development and online resources. Using Race to the Top funds, online

resources will be developed to include model curriculum, model units of instruction, and video classroom vignettes accessible to all districts. The State will support high-quality professional development through local and regional professional learning communities, summer institutes, and online training modules and networking.

Building data systems that measure student growth and success, as well as inform teachers and principals about how they can improve instruction: Transparency and availability have been the hallmarks of Wisconsin’s approach to building data systems, 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 and display data in more meaningful ways, allowing users to use the data to inform instructional decision making.

Through a combination of work streams from the State’s recently awarded and existing Longitudinal Data Systems grants 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 teachers. This will further enable users of this longitudinal data system to explore questions about what works in the state’s education system. Further, Wisconsin plans to track the effectiveness of educator pre-service programs, help identify teachers in need of additional support and allow a more robust longitudinal measure of student growth. In addition, Wisconsin has joined the Colorado Growth Model consortium with 4 other states in order to more rapidly get growth data into the hands of educators. The consortium focuses on looking at individual student growth as well as aggregating that information to the subgroup, school and district level. The State will include this growth model in the state’s LDS, providing all districts with access to growth data. The State will also support the University of Wisconsin-Madison’s Value-Added Research Center (VARC), the national leader in developing value-added growth models, to analyze data at the district, school, and classroom levels for use in improving instruction and turning around struggling schools. Finally, professional development tools and face-to-face training will promote utilization of student growth and value-added data reports in the classroom to improve instruction.

Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most:

Wisconsin's longstanding history of developing high quality educators as is evidenced by the fact that Wisconsin was one of the first states to move to a tiered licensing system for teacher, administrators, and pupil services personnel that focuses on a performance base pre-service preparation, mentorship, and career-long professional development. Efforts to promote highly effective principals include participation in a multi-year partnership with the Wallace Foundation to strengthen the instructional leadership of principals in Wisconsin's five largest cities. Additional efforts to strengthen instructional leadership of teachers and principals include partnerships in Milwaukee with New Leaders for New Schools and the New Teacher Project. These collaborations have produced strong partnerships with education organizations and universities that will be leveraged in the state's reform plan. Finally, in a significant step forward, Wisconsin recently adopted legislation that allows for the use of student test data and other factors as part of teacher evaluations.

Wisconsin excels at providing alternative credentialing pathways that prepare candidates for critical shortage areas, such as special education, math, science, computer science, bilingual-bicultural, and ESL, and increase the diversity of the State's teachers. The State 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. In addition, Teach for America is now operating in Milwaukee, with 38 corps members placed in hard to staff schools and critical shortage areas.

Through the reform plan, mentor and coaching guidelines and best practices will be developed to improve teacher and principal effectiveness. Based on these guidelines and best practices, high quality coaching, mentoring resources and tools will be provided. The State will also guide districts to align their local assessments with state developed standards to ensure their rigor and comparability across classrooms. A model evaluation system for teachers and principals will be developed based on Wisconsin Educator Standards, aligned with the National Board Certification and the Wisconsin Master Educator Assessment Process that uses student growth as a significant factor. Every Participating District will be evaluating teachers and principals annually. These evaluations will form the basis for decisions on compensation, and tenure of teachers and principals.

Leveraging existing partnerships, the State will also develop, pilot and fully implement a teacher performance assessment tool to be used by educator preparation programs during the student teaching clinical experience. Results from this performance assessment will be used by teacher preparation programs to endorse candidates for state licensure.

Turning around our lowest-achieving schools: Wisconsin is committed to turning around its lowest-achieving schools. The State has prioritized federal and state aid and services to struggling districts and schools, restructured its most challenged school district, supported a nation-leading charter school system and public school choice system, implemented a Response to Intervention system, and passed new legislation giving the Superintendent unprecedented authority to intervene in the lowest-performing schools.

Pursuant to 20 USC §6316 (c)(10) of the Elementary and Secondary Education Act (ESEA), the State Superintendent must take corrective action with respect to any school district identified for improvement, per the State's plan under 20 USC §6311 (b)(2). At the end of the 2005-06 school year, the Milwaukee Public Schools was identified as a District Identified for Improvement (DIFI) under 20 USC §6316 (c)(3), and a corrective action plan was designed to meet the goal of having all students achieve at the proficient or advanced performance levels.

Further, a State-wide System of Support (SSOS) was developed to provide technical assistance to districts with Title I schools Identified for Improvement (SIFI), and other high priority low achieving 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.

In addition, 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 who provides school-level oversight to ensure implementation of all improvement strategies required under corrective action. Examples of currently required improvement strategies 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). Additionally, 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 also a national leader, and one of the first in the nation, in implementing and expanding a quality charter school system. Wisconsin's system is the 6th largest in the nation with over 200 charter schools that serve over 36,000 students. Presently, the Wisconsin Charter School Association (WCSA) is actively recruiting high quality charter school operators from across the United States to start schools in districts with low achieving schools. These schools will be placed in the areas with the highest needs and several will take over or replace struggling schools.

And finally, as described in Section (E), on April 29, 2010, the Governor signed 2009 Wisconsin Act 215 into law, giving the State Superintendent new powers to intervene directly in the state's lowest-performing schools. This new authority will give the Superintendent unprecedented ability to mandate school improvement in the quality of curriculum, teachers and administrators, and school structures.

To implement turnaround strategies in the lowest-achieving schools, turnaround specialists will be provided that will be dedicated to supporting local administrators in implementing turnaround strategies in struggling schools, initially focused on the twelve lowest achieving schools (currently all located within MPS), these turnaround specialists will be responsible for dramatically improving student achievement in a condensed time scale. Resources (including internal and/or external consultants) will be mutually agreed upon by the State and the Participating LEA(s). Wisconsin will also invest heavily in the WINS for Children initiative to provide holistic educational and family supports for children attending schools in challenged Milwaukee neighborhoods.

(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

A Solid Baseline for All Districts: Wisconsin's districts vary in size, enrollment, and need. The smallest school district is located on an island and serves 78 students. Milwaukee, the largest district, serves 85,400 students. Approximately 52 percent (221 out of 425) of the State's school districts serve fewer than 1,000 students. Wisconsin's challenge has been to find ways to create the broad statewide impact necessary to advance the core reform areas, in a way that accommodates the needs of large and small as well as, urban and rural districts that demonstrate a range of student achievement levels and achievement gaps. Wisconsin addressed this challenge by designing a system that addresses both the majority of districts and those that require additional support. Districts that sign the MOU agree to implement reforms in all key areas in the Exhibit I-Preliminary Scope of Work (see sample MOU in Appendix 2). This creates a strong reform foundation for all districts, regardless of size or geography, and decreases disparities across the state. When Wisconsin receives the requested \$250 million, the minimum that each district would receive is \$70,000 or \$100 per pupil or the allocation under the Title I formula, whichever is the greatest. The State anticipates the average award per pupil will be \$175.

Further, Wisconsin's Race to the Top Memorandum of Understanding (MOU) ensures that participating districts will continue to carry out, augment, and develop their own new initiatives in these areas. As evidenced by the high number of Participating LEAs and the broad support from school boards and teachers union leaders, Wisconsin districts are eager and ready to take the four education reform areas to the next level and continue the momentum that has been started over the last several years. *Never before has the sense of urgency been greater, nor and have districts been more willing to accept this challenge by aggressively attacking the achievement gap that exists in the State.*

Going above and beyond for targeted districts: In order to aggressively address the achievement gap, the State will narrowly focus additional resources and requirements on Wisconsin's five largest urban districts—Green Bay, Kenosha, Madison, Milwaukee, Racine—(which all have enrollments that exceed 20,000) and Beloit, which is a DIFI, but not in corrective action. Wisconsin recognizes that these

six districts face unique challenges that create additional barriers to meeting the State's reform goals. These districts have the most diverse student populations in the state and account for over 80 percent of the statewide achievement gap between black students and white students, as well as more than 50 percent of the State's dropouts. To fully address these challenges, an additional set of strategies is needed along with enhanced financial support. The state has developed a supplemental MOU for this group, which targets additional investments in those districts to support early childhood initiatives, student achievement in transition years, as well as career and college readiness. The additional focus and resources reflect research that demonstrates early interventions can reduce the size of the achievement gap when students start kindergarten and help prevent students from dropping out by setting them on a trajectory for success.

Under this supplemental MOU, five of the targeted districts have agreed to implement additional aggressive, research-based strategies in each of the additional intervention areas. Milwaukee, because it is the largest Wisconsin school district and a DIFI-Level 4, has committed to the widest range of supplemental interventions. Additionally, the Response to Intervention (RTI) Center, described further in Section (A), will provide special targeted support for these districts, which will be coordinated with the State's team of turnaround specialists devoted to implementing school improvement strategies in Milwaukee.

In addition, the Milwaukee communities have become even more aggressive and will include the development and implementation of the Wisconsin Initiative for Neighborhoods and Schools that work for children (WINS for Children), discussed in Section (A)(2)(ii). This initiative is modeled after the Harlem Children's Zone and will initially encompass a 110 block geographical area in Milwaukee. All children, ages 0 to 25 that live or attend school in this area 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.

Wisconsin will not ignore the needs of its smaller districts. Wisconsin has earmarked funding to ensure rural districts will have the support they need to implement the strategies outlined in the MOU. The State has also set aside funds in the Race to the Top budget to support local data systems, school-based coaches for reading and math, curriculum development, and STEM programming. The Office of Education

Innovation and Improvement (OEII), as discussed in Section (A)(2), will provide technical assistance and ensure accountability and implementation integrity.

Please refer to the following Appendices for additional information copies of the State's MOU for Participating Districts, supplemental MOU for large, urban districts, and State Plan Overview and Budget Overview:

Appendix 1 - Letter from Governor Jim Doyle and State Superintendent Tony Evers; May 6, 2010

Appendix 2 - Participating LEA Memorandum of Understanding and Exhibit I – Preliminary Scope of Work; May 6, 2010

Appendix 3 - Exhibit II: Addressing WI's Achievement Gap – Ensuring Every Child is Prepared for Success

Appendix 4 – Overview of Support for Rural Districts

Appendix 5 – State Reform Plan Overview

Accountability

To ensure the success of Wisconsin's reform plan, it is important to monitor the performance of each individual project. Through the development of a performance assessment system, the State will ensure that its Race to the Top projects advance the State towards achieving its goals. Project effectiveness will be determined in part by the measures below, as well as other relevant factors determined on a per-project basis. The OEII, described in Section (A)(2), will be responsible for coordinating this accountability effort, reviewing these performance measures and determining the appropriate response for each program. The State and LEAs will be responsible for capturing and reporting data in their progress reports on project implementation.

Table 1 - OEII will take into consideration the following indicators of success

GOAL	INDICATORS	FREQUENCY	RESPONSIBILITY	TIMEFRAME
Goal #1 – Ensure 100% of Children Proficient in Math and Reading	<ul style="list-style-type: none"> Proficiency as measured as scoring at the proficient or higher level on WKCE or next generation assessment Interim benchmark assessments 	<ul style="list-style-type: none"> Annually, quarterly for benchmark assessments 	<ul style="list-style-type: none"> State for WKCE, District for benchmark assessment¹ 	<ul style="list-style-type: none"> Long term goal with increased proficiency levels annually
Goal #2 – Make Wisconsin top 5 states in student achievement	<ul style="list-style-type: none"> State performance on NAEP 	<ul style="list-style-type: none"> NAEP, NCES, and TUDA biannually 	<ul style="list-style-type: none"> State for NAEP, MPS for TUDA 	<ul style="list-style-type: none"> By end of Race to the Top Funding Period
Goal #3 – Cut achievement gap in half by 2014	<ul style="list-style-type: none"> Measured by WKCE scale scores over time, Student Growth Percentile Track interim progress by looking at benchmark assessments, when available, in districts with largest gaps LEA locally-determined measure of student growth Value-added analysis from VARC 	<ul style="list-style-type: none"> Annually for WKCE, semi-annually for benchmark 	<ul style="list-style-type: none"> State for WKCE, OEII and data coaches for benchmark assessments 	<ul style="list-style-type: none"> By end of Race to the Top Funding Period
Goal #4 - Ensure that all students have access to high quality teachers and school leadership	<ul style="list-style-type: none"> Results of teacher evaluations measurements Number and types of teachers licensed and distribution of effective teachers within each district Number of highly qualified and effective 	<ul style="list-style-type: none"> Teacher evaluation scores as defined in application Teacher licensure/distribution biannually 	<ul style="list-style-type: none"> OEII: survey of teachers/principals WDPI: Teacher licensure and distribution measurements LEA: Distribution of teachers within 	<ul style="list-style-type: none"> By end of Race to the Top Funding Period

¹ Benchmark assessments will be used not for accountability purposes, but to provide continual monitoring and allow programs to be adapted to meet the needs of LEAs that are employing this system. Professional development and data coaches provided by OEII and WDPI will assist LEAs in leveraging this data.

GOAL	INDICATORS	FREQUENCY	RESPONSIBILITY	TIMEFRAME
	<p>teachers/principals produced by IHEs</p> <ul style="list-style-type: none"> • Results from principal evaluations • Number and types of teachers licensed and distribution of effective principals within each district • Survey of teachers and principals about effectiveness of coaching/ mentoring/ professional development programs 	<ul style="list-style-type: none"> • Number of high quality and effective teacher yearly • Survey at end of professional development activities, or bi-annually for mentoring/coaching 	<p>districts</p> <ul style="list-style-type: none"> • IHE: number of highly qualified and effective teachers produced 	
Goal #5 - Halve the number of dropouts by 2014, double high school completion growth rates for at-risk populations	<ul style="list-style-type: none"> • Federally defined dropout definition • Federally defined completion measures 	<ul style="list-style-type: none"> • Yearly • Yearly 	<ul style="list-style-type: none"> • WDPI • WDPI 	<ul style="list-style-type: none"> • By end of Race to the Top Funding Period
Goal # 6- Increase percentage of students who are college and career ready, increase annual growth in college entrance by 40 percent	<ul style="list-style-type: none"> • Percentage of students not requiring remedial coursework upon enrollment in IHE • Enrollment figures for students on a by district basis • Participation in the Wisconsin Covenant • Completion of 3rd year Math/Science 	<ul style="list-style-type: none"> • Annually • Annually • Annually • Annually 	<ul style="list-style-type: none"> • WDPI • WDPI • LEA • LEA 	<ul style="list-style-type: none"> • By end of Race to the Top Funding Period
Goal # 7 - Build capacity at state, CESA, and LEA level to ensure successful implementation	<ul style="list-style-type: none"> • % of teaching workforce trained by professional development programs • Annual review of LEA capacity needs 	<ul style="list-style-type: none"> • Biannually • Quarterly • Annual 	<ul style="list-style-type: none"> • OEII • OEII • OEII/WDPI 	<ul style="list-style-type: none"> • Ongoing

(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;

(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;

(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);

Near Universal Participation

Wisconsin has almost universal participation among its LEAs, with 423 out of 440 participating, a 96.1 percent participation rate. For the participating LEAs, all 423 superintendents (or equivalent) signed the MOU, demonstrating a strong commitment from LEA management to implement all of the RTTT core reforms. Additionally, 395 school board presidents signed, a 96.3 percent participation rate, demonstrating a significant commitment from local governance and school boards.

Finally, Wisconsin recognizes that union support is critical to the successful implementation of the State’s reform plan. By working closely with the teachers unions in developing the reform plan, the State received a high percentage of MOU signatures by union representatives, which is indicative of the broad support for the State’s plan. 332 local unions have signed on to Wisconsin’s reform plan, an 81 percent participation rate, and the State has received endorsements from both statewide teachers’ unions.

(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

Powerful Goals with Broad Statewide Impact

There was an overwhelming commitment from Wisconsin's LEAs to participate in the state's Race to the Top application. The 423 Participating LEAs serve 98.3 percent of the 871,262 students in Wisconsin and represent 98.8 percent of the students in poverty. Perhaps more importantly, the LEA response rate demonstrates almost unanimous support for the State reform agenda, including the four core reform areas outlined in the MOU and the State plan that comprise Wisconsin's Race to the Top application. This high level of participation reflects the efforts of the State in involving stakeholders in the Race to the Top application process.

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 supplemental strategies that will ensure students in these uniquely challenged districts are also positioned for success. This is particularly important in Milwaukee, where MPS and the State will focus intensely on turning around the twelve lowest-achieving 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 the achievement gap and reducing the State's dropout rate. By signing the MOU and Exhibit II, these districts have agreed to implement or scale up programs in early childhood, student support and achievement in transition years, and college and career readiness. 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.

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 its K-12 system.

(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 Close Gaps in Mathematics and Language Arts

Goal 1: Ensure 100 percent of Wisconsin’s children are proficient or on track to proficiency in mathematics and reading

Through its targeted reform efforts, Wisconsin will ensure that all its students are proficient or on track to reach proficiency on the Wisconsin Student Assessment System (WSAS). Currently 77 percent of students are proficient in mathematics and 82 percent in reading on WSAS, and significant gains have been made in recent years in mathematics. Keeping in mind the ultimate goal of having all students proficient, Wisconsin will use reforms created through Race to the Top to ensure academic growth toward proficiency.

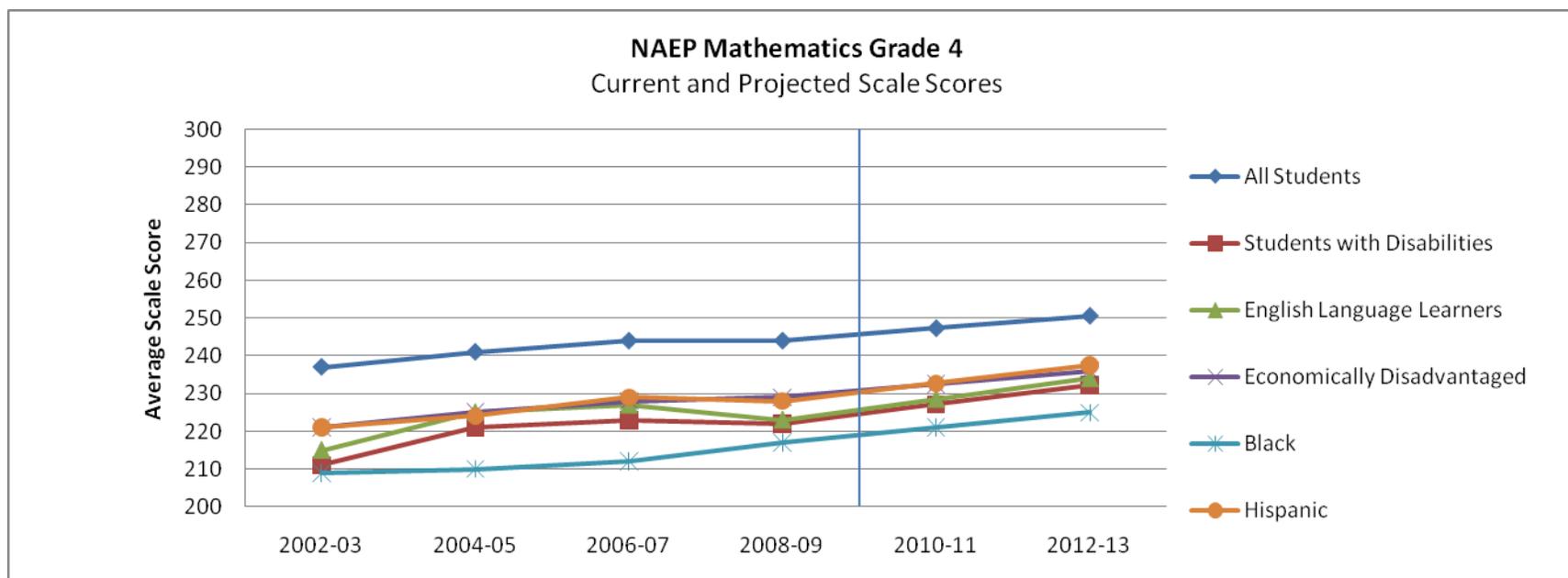
Table 2 - Current and Projected Percent Proficient on the WSAS in Reading and Mathematics

Subject	Grade	Current Percent Proficient	Projected Percent Proficient	Projected Percent On Track to Proficient
Reading	4	81%	85%	15%
	8	84%	87%	13%
	10	76%	81%	19%
Mathematics	4	81%	84%	16%
	8	78%	82%	18%
	10	80%	84%	16%

Goal 2: Make Wisconsin one of the top five states in student achievement

Through its targeted reform efforts, Wisconsin will ensure it is in the top tier of states on NAEP reading and mathematics scores. Currently, Wisconsin ranks behind five states in Mathematics Grade 4 and eighteen states in Reading Grade 4 NAEP scores. Through the Race to the Top reforms, Wisconsin will move within the range of the top five states in NAEP student achievement. The graph below shows Wisconsin’s targets, for all students as well as for subgroups, among the top five states in NAEP student achievement. See Appendix 6 for additional detail regarding NAEP Achievement data and goals.

Figure 1 – NAEP Mathematics Grade 4 Current and Projected Scale Scores



Goal 3: Cut the achievement gap in half by 2014

The achievement gaps in Wisconsin are some of the highest in the nation, and reducing these gaps is a primary aim of Wisconsin’s Race to the Top reforms. Specifically, the State’s goal is to cut in half the achievement gaps on NAEP by 2014. Gap reductions are projected from

the most recent data to the 2013 NAEP administration. Representative examples of the largest achievement gap reductions are presented in Table 3.

Table 3 - Representative examples of the achievement gap reduction in NAEP reading and mathematics average scale scores

Target Group	Reference Group	Subject	Grade	Current Gap (scale scores)	Projected Gap (scale scores)
Black	White	Reading	4	35	18
			8	33	17
		Mathematics	4	33	16
			8	41	20
Economically Disadvantaged	Not Economically Disadvantaged	Reading	4	29	15
			8	24	12
		Mathematics	4	23	12
			8	28	14
Students with Disabilities	Students without Disabilities	Reading	4	42	21
			8	42	21
		Mathematics	4	25	12
			8	38	19

Goal 4: Ensure that all students throughout the state have access to high quality teachers and school leadership.

Wisconsin will ensure that all students have access to high quality teachers and school leadership through (1) a clear approach to measuring teacher and principal effectiveness developed in concert with stakeholders, (2) a world-class longitudinal data system (LDS) to support data-based decisions, (3) a state of the art online teacher licensure system, and (4) strong relationships with and reported outcome data from teacher education programs and pathways.

Specifically, Wisconsin plans to implement a clear approach for measuring student growth by September 2010 and to develop and implement a plan with all stakeholders to use this growth metric as part of the evaluations for teachers and principals by September 2011.

The teacher and principal evaluation system developed in collaboration with stakeholders will ensure that 100 percent of LEAs use the state-wide evaluation system or align their local evaluation system to the state system in order to develop, compensate, promote, retain, and remove teachers and administrators by September 2012. The ultimate goal of the evaluation system is to increase the effectiveness of Wisconsin teachers and principals.

As described in Section (C), Wisconsin will provide a new data dashboard for teachers to review student data in real time, and will provide extensive professional development around this dashboard, the State's standards, and the LDS to ensure that teachers can use these tools to improve their instructional practices.

Wisconsin's online teacher licensure system, slated to be fully implemented by 2013, will dramatically shift teacher licensure from a document-driven to a data-driven enterprise. This system will be interoperable with LEAs, CESAs, Wisconsin institutions of higher education, and a variety of agencies in the state, including the Departments of Revenue, Justice, Regulation and Licensing, Transportation, and Children and Families. This will enable the State to seamlessly integrate student and teacher performance data into educator preparation program approvals. The state's LDS will also create a teacher and principal identifier that enables WDPI to link licensing information, the annual staffing report and student data to provide data to determine teacher and principal effectiveness.

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

Goal 5: Halve the number of high school dropouts by 2014, and double high school graduation growth rates for at-risk populations including Native American, African-American and Hispanic students.

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 (see Appendix 7 for additional information). The State recognizes that not all subgroups have equal graduation rates, and is aggressively addressing this issue.

Over 80 percent of Wisconsin's dropouts are located in 50 school districts, creating a narrow universe of school districts where intensive dropout prevention and student intervention work will yield significant results. 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 percent instead of 89.0 percent--a significant difference.

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 the U.S. Department of Education, the State will likely need to revise the goals and targets in this document as well. For at least three years beginning in 2010-11, the State expects to track graduation rates using both the old and new methods in order to analyze trend data and monitor achievement of its targets.

Goal 5A: Significantly increase the number of high school graduates in Wisconsin: The number of dropouts will be reduced statewide by 50 percent by 2014.

Table 4 - Projected dropout and graduation rate for all students to meet 50 percent reduction goal by 2014

School Year	Total Expected to Graduate	Cohort Dropouts	Regular Diploma	Graduation Rate
1996-97	61,982	6,802	55,180	89.0%
1997-98	64,088	6,519	57,569	89.8%
1998-99	64,983	6,671	58,312	89.7%
1999-00	65,537	6,992	58,545	89.3%
2000-01	65,971	6,630	59,341	90.0%
2001-02	66,694	6,119	60,575	90.8%
2002-03	68,896	5,626	63,270	91.8%
2003-04	66,875	4,981	60,979	91.2%
2004-05	71,172	6,852	63,229	88.8%
2005-06	70,539	6,322	63,006	89.3%
2006-07	71,384	6,157	63,962	89.6%
2007-08	73,271	6,926	65,183	89.0%

School Year	Total Expected to Graduate	Cohort Dropouts	Regular Diploma	Graduation Rate
2008-09	73,190	6,750	65,410	89.4%
2009-10	74,215	6,075	67,140	90.5%
2010-11	75,254	5,400	68,854	91.5%
2011-12	76,307	4,725	70,582	92.5%
2012-13	77,376	4,050	72,326	93.5%
2013-14	78,459	3,375	74,084	94.4%

*Note: the number of expected graduates is projected to increase annually by 1.4 percent based on population trends. The number of students projected to receive regular diplomas assumes that 1,000 students less than the total number of high school completers receive regular diplomas, based on historical data.

Goal 5B: Significantly increase the number of high school graduates in Wisconsin: the rate of growth in high school graduation rates will double for American Indian, Black and Hispanic students.

Table 5 - Projected growth in high school graduation rate for American Indian, Black and Hispanic students by 2014

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%
2005²	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%

² Due to irregularities in the 2004-05 data collections, this year has been excluded.

(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.

Goal 6: Increase the percentage of students who are college and career ready and significantly increase the growth in college entrances.

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 such as the Wisconsin Covenant, an early commitment college-access and aspiration program, and Know How 2 Go, the State has set a target growth rate one standard deviation 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).

The Wisconsin Covenant is the State's early commitment scholarship program that inspires young people to plan early for a successful high-school career that will lead to higher education. All eighth grade students are eligible to sign the Wisconsin Covenant Pledge, which asks students to work hard and meet a set of goals throughout their high school careers. After completion of the pledge, Wisconsin Covenant students earn a place within the state's partnered systems of higher education and the Wisconsin Covenant Scholars Grant.

The Wisconsin Covenant partners with other college access initiatives throughout the state to create a network of resources that will assist Wisconsin Covenant students as they prepare for the rigors of higher education and to ensure they reach their end-goal of earning a college degree. This network includes programs that provide direct-services to both students and families, such as community centers, campus precollege initiatives, and the State's College Access Advisors (a Wisconsin College Access Challenge Grant initiative).

Over 53,000 students have signed the Wisconsin Covenant Pledge since the program's inception in 2007, with the program's first cohort of students currently enrolled as high school juniors. All Wisconsin eighth graders are encouraged to sign the pledge regardless of income. Of schools that serve significant low income populations, 75 percent serve Wisconsin Covenant students. This demonstrates that the Covenant is creating a new pipeline to higher education for students who otherwise may not be able to afford it.

Table 6 - Projected growth in postsecondary enrollment by 2014

	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%

Summary Table for (A)(1)(ii)(b)

Elements of State Reform Plans	Number of LEAs Participating (#)	Percentage of Total Participating LEAs (%)
B. Standards and Assessments		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	423	100%
C. Data Systems to Support Instruction		
(C)(3) Using data to improve instruction:		
(i) Use of local instructional improvement systems	423	100%
(ii) Professional development on use of data	423	100%
(iii) Availability and accessibility of data to researchers	423	100%
D. Great Teachers and Leaders		
(D)(2) Improving teacher and principal effectiveness based on performance:		
(i) Measure student growth	423	100%
(ii) Design and implement evaluation systems	423	100%
(iii) Conduct annual evaluations	423	100%
(iv)(a) Use evaluations to inform professional development	423	100%
(iv)(b) Use evaluations to inform compensation, promotion and retention	154*	36.4%
(iv)(c) Use evaluations to inform tenure and/or full certification	423	100%
(iv)(d) Use evaluations to inform removal	423	100%
(D)(3) Ensuring equitable distribution of effective teachers and principals:		
(i) High-poverty and/or high-minority schools	423	100%

(ii) Hard-to-staff subjects and specialty areas	423	100%
(D)(5) Providing effective support to teachers and principals:		
(i) Quality professional development	423	100%
(ii) Measure effectiveness of professional development	423	100%
E. Turning Around the Lowest-Achieving Schools		
(E)(2) Turning around the lowest-achieving schools	423	100%

*For D (2) (iv) (b) participating LEAs have elected to do the following:

154 Participating LEAs (36%) have elected to implement opportunities to pursue advanced professional certifications for teachers and principals, including certification by the National Board for Professional Teaching Standards

93 Participating LEAs (22%) have elected to implement career ladders for promotion, additional compensation or advancement of teachers based on additional responsibilities and other qualifications

86 Participating LEAs (20%) have elected to implement Career ladders for promotion, additional compensation or advancement of principals based on additional responsibilities and other qualifications.

Summary Table for (A)(1)(ii)(c)

Signatures acquired from participating LEAs:			
Number of Participating LEAs with all applicable signatures			
	Number of Signatures Obtained (#)	Number of Signatures Applicable (#)	Percentage (%) (Obtained / Applicable)
LEA Superintendent (or equivalent)	423	423	100.0%
President of Local School Board (or equivalent, if applicable)	395	410	96.3%
Local Teachers' Union Leader (if applicable)	332	410	81.0%

Summary Table for (A)(1)(iii)

	Participating LEAs (#)	Statewide (#)	Percentage of Total Statewide (%) (Participating LEAs / Statewide)
LEAs	423	440	96.1%
Schools	2,175	2,225	97.8%
K-12 Students	856,258	871,262	98.3%
Students in poverty	319,938	323,728	98.8%

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

Please see Appendix 8: Detailed Table (A)(1) for additional information regarding the participation of each Participating LEA (as defined in this notice). 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;

The Office of Education Innovation and Improvement (OEII)

In order to fully achieve **Goal 7-- Building capacity at the State, CESA, and LEA level to ensure the successful implementation of Race to the Top reforms**--Wisconsin will establish an Office of Education Innovation and Improvement (OEII). Reporting to the State Superintendent, the 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), coordinating cross-agency education reform efforts within WDPI, and ensuring the State’s and LEAs’ compliance with the conditions outlined in the state’s RTTT grant and LEAs’ Final Work Plans.

PROJECT: Create Office of Educational Innovation and Improvement

GOAL(s):

- Build capacity at the State, CESA, and LEA level to ensure successful implementation of education reforms

Overall, 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 including: standards and assessments, data systems, great teachers and leaders, and turning around the lowest-

achieving schools. The OEII will develop processes to facilitate the flow of best practices among LEAs, coordinate regional trainings and supports through CESAs, as well as collect and analyze data to ensure successful strategies are implemented and shared, and ineffective strategies are discontinued. The OEII staff will be experts in the field of educational reform and will be comprised of an OEII director, a program associate, and six project consultants located throughout the state.

The OEII Director will have a background in educational reform strategies, specifically concerning low-achieving schools, experience working with LEAs to implement new strategies, and content knowledge of the projects to be implemented. The Director will be primarily responsible for:

- Planning, developing and implementing, managing, and administering efforts under the Race to the Top;
- Providing strategic direction, management, supervision, leadership, and continuity to staff and programs;
- Coordinating cross-agency WDPI efforts, particularly around online and regional professional development trainings for the Common Core curriculum, next generation assessment, data usage, mentoring and coaching;
- Working in collaboration with other local and state educators to lead the Wisconsin Race to the Top grant.

The OEII Project Consultants will have on-the-ground experience with the implementation of education reform strategies and significant content knowledge around the projects proposed. Project consultants will be located regionally throughout the state in partnership with CESAs. Functioning as a team, the project consultants' primary responsibility will be providing expert leadership for the implementation of the Race to the Top grant. Their specific duties include:

- Providing regional consultation and technical assistance in implementation in the areas of standards and assessments, data, great teachers and leaders, and low achieving schools;
- Providing strategic direction, facilitation of communication, and logistical support to schools and districts in their efforts to improve execute their final work plans; and
- Assisting with the oversight of the evaluation of the Race to the Top programs.

Project consultants will supplement materials and trainings provided by the State as necessary for LEAs to successfully execute work plans. For example, the project consultants will work with LEA staff to implement the common core standards and to coordinate regional mentor trainings. Additional specific activities are detailed in the implementation plan of the OEII.

In addition, the State will provide a team of five turnaround specialists dedicated to assisting MPS. This team will have on-the-ground experience with turning around low-performing schools. The team will be overseen by a new Director of District and School Improvement, who will coordinate with the WDPI management team and will be overseen by the OEII. The OEII office operations associate will provide administrative support to the project consultants. Further, the associate will work under the general supervision of the OEII Director to carry out tasks essential to the accuracy in the Office's reporting.

Additionally, prior to the establishment of the OEII, in the first 90-day period, the WDPI plans to contract with outside entities to ensure that the correct resources, capacity, and capabilities are leveraged by the State during this critical period in order to guarantee that the Final Work Plans of the LEAs are specific, measurable, achievable, realistic, and time bound, and are in line with the Race to the Top guidelines for ambitious yet achievable plans for implementing coherent, compelling, and comprehensive education reform. This outside entity will assist in the establishment of the OEII.

Table 7 – OEII implementation plan

SET UP OEII			
GOAL	KEY ACTIVITIES	TIMELINE	KEY PARTIES
Employ OEII director and staff	<ul style="list-style-type: none"> Use state procedures to recruit, interview, and employ appropriate staff 	<ul style="list-style-type: none"> Within 60 days of grant award 	<ul style="list-style-type: none"> Assistant State Superintendent WDPI HR Outside Consultant
	<ul style="list-style-type: none"> Post positions 	<ul style="list-style-type: none"> Within 10 days of grant award 	<ul style="list-style-type: none"> WDPI HR
	<ul style="list-style-type: none"> Screen resumes 	<ul style="list-style-type: none"> Within 25 days of grant award 	<ul style="list-style-type: none"> Assistant State Superintendent
	<ul style="list-style-type: none"> Interview qualified candidates 	<ul style="list-style-type: none"> Within 40 days of grant award 	<ul style="list-style-type: none"> Assistant State Superintendent
	<ul style="list-style-type: none"> Offer qualified candidates positions 	<ul style="list-style-type: none"> Within 60 days of grant award 	<ul style="list-style-type: none"> Assistant State Superintendent
Provide training to OEII staff	<ul style="list-style-type: none"> Provide HR training to OEII staff 	<ul style="list-style-type: none"> Within 45 days of employment 	<ul style="list-style-type: none"> WDPI HR Outside Consultant
Provide team development training to OEII staff	<ul style="list-style-type: none"> Conduct series of team development training for OEII staff 	<ul style="list-style-type: none"> Within the first 10 days of full team employment 	<ul style="list-style-type: none"> WDPI HR
Provide training related to OEII mission, Race to the Top, and WDPI efforts	<ul style="list-style-type: none"> Conduct series of trainings for OEII staff 	<ul style="list-style-type: none"> Within the first 10 days of full team employment 	<ul style="list-style-type: none"> Assistant State Superintendent Outside Consultant
Support districts as they implement the Common Core standards	<ul style="list-style-type: none"> Provide trainings and technical assistance to districts as they begin to implement the Common Core Standards 	<ul style="list-style-type: none"> 2011 (Q1) – 2014 (Q3): different subjects and grade levels will be identified and relevant training provided 	<ul style="list-style-type: none"> OEII Staff Stakeholders LEAs CESAs Educators
Support data literacy within LEAs to improve instruction	<ul style="list-style-type: none"> Coordinate with data coaches to develop professional development modules, tools and administrator training in data literacy each year 	<ul style="list-style-type: none"> 2010 (Q4) — 2014 (Q3) 	<ul style="list-style-type: none"> OEII Staff WDPI data coaches CESAs Educational institutions, professional organizations, or non-profit organizations, and LEA staff
Facilitate access for districts to high quality coaching and mentoring for teachers and principals	<ul style="list-style-type: none"> Develop mentoring and coaching guidelines and best practices to improve effectiveness 	<ul style="list-style-type: none"> 2010 (Q4) — 2014 (Q3) 	<ul style="list-style-type: none"> OEII Staff External groups such as educational institutions, CESAs, professional organizations, and/or non-profit organizations
	<ul style="list-style-type: none"> Provide high quality coaching and mentoring resources and tools for principal and teacher effectiveness 		

SET UP OEII			
GOAL	KEY ACTIVITIES	TIMELINE	KEY PARTIES
	<ul style="list-style-type: none"> Provide mentor academies, training and support Provide coach institutes, training and support 		
Ensure districts have a high quality evaluation system in place	<ul style="list-style-type: none"> Assist the WDPI in piloting the state's model evaluation system Assist districts in implementing the model evaluation system when it is ready Assist districts in aligning their local assessment systems with the state's model system 	<ul style="list-style-type: none"> 2011 (Q4) — 2014 (Q3) 	<ul style="list-style-type: none"> OEII Staff WDPI External groups such as educational institutions, CESAs, professional organizations, and/or non-profit organizations
Oversee the effective management of the Race to the Top grant	<ul style="list-style-type: none"> Provide day to day management of grant Interact on a timely basis with the U.S. Department of Education (ED) Submit reports to the ED as requested in a timely manner 	<ul style="list-style-type: none"> 2010 (Q4) — 2014 (Q3): OEII staff will oversee, manage, and report on the effectiveness of the RTTT grant 	<ul style="list-style-type: none"> OEII Staff Assistant State Superintendent

Table 8 – Timeline for OEII implementation activities

KEY TASK	OEII IMPLEMENTATION ACTIVITIES															
	2010	2011				2012				2013				2014		
	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3
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	◆															

OEII IMPLEMENTATION ACTIVITIES																
KEY TASK	2010	2011				2012				2013				2014		
	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3
team development training for OEII staff																
Conduct series of training for OEII staff	◆															
Provide trainings and technical assistance to districts as they begin to implement the Common Core Standards	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Coordinate with data coaches to develop professional development modules, tools and administrator training in data literacy each year	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Develop mentoring and coaching guidelines and best practices to improve effectiveness	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Provide high quality coaching and mentoring resources and tools for principal and teacher effectiveness	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Provide mentor academies, training and support	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Provide coach institutes, training and support	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆

OEII IMPLEMENTATION ACTIVITIES																
KEY TASK	2010	2011				2012				2013				2014		
	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3
Assist the WDPI in piloting the state's model evaluation system					◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Assist districts in implementing the model evaluation system when it is ready					◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Assist districts in aligning their local assessment systems with the state's model system					◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Provide day-to-day management of grant	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Interact on a timely basis with the U.S. Department of Education (ED)	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Submit reports to the ED as requested in a timely manner	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆

(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

In order to create the statewide systematic changes necessary to achieve the outlined Race to the Top goals, the MOU requires participation in several key areas. The State focused the MOU on local and regional capacity-building work and placed a premium on quality implementation of each initiative. The State is also setting aside approximately \$750,000 for CESAs that serve rural districts to specifically address their capacity limitations as they look to implement reforms across areas. All Wisconsin LEAs have already been working to advance these reform areas and implementing the MOU will drive higher levels of achievement as well as 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 under appropriate quality parameters determined by the OEII and WDPI, 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. The OEII project consultants will work with other WDPI staff to provide technical assistance and trainings that assists LEAs as they implement these standards. Additionally, the WDPI staff will develop online resources to include model curriculum, model units of instruction, classroom assessment strategies, and video classroom vignettes. The OEII project consultants will facilitate the provision of 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 (CESA), 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. In addition to the six full time OEII project consultants, the State has allocated Race to the Top funds for six full time data coaches to provide data training to groups of teachers and administrators on data use to improve instruction.

Great Teachers and Leaders: The OEII 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 of mentors, and training materials. These guidelines and strategies will then be used as the state supports professional development modules, tools, training sessions and state-wide mentoring and coaching academies using best practices proven to increase principal and teacher effectiveness.

Participating LEAs must evaluate teachers and principals, including student growth as a significant factor. To support this effort, the WDPI in conjunction with educational institutions, professional organizations, and other related education stakeholders and community groups, will develop and pilot a model evaluation system for teachers and principals. This 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. The development of this evaluation system will be based on data-driven research and best practices in teacher and principal evaluation. The WDPI will support the implementation of the new evaluation systems through the development of online resources; the OEII will assist this effort by providing related professional development and monitoring the quality of implementation throughout each LEA. WDPI and the OEII will also assist districts in aligning their local assessment systems with the model evaluation system to ensure that local assessments are rigorous and comparable across classrooms.

Additionally, to drive quality and increase the distribution of great teachers in the hard-to staff-subjects and areas, the WDPI will participate in a national consortium to develop, pilot and implement a pre-service assessment module to be used by all educator preparation programs for endorsing candidates for state licensure. Additionally, the WDPI will provide Race to the Top funds to expand the Institute for Urban Education, which places pre-service teachers from across the state in urban centers for their student teaching clinical experience.

Turning Around the Lowest-Achieving Schools: Under the supervision of the OEII, the State will fund a team of highly specialized intervention specialists to support local administrators in implementing turnaround strategies in low-performing schools, with the goal of dramatically improving student achievement in a condensed timeframe. Support will initially be focused on the twelve lowest-performing schools, which are all part of the MPS. Intervention support will be mutually agreed upon by the OEII and MPS.

Additionally, the State will rapidly scale its statewide RtI Center, tripling the capacity to provide support for academic and behavioral student success. The RtI Center will provide technical assistance, professional development and data coaching services to LEAs and CESAs, directly engaging districts and schools around their RtI efforts. It will also produce publications and resources for districts and schools to use as they develop and refine their RtI programs, and will be involved in and support the RtI statewide summit and academies.

Finally, with Race to the Top funds, money will be granted for the Wisconsin Initiative for Neighborhoods and Schools that Work for Children (WINS for Children), to support the full scale creation and implementation of the WINS plan, accelerating and driving urban renewal in Milwaukee that will further maximize and multiply the impact of the RTTT funds leveraged by MPS. The OEII staff consultants will support the implementation of these efforts, particularly in the lowest-achieving schools, as needed.

STEM: The OEII will create a working group to coordinate STEM efforts around the state, strengthen ties with regional economic development partners and higher education stakeholders to align STEM efforts in primary education around the needs of higher education institutions 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;

Due to the strong, positive feedback from business leaders, government officials, and the general public about the accountability and transparency of Wisconsin's Office of Recovery and Reinvestment (ORR) efforts to date, the State plans to model this accountability mechanism for Race to the Top. 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.

PROJECT: Secure external mechanisms for monitoring RTTT initiatives

GOAL(s):

- Build capacity at the State, CESA, and LEA level to ensure successful implementation of education reforms

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.

Table 9 - Implementation plan for external accountability provisions

OUTSIDE ACCOUNTABILITY / AUDIT / CONSULTING FIRM			
GOAL	KEY ACTIVITIES	TIMELINE	KEY PARTIES
Establish external accountability	<ul style="list-style-type: none"> Draft RFP for service providers to assist with efforts to develop work plans, track and report LEA and State RTTT progress and implementation 	<ul style="list-style-type: none"> Within 72 hours of notice of award 	<ul style="list-style-type: none"> WDPI Governor's Office DOA
	<ul style="list-style-type: none"> Post and distribute RFP per State procurement regulations 	<ul style="list-style-type: none"> Within 72 hours of notice of award 	<ul style="list-style-type: none"> WDPI Governor's Office DOA
	<ul style="list-style-type: none"> WDPI and Governor's Office select accountability contractor 	<ul style="list-style-type: none"> 2010 (Q4) 	<ul style="list-style-type: none"> WDPI Governor's Office DOA
	<ul style="list-style-type: none"> Contract Negotiations 	<ul style="list-style-type: none"> 2010 (Q4) 	<ul style="list-style-type: none"> WDPI Governor's Office DOA
	<ul style="list-style-type: none"> Kickoff meeting with contractor, WDPI and Governor's office to finalize PMO Work Plan 	<ul style="list-style-type: none"> 2010 (Q4) 	<ul style="list-style-type: none"> WDPI Governor's Office Outside Consultant
Establish OEII	<ul style="list-style-type: none"> Assist in recruiting and hiring key OEII personnel 	<ul style="list-style-type: none"> 2010 (Q4) 	<ul style="list-style-type: none"> Contractor WDPI
Assist WDPI / OEII and LEAs in formulating and agreeing RTTT Final Work Plans	<ul style="list-style-type: none"> Develop template and process to assist WDPI / OEII and LEAs in formulating and agreeing their detailed RTTT Final Work Plans 	<ul style="list-style-type: none"> 2010 (Q4) 	<ul style="list-style-type: none"> Outside Consultant

OUTSIDE ACCOUNTABILITY / AUDIT / CONSULTING FIRM			
GOAL	KEY ACTIVITIES	TIMELINE	KEY PARTIES
	<ul style="list-style-type: none"> Initiate meetings between WDPI / OEII, the Governor's Office and Participating LEAs to discuss and agree on details regarding their RTTT Final Work Plans and the broader RTTT State plan 	<ul style="list-style-type: none"> 2010 (Q4) 	<ul style="list-style-type: none"> Outside Consultant WDPI / OEII Governor's Office LEAs
	<ul style="list-style-type: none"> Submission of Final Work Plans and associated detailing to ED 	<ul style="list-style-type: none"> Within 90 days of the grant award 	<ul style="list-style-type: none"> WDPI LEAs
Track and report LEA & State Progress towards RTTT goals, requirements, Final Work Plans and budget spend to date	<ul style="list-style-type: none"> Contractor monitoring progress of LEAs and the State in attaining the goals and activities outlined in the detailed RTTT Final Work Plans 	<ul style="list-style-type: none"> Annually (Q4) 	<ul style="list-style-type: none"> Outside Consultant
	<ul style="list-style-type: none"> Contractor review of LEA and State RTTT fund spending 	<ul style="list-style-type: none"> Annually (Q4) 	<ul style="list-style-type: none"> Outside Consultant DOA OEII
	<ul style="list-style-type: none"> Contractor report to WDPI / OEII and the Governor's Office on its findings (results will also be published publically) 	<ul style="list-style-type: none"> Annually (Q4) 	<ul style="list-style-type: none"> Outside Consultant
	<ul style="list-style-type: none"> Contractor assists WDPI / OEII and the Governor's Office in developing a plan to address any potential issues that are identified during the review 	<ul style="list-style-type: none"> Annually (Q4) 	<ul style="list-style-type: none"> OEII WDPI Governor's Office Outside Consultant

Table 10 - Timeline for external accountability provisions

OUTSIDE ACCOUNTABILITY / AUDIT / CONSULTING FIRM																
KEY TASK	2010	2011				2010				2013				2014		
	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3
Draft RFP for service providers to assist with efforts to develop work plans, track and report LEA and State RTTT progress and implementation	◆															
Post and distribute RFP per State procurement regulations	◆															
WDPI and Governor’s Office select accountability contractor	◆															
Contract Negotiations	◆															
Kickoff meeting with contractor, WDPI and Governor’s office to finalize PMO Work Plan	◆															
Assist in recruiting and hiring key OEII personnel																
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 on 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 and the State in attaining the goals and activities outlined in the detailed RTTT Final Work Plans	◆				◆				◆				◆			
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	◆				◆				◆				◆			

OUTSIDE ACCOUNTABILITY / AUDIT / CONSULTING FIRM																
KEY TASK	2010	2011				2012				2013				2014		
	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3
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;

Alignment and Use of Funds for Race to the Top Goals

The Governor and State Superintendent’s education agenda is focused on student achievement, closing the achievement gaps, high school graduation, college and career readiness, and the human capital infrastructure necessary to support, and sustainability of reform. To address these areas, ongoing efforts and the State’s Race to the Top plan have been aligned to ensure that Wisconsin’s 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 WINS for Children, a powerful public-private partnership modeled after the successful Harlem Children’s Zone. Additionally, Wisconsin has aligned federally and state-funded efforts to turnaround low-achieving schools, which work in concert with the State’s corrective action plan for MPS. Finally, recently awarded federal funding for the State’s longitudinal data system has been aligned with State Fiscal Stabilization Funds and the State’s Race to the Top goals, while also incorporating new powerful student growth reports and data sets to support LEA instructional improvement efforts.

- Longitudinal Data System Grant: Supports RTTT objectives by facilitating an interoperable PK-16 data exchange, creating an online teacher licensure system, and integrating early childhood data into the State LDS

- School Improvement Grant: Supports RTTT objectives by coordinating federal funds and requirements across SIG, RTTT and Title I Corrective Action to maximize efficiency and ensure implementation integrity in MPS
- State Fiscal Stabilization Funds: Supports RTTT objectives by implementing America COMPETES requirements, supporting K-12 funding and coordinating new federal reporting requirements around teacher and principal evaluation

(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;

Sustaining Reform Efforts

The Governor and State Superintendent are committed to the sustainability of effective interventions. The State's reform plan is designed to use Race to the Top funds to support best practices and ongoing successful school improvement initiatives as well as align with existing federal and private sources of funding, leveraging the State's ability to significantly invest in key Race to the Top intervention areas. Districts will also be encouraged in their Final Work Plans to develop sustainable funding mechanisms, collaborate at the CESA level, or invest in projects that build long-term capacity. By encouraging these strategies, the State will further ensure that reforms continue long after the Race to the Top grant period has concluded.

In addition, the State Superintendent is committed to reviewing the OEII's program evaluations and prioritizing within his 2013-2015 budget proposal to include funding for highly effective Race to the Top interventions that cannot reasonably be sustained through the reallocation of local resources. While districts have committed to sustaining successful reforms, an ongoing state commitment will be necessary to complete the work around closing the achievement gap and ensuring every child in Wisconsin is a graduate. An example of one project that will receive priority in this budget request is the Response to Intervention Center.

Response to Intervention Center

Through Race to the Top, in order to support response to intervention efforts across the state, the WDPI will triple the capacity of 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 currently provides positive behavioral intervention and support services to 187 schools around the state. The Center functions under a train-the-trainer model aligned with the National Staff Development Center. In partnership with leading Wisconsin professional organizations, the Center empowers 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 as well as interventions and progress monitoring tools for reading and 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. Currently, the Center employs three project coordinators, two program assistants and a project director. Beginning July 1, the Center will add another project coordinator and five regional technical assistance behavioral coordinators. The current focus of the RtI Center is on helping districts throughout the state implement Positive Behavior Intervention Systems (PBIS). Race to the Top funding will allow the Center to hire an additional five regional technical assistance academic coordinators

PROJECT: Expansion of Response to Intervention Center (RtI) to state wide

GOAL(s):

- Cut the achievement gap in half by 2014
- Halve the number of high school drop-outs by 2014, and double high school graduation rates for at-risk populations including Native American, African-American and Hispanic students
- Ensure 100% of children are proficient in Math and Reading
- Make Wisconsin one of the top five states in student achievement
- Build capacity at the State, CESA, and LEA level to ensure successful implementation of education reforms

and 10-12 state trainers/coaches as well as an assistant RTI center director, providing the ability to triple its capacity to serve Wisconsin school districts. Specifically, with the added positions the RtI Center will be able to expand beyond behavior into academic areas and will begin providing support for districts implementing RtI systems around reading and mathematics.

Table 11 – Implementation plan for Response to Intervention expansion

EXPANDING THE RESPONSE TO INTERVENTION CENTER			
GOAL	KEY ACTIVITIES	TIMELINE	KEY PARTIES
Employ RtI assistant director and staff Provide training to RtI staff	<ul style="list-style-type: none"> Use appropriate procedures to recruit, interview, and employ appropriate staff. 	<ul style="list-style-type: none"> Within 60 days of being awarded the grant. 	<ul style="list-style-type: none"> RtI Director
	<ul style="list-style-type: none"> Post positions 	<ul style="list-style-type: none"> Within 10 days of grant award 	<ul style="list-style-type: none"> RtI Director
	<ul style="list-style-type: none"> Screen resumes 	<ul style="list-style-type: none"> Within 25 days of grant award 	<ul style="list-style-type: none"> RtI Director
	<ul style="list-style-type: none"> Interview qualified candidates 	<ul style="list-style-type: none"> Within 40 days 	<ul style="list-style-type: none"> RtI Director
	<ul style="list-style-type: none"> Offer qualified candidates positions 	<ul style="list-style-type: none"> Within 60 days of being awarded the grant. 	<ul style="list-style-type: none"> RtI Director
<ul style="list-style-type: none"> Provide HR training to new staff 	<ul style="list-style-type: none"> Within 45 days of employment 	<ul style="list-style-type: none"> RtI Director 	<ul style="list-style-type: none"> RtI Director
Provide team development training to RtI staff	<ul style="list-style-type: none"> Conduct series of team development training for new staff 	<ul style="list-style-type: none"> Within the first 10 days of full team employment 	<ul style="list-style-type: none"> WDPI HR
Provide training related to RtI mission, Race to the Top, and WDPI efforts	<ul style="list-style-type: none"> Conduct series of training for RtI staff 	<ul style="list-style-type: none"> Within the first 10 days of full team employment 	<ul style="list-style-type: none"> RtI director
Provide high quality, focused training to districts regarding: systems change, data and leadership; academic programming, and social and emotional wellness	<ul style="list-style-type: none"> Provide training at the school, district, regional and state levels 	<ul style="list-style-type: none"> 2010-2014: the RtI center will provide professional development 	<ul style="list-style-type: none"> RtI director and staff
Create and disseminate resources for educators on RtI	<ul style="list-style-type: none"> Develop publications on RtI related materials 	<ul style="list-style-type: none"> 2010-2014: the RtI center will create and disseminate resources for educators on RtI both in print and online 	<ul style="list-style-type: none"> RtI director and staff

Table 12 – Timeline for Response to Intervention activities

KEY TASK	EXPANDING THE RESPONSE TO INTERVENTION CENTER															
	2010	2011				2012				2013				2014		
	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3
Use appropriate procedures to recruit, interview, and employ additional staff.	◆															
Post positions	◆															
Screen resumes	◆															
Interview qualified candidates	◆															
Offer qualified candidates positions	◆															
Provide HR training to new staff	◆	◆														
Conduct series of team development training for new 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	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆

Wisconsin Initiative for Neighborhoods and Schools that Work for Children (WINS for Children)

Finally, Wisconsin will invest in ongoing, privately supporting projects such as the WINS for Children initiative to ensure that state funds are leveraged at key points to support success in Wisconsin’s most challenged school district - Milwaukee. In recent decades, research has documented the effects of concentrated poverty on both people and place, showing that social challenges 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 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 neighborhoods are also low-achieving schools.

Milwaukee is a case in point. The majority of Wisconsin's schools identified for improvement are in Milwaukee, and all of its lowest achieving schools are located in distressed neighborhoods.

WINS for Children, initially established in a 110 block area of Milwaukee, is based on the Harlem Children's Zone Project and draws on the lessons of evidence-based programs in the fields of human and community development. The geographic area served by WINS was chosen on the basis of the following: evidence of both need and opportunity; presence of restart, 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 prioritizes education reform; and evidence of local capacity and courage. WINS for Children is also an applicant for the Promise Neighborhoods Grant.

WINS for Children focuses more on fostering local initiative and social organization than on facilities and physical improvements; and more on strengthening skills and increasing educational attainment than on social welfare strategies; more on individual choice and the reform of delivery systems reform than on distributive policies. In particular, WINS for Children builds on an infrastructure established by the Zilber Neighborhood Initiative (ZNI) in Milwaukee. The ZNI initiative is a \$50 million private philanthropic program that finances direct resident involvement in creating and carrying out comprehensive plans for improving the quality of life in ten central city neighborhoods in Milwaukee. Developed by local community leaders, the plans address social, economic, and physical conditions in specific geographic areas; provide the basis for organizing and activating local capacity; and offer a range of funding opportunities for others who want to support human and community transformation in urban neighborhoods.

PROJECT: Wisconsin Initiative for Neighborhoods and Schools that work for children (WINS)

GOAL(s):

- Cut the achievement gap in half by 2014
- Halve the number of high school drop-outs by 2014, and double high school graduation rates for at-risk populations including Native American, African-American and Hispanic students
- Increase percentage of students who are college and career ready, and significantly increase growth in college entrances
- Build capacity at the State, CESA, and LEA level to ensure successful implementation of education reforms
- Ensure 100% of children are proficient in Math and Reading

WINS for Children takes full advantage of the infrastructure of the ZNI, directing \$10 million of Race to the Top 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, effective parenting and student stability; support instructional leaders and neighborhood schools; and improve teaching and learning.

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 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 parental and provider access to individual student records and user-friendly information about school quality and actual performance.

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 and cultural programs for all family and community members. WINS for Children will use a web-enabled data exchange network that incorporates and builds on local and state data systems. The network will be managed by WINS for Children to enable instructional leaders, parents, and service providers to access information on demand and as appropriate. Neighborhood navigators will assist parents in obtaining and understanding information about the well being and academic proficiency of their children and about the overall quality of the schools and services available to them. As a condition of participation and funding, providers will be required to specify their efforts to outcomes for all children, including those with developmental or learning differences, as well as make information about program quality and impact readily available to consumers. 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 alignment between what they can deliver and what is known to contribute healthy human development.

The Zilber Family Foundation is directed by Susan Lloyd, PhD, a former program director of the John D. and Catherine T. MacArthur Foundation. This philanthropic institution is one of the nation's largest and a strong contributor to Chicago school reform. It also provided startup support and provides continuing financial support to the Consortium on Urban School Research at the University of Chicago. That connection and the geographical proximity of Milwaukee to Chicago will facilitate joint efforts of scholars from the University of Wisconsin System, the University of Chicago and elsewhere to strengthen and expand the knowledge bases for WINS for Children. In addition, the Zilber Family Foundation has awarded \$1.5 million to Discovery World, an accomplished STEM educational institution in Milwaukee. Discovery World is involving children and youth in its STEM Programs and is establishing satellite learning programs in WINS for Children zones.

WINS for Children, Inc. is a newly incorporated non-profit organization. It is governed by a 13-member board accountable for ensuring its successful implementation. When fully operational in fall 2010, the WINS for Children board of directors will include four public officials, four civic leaders, and five community leaders. The board is expected to include the director of the Donors Forum of Wisconsin; officials of the Wisconsin Department of Public Instruction, the Wisconsin Department of Administration; and other philanthropic, business, and community leaders. Currently the board is chaired by Susan Lloyd.

Governor Jim Doyle and State Superintendent Tony Evers are confident of the success of WINS for Children. This program has the involvement and support of local community leaders and school principals, 30 of whom have participated in Harlem Children's Zone conferences and practitioner trainings. The state's philanthropic community has taken a leadership role, as endorsed by the commitments of the Donor's Forum of Wisconsin, the Herzfeld Foundation, and the Zilber Family Foundation. Both State and municipal leaders have signed on for active participation, and instructional leaders such as Ricardo Diaz of the United Community Center, which operates high-performing charter elementary schools, have pledged their guidance and expertise to the effort. With the additional Race to the Top funding, there is a

critical opportunity to transfer knowledge and successful practice to Milwaukee’s public schools and significantly raise academic achievement in the struggling schools of the State’s largest city.

Table 13 – Implementation plan for WINS for Children

IMPLEMENTING WINS FOR CHILDREN, INC.			
GOAL	KEY ACTIVITIES	TIMELINE	KEY PARTIES
Establish the office and full operation of WINS for Children.	<ul style="list-style-type: none"> Recruit full Board of Directors 	<ul style="list-style-type: none"> Currently underway 	<ul style="list-style-type: none"> Wins for Children Board of Directors officers
	<ul style="list-style-type: none"> Recruit and retain executive staff 	<ul style="list-style-type: none"> 2010 (Q4) 	<ul style="list-style-type: none"> WINS for Children Board of Directors
	<ul style="list-style-type: none"> Locate and equip WINS office 	<ul style="list-style-type: none"> 2010 (Q4) 	<ul style="list-style-type: none"> WINS for Children Board of Directors
Develop communications strategy.	<ul style="list-style-type: none"> Obtain pro bono communications expertise Create program identity and initial materials (e.g., website, informational packet). Conduct outreach to private foundations 	<ul style="list-style-type: none"> 2010 (Q4) 	<ul style="list-style-type: none"> WINS for Children Board of Directors Donors Forum of Wisconsin WINS executive and program staff
Produce strategic plan for program implementation.	<ul style="list-style-type: none"> Convene facilitated planning process with public and nonprofit leaders 	<ul style="list-style-type: none"> 2010 (Q4) — 2011 (Q1) 	<ul style="list-style-type: none"> WINS for Children board and staff.
Establish data exchange network to link school and service records.	<ul style="list-style-type: none"> Convene state and city agency CIOs to develop system protocols. Beta test IT system 	<ul style="list-style-type: none"> 2010 (Q4) — 2011 (Q1) 	<ul style="list-style-type: none"> DOA WINS for Children CIO
Develop business plan for program operations.	<ul style="list-style-type: none"> Hire senior program and operations staff 	<ul style="list-style-type: none"> 2010 (Q4) — 2011 (Q1) 	<ul style="list-style-type: none"> WINS for Children CEO
	<ul style="list-style-type: none"> Establish written policies and procedures for program, operations, and funding 	<ul style="list-style-type: none"> 2011 (Q2) — 2011 (Q3) 	<ul style="list-style-type: none"> WINS for Children, Inc.
Initiate outreach and enrollment.	<ul style="list-style-type: none"> Select sites and contract with providers 	<ul style="list-style-type: none"> 2011 (Q2) — 2011 (Q3) 	<ul style="list-style-type: none"> WINS for Children, Inc.
	<ul style="list-style-type: none"> Hire, train, and deploy neighborhood navigators 	<ul style="list-style-type: none"> 2011 (Q2) — 2011 (Q3) 	<ul style="list-style-type: none"> WINS for Children staff and contract providers.

IMPLEMENTING WINS FOR CHILDREN, INC.			
GOAL	KEY ACTIVITIES	TIMELINE	KEY PARTIES
Coordinate and connect services with school-based programs.	• Produce and act on weekly data reports	• 2011 (Q2) — 2011 (Q3)	• WINS for Children staff and service providers.
	• Produce monthly analyses and make necessary adjustments	• 2011 (Q4) — 2014 (Q3)	• WINS for Children, Inc.
	• Conduct six-month reviews of providers' progress toward benchmarks	• 2011 (Q4) — 2014 (Q3)	• WINS for Children, Inc.

Table 14 – Timeline for implementing WINS activities

IMPLEMENTING WINS FOR CHILDREN, INC.																
KEY TASK	2010	2011			2012				2013				2014			
	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3
Recruit full Board of Directors.	◆															
Recruit and retain executive staff.	◆															
Locate and equip WINS office.	◆															
Obtain pro bono communications expertise.	◆															
Create program identity and initial materials (e.g., website, informational packet).	◆															
Conduct outreach to private foundations	◆															
Convene facilitated planning process with public and nonprofit leaders.	◆	◆														
Convene state and city agency CIOs to develop system protocols.	◆	◆														
Beta test IT system	◆	◆														
Hire 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.		◆	◆	◆												
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.					◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆

(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. Forty-four letters of support were collected from a broad group of stakeholders, including Wisconsin’s Congressional delegation, representatives of the Wisconsin State Legislature, 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. The Governor’s office and WDPI have used a multi-tiered approach with various platforms to inform stakeholders statewide.

Starting in 2009, the Governor and State Superintendent conducted outreach to a broad group of stakeholders to provide information about Race to the Top and State’s plan for education reform. During Wisconsin’s preparation for submitting the State’s Round 1 application, these contacts included sharing information at stakeholder meetings, conducting teleconferences, and webinars to inform districts and education stakeholders about the State’s reform agenda. To build on this process and prepare for a Round 2 application, the Governor’s Office and State Superintendent hosted five stakeholder planning meetings with representatives of the following educational associations:

Wisconsin Association of School District Administrators (WASDA), Wisconsin Association of School Boards (WASB), Wisconsin Association of School Business Officials (WASBO), Association of Wisconsin School Administrators (AWSA), Wisconsin Council of Administrators of Special Services (WCASS), Wisconsin Education Association Council, higher education representatives, CESAs, and others to solicit feedback about the round one application, present information on reviewer comments, and receive input into stakeholder priorities for the round two application. Together, these stakeholders and state staff crafted the critical components of Wisconsin's Round Two MOU and state plan. Key state staff also met one-on-one with small stakeholder groups, including institutions of higher education as well as teachers' associations to ensure full support for the State's reform plan. On May 10th, the Governor and State Superintendent held another webcast in which they provided information about RTTT and took questions about Wisconsin's round two MOU and state plan. These efforts garnered strong support from the stakeholders that will ultimately be responsible for the implementation and success of the Race to the Top projects. Please see Appendix 9 for additional information.

Upon notice of a Race to the Top Grant award as well as to sustain stakeholder involvement, the State Superintendent will appoint the Wisconsin Race to the Top Implementation Advisory Council. The Council will be derived from the existing stakeholder groups, the administrative staff of the OEII, State legislators, parents, charter school representatives, teachers and administrators from around the state and other education stakeholder groups.

(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

The State of Wisconsin has made significant progress in each of the four reform areas over the past several years, using a combination of federal and state resources. To date, the State's reform progress has included:

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

Additionally, Wisconsin was the lead state in developing an English language proficiency exam that is now used by over 50 percent 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.

And finally, as described in Section (A)(1) the work of the Next Generation Assessment Task Force set the stage for a more balanced assessment system in Wisconsin. As a result of this 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. Based in part on this work, Wisconsin is now a governing state in the SMARTER Balanced Assessment Consortium.

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 using federal LDS grant funds and plans are underway to increase both its breadth and scope further. During this period, Wisconsin built a system interface to collect data and display data in more meaningful ways, allowing users to drill down into student data to for instructional decision making. The State is participating in a multi-state consortium that is integrating the Colorado student growth percentiles model into Wisconsin's longitudinal data system. In addition, the State is partnering with the University of Wisconsin's Value-Added Research Center, a national leader in developing value-added growth models for analysis at the district, school, and classroom levels for use in improving instruction and turning around low-achieving schools. These student growth reports and other available multidimensional analytic tools enable districts, even those with more limited data systems and expertise, to leverage the State's LDS to provide powerful, easy to understand and use data to improve instructional efforts. The State's recently awarded federal LDS grant will provide an additional \$13.8 million to support an interoperable PK-16 architecture as well as online educator licensing system. Additionally, WDPI and the Madison Metropolitan School District have developed a powerful, open architecture Student Intervention Monitoring System (SIMS), which includes the capability of integrating the Core Standards with 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 has expanded its PK-12 longitudinal data system to enable postsecondary data exchange, following passage of a recent State law (2009 Wisconsin Act 59). This will be operationalized under the previously mentioned federal LDS grant.
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 performance-based tiered licensing system for teachers, administrators, and pupil services personnel that focuses on pre-service preparation, mentorship, and career-long professional development. This work has produced a strong partnership with education organizations and universities, and in 2009 the State adopted legislation that allows for the use of student test data and other factors in teacher evaluation (2009

Wisconsin Act 60). Wisconsin has also been involved in a multi-year partnership with the Wallace Foundation to strengthen the instructional leadership of principals in Wisconsin's five largest cities, including Milwaukee. In addition, 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. To support its recruitment efforts, Wisconsin provides significant incentives for Master Educators to work in high poverty schools and has a robust online system of job postings, listing educator jobs on the WDPI, State and Milwaukee job websites. This has been a crucial online nexus for recruiting out of state educators that can fill hard to staff subjects and schools. In addition, the State has specifically approved that alternative route programs provide educator pathways in both rural and urban areas. In addition, the Institute for Urban Education and several other collaborative programs develop and place pre-service teachers in urban areas.

4. Turning around our lowest-achieving schools: The State has prioritized federal and State aid services to support struggling districts and schools. A robust Statewide System of Support (SSOS) was developed to provide technical assistance to districts with SIFI and other 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-achieving 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 has implemented: 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). The State has provided extensive technical assistance and direction around these efforts. Building on that work, the Superintendent has required MPS to adopt a uniform curriculum in both reading and mathematics, implement comprehensive literacy and numeracy plans, and implement positive behavioral supports.

Finally, as mentioned in Section (E), in April 2010 the Governor signed 2009 Wisconsin Act 215 into law, which gave the State Superintendent direct authority to intervene in Wisconsin's lowest-achieving schools. Under the legislation, schools identified among the lowest-achieving are required to implement annual evaluations with multiple rating categories, multiple criteria that includes student growth as a significant factor, observation-based assessments and an up-to-date collection of professional practice materials.

In addition to other state and federal resources, school districts in Wisconsin have used ARRA funds to advance education reform strategies, 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, below are examples of strategies that districts have advanced using ARRA funds:

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

- Developed common formative and benchmark assessments
- Provided Title I services to eligible students in all grades and in additional subjects
- Hired transition coaches to help graduating seniors with disabilities find employment or get post-secondary training
- Implemented 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
- Used framework for 21st Century Skills to assess student readiness for career, college, and citizenship
- Assessed technological literacy of all students by 8th grade

Establishing data systems and using data for improvement

- Added 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
- Implemented data systems that track disciplinary referrals, support instruction, and improve school climate

Increasing teacher effectiveness

- Established intensive, year-long training on effective interventions for improving achievement in reading and mathematics
- Provided training for instruction for early intervening services such as Response to Intervention (RtI) and Responsive Education for All Children (REACH) services
- Provided professional development in Positive Behavior Interventions and Support (PBIS)
- Established 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
- Provided professional development to teachers on the use of data to inform and improve instruction for students, particularly Title I students and students with disabilities
- Provided professional development to teachers of students with disabilities on the appropriate use of assistive technology to enhance instruction
- Provided professional development on culturally responsive classroom practices and/or district equity work

Turning around the lowest-performing schools

- Implemented an RtI model that provides support to students who are at-risk, evaluates how effectively students are progressing, and creates opportunities for collaboration among staff
- Implemented Positive Behavior Interventions and Support (PBIS) and modify the school schedule to allow for collaboration among the instructional staff
- Extended Title I services to support middle and high schools
- Provided new opportunities for secondary school students to use high-quality, online courseware as supplemental learning materials for meeting mathematics and science requirements
- Hired personnel, contract with CESAs, or contract with community programs to expand the provision of parent education and involvement

Table 15 - Wisconsin ARRA K-12 Education Funding Summary

Wisconsin ARRA K-12 Education Funding Summary		
Program	ARRA funding amount	Comments
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% for K-12 education) Government Services Fund: \$159.6 million (\$71.7 million for K-12 education)	\$552.3 million of SFSF was paid to school districts in June 2009 (\$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

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 three to eight 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 percent 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 percent or more of all students have scored proficient or advanced on the mathematics portion of the WKCE in the same period.

Over the past seven years, Wisconsin has made concrete and considerable gains in mathematics achievement as demonstrated on both NAEP and the State's WKCE. From the 2002-03 to the 2009-10 school years, the percent of 4th grade students in Wisconsin scoring proficient and advanced on the WKCE went from 71.0 percent to 80.5 percent, while the percent of 8th grade students scoring proficient or advanced went from 73 percent to 78 percent. On NAEP from 2002-03 to 2008-09, the percent of students proficient and above went from 35 percent to 45 percent (4th grade) and from 35 percent to 39 percent (8th grade). In addition to overall gains in mathematics student achievement, all subgroups have also shown gains on both NAEP and WKCE. See Tables 20 and 22 for details of Wisconsin students' academic achievement in mathematics and Table 21 and 23 for similar details regarding reading. Please note the data for the WKCE is only shown beginning in 2005, because that is the year all students in grades 3-8 and 10 were required to take the test. Before that time, only 4th, 8th and 10th grade students were required to take the test; therefore, "all students" refers to a different subset of students before 2005-06.

While students in Wisconsin overall are achieving at high levels, the State also acknowledges that not all subgroups show equally high levels of achievement. The State has identified specific subgroups that will 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 16 and Table 18 for details of Wisconsin students' academic achievement on the WKCE and Table 17 and Table 19 for similar details on the NAEP.

Table 16 - 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	72.8%	39.2%	50.1%	53.5%	35.7%	53.2%
2006-07	75.1%	42.8%	53.9%	57.0%	39.6%	56.5%
2007-08	74.7%	42.0%	52.5%	56.8%	39.7%	55.7%
2008-09	76.7%	44.4%	55.4%	60.4%	44.4%	59.9%

Table 17 - 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%

Grade	School Year	All Students	Students with Disabilities	English Language Learners	Economically Disadvantaged	Black	Hispanic
	2006-07	37%	8%	12%	18%	6%	18%
	2008-09	39%	10%	9%	20%	11%	20%

Table 18- 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	81.7%	46.6%	53.4%	66.7%	55.0%	65.0%
2006-07	82.1%	47.9%	53.2%	67.3%	57.4%	63.7%
2007-08	81.9%	47.4%	54.7%	67.3%	56.5%	64.7%
2008-09	81.4%	46.4%	53.7%	67.1%	56.9%	64.8%

Table 19 - 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%

The significant increases in student achievement in mathematics may in part be contributed to an intensive professional development initiative that took place from 1998-2001. During that time, the Wisconsin Department of Public Instruction (WDPI) embarked on an extensive professional development initiative called Mathematics for the New Millennium that provided workshops, on-site consulting and coaching, and a follow-up summer institute to teams of teachers from over 120 of the 426 districts in the state. The teams that participated in Mathematics for the New Millennium were comprised of elementary, middle and high school teachers, special education teachers, Title I teachers, and administrators. This professional development initiative was organized so all participants received high quality training on research and standards-based best practices as well as attended content workshops for specific grade levels. Due to the extensive interest, WDPI held three waves of Mathematics for the New Millennium, with approximately 40-45 districts being part of each wave of workshops, on-site consulting and coaching, and follow-up seminars. As you will see throughout the application, Wisconsin plans to expand on this effective professional development initiative to build capacity and continue to improve achievement and close achievement gaps in both reading and math.

In addition to statewide improvement in math scores, mathematics achievement in MPS has demonstrated especially noticeable and notable improvement. Representative gains in mathematics achievement in MPS on the WKCE from 2005-06 to 2008-09 include 9.2 percent for Black students and 9.6 percent for Hispanic students. Recent improvements in MPS mathematics scores can be attributed to a district-wide *Math Teacher Leader* program instituted in 2008 that focuses specifically on supporting mathematics instruction through intensive professional development and a pool of mathematics coaches that work directly with classroom teachers. This professional development utilizes evidence-based best practices with a focus on in-classroom, ongoing coaching for math teachers. While causal inferences cannot be made 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 percent to 59 percent. 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 percent to 48 percent, 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.

In addition to Milwaukee, many other schools and districts in Wisconsin have been recognized for their significant improvements in student achievement over the past 10 years. The 2009 book “Doubling Student Performance” by Odden and Archibald includes case studies of the following Wisconsin schools and districts that doubled performance: Abbotsford, Monroe, Madison, and LaCrosse, as well as Columbus School in Appleton and Victory School in Milwaukee. The strategies used by these schools and districts included: deeply analyzing data in order to understand the performance problem and challenges, setting ambitious goals, changing curricular programs and creating a new instructional vision, using formative assessments and data-based decision making, requiring on-going intensive professional development, using time efficiently and effectively, extending learning time for struggling students, creating a collaborative professional culture, implementing widespread and distributed instructional leadership, and seeking out research and best practices to guide their decisions. The strategies used by these schools are the same strategies that are outlined in Wisconsin’s Race to the Top application; therefore, the State believes these schools and districts are models for what can be achieved statewide.

While Wisconsin has been making steady, and in some cases substantial, gains in reading and mathematics achievement for all students and subgroups, there remain significant achievement gaps among subgroups. Reducing these achievement gaps is a top priority for the State and there is evidence of current programs making 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 as well as 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 there is a slight decrease in the Black-White mathematics achievement gap from 2003 to 2009.

The following tables illustrate many areas where Wisconsin has made progress on narrowing the achievement gaps, although greater progress needs to be made in several areas:

Table 20 - 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
Gap Change from 2005-06 to 2008-09	Reference	-1.5	-3.7	-5.5	-3.5

For all racial subgroups between 2005 and 2009, the percent of students scoring proficient or above on the WKCE or WAA in mathematics rose, reducing the achievement gap between minority students and their white counterparts. For example, the increase in the percent of black students scoring proficient or above was approximately 9 percent, a significant increase.

Table 21 - 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
Gap Change from 2005-06 to 2008-09	Reference	1.6	-2.2	-2.3	-0.2

For some racial subgroups between 2005 and 2009, the percent of students scoring proficient or above on the WCKE or WAA in reading rose, reducing the achievement gap between minority students and their white counterparts.

Table 22 - 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
Gap Change from 2005-06 to 2008-09	Reference	-3.0

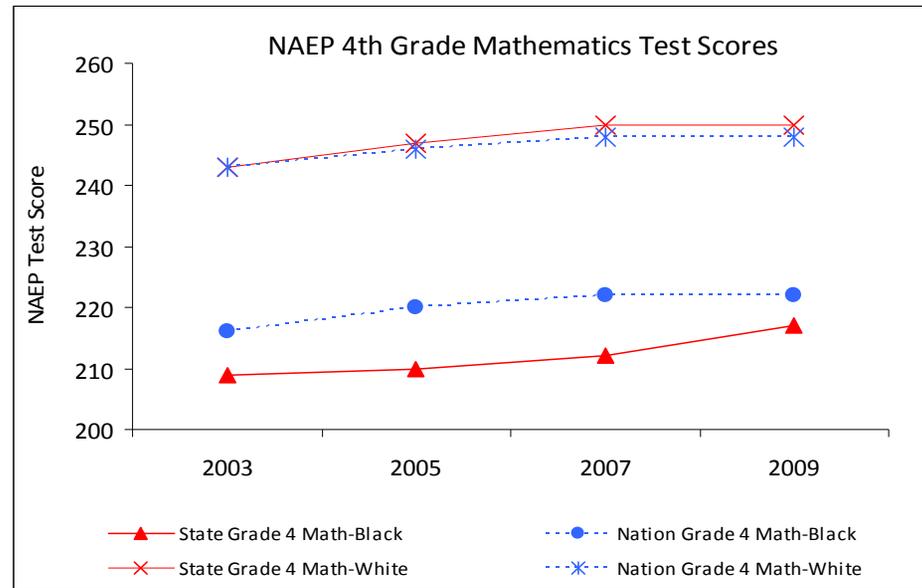
Between 2005 and 2009, the percent of economically disadvantaged students scoring proficient or above on the WCKE or WAA in mathematics rose approximately 7 percent, reducing the achievement gap between these students and their not disadvantaged counterparts. In addition, during this time period, the percent of students scoring proficient or above increased for both groups.

Table 23 - 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
Gap Change from 2005-06 to 2008-09	Reference	0.1

Although the achievement gap between economically disadvantaged students and their not disadvantaged counterparts did not decrease during this time period, both groups experienced gains in the percentage of students scoring proficient or above.

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



As demonstrated by Figure 2, Wisconsin's 4th grade mathematics achievement gap is closing at a faster rate than the nation's achievement gap.

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

Increases in High School Graduation

Increasing high school graduation rates is a top priority for Wisconsin. It is a cornerstone of State Superintendent Evers' *Every Child a Graduate* initiative (please see Appendix 7). Although Wisconsin currently has a high graduation rate at 89 percent, the current rate is calculated by including all students who earn a diploma. Beginning in 2010-11, Wisconsin will be calculating graduation rate using a four-year adjusted cohort graduation rate, which will track students from 9th through 12th grade. WDPI is expecting graduation rates to decline using the new rate and is already working on strategies to make sure all students graduate on time. As stated often by State Superintendent

Evers, “one student who does not graduate is one too many.” Therefore, Wisconsin is aggressively pushing forward with his agenda of Every Child a Graduate, even before the new graduate rates go into effect.

To date, Wisconsin and Milwaukee have both held Graduation Summits, which focused on strategies to increase graduation rates. The target audience for the statewide Summit included the districts which have the lowest graduation rates and constitute 80 percent of dropouts. Districts were encouraged to send a team to the Summit and were subsequently developed plans of action. In addition, the State Superintendent has created an internal workgroup at WDPI to focus on graduation and convened a graduation retreat for Directors and Cabinet level staff to discuss strategies for ensuring every child in Wisconsin is a graduate. The budget and policy initiatives that came to the forefront of the graduation retreat have been presented to the State Superintendent’s Cabinet and a detailed plan of action is expected to be in place in August 2010.

Table 24 - Wisconsin High School Graduation Rate, by subgroup

School Yr	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%

Since 2000 for all racial subgroups the high school graduation rate has increased; for example, the high school graduation rate for black students increased over 10 percent.

(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.³

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.

³Phase 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.

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

Wisconsin is Committed to Adopting Common Core State Standards in English Language Arts and Mathematics

Wisconsin's commitment to and progress toward adopting a common set of K-12 standards began prior to the national Common Core State Standards initiative (see Section (B)(1)(ii)(b)). 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 (see Appendix 10 - Signed Common Core State Standards MOA), to commit to the Common Core State Standards Initiative. The Wisconsin Department of Public Instruction (WDPI) actively participated in the initiative by reviewing draft documents and providing feedback to the Common Core State Standards writing teams during the development period. The project benefited from Wisconsin's experience and knowledge gained through a two-year project to revise State standards in English language arts and mathematics. WDPI has connected the State's process and timeline for revising standards to the Common Core initiative (the most current public drafts are attached as Appendix 11), and the State Superintendent is ready to fully adopt the Common Core State Standards as soon as the final version is released and begin the multi-year process of implementation.

The 48 states and 3 territories involved in the Common Core State Standards Initiative include: 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; and Wyoming.

By Adopting the Common Core State Standards, Wisconsin's Standards Will Be Internationally Benchmarked

The Common Core State Standards Initiative team 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 team has also reviewed the mathematics curriculum documents in place in Canada (Alberta), Belgium, China, Chinese Taipei, England, Finland, Hong Kong, India, Ireland, Japan, Korea, and Singapore. The Common Core writers used this comparison to shape the specific level of rigor for the standards. Through Wisconsin's standards revision project, which began prior to the Common Core Initiative, Wisconsin worked with both the American Diploma Project (ADP) and the Partnership for 21st Century Skills (P21) to ensure that the standards revisions would stand up to international comparison. By way of these efforts, the State is assured that the Common Core State Standards are internationally benchmarked.

Wisconsin Will Use the Common Core State Standards to Ensure That Students Are Prepared For College and Careers

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 competencies that represent what students need to know in order to successfully enter the first credit-bearing college course in any of Wisconsin's postsecondary institutions. Based on drafts of the Common Core Standards, this work group has affirmed the Common Core mathematics standards as appropriate preparation for students to enter college coursework. WDPI will lead a similar process to identify from the Common Core Standards in English language arts the competencies all postsecondary

institutions agree on for entering college coursework in English language arts. The Common Core documents will make students, parents, and teachers aware of the English language arts and mathematics skills needed to avoid being placed in remedial (developmental) courses upon entering any Wisconsin postsecondary institution.

Career-ready: To ensure that Wisconsin's standards will give students the skills to be career-ready, WDPI will convene regional business and industry groups to revise Wisconsin's Employability Skills competencies. The *Wisconsin Employability Skills Certificate Program* became available to local school districts statewide beginning with the 2000-2001 school year. The intent of the *Wisconsin Employability Skills Certificate Program* (WESCP) is to recognize a student's mastery of employability skills valued by employers, to help students explore a career interest, and to provide a state credential of student mastery of employability skills. The main strategy is to provide state certification of a broader range of local district school-supervised work-based learning programs. The employability skills in this program have been identified through the U.S. Department of Labor's Secretary's Commission on Achieving Necessary Skills (SCANS), which was developed in partnership with a nationally representative group of educators, business, and industry and labor representatives. The goal of the WESCP is to provide graduates with the fundamental skills necessary to successfully enter the labor market through participation in work-based learning programs including "regular" cooperative education programs and general work experience programs.

Regional groups to link Common Core Standards with career readiness will be comprised of high school teachers, representatives of the Wisconsin Technical College System, plus members of the State's regional workforce development boards, representing business and industry in eleven regions of Wisconsin, each led by an executive director named by the regional board. This process will ensure that the standards reflect contemporary workforce needs and connect with the Common Core State Standards in English language arts and mathematics. Teachers will be actively involved as members of the regional groups, demonstrating how English language arts and mathematics content can be embedded into the Employability Skills competencies. In selected districts, Wisconsin will pilot the revised Employability Skills competencies and will include employers' feedback in order to evaluate and refine the instrument's ability to provide evidence of students' preparation to apply English language arts and mathematics in the workforce.

(B)(1)(ii)(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.

The State Superintendent is primed to adopt the Common Core State Standards as soon as they are released. Wisconsin has been preparing to adopt common core standards for the past three years, beginning with a critical review of the existing standards in English language arts and mathematics. Throughout this process the WDPI has been regularly consulting with stakeholders, from across the state and on a national level, to develop and draft high quality standards. Furthermore, WDPI has used these partnerships to ensure consistency and quality in the plan for statewide implementation of the common core standards. This process, as described below, has created a framework for designing effective implementation strategies:

- In January 2007, WDPI joined the American Diploma Project and the Partnership for 21st Century Skills. This provided two lenses for evaluating state standards used in Wisconsin's review of the Common Core Standards and eventual acceptance of the standards as representing high quality, internationally benchmarked preparation for college, careers, and citizenship.
- 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. Summit participants recommended inclusion in standards the essential skills of critical thinking and problem solving, collaborative communication skills, contextual learning skills, responsibility, ethics, and adaptability.
- In May 2007, Wisconsin convened Standards Design Teams of K-16 educators for English language arts and mathematics to conduct the alignment process through the American Diploma Project while simultaneously soliciting feedback from the Partnership for 21st Century Skills.
- In May 2007, Wisconsin convened a statewide Standards Leadership Team, augmenting the State Superintendent's Collaborative Council with additional business and parent representatives that provided a policy perspective, responding to issues raised by the American Diploma Project, Partnership for 21st Century Skills and the Standards Design Teams.

- In June 2008, the State Superintendent received the recommendations for revision of the Wisconsin standards, providing a blueprint for developing specific draft revisions combining rigor and relevance.
- Prior to the development of the ELA and mathematics standards work, the WDPI began the process of science and social studies standards revisions and updates. The outcome of this process was science and social studies standards updated to the standards of the 21st Century Skills Partnership. While not an official state documents, both the social studies and science revisions are used throughout the state.
- In November 2008, Wisconsin convened Standards Writing Teams to complete the official alignment process through the American Diploma Project. The State involved the Standards Writing Teams and state leadership groups from August 2009 through May 2010 to review and provide feedback on the draft Common Core State Standards (K-12) and the College and Career Readiness Standards.

The State's Plan for Adoption of the Common Core State Standards

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 State Superintendent has the constitutional and statutory power and duty to establish academic standards. Those academic standards in turn form the basis for the curriculum required in each public school district.

In Wisconsin, the State Superintendent is empowered to officially adopt the academic standards. Within 30 days of the release of the final Common Core State Standards, the State Superintendent intends to adopt the Common Core State Standards, anticipated by July 30, 2010.

The State Has Developed Effective Implementation Strategies for the Common Core State Standards

- The State’s strategy for implementing the Common Core standards is a combination of online sharing of information, collaborative work teams, an advanced online portal for curricula development and continual process of feedback and revision that includes educators, administrators, relevant stakeholders and WDPI staff. OEII coordinates the dissemination of common messages and information for the 2010-2011 school years with IHEs, professional organizations, CESAs, and Local Education Agencies (LEAs). These partners disseminate the common baseline information that each stakeholder group needs to know about the standards and their implementation, via:
 - Messages from the State Superintendent
 - Related messages from organizations’ and institutions’ leaders
 - Online elements linked on their websites;
 - Discussion forums to engage implementers to share questions and issues; and
 - Tailored messages for educators, parents, and communities.
- WDPI leads the collaborative development of a Wisconsin model curriculum for grades PK-12:
 - WDPI will involve local districts, content experts, postsecondary faculty and professors of teaching methods courses, and teachers in this process.

PROJECT: Adopt the Common Core Standards in English Language Arts and Mathematics and ensure successful implementation

GOAL(s):

- Ensure 100% of children are proficient in Math and Reading
- Make Wisconsin one of the top 5 states in student achievement
- Increase the percentage of students who are college and career ready and significantly increase growth in college entrances
- Build capacity at the State, CESA, and LEA level to ensure successful implementation of education reforms.

- The development process will be led by ELA and mathematics consultant positions funded through this grant to work directly with the existing WDPI Content and Learning Team’s ELA and mathematics consultants to develop model curriculum. Development will be based on the template designed by Wisconsin’s standards teams, soliciting effective examples and input from LEAs, and providing opportunities to critique and feedback to draft documents.
- Wisconsin will collaborate with other states in the SMARTER Balanced Assessment Consortium (the consortium of which Wisconsin is a governing state for the separate Race to the Top summative assessment application) to develop model units of instruction around the Common Core State Standards:
 - These will serve as illustrative samples of implementing the model curriculum
 - WDPI will involve Wisconsin district staff and teachers to share, review, and improve exemplary units.
 - CESAs will convene regional workshops for Wisconsin teachers to share examples of student work to ensure shared expectations for quality of student work and to craft and refine units of instruction.
- WDPI staff will oversee the design of an online portal, GOALS dashboard (see Section (C)(2)(i)), as the resource to link the Common Core state standards, model curriculum, units of instruction, examples of student work, and formative assessment strategies so teachers can implement a standards-focused system of learning. This portal will be a web-based tool developed to allow for the sharing of curricular lessons, resources, and assessments designed in the collaborative process described above.
- In efforts coordinated through WDPI, the following partners will support Wisconsin educators with the implementation of this system of learning:
 - IHEs will provide expertise in the content and pedagogy via webinars, workshops for teachers, and materials.
 - IHEs and professional organizations will provide online mentoring and online discussion forums.
 - Professional organizations and CESAs will provide dissemination of materials, workshops, and webinars.
 - CESAs will provide additional regional support through their in-district curriculum services
 - Participating LEAs signing the Memorandum of Understanding agree to implement a curriculum aligned to the Common Core Standards in English language arts and mathematics and to implement the State’s summative and benchmark

assessment system in reading and mathematics when it becomes available, enabling a statewide initiative to implement the new standards.

- Participating LEAs also agree by signing the Memorandum of Understanding to provide regular common planning and collaboration time, which may include professional learning communities, to teachers and principals to support data usage and response to intervention efforts, further leading districts to high-quality implementation of the Common Core Standards. The State will work with professional organizations, IHEs, and the regional education agencies (CESAs) to create online and local professional learning communities. From statewide input on revising state standards, the message has been clear that changing instruction needs to be the focus for improving student achievement; the State supports this focus on instruction by providing the tools of standards, curriculum, and assessment.

Table 24 – Common Core Standards Implementation Strategies

COMMON CORE STATE STANDARDS IMPLEMENTATION STRATEGIES			
GOAL	KEY ACTIVITIES	TIMELINE	KEY PARTIES
Coordinated messages around implementation of Common Core Standards	<ul style="list-style-type: none"> • Provide ready-to-use materials: news releases, eNewsletters, email blasts 	<ul style="list-style-type: none"> • 2010 (Q4) - Ongoing 	<ul style="list-style-type: none"> • WDPI • Professional organizations • CESAs
	<ul style="list-style-type: none"> • Develop online orientation materials 	<ul style="list-style-type: none"> • 2010 (Q4) - Ongoing 	<ul style="list-style-type: none"> • WDPI • Professional organizations • CESAs
	<ul style="list-style-type: none"> • Guide and monitor discussion forums 	<ul style="list-style-type: none"> • 2010 (Q4) - Ongoing 	<ul style="list-style-type: none"> • WDPI • Professional organizations • CESAs
Collaborative development of model curriculum based on Common Core Standards	<ul style="list-style-type: none"> • Use Wisconsin template to design model curriculum, soliciting examples from local districts 	<ul style="list-style-type: none"> • 2010 (Q4) - Ongoing 	<ul style="list-style-type: none"> • WDPI • Wisconsin ELA and mathematics standards teams • Local districts
	<ul style="list-style-type: none"> • Hold regional workshops to engage educators across Wisconsin to provide examples and shape the model curriculum design 	<ul style="list-style-type: none"> • 2010 (Q4) - Ongoing 	<ul style="list-style-type: none"> • WDPI • Wisconsin ELA and mathematics standards teams • Local districts • CESAs

COMMON CORE STATE STANDARDS IMPLEMENTATION STRATEGIES			
GOAL	KEY ACTIVITIES	TIMELINE	KEY PARTIES
	<ul style="list-style-type: none"> Engage educators across Wisconsin to provide input and frequent review of drafts 	<ul style="list-style-type: none"> 2011 (Q1) - Ongoing 	<ul style="list-style-type: none"> WDPI CESAs Professional organizations
Collaborative development of illustrative units of instruction based on Common Core Standards (and model curriculum)	<ul style="list-style-type: none"> Provide online site for submitting sample units of instruction related to Common Core Standards 	<ul style="list-style-type: none"> 2011 (Q2) - Ongoing 	<ul style="list-style-type: none"> WDPI CESAs
	<ul style="list-style-type: none"> Hold regional workshops to engage educators across Wisconsin to provide examples and shape the model curriculum design 	<ul style="list-style-type: none"> 2011(Q2) - Ongoing 	<ul style="list-style-type: none"> WDPI Wisconsin ELA and mathematics standards teams Local districts CESAs
	<ul style="list-style-type: none"> Engage educators across Wisconsin to provide input and frequent review of drafts 	<ul style="list-style-type: none"> 2011 (Q2) - Ongoing 	<ul style="list-style-type: none"> WDPI CESAs Professional organizations
Online portal to access implementation resources	<ul style="list-style-type: none"> Design portal and make it operational 	<ul style="list-style-type: none"> 2010 (Q4) - Ongoing 	<ul style="list-style-type: none"> WDPI
Professional Learning Communities for educators implementing Common Core Standards	<ul style="list-style-type: none"> Create online discussion forums and arrange mentors to monitor and shape the discussions 	<ul style="list-style-type: none"> 2011 (Q3) - Ongoing 	<ul style="list-style-type: none"> WDPI Professional organizations IHEs CESAs

Table 25– Timeline for Common Core State Standards Implementation Strategies

COMMON CORE STATE STANDARDS IMPLEMENTATION																
KEY TASK	2010	2011				2012				2013				2014		
	Q4	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
Provide ready-to-use materials: news releases, eNewsletters, email blasts	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Develop online orientation materials	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Guide and monitor discussion forums	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Use Wisconsin template to design model curriculum, soliciting examples from local districts	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Hold regional workshops to engage educators across Wisconsin to provide examples and shape the model curriculum design	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Engage educators across Wisconsin to provide input and frequent review of drafts		◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Provide online site for submitting sample units of instruction related to Common Core Standards			◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Hold regional workshops to engage educators across Wisconsin to provide examples and shape the model curriculum design			◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Engage educators across Wisconsin to provide input and frequent review of drafts			◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Design portal and make it operational	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Create online discussion forums and arrange mentors to monitor and shape the discussions					◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆

(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

(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.*

Wisconsin is committed to improving the quality of its assessments as evidenced by the State's participation in a national consortium. Wisconsin is a governing state in the 33 state Summative Multi-State Assessment Resources for Teachers and Educational Researchers (SMARTER) Balanced Assessment Consortium. The SMARTER Balanced Assessment consortium was formed in response to the Race to The Top grant competition as a merger between three separate multi-state Consortia (Balanced Assessment, MOASAIC, and SMARTER). The resulting SMARTER Balanced Assessment Consortium was convened to develop and implement common summative assessments based on the Common Core. The balanced nature of the SMARTER system will permit states to contribute benchmark items, performance tasks and formative assessment resources to the consortium's effort. The inclusion of

formative and benchmark components will allow LEAs to fully gauge student progress on the Common Core State Standards throughout the school year. This consortium will submit an application under the Race to the Top Assessment Grant competition, Category A. As a governing member, Wisconsin has taken a lead role in policy decision-making, serves on the steering committee of the consortium, provides representatives on each of the work groups, and is part of the final decision-making. The consortium intends to use these assessments to meet the assessment requirements in Title I of ESEA.

The Consortium's priorities for a next generation assessment system are rooted in a concern for the valid, reliable, and fair assessment of the deep disciplinary understanding and higher-order thinking skills that are increasingly demanded by a knowledge-based economy. These priorities are also rooted in a belief that assessment must support ongoing improvements in instruction and learning, and must be useful for all members of the educational enterprise: students, parents, teachers, school administrators, members of the public, and policymakers. The Consortium recognizes the need for a balanced system of assessments—formative, benchmark, summative— organized around Common Core State Standards, that informs high-quality teaching and learning and meets the demands of ESEA accountability.

PROJECT: Adopt statewide assessment system in collaboration with the SMARTER multi-state consortium and ensure successful implementation

GOAL(s):

- Ensure 100% of children are proficient in Math and Reading
- Make Wisconsin one of the top 5 states in student achievement
- Increase percentage of students who are college and career ready, and significantly increase growth in college entrances
- Build capacity at the State, CESA, and LEA level to ensure successful implementation of education reforms

The Consortium is committed to developing an inclusive system of common assessments that measures not only students' knowledge and understanding of critical concepts, but also their ability to apply these concepts to novel, real-world situations. The system of assessments will include performance-based tasks and innovative scenario and simulation-based items, as well as computer-based multiple choice and constructed response items. Computer adaptive testing will incorporate universal design principles to ensure access for English language learners and students with disabilities. Computer adaptive testing also allows for more precise measurements along the performance continuum so that not only grade-level proficiencies can be identified, but also high achievement that is above grade level to low achievement that is far below grade level. The use of computer adaptive testing will also support more accurate measuring and reporting of individual student academic growth. Wisconsin is working with other states, including Arizona, Colorado, and Indiana, to implement a common set of interactive reports using online data visualizations to foster conversations about student academic growth among educators, parents, and the public.

Wisconsin's participation in SMARTER is the next step in a process that began with a thorough examination of the State assessment system in September 2008. Then State Superintendent Burmaster convened the Next Generation Assessment Task Force to review best practices in other states and embraced the notion of creating a more balanced assessment system. The Task Force, which included 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 12). In response, the WDPI began discussions with other states to implement the task force recommendations. The states in SMARTER intend to develop a seamless system of assessments integrated within a program of learning with one summative assessment shared across states, and common interim/benchmark assessments within and across states. The goal is to build a program of learning that provides students, educators, and parents with ongoing, valid, and reliable information about student progress on the assessment, curriculum and the Common Core State Standards. The goal is to also provide 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 and that engage students in their own learning.

Teacher involvement in the development of the assessment system will deepen educators’ understanding of the purpose and use of the assessment system as an effective means to evaluate student progress toward achieving the Common Core State Standards in English language arts and mathematics. Teachers will also participate in professional learning communities (district-based or regional, led by professional organizations, IHEs, or CESAs) to learn about formative assessment processes, interpreting benchmark and summative test results, and how to use the assessment data to inform instruction. This alignment of standards with instruction will be conducted in parallel with the development of best practices in STEM fields, providing educators with more focused, research-driven curricula to reach students.

SMARTER will provide a common summative assessment across a majority of states, and will also provide a platform for the member states to contribute benchmark assessment items, locally developed performance tasks, and formative assessment strategies to the shared effort. States must therefore identify resources to contribute to the development of the formative and benchmark components that are known to be critical to creating a balanced and integrated learning program. Wisconsin plans to contribute these components, and work with educators across the state to develop them; utilizing professional learning communities and other structures described in Section (B)(1) for the Common Core State Standards implementation efforts.

Table 26 – Implementation plan for formative and benchmark assessments

FORMATIVE / BENCHMARK ASSESSMENT			
GOAL	KEY ACTIVITIES	TIMELINE	KEY PARTIES
Identify key vendors and research centers to coordinate a formative and benchmark assessment item bank, assessment development process, and technology platform for sharing assessment resources	<ul style="list-style-type: none"> Work with LEAs and SMARTER state representatives to define critical requirements for assessment system 	<ul style="list-style-type: none"> 2010 (Q4) 	<ul style="list-style-type: none"> WDPI SMARTER state partners
	<ul style="list-style-type: none"> Draft a Request for Proposals that defines vendor requirements 	<ul style="list-style-type: none"> 2010 (Q4) 	<ul style="list-style-type: none"> WDPI SMARTER state partners
	<ul style="list-style-type: none"> Solicit vendor bids 	<ul style="list-style-type: none"> 2010 (Q4) 	<ul style="list-style-type: none"> WDPI SMARTER state partners
	<ul style="list-style-type: none"> Select vendor(s) 	<ul style="list-style-type: none"> 2011 (Q1) 	<ul style="list-style-type: none"> WDPI SMARTER state partners
	<ul style="list-style-type: none"> Begin working with vendor(s) to clarify critical requirements and expectations/timelines. 	<ul style="list-style-type: none"> 2011 (Q1) 	<ul style="list-style-type: none"> WDPI SMARTER state partners

FORMATIVE / BENCHMARK ASSESSMENT			
GOAL	KEY ACTIVITIES	TIMELINE	KEY PARTIES
Develop model curriculum for grades PK-12	<ul style="list-style-type: none"> LEAs and the multistate consortium contribute examples for Wisconsin's curriculum design 	<ul style="list-style-type: none"> 2011 (Q1) 	<ul style="list-style-type: none"> WDPI SMARTER state partners LEAs
Develop computer-based platform for assessment components: item bank format, open-source code, technology requirements	<ul style="list-style-type: none"> Develop definitions/components for banking assessment items 	<ul style="list-style-type: none"> 2011 (Q1) 	<ul style="list-style-type: none"> WDPI SMARTER state partners
	<ul style="list-style-type: none"> Define open-source code for shared common platform 	<ul style="list-style-type: none"> 2011 (Q2) 	<ul style="list-style-type: none"> WDPI SMARTER state partners
Develop formative assessment strategies embedded in model units of instruction around the Common Core State Standards	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 2011 (Q3) 	<ul style="list-style-type: none"> LEA vertical teams WDPI
Develop performance assessment tasks, scoring rubrics, and student exemplars representing points along the learning progression	<ul style="list-style-type: none"> Using established regional professional learning communities and lesson study, develop performance tasks and related components via quarterly three-day regional meetings 	<ul style="list-style-type: none"> 2011 (Q4) 	<ul style="list-style-type: none"> LEA regional vertical teams WDPI
Provide in-depth summer institutes to facilitate development of formative and benchmark assessment item bank, aligned to Common Core State Standards.	<ul style="list-style-type: none"> Develop process to identify institute participants 	<ul style="list-style-type: none"> 2011 (Q3) 	<ul style="list-style-type: none"> WDPI LEAs
	<ul style="list-style-type: none"> Work with higher education to integrate institute into credit-bearing graduate course work as an option for participants 	<ul style="list-style-type: none"> 2011 (Q4) 	<ul style="list-style-type: none"> WDPI Wisconsin Universities/Colleges
	<ul style="list-style-type: none"> Provide two five-day summer institutes focusing on item/module development with a focus on student demonstration of skills via computer-delivered assessments 	<ul style="list-style-type: none"> 2012 (Q2) – 2012 (Q3) Continue annually through 2013 (Q2) & (Q3) 	<ul style="list-style-type: none"> WDPI LEA selected staff Contracted vendor
Provide educators with a web-based bank of formative assessment components for use with classroom instructional units designed around the Common Core State Standards.	<ul style="list-style-type: none"> Work with LEAs and SMARTER consortium states to develop web component for sharing of formative assessment components. 	<ul style="list-style-type: none"> 2011 (Q1) 	<ul style="list-style-type: none"> WDPI SMARTER partner states Contracted vendor
	<ul style="list-style-type: none"> Pilot the use of SMARTER assessment resources with selected districts, gather feedback and modify as needed 	<ul style="list-style-type: none"> 2011 (Q3) 	<ul style="list-style-type: none"> WDPI Selected LEAs SMARTER partner states Contracted vendor

FORMATIVE / BENCHMARK ASSESSMENT			
GOAL	KEY ACTIVITIES	TIMELINE	KEY PARTIES
	<ul style="list-style-type: none"> Provide access to SMARTER instructional resources state-wide 	<ul style="list-style-type: none"> 2012 (Q3) 	<ul style="list-style-type: none"> WDPI SMARTER partner states Contracted vendor
	<ul style="list-style-type: none"> Provide ongoing professional development on use of SMARTER assessment resources, via web-based modules and other venues 	<ul style="list-style-type: none"> 2012 (Q3) 	<ul style="list-style-type: none"> WDPI SMARTER partner states Contracted vendor RtI Centers
	<ul style="list-style-type: none"> Continue to add resources to SMARTER assessment components, building a flexible bank of classroom assessment tasks for LEAs to access 	<ul style="list-style-type: none"> 2012 (Q4) 	<ul style="list-style-type: none"> WDPI Selected LEAs SMARTER partner states Contracted vendor
Develop online, adaptive defined quarterly benchmark assessments – gauging progress on Common Core State Standards	<ul style="list-style-type: none"> Using items from summer institute development and from SMARTER state item bank contributions, develop quarterly benchmark assessments gauging progress on defined learning progression within each grade level and content area (reading/mathematics), implemented through professional learning communities (district-level and regionally) 	<ul style="list-style-type: none"> 2012 (Q3) 	<ul style="list-style-type: none"> WDPI Selected LEA staff SMARTER partner states Contracted vendor
	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 2012 (Q3) 	<ul style="list-style-type: none"> WDPI Selected LEA staff SMARTER partner states Contracted vendor
	<ul style="list-style-type: none"> Pilot assessments in selected districts and grade levels, connecting staff involved in reflective discussion through professional learning communities, and integrating feedback into assessments 	<ul style="list-style-type: none"> 2012 (Q3) 	<ul style="list-style-type: none"> Selected LEAs WDPI SMARTER partner states Contracted vendor
	<ul style="list-style-type: none"> Set standard for performance expectations consistent in definition 	<ul style="list-style-type: none"> 2013 (Q2) 	<ul style="list-style-type: none"> LEAs WDPI SMARTER partner states Contracted vendor
	<ul style="list-style-type: none"> Assessments available statewide 	<ul style="list-style-type: none"> 2013 (Q3) 	<ul style="list-style-type: none"> LEAs WDPI

FORMATIVE / BENCHMARK ASSESSMENT			
GOAL	KEY ACTIVITIES	TIMELINE	KEY PARTIES
			<ul style="list-style-type: none"> • SMARTER partner states • Contracted vendor
Provide ongoing professional development on use of SMARTER benchmark assessments, via web-based modules and other venues	<ul style="list-style-type: none"> • Provide ongoing support 	<ul style="list-style-type: none"> • 2013 (Q3) 	<ul style="list-style-type: none"> • WDPI • Selected LEAs • SMARTER partner states • Contracted vendor

Educational Consultants at WDPI will lead the formative/benchmark assessment system activities, under the direction of the Assistant Director and Director of the Content and Learning Team and the Office of Educational Accountability. These staff will divide oversight responsibilities by content area and grade-level, working to develop assessment items that are in line with the Common Core and the model curriculum. The consultants will involve educators from K-12 and IHEs to collectively develop a broad bank of classroom assessment resource materials for grades K-12, and will develop defined benchmark assessments in grades 3-8 and high school for both mathematics and English language arts. Consultants will work with regional CESA staff and LEAs, and will collaborate with other SMARTER states to assure that assessment materials developed across states fit with defined learning progressions and meet common high quality, internationally benchmarked standards, through continual evaluation and development.

In order to provide the capacity necessary to ensure high quality, consistent implementation, WDPI will provide expertise in formative and benchmark assessment development, computer-based assessment delivery and support regional workshops and summer institutes statewide. Additionally, WDPI will contract with vendors to provide a high quality computer platform. These activities will build on the evidence-based successful models of professional learning communities and Japanese lesson study, with ongoing learning groups sharing across districts within each region of the State. In the Memorandum of Understanding, LEAs agree to provide a form of career imbedded professional development. The benchmark and formative assessments linked with regional workshops and summer institutes are the mechanism for WDPI to support LEA’s professional development. Extended learning opportunities during the summer will complement ongoing regional professional development during the school year and provide options for university credit and completion of Professional

Development Plans (PDPs) for license renewal. The project education consultants, IHEs, CESAs, and professional organizations will collaborate to provide workshops and summer institutes to integrate standards, curriculum, and assessment work.

By the end of the grant period, a significant body of assessment materials will be available to Wisconsin educators and other participating SMARTER states. States will continue to add resources after the Race to the Top grant period has concluded.

Table 27 – Timeline for formative and benchmark assessment process

FORMATIVE / BENCHMARK ASSESSMENT																
KEY TASK	2010	2011				2012				2013				2014		
	Q4	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
Work with LEAs and SMARTER 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 model curriculum for grades PK-12, involving local pilot sites in review and revision of the curriculum		◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆			
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. The lesson study sites will capture video of the lessons and the analysis discussions to be included in the interactive web tool.					◆	◆	◆	◆	◆	◆	◆	◆	◆			
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 provide content and pedagogy expertise, and to integrate institute into credit-bearing graduate course work as an option for participants					◆											
Provide two five-day summer institutes focusing on item/module development with a focus on student demonstration of skills via computer-delivered							◆	◆			◆	◆				

FORMATIVE / BENCHMARK ASSESSMENT																	
KEY TASK	2010	2011				2012				2013				2014			
	Q4	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	
assessments																	
Work with LEAs and SMARTER consortium states to develop web component for sharing of formative assessment components		◆	◆	◆	◆												
Pilot the use of SMARTER assessment resources with selected district, gather feedback and modify as needed				◆	◆	◆	◆	◆									
Provide access to SMARTER instructional resources state-wide								◆									
Provide ongoing professional development on use of SMARTER assessment resources, via web-based modules and other venues								◆	◆	◆	◆	◆	◆				
Continue to add resources to SMARTER assessment components, building a flexible bank of classroom assessment tasks for LEAs to access.									◆	◆	◆	◆	◆				
Use items from summer institute development and from SMARTER 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												◆					
Make assessments available statewide														◆			
Provide ongoing support													◆	◆			

Table 28 – Summary of Wisconsin standards and assessment reform plan

Wisconsin Standards and Assessment Reform Plan - Summary	
Component	Process
Content Standards	<ul style="list-style-type: none"> Common Core defined with grade-level specificity
Curriculum Support	<ul style="list-style-type: none"> Specific learning progressions defined Electronic bank of model units of instruction provided Electronic bank of exemplars of student work
Formative Assessment Strategies	<ul style="list-style-type: none"> Embedded into electronic bank of instructional units
Benchmark/Diagnostic Tests	<ul style="list-style-type: none"> Electronic formative and benchmark tests aligned to common core for use during the year

Wisconsin Standards and Assessment Reform Plan - Summary	
Component	Process
Summative Tests	<ul style="list-style-type: none"> • Via separate summative consortia participation, will work toward one multi-state summative test: <ul style="list-style-type: none"> ▪ Online ▪ Adaptive ▪ Multiple opportunities to test ▪ High school college/career readiness
Performance Tasks	<ul style="list-style-type: none"> • Integrated into electronic bank of instructional units • Integrated into summative testing
Student/School/District Assessment Reports	<ul style="list-style-type: none"> • Immediate benchmark reports; fast turn-around of summative reports
Growth Reports	<ul style="list-style-type: none"> • Student/group progress growth reports • Value-added analyses
Professional Development	<ul style="list-style-type: none"> • Organized PD from the state, supported with online networking and regional or local professional learning communities: curriculum, instruction, assessment, and data use

For additional information, see the following Appendices:

- **Appendix 12** - Final report from Wisconsin’s Next Generation Assessment Task Force
- **Appendix 13** - SMARTER Balanced Assessment Consortium Overview
- **Appendix 14** - Memorandum of Agreement for SMARTER Balanced Assessment Consortium
- **Appendix 15** - SMARTER Balanced Assessment Consortium List of Participating States

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 (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)

Transitioning to the Wisconsin System of Learning

PROJECT: Develop and implement a model curriculum aligned with the Common Core standards, as well as the Wisconsin’s Employability Skills Competencies, and ensure successful implementation

GOAL(s):

- Ensure 100% of children are proficient in Math and Reading
- Make Wisconsin one of the top 5 states in student achievement
- Increase percentage of students who are college and career ready, and significantly increase growth in college entrances
- Build capacity at the State, CESA, and LEA level to ensure successful implementation of education reforms

Wisconsin is committed to ensuring that all students in the state are provided with the instruction they need to enable success in their ongoing education, careers, and citizenship. By systematically using the adopted Common Core State Standards to transform curriculum, instruction, and assessment, the State intends to develop assessment literate teachers who have embraced and taught to the standards, learned to appropriately measure the standards, and learned strategies to intervene if students have not measured up to the standards. The Wisconsin system of learning will empower students to be fully active partners in their learning plan.

Wisconsin’s plan to support the transition to enhanced standards and high-quality assessments is described in greater detail below.

Ensure that Wisconsin’s standards are college and career ready:

1. The State will identify the common competencies that represent what students need to know and must be able to do in order to enter the first credit-bearing college course in any of Wisconsin’s postsecondary institutions. Key activities will include:

September 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 State Standards. These teams will represent large and small K-12 districts, the University of Wisconsin System, the Wisconsin Technical College System, and campuses of the Wisconsin Association of Independent Colleges and Universities, all with geographic balance, representing 20 percent of all IHEs.

January 2011: Faculty teams complete the identification of common competencies.

March 2011: Led by the convened team representing IHEs and high school staff, and endorsed by the PK-16 leadership of the University of Wisconsin System, the Wisconsin Association of Independent Colleges and Universities, the Wisconsin Technical College System, and WDPI, the common competencies will be confirmed through dissemination, discussion, and feedback sessions with high school and postsecondary faculty across Wisconsin.

May 2011: Finalize report of the common competencies, identifying the Common Core Standards needed for students to enter college credit-bearing mathematics and English language arts courses, When the competencies are endorsed by the University of Wisconsin System, the Wisconsin Technical College System and the Wisconsin Association of Independent Colleges and Universities, they will make 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 upon entering Wisconsin postsecondary institutions.

2. Next, the State will validate the level of career-readiness represented in the adopted Common Core State Standards. This process involves revising Wisconsin’s Employability Skills competencies to ensure that they reflect contemporary workforce needs and connect with the Common Core State Standards in English language arts and mathematics. Key activities will include:

October 2010: Convene regional economic workforce development groups, Wisconsin Technical College System representatives, and school district staff and teachers 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 State Standards in English language arts and mathematics; and define the feedback process.

February 2011 – Pilot the revised Employability Skills assessment/feedback mechanism in selected districts, including employers’
June 2011: feedback, in order to evaluate the instrument.

June 2011 – Revise the identified skills and refine the tool.
August 2011:

September 2011: Disseminate and make explicit in all materials, both print and online, for high school students and distributed by high school guidance counselors and the Wisconsin KnowHow2Go website.

3. In addition to the development of model curriculum based on the Common Core State Standards (See Section (B)(1)), WDPI will use the development process and results the Council of Chief State School Officers (CCSSO) used in the 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 acts as a clearinghouse for teacher developed materials and is used in identifying expected competencies and critical benchmarks in the areas of writing, global competency, creativity and curiosity, and information technology literacy. Wisconsin will conduct this process for ELA and math.
4. Create professional development modules on effective use of data: To effectively use data to make educational decisions, educators will need training and support. Working with the SMARTER Balanced Assessment Consortium states, WDPI will develop hands-on training and workshop sessions for teachers and administrators. WDPI will link this work with the statewide Response to Intervention (RtI) initiatives. Additional information regarding Wisconsin's professional development plan related to data use is discussed in Section (C)(3).

Through the SMARTER Balanced Assessment Consortium, a comprehensive online adaptive assessment system will be developed, piloted, and ready for implementation at the end of the Race to the Top grant period (four years). This will include benchmark assessment tools for grades 3-8 and high school that provide achievement data in an ongoing manner throughout a school year. Immediate reports will be available for teachers, allowing them to adjust instruction to meet student needs. While the benchmark system is being developed, districts will be expected to develop processes to use data throughout the school year using locally-developed assessments that are rigorous and comparable across classrooms or commercial benchmark products that may already be in place in the districts. WDPI will also be continuing the development of data tools (via Wisconsin's longitudinal data system) to provide districts access to student-level data, providing clearer analysis of student achievement and growth, including value-added analysis, to better target implementation of the Common Core State Standards. Additional measures that will be used as a means to track changes in local teaching practices are the use

of the CCSSO's Surveys of Enacted Curriculum (SEC). The SEC is a measure of alignment between standards, curriculum, and instruction. Teachers who complete the survey can see graphically the degree to which their instruction matches standards and curriculum. For example, teachers can see areas in the standards that they might not be covering adequately in class, or areas where they might be giving too much emphasis. Wisconsin has participated in the SEC process to capture teachers' instructional practices since 2002. This data will be compared to surveys after the implementation strategies are underway to track any changes to teachers' instruction and address any shortfalls as necessary.

5. Support for the districts around the summative assessment will include professional development related to administration of the assessments in an online environment, and professional development for understanding how to use assessment reports when planning for district curriculum and program improvement in a district. Administration support will be developed with the multi-state SMARTER Balanced Assessment Consortium, providing web resources, readiness checklists related to technology capacity, and help-desk support to address problems that may arise during testing. Support for the use of test results will be provided as part of the project education consultant positions, working in collaboration with CESA School Improvement Support staff. CESA provides regional support for school improvement and data analysis through workshops with districts.
6. Develop professional learning communities to engage systematically in lesson study in support of Wisconsin's system of learning: At the heart of Wisconsin's reform plan is the active involvement of teachers in collegial examination of standards, curriculum, assessment, and instruction supported locally and regionally to ensure effective implementation of assessments to be developed through the SMARTER initiative, thus impacting student learning. It will be supported regionally through the combined efforts of WDPI, the OEII, CESAs and relevant stakeholders.

WDPI will implement coaching in regional sites within the PK-12 system, to assist teachers in tracking students' learning, identifying highly effective instructional strategies, making adjustments to instruction based on student data, and charting students' growth in achievement. WDPI with assistance from CESAs, professional organizations, and IHEs will host online discussion forums. The forums will use the professional learning community model, where the teachers at the pilot sites will discuss the strengths and weaknesses of

teaching to the Common Core Standards, try teaching from draft versions of the model curriculum and develop sample units of instruction to provide feedback to both, and capture video clips of instruction in their classrooms and of student performance. After trying the sample curriculum units, teachers will craft their own standards-based lessons and assessments. Teachers will share with other pilot sites, observe and critique each other's teaching of the lessons, analyze results of formative assessments linked to the unit, and revise and re-teach the lessons. The involvement of teachers in the development of model curriculum and illustrative units of instruction is a key strategy to transform local district practice. Professional organizations and CESAs will multiply the impact of these piloting teachers by featuring their curriculum and unit development in online resources, mentoring, and webinars.

7. Project education consultants at WDPI will lead the integration of Common Core State Standards key activities, under the direction of the Content and Learning Team and involving consultants for special education and English language learners. 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 SMARTER states to assure that resources developed across states fit with defined learning progressions and meet the same high quality standards.

Table 29 – Common Core State Standards implementation plan

COMMON CORE CURRICULUM			
GOAL	KEY ACTIVITIES	TIMELINE	KEY PARTIES
Adopt the Common Core State Standards: Mathematics and Reading/Language Arts	<ul style="list-style-type: none"> State Superintendent signature 	<ul style="list-style-type: none"> 2010 (Q3) 	<ul style="list-style-type: none"> WDPI State Superintendent
Ensure that Common Core State Standards are aligned with Wisconsin college and career readiness expectations.	<ul style="list-style-type: none"> Higher education faculty teams examine entry-level credit-bearing courses and identify related competencies needed in Common Core curriculum 	<ul style="list-style-type: none"> 2010 (Q3) 	<ul style="list-style-type: none"> University of Wisconsin campuses Wisconsin Private Colleges Wisconsin Technical Colleges WDPI
	<ul style="list-style-type: none"> Regional economic workforce groups, technical college representatives, and district staff and teachers identify work competencies needed as reflected in the Common Core 	<ul style="list-style-type: none"> 2010 (Q4) 	<ul style="list-style-type: none"> Workforce Development Teams WDPI
	<ul style="list-style-type: none"> Confirmation/revisions of common competencies via feedback sessions 	<ul style="list-style-type: none"> 2011 (Q1) 	<ul style="list-style-type: none"> LEAs Wisconsin Colleges Workforce Development Team WDPI
	<ul style="list-style-type: none"> Finalize report – actual concepts and skills needed in high school to enter credit-bearing courses; work force competencies and employability skills needed 	<ul style="list-style-type: none"> 2011 (Q2) 	<ul style="list-style-type: none"> LEAs WDPI
	<ul style="list-style-type: none"> Pilot documents, revise as needed 	<ul style="list-style-type: none"> 2011 (Q1) & (Q2) 	<ul style="list-style-type: none"> Selected LEAs WDPI
	<ul style="list-style-type: none"> Implement statewide 	<ul style="list-style-type: none"> 2011 (Q3) 	<ul style="list-style-type: none"> LEAs
Develop model curriculum for grades PK-12	<ul style="list-style-type: none"> Involve PLCs, IHEs, and CESAs to create model curriculum across the grades, outlining grade level expectations while also connecting learning from grade to grade 	<ul style="list-style-type: none"> 2010 (Q4) – 2011 (Q2) 	<ul style="list-style-type: none"> WDPI Wisconsin ELA and mathematics standards teams IHEs Local districts CESAs
Implement regional professional learning communities (PLC) to	<ul style="list-style-type: none"> Establish regional subject-based PLC vertical teams across districts 	<ul style="list-style-type: none"> 2011 (Q1) 	<ul style="list-style-type: none"> LEAs WDPI CESAs

COMMON CORE CURRICULUM			
GOAL	KEY ACTIVITIES	TIMELINE	KEY PARTIES
engage in lesson study around integration of Common Core State Standards into instruction.			<ul style="list-style-type: none"> • IHEs • Professional organizations
	<ul style="list-style-type: none"> • Conduct quarterly three-day regional PLC meetings to develop teachers' content expertise: define learning progressions, create standards-based instructional units, observe and critique teaching of lessons, and jointly analyze student work 	<ul style="list-style-type: none"> • 2011 (Q2) – Ongoing 	<ul style="list-style-type: none"> • LEA regional vertical teams • WDPI • CESAs • IHEs • Professional organizations
Provide in-depth summer institutes to facilitate development of model units of instruction around Common Core State Standards.	<ul style="list-style-type: none"> • Develop process to identify institute participants 	<ul style="list-style-type: none"> • 2010 (Q4) 	<ul style="list-style-type: none"> • WDPI • LEAs
	<ul style="list-style-type: none"> • Work with higher education to integrate institute into credit-bearing graduate course work as an option for participants 	<ul style="list-style-type: none"> • 2010 (Q4) 	<ul style="list-style-type: none"> • WDPI • Wisconsin Universities/Colleges
	<ul style="list-style-type: none"> • Work with SMARTER consortium states to collaborate on and define requirements for approval of model units of instruction for multi-state sharing 	<ul style="list-style-type: none"> • 2011 (Q2) 	<ul style="list-style-type: none"> • SMARTER partner states • WDPI • LEA representatives
	<ul style="list-style-type: none"> • Provide two five-day summer institutes 	<ul style="list-style-type: none"> • 2011 (Q2) & (Q3) • Continue annually 2013 (Q2) & (Q3) 	<ul style="list-style-type: none"> • WDPI • LEA selected staff • SMARTER contracted vendor
Provide educators with a model curriculum elaborated with web-based bank of instructional units with exemplars of student work.	<ul style="list-style-type: none"> • Work with SMARTER consortium states to develop web component for multi-state sharing of instructional units and exemplars of student work. 	<ul style="list-style-type: none"> • 2010 (Q4) - Ongoing 	<ul style="list-style-type: none"> • WDPI • SMARTER partner states • SMARTER contracted vendor
	<ul style="list-style-type: none"> • Pilot the use of SMARTER instructional resources with selected district, gather feedback and modify as needed 	<ul style="list-style-type: none"> • 2011 (Q3) 	<ul style="list-style-type: none"> • WDPI • Selected LEAs • SMARTER partner states • SMARTER contracted vendor
	<ul style="list-style-type: none"> • Provide access to SMARTER instructional resources state-wide 	<ul style="list-style-type: none"> • 2012 (Q1) 	<ul style="list-style-type: none"> • WDPI • SMARTER partner states • SMARTER contracted vendor
	<ul style="list-style-type: none"> • Provide ongoing professional development on use of SMARTER instructional resources, via web-based 	<ul style="list-style-type: none"> • 2011 (Q2) 	<ul style="list-style-type: none"> • WDPI • SMARTER partner states

COMMON CORE CURRICULUM			
GOAL	KEY ACTIVITIES	TIMELINE	KEY PARTIES
	modules and other venues		<ul style="list-style-type: none"> SMARTER contracted vendor RtI Centers
	<ul style="list-style-type: none"> Continue to add resources to SMARTER instructional support component, building a bank of units across SMARTER states 	<ul style="list-style-type: none"> 2011 (Q3) 	<ul style="list-style-type: none"> WDPI Selected LEAs SMARTER partner states SMARTER contracted vendor

Table 30 – Timeline for Common Core Curriculum implementation

COMMON CORE CURRICULUM																
KEY TASK	2010		2011				2012				2013				2014	
	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2
State Superintendent adopts Common Core State 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		◆	◆	◆												
Develop model curriculum and disseminate statewide		◆	◆	◆												
Establish regional subject-based PLC vertical teams across districts (in 4-6 state regions)			◆													
Conduct quarterly three-day regional PLC meetings to define learning progressions, create standards-based				◆	◆	◆	◆	◆	◆	◆	◆	◆	◆			

COMMON CORE CURRICULUM																
KEY TASK	2010		2011				2012				2013				2014	
	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2
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 SMARTER 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 SMARTER consortium states to develop web component for multi-state sharing of instructional units and exemplars of student work.		◆	◆	◆	◆											
Pilot the use of SMARTER instructional resources with selected district, gather feedback and modify as needed					◆	◆	◆									
Provide access to SMARTER instructional resources state-wide							◆									
Provide ongoing professional development on use of SMARTER instructional resources, via web-based modules and other venues				◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆		
Continue to add resources to SMARTER instructional support component, building a bank of units across SMARTER states					◆	◆	◆	◆	◆	◆	◆	◆	◆	◆		

Build an online resource to provide common support to educators: A common online resource, the GOALS dashboard (see Section (C)(3)(i)), will be essential for implementing Common Core State Standards across SMARTER Balanced Assessment Consortium states. This tool will demonstrate how to embed the standards in instruction through sample units, common assessments, and video vignettes of classroom lessons and learning strategies. The development of the online resource 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 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 skills 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: suggested units of instruction within each grade level and content area; examples of student work to help establish evaluation criteria for demonstrations of learning; benchmarks for PK-12 growth, 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. Also envisioned are video vignettes from classrooms 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 State 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 is ready to launch. Wisconsin has 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. Wisconsin joined ten other states in the Science Education Assessment consortium in 2009. 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 21st 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 process is discussed further in Section (C)(3).

Connect Wisconsin's standards to career pathways: Evidence of achievement of the adopted Common Core State 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 State Standards. WDPI will involve representatives from education, 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 where they are in achieving college and career readiness. Linked to the area of their career interest (career cluster), students will take courses such as science, mathematics, and English language arts courses, as means to deepen their preparation for a wide variety of potential careers within the career cluster. Rather than identifying a specific career, students will keep the career cluster broad and link their preparation to keep their options open. 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 students will experience in their world of work.

In Priority #2, WDPI describes the development of four regional Science, Technology, Engineering, and Mathematics (STEM) Academies. Academies will be regionally balanced and specialized to meet the demands of the local economy and specialized to meet the demand of the local economy, as well as focusing on spreading resources to the districts with the greatest need of meeting the State’s goals as identified in Section (A)(1)(i). Academy staff will develop model curriculum collaboratively with teachers across the state, creating advanced STEM courses, curriculum, and units of instruction to help students transition from high school to postsecondary education. In addition, Academy staff will design assessments to link standards with students’ career pathways.

Enact policies to enable awarding of graduation credit through demonstration of competency: Wisconsin will enact policies to facilitate learning through demonstration, rather than seat time, as other states have done. This will help support blended instruction, combining learning via technology (online, virtual communities, distance learning) with 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. By providing a variety of routes to earn science and mathematics credits, students are more likely to be successful, and learning is linked with their career pathways.

In fact, the largest 6 school districts that have all consented to Wisconsin’s “Exhibit II—Addressing Wisconsin’s Achievement Gap—Ensuring Every Child is Prepared for Success”, will be required to implement three years of science and mathematics for high school graduation.

The ongoing involvement of stakeholders in the rollout process is essential. All partners will participate by: communicating with their constituencies, participating in the application development process, collaboratively developing model curriculum, illustrative units of instruction, and formative/benchmark assessments. The common message from all partners is of the importance and urgency of this effort.

Performance Measures 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
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 collaboratively in Wisconsin and by contributing to development via the SMARTER Balanced Assessment Consortium, used to measure students' progress in achieving Common Core State Standards.	20	90	190	290	425

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

State Reform Conditions Criteria

(C)(1) Fully implementing a statewide longitudinal data system (24 points – 2 points per America COMPETES element)

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).

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

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).

Progress to Date on America COMPETES Act Requirements

The Wisconsin Longitudinal Data System (LDS) supports numerous research and reporting efforts and currently includes 10 of the 12 data elements of the America COMPETES Act. Wisconsin is actively working to complete the remaining two elements by 2011. Wisconsin recognizes the need for a comprehensive PK-16 data system and under the leadership of the Governor, State Superintendent of Public Instruction, Presidents of the University of Wisconsin System, and Wisconsin Association of Independent Colleges and Universities, resources have been allocated to improve the collection and use of PK-16 data even further and a compact agreeing on the structure of this collaboration has been signed. The WDPI and the UW System signed a specific MOU to improve data exchanges and facilitate

interoperability between data systems on May 25, 2010 (See Appendix 16). The foundation for this system was funded by the current LDS (II) grant received by WDPI in May 2009.

The America COMPETES Act states: For pre-K through postsecondary education, the State's statewide longitudinal data system includes the following elements:

- 1) Yes. The Wisconsin Student Number (WSN), which originates in K-12, will now follow students entering into public institutions of higher education. An agreement signed between the WDPI and the UW System in May establishes the WSN as the single statewide identifier for PK-16 data systems. This agreement completes this important link and enables the public four-year colleges of Wisconsin to collect, store, and protect this statewide student number.

Evidence: See Appendix 16 for the signed agreement between the UW System and WDPI.

- 2) Yes. The recent addition of data from the National Student Clearinghouse (NSC) extends the Wisconsin LDS data sets into P-16 and provides information on student-level enrollment, demographic, and program participation beyond the 12th grade and into higher education across the nation.

Evidence: A contract was signed with NSC in April 2010 with a first data exchange completed in May. New public reports will be issued in July 2010, which will include a breakdown of IHE enrollment by in-state, out-of-state, public, private, two-year and four-year institutions.

- 3) Yes. The recent addition of data from the National Student Clearinghouse extends the Wisconsin LDS data sets into P-16 and provides detailed information on the points at which students exit, transfer in, transfer out or complete programs at institutions of higher education across the nation

Evidence: A contract was signed with NSC in April 2010 with a first data exchange completed in May. New public reports will be issued in July 2010 which will include a breakdown of IHE enrollment by in-state, out-of-state, public, private, two-year and four-year institutions.

- 4) Yes. Wisconsin's LDS has the capacity to communicate with higher education data systems. The capacity to communicate with higher education systems means that technologies are in place; data definitions are understood; necessary agreements are signed; and these organizations are collaborate on an ongoing basis to perform necessary and valuable work. The technical functionality is the result of work done with the LDS grant received in 2006 from the U.S. Department of Education.

Evidence: Specific data exchange efforts include but are not limited to:

- 2009 Wisconsin Act 59
 - An annual exchange of assessment data with the University of Wisconsin and the Value-Added Research Center in support of their effort to rollout a value-added model. (See Appendix 17)
 - An MOU and work already in progress with the University of Wisconsin and the Wisconsin Department of Health Services to support research on the effects on educational outcomes of children with an early exposure to lead. (See Appendix 18)
 - An exchange of student enrollment data using the WSN as the basis for this exchange (see the MOA attached in the Appendix 16)
- 5) Yes. 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 online reports enable the reporting LEA to monitor their data submissions in real time and to adjust discrepancies.

- Edits are built into student level data collections that warn school districts of possible data discrepancies and require the LEA to acknowledge the discrepancy before proceeding.
- Editing and validation routines are executed against all student level data sets before the data is moved to the WDPI data warehouse.
- Routine training opportunities for WDPI staff to learn about federal collection requirements, and ways to enhance the efficiency of data collections.

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

- 6) Yes. Wisconsin's LDS currently has 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 annually to children with special needs. All assessment results are stored in the WDPI data warehouse. This data set includes 1,760,475 rows and all assessments results from the 2005-06 school years to date.

- 7) Yes. Wisconsin's LDS provides 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) No. Wisconsin's LDS does not currently have a teacher identifier system with the ability to match teachers to students. The state used a portion of its LDS II funding to build the teacher identifier system, and with the LDS III funding, the state will incorporate a unique teacher identifier into the LDS that will enable the State to link students to teachers, track professional development, and collect other relevant teacher level data. This work will be completed by 2011(Q3).

- 9) No. Wisconsin's LDS does not currently have student-level transcript information that includes courses completed and grades earned. This work is under way using LDS II funding and will be completed by 2011 (Q3).
- 10) Yes. Wisconsin's LDS has the functionality to provide student-level college readiness test scores, and student level college readiness data is available in the data warehouse today; Wisconsin already has plans and funding available from the US Department of Education to enhance these data sets further in 2010.

Evidence: Data available today include three years of Advanced Placement exam results and ACT data; over 65 percent 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) Yes. Wisconsin's LDS provides information regarding the extent to which students transition successfully from secondary school to postsecondary education or if the students enroll in remedial coursework.

Evidence: Work recently completed with the University of Wisconsin System, using the now-available Wisconsin Student Number (WSN) as a key, has enabled Wisconsin to build new student level data sets in the LDS that contain data on remedial coursework and enhance the State's ability to track the successful transition from high school to college. This agreement will serve as a model under which other IHE, including technical colleges, community colleges, and private IHE will be incorporated in the next year.

- 12) Yes. Wisconsin's LDS provides 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, ACT test data and graduation data

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.⁴

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

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.

Accessing and Using the LDS

Teachers, administrators and key education stakeholders rely on timely, valid and relevant student-level data to drive student achievement. The effective use of this data promotes improved student outcomes by providing educators with the information needed to address each student’s unique learning needs. Wisconsin is committed to providing educators and stakeholders with a flexible array of analysis and tools to meet their differing needs. Central to Wisconsin’s efforts to use State data for public reporting, federal reporting, research efforts, policy development, and educational improvement strategies is the LDS student-level data warehouse. With over twelve million records of detailed

⁴ 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.

student level data, this data store provides the new “gold” standard for education data in Wisconsin. Access to this data is defined by a secured access model that has three distinct levels and characteristics.

The first level of access is public reporting, which is open, published, and does not require any specific security to access. All reports are accessible through the State’s online education reporting portal, described below in greater detail. This level of access provides predefined, simple to use, and redacted reports. These reports provide snapshots of performance, and include the assessment results at the district and school level. 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 published through the Wisconsin Information Network for Successful Schools (WINSS) - a portal that makes data available to the public. The WINSS system has been highly successful in terms of public usage. In 2007 and 2008, the website received 14,700,000 views with a single day high of 265,000 views.

The second level of access is for authorized users such as teachers, administrators, and district personnel, and includes individual student-level data. The LDS provides these users with more detailed reports and sophisticated security protocols to ensure student privacy. Specifically, the LDS’ Multidimensional Analytic Tool (MDAT)—an analytic tool that enables authorized users to explore one year growth in WKCE mathematics and reading results—was recently released to Wisconsin LEAs and has already been accessed by 159 districts. 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. Professional development materials that train teachers and administrators on using MDAT are made available by WDPI, including written materials and on-line videos. Additional training sessions are provided by Wisconsin’s regional service providers, the Cooperative Educational Service Agencies (CESAs).

The third level of access is intended for sophisticated users with skills at analyzing large data sets. It provides researchers within WDPI and other organizations a more comprehensive view which enables complex analysis of LDS data. This level of access is intended for members of the education research community, internal WDPI staff, and other partners who are savvy at manipulating and interpreting education data. Currently, this level of access is primarily used by WDPI staff and a limited number of partners; however, going forward, the State is poised to dramatically increase access to and the utility of this level of data in the statewide LDS. (For further detail on Wisconsin's plans for increased access possibilities for researchers, see Section (C)(3)(iii) Growth Data and the LDS).

Access and Usability for Educators and Administrators

The State is committed to providing additional tools to enable reporting and analysis on student growth. Enhancements to the multi-dimensional analytic tool (MDAT) were released in March 2010 providing more detailed comparison groups and contextual data to paint a more complete picture of student performance. Further, Wisconsin has joined the State Collaboration: Longitudinal Data Systems, Data Visualization, Research and Development, which is based on the work done by Damian Betebenner at the National Center for the Improvement of Educational Assessment, and the state of Colorado. Together with Indiana, Arizona and Colorado, Wisconsin will work to provide an entirely new level of growth data to its LEAs. Using the new growth percentile reports along with other data, LEA administrators and educators will be able to identify students, classrooms, grades, schools, and even whole districts that are struggling to achieve year-to-year growth as compared to peer groups across the state. Through this effort, stakeholders will be able to track their progress toward achieving the state's goals for increasing student performance and better allocate resources to manage progress toward these goals. Wisconsin recognizes the need for multiple measures of student growth and has created opportunities for districts to access alternative growth models. The state, in an agreement with the Value-Added Research Center at the University of Wisconsin-Madison, supports the development and innovation of student growth models through the calculation of value-added analyses on the statewide summative assessment—the WKCE. The VARC value-added program also allows LEAs that currently purchase a benchmark assessment solution to incorporate these assessments into the value-added calculations for an additional level of robustness and accuracy in the growth model. The state is committed to using Race to the Top funds to expand this relationship, detailed under section C(3)(ii), and supports the existing VARC model of calculating statewide value-added results using LDS data, and their partnership with interested districts to understand LEA

value-added results. LEAs will be given the tools and reports necessary to use these analyses to drive improved student outcomes. Race to the Top funds will provide a critical level of support for the ongoing work, allowing VARC to deepen their existing relationship with districts they already serve and to serve approximately 100 additional districts with this analysis.

Additional LDS Datasets

In addition to providing new tools and better access to the LDS, the State is continuing its efforts to expand the data incorporated into the LDS. Since the beginning of 2010 work has been completed or is in progress on adding the following datasets to the state LDS:

- Annual National Student Clearinghouse data sets that will enable Wisconsin to track successful transition from high school to higher education. Added April 2010.
- Mobility data enabling more robust student achievement research, including analyses into low student performance, attendance and retention, and value-added analyses. To Be Added 2011 (Q1).
- Student transcript data, including the teacher(s) who taught the course, enabling Wisconsin to identify the characteristics of successful high school preparation for college or the workforce. To Be Added 2011 (Q3).
- A teacher identifier to track teacher preparation programs, professional development, and coaching and mentoring efforts. To Be Added 2011 (Q3).
- Indicators for specific state and federal education initiatives to allow program evaluation. Programs may include:
 - Wisconsin Covenant – a program where students pledge to work hard and meet a set of goals throughout their high school careers. After completion of the pledge, Wisconsin Covenant students earn a place within Wisconsin’s partnered systems of higher education and the Wisconsin Covenant Scholars Grant.
 - Gear Up—a college readiness program funded by a federal grant and run under WEOP (Wisconsin Educational Opportunity Program)

See Invitational Priority #4 for more information regarding the expansion of the state’s LDS.

Using LDS Datasets

Wisconsin recognizes that improved data analysis tools and expanded datasets in the LDS alone will not lead to change. In order for the State to fully take advantage of these expanding LDS datasets and reports, LEAs must access data easily and use data meaningfully to inform instructional improvement. The State will develop a unified Growth Oriented Achievement Learning System (GOALS) dashboard to provide educators and administrators with quick and easy access to different data systems as well as instructional support materials. Additionally, this system will include eLearning Portfolios to allow students and parents to access student data and track student progress as well. This new system is described below in more detail. To support the implementation of this system 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 critical professional development effort will be delivered through the models we have successfully employed in the past. For example, the State possesses a number of vehicles for detailed and substantive professional development on data including modules created by the Response to Intervention (RtI) Center, 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 for participating LEAs regarding the effective use of student data in order to increase capacity statewide in the implementation of data driven intervention, evaluation, and school improvement. Additional detail regarding these efforts is provided in (A)(2) under the OEII and the RtI Center. A full description of the State's professional development efforts to be funded under this grant including accountability measures are described in section C(3)(ii)

Table 1 - Performance Measures (C)(2) 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
Datasets added annually to the LDS	NA	2	2	2	2
Regular teacher usage of GOALS dashboard (once per week) statewide	NA	NA	5%	40%	100%
User satisfaction with GOALS dashboard	NA	NA	70%	80%	95%

(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

(C)(3)(i) Increase the acquisition, adoption, and use of local instructional improvement systems

The State’s strategy to ensure that data is leveraged as a powerful tool to improve instruction is twofold—first, to increase accessibility and usability of the statewide LDS through the development of user friendly tools, and second to dramatically increase data literacy at all levels of the education system over the course of the RTTT funding period.

Accessibility and Usability: Powerful Dashboards of Data

Wisconsin has an aggressive plan to increase the acquisition, adoption and use of both local and state data so that teachers and administrators may access rich and timely data sources and adjust instruction. The state is committed to augmenting the work done by the SMARTER Balanced Assessment Consortium to develop a new bank of assessments, and the Common Core working group, with its own dashboard front end to make all of these new tools, local data sets, and state LDS data easily accessible and interpretable for educators and administrators. Wisconsin's vision is to create an online statewide data dashboard that will display—at the district, school and classroom levels—the interrelated data that schools collect each day, but currently lack access to view and analyze as they should. With funds from Race to the Top, the State's ability to provide holistic and timely data to classroom teachers, principals, and district personnel will be markedly increased. The State is committed to incorporating data from the new assessment system into the dashboard as well as providing participating LEAs with extensive professional development on data access, usage, and analysis to build their capacity to leverage such data for meaningful change. The State will build modules into the Growth Oriented Achievement Learning System (GOALS) dashboard developed to support the implementation of the Common Core standards, described in Section (B)(2), that allow educators to quickly and easily access data relevant to their school and students. The GOALS system will serve as the interface that presents educators with all of the data available from the State LDS relevant to their students, any available analysis tools, and modules on the proper interpretation and use of that data in guiding instructional practice. GOALS will be an essential component of the State's plan to ensure that educators have all student data (benchmark, growth, summative, demographic, attendance, and intervention) in one place, available real-time. By enabling teachers to access the dashboard any time at any place, schools will be able to manage their student information in a far more efficient way. Further, providing students the ability to access the eLearning Portfolios and set goals fulfills a formative strategy proven to be effective.

Wisconsin will contract with vendors to provide the computer platform, support and deployment of the platform, and initial training of data coaches and educational consultants at WDPI on the usage of the platform. Data coaches and educational consultants at WDPI will be responsible for conducting professional development across the state on the new system as well as evaluating professional development modules served by the dashboard for effectiveness. More details on the development of the dashboard are provided below and in the budget.

Instructional Practice and Student Performance Combined

As described in Section (B), the State is committed to implementing a new statewide assessment system as part of the Balanced Assessment Consortium, of which Wisconsin is a governing state [See SMARTER Governing State MOU, in Appendix 14]. SMARTER will develop a comprehensive assessment system that will involve collaboration with 33 states in the consortium. The outcomes of this effort will meet federal accountability requirements as well as the needs of classroom teachers. In order to get that data into the hands of teachers in an easy to access form, Wisconsin must have a robust report interface capable of displaying timely student performance data to enable teachers to track individual student results and quickly adjust instruction to meet the student's learning needs. Wisconsin will go above and beyond merely providing educators with a web interface through which to view student assessment results. With RTTT funding the State will develop a web interface for student performance data and instructional support modules that educators can access anytime anywhere. Wisconsin will support teachers and administrators in connecting data points of individual students and of classroom groupings by pulling disparate data pieces together for quick and efficient data views. The State intends to include summative assessment results and growth data from Wisconsin's student growth percentile reports in the interface in order to have integrated data at teachers' fingertips. This system will also allow educators to upload their local assessment data, facilitating richer analyses. Importantly, it will contain instructional improvement components such as videos, model units of instruction, links to standards and learning progressions. The result will be a daily instructional and assessment resource, rather than a yearly achievement report, that is aligned to internationally benchmarked standards and responsive to the data on individual students. Wisconsin believes that it is not enough to simply provide educators with data. In addition to the intensive professional development around data literacy described in Section (C)(3)(ii) below, the State is committed to providing teachers with immediate access to instructional materials to help them respond swiftly and effectively to changes in student performance. To achieve this the GOALS dashboard will serve not only as a data hub, but also as a resource for teachers to select instructional units and formative assessment strategies; select, administer, score, analyze, and report on classroom assessments; and access peer-reviewed resources that other teachers found helpful. To complement the development of the assessments in the SMARTER Balanced Assessment Consortium, WDPI will work intensively with Wisconsin educators to align curricula to the Common Core standards; to create model units of instruction reflecting these alignments; to write assessment items, and to embed formative assessments into instructional practice; all of these together

will comprise the instructional “playlist” of the dashboard. This is the model of collaboratively building model curricula discussed in Section (B)(1) and GOALS will be the online portal through which teachers send and receive instructional units, assessment items, and other information the help in the development and deployment of the new curriculum.

The GOALS system will not merely provide teachers with actionable data and instructional supports. Students and parents will be encouraged to take ownership of instructional plans and learning outcomes through the new eLearning Portfolios system. Using this system students and teachers will work one-on-one and craft the student’s learning goals, review progress towards these goals, and adjust instruction along the way. These portfolios will be accessible to students and parents through a secure dashboard that will display pertinent information about the student’s academic career including assessment, demographic, and attendance data in addition to information about the student’s current instructional plan and place in the model curriculum and progress on the Common Core standards.

Wisconsin is committed to encouraging student and parent ownership of education outcomes and the eLearning portfolios is a cornerstone technology to achieve this goal. Individualized eLearning portfolios will promote parental involvement by providing parents with a complete picture of the student’s learning goals and progress toward those goals throughout the year. Active student participation in the development of these portfolios will give students a sense of ownership over their education. Increasing student and parental engagement enhances the effectiveness of instruction and creates an expectation of accountability around educational outcomes. Research shows that when students are engaged in their own learning and motivation is high, achievement rises.⁵

This system will be developed in Year 1, piloted in at least 10 districts in year 2, and rolled out to statewide gradually from year 3 to year 4. As more items are made available they will be quickly incorporated into the dashboard and made directly accessible to educators.

Over the course of the grant, the State will involve educators, CESAs, and WDPI staff in the development of the GOALS dashboard so that the system meets stakeholder needs. A proposed development timeline of GOALS dashboard:

⁵Gamoran and Nystrand, 1991. Instructional Discourse, Student Engagement, and Literature Achievement. In *Research in the Teaching of English*. Volume 25 (3) pp.261

Year 1	Research, plan, gather resources, develop technical platform
Year 2	Populate with Common Core and learning progression materials, model curriculum, and instructional resources
Year 3	Populate with assessment results
Year 4	Pilot, conduct trainings, revise application

Additional Supports

In the next year, the many efforts currently underway will come to fruition to improve the utility of the State’s LDS, supporting local instructional improvement systems. This work is detailed under C(2) and Invitational Priority #4. These new data sets will be made available to educators as they come online and training will be provided to show educators how to leverage long (graduation rates in the district) and short-term (cohort performance on WKCE) data to inform instructional practices. See below for a description of how this work will be leveraged to improve instructional practice.

(C)(3)(ii) Support Participating LEAs and schools that are using instructional improvement systems 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: Using Data to Improve Instruction

Wisconsin plans to augment the strategy above of making data and instructional materials easily accessible to educators, students, and parents by aggressively building statewide data literacy. Through the GOALS platform educators will have access to a myriad of professional development modules on demand to provide training in the usage and interpretation of data. However, the State recognizes that online training modules can only go so far and that face-to-face training is necessary to increase data literacy statewide in the next few years. Moreover, the State is committed to professional development statewide to demonstrate to educators how make the most use of the GOALS platform to go beyond monitoring student results and begin using student data to guide instructional practices. The GOALS platform is an ideal way to deliver this, but educators and administrators must be trained on how to make use of the system.

The State’s strategy to accomplish this is twofold—providing continuous professional development to existing educators and ensuring that newly certified educators are prepared to use the system.

Improving Existing Capacity Statewide

First, the State has a three-year plan in place to gradually provide training aimed at increasing data literacy statewide. This plan involves the hiring of two consultants and five data coaches to develop and disseminate instruction around the state’s LDS, GOALS, eLearning Portfolios, and other data initiatives discussed in the Race to the Top grant.

Specifically, Wisconsin will provide professional development to teachers and administrators on:

- 1) Using currently available student data to guide instructional practice
- 2) The use and interpretation of data from the SMARTER assessment system
- 2) The use and interpretation of data from the reporting interface of the GOALS data dashboard
- 3) The use and accessing of eLearning Portfolios in the GOALS data dashboard
- 4) The use and interpretation of value-added results from VARC, disseminated through the CESAs

PROJECT: Increase data literacy among educators, administrators, parents and other stakeholders

GOAL(s):

- Ensure that all students through out the state have access to high quality teachers and school leadership
- Build capacity at the State, CESA, and LEA level to ensure successful implementation of education reforms

Currently Available Data

In their first year on the job (Year 2 of the grant period) data coaches will provide district staff with training on how to best leverage existing data tools and data sets such as the MDAT2 and locally-determined student growth measures to inform instructional practice. These sessions will be focused on demonstrating the utility of student data to educators and providing them with strategies to use data to respond to the needs of their classrooms—with a focus on leveraging information specifically regarding student growth. The state plans to provide staff from every district access to such training programs in Year 2 by offering monthly training sessions at each CESA. These sessions will continue in Years 3 and 4 however the data coaches will conduct less of them as they focus on providing training around specific tools. The

work from these sessions may also be used to develop persistent professional development modules available online through the GOALS system as it comes online statewide in Years 3 and 4.

SMARTER Assessment System

Data coaches will conduct training sessions on the proper interpretation of data from the SMARTER assessment system after the system is implemented statewide. The models of professional development will include providing user-friendly online training modules through the GOALS dashboard, summer training sessions, in-person workshops and in-district training sessions that function on a train-the-trainer basis. WDPI plans to do this by working with the 12 regional CESAs to create regional expertise that can be distributed to LEAs as needed. This system centers on data coaches training facilitators at each CESA or providing the training where necessary and then bringing in staff from the districts to be trained at the CESA. These district staff will then bring this training back to the LEA to train other district staff. This model of professional development has been successfully used in Wisconsin in the past, most recently to train LEAs around the expansion and use of the LDS. In addition, the State will continue to work directly with LEAs and individual schools that access the State's resources directly. Wisconsin has already provided districts with professional development training on the utility and meaning of growth models, analyzing and comparing growth data, and use of the longitudinal data system. The State will also post materials, updates, training schedules on the SEA website. In addition, Wisconsin will collaborate with the other states in the SMARTER consortium to share professional development modules and best practices.

The state will also conduct some data literacy professional development as part of its plan for adopting SMARTER to meet the local demands in Wisconsin described in Section (B)(2). The state will develop regional workshop activities will build on known successful models 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 regional work during the school year, and will 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.

This training will occur in Years 3 and 4 of the grant after the SMARTER assessment system begins to be introduced within the state.

Educator Data Dashboard

Building off the work of the SMARTER consortium, the State will develop hands-on training and workshop modules for educators that are customized to Wisconsin. A clear advantage of the SMARTER 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 how to leverage assessment results to make data-informed instructional decisions. These professional development resources will be critical to SEA-LEA collaboration and will be used to build teacher use and understanding of both state and local data.

PROJECT: Develop and implement a high quality data dashboard (GOALS) to support educators and administrators in increasing the use of data for instructional development

GOAL(s):

- Make Wisconsin one of the top 5 states in student achievement
- Cut the achievement gap in half by 2014
- Ensure that all students through out the state have access to high quality teachers and school leadership
- Build capacity at the State, CESA, and LEA level to ensure successful implementation of education reforms

Educators will be taught how to make data-informed instructional decisions based not only upon formative, benchmark, and summative assessment results—but also growth data, and demographic, attendance, intervention and other key data points that affect student growth and achievement. Utilizing the dashboard, educators will learn how to incorporate local data, view and analyze this data with multiple measures of achievement data, and how to apply it to differentiate learning for each student. This is a form of continuous professional development that will augment and enhance the State’s other professional development efforts.

In addition, after the teacher-student linkage in the state data system is fully implemented in 2011 (Q3), the system will be easily expandable to provide growth analysis for classroom level data as well. This system will enable educators to know

the history of each of their students much more specifically. Teachers will be able to see the amount of growth of each student by year and subject. Principals and district leaders will be able to identify much more quickly struggling cohorts, subjects, and classrooms to more effectively target additional support and resources to those areas of most need. Students will be able to get a more accurate measurement of their own progress as well and set appropriate goals. Such a powerful dataset enhances the effectiveness of numerous other programs and is

critical to the State’s strategy of focused and targeted interventions in areas of weakness and the identification and scaling up of successful programs.

The first training around the dashboard will occur when GOALS begins to be piloted in year 2 of the grant. As the program is rolled out statewide in Years 3 and 4 districts will receive training on the new system as it becomes available to them. These training sessions will be continually updated to reflect the newly available modules within the system and districts will be provided with refresh courses to show them what is new. Some of these courses will be conducted in person at the CESAs with others available online through the GOALS dashboard.

eLearning Portfolios

In order to support the use of the eLearning Portfolios, the State will involve educators throughout the development of and implementation of the GOALS application. Through the hiring of data coaches Wisconsin is committed to providing sustained and intensive professional development around this initiative. Because online learning portfolios for each student is a new concept, the State anticipates working with a variety of partners across Wisconsin—namely the RTI Center—and leveraging the work of formative assessment experts who advocate the inclusion of students in their own goal setting and progress monitoring. In-person workshops and in-district trainings are anticipated throughout the four years of the grant to achieve broad implementation.

The first training around the eLearning Portfolios will occur once a district is familiar with the GOALS system and has the capacity to implement the eLearning system. As the program is rolled out statewide in Years 3 and 4 additional districts will receive training on the new system as it becomes available to them with all districts receiving training by the end of Year 4. These training sessions will be continually updated to reflect the newly available modules within the system and districts will be provided with refresh courses to show them what is new. Some of these courses will be conducted in person at the CESAs with others available online through the GOALS dashboard.

Use and Interpretation of Value-Added Results

As part of this effort, WDPI will set aside a grant of \$500,000 for the Value-Added Research Center University of Wisconsin-Madison, which has a proven record in securing 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. VARC currently serves 40 districts, including many of the larger ones, which have joined the Wisconsin Value-Added Network, operated by CESA 2 (with cooperation from other statewide CESAs). These districts represent 30.4 percent of all students in Wisconsin K-12.

With the grant, VARC will calculate and provide value-added analysis based on the Statewide summative assessment (currently the WKCE), and support the dissemination of value-added results for schools and districts partnering with VARC. These grant funds will provide a critical level of consistent support not only for the data analysis but also the associated professional development work; with this grant, VARC will be able to deepen its existing relationships with districts and provide value-added analysis for approximately 100 additional districts. Specifically, VARC will work with Wisconsin school districts, in addition to its ongoing programs nationwide, to develop diagnostic value-added analytics, based on shorter-cycle assessments. This approach leverages the innovation of local districts, while providing a laboratory for the development of professional development resources in anticipation of the new assessment. Further, 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 assessments with pilot LEAs. See Table 45 for a detailed plan to expand value-added analysis in Wisconsin.

This training will occur gradually over each of the four years of the grant with new districts incorporated into the value-added system each year.

Improving Data Literacy for New Teachers

In addition to work on improving data literacy of existing educators and administrators, the State will work with partners at IHE teacher preparation programs to ensure that new teachers and administrators entering the workforce have already received training on these systems

and are familiar with data usage. Details of the new and existing data literacy requirements for new educators in the state of Wisconsin can be found in Section (D)(4) where the State lays out its plan to improve the effectiveness of teacher preparation programs statewide. The state will work with IHE partners to identify effective strategies for increasing the data literacy of new graduates of these programs to ensure that they are able to take advantage of the data and tools available and use these tools for an immediate impact in the classroom.

Evaluation and Performance Monitoring of Professional Development Programs

The state has plans under the LDS III grant program to enhance the unique statewide teacher identifier to capture additional data about teachers and link that data to students in classrooms. This system, when it is rolled out in 2013 (Q2), will enable the State to more rigorously evaluate the effectiveness of a number of statewide teacher supports. Data on student growth will be incorporated as a metric when evaluating the efficacy of professional development programs for educators in conjunction with traditional measures such as participant satisfaction. This will give the State a much more fine-grained view of the effectiveness of programs allowing effective programs to be scaled up and ineffective programs shut down. This evaluation work will be done by OEII for all RTTT funded projects and by WDPI for future professional development projects after the end of RTTT.

This teacher identifier will also increase the accuracy and availability of licensure data making the tracking of teacher progress through the profession easier for administrators. Administrators will have a snapshot of their workforce and be able to more quickly assess district human capital needs and determine school and district strengths and weaknesses more holistically. This will enable districts to address specific challenges (i.e. falling 4th grade reading scores in 6 classrooms) with proven interventions (PD modules demonstrated to raise 4th grade reading scores in districts of a similar size). Administrators will be able to access this data through a module on the GOALS portal they have already been given training to use. This tool benefits teachers, administrators, and most importantly students by ensuring that the limited resources of the State and school districts are applied in the most effective manner. The availability of a teacher identifier greatly speeds up the process of implementation and evaluation of programs and allows the State and districts to evaluate not just if a program is effective, but to determine the specific contexts under which a program will be most successful. This will bring a whole new level of

differentiation, specialization, and focus to teacher professional development and hopefully dramatically increase the value of such professional development for both teachers and most importantly students.

Accountability

The state will have several mechanisms in place to make sure that this professional development strategy is effective. First, participants in professional development workshops will be asked to provide feedback to the facilitators of the training that will be evaluated to improve, change, or refocus training sessions to best meet the needs of those in attendance. Next, the State will work to ensure that the GOALS dashboard is being used on a regular basis in classrooms throughout the state. The state will monitor access to the GOALS system and provide additional training to those districts and schools where the system is being underutilized. This will be an opportunity for two way communication between the State and practitioners in the districts about the effectiveness of the dashboard. The state will be able to provide Professional Development where it is needed most to ensure data is being used to drive classroom instruction, but also to receive feedback from educators about how to make the system more useful. This two-way feedback will ensure that the State creates a tool that is designed from the ground up to serve the needs of educators. The state will also make sure that professional development modules served through the GOALS dashboard are monitored for effectiveness based on participant feedback, usage, and technical performance.

Education consultants hired to manage the State's professional development effort will be tasked with monitoring the effectiveness of these programs and the feedback received from all professional development efforts and recommending to the OEII the expansion of effective programs and the alteration or elimination of those programs that are unsuccessful.

(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

In the past, education research efforts in Wisconsin were selective and highly targeted in scope. The State provided full data only to those research partners under contract with the State whose research benefited not only the researcher, but also WDPI. For example, 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 17). 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 investigate the effects of an early exposure to lead on educational outcomes (See Appendix 18).

Wisconsin took an additional step towards data sharing among educational institutions in November 2009, when Governor Jim Doyle signed *2009 Wisconsin Act 59* into law. This Act authorized WDPI, the University of Wisconsin System, the Wisconsin Technical College System, and the Wisconsin Association of Independent Colleges and Universities (WAICU) 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 immediately began developing an overarching PK-16 compact to implement this system. Additionally, staff members are currently negotiating a series of subsequent memoranda of understanding to delineate and define data governance, security requirements, research protocols, and any relevant costs. It is anticipated that 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. For further detail on the implementation of Wisconsin's PK-16 LDS, please see Section (C)(1).

Through Race to the Top, WDPI will implement new activities to expand data access to a wider set of researchers. First, the State is embarking on an effort to expand its investment in summative assessment growth and value-added analyses in order to address critical

accountability needs, advance research into promising practices for low-performing schools, and promote instructional improvement. Growth analyses of this type will enable accurate comparisons of school performance, providing valuable data to educators, parents and students.

The State believes the partnership with VARC provides districts with a highly regarded partner to leverage student performance data. VARC is well regarded in the field of value-added analysis, value-added reporting, and training in the usage of value-added data for evaluation and improvement, and has successfully secured external funding for critical work at the district-level in Milwaukee, Chicago, and New York. VARC has conducted statewide analyses for numerous states, including: Wisconsin, Minnesota, North Dakota, and South Dakota. VARC's prominence as a center of research and applied analysis will ensure that state spending on this project will provide strong returns and will provide more opportunities to leverage external funding from VARC's other financial supporters. This will make it possible for the State and LEAs to sustain the use of value-added analysis after Race to the Top program concludes.

To further support the State's efforts to make LDS data available and accessible to researchers, WDPI has established a data management position as part of its LDSIII grant award. This staff person will be responsible for coordinating research requests across agencies, facilitating data exchanges, reviewing FERPA-related concerns, and serving as a point of contact for external research requests and research partners. By having a staff member devoted to data management, WDPI will be able to provide an easy access point for all researchers interested in utilizing state data. Further, WDPI will increase its capacity to coordinate an internal department review of data requests, and the capability to respond to researcher requests in a timely fashion.

WDPI will also set an annual state education research agenda. Beginning in 2011, WDPI will host an annual Data Summit. During the Summit, WDPI will update the research community and stakeholders on data and tools available through the State database. Stakeholders and researchers will be asked to provide feedback regarding topics of research interest for the upcoming year. After evaluating input from the Data Summit, the State

PROJECT: Set and support a state research agenda that will drive progress in education reform

GOAL(s):

- Build capacity at the State, CESA, and LEA level to ensure successful implementation of education reforms

Superintendent will set an annual departmental research agenda that will include several relevant and timely topics of interest to both the State and the research community for expanded research throughout the year.

Finally, WDPI will broaden the opportunities for outside researchers to utilize state education data by publishing an annual request for research proposals that align with the Department’s research agenda. Interested third party researchers will be asked to submit research proposals aligned with the department’s research agenda along with a request to access the data to support the work. The Department will select as many as are feasible to oversee, and the selected researchers will be provided with the full range of data as allowed under FERPA to complete their research.

Table 31 - Implementation Plan for Using Data to Support Instructional Improvements

USING DATA TO SUPPORT INSTRUCTIONAL IMPROVEMENTS			
GOAL	KEY ACTIVITIES	TIMELINE	KEY PARTIES
Develop and conduct professional development modules around data on data literacy	<ul style="list-style-type: none"> Solicit feedback from stakeholders on data needs 	<ul style="list-style-type: none"> 2010 (Q4) - 2011(Q2) 	<ul style="list-style-type: none"> WDPI Educational Consultants LEAs Stakeholders
	<ul style="list-style-type: none"> Begin communication with LEAs and CESAs about training schedules 	<ul style="list-style-type: none"> 2011 (Q2) 	<ul style="list-style-type: none"> WDPI Educational Consultants LEAs CESAs
	<ul style="list-style-type: none"> Develop instructional modules around specific LEA/stakeholder needs 	<ul style="list-style-type: none"> 2011 	<ul style="list-style-type: none"> WDPI Educational Consultants
	<ul style="list-style-type: none"> Visit LEAs and CESAs and provide training sessions to educators and administrators 	<ul style="list-style-type: none"> 2011 (Q3) - 2012 (Q2) 	<ul style="list-style-type: none"> WDPI Data Coaches LEAs CESAs
Develop and conduct professional development around GOALS dashboard.	<ul style="list-style-type: none"> Solicit feedback from stakeholders on data dashboard needs 	<ul style="list-style-type: none"> 2012 (Q1) – 2012 (Q2) 	<ul style="list-style-type: none"> WDPI Data Consultants WDPI Data Coaches LEAs CESAs Stakeholders
	<ul style="list-style-type: none"> Pilot professional development modules in GOALS pilot districts 	<ul style="list-style-type: none"> 2012 (Q2) – 2012 (Q4) 	<ul style="list-style-type: none"> WDPI Data Coaches WDPI Data Consultants

USING DATA TO SUPPORT INSTRUCTIONAL IMPROVEMENTS			
GOAL	KEY ACTIVITIES	TIMELINE	KEY PARTIES
			<ul style="list-style-type: none"> • LEAs
	<ul style="list-style-type: none"> • Evaluate success of professional development modules and make necessary changes 	<ul style="list-style-type: none"> • 2013 (Q1) 	<ul style="list-style-type: none"> • WDPI Data Consultants • WDPI Data Coaches
	<ul style="list-style-type: none"> • Scale professional development statewide 	<ul style="list-style-type: none"> • 2013 - 2014 	<ul style="list-style-type: none"> • WDPI Data Consultants • WDPI Data Coaches • LEAs • CESAs • Stakeholders
Develop standards of data literacy for new teachers and administrators	<ul style="list-style-type: none"> • Convene stakeholder meetings with IHE and other teacher development stakeholders 	<ul style="list-style-type: none"> • 2012 (Q1) 	<ul style="list-style-type: none"> • WDPI Data Consultants • Stakeholders • IHE
	<ul style="list-style-type: none"> • Write standards based on outcome of stakeholder meetings 	<ul style="list-style-type: none"> • 2012 (Q3) 	<ul style="list-style-type: none"> • WDPI Data Consultants • IHE
Provide high quality professional development opportunities under the SMARTER consortium.	<ul style="list-style-type: none"> • Identify pilot districts 	<ul style="list-style-type: none"> • 2010 (Q4) 	<ul style="list-style-type: none"> • WDPI • SMARTER • Pilot LEAs
	<ul style="list-style-type: none"> • Establish communication plan and protocol with pilot districts 	<ul style="list-style-type: none"> • 2010 (Q4) 	<ul style="list-style-type: none"> • WDPI • SMARTER • Pilot LEAs
	<ul style="list-style-type: none"> • Identify key personnel within WDPI responsible for communicating with pilot districts 	<ul style="list-style-type: none"> • 2011 (Q1) 	<ul style="list-style-type: none"> • WDPI • SMARTER • Pilot LEAs
	<ul style="list-style-type: none"> • Begin communication around professional development plan with pilot districts to clarify key elements of plan, requirements, expectations and timelines 	<ul style="list-style-type: none"> • 2011 (Q2) 	<ul style="list-style-type: none"> • WDPI • CESAs • SMARTER • LEAs
Pilot computer-based instructional improvement system	<ul style="list-style-type: none"> • Provide training on the requirements, components, and process for submitting instructional items to the instructional improvement 	<ul style="list-style-type: none"> • 2011 	<ul style="list-style-type: none"> • WDPI • CESAs • SMARTER • LEAs

USING DATA TO SUPPORT INSTRUCTIONAL IMPROVEMENTS			
GOAL	KEY ACTIVITIES	TIMELINE	KEY PARTIES
	system including formative strategies, learning progressions and curricular content supporting the Common Core.		<ul style="list-style-type: none"> • WDPI Data Coaches
Pilot eLearning Portfolios	<ul style="list-style-type: none"> • Provide training on the requirements, components, and process for developing a student-centered and data-based learning portfolio 	<ul style="list-style-type: none"> • 2011 	<ul style="list-style-type: none"> • WDPI • CESAs • SMARTER • LEAs • WDPI Data Coaches
Pilot reporting interface that displays instructional improvement system, assessment scores and eLearning Portfolios	<ul style="list-style-type: none"> • Using established regional Professional Learning Communities and lesson study, develop performance tasks and related components via quarterly 3-day regional meetings 	<ul style="list-style-type: none"> • 2012 (Q2) – 2014 (Q1) 	<ul style="list-style-type: none"> • WDPI • CESAs • Pilot LEAs
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"> • Work with SMARTER consortium states to develop web component for multi-state sharing of formative assessment components. 	<ul style="list-style-type: none"> • 2011 (Q2) – 2012 (Q1) 	<ul style="list-style-type: none"> • WDPI • SMARTER • SMARTER partner states • SMARTER contracted vendor
	<ul style="list-style-type: none"> • Pilot the use of SMARTER assessment resources with selected district, gather feedback and modify as needed 	<ul style="list-style-type: none"> • 2012 (Q1) – 2012 (Q4) 	<ul style="list-style-type: none"> • WDPI • Pilot LEAs • SMARTER • SMARTER partner states • SMARTER contracted vendor
	<ul style="list-style-type: none"> • Provide access to SMARTER instructional resources state-wide 	<ul style="list-style-type: none"> • 2013 (Q3) 	<ul style="list-style-type: none"> • WDPI • CESAs • SMARTER • SMARTER partner states • SMARTER contracted vendor

USING DATA TO SUPPORT INSTRUCTIONAL IMPROVEMENTS			
GOAL	KEY ACTIVITIES	TIMELINE	KEY PARTIES
	<ul style="list-style-type: none"> Provide ongoing professional development on use of SMARTER assessment resources, via web-based modules and other venues 	<ul style="list-style-type: none"> 2011 – 2014 	<ul style="list-style-type: none"> WDPI CESAs SMARTER SMARTER partner states SMARTER contracted vendor RtI Centers WDPI Data Coaches
	<ul style="list-style-type: none"> Continue to add resources to SMARTER assessment components, building a flexible bank of classroom assessment tasks across SMARTER states 	<ul style="list-style-type: none"> 2011 - 2014 	<ul style="list-style-type: none"> WDPI CESAs LEAs SMARTER SMARTER partner states SMARTER contracted vendor
Provide ongoing professional development on use of SMARTER benchmark assessments, via web-based modules and other venues	<ul style="list-style-type: none"> Provide ongoing support 	<ul style="list-style-type: none"> 2014 	<ul style="list-style-type: none"> WDPI CESAs SMARTER SMARTER partner states SMARTER contracted vendor WDPI Data Coaches
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"> Review progress on current statewide value-added project 	<ul style="list-style-type: none"> 2010 (Q4) - 2011(Q2) 	<ul style="list-style-type: none"> WDPI VARC
	<ul style="list-style-type: none"> VARC Forming Multi-State Advisory Group 	<ul style="list-style-type: none"> 2010 (Q4) - 2011(Q2) 	<ul style="list-style-type: none"> WDPI VARC
	<ul style="list-style-type: none"> Reconfirm Existing Data Exchange Agreements 	<ul style="list-style-type: none"> 2010 (Q4) - 2011(Q1) 	<ul style="list-style-type: none"> WDPI VARC
	<ul style="list-style-type: none"> Confirm MOUs with other Test Vendors for Development (ThinkLink, 	<ul style="list-style-type: none"> 2010 (Q4) - 2011(Q3) 	<ul style="list-style-type: none"> WDPI VARC

USING DATA TO SUPPORT INSTRUCTIONAL IMPROVEMENTS			
GOAL	KEY ACTIVITIES	TIMELINE	KEY PARTIES
	MAP, etc.)		
	<ul style="list-style-type: none"> • Provide professional development around value-added in additional districts 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • WDPI Data Coaches • WDPI Educational Consultants • VARC
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"> • Form test development advisory group 	<ul style="list-style-type: none"> • 2011 (Q1) – 2011 (Q4) 	<ul style="list-style-type: none"> • WDPI • VARC
	<ul style="list-style-type: none"> • Test integration of VA metrics in LDS (Using Pilot Data) 	<ul style="list-style-type: none"> • 2010 (Q4) – 2011(Q1) 	<ul style="list-style-type: none"> • WDPI • VARC
	<ul style="list-style-type: none"> • Test integration of VA metrics using local assessments 	<ul style="list-style-type: none"> • 2011 (Q2) – 2012 (Q2) 	<ul style="list-style-type: none"> • WDPI • VARC
	<ul style="list-style-type: none"> • Collaborate around the value-added properties of new assessments 	<ul style="list-style-type: none"> • 2011 (Q2) – 2013 (Q1) 	<ul style="list-style-type: none"> • WDPI • VARC
	<ul style="list-style-type: none"> • Field VA results for local benchmark assessments 	<ul style="list-style-type: none"> • 2011 (Q2) – 2013 (Q1) 	<ul style="list-style-type: none"> • WDPI • VARC
Develop a research agenda around education and facilitate data sharing with researchers	<ul style="list-style-type: none"> • Identify state research questions of interest 	<ul style="list-style-type: none"> • 2011 	<ul style="list-style-type: none"> • WDPI Data Manager
	<ul style="list-style-type: none"> • Convene data summit for statewide conversation around education research needs 	<ul style="list-style-type: none"> • Annually 	<ul style="list-style-type: none"> • WDPI Data Manager • Stakeholders • Research Community
	<ul style="list-style-type: none"> • Finalize state research agenda and solicit proposals from research community 	<ul style="list-style-type: none"> • Annually 	<ul style="list-style-type: none"> • WDPI • Stakeholders • Research Community

Table 32 - Timeline for Using Data to Improve Instruction

Data Coaching for Educators and Administrators																
KEY TASK	2010	2011				2012				2013				2014		
	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3
Develop professional development modules around data	◆	◆	◆	◆												
Hire data coaches and conduct general data literacy training				◆	◆	◆	◆									
Collaborate with statewide stakeholders on content of professional development			◆			◆	◆			◆	◆			◆	◆	
Provide professional development and training around the GOALS dashboard							◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Work with IHE to develop data literacy standards for new teachers			◆	◆	◆	◆										
Provide professional development around eLearning Portfolios									◆	◆	◆	◆	◆	◆	◆	◆
Provide professional development around the use of new SMARTER assessments												◆	◆	◆	◆	◆
Evaluate effectiveness of data literacy programs						◆		◆		◆		◆		◆		◆
Provide professional development around value-added		◆	◆	◆			◆									
Pilot and begin evaluating professional development modules using teacher identifier													◆	◆	◆	◆
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			◆													

Data Coaching for Educators and Administrators																
KEY TASK	2010	2011				2012				2013				2014		
	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3
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.					◆	◆	◆	◆	◆							
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 SMARTER consortium states to develop web component for multi-state sharing of formative assessment components.			◆	◆	◆	◆	◆									
Pilot the use of SMARTER assessment resources with selected district, gather feedback and modify as needed							◆	◆	◆	◆	◆					
Provide access to SMARTER instructional resources state-wide														◆		
Provide ongoing professional development on use of SMARTER assessment resources, via web-based modules and other venues					◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Continue to add resources to					◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆

Data Coaching for Educators and Administrators																
KEY TASK	2010	2011				2012				2013				2014		
	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3
SMARTER assessment components, building a flexible bank of classroom assessment tasks across SMARTER states																
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										◆	◆	◆	◆	◆		
Assessments available statewide and to other SMARTER states																◆
Provide ongoing support															◆	◆
VALUE-ADDED RESEARCH EXPANSION																
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			◆	◆	◆	◆										
DATA SHARING WITH RESEARCHERS																
Develop a state education research agenda		◆					◆					◆				
Hold annual Data Summit				◆					◆					◆		
Solicit research proposals					◆					◆					◆	

Performance Measures (C)(3) 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
(Enter measures here, if any.)					

(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) Providing high-quality pathways for aspiring teachers and principals

Wisconsin's Multi-Tiered Licensing System

High quality, effective teachers and principals, especially in struggling schools, are essential to cutting Wisconsin's achievement gap over the next four years. To that end, Wisconsin's Race to the Top application builds upon a generation of strong, collaborative work with the State's teachers' unions as well as statewide organizations representing principals, district administrators and schools boards. This work and emphasis on quality is evidenced by the fact that Wisconsin was among the first states to institute a multi-tiered, performance-based preparation and licensure system that included high-quality traditional and alternative route pathways to license aspiring teachers and principals. See Table 33 for a summary of this tiered licensure system.

This system was initiated by the Wisconsin Department of Public Instruction (WDPI) through 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 2000, after an extensive stakeholder, legislative and administrative rules process, the WDPI promulgated the Wis. Admin. Code § PI 34, also known as the Wisconsin Quality Educator Initiative (WQEI), which shifted the requirements for educator preparation and licensure to a performance-based system that is structured to ensure a seamless system of preparing, developing, 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 that includes three stages: initial educator, professional educator, and master educator. These three stages are founded on the principle that a performance-based renewal system assures the public that educators will engage in professional growth and such growth will impact student learning at the local level.

The shift to performance-based educator preparation for teachers, pupil services personnel, and administrators represented a major change in how educator preparation would be conducted in Wisconsin. The Professional Development Plan (PDP) process and initial educator license

allows the State to more effectively support initial educators, provide them focused professional development and additional training, while giving districts the human capital flexibility to retain high quality teachers.

As a result, educator preparation programs were required to revise their programs to include performance-based metrics that demonstrate program completers have the necessary knowledge, skills, dispositions and proficiencies under the Wisconsin educator standards for licensure. To that end, all candidates must also prepare a performance-based portfolio of evidence, which substantiates exit-level proficiency. To ensure preparation program integrity, preparation programs are responsible for providing evidence that educators from their programs are able to meet the standards established under the WQEI as part of the WDPI approval process. Beginning in the 2010-11 school year, the WDPI will be incorporating student growth and performance data into the program approval process (See Section (D)(4) for more information).

Initial Educator: The initial educator license is a five-year, non-renewable license granted to approximately 5,000 candidates annually. The first candidates to complete an educator preparation program under the new tiered licensing system were issued initial licenses beginning August 31, 2004. To advance, initial educators must attain employment for at least three full academic years and successfully execute a job-embedded Professional Development Plan (PDP). During the first year of this license, an employing school district is required per Wis. Admin. Code § PI 34.17(3) to provide an initial educator support system. The system must include ongoing orientation, support seminars and a qualified mentor. The initial educator uses the first year to reflect on their practice, and to learn through support seminars and targeted assistance from the mentor, to gain feedback from the formative evaluations conducted by the mentor, and to utilize feedback from the required summative evaluation from the school administrator.

Using this evaluation feedback, the initial educator begins the process by submitting their PDP for goal approval at the beginning of the second year. The PDP plan requires documentation of a measurable goal based on at least two educator standards, supporting activities to meet the goal, and expected evidence of student growth. In order to maintain a pre-service to in-service continuum, the PDP goal and plan are reviewed by a PDP team that must include an administrator, a teacher, and an Institute of Higher Education (IHE) representative that

have been trained by the WDPI. To date, 781 IHE representatives, 3,191 administrators, 555 pupil services professionals, and 7,017 teachers have been trained at 238 training sessions, demonstrating the State's capacity for large scale training implementation.

Once the PDP is approved, an initial educator must carry out the plan within three to five years or leave the profession. To advance to a professional educator license, the initial educator submits the plan to the PDP team for verification. Successful verification requires the educator to provide data-driven evidence that documents both professional growth and an impact on student learning. Unsuccessful candidates cannot maintain their certification and must leave the profession. As of June 30, 2009, the number of Initial Educators issued a license included: 19,368 teachers; 1,988 administrators; and 1,124 pupil services professionals.

Professional Educator: Once an educator is granted a five-year, renewable professional educator license, all subsequent renewals are based on the successful development and verification of a PDP that includes data-driven evidence of both professional growth and an impact on student learning. The process is similar to that of an initial educator, where the PDP incorporates feedback from formative and summative performance-based evaluations and is evaluated by the PDP team. To date, 265 educators have used a PDP to renew their professional license, while some have sought the highly regarded and more rigorous master educator license.

Master Educator: The Master Educator License is a voluntary, ten-year license available to educators who successfully complete National Board for Professional Teaching Standards Certification (NBPTS) or the Wisconsin Master Educator Assessment Process (WMEAP). Both processes are comprehensive professional development models with rigorous standards in which educators demonstrate their effectiveness. NBPTS requires candidates to complete ten assessments, including four portfolio entries that feature teaching practice and six constructed response exercises that assess content knowledge. In a National Research Council study requested by Congress, National Board Certification was recently recognized as having a positive impact on student achievement, teacher retention, and professional development. Wisconsin currently has 597 National Board Certified teachers, of which 427 hold master educator licenses.

The WMEAP is the equivalent of the National Board process development for administrators, pupil services personnel, and teachers for certificates not offered through NBPTS. Wisconsin developed the process with the assistance of NBPTS consultants to meet the same high

quality and rigorous standards. The process, which mostly serves administrators, requires candidates to hold a master’s degree, have five years of experience in the certification area, and engage in a portfolio of evidence process focusing on the educator’s contributions to the profession and evidence of improved student learning. Highly trained assessors, like the NBPTS process, assess the portfolios. Wisconsin currently has 65 educators certified through the WMEAP.

Table 33: Summary of Wisconsin's Tiered Licensing System

Initial educator license: This is a five-year, non-renewable initial license. Initial educators are provided with a qualified mentor, support seminars and an ongoing orientation by the employing school district.

Advancement: Candidates must successfully complete a minimum of three years as an initial educator and complete a professional development plan (PDP) that demonstrates increased proficiency, evidence of student growth, evidence of collaboration and is aligned with State standards.

Professional educator license: This is a five-year renewable license.

Renewal: Candidates must successfully complete a professional development plan that demonstrates increased proficiency, evidence of student growth, evidence of collaboration and is aligned with State standards.

Master educator license: This is a ten-year renewable license for educators based on the National Board for Professional Teaching Standards (NBPTS) certification or the Wisconsin Master Educator Assessment Process (WMEAP).

NBPTS: Allows teachers to participate in a rigorous assessment process and receive NBPTS certification. This option is available to teachers in most subject areas, and to incentivize master teachers, a stipend is offered to help offset the cost of applying for the certification. Additionally, in order to retain master teacher, especially in hard to staff schools, an additional stipend is provided for successful candidates that remain as teachers in Wisconsin.

If the educator is not successful in the assessment, s/he still may renew their current Professional educator license on the basis of completing the NBPTS or WMEAP application and portfolio process.

WMEAP: Targets educators, such as administrators, pupil services personnel, and teachers licensed in subjects not available through NBPTS and who want to be master educators. Interested educators must submit an application to the WDPI. If accepted, the educator has up to two years to complete a performance-based portfolio that is then assessed by WDPI-trained WMEAP Assessors.

Developing an interoperable online teacher licensure system: In May 2010, Wisconsin received a federal statewide longitudinal data systems (SLDS) grant to create an interoperable online teacher licensure system, which is slated for completion by 2013. The WDPI

currently receives applications for over 35,000 license issuances or renewals each year, and currently manages licenses for over 225,000 educators. However, while the State's antiquated teacher licensure data system focuses on application processes, the new system will allow for greater focus on information. The changes below will dramatically shift teacher licensure from a document-driven to a data-driven enterprise.

- Create a web-based, customer-friendly license application and renewal processes for educators, including:
 - Paperless application/renewal procedures and status tracking
 - An online forum to track PI-34 requirements
 - Automated electronic fee, transcripts, background checks, fingerprint, and professional development data submission
 - Reduced license application turnaround time
- Offer an automated platform for IHEs to provide program participation and completion data to Wisconsin's LDS, resulting in:
 - Automated initial educator licensing
 - Automated educator supply data for WDPI's annual report on supply and demand of Wisconsin education personnel
- Provide automated data exchanges and electronic communication with employing school districts and providers of professional development plan resources, including:
 - Emergency license requests
 - Auditing of school personnel
 - On-request reports from the educator license database
 - Searchable index of approved educator preparation programs
 - Automated educator demand data for WDPI's annual supply and demand of Wisconsin education personnel report

Ultimately, this system will be interoperable with LEAs, CESAs, Wisconsin IHEs, and a variety of agencies in the state, including the Departments of Revenue, Justice, Regulation and Licensing, Transportation, and Children and Families. This will enable the State to seamlessly integrate student and teacher performance data into educator preparation program approvals.

(D)(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;

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

Alternative Routes for Teacher Certification in Wisconsin

In Wisconsin, the State Superintendent is given authority in Wis. Stat. § 115.28 (7) to prescribe by administrative rule the standards and procedures for approval of educator preparation programs leading to licensure. As such, under Wis. Admin. Code § PI 34.17 (6) the WQEI allowed for the establishment and operation of alternative route certification programs by either institutions of higher education or independent providers. These programs are approved by the WDPI and are designed to address shortages in specific licenses or regions. 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 19.

Alternative route licensing: WQEI created a new provision for granting initial educator licenses based on equivalency, opening the door for existing 100-hour permit programs and IHE partner organizations to establish an **alternative route certification program** that provided a full educator license. This was a significant transformation that resulted in high quality programs that could quickly and strategically prepare educators in crucial areas such as special education and bilingual-bi-cultural education.

Currently, nine teacher and two administrator alternative route programs are operated by CESAs, non-profit agencies, public and private colleges/universities, and a for-profit organization in Wisconsin. See Table 34 for a summary of Wisconsin alternative routes to certification programs. These programs are required to prepare candidates that increase the diversity of the State's teachers or for critical shortage areas,

which include Special Education, as well as Mathematics, Science, Technology Education, bilingual-bi-cultural, World Languages and ESL. Content areas difficult to fill due to geographic location may also be considered a critical shortage area.

Alternative route programs and STEM-related licensing flexibility provide convenient pathways to certification for non-traditional candidates, while preserving the rigor and integrity of Wisconsin's licensing system. 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, ensuring content and pedagogical mastery in all areas.

Per Wis. Admin. Code § PI 34.15 (2)(a), a candidate must hold a bachelor's degree and be assessed in the following five areas:

- Communication skills;
- Human relations and professional dispositions;
- Content knowledge as measured by the Praxis II content exams and the completion of a major or the equivalent of a major (per Wis. Admin. Code § PI 34.29-30);
- Pedagogical knowledge as measured by the Wisconsin educator standards (see Wis. Admin. Code § PI 34.02 in Appendix 20 for details); and
- Teaching practice through an 18-week clinical experience.

A clinical experience, per Wis. Stat. § 118.19 (3), for both traditional and alternative route candidates 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. However, the alternative route program must provide a mentor/coach/supervisor to support candidates during the process. Candidates must demonstrate proficiency in the educator standards through a developmental, performance-based portfolio of evidence reviewed by the program provider. If satisfactory, candidates are issued an initial educator license upon completion. Candidates seeking an administrative license must have a master's degree or the equivalent for licensure, while candidates for superintendent licensure must have a specialist degree or the equivalent.

Brief descriptions of Wisconsin's Alternative Teacher and Administrator Certification programs follow.

Wisconsin Alternative Teacher Certification Programs include:

Proficiency Based Licensure (PBL) – CESA 1: Candidates are hired as teachers of record prior to enrollment in the program. Upon enrollment, candidates participate in a number of performance assessments. A baseline proficiency profile is developed and reviewed with the candidate. Working closely with their coach, a learning plan is designed to address the needs as determined by the baseline profile. Proficiencies are developed through professional learning communities, online support, and coach support. An ongoing performance-based assessment is used.

Residency in Teacher Education (RITE) – CESA 6: Qualified candidates must secure a teaching position in a school district unsuccessful in hiring a qualified applicant. After meeting qualifying criteria, candidates enroll in RITE to work towards full licensure. A summer academy begins the experience followed by weekend and evening accelerated instruction. Supervisors from RITE and mentors from each candidate's school district are assigned to work with candidates throughout the program.

Teacher Development Center (TDC) – CESA 7: Candidates who are hired by a school district in a high need area with an emergency license or permit are eligible to enroll and seek licensure in critical shortage areas. This is a one to two year accelerated, compacted, and performance-based intensive teacher preparation program. Teachers already licensed are eligible to enroll to add on licensure in bilingual, early childhood and special education licensure areas.

College of Menominee Nation: This program was approved in 2008 to build on the technical community college associate degree in early childhood education. Candidates prepare for the completion of a bachelor's degree and certification simultaneously. The preparation program focuses on the preparation of teachers for the Menominee Indian reservation school system. No candidates have completed the program yet.

Accelerated Teacher Certification - Concordia University Wisconsin: The program provides Early Adolescence-Adolescence (ages 10-21) and Early Childhood – Adolescence (birth to age 21) teacher preparation in many content areas of licensure. A

candidate's major, transcripts, and experience are reviewed to determine program eligibility. Courses are offered in an accelerated format at three satellite campuses in Madison, Mequon, and Appleton. The program takes 16 months to complete, which includes a full semester of student teaching. The program is contemplating transitioning to a post-baccalaureate preparation program in the future.

Milwaukee Teacher Education Center (mTec) – 501(c)(3) non-profit: The mTec program has a partnership agreement to prepare and provide teachers for high-need areas identified by the Milwaukee Public Schools (MPS). Candidates must commit to a two-year employment agreement with MPS. The program will prepare teachers on demand to fill these shortage areas. The program also partners with other public school districts. Instruction is accelerated and mentor/coaches provide instructional support and induction support for candidates in program.

Norda, Inc. Project Teaching and Norda, Inc. 10SPED – a for profit organization: Career changers seeking to become teachers enroll in the program. Candidates prepare in a cohort model of instructional delivery and demonstrate competence in the teaching standards through a portfolio of evidence. An 18-week student teaching placement completes the process. Project Teaching prepares for shortage area licenses while 10SPED prepares for special education licensure.

Urban Education Fellows – Alverno College and Mount Mary College: Candidates are employed in urban private schools in the Milwaukee area teaching in grades 1 through 8. Candidates complete a summer academy followed by a cohort model of instruction through a two-year period. Private college partners provide instruction. Mentor/coaches from the program provide continuous support and evaluate competence. A performance-based portfolio of evidence and oral defense is required to demonstrate competence in the teaching standards. Preparation is included for the National Board Certification process.

Alternative Careers in Teaching (ACT!) – University of Wisconsin-Oshkosh and University of Wisconsin-Fox Valley: Candidates enroll in ACT! after completing an intensive interview and application process to elicit academic knowledge and prior learning. Prior work experience is considered in developing a plan of studies for each candidate. The program draws on instruction

provided through UW-Oshkosh, a four-year bachelor degree granting institution and UW-Fox Valley, a two-year associate degree granting institution. ACT! is expanding to broaden their consortium with additional two-year UW System campuses.

Wisconsin Alternative Administrator Certification Programs include:

New Leaders for New Schools: Candidates are recruited and trained as urban principals for Milwaukee Public Schools. Each candidate is employed as a principal while enrolled. Instruction, with an emphasis on urban leadership, begins with a summer academy provided through the national New Leaders project. A mentoring structure is in place to support candidates during the residency.

Norda, Inc. WiscAd: Candidates seeking to become school administrators, who already hold or are working towards a master's degree, enroll in the program. Some candidates are currently employed as administrators in high-need districts on emergency licensure. Other candidates complete a practicum experience while continuing to teach. Accelerated instruction and a competency based practicum experience offer a convenience to candidates.

Marquette University, University of Wisconsin Green Bay, and University of Wisconsin Platteville, which began preparing candidates for teacher licensure in 2004, have stopped enrolling candidates or moved their programs into post-baccalaureate licensure programs.

Table 34: Licensure types offered by Wisconsin alternative certification programs

Program	Type	License Offered
Proficiency Based Licensure (PBL)	CESA 1	Special Education, Bilingual/bicultural, Bilingual/Special Education; Early Adolescence-Adolescence Math and Science; and Early Childhood-Adolescence Business Education, English as a Second Language, World Language, Music, and Technology Education.
Residency in Teacher Education (RITE)	CESA 6	Special Education, Bilingual/bicultural and regional shortage areas.
Teacher Development Center (TDC)	CESA 7	Special Education, Bilingual/bicultural, Early Childhood and shortage areas.
College of Menominee Nation	IHE	Early Childhood, Middle Childhood-Early Adolescence (grades 1-8)
Accelerated Teacher Certification – Concordia University Wisconsin	IHE	Critical shortage areas and regional shortage areas.
Urban Education Fellows – Alverno College and Mount Mary College	IHE	Middle Childhood-Early Adolescence (grades 1-8); anticipated expansion to Early Adolescence-Adolescence Math and Science
Alternative Careers in Teaching (ACT!) – University of Wisconsin-Oshkosh and University of Wisconsin- Fox Valley	IHE	Early Adolescence-Adolescence Math and Science
Milwaukee Teacher Education Center (mTec)	Non-Profit	Critical shortage areas and Special Education
New Leaders for New Schools	Non-Profit	Principal
Norda, Inc. Project Teaching and Norda, Inc. 10SPED	For Profit	Critical shortage areas and Special Education
Norda, Inc. WiscAd	For Profit	Principal, Director of Instruction, Director of Pupil Services and Special Education, Superintendent, and School Business Manager

Table 35: Total number of completers by teacher alternative certification program

Alternative Route Program Provider	Certifications to date	Licenses Issued Year 2004	Licenses Issued Year 2005	Licenses Issued Year 2006	Licenses Issued Year 2007	Licenses Issued Year 2008	Licenses Issued Year 2009
Teaching Licenses							
CESA 1-PBL	145	49	22	20	31	23	47
CESA 6-RITE	81	28	15	19	10	15	15
CESA 7-TDC	30			8	11	12	2
Concordia University-Wisconsin	131				40	66	28
mTEC	344	29	64	74	83	82	47
Norda, Inc. Project Teaching 10SPED	425	54	51	104	97	92	93
Urban Education Fellows	24		10	1	13	1	
ACT!	15				3	18	10
Marquette University	25		2	14	9	1	
University of Wisconsin Green Bay	3			1	2		2
University of Wisconsin Platteville	11		6	2	2	2	
Totals	1,234*	160	170	243	301	312	244

*Candidates may have completed more than one license during their program preparation. The *Certifications to date* column indicates an unduplicated count of individual educators. The *Licenses issued* columns indicate the total number of licenses issued to candidates during the given year.

Table 36: Total number of completers by principal alternative certification program

Alternative Program	Route Provider	Certifications to date	Licenses Issued Year 2004	Licenses Issued Year 2005	Licenses Issued Year 2006	Licenses Issued Year 2007	Licenses Issued Year 2008	Licenses Issued Year 2009
Administrative Licenses								
Norda, Inc.	WiscAd	53		4	26	37	11	
New Leaders for	New Schools	7				4	3	
PAVE		4		1	1		2	
Totals		64*		5	20	27	11	

*Candidates may have completed more than one license during their program preparation. The *People certified to date* column indicates an unduplicated count of individual educators. The *Licenses issued* columns indicate the total number of licenses issued to candidates during the given year.

(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.

Wisconsin has several processes for identifying areas of educator shortage, including an annual supply and demand report that provides a profile of the critical shortage areas for school districts. This 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 staff positions that are difficult to staff. The data collection of completers, reported directly by the educator preparation programs, correlates with the State’s 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. Through this data collection the State has previously identified Special Education as its primary shortage area, with secondary shortage areas in: Special Education, Mathematics, Science, Computer Science, bilingual-bi-cultural, World Languages and ESL.

Over the next three years, Wisconsin's Longitudinal Data System and teacher licensure system will be upgraded to create seamless data communication between WDPI and teacher certification programs around the state. With the new system in place WDPI will be able to input valuable information into the State's LDS that will enable more sophisticated analysis around teacher training, supply, demand, and effectiveness. However, current efforts to address shortages are outlined below.

Online job posting: The Wisconsin Educator Career Access Network (WECAN) is a comprehensive vacancy posting, recruitment, selection, and application portal used extensively by many school districts throughout the state. The system is open to any educator across the nation to set up a free account, where they complete an employment application and post employment documents. When a vacancy is posted on the site by a participating school district, the educator can submit their application directly to the school district.

Additionally, Wisconsin has a robust online system of job postings, listing educator jobs on the WDPI, State and Milwaukee job websites. This is a crucial online nexus for recruiting out-of-state educators that can fill hard-to-staff subjects and schools. In May 2010, 303,700 potential employees visited the Wisconsin Jobs web site and viewed 1,735,000 specific job pages, including all teacher vacancies.

Addressing statewide shortages: Both traditional and alternative route programs assist with the recruitment, selection, training, and retention of qualified teachers to address the critical shortage areas identified in the state. The State considers primary, secondary and regional shortages both when approving new alternative route programs and during the continuous program approval process for existing certification programs.

Urban shortages: Four alternative route programs specifically provide educator pathways in urban areas. These programs include the Proficiency Based Licensure (PBL) – CESA 1; Milwaukee Teacher Education Center (mTec); Urban Education Fellows – Alverno College and Mount Mary College; and New Leaders for New Schools. Collectively, these four programs have prepared 520 educators, representing 40 percent of all educators recommended for licensure under an alternative program.

Rural shortages: Four alternative route programs specifically provide educator pathways in rural areas. These programs include the Residency in Teacher Education (RITE) in CESA 6, Teacher Development Center (TDC) in CESA 7, Alternative Careers in Teaching (ACT!) – University of Wisconsin-Oshkosh and University of Wisconsin-Fox Valley, and Norda, Inc. 10SPED program. Collectively, these four programs have prepared 551 educators, representing 43 percent of all educators recommended for licensure under an alternative program.

Loan Deferment/Forgiveness Programs for Educators: Each year, the U.S. Department of Education announces the low-income and teacher shortage areas approved for loan deferment/cancellation for the current school year. The WDPI aggressively promotes loan forgiveness as a recruitment and placement strategy. Eligibility information is provided to districts as well as to pre-service teachers through their preparation program. Educators teaching in a shortage area that have Federal Perkins, Federal Stafford, Federal Supplemental Loans or who are qualified under the Paul Douglas Teacher Scholarship program are eligible for this benefit. The designated Wisconsin teacher shortage areas for the 2009-10 school year are listed below:

- **Standard Areas:** English as a Second Language (ESL)/Bilingual, Sciences, Library Media, Mathematics, Music, Reading, Foreign Languages
- **Special Education:** Cognitive Disabilities, Cross Categorical, Deaf and Hard of Hearing, Early Childhood-Special Education, Emotional/Behavioral Disorders, Learning Disabilities, School Speech and Language Disabilities, Visual Disabilities
- **Career and Technology Education:** Business Education, Family and Consumer Education (FACE), Technology Education

Key initiatives and partnerships: Section (D)(3)(ii) provides a more comprehensive discussion of how IHE and alternative route preparation programs are addressing Wisconsin's critical shortage areas and the equitable distribution of teachers and principals. However, key programs include:

- The Transition to Teaching initiative is a competitive grant program funded by U.S. Department of Education, which provides \$2.2 million over five years to train 100 mathematics, science, and special education teachers through alternative route programs.
- The Accelerated Program for Teaching Secondary School at the University of Wisconsin-Madison offers a streamlined 12-month post-baccalaureate program that trains mid-career professionals as teachers, providing them with a license in their content area as well as in English as a Second Language.
- The New Teachers Project created the Milwaukee Teaching Fellows as a partnership among the MPS, Cardinal Stritch University, and the University of Wisconsin-Milwaukee. Currently, the New Teachers Project has placed 40 fully salaried fellows as the teacher of record in high-need positions in MPS, including bilingual education, Special Education, Mathematics and Science.
- Teach for America, a partnership with the Milwaukee Public Schools, Cardinal Stritch University, Marquette University, the Kern Family Foundation.

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

(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 has long included student learning and achievement as part of its comprehensive approach to improving teacher and principal performance. Measuring student growth and incorporating it into the work of teaching and learning is vital as the state seeks to cut the achievement and graduation gaps in half by 2014 and ensure all students are proficient. To ensure the quality and reliability of student growth data, and improve teacher and principal effectiveness based on performance, the State is taking a multi-faceted approach which includes: swift action to adopt the Common Core Standards, development of a next generation assessment through a national consortium, providing improved and more interoperable data interfaces through the State Longitudinal Data System and supporting robust professional development around using student growth data to improve instruction.

State-supported growth data: Wisconsin currently provides several student growth reports and analytical tools directly through the statewide longitudinal data system (LDS) and facilitates value-added reporting through the Value-Added Resource Center (VARC) at the University of Wisconsin-Madison. However, current growth analysis relies on the WKCE, Wisconsin's state summative assessment. By 2013, the implementation of the next generation assessment and upgrades to the State's LDS will integrate growth data from a variety of formative and summative assessments, enabling more sophisticated growth analyses and reporting tools that will be integrated into the GOALS dashboard discussed in Section (C)(3). During the interim the State will expand current efforts to measure growth, including:

- Multi-Dimensional Analytic Tool (MDAT) - Currently, educators in the state can review state summative assessment data through a multidimensional analytic tool, a proficiency-based measure of individual student growth. The State provides online training models and professional development support to ensure effective and appropriate use of this LDS data.
- Student Growth Percentiles – In the Fall of 2010, the WDPI is integrating a new student growth percentile model into the LDS that is based on the student growth percentiles developed by Damien Betebenner and the visualizations developed in Colorado. LEA administrators and educators will be able to identify individual students, subgroups of 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. The user interface is highly intuitive while providing access to sophisticated longitudinal individual student growth data.

- Value-Added Growth – Approximately 40 school districts, including the Milwaukee Public Schools, and representing over 30 percent of Wisconsin students, receive value-added reports and professional development support from the Value Added Resource Center (VARC) at UW-Madison. The WDPI provides statewide achievement data to VARC to support its analysis, and the State will provide \$500,000 to expand data analysis training and the number of districts VARC can serve.

Local student growth data: Districts are strongly committed to using multiple measures of student growth, including formative assessments; standardized benchmark and summative tests; curriculum- and course-based assessments and individual student work (projects, performances, etc). Currently, 77% of districts report using local student growth data, both longitudinally and within a given academic year, to improve instruction (see Appendix 21 for a copy of the survey). Some districts use locally developed assessments, but most rely on commercial products such as Running Records or ThinkLink. Notably, 152 school districts used the MAP™ Measure of Academic Progress during 2009-10 school year. Additionally, as districts have worked over the last few years to implement universal screening tools and formative, benchmark, and summative assessments, each year more than 1,000 principals and educators have attended the Wisconsin Response to Intervention conference to receive intensive training around measuring and using student growth.

Beginning in the 2010-2011 school year, districts will report the local student growth measures used in their districts and how these growth measures are used within their teacher and principal evaluation system. Growth measures may be locally developed or commercially purchased. However, to ensure rigor and comparability across classrooms, the State, in conjunction with administrators, principals, teachers and the CESAs, will establish parameters for local measures of student growth. Issues of quality control and comparability are crucial, since districts will be required to continue using multiple measures of student growth, including local benchmark and summative assessments, even under the next generation state assessment system.

(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;

(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;

Developing a Wisconsin Performance Evaluation System for Educator Effectiveness

Wisconsin is committed to developing and implementing a world class, cutting edge evaluation system for teachers and principals that focuses on effectiveness and professional improvement. This system will build on the State's performance-based, multi-tiered online licensure system and integrate more precise growth measurements embedded in the next generation assessment system. Working with key stakeholders, including teachers unions and professional organizations representing school board members, district administrators and principals, the State will institute interim evaluation requirements under the Race to Top MOU while collaboratively developing a model evaluation system that districts may adopt or integrate into an existing evaluation system.

PROJECT: Develop and implement high quality teacher and principal evaluation systems used to inform key human capital decisions

GOAL(s):

- Ensure that all students throughout the state have access to high quality teachers and school leadership
- Build capacity at the State, CESA, and LEA level to ensure successful implementation of education reforms

Statutory and federal requirements: 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 performance. Evaluation must occur during the first year of employment and at least every third year thereafter. Each district is further required to ensure that evaluators have the training, knowledge and skills necessary to formally evaluate professional school personnel.

Per federal reporting requirements, LEAs will be required to submit the following to WDPI beginning in the 2010-2011 school year:

- 1) A description of the system each LEA uses to evaluate the performance of teachers;

- 2) A description of the manner in which each LEA uses the results of the evaluation system related to the performance of teachers in decisions regarding teacher development, compensation, promotion, retention and removal;
- 3) A description of the student achievement outcomes or student growth data used as part of the system each LEA uses to evaluate the performance of teachers, and
- 4) For each LEA by school, the number and percentage of teachers at each performance level obtained through the evaluation system. This information will also be collected from LEAs for principals. The information will be publically reported on the Wisconsin WDPI website.

A High Quality Performance Evaluation System to Improve Educator Effectiveness

Wisconsin will ensure high quality teachers for all students by developing a Wisconsin Performance Evaluation System for Educator Effectiveness. Wisconsin's existing tiered licensing system already emphasizes a seamless system of educator development based on performance and data-driven evidence of impact on student learning. However, the current state summative assessment is designed to have precision mainly at the proficiency cut point, and therefore is not very sensitive for measuring student growth across all levels of student performance, particularly high- and low-achieving students. The next generation assessment, which will be a far more precise metric for growth at all performance levels, will enable a performance evaluation system for educator effectiveness in Wisconsin that will function in tandem with the PDP process for Wisconsin educators. This system will encompass pre-service students through master educators, incorporating formative and summative assessments of educator effectiveness that include student growth as a significant component.

Pre-service Performance Evaluations: Wisconsin educator preparation programs, both traditional route programs at institutions of higher education and alternative route to licensure programs, must evaluate candidates at least twice during pre-student teaching experiences and four times during clinical student teaching. In addition, all candidates must prepare a performance-based portfolio of evidence, which substantiates exit-level proficiency in the educator standards. During the program approval process, significant emphasis is placed on programs having a comprehensive assessment system and using the evidence gained through these performance assessments. Under the WQEI initiative, the clinical student teaching time was expanded from a 9-week experience to an 18-week experience. This expanded time

was meant to develop effective educators during pre-service who would be ready to enter a profession that necessitates effective performance from the first day.

To move Wisconsin's educator preparation programs to even greater performance-based measures, the State is participating in a five-year, 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 pre-service teacher performance assessment tool with a rating scale to be used during the student teaching clinical experience. The Teacher Performance Assessment Consortium (TPAC) is based on the Performance Assessment for California Teachers (PACT) tool and is being customized to fit Wisconsin.

Pre-service candidates from University of Wisconsin-Madison, University of Wisconsin-Eau Claire, and Alverno College are currently piloting the process for Wisconsin, and Race to the Top funds will be used to accelerate and take to scale this successful pilot effort with all teacher preparation programs across the state. Once implemented, the tool will allow all preparation programs to comprehensively measure pre-service teacher effectiveness, which informs continuous improvement strategies. In addition to the technical tools, the State will also provide university supervisors and cooperating teachers annual training so that tools remain valid and reliable across candidates.

Role of Student Growth in Existing Evaluation Systems

In November 2009, 357 of 447 LEAs in Wisconsin responded to a survey on the use of student growth data in teacher or principal evaluation systems (See Appendix 21 for a summary of the survey results). According to the survey, 77 percent of LEAs track student growth across time with standardized test data from the state summative assessment and local student progress measures such as MAPS or ThinkLink. Yet, only 14 percent of these LEAs report using student growth data as part of their teacher evaluation systems and 28 percent of these districts report using student growth data as part of their principal evaluation systems. Based on this survey data and statutory requirements, the State identified these LEAs as having a qualifying evaluation system. However, further analysis indicated that student growth data used in qualifying evaluation systems was used most often to develop teachers and principals, and was used sparingly to inform decisions on compensating, promoting, retaining, granting tenure, or removing teachers and principals.

This baseline data helped the State and stakeholders establish MOU requirements that Participating LEAs explicitly use evaluation results to inform key decisions as discussed below.

Incorporating Student Growth into Existing Evaluation Systems

With the onset of the WQEI, school districts began to explore "alternative supervision and evaluation" models that moved beyond a single classroom observation. Many districts utilized the Charlotte Danielson "Framework for Teaching" or developed hybrids models based on that work, because the Danielson model is also standards and performance-based. Many districts also began to emulate the PDP process and embedded a portfolio process for all educators within their district evaluation system.

In seeking to establish evaluation parameters for Wisconsin's Race to the Top MOU, the State consulted with stakeholders representing district administrators, principals, educators, school business officials, institutes of higher education and the CESAs. Numerous district evaluation systems were reviewed, and the statewide stakeholder group agreed to:

- 1) Establish parameters under the Race to the Top MOU for incorporating student growth and best practices into districts' existing teacher and principal evaluations systems based on the Appleton School District (see Appendix 22) and the Charlotte Danielson "Framework for Teaching" models; and
- 2) Commit to developing a model evaluation system that incorporates student growth and the next generation assessment system.

Under the Race to the Top MOU, the stakeholders established an interim two-tiered evaluation system that incorporates both formative and summative evaluative components. Participating LEAs must either align local evaluation systems to the standards outlined under the MOU or adopt the model evaluation system that will be developed. At a minimum, Participating LEAs committed to:

- Including both formative and summative components in principal and teacher evaluation systems;
- Conducting annual formative and summative evaluations for *probationary* teachers and principals;

- Conducting annual locally-determined formative evaluations, a summative evaluation in the first year, and a summative evaluation at least every third year thereafter for *non-probationary* teachers and principals; and
- Implementing improvement plans, which include annual summative evaluations, professional development, and classroom observations for principals and teachers rated as “unsatisfactory.”

Formative Evaluations: Under the Race to the Top MOU, Participating LEAs have committed to conducting annual formative evaluations for both probationary and non-probationary teachers that include student growth as a significant component. Formative evaluations are not intended for disciplinary purposes; rather they are used to inform professional development activities and may lead to the implementation of individual performance improvement plans. Formative evaluations include the following as significant factors:

- Student growth and achievement data that result from state assessments in core academic subjects
- Evidence of student growth and achievement from locally developed assessments, portfolios of student work, grades, rigor of coursework (including dual enrollment, honors, AP or IB courses), and other measures deemed by the State to be rigorous and comparable across classrooms
- Portfolio of teacher’s work or instructional artifacts
- Classroom observations

As noted in Section (D)(1), all initial educators must establish and successfully execute a professional development plan, which must be reviewed by a professional development team comprised of a teacher, an administrator and a representative of a teacher training institution of higher education (IHE) to attain professional certification. Review of progress under an educator’s PDP is a critical part of a formative assessment for probationary educators. WDPI-trained team members must approve PDP goals.

Summative Evaluations: Per Wis. Stat. § 121.02(1)(q), all districts are required to conduct an evaluation of *non-probationary* teachers and principals in the first year and at least every third year thereafter to assess overall employment performance. Summative evaluations may be used for disciplinary purposes and should include:

- A classroom observation
- A review of action steps created under the formative evaluation process
- A review of compliance with district personnel policies
- Multiple rating categories, which must include at a minimum “satisfactory” and “unsatisfactory”
- Any other criteria allowed under state law, which can include state and local assessment growth data as appropriate

If performance is unsatisfactory, then an improvement plan shall be implemented, and progressive disciplinary measures may be taken pursuant to district policy. Performance improvement plans must clearly articulate: the specific areas of improvement, time frame for the plan, and defined outcomes. Opportunities for improvement must be offered to struggling teachers, which may include ongoing observation, mentoring, ongoing conferences, modeling, and professional development. Career transition benefits may be offered to employees that voluntarily choose to leave their positions.

Additionally, under 2009 Wisconsin Act 215, schools identified among the lowest-performing are required to implement annual evaluations with multiple rating categories, multiple criteria that includes student growth as a significant factor, observation-based assessments and an up-to-date collection of professional practice materials. Currently, all these schools are located within the Milwaukee Public Schools.

Finally, per State Fiscal Stabilization Fund requirements, the State will publish aggregate teacher and principal evaluation results in 2011. Once the model evaluation system has been implemented, WDPI will be able to collect, integrate and publish performance data according the revised multiple rating categories.

Developing Next Generation Model Evaluation Systems

Adopting a model evaluation system by 2011: To develop a model evaluation system, Wisconsin will build on the best practices from exemplary districts that have brought together stakeholders to design effective evaluation systems. By developing a state model, Wisconsin will provide capacity for its smaller districts that have lagged behind in developing a standards and performance-based evaluation system due to capacity constraints. Additionally, because the State's performance evaluation system is connected to the WQEI, districts will be able to either incorporate key elements of the new model or adopt it wholesale, so long as it meets the required State standards.

Wisconsin's Race to the Top stakeholder group agreed that the State would engage in a subsequent stakeholder process to develop and pilot a rigorous, transparent and fair model evaluation system for teachers and principals that will:

- Include multiple criteria, such as standardized assessments in core academic subjects, locally developed assessments, grades, portfolios of student work, rigor of coursework (including dual enrollment, honor, AP or IB courses), and other measures deemed by the State to be rigorous and comparable across classrooms.
- Include student growth as a significant factor.
- Establish multiple rating categories for principal and teacher evaluation.
- Be based on Wisconsin Educator Standards, the National Board Certification and the Wisconsin Master Educator Assessment Process.
- Be aligned with Wisconsin's next generation assessment system.

The Race to the Top stakeholders, which include statewide organizations representing school boards, district administrators, principals, school business officials, both teachers unions and the CESAs, will serve as a steering committee, overseeing the model evaluation development process, which will consume the first year of the Race to the Top grant. Input and feedback will be solicited by the steering committee from teachers and principals as well as other key stakeholder groups, including local districts, educator preparation programs and professional educator and administrator groups, which provide extensive professional development and induction support in Wisconsin. A

draft model evaluation system will be developed within eight months and provided to the extended stakeholder groups for feedback. The final model evaluation system, along with supporting rubrics and training materials, will be published by the WDPI and made available to school districts for implementation in the 2011-12 school year. OEII will monitor implementation to ensure fidelity.

In addition to the framework established by the Stakeholders under the Race to the Top MOU, the State's existing work through the Teacher Effectiveness Forum and Wallace Foundation Principal Leadership Grant will provide a key starting point in developing a model teacher and principal evaluation system.

Teacher Effectiveness Forum: In December 2009, the WDPI created the Forum on Advancing Educator Effectiveness in Wisconsin to support a public dialog on measuring both the effectiveness of teachers, school leaders and schools. The Forum is jointly sponsored and collaboratively led by WDPI and Great Lakes West Learning Points. The Forum membership includes key stakeholders that can influence the teacher and principal effectiveness initiatives across the state and provide assistance: Wisconsin Education Association Council (WEAC), Wisconsin Association of School Boards (WASB), Association of Wisconsin School Administrators (AWSA), Wisconsin Association of School District Administrators (WASDA), the University of Wisconsin system, institutions of higher education, and the National Teacher Quality Center. Communicating clearly and successfully about teacher and leader effectiveness is critical for ensuring that school communities are able to continuously improve instruction, student support, and student learning. The Forum is presently working to:

- Design a communication framework for teacher and school leader effectiveness, which outlines clearly stated and widely shared definitions of teacher and administrator effectiveness, measurable indicators, and research-based resources for use in local systems of educator effectiveness;
- Conduct a series of public dialogues at the annual meetings of key professional organizations to refine and enhance the framework(s) based on feedback, and to create greater awareness of and a higher level of consensus among key education stakeholders regarding measures of educator effectiveness; and

- Share Forum work with the State steering committee leading the development of the Wisconsin model teacher and principal evaluation systems.

Wallace Foundation Principal Leadership Grants: Because of the strong emphasis placed on improving the quality of school leadership, the State was awarded two grants from the Wallace Foundation to develop a principal evaluation system. This work will form the basis for the State's model principal evaluation system.

In 2004, Wisconsin was 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 evaluating 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, Leadership for Learning. 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 pre-service 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 pre-service 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. This work resulted in a toolkit of leader assessment measures and supporting documents as well as a toolkit for use in leadership teams. The aligned system of leadership development will ultimately impact the State's 15 traditional and two alternative educational leadership training programs. The grant concludes in August 2010, but Wisconsin has gained considerable knowledge of

principal effectiveness and evaluation systems. The performance assessment pieces developed under the grant will enable the State to rapidly deploy a model principal evaluation system.

(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;

Using Evaluations to Inform Professional Development and Advancement

Coaching, induction support and professional development: As part of their MOU commitments, Participating LEAs will be required to use initial educator PDPs as well as the results of formative and summative evaluations to inform decision-making in the areas of coaching, induction support, and/or professional development.

Induction support: Wisconsin is committed to highly quality induction, driven by formative and summative evaluations and mentor feedback. Under the WQEI, school districts must provide initial educators induction support through ongoing orientations, support seminars and a qualified mentor during the first year of employment, at a minimum. However, the State provides districts \$375 per educator per year to support up to two years of induction support. Districts use these funds to provide additional mentoring or coaching supports, based evaluation results, for promising initial educators who struggle during the first year of teaching. Additionally, initial educators draw on evaluation feedback and mentor guidance as they begin the PDP process, identifying areas for improvement and related professional development activities.

Improvement plans: Teachers and principals rated as unsatisfactory either are (1) non-renewed, or (2) placed on a performance improvement plan that identifies specific areas of improvement, outlines key professional development activities, establishes a clear time frame and defines measurable outcomes. The course of action depends on whether the educator has a probationary status and the principal's judgment about the potential for improvement. Based on the educator's evaluation results, districts may direct a variety of professional development activities designed to improve performance and student achievement, including additional professional mentoring, supplementary content coaching, or training around differentiating instruction. The State is supporting these

efforts by using Race to the Top funds to develop mentor and coaching guidelines, tools and regional training sessions through the CESAs (See Section (D)(5) for additional information).

Advanced training opportunities: While summative evaluations may be used for disciplinary purposes, along with formative evaluations they can also be used to identify, support and reward excellence in professional practice. Participating LEAs are required to use evaluations to identify promising teachers and principals to participate in advanced online and regional training opportunities supported by Race to the Top funds, such as the STEM academies or statewide RtI Summit.

(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;

Compensation, promotion, and retention: Wisconsin places a strong emphasis on compensating, promoting, and retaining high quality teachers and principals, and encourages the use of evaluations to inform compensation, promotion, or advancement decisions by LEAs. As such, the State's MOU includes the following:

- **Optional Activities:** Use the results of formative evaluation systems to inform compensation, promotion or advancement decisions. *Participating LEAs may choose to implement none, some or all of these activities at their discretion and without penalty. LEAs should check the box for any item they wish to implement, or for any item already in place in the district.*
 - Opportunities to pursue advanced professional certifications for teachers and principals, including certification by the National Board for Professional Teaching Standards.
 - ✓ *154 Participating LEAs (36 percent) have elected to implement this option.*
 - Career ladders for promotion, additional compensation or advancement of teachers based on additional responsibilities and other qualifications.
 - ✓ *93 Participating LEAs (22 percent) have elected to implement this option.*

- Career ladders for promotion, additional compensation or advancement of principals based on additional responsibilities and other qualifications.

✓ *86 Participating LEAs (20 percent) have elected to implement this option.*

School districts have already begun to recognize the job-embedded PDP process as well as the National Board for Professional Teaching Standards (NBPTS) or Wisconsin Master Educator Assessment Process (WMEAP) within their compensation schedules. Data provided by the Wisconsin Education Association Council (WEAC) indicates 82 of the 440 school districts in the state have included the PDP process on their salary compensation schedule. Additionally, educators with either the WMEAP or NBPTS certification are provided additional compensation in 72 schools as follows:

- 51 districts provide additional compensation for National Board certification
- 11 districts provide additional compensation for Master Educator licensure
- 10 districts provide additional compensation for both

See Appendix 23 for full list of districts providing additional compensation for Master Educator licensure or National Board certification.

(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.

Tenure, full certification and non-renewal: Wisconsin districts are committed to robust induction support and aggressive improvement efforts for struggling educators. However, districts also must use the rigorous formative and summative evaluation system outlined under the Race to the Top MOU to inform key decisions regarding non-probationary status and non-renewal.

Initial educators: Under the WQEI, initial educators must establish and successfully execute a professional development plan, which must be approved and verified by a PDP team. Initial educators that do not satisfactorily complete the PDP process are ineligible for licensure and must exit the profession.

Probationary teachers: Wis. Stat. § 118.23 and § 119.42 require that the first three years of employment be considered a probationary period for teachers and principals. During the probationary period, districts are not required to demonstrate just cause for non-renewal and must use the results of summative evaluation systems to inform decisions regarding renewal decisions for probationary teachers and principals.

Non-probationary teachers: When a teacher receives a fourth-year contract in the same school system or school, he or she is granted a non-probationary employment status. While an educator who leaves and accepts employment in another school district has a two-year probationary period, collective bargaining agreements may modify, waive or replace this provision. Districts have to demonstrate just cause to non-renew or terminate a non-probationary employee. When non-renewal is related to performance, just cause is primarily demonstrated via the summative evaluation process.

Joint labor-management programs: Rather than pursue non-renewal, Wisconsin's Race to the Top MOU provides districts and teachers an alternative framework. Participating LEAs can pursue joint-labor management programs that use evaluations and peer referrals to identify teachers and principals with serious performance deficiencies and provide them with an individual improvement plan. While the structure is similar to the traditional evaluation process, under this process teachers and principals that fail to significantly improve based on established criteria and within a set amount of time exit the profession and are provided career counseling and transition benefits. This process has been used successfully for several years in MPS under a collective bargaining agreement, and 2009 Wisconsin Act 215 codified a more stringent version in state law.

Principals: Under Wis. Stat. § 118.24, employment contracts for principals may not exceed two years, although they may provide for one or more extensions of one year. However, principals may be non-renewed at a district administrator or school board's discretion

between contracts or extensions. As with teachers, principal evaluations must inform non-renewal decisions. Furthermore, 2009 Wisconsin Act 215 prohibited school districts from voluntarily recognizing or granting principal tenure. The Milwaukee Public Schools was the only district that voluntarily granted tenure to principals.

Performance Measures (D)(2) 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).		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
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:					
(D)(2)(iv)(a)	<ul style="list-style-type: none"> Developing teachers and principals. 	14%	24%	38%	65%	100%
(D)(2)(iv)(b)	<ul style="list-style-type: none"> Compensating teachers and principals. 	6.12%	9%	17%	32%	50%
(D)(2)(iv)(b)	<ul style="list-style-type: none"> Promoting teachers and principals. 	9.81%	23%	39%	53%	100%
(D)(2)(iv)(b)	<ul style="list-style-type: none"> Retaining effective teachers and principals. 	5.6%	12.5%	32%	63%	100%
(D)(2)(iv)(c)	<ul style="list-style-type: none"> Granting tenure and/or full certification (where applicable) to teachers and principals. 	9.24%	14.34%	31%	64%	100%
(D)(2)(iv)(d)	<ul style="list-style-type: none"> Removing ineffective tenured and untenured teachers and principals. 	13%	19%	34%	47%	60%

[Optional: Enter text here to clarify or explain any of the data]		
General data to be provided at time of application:		
Total number of participating LEAs.	423	
Total number of principals in participating LEAs.	1,623	
Total number of teachers in participating LEAs.	55,702	
[Optional: Enter text here to clarify or explain any of the data]		
Criterion	Data to be requested of grantees in the future:	
(D)(2)(ii)	Number of teachers and principals in participating LEAs with qualifying evaluation systems.	
(D)(2)(iii) ⁶	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better in the prior academic year.	
(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.	

⁶ 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.

(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

(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;

To cut the achievement gap in half by 2014 a more equitable distribution of highly effective teachers and principals is needed across the state. To that end, Wisconsin has been rapidly expanding urban educator training programs and alternative route certification processes, while continue to maintain rigorous qualifications for licensure. However, while 98 percent of Wisconsin educators are highly qualified under NCLB, over the last four years on average only 91.7 percent of educators in MPS have been highly qualified. This differentiation of teacher quality adversely affects educational opportunities for MPS students, especially in specialty areas and hard to staff subjects. Consequently, the State must ensure there is an equitable distribution of effective teachers, whose work can help close the achievement gap.

Annual Reporting from School Districts on Educator Effectiveness

Data is collected annually to report the highly qualified status of the state's teaching force. Any districts with educators reported as not highly qualified must file a report with the WDPI and ensure that these educators either are (1) enrolled in an educator preparation program working towards full licensure; (2) provided with high quality professional development; or (3) can demonstrate content knowledge by passing a Praxis II exam and hold a relevant major as outlined in Wis. Admin. Code § PI 34.29-30. Teacher qualification data collected and reported pursuant to §9101(23) of ESEA is publicly available on the WDPI website along with the Wisconsin Teacher Equity Plan.

Additionally, beginning in 2010-11 the WDPI will use the new evaluation data collected under the State Fiscal Stabilization Fund reporting requirements to compile a statewide database and publicly report the number and percent of teachers and principals in each rating category at the school, district, and state levels. This analysis will be further delineated by high poverty, high minority and low poverty, low minority quartiles and posted publicly on an educator effectiveness webpage on the WDPI website.

Finally, once the online teacher licensure system funded under the recently awarded federal SLDS grant is completed, the WDPI will be able to create a profile of educator effectiveness, provide technical assistance to LEAs around ensuring an equitable distribution of effective teachers and verify the equitable distribution of teachers and principals by school and subject.

Equitable Distribution Policies

Under the Race to the Top MOU, Participating LEAs committed to developing and implementing an equitable distribution policy by the Fall of 2011. The WDPI has established the following parameters for the LEA Equitable Distribution of Effective Educators Policy:

1. Implement a district policy to ensure the equitable distribution of effective teachers and principals among schools within the LEA.
 - Measurement of principals and teachers will be based on qualifications, summative evaluations and experience.
 - Measurement of schools will include school-level student growth, achievement and demographic data.
 - Distribution analysis must compare high-poverty and high-minority schools relative to the district as a whole, as well as hard to staff subjects and specialty areas relative to all subject areas.
 - Equitable distribution must be measured annually.
2. If inequities in distribution exist, then the Participating LEA must:
 - Perform a comprehensive review of policies and other constraints that prevent the recruitment, placement and retention of effective staff and implement strategies to address those barriers.

PROJECT: Increasing capacity to measure the distribution of high quality teachers and administrators, identify districts' needs and streamline the process of fulfilling those needs

GOAL(s):

- Ensure that all students through out the state have access to high quality teachers and school leadership
- Build capacity at the State, CESA, and LEA level to ensure successful implementation of education reforms
- Cut the achievement gap in half by 2014
- Make Wisconsin one of the top 5 states in student achievement

- Address any inequities in distribution during the current year by providing additional targeted support, professional development or any other remedy allowed under the law and local collective bargaining agreements. These supports may include professional learning communities, job-embedded professional development, and tuition reimbursement for license-related course work; and
- Collaboratively develop a strategy with teachers and principals to address any inequities in distribution for the next school year.

3. Districts must submit an annual report on equitable distribution to the WDPI annually along with their and educator effectiveness data.

Additionally, 2009 Wisconsin Act 215 requires school districts identified for improvement (DIFIs) to annually measure, assess and remedy inequities in the distribution of highly qualified and effective teachers and principals. Consequently, any DIFI must use the results from the more stringent statutorily required evaluation system to analyze the distribution of effective teachers and principals between any schools identified as the lowest-performing and the rest of the district. Currently, this requirement only applies to the Milwaukee Public Schools.

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 of nonwhite students on the Third Friday of September (TFS) in the numerator and the count of total TFS enrollment in the denominator.

(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.

Urban Education Recruitment, Training and Support Programs

Institute for Urban Education: The University of Wisconsin’s 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 pre-service educators, currently practicing educators and scholars who believe in the promise of urban education. In the pre-service phase, the Institute accepts a cohort group of 20 pre-service students who complete their student teaching clinical experience in MPS, while the Institute provides regular support, weekly seminars, and community service connections. Despite a high demand for program graduates, the

Institute reports that of the 59 students who have completed their clinical placements, 88 percent have signed full time contracts in Milwaukee Public Schools or remained in the field of urban education or community building. IUE currently focuses on Math, Science and Special Education. Further information on how this program will be expanded to focus on STEM cohort candidates can be found in Section (D)(4).

Wisconsin Leads: This University of Wisconsin project focuses on using intensive professional development opportunities that are reflective of cutting edge STEM research and pedagogical practice to improve the effectiveness of early career educators in struggling schools. Under the project, teachers design curriculum, deliver instruction, and assess student performance in manners that are consistent with best practices, leading research, and utilize the most appropriate technologies. The project targets struggling schools and provides early career educator support in STEM areas. It also assists school districts in providing early career educators the support they need in critical needs areas or hard to staff schools that seek to provide services to traditionally underserved populations. These schools, particularly in urban areas of Wisconsin, have had a great history of teacher turnover, especially among early career educators. Finally, the project continually evaluates and assesses the impact of programming on teacher math and science content knowledge for teaching, changes in pedagogical practices, and student learning outcomes.

Future Teacher Program: Beginning in 2010, the University of Wisconsin-Whitewater will offer a summer institute for future teachers designed to support students of color who want to be teachers. The program will provide Praxis I Pre-Professional Skills Tests support, peer mentors for first year students, faculty mentors for first and second year students, an inclusive educational learning community and a second year undergraduate research program.

Urban Teacher World: To support teacher recruitment efforts, Wisconsin has had a long-standing program called Urban Teacher World (UTW), which began in 1996 and has recently expanded. The UTW program provides opportunities for students in grades 6-12, especially minority students, to attend education fairs, make college visits, and attend teacher-centered student conferences. The program aims to increase the number of minority students enrolling in postsecondary teacher preparation programs. This recruitment program offers students the opportunity to interact with minority educators and mentors, understand the college application process and educator preparation

program academic requirements. Ongoing support is provided by the Future Educators of America club as well as through partnerships among the WDPI, urban school districts, and colleges and universities.

Incentives for Master Educators

Based on the student learning licensure requirements, master educators are generally considered either effective or highly effective teachers. As such, Wisconsin provides and recently has expanded incentives for master educators, including school counselors, school social workers, and school psychologists who work directly with pupils under a teacher contract. Upon certification, a master educator receives a grant award of up to \$2,000 to offset expenses incurred during the certification process. For the next nine years, a Master Educator is eligible for an annual \$2,500 grant award, so long as he or she continues to teach in Wisconsin.

In 2008 the legislature expanded the program and approved a \$5,000 annual grant for master educators who teach in high poverty schools, where at least 60 percent of the pupils enrolled are eligible for a free or reduced-price lunch under 42 USC 1758 (b).

For the 2009-10 school year, 519 master educators were teaching in Wisconsin schools and received annual grants.

- Initial award: 82 received initial awards up to \$2,000 totaling \$147,167;
- Annual grant: 408 received \$2,500 annual grants totaling \$1,020,000; and
- High need grant: 40 received \$5,000 annual grants totaling \$200,000.

Unfortunately, 56 of the WMEAP-certified master educators work as administrators, and are therefore not eligible for this state incentive. However, the State continues to look for opportunities to provide additional compensation awards for master educator administrators.

While many states have reduced or eliminated compensation awards to National Board Certified Teachers, Wisconsin has shown considerable growth in this area. This incentive is crucial aspect of an overall strategy to recruit and support high quality, effective teachers in struggling schools. To that end, the state's teachers unions have strongly encouraged the use of the National Board for Professional Teaching Standards "Take One" program as a school-wide professional development program. This program has produced demonstrated

results in schools with significant achievement gaps by creating a professional learning community where every educator in the school is collectively analyzing their practice and improving their teaching performance. By integrating the new high poverty master educator incentives with demonstrated professional support programs that are supported by teachers, the State has created a powerful synergy for improving teacher effectiveness in Wisconsin's lowest achieving schools.

Recruiting for High Needs Schools Across Wisconsin

The WDPI received a \$2.2 million, five-year grant award through the U.S. Department of Education's 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 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 enroll in the project typically complete within two years. The project offers tuition assistance and a \$5,000 incentive to all participants who obtain Wisconsin licensure and fulfill a three-year teaching commitment. Fifteen partnering school districts in high-need geographic areas of the state will benefit from the equitable distribution of these 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, Chequamegon, Crandon, Granton Area, Hillsboro, Menominee Indian, Northwood, Norwalk-Ontario-Wilton, Royal, Wausaukee, and Weston school districts.

Recruitment and Training Programs in Milwaukee

New Leaders for New Schools: Wisconsin recognizes that a corps of strong leaders are vital to supporting systemic changes in struggling schools and districts. To that end, the State Superintendent approved the Milwaukee New Leaders for New Schools (NLNS) as an alternative route certification program for principal licensure. NLNS partners with MPS to recruit, train, place, and support principals in

struggling schools, using a residency model where residents work as assistant principals under the auspices of a master principal. NLNS engages in a rigorous selection process to ensure leadership potential in an urban setting, and residents commit to working for five years in MPS. Residents receive extensive initial training around urban leadership and closing the gap in student achievement, as well as ongoing support throughout their time in MPS. To date, NLNS Milwaukee has three cohort groups totaling 32 residents in MPS. 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 becoming a principal in MPS.

The New Teacher Project: To address shortage areas in MPS, specifically in the area of special education, mathematics, science, and bilingual teaching positions, the New Teacher Project (TNTP) was approved as the Milwaukee Teaching Fellows program. Milwaukee Teaching Fellows is a partnership among MPS, Cardinal Stritch University, the University of Wisconsin-Milwaukee, and Milwaukee Teaching Fellows (MTF). While, TNTP typically operates as an alternative certification program in Wisconsin, the Milwaukee Teaching Fellows partners with educator preparation programs like TNTP 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, while 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 MPS. As of September 1, 2009, 40 fellows filled high-need positions in MPS in bilingual education, special education, mathematics, and science.

Teacher for America: To further address shortages and to assist with recruitment efforts in the Milwaukee Public Schools District (MPS), Teach for America (TFA) was welcomed to Milwaukee. TFA is in a partnership with MPS, Cardinal Stritch University, Marquette University, and the Kern Family Foundation. Nationally, TFA typically operates as an alternative certification program; however, in Milwaukee, TFA partners with educator preparation programs to complete the content major requirements and State requirements for full licensure. Much like TNTP program discussed above, TFA corps members are teachers of record in MPS earning a full salary from MPS, while their supplemental training is paid through the support of TFA donor funding. TFA has placed 37 corps members in MPS positions in

elementary, special education, mathematics, science, and additional areas. Notably, many of these TFA placements are assisting MPS in implementing corrective action requirements directed by the State.

Performance Measures (D)(3)(i)	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
Note: All information below is requested for Participating LEAs.					
General goals to be provided at time of application:	Baseline data and annual targets				
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).	1.2%	2.2%	5.0%	12.0%	22.1%
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).	38.2%	39.7%	43.6%	54.2%	70.0%
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.	33.6%	31.8%	30.2%	22.5%	11.0%
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.	1.7%	1.7%	1.4%	1.3%	1.0%
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).	1.2%	2.2%	5.0%	12.4%	22.1%
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).	38.2%	39.7%	43.6%	54.5%	70.0%
Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.	33.6%	31.6%	29.9%	22.3%	11.0%
Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.	1.7%	1.7%	1.4%	1.3%	1.0%

The State created a model to project performance levels based on existing data elements. As districts report new data, the (D)(3)(i) projections will be updated. However, in order to achieve the State's goal of cutting the achievement gap in half by 2014, in high-poverty, high-minority schools at least 22% of teachers must be highly effective and no more than 11 percent can be ineffective.

To establish baseline data for these performance measures, the State 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; and
- Wisconsin Knowledge and Concepts Exam (WKCE) and WINSS data.

As part of the RTTT reform effort, Participating LEAs will be required to develop 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 under development at this time.

Baseline data, therefore, will assume:

- All teachers in the school are highly effective if the school either achieved 10 percent growth in the percent of students proficient and advanced or 100 percent proficiency on Wisconsin Knowledge and Concepts Exam (WKCE) in mathematics, reading, and science for all grades over the last three years 2007-2009.
- All teachers in the school are effective if the school has achieved between 5 percent to 9 percent growth in the percent of students proficient and advanced on the WKCE in mathematics, reading, and science for all grades over the last three years 2007-2009.
- All teachers in the school are ineffective if the school has achieved 4 percent or less growth in the percent of students proficient and advanced on the WKCE in mathematics, reading, and science for all grades over the last three years 2007-2009.
- A small increase is expected during the first two years of the project while districts research and implement the components of a teacher evaluation system, principal evaluation system, and student growth model. It is expected that some schools will share actual data by SY 2013-2014.
- The State's projections will need to be recalculated using more precise measurement data once districts have ratings available to differentiate ineffective, effective, and highly effective.
- The State's baseline data projection will remain the annual target through SY 2011-2012. In SY 2013-2014, the assumption will be that 10 percent of teachers are ineffective, 85 percent effective and 5 percent highly effective.

General data to be provided at time of application:	
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
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
[Optional: Enter text here to clarify or explain any of the data]	
Data to be requested of grantees in the future:	
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.	

Performance Measures (D)(3)(ii) <i>Note: All information below is requested for Participating LEAs.</i>	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
General goals to be provided at time of application:	Baseline data and annual targets				
Percentage of mathematics teachers who were evaluated as effective or better.	79%	81%	83%	85%	90%
Percentage of science teachers who were evaluated as effective or better.	68%	70%	74%	80%	85%
Percentage of special education teachers who were evaluated as effective or better.	63%	64%	68%	74%	80%
Percentage of teachers in language instruction educational programs who were evaluated as effective or better.	52%	53%	56%	59%	65%
[Optional: Enter text here to clarify or explain any of the data]					
General data to be provided at time of application:					
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				
[Optional: Enter text here to clarify or explain any of the data]					
Data to be requested of grantees in the future:					

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

(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;

Linking Pre-Service Assessments to Educator Preparation

In order to improve the quality of educator preparation programs and ensure a valid metric for measuring pre-service effectiveness, Wisconsin is participating in the Teacher Performance Assessment Consortium (TPAC) to develop, pilot and validate a pre-service teacher performance assessment to be used during the student teaching clinical experience. This new TPAC performance assessment is based on the Performance Assessment for California Teachers (PACT) and will provide a valid and reliable measure of candidate teacher effectiveness,

PROJECT: Increase the quality of teacher recruitment and preparation programs around the state.

GOAL(s):

- Ensure that all students throughout the state have access to high quality teachers and school leadership
- Cut the achievement gap in half by 2014
- Build capacity at the State, CESA, and LEA level to ensure successful implementation of education reforms

including a rating scale comparable across candidates. A significant component of the pre-service assessment is a subject-specific teaching event designed to capture teaching from planning through reflection. The teaching event includes a measurement of a candidate's ability to design student assessments, to evaluate student growth across different types of learners, and to re-teach and differentiate instruction based on student evaluation results. Since the teaching event takes place in an authentic PK-12 classroom during the student teaching experience, the pre-service assessment can be a significant performance measure of the candidate and a valuable resource for a school district in the recruitment and selection process.

Through a series of embedded assessments and assessment of the capstone teaching event, the skill of future teachers in critical areas are assessed by three independent raters. Teacher-candidate performance on these assessments is used to provide analytic feedback and support to developing teachers and to determine if a candidate will be recommended for licensing. These assessments also provide feedback to the teacher education programs by giving them an instant feedback loop in relation to programmatic strengths and weaknesses. These discipline specific, student-centered assessments are integrated within the teacher education programs and represent a complex view of teaching by using multiple measures.

Currently Wisconsin WDPI along with Alverno College, the University of Wisconsin-Madison, and the University of Wisconsin-Eau Claire are field-testing embedded assessment components as well as the pre-service assessment tools. The project is fully funded by the TPAC consortium through the final phase of development; however, Race to the Top funding will enable Wisconsin to accelerate implementation at large preparation programs, such as the University of Wisconsin-Whitewater and University of Wisconsin-Madison. Once implemented, the tool will allow all preparation programs to comprehensively measure pre-service teacher effectiveness, which the State will support through annual training to ensure tools remain valid and reliable across candidates.

In order to cut achievement gap in half by 2014, initial educators teaching in struggling schools must be effective on their first day. Expanding this critical project to all educator preparation programs in Wisconsin will significantly improve the preparation stage of the teacher effectiveness continuum and reduce the professional development needed in the first few years of employment.

Continuous Review Process

While the TPAC performance assessment components are being developed and implemented by Wisconsin educator preparation programs, the State will move forward on linking teacher performance data to educator preparation programs through the WDPI's continuous program review process.

The WQEI established broad authority for WDPI to monitor all aspects of educator preparation in the state. As such, preparation programs are required to provide evidence that students who complete their programs have the knowledge, skills, and dispositions to demonstrate exit level proficiency in the standards through performance-based measures. Educator preparation programs are required to:

- Develop assessment systems that measure candidate proficiency in a performance-based system.
- Improve the quality of assessments used to measure candidate proficiency in a performance-based system.
- Utilize a developmental "portfolio of evidence" to substantiate that each student has demonstrated proficiency in the standards and performance tasks (knowledge, skills, and dispositions) of the licensure program.
- Engage stakeholder groups in the evaluation and improvement of preparation programs.
- Utilize data collected through assessments, graduate follow-up studies, and employer follow-up studies to inform and improve educator preparation programs.

Since 2006-07, the WDPI has reviewed 23 of the 32 IHE educator preparation programs and all the alternative route programs. 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 pre-service educator portfolios. However, data is currently institution-specific and therefore not comparable across the state. As the State shifts to a continuous review process for program approval, the WDPI will have to be able to aggregate data across programs and to publically report the teacher and principal effectiveness data of candidates they have prepared. To accomplish this, the State will do the following:

Employer survey: The WDPI will develop a common employer follow-up survey to be administered at least twice during the initial educator stage. The survey will ask employers to evaluate the preparation of each initial educator; to share how each initial educator was rated using the teacher or principal evaluation system in their district; and to share student growth data for the educator.

A common employer follow-up study will allow the WDPI to aggregate these data across the state by educator preparation program. The data collected will be shared with the educator preparation program to inform changes to their program and the research community to perpetuate ongoing work on educator effectiveness in Wisconsin. The results will also be aggregated and published on the educator effectiveness webpage on the WDPI website.

Title II HEOA reporting: 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. The WDPI will aggregate and report additional data elements collected through the federal Title II HEOA reporting process. These additional data elements provide valuable information on educator effectiveness in working with special education students and English language learners. The state has already asked for a data download from the U.S. Dept. of Education for this data and will publically report it as a component of the continuous process review.

Graduate employment: The WDPI will report to educator preparation programs graduate performance in obtaining employment in Wisconsin schools or school districts as well as graduate performance in advancing from the initial to professional educator license and master educator license after the first five years of employment. (Wis. Admin. Code § PI 34.13 (3) (c))

Supply and demand 2.0: The WDPI will create parameters for a new supply and demand report. The state will evaluate the current supply and demand survey questions and incorporate new data points to solicit a more robust profile of Wisconsin's PK-12 schools' needs. The survey will collect data in a user-friendly format and in a shorter time frame to provide the State with a current supply and demand profile at all times. The data will be shared publicly so that educator preparation programs can be nimble in developing critical programs needed to meet the human capital demands of Wisconsin school districts.

Sustained Professional Development for Educator Preparation Programs

Wisconsin has long prepared teachers coveted by other states due to the rigor of Wisconsin’s preparation programs; however, the State will not rest on present success. The WQEI moved educator preparation from an input-based model to a standards and performance-based model. As the State continues to transition educator preparation programs to high functioning performance-based models, Wisconsin must invest in the sustained professional development needed by Wisconsin’s educator preparation programs to retool courses and experiences to focus on Common Core Standards, student growth measures, data use, and the development of embedded assessments to measure and differentiate candidate performance. In order to ensure this work is successful, the WDPI will work collaboratively with the Wisconsin Association of Colleges of Teacher Education (WACTE), Wisconsin Independent Colleges of Teacher Education (WICTE), and the UW-System administration to enact a comprehensive technical assistance and professional development programs around these key areas over the next four years.

Table 37– Implementation plan for pre-service assessment tool

PRE-SERVICE ASSESSMENT TOOL			
GOAL	KEY ACTIVITIES	TIMELINE	KEY PARTIES
<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> (D) (2)(ii) Strategy 4: Pre-service Teacher Performance Assessment	• Review examples of embedded assessments	• Q4 2010	• WDPI, Alverno College, UW-Madison, and UW-Eau Claire
	• Field test embedded assessments and report results to TPAC	• Q4 2010	• Alverno College, UW-Madison, and UW-Eau Claire
	• Conduct workshops on PACT/TPAC performance assessments for all Wisconsin educator preparation programs	• Q4 2010 – Q3 2011	• WDPI, Alverno College, UW-Madison, and UW-Eau Claire
	• Field test assessments and report results to TPAC	• Q4 2011 – Q3 2013	• Alverno College, UW-Madison, and UW-Eau Claire
	• Secure access to completed tools, and electronic results	• Q4 2012 – Q3 2013	• WDPI
	• Scale up and implement in Wisconsin	• Q4 2012 – Q3 2014	• Alverno College, UW-Madison, and UW-Eau Claire, all programs in Wisconsin

Table 38– Timeline for implementing pre-service assessment tool activities

KEY TASK	PRE-SERVICE ASSESSMENT TOOL															
	2010	2011				2012				2013				2014		
	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3
Review examples of embedded assessments	◆															
Field test embedded assessments and report results to TPAC	◆															
Conduct workshops on PACT/TPAC performance assessments for all Wisconsin educator preparation programs	◆	◆	◆	◆												
Field test assessments and report results to TPAC					◆	◆	◆	◆	◆	◆	◆	◆				
Secure access to completed tools, and electronic results									◆	◆	◆	◆				
Scale up and implement in Wisconsin									◆	◆	◆	◆	◆	◆	◆	◆

(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 the Institute for Urban Education

Wisconsin is requesting funding through this RTTT application to rapidly expand the University of Wisconsin System’s Institute for Urban Education (the Institute) recruitment and preparation services, expanding the pool of highly qualified mathematics, science, special education and other hard to staff subject teachers for urban districts. The Institute advances the field of urban education through pre-service educator training as well as supporting the recruitment, promotion and retention of high quality educators for urban districts through a three-phase program, which aims to reach pre-service educators, currently practicing educators and scholars who believe in the promise of urban education. In the pre-service phase, the Institute accepts a cohort group of 20 pre-service students who complete their student teaching

clinical experience in MPS, while the Institute provides regular support, weekly seminars, and community service connections. Despite a high demand for program graduates, the Institute reports that of the 59 students who have completed their clinical placements, 88 percent have signed full time contracts in Milwaukee Public Schools or remained in the field of urban education or community building.

Recognizing the significant achievement gap in Wisconsin, which is particularly evident in MPS, the State will use Race to the Top Funds to expand the Institute's program by adding a STEM cohort of candidates. This strategy will address critical shortage areas and build on MPS' recent success around improving math achievement through their Math Teacher Leader program by providing a supplemental cohort of highly trained, urban-focused initial educators with STEM expertise.

While Wisconsin has a plethora of future teacher recruitment and development programs, some of which are mentioned in Section (D)(3)(ii), there is still an insufficient supply of candidates to meet urban education needs in Wisconsin. To this end, the State will also use Race to the Top funding to rapidly expand the Institute's recruitment services, with a particular focus on minority students interested in teaching in MPS.

Streamlined Certification Programs

Accelerated Program for Teaching Secondary School: This is a streamlined 12-month post-baccalaureate program that results in a teacher license in both a content area as well as in English as a Second Language. This program builds on the strong foundation future teachers have built in a content-focused (e.g., math, science) undergraduate degree, and offers professionals interested in changing career tracks access to teacher education programs that quickly move them into their teaching careers. This program is designed to provide future educators with the tools they need to improve the academic performance of all secondary students, including English Language Learners, especially in math and science. Currently, this is the only program in the country that offers both types of certification in a streamlined format.

Alternatives in Elementary Education: The University of Wisconsin-Madison offers an undergraduate elementary education certification program that has been streamlined to more rapidly meet the changing needs of PK-12 schools. Future teachers choose from one of four certification options that integrate licenses across multiple critical shortage areas:

1. Early childhood and English as a Second Language;
2. Middle childhood-early adolescence and cross-categorical special education (which focuses on learning disabilities);
3. Middle childhood-early adolescence, English as a Second Language and Bilingual; and
4. Middle childhood-early adolescence with a middle school focus in a content area (e.g., math, science).

These certifications are intended to address the achievement gap that exists between white students and students of color, students who are English Language Learners, and students with disabilities by improving the training of future teachers through integrated training or more intensive training in key content areas.

Math Specialist Program: Begun in 2009, this is a professional development program collaboratively planned by the Madison Metropolitan School District, the UW-Madison School of Education and the UW-Madison College of Letters and Science Department of Mathematics. This program targets practicing middle school teachers in struggling Madison-area schools and focuses on improving effectiveness through a five course series jointly developed by all three partners. The purpose of this program is to improve the performance and learning outcomes for middle school students in mathematics through improved teacher content knowledge and pedagogy.

Expanding principal training programs: The WDPI will provide technical assistance to principal training programs, including New Leaders for New Schools and the AWSA Center for New School Leaders, and support expansion efforts in key urban school districts such as Kenosha, Racine, and Beloit. Further, the WDPI is committed to working with these partners and the Wallace Foundation to develop a comprehensive professional development training program to retool principal skills in the field, specifically around using data to close the achievement gap in struggling schools.

Table 39 – 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 pre-service teachers from across the state in urban centers for their student teaching clinical experience.	<ul style="list-style-type: none"> Contract with the University of Wisconsin (UW) System Institute for Urban Education to expand programs services. 	<ul style="list-style-type: none"> Q4 2010 	<ul style="list-style-type: none"> WDPI UW System
	<ul style="list-style-type: none"> Management and accountability: collect an annual report, including fiscal and programmatic data. 	<ul style="list-style-type: none"> Q3 2011, Q3 2012, Q3 2013, Q3 2014 	<ul style="list-style-type: none"> WDPI UW System
	<ul style="list-style-type: none"> Publish annual report on the WDPI website. 	<ul style="list-style-type: none"> Q3 2011, Q3 2012, Q3 2013, Q3 2014 	<ul style="list-style-type: none"> WDPI

Table 40 – Timeline for urban teacher training expansion activities

URBAN TEACHER TRAINING																
KEY TASK	2010	2011				2012				2013				2014		
	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3
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.				◆				◆				◆				◆

Performance Measures (D)(4)	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
General goals to be provided at time of application:	Baseline data and annual targets				
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%	100%	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%	100%	100%
<p>Educator preparation program providers in the state maintain data on their candidates. When the proposed longitudinal data system upgrades are complete, the State will be able to report data linked to teachers and their preparation programs. The State anticipates this reporting to be SY 2013-2014. In the interim years, data will be reported based on the employer follow-up study data and the annual teacher and principal effectiveness levels reported in this data.</p>					
General data to be provided at time of application:					
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					
Data to be requested of grantees in the future:					
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

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

Effective Mentoring, Coaching and Support

To support initial educators, Wisconsin school districts are required to provide ongoing orientation, support seminars and qualified mentors for all initial educators within their districts per Wis. Admin. Code § PI 34.17 (2). 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 matching amount that the employer is spending to provide support for each initial educator through mentoring, orientation, and support seminars. Funding exists to cover one year of induction support, and the remaining funds set aside by the Legislature are prorated to cover induction support for year two. Allocations to districts have grown over the last three years as districts have expanded induction programs. Since the 2006-07 school year, \$3,330,053 has been awarded to local school districts to provide over 9,000 initial educator mentors. Given this substantial and ongoing State investment, WDPI has conducted an evaluation of induction quality, consistency and effectiveness across Wisconsin.

Evaluating Teacher and Principal Mentoring, Coaching and Supports

Evaluating the PDP process: Large-scale training and induction support are only helpful if the program is implemented with fidelity and improves outcomes. Prompted by concerns that initial educators might be experiencing difficulty providing documented evidence to complete their PDP process, the WDPI and Great Lakes West developed and administered a PDP process evaluation in June 2009. A rigorous survey was conducted of trained PDP team members to assess the quality of professional development plans submitted, the training provided to review plans, and the overall performance-based license renewal process.

PDP Goal Approval: An initial educator begins the PDP process by submitting their proposal, which must clearly identify goals and subsequent activities to impact student learning, to a PDP team for goal approval. Survey results indicate that 394 respondents had reviewed PDPs at the goal approval stage. According to the survey, 286 (73 percent) of respondents indicated they approved the PDP goals as proposed by the initial educator, while 108 (27 percent) indicated they did not approve the goals and directed the initial educator to revise and resubmit their proposal to the PDP team. Respondents indicated two reasons most often cited for not approving a PDP during goal approval stage were: (1) educators needed to write a stronger goal; or (2) educators need to develop a better assessment plan to impact student learning. This data indicates that PDP team reviewers are serious in the review process and that PDPs are serving a critical role in impacting student learning.

PDP Verification: Initial educators can only advance to professional licensure after a successful PDP verification process. Survey results indicate that 195 respondents had reviewed PDPs at the verification stage. Of the 195 survey respondents, 176 (90%) approved the completed PDP during the initial verification process, while 19 (10 percent) did not approve the PDP. Educators who are not approved during the initial PDP verification must resubmit with additional evidence. If an educator either fails to resubmit or is not approved after the resubmission process, he or she cannot maintain professional certification and must exit the profession.

Evaluating other induction supports: With the assistance of Great Lakes West Comprehensive Assistance Center, surveys were developed and administered for three years to evaluate the initial educator support system. Surveys were sent annually to initial educator teachers, administrators, and pupil services professionals, as well as their respective mentors. These data provided valuable insights into the induction programs in the state and the mentoring support. Specifically, it was learned that mentor training is inconsistent across the state, with the quality of support seminars varying and some districts providing little release time for initial educators and mentors to work collaboratively. Consequently, the WDPI convened stakeholders to create additional resources, supports and guidelines for districts.

Wisconsin places emphasis on utilizing multiple state stakeholder groups to gather feedback and collaborate on improvements to the WQEI. As such, statewide seminars were held each of the last three years with the assistance of Great Lakes West to review the survey data and

develop strategies to improve the induction programs across the state. One strategy the group suggested was to develop a set of induction guidelines for school districts to use in developing model induction programs.

The WDPI moved forward and developed induction guidelines for districts to use for implementing effective programs, highlighting school districts that exemplify ‘Promising Practices in Induction’ from across the state. The induction programs in these school districts emulate the necessary state-identified characteristics for an effective induction program. Districts chosen range in size from small to large districts and represent each of the 13 geographic CESA regions in the state. A description of each district induction program is presented on the WDPI website for other districts to use as models for developing comparable programs.

Developing Administrator Induction Programs

During the first administration of the survey to initial educator administrators and their corresponding mentors, it was quickly learned that induction support for administrators was also insufficient. Problematically, the WDPI was unable to generate enough of responses to the initial survey to even begin meaningful evaluation. Working with the statewide professional association for administrators and principals, the State efforts began educating districts around the induction/initial educator requirements for administrators, which include ongoing orientation, support seminars, and a qualified mentor. The second and third year surveys produced better results; however, it became apparent that the State needed to develop an induction model for administrators.

PROJECT: Providing high quality, comprehensive support through mentoring and data driven professional development

GOAL(s):

- Ensure that all students through out the state have access to high quality teachers and school leadership
- Build capacity at the State, CESA, and LEA level to ensure successful implementation of education reforms

The WDPI convened a work group and funded the work with \$35,000 to research and develop a model induction program for administrators in the state. The work group includes:

- The Association of Wisconsin School Administrators;
- The Wisconsin School District Administrators Association;
- The Wisconsin Council of Administrators of Special Service;

- The Wisconsin Association of School Business Officials;
- The Wisconsin Association of Supervision and Curriculum Development;
- CESA 2; and
- Practitioners.

To augment this work, the WDPI with the assistance of Great Lakes West Regional Comprehensive Center is conducting a survey specific to administrator induction across the state. These data will provide necessary information for the work group to complete the induction model and begin implementation of effective principal and administrator induction programs.

Develop Mentor and Coaching Best Practices

Wisconsin has had statutory requirements mandating induction programs for teachers and principals since 2005. The State has worked diligently and vigorously to conduct induction evaluations and improve the implementation integrity and outcomes of induction support. Since induction is crucial to ensuring effective classroom teachers and school leaders, especially in low performing schools with high turnover, the State must assure every mentor working with initial educators, every mentor/coach assigned to assist unsatisfactory educators, and every instructional coach providing content support has the training and resources necessary to improve effectiveness and increase student growth.

Mentor and Coaching guidelines: 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 by 2011. 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. Districts will have to implement mentoring and coaching guidelines under Race to the Top and as a condition of receiving the State matching funds \$375 per initial educator.

Provide Coaching and Mentoring Resources and Tools for Principal and Teacher 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 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, including conducting formative evaluations and peer coaching techniques. These tools will be integrated with content-specific professional development tools as well as the programs are described in Sections (B)(3) and (C)(3).

Provide Regional Expertise in Coaching and Mentoring: The WDPI 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 coaching institutes throughout the state, using the guidelines, best practices, resources, and tools (including professional development modules) already developed under the strategies above. These academies will be geographically focused and organized around serving the specific needs of regional districts.

Additionally, the State will continue to sponsor an annual RtI Summit and use Race to the Top funds to triple the Statewide RtI Center’s capacity to provide regional training around response to intervention, positive behavior supports, and using data to inform instruction. Additionally, the WDPI will provide online and regional professional development modules around using student growth percentiles, while VARC will provide additional training on value-added analysis for participating districts.

PROJECT: The State will provide regional academies for Mentors and Coaches

GOAL(s):

- Ensure that all students through out the state have access to high quality teachers and school leadership
- Build capacity at the State, CESA, and LEA level to ensure successful implementation of education reforms
- Cut the achievement gap in half by 2014.
- Ensure that all students throughout the state have access to high quality teachers and school leadership.

Competitive Grants to Improve Mentoring in High Poverty Schools

Under Wis. Stat. § 115.405, the State created a Peer Review and Mentoring Grant as an annual competitive grant for consortia partners to improve mentor quality and induction support in high need schools (defined as having at least 30 percent 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 PDP development. Over the past three years, annual grant awards have ranged from \$315,000 to \$360,000. Each year, the WDPI reviews the priority preferences for this grant, altering the grant requirements to target evolving state needs.

Make Professional Development Materials Available Online

The State is committed to leveraging 21st century technology to address the diverse challenges facing today's educators. In addition to the online portal to be created around the Common Core standards and the SMARTER Balanced Assessment system, the State will build an electronic portal to deliver the mentoring and coaching professional development modules outlined above. The State will contract with an outside agency to build the portal and integrate it with existing PD solutions to provide educators, mentors, coaches, and leaders with a one-stop shop for their professional development tools that is available from anywhere at any time to fit their schedule and serve their needs.

Professional Development, Coaching and Mentorship Programs Accountable Through Data

Under Exhibit I of the MOU, the State will require that all participating LEAs use local student data, including measures of student growth, as well as district and school achievement goals to inform professional development and mentoring programs for teachers and principals. Specifically LEAs must:

- Use local student data as well as district and school achievement goals to inform currently required professional development and mentoring programs.
- Provide regular common planning and collaboration time, which may include professional learning communities, to teachers and principals to support data usage and response to intervention efforts.
- Require additional, targeted professional development for principals and teachers rated as “unsatisfactory.”

The State Plan activities for mentoring and coaching, as well as the professional development activities described below, will assist districts in carrying out their commitment to develop effective teachers and principals and effective professional development.

Identify and Promulgate Effective Professional Development Programs

The State will implement a statewide teacher identifier by September 2011. This will allow the State to use student performance data and teacher professional development data together to determine the effectiveness of professional development programs and the contexts in which these programs are the most appropriate. However, before this system is online and collecting data the State is positioned to identify effective professional development programs and scale them up. LEAs will be required to align professional development to the needs of the district as identified by local data on student performance, teacher effectiveness, and other performance measures. Furthermore, the State is developing professional development modules in conjunction with stakeholders across the state to improve instructional practices around the Common Core standards and drastically improve data literacy in the state's education workforce as identified in Sections (B) and (C) respectively. These strategies should ensure that the State's capacity to provide its educators with the best available professional development is targeted toward the specific needs of districts, schools, and even classrooms.

Require Targeted Professional Development to Build LEA Capacity

WDPI will provide, in conjunction with CESAs, OEII, and outside organizations, 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. Mentors and coaches will also be able to use new innovative data tools such as the State's MDAT2 tool described in Section (C)(2) to identify strengths and weaknesses and provide direct support to those they are mentoring and coaching. This strategy of leveraging data at multiple points to improve instructional practices both by teachers and for teachers is part of the comprehensive approach that Wisconsin sees as critical in reaching state goals. Specific professional development to be provided by the state include:

1. Using and interpreting data from the SMARTER assessment system;
2. Using and accessing eLearning Portfolios in the GOALS application of the data dashboard;
3. Using and interpreting student growth percentile data through the State LDS; and
4. Using and interpreting value-added results from VARC, disseminated through the CESAs.

Integrate Efforts with the Response to Intervention Center

The Wisconsin Response to Intervention (RtI) Center functions under a train-the-trainer model aligned with the National Staff Development Center and, in partnership with leading Wisconsin professional organizations to disseminate professional development and integrate coaching, mentoring, and capacity building efforts for LEAs. This center empowers teachers and educators to use:

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

Not only will the Center improve the quality of professional development provided to educators, but it will also provide coaches, mentors, and trainers the contextual information to make sure that any professional development in the state is relevant to the participants involved. This integrated and cohesive approach to teacher professional development will improve as more data is integrated into the professional development system.

Leverage the SLDS to Increase Accountability of Professional Development

As identified above in Strategy 6 of D(5)(i) the State has plans to include teacher level data in the SLDS by September 2011 that will greatly increase the ability of WDPI, LEAs, and school administrators to evaluate the effectiveness of specific professional development programs. In the meantime the MOU requires LEAs to adopt coaching and mentoring strategies that are aligned with state-identified best practices, participate in the development of professional development modules around the Common Core standards and data systems, and

set aside regular common planning and collaboration time for educators. These efforts will provide decision makers with the necessary feedback to determine the effectiveness and the appropriate contexts for specific professional development modules.

Statewide System of Support for Title I Schools

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.

Currently, per statute, LEAs 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 41- Implementation plan for mentoring

MENTORING			
GOAL	KEY ACTIVITIES	TIMELINE	KEY PARTIES
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"> Establish stakeholder process 	<ul style="list-style-type: none"> Q4 2010 	<ul style="list-style-type: none"> WDPI Stakeholders (AWSA, WASB, WASDA, New Teacher Center, LEAs, education related experts)
	<ul style="list-style-type: none"> Review key literature 	<ul style="list-style-type: none"> Q4 2010 	<ul style="list-style-type: none"> WDPI Stakeholders
	<ul style="list-style-type: none"> Develop mentor guidelines 	<ul style="list-style-type: none"> Q4 2010 	<ul style="list-style-type: none"> WDPI Stakeholders
	<ul style="list-style-type: none"> Develop guidelines for math and reading coaches 	<ul style="list-style-type: none"> Q4 2010 	<ul style="list-style-type: none"> WDPI, Stakeholders
	<ul style="list-style-type: none"> Publish the guidelines 	<ul style="list-style-type: none"> Q1 2011 	<ul style="list-style-type: none"> WDPI Stakeholders
	<ul style="list-style-type: none"> Identify resources to be developed 	<ul style="list-style-type: none"> Q1 2011 	<ul style="list-style-type: none"> WDPI Stakeholders
	<ul style="list-style-type: none"> Contract with outside experts for resource development 	<ul style="list-style-type: none"> Q1 2011 – Q3 2011 	<ul style="list-style-type: none"> WDPI
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"> Develop mentor training curriculum and resources 	<ul style="list-style-type: none"> Q1 2011 – Q3 2011 	<ul style="list-style-type: none"> Contract entity WDPI
	<ul style="list-style-type: none"> Develop coaching resources 	<ul style="list-style-type: none"> Q1 2011 – Q3 2011 	<ul style="list-style-type: none"> Contract entity WDPI
	<ul style="list-style-type: none"> Plan mentor training and coaching institutes 	<ul style="list-style-type: none"> Q1 2011 – Q2 2011 	<ul style="list-style-type: none"> WDPI Stakeholders
	<ul style="list-style-type: none"> Conduct Mentor training 	<ul style="list-style-type: none"> Q3 2011 	<ul style="list-style-type: none"> WDPI
	<ul style="list-style-type: none"> Conduct Mentor academy 	<ul style="list-style-type: none"> Q4 2011 – Q3 2014 	<ul style="list-style-type: none"> WDPI Stakeholder group
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"> Evaluate training and make updates 	<ul style="list-style-type: none"> Q4 2011 – Q3 2014 	<ul style="list-style-type: none"> WDPI Stakeholders
	<ul style="list-style-type: none"> Conduct math coach training 	<ul style="list-style-type: none"> Q4 2011 – Q3 2014 	<ul style="list-style-type: none"> WDPI
	<ul style="list-style-type: none"> Conduct reading coach training 	<ul style="list-style-type: none"> Q4 2011 – Q3 2014 	<ul style="list-style-type: none"> WDPI
	<ul style="list-style-type: none"> Evaluate training and make updates 	<ul style="list-style-type: none"> Q4 2011 – Q3 2014 	<ul style="list-style-type: none"> WDPI

MENTORING			
GOAL	KEY ACTIVITIES	TIMELINE	KEY PARTIES
Provide coaching institutes and training throughout the state, using the guidelines, best practices, resources and tools <i>(D)(2)(iv) Strategy 4: Coaching Institutes, Training, and Support</i>	<ul style="list-style-type: none"> Ongoing support 	<ul style="list-style-type: none"> Q4 2011 – Q3 2014 	<ul style="list-style-type: none"> WDPI

Table 42 - Timeline for implementing and expanding mentoring activities

MENTORING																
KEY TASK	2010	2011			2012				2013				2014			
	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3
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				◆												

MENTORING																
KEY TASK	2010	2011				2012				2013				2014		
	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3
Conduct Mentor academy					◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Evaluate training and make updates					◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Conduct math coach training					◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Conduct reading coach training					◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Evaluate training and make updates					◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Ongoing support					◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆

Performance Measures 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
(Enter measures here, if any.)					

(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

Reform efforts led by Gov. Doyle, State Superintendent Evers and Wisconsin legislators have culminated in strong education reform legislation that established new state requirements for struggling schools and districts as well as broad intervention and oversight authority for the State Superintendent. This new authority, coupled with strong corrective action and school improvement requirements under federal law, provides a cohesive framework for closing the achievement gap by improving student learning and educational opportunities in the state’s persistently lowest achieving schools.

State Superintendent Evers held his inauguration on July 6, 2009 in Milwaukee, promising to bring a compelling sense of urgency around improving educational opportunities for all kids and turning around the persistently lowest-performing schools. Over the last year, a new corrective action plan has been issued along with a notice to defer or withhold Title I funds to ensure compliance if necessary. Additionally,

the governor, state superintendent and legislators worked diligently to pass new reform requirements for struggling schools and provide greater state intervention and turnaround authority.

Federal Intervention Authority

Under 20 USC §6316 (c)(10) of the Elementary and Secondary Education Act (ESEA), the State Superintendent must impose corrective action requirements on a district that misses AYP for four consecutive years. Milwaukee Public Schools (MPS), the largest urban public school system in the state, has missed AYP for five consecutive years and is considered a district identified for improvement (DIFI)⁷ level four in Wisconsin. As such, MPS has been under state-directed corrective action since the 2007-08 school year. See Appendix 24.

Additionally, pursuant to Wis. Stat. § 115.28(9) and Wis. Stat. § 16.54(4), the State Superintendent may, consistent with state law, defer or reduce Title I administrative or programmatic funds to school districts. As such, on February 4, 2010 State Superintendent Evers a notice to MPS of his decision to reduce administrative funds and defer programmatic funds⁸ as necessary to ensure compliance with State corrective action requirements.

The Corrective Action Plan aggressively focuses on three core areas: ensuring high quality teachers and leaders, improving student performance, and guaranteeing accountability at the district, school and student levels. In 2010-11, key requirements include ensuring the equitable distribution of teacher and principals as well as ensuring high quality mentoring and supports for educators under the State's PI 34 regulations. Improvement strategies require MPS to implement comprehensive literacy and numeracy plans, adopt uniform reading and mathematics curricula as well as expand a robust three-tiered response to intervention (RtI) system and highly successful positive behavior interventions and supports (PBIS) system. In order to maximize efficiency and effectiveness, the State's corrective action requirements integrate or align with other federal and state requirements, include the school improvement grant requirements.

⁷ Pursuant to 20 U.S.C § 6316(c)(3), the state superintendent must identify for improvement any school district receiving Title I funds that for two consecutive years fails to make adequate yearly progress (AYP) as defined in the state's plan under 20 U.S.C. § 6311(b)(2).

⁸ This includes Title I funds under 20 USC §6311 through 6339.

State Intervention Authority

Under Article X, section 1 of the Wisconsin Constitution, the State Superintendent is charged with the general supervision of public instruction in Wisconsin. In exercising that general supervision and as the agent for the receipt and disbursement of federal funds, the State Superintendent of Public Instruction is authorized to intervene in chronically under-performing schools or school districts to monitor and enforce compliance under state and federal law as well as provide any necessary technical assistance. (Wis. Stat. § 115.28(9)) In addition, the State Superintendent is authorized 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.” (Wis. Stat. § 121.006)

Until recently, the State Superintendent had little authority over substantive academic, curricular or instruction decisions. However, on April 29, 2010 Gov. Doyle signed 2009 Wisconsin Act 215 into law, establishing new State requirements for struggling schools and districts and granting the State Superintendent of Public Instruction substantial additional intervention authority.

Under the legislation, if the State Superintendent determines a school district has been identified in need of improvement for four consecutive years, the local school board is required to:

- Employ a standard, consistent curriculum that is aligned with the State’s academic standards, and across grades in all schools;
- Use pupil academic performance data, including data showing the change in pupil academic achievement between two or more points in time, to differentiate instruction to meet individual pupil needs;
- Implement a system of academic and behavioral supports and early interventions for pupils, including diagnostic assessments, core instruction to all students, differentiation strategies, and interventions in reading, mathematics, and positive behavior; and
- Provide additional learning time, which may include an extended school day, an extended school year, summer school or intersession classes.

Additionally, if the district includes any school included among the lowest 5 percent of public schools, then the school board is directed to:

- Use annual, rigorous, and equitable performance evaluations that include multiple rating categories, student achievement as a significant factor, observation-based performance assessments and an up-to-date collection of professional practice;
- Adopt policies to ensure equitable distribution of highly effective teachers and principals;
- Establish teacher and principal improvement programs that include supplemental mentoring for educators with emergency permits or licenses, opportunities for additional professional certification, at least 60 hours of annually of job-embedded professional development, and a joint labor-management program designed to improve or transition from the profession teachers and principals that demonstrate serious performance deficiencies; and
- Adopt placement criteria for principals that include performance evaluations and measures of student academic achievement.

Finally, the legislation provides more direct intervention authority to the state superintendent in schools or districts meeting the criteria above. After consultation with the local school board, district superintendent and union leadership, the State Superintendent may:

- Implement or modify the district requirements discussed above;
- Implement a new or modified instructional design;
- Implement professional development programs that focus on improving student achievement;
- Implement changes in administrative and personnel structures consistent with collective bargaining agreements; or
- Adopt accountability measures to monitor the school district's finances or other interventions directed by the State Superintendent.

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;

Persistently Low-Achieving Schools

Using the federal rubric under the School Improvement Grant and Race to the Top programs, Wisconsin has identified 12 schools as the State's persistently lowest-achieving schools: *Milwaukee African American Immersion High School, Washington High School of Law, Education and Public Service, DuBois High School, Custer High School, Vincent High School, South Division, Bayview, Bradley Tech High School, D.I.A.L. High School, Foster & Williams High School, James Madison Academic Campus High School, and Montessori IB High School.* All of the schools are located in Milwaukee Public Schools (MPS).

Under the recently passed 2009 Wisconsin Act 215, these twelve schools and MPS fall under additional state improvement requirements and intervention authority outlined in Section (E)(1). These new efforts, coupled with the revised corrective action plan, form a comprehensive and cohesive framework for school improvement efforts in Wisconsin. District-wide reform efforts are tightly coordinated across all schools under the corrective action plan. However, Race to the Top funds will enable MPS and the State to scale up reform efforts currently concentrated in these twelve School Improvement Grant (SIG) schools, rapidly expanding and scaling new state and federal reform efforts district wide.

Methodology

Federal regulations require states to identify the lowest-performing schools according to two tiers. The first tier of schools are eligible for and receive Title I funds, while the second tier of schools are eligible for but do not receive Title I funds. Since states and districts often concentrate Title I funds in early intervention efforts in elementary and middle schools, the second tier is made up of high schools.

General Criteria: After careful consideration, schools that exclusively serve students who are over-age, under-credited, or incarcerated, were excluded from the list per the guidance provided by the U.S. Department of Education (ED). WDPI 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. As a result, schools were identified based on achievement and graduation rate.

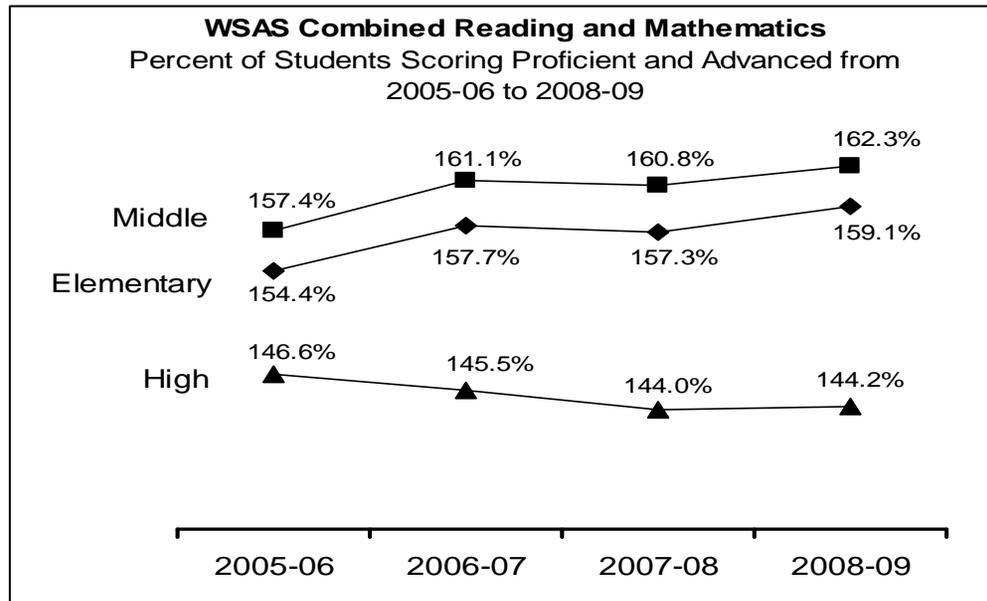
Additionally, WDPI received a waiver in section I.A.3 of the final requirements in order to apply a minimum sample size of ten full academic year (FAY) students. WDPI does not believe that data is reliable or reflective of a school's true achievement due to extreme volatility and unpredictability with such a small number of students tested.

Tier 1: To identify the State's persistently lowest-achieving Tier 1 schools, the Wisconsin Department of Public Instruction (WDPI) started with the list of 58 Title I schools identified for improvement (SIFI), corrective action, and restructuring. A school was identified as "persistently low achieving" through the following criteria:

- It was currently identified for improvement in reading or mathematics
- It had missed Adequate Yearly Progress (AYP) in reading and mathematics in any subgroup
- It had made less than 5 percentage points worth of progress in reading and mathematics combined in the all-students group over a period up to three years, and had the lowest combined, reading and mathematics State test scores for the most recent year (2008-09)

In order to determine the final rank order of Title I schools identified for improvement, corrective action, or restructuring, WDPI examined achievement data for categories of schools. The following chart shows combined reading and mathematics achievement data from the Wisconsin Student Assessment System for all schools over the past four years.

Figure 3 – WSAS Combined Reading and Mathematics



The chart indicates a clear trend of improving achievement in elementary and middle schools, but declining achievement in high schools. Based on this data, WDPI determined that high schools (any school serving 10th grade) were in greater need of intervention, and that, per SIG guidance, more weight would be given to high schools. The following weights were assigned by school type: High School 0.452, Junior High 0.333, Middle 0.336, Elementary 0.318, Combined Elementary/Secondary 0.345. This calculation resulted in an index score which was used rank all Title I schools in improvement, corrective action or restructuring. The five lowest-ranking schools were: *Milwaukee African American Immersion High School, Washington High School of Law, Education and Public Service, DuBois High School, Custer High School, Vincent High School, South Division.*

Tier 2: For the second tier, WDPI identified 84 secondary schools eligible for, but that do not receive Title I funding. WDPI also identified 54 Title I participating secondary schools that are in the lowest quintile of schools in the state in terms of combined, reading and mathematics proficiency and are not identified as persistently lowest-achieving schools. Finally, WDPI identified one Title I participating secondary school that missed AYP for two consecutive years and was not otherwise identified as a persistently lowest-achieving school. This resulted in a pool of 139 potential schools.

A school was identified as "persistently low achieving" through the following criteria:

- It had made less than 5 percentage points worth of progress in reading and mathematics combined in the all-students group over a period up to three years
- It had the lowest combined reading and mathematics state test scores for the most recent year (2008-09)

After ranking the final list of all secondary schools based on combined, reading and mathematics proficiency rates, one of the schools in the lowest-achieving five percent tested less than ten FAY students. Under the waiver granted, WDPI excluded this school from the list. Based on this review, Wisconsin's list of Title I-eligible secondary schools that are persistently low achieving consists of the following seven schools: *Bayview, Bradley Tech High School, D.I.A.L. High School, Foster & Williams High School, James Madison Academic Campus High School, and Montessori IB High School.*

(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).

The *Milwaukee Journal-Sentinel* front page headline on Thursday, March 25, 2010 read: "Black fourth-graders post worst reading scores in the U.S." It was a confirmation that despite numerous state and local efforts, and some improvement in math achievement, Wisconsin's persistent achievement gap had created a dire situation in the Milwaukee Public Schools (MPS). While the sense of urgency has been building for years, the MPS NAEP and TUDA scores served as a clarion call for more direct intervention and action.

Supporting Persistently Low-Performing Schools: Corrective Action Requirements

Wisconsin's new statutory intervention authority, revised corrective action plan for 2010-11, and school improvement grant plan represent a highly coordinated and integrated effort to turnaround struggling schools in MPS. Race to the Top presents a tremendous opportunity to expedite the implementation of key improvement activities under the corrective action plan as well as to expand targeted efforts being implemented in the lowest achieving schools district wide. In addition, despite mounting structural and achievement challenges, MPS remains committed to preparing students to graduate from high school ready to succeed in future education and workforce endeavors. Over the last year, the district has experienced a period of transition as new leadership has been put in place to capitalize on opportunities and aggressively address challenges. In 2009, the MPS Board of Directors elected a new board president, Dr. Michael Bonds, who subsequently lead the board in selecting Dr. Gregory Thornton as the new district superintendent, effective July 1, 2010. Dr. Thornton brings an impressive track record of success with urban schools and program in Pennsylvania and has declared that improving reading scores in MPS is his number one priority.

The Milwaukee community has shown continual support, interest and desire to improve student achievement in MPS. The district's collaboratively developed strategic plan, *Working Together Achieving More*, clearly states that student achievement is at the core of the district's mission and focus. Furthermore, nationally recognized organizations, community-organized councils, and district-convened committees have produced a series of reports that have identified areas of concern. "Raising Achievement in the Milwaukee Public Schools: Report of the Strategic Support Team of the Council of Great City Schools," "African American Education Report 2007," and "Toward a Stronger Milwaukee Public Schools," by McKinsey & Co., all call for action steps to ensure that all MPS students have access to a comprehensive, quality education provided by an efficient and effective school district.

To date, the State has successfully leveraged the corrective action requirements and its funding oversight authority to effectuate improvements in MPS. For example, the quality and delivery of special education was significantly improved when the State Superintendent directed MPS to restructure key aspects of administrative oversight in lieu of withholding funds. Additionally, in an effort to mitigate the negative impact of high student mobility on reading skills, under State guidance MPS has eliminated over 15 different reading curricula and implement a uniform, district-wide reading curriculum.

Table 43: A history of corrective action status in MPS

Year	Action
2005-06	MPS misses adequate yearly progress (AYP) for the first time
2006-07	MPS misses AYP for the second consecutive year. MPS is identified for improvement (DIFI level 1).
2007-08	MPS misses AYP for the third consecutive year. MPS remains identified for improvement (DIFI level 2).
2008-09	MPS misses AYP for the fourth consecutive year. MPS remains identified for improvement (DIFI level 3). The State Superintendent issues updated and revised corrective action requirements.
2009-10	MPS misses AYP for the fifth consecutive year. MPS remains identified for improvement (DIFI level 4). The State Superintendent issues updated and revised corrected action requirements. The State Superintendent issues a notice of decision to reduce administrative funds and defer programmatic funds under 20 U.S.C. § 6311 through 6339.

The State remains excited about the level of community engagement and the potential for success this new leadership represents; however, as stewards of public education the State will continue to ensure focused, effective improvements efforts are appropriately and consistently taken to scale throughout the district.

Corrective Action Requirements: Beginning in 2007, MPS had missed AYP for four consecutive years and the State Superintendent was required to direct MPS to implement specific corrective action requirements per 20 USC §6316 (c)(10) of the ESEA. Over the last three years, the State has focused on improving student achievement, ensuring high quality teachers and leaders are in every school, and assuring effective administrative structures and accountability at the district, school, and student levels through the corrective action requirements (CAR).

Administrative & Accountability Systems: One of the major barriers to an effective accountability system that WDPI, the Council of Great City Schools and others have identified is the scope of MPS' decentralized school system. Principals make many key decisions, including budgeting and hiring, independent of central administration; however, the districts does not have accountability, monitoring or human resources system commensurate with this kind of school-level discretion. Consequently, 2009 Wisconsin Act 215 requires the MPS board to annually develop school budgets, ensuring greater efficiency in the allocation of scarce resources.

Furthermore, the CAR directs MPS to implement administrative and accountability systems that will help assure that requirements are effectively carried out district-wide from the central office to the schools and into the classroom. The State had great success in implementing a new administrative and accountability system to oversee special education services in MPS, and is pursuing a similar model under the corrective action requirements. Nine DIFI clusters have been established, each with a supervisor responsible for the faithful and successful implementation of the CAR (See Appendix 25). The supervisors arrange for internal or external technical assistance to improve implementation and work with SIFI principals and staff and Central Office personnel to review achievement data monthly to determine if the improvement efforts are resulting in improved student achievement. The MPS DIFI director, who reports directly to the district superintendent, oversees the nine supervisors. Once the reorganization efforts, led by the new school board leadership, are complete and the new district superintendent evaluates the central office operations, this cluster structure will be able to institute an effective accountability structure that can ensure implementation integrity for CAR and Race to the Top initiatives.

Interventions & Student Supports: The 2010-11 CAR builds on the MPS' efforts over the last few years to provide a uniform curriculum with consistent instruction for all students as well as an enhanced system of academic and behavioral supports for struggling students. The

2009 Wisconsin Act 215 and the corrective action plan require MPS to institute a uniform district-wide curriculum in reading, English Language Arts, and Mathematics in order to provide a consistent academic experience in light of the district's highly mobile student population. To support that work, MPS is implementing both a comprehensive literacy plan as well as a comprehensive mathematics plan is implemented in all schools.

In order to better identify student needs and target necessary support services, the district is developing a powerful response to intervention (RtI) system for all of its students that utilizes a sophisticated early warning data system, robust staff training model and tiered implementation system. Additionally, the district is expanding their Positive Behavior Interventions and Supports (PBIS) program, which is designed to mitigate the negative effect that discipline, suspension and other behavioral issues have on student learning and safety. RtI and PBIS are significant systems change initiatives that are being implemented within an appropriate timeline, taken to scale using a three-tier implementation model approach and monitored for implementation integrity. Tier 1 includes universal screening and interventions; Tier 2 provides for small group supports and interventions; and Tier 3 initiatives student-specific interventions and learning strategies.

Table 44: MPS Implementation Timeline for RtI and PBIS

School Year	Grades K-8		Grades 9-12	
	RtI	PBIS	RtI	PBIS
2010-2011	Tier 1	Tier 1	Universal Screening	Tier 1
2011-2012	Tier 2	Tier 2	Tier 1	Tier 2
2012-2013	Tier 3	Tier 3	Tier 2	Tier 3
2013-2014	-----	-----	Tier 3	-----

When the early warning system through the RtI process identifies that a student is struggling, the corrective action requirement directs MPS to provide supplemental academic support either through concentrated blocks of core instruction and other academic supports, including:

- Instruction based on students’ Individual Education Plans (IEP), and with a special education teacher using researched based materials aligned to their grade level and modified for their instructional level
- 90-minutes daily instruction in literacy in grades K – 5
- 60 minutes daily instruction in literacy in grades 6 – 8
- 60-minutes daily instruction in mathematics in grades K-8
- Reading intervention courses offered to non-proficient readers at all SIFI high schools
- Implementation of a 9th grade support program in all high schools to ensure successful transition to high school

Additionally, MPS provides non-proficient students attending all SIFI schools extended learning time opportunities, including:

- After School Academic Programs (ASAP), through Community Learning Centers, in reading/language arts and mathematics for K -5, 8th & 9th grades
- After-school tutoring in all Title I SIFI schools
- Supplemental Educational Services (SES) in all Title I SIFI schools, K – 12th grade

- Summer school with a reading and mathematics focus
- Credit recovery at the high school level
- Required block scheduling at all Level 3 or higher SIFI high schools, recommended for all schools

Great Teachers & Leaders: Effective interventions and supports depend on high-quality teachers in every classroom, which has been a challenge for MPS. Statewide, 98 percent of staff assignments are highly qualified under federal law. However, over the last four years, on average only 92 percent of MPS staff assignments have been highly qualified. This differentiation of teacher quality adversely affects educational opportunities for MPS students, especially in specialty areas and hard to staff subjects. In order to ensure a quality education for every student, MPS must ensure that it meets or exceeds the state average in providing highly qualified teachers for its students. To that end, the 2009 Wisconsin Act 215 and the CAR require MPS to measure, assess and remedy inequities in the distribution of highly qualified and effective teachers and principals. This effort integrates requirements, including those around teacher and principal evaluations and support, from the school improvement grants. Additionally, it creates a framework the State can enforce to ensure every child in MPS has a great teacher.

Community Engagement: Because a child's education starts and ends with parents, MPS continues to reiterate a commitment to meaningfully engaging parents, extended family and community members. To this end, MPS has established school governance councils, consisting of at least one parent, teacher, student, community member and the school principal, for each school. The size of a school governance council is based on student enrollment and must include at least 51 percent parent representation. To date, the councils have advised school leadership on discipline policies, transportation issues and school closures, while providing a consistent forum for community concerns. Additionally, to provide more robust feedback from parents, 2009 Wisconsin Act 215 requires MPS to conduct an annual parental engagement survey and then use the result to develop or modify parental involvement and school improvement plans, which may include school-based community resource centers or parent education classes. These family engagement strategies, coupled with school breakfast programs and the community-based approach being developed in the Wisconsin Initiative for Neighborhoods and Schools that Work for Children (WINS) zone (which is also a Promise Neighborhood applicant), create a holistic community approach to

educating and supporting children from when they wake up in the morning until they go to bed at night. This kind of support model, with multiple intervention points, is crucial to effectively improving student learning and achievement for struggling students in Milwaukee.

Table 45: Summary of Draft 2010-11 Corrective Action Requirements

Section	Multiyear Goal	Annual Goal
<u>Part I</u> Ensuring High Quality Teachers and Leaders in Every School <i>Sections 1, 2 and 3:</i>	1. Ensure 100% of MPS Teachers have teaching assignments that match their license(s)	<ul style="list-style-type: none"> Assign appropriately licensed teachers to classes and when necessary apply for emergency licenses while ensuring that emergency licensed teachers are in an educator preparation program leading to licensure
	2. Ensure the equitable distribution of highly qualified and experienced MPS teachers	<ul style="list-style-type: none"> Measure, assess and address any inequitable distribution of teachers among schools Provide induction support, including mentors, for all initial educators and educators with emergency permits or licenses beginning on the first day of school
	3. Provide an induction support system for 100% of all first year, initial and emergency license/permit educators	<ul style="list-style-type: none"> Provide standards-based mentor training Provide trained mentor for each initial and emergency license/permit educator who is new to MPS Provide on-going orientation and support seminars for all initial and emergency license/permit educators including PDP support for all initial educators
<u>Part II</u> Improving student performance <i>Sections 4 and 5:</i>	4. Increase student achievement in literacy and numeracy demonstrated by using multiple measures that indicate positive student growth for each subgroup of students	<ul style="list-style-type: none"> Collect and analyze universal screening data K-8 at least 3 times per year and modify core instruction for those at risk Create a universal screening system for students 9-12 that identifies students at risk of failing courses required for graduation Implement the Comprehensive Literacy Plan Develop the district-wide Comprehensive Mathematics Plan for all schools Increase benchmark scores by 5% in grades 3-9 by the end of the school year Provide training in all schools to parents on RtI and how to understand universal

screening data

5. Implement a successful response to intervention system
 - Fully implement PBIS Tiers 1-3 in 100% of PK-12 Schools by 2012-13
 - Decrease suspensions and office referrals to state averages
- Conduct universal screening for behavior in all schools throughout the school year.
- For the 30 Schools:
 - Implement Tiers 1 and 2 throughout the 2010-2011 school year with fidelity to the national model⁹ for all schools meeting national guidelines for preparedness
 - Complete all training for Tier 3, per the national model for all schools meeting national guidelines for preparedness
- For the 105 Schools:
 - Implement Tier 1 throughout the 2010-11 school year with fidelity to the national model
 - Complete all training for Tier 2, per the national model for all schools meeting national guidelines for preparedness
- For All Remaining Schools:
 - Complete all training in Tier 1 per the national model

Part III
Accountability at the district, school, and student levels
Section 6:

6. Ensure a consistent, transparent, and high quality system of accountability in Milwaukee Public Schools for school improvement and teacher quality
 - Strengthen the district System of Support (SOS) structure to ensure that Corrective Action Requirements are implemented in all MPS schools

⁹Pbis.org

Supporting Persistently Low-Performing Schools: School Improvement Grants

MPS will receive approximately \$45 million in Title I School Improvement Grant (SIG) funds to implement one of the federally required intervention methods in the 12 lowest-performing SIFI schools as well as to support current improvement efforts in the remaining 35 Title I SIFI schools. The WDPI met with MPS personnel to identify and discuss the most appropriate intervention strategy for each persistently low-performing school as well as to outline the specific resources needed for effective implementation in each location. After extensive consultation, MPS submitted a SIG plan, which stipulated the turnaround models and resource allocation for each identified school, to the WDPI for review and approval.

In order to implement the SIG plan, MPS is developing a three-year plan for each school that details the implementation schedule for the selected intervention and addresses the rigorous implementation criteria, quality indicators and evidentiary requirements outlined by the WDPI. In consultation with the Great Lakes West Comprehensive Center, the WDPI developed research-based criteria that define quality implementation for the turnaround, transformation, and restart models as well as provided specifically required implementation strategies for the school and the LEA. The criteria also outline the key evidence schools and the LEA must collect to demonstrate effective implementation of the intervention strategy. School-specific turnaround models are outlined in Table 46.

Table 46: Turnaround Models for Lowest Achieving Schools

Lowest Achieving Schools	Intervention Model & Strategy
Milwaukee African American Immersion High School	Restart
Washington High School of Law Education and Public Service	Closure
DuBois High School	Closure
Custer High School	Transformation
Vincent High School	Transformation
South Division	Transformation

Bayview	Transformation
Bradley Tech High School	Transformation
D.I.A.L. High School	Closure
Foster & Williams High School	Closure
James Madison Academic Campus High School	Transformation
Montessori IB High School	Tier II – <i>MPS is opting not to serve this school at this time, per federal school improvement grant requirements.</i>

State Support: As a result of the State’s education reform legislation, corrective action requirements and school improvement funding, WDPI will be developing a Milwaukee core team made up of key senior WDPI staff members, including the Milwaukee Federal Funds Trustee, a Director of Community Relations and Outreach, a Special Education Specialist as well as a Title I School Improvement Coordinator. This core team will coordinate and provide support around state and federal improvement requirements, including the corrective action plan, school improvement grant and 2009 Wisconsin Act 215 to ensure coherence in the support, technical assistance and on-site monitoring in each of the lowest-achieving schools and throughout MPS.

Race to the Top is an opportunity to significantly expand the scope and breadth of technical assistance and support to MPS. If funded, the core team will be expanded and integrated into the OEII to ensure seamless implementation and coordination of reform activities. The design and make-up of the OEII will enable the core team to

leverage additional mentoring, coaching and RtI technical assistance resources available through RTTT-funded efforts. Specifically,

PROJECT: State oversight and implementation of implementation of one of four federally required school intervention models for the twelve lowest-performing schools

GOAL(s):

- Cut the achievement gap in half by 2014
- Halve the number of high school drop-outs by 2014, and double high school graduation rates for at-risk populations including Native American, African-American and Hispanic students
- Make Wisconsin one of the top five states in student achievement
- Build capacity at the State, CESA, and LEA level to ensure successful implementation of education reforms
- Ensure that all students through out the state have access to high quality teachers and school leadership

Wisconsin has allocated \$1.6 million to expand the core team by hiring a State Turnaround Director and five turnaround specialists to work with lowest achieving schools, community organizations and outside experts to assist in on-the-ground support around:

- 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; and
- Analysis and use of data to inform curriculum and instruction.

In addition to ongoing, on-the-ground support provided by the turnaround specialists, the core team will meet monthly with school and district representatives to review and assess each school's progress and implementation integrity. Additionally, the core team will participate in data trainings and examine district, school and classroom achievement data with school principals. The progress of each school will be shared regularly with the OEII¹⁰ Director and the Assistant State Superintendent for Reading and Student Achievement and at least monthly the State Superintendent.

¹⁰ See Section (A)(2)(i) for more details on the structure and implementation of the Office of Education Improvement and Innovation.

Supporting Persistently Low-Performing Schools: Other Milwaukee Strategies

WINS for Children: WINS for Children, based on the Harlem Children’s Zone Project, draws on the lessons of evidence-based programs in the fields of human and community development. In particular, WINS for Children builds on an infrastructure established by the Zilber Neighborhood Initiative (ZNI) in Milwaukee, a \$50 million private philanthropic program that finances direct resident involvement in creating and carrying out comprehensive plans for improving the quality of life in ten central city neighborhoods. WINS for Children takes full advantage of the ZNI infrastructure, directing \$10 million of Race to the Top resources to aspects of quality of life plans that promote academic achievement; foster social and emotional development of children from birth through age 25; encourage parental engagement, effective parenting and student stability; support instructional leaders and neighborhood schools; and improve teaching and learning.

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 parental and provider access to individual student records and user-friendly information about school quality and actual performance. See Section (A)(2) for more information.

Research Partnership: The influx of additional support will require careful assessment of implementation integrity and evaluation of intervention effectiveness. Like many urban school districts, MPS and its community partners have long recognized the need to conduct

PROJECT: Support for innovative reform measures in the Milwaukee Public School District

GOAL(s):

- Cut the achievement gap in half by 2014
- Halve the number of high school drop-outs by 2014, and double high school graduation rates for at-risk populations including Native American, African-American and Hispanic students
- Make Wisconsin one of the top five states in student achievement
- Build capacity at the State, CESA, and LEA level to ensure successful implementation of education reforms
- Ensure that all students through out the state have access to high quality teachers and school leadership

research focused on public schools. To that end, MPS employs a director of research and assessment, who regularly engages in research projects and program evaluations, and maintains a research partnership with the Wisconsin Center for Education Research (WCER) that includes an embedded researcher within the district in addition to other national and local research partners. For some time, MPS, the Milwaukee mayor and the State have investigated expanding the district's research program into a broad-based research alliance, similar to Chicago's Consortium on School Research (CCSR). 2009 Wisconsin Act 215 provides statutory authority for a Milwaukee research partnership; however, no state resources were available to fund the initial start-up costs. RTTT resources will enable MPS and Milwaukee-area philanthropic leaders to implement the research partnership proposal currently under development. MPS' research efforts have generated important findings, particularly around college enrollment patterns and challenges of MPS students. However, a more robust research alliance of major academic and civic entities, focused on the improvement efforts in the state's persistently low-performing schools, could provide a tremendous concentration of public and private resources and attention around these efforts.

Exhibit II MOU- Milwaukee: Under the Exhibit II MOU, MPS will be allocated an additional \$166 per pupil (for a total of \$14.2 million) to implement district wide strategies to address the achievement gap. Milwaukee has agreed to support:

- Scale up 4K programs and implementing early childhood curriculum;
- Support students during the 9th grade transition by providing summer programs and strategies to increase parental engagement;
- Require students to take three years of mathematics and science for high school graduation;
- Provide STEM training opportunities for teachers; and
- Expand the district's current program to ensure college and career readiness.

These efforts in conjunction with the Exhibit I strategies will assist in raising student achievement and achieving the State's goal of cutting the achievement gap in half by 2014.

Wisconsin is aggressively coordinating state and federal programs to ensure the best and brightest have the necessary resources to implement cutting-edge school improvement strategies in Wisconsin's SIFI and lowest achieving schools. However, while all SIFI schools

are under the same requirements and face the same timelines for demonstrating improvement, they have varying degrees of academic inequality and differing magnitudes in their achievement gaps. By identifying 12 Title I SIFI as the most persistently low-achieving and placing substantial expectations and resources toward these neediest schools, the State can create strong, successful school improvement models for the State's other low-performing schools. However, in order to use these schools as models for improvement, considerable resources, attention and accountability must be sustained on them over time—long after the ARRA SIG and RTTT funds have been expended. The State has made that commitment statutorily through the required interventions under 2009 Wisconsin Act 215 and much of that work began in concert with the Title I 1003 (g) School Improvement funds. In the end, it will be the Race to the Top funds that will enable the State and MPS to scale the critical innovations and crucial improvements that from these 12 schools.

Table 47 – Implementation plan for turning around struggling schools

TURNING AROUND STRUGGLING SCHOOLS			
GOAL	KEY ACTIVITIES	TIMELINE	KEY PARTIES
Expand Struggling Schools Monitoring and Technical Assistance infrastructure in order to effectively implement detailed reform / intervention plans	<ul style="list-style-type: none"> Hire a Director of School and District Improvement 	<ul style="list-style-type: none"> Within 60 days of grant award 	<ul style="list-style-type: none"> WDPI OEII
	<ul style="list-style-type: none"> Hire or contract with turnaround specialists 	<ul style="list-style-type: none"> Within 60 days of grant award and ongoing 	<ul style="list-style-type: none"> Director of School and District Improvement WDPI OEII
	<ul style="list-style-type: none"> Contract with outside organizations to assist in the implementation of reform models 	<ul style="list-style-type: none"> Within 60 days of grant award and ongoing 	<ul style="list-style-type: none"> Director of School and District Improvement WDPI OEII
	<ul style="list-style-type: none"> Identification of necessary tactics for implementation of the turnaround strategy for each school 	<ul style="list-style-type: none"> 2010 Q4 – 2011 Q2 	<ul style="list-style-type: none"> Director of School and District Improvement and core team WDPI OEII Outside organizations (as applicable) LEAs (MPS)
	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 2010 Q4 – 2011 Q2 	<ul style="list-style-type: none"> Director of School and District Improvement and core team WDPI OEII Outside organizations (as applicable) LEAs (MPS)
	<ul style="list-style-type: none"> Agreement between LEA (MPS) and WDPI on the proposed reform implementation plans 	<ul style="list-style-type: none"> 2011 Q3 	<ul style="list-style-type: none"> Director of School and District Improvement and core team WDPI OEII Outside organizations (as applicable) LEAs (MPS)
	<ul style="list-style-type: none"> Implementation of agreed reform plans 	<ul style="list-style-type: none"> 2011 Q4 – 2014 Q3 	<ul style="list-style-type: none"> Director of School and District Improvement and core team WDPI OEII Outside organizations (as applicable) LEAs (MPS)

TURNING AROUND STRUGGLING SCHOOLS			
GOAL	KEY ACTIVITIES	TIMELINE	KEY PARTIES
	<ul style="list-style-type: none"> Monitoring, management and reporting of implementation activities; corrective actions made where necessary 	<ul style="list-style-type: none"> 2011 Q4 – 2014 Q3 (progress of each school will be evaluated monthly) 	<ul style="list-style-type: none"> Director of School and District Improvement and core team WDPI OEII Outside organizations (as applicable) LEAs (MPS)

Table 48– Timeline for implementing turning around struggling schools activities

TURNING AROUND STRUGGLING SCHOOLS																
KEY TASK	2010	2011				2012				2013				2014		
	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3
Hire a Director of School and District Improvement	◆	◆														
Hire or contract with turnaround specialists	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Contract with outside organizations to assist in the implementation of reform models	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Identification of and necessary tactics for implementation of the turnaround strategy 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					◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆

Table 49 – Evidence for (E)(2)

Approach Used	# of Schools Since SY2004-05	Results and Lessons Learned
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 12 schools identified 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. Working with MPS has demonstrated the critical role that the district central office plays 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 focused 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, resulting in less sustainable improvements.

Performance Measures (E)(2)	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
The number of schools for which one of the four school intervention models (described in Appendix C) will be initiated each year.	12	24	48	66	80

In 2009-10, Wisconsin has 58 Title I schools identified for improvement, corrective action or restructuring (SIFI). Therefore, 12 of these schools have been identified as persistently low performing. The maximum possible number of Title I SIFI in Wisconsin next year will be 104, thus five additional schools would be identified. The number is expected 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. As the new schools are identified, the State will employ the same process established with MPS to determine the turnaround strategy for each school.

(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 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

The percentage of available revenues used to support elementary, secondary, and public higher education for FY 2008-09 was greater than

the percentage of available revenues used to support elementary, secondary, and public higher education for FY 2007-08 as indicated in the chart below.

Table 50 - The percentage of available revenues used to support elementary, secondary, and public higher education

	Fiscal Year 2007-08	Fiscal Year 2008-09
Total expenditures for elementary, secondary, and public higher education	\$6,654,933,149	\$6,297,441,236
Total revenues available to the state	\$13,042,943,000	\$12,113,151,000
Percentage of Total Revenues Available to the State	51.0%	52.0%

Wisconsin experienced a significant decline in General Purpose Revenues (GPR) from FY 2007-08 to FY 2008-09. Nonetheless, the State was able to slightly increase spending for elementary, secondary, and public higher education as a percentage of total revenues available to the State in fiscal year 2008-09 as compared to 2007-08. “Total revenues available to the State” are total actual state GPR tax revenues reported on pages 6 and 28 of Wisconsin’s 2009 Annual Fiscal Report, which can be found in Appendix 26. 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.

The level of state support for elementary, secondary, and public higher education was determined by adding together actual GPR expenditures for K-12 School Aids, the University of Wisconsin System, the Technical College System Board, and the Higher Education Aids Board in each fiscal year. See pages 1, 2, 3, 5, 7, and 8 of the “Top 10 State Programs” document in Appendix 27 for more detailed information.

(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.

Wisconsin's duty to provide equitable education funding is rooted in the state constitution. Under Article X, section 3 of the Wisconsin constitution, "the legislature shall provide by law for the establishment of district schools, which shall be as nearly uniform as practicable; and such schools shall be free and without charge for tuition to all children between the ages of 4 and 20 years." The constitution also requires that school aid must be distributed by the State "in some just proportion to the number of children and youth resident therein between the ages of four and twenty years." Wis. Const. Art. X, § 5. In 2000, the Wisconsin Supreme Court noted in *Vincent v. Voight* that the plain meaning of this provision requires the State to provide school aid on a per-pupil basis. The Court further concluded that by allocating aid on a per-pupil basis, Wisconsin provides sufficient resources to support a sound basic education for all students across Wisconsin.

In accordance with constitutional principles, Wisconsin's primary school funding formula focuses on equalizing fiscal capacity across Wisconsin to fund educational services for each student. Of the total amount of aid budgeted by the state, over 87 percent of it is distributed on a per pupil basis under a formula based on per pupil-property values, providing a greater share of state support in school districts with lower property values. This equalizes taxing capacity between "value rich" areas of the State with high tax capacity and "value poor" areas with lower tax capacity – per pupil spending can be the same in all areas. Further, Wisconsin's school spending controls provide a single, statewide dollar amount by which school districts are authorized to increase per pupil spending (\$200 for the 2009-10 school year). Wisconsin's per pupil approach to state aid distribution and spending controls serves to provide a high level of equity in per pupil spending across the state.

Wisconsin's policies for school funding are viewed widely 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. Using the coefficient of variation calculation, the report ranked Wisconsin 3rd in per-pupil spending equitability. On *Education Week's* measure of per-pupil spending levels weighted by the degree to which districts meet or approach the national average for expenditures (adjusted for cost and student need), Wisconsin ranked 10th nationally. Additionally, in 37 Wisconsin school districts with more than 20 percent of five- to 17-year-olds living in families below the

poverty line, an average of \$11,600 was spent per pupil in the 2007-08 school year (excluding spending on debt service, transportation and food). This compares favorably to the \$10,100 spent per pupil in the 389 districts with child poverty rates below 20 percent.

Wisconsin also supports funding to meet the needs of pupils from economically disadvantaged families with additional, targeted per-pupil aid to individual schools and school districts through the following programs:

- Student Achievement Guarantee in Education (SAGE): SAGE provides funding directly to schools in the amount of \$2,250 per pupil for each pupil eligible for the Free or Reduced Lunch (FRL) program. Participating schools are required to use SAGE funding to lower class size in grades Kindergarten through grade three to 18 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 a participation rate of 45 percent in Wisconsin's remaining districts.
- High Poverty Aid: This program provides an additional \$112 per pupil in districts with more than 50 percent of their pupils eligible for FRL. Thirty four percent of Wisconsin's school districts with child poverty rates above 20 percent receive high poverty aid, compared to 8 percent of other districts.
- Preschool to Grade 5 Grants: These grants are provided directly to schools to support programs designed to improve education in preschool through grade 5 where there are high concentrations of economically disadvantaged and low-achieving pupils. Currently, 38 schools in four urban 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: Sparsity Aid provides additional state support of (a) \$150 to school districts with between 20 percent and 50 percent of their pupils eligible for FRL; and (b) \$300 per pupil for districts with over 50 percent FRL pupils, fewer than 725 pupils and a population density of less than 10 pupils per square mile. Of Wisconsin's 37 school districts with child poverty rates above 20 percent, 68 percent (25 districts) receive Sparsity Aid, compared to 23 percent of the remaining districts.

(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. Wisconsin 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, provide testing grounds for new curricula and professional development training, and improve science, technology, engineering, and math (STEM) opportunities statewide.

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 and empowered 10 school districts to establish up to two charter schools each, for a total of 20 statewide (1993 Wis. Act 16, § 2296). Thirteen charter schools were created under this law. In 1995, 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. (1995 Wis. Act 27, § 3983m). In 1997, 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 (1997 Wis. Act 27, § 2830, 2835).

Charter school students in Wisconsin perform as well academically as traditional public school students: 82 percent of charter school students scored proficient or advanced in reading and 73 percent scored proficient or advanced in math on the most recent statewide assessments. The WDPI has made significant efforts, and secured substantial federal funding to support the financial viability of charter schools. When Wisconsin’s previous four-year federal grant ended in 2008, the State had exceeded its goal of ensuring at least 80 percent of the non-instrumentality and independent charter schools remained financially viable after their third year of operations. The final total of 83 percent meant that five of six non-instrumentality or independent charter schools receiving grant funds met their financial and management goals. This successful endeavor helped Wisconsin secure another four-year \$86.2 million federal charter grant to expand and sustain this crucial reform.

In 1998, 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 (1997 Wis. Act 238, §6). 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 (1997 Wis. Act 238, §4m). 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 (1997 Wis. Act 238, §8). 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 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 (1997 Wis. Act. 27, § 2842). 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 (2001 Wis. Act 16, §2725t).

The changes that occurred in the 1999–2001 biennial budget revolved around Milwaukee per-pupil aids and statewide assessments (1999 Wisconsin Act 9, §§3090, 3090m). In the 2001–2003 budget bill, limited chartering authority was granted to UW–Parkside allowing it to establish a single charter school (2001 Wisconsin Act 16, §2725md). Changes that occurred in 2004 exempted a specific charter school sponsored by UW–Milwaukee (Woodlands Academy) from some residency requirements (2003 Wisconsin Act 156). Additional changes

in 2005 resulted in the elimination of previous school year attendance requirements for students residing in Milwaukee (2005 Wisconsin Act 25, § 1883f). In 2008, state law was further amended to clarify requirements for virtual charter schools (2007 Wisconsin Act 222).

Most recently, the State Legislature passed and the governor signed 2009 Wisconsin Act 61, 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 state laws governing Wisconsin's charter schools can be found in Wis. Stat. § 118.40.

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 (except virtual charter schools, for which non-resident enrollment is limited under Wis. Stat. § 118.40(8)(h)1). 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 28: 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 report 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 29: 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 (Wis. Stat. § 118.40(2r)(b)2).

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 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. (Wis. Stat. §§ 118.40(1m)(b), 118.40(2r)(b)2). As of November 2009, all charter school authorizers must 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 (2009 Wis. Act 61, creating Wis. Stat. § 118.40(3)(e)).

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 percent 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. The (PBL) curriculum has been a success in the state.

Charter schools are also held strictly accountable. 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 51 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 51 - Number of Charter School Applications Made, Approved, & Denied

	2003-04	2004-05	2005-06	2006-07	2007-08
First Level Decisions					
Approved	72	98	106	100	61
Denied	2	4	9	12	10
Total	74	102	115	112	71
Second Level Decisions					
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 52 below.

Table 52 - Number of Charter Schools Opened, Closed, & Operating

	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
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, or 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 440 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 (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. The Center for Education Reform 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 percent of the charter schools in Wisconsin.

92percent 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. Therefore, 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 treats charter schools exactly the same as traditional public schools regarding facility-related requirements. Each is held to the same safe and healthful facilities requirements. 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. 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. Each charter school negotiates the level of facility funding it requires from its authorizer. The State of Wisconsin does not provide separate facilities funds for traditional public schools or for public charter schools.

(F)(2)(v): The State enables LEAs to operate innovative, autonomous public schools (as defined in this notice) other than charter schools.

State law allows maximum flexibility for school boards to create and operate innovative and autonomous public schools and educational programs. Twenty-seven school boards have created and operate virtual charter schools serving over 4,000 students in the 2009-10 school year. In addition, dozens of school boards offer students innovative methods of accessing online education in a variety of school environments. The Wisconsin Department of Public Instruction (WDPI) has entered into a memorandum of understanding with the Cooperative Educational Service Agency 9 to operate a statewide Web Academy that offers online curriculum to all 425 school districts. Furthermore, 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

Foundation for Reform

A pioneer in early education initiatives, 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 American 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 a primary State aid formula, Wisconsin has also broken new ground with "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 was established, giving priority to districts adopting community approaches to expand 4K to districts that had not yet adopted the program. As a result of these investments, 80 percent of Wisconsin districts, serving over 34,000 children in 2009-10 now offer this program, which is critical for future student 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 through first grade for academic readiness and success.

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.

Wisconsin's emphasis on investing early in children's academic success is further underscored by its statewide small class size program, the Student Achievement Guarantee in Education (SAGE) program. The program requires participating schools to ensure class sizes of 18 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.

In addition to early education innovation, investment in high quality educators has always been a top priority in Wisconsin. Recent state reforms have underscored Wisconsin's commitment to its 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 create additional 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 percent 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 with many options beyond the neighborhood school when determining which school is the right fit for their child. Progressive Wisconsin laws around open 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 more publicly funded options available to them than many other comparable 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 current initiatives 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 its small, rural schools, which serve about 44 percent 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 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.

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, promotes college readiness by promising a spot in a Wisconsin post-secondary institution and a financial aid package to 8th 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. As an experienced pioneer in leading education

reform, Wisconsin is ready and eager to expand upon current successful efforts and commence new reforms that will lead to significant academic gains.

II. COMPETITION PRIORITIES

Priority 1: Absolute Priority -- Comprehensive Approach to Education Reform

To meet this priority, the State's application must comprehensively and coherently address all of the four education reform areas specified in the ARRA as well as the State Success Factors Criteria in order to demonstrate that the State and its participating LEAs are taking a systemic approach to education reform. The State must demonstrate in its application sufficient LEA participation and commitment to successfully implement and achieve the goals in its plans; and it must describe how the State, in collaboration with its participating LEAs, will use Race to the Top and other funds to increase student achievement, decrease the achievement gaps across student subgroups, and increase the rates at which students graduate from high school prepared for college and careers.

The absolute priority cuts across the entire application and should not be addressed separately. It is assessed, after the proposal has been fully reviewed and evaluated, to ensure that the application has met the priority.

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

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 coordinate state-wide efforts 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

PROJECT: Creation of four STEM Academies

GOAL(s):

- Increase percentage of students who are college and career ready, and significantly increase annual growth in college entrances
- Build capacity at the State, CESA, and LEA level to ensure successful implementation of education reforms

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 onsite 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 then becomes 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. This professional development approach will support the State's efforts to increase the supply of high quality teachers.

Each STEM Academy will link with local businesses, industries, and workforce resources, collaborating with Wisconsin's regional economic development partners to provide relevant career-related applications of the critical skills and knowledge students are learning. Each Academy will also

PROJECT: Provision of regional non-course based STEM experiences

GOAL(s):

- Increase percentage of students who are college and career ready, and significantly increase growth in college entrances
- Build capacity at the State, CESA, and LEA level to ensure successful implementation of education reforms

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 STEM research strategies, thus increasing student knowledge and skills, increasing interest in STEM, and developing entrepreneurship skills.

Model teaching lessons at the STEM Academies would be captured via video to facilitate professional development aligned around more STEM coursework in state high schools and to implement common STEM coursework pre-approved for science and mathematics equivalency credit.

Table 53 – Implementation plan for STEM Academies

STEM ACADEMIES			
GOAL	KEY ACTIVITIES	TIMELINE	KEY PARTIES
Establish STEM Academies	<ul style="list-style-type: none"> Engage potential staff and collaborating network of teachers to develop curriculum and sample units of instruction 	<ul style="list-style-type: none"> October 2010—June 2014 	<ul style="list-style-type: none"> WDPI Coalitions to include; LEAs, CESAs; technical colleges; University of Wisconsin system and / or private colleges / universities; regional economic development partners; public and private sponsors
	<ul style="list-style-type: none"> Summer training institute 	<ul style="list-style-type: none"> June 2011 	
	<ul style="list-style-type: none"> Preparation of STEM academy instructional sites 	<ul style="list-style-type: none"> January – June 2011 	
	<ul style="list-style-type: none"> Begin involvement of educators in professional development, collaborative development of units, and lesson study; instruction begins for students 	<ul style="list-style-type: none"> September 2011 - June 2012 	
	<ul style="list-style-type: none"> Second year; adding non-course-based STEM experiences both on site and virtual 	<ul style="list-style-type: none"> September 2012 - June 2013 	
	<ul style="list-style-type: none"> Expansion of involvement of educators in professional development, collaborative development of units, and lesson study 	<ul style="list-style-type: none"> September 2012 - June 2013 	
	<ul style="list-style-type: none"> Third year of instruction; adding non-course-based STEM experiences both on site and virtual 	<ul style="list-style-type: none"> September 2013 - June 2014 	
	<ul style="list-style-type: none"> Continuation of involvement of educators in professional 	<ul style="list-style-type: none"> September 2013 - June 2014 	

STEM ACADEMIES			
GOAL	KEY ACTIVITIES	TIMELINE	KEY PARTIES
	development, collaborative development of units, and lesson study (sustained through Web 2.0 technology)		

Table 54 –Timeline for implementing activities around STEM Academies

STEM ACADEMIES																
KEY TASK	2010	2011				2012				2013				2014		
	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3
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												◆	◆	◆	◆	

STEM ACADEMIES																
KEY TASK	2010	2011				2012				2013				2014		
	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3
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, there is growing interest 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 required as one of the reform strategies under the Exhibit II high leverage strategies, which will be implemented by the 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. 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 provide generous matching funds to LEAs interested in adopting this innovative curriculum.

The State will also contract with educational institutions, professional organizations or non-profit organizations to provide STEM teacher and learning academies onsite and via virtual learning opportunities throughout the state.

Expand equivalency credit options: The State will 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.

PROJECT: Develop curriculum in STEM areas and provide support for professional development

GOAL(s):

- Increase percentage of students who are college and career ready, and significantly increase growth in college entrances
- Build capacity at the State, CESA, and LEA level to ensure successful implementation of education reforms

Increase Advanced Placement (AP) 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. The State will increase AP course participation in STEM courses through training for 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 percent for each targeted population

through specific professional development for teachers around effective instructional strategies and putting in place support structures to help more students be successful, such as peer mentoring and course tutors.

Table 55– Implementation plan for STEM best practices

STEM BEST PRACTICES			
GOAL	KEY ACTIVITIES	TIMELINE	KEY PARTIES
Create STEM Advisory Council	<ul style="list-style-type: none"> • Convene existing partners supporting STEM initiatives across Wisconsin to plan for advisory council 	<ul style="list-style-type: none"> • October – December 2010 	<ul style="list-style-type: none"> • WDPI • Private funders (corporate donations and private foundations)
	<ul style="list-style-type: none"> • Convene STEM Advisory Council 	<ul style="list-style-type: none"> • January 2011 – Q3 2014, at least quarterly 	<ul style="list-style-type: none"> • Representatives from PK-12, higher education, STEM workforce (private and public sector), regional economic development partners and public and private sponsors
Support initiatives to drive STEM best practices	<ul style="list-style-type: none"> • 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 school staff • Work with LEAs to build student support systems (peer mentoring and STEM course tutors) 	<ul style="list-style-type: none"> • January 2011 – Q3 2014 	<ul style="list-style-type: none"> • WDPI • 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

Table 56 – Timeline for implement STEM best practices activities

STEM BEST PRACTICES																
KEY TASK	2010	2011				2012				2013				2014		
	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3
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		◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Work with LEAs to build student support systems (peer mentoring and STEM course tutors)		◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆

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

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 necessary infrastructure in place to implement further education 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 the State’s fiscal commitment to 4K to its unique collaborations among early childhood education providers, a number of initiatives pioneered in Wisconsin have resulted in the state being at the forefront of comprehensive, high quality education and care.

Wisconsin’s progressive history of early childhood education provides the necessary foundation to accelerate this work with Race to the Top funds. 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 Wisconsin’s children and ensuring that all children in the state are ready for success; safe at home, in school, active 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 childcare 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 through technological advances, 4K startup grants, the creation of the Wisconsin Department of Children and

Families and introduction of a Quality Rating and Improvement System for childcare called YoungStar.

One of the most cutting-edge innovations of the KidsFirst agenda has been the use of technology and data to streamline government services and improve efficiency. Wisconsin has a streamlined public assistance application program called ACCESS, where individuals can enter information (income, family size, etc.) in one form and receive immediate feedback about state programs for which they are eligible such as Medicaid or Food Stamps. Wisconsin Shares, the State's childcare subsidy program, was added to this tool in late January 2010, enabling individuals who apply through ACCESS to for childcare to apply for Food Stamps and Medicaid concurrently. This integrated service model leverages technology to expand access to crucial services, setting the tone for greater service integration throughout the Wisconsin.

Despite the fact that Wisconsin was one of the first and only states to fund four-year-old kindergarten (4K) through its primary state aid formula, only 42 percent of school districts offered 4-year-old kindergarten and fewer than 25 percent of the State's 4-year-olds participate in the program in 2004 when the Governor created his KidsFirst Agenda. The barrier to access was the state aid formula for schools, which is based upon a three-year rolling average of enrollment. The cost in the first three years of offering 4K was prohibitive to many schools so in his KidsFirst Agenda, Governor Doyle called for the creation of 4K startup grants to offset the loss of state aid in the first three years of a 4-year-old kindergarten program.

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 335 school districts (over 80 percent). Notably, this is more than double the number of school districts that offered 4K during the 2001-02 school year.

As part of the State's commitment to 4K, Wisconsin has forged innovative "Community Approaches" which utilize collaborations between school districts, Head Start, and childcare centers in 100 school districts in Wisconsin. Community Approaches, allows 4K teachers who hold bachelor's degrees and are licensed through the State, to serve four-year-old students in locations outside of the traditional school building. Community approaches substantially increase the availability of shared professional development for teachers and childcare providers and serves the needs of parents and the communities.

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 the Wisconsin Model Early Learning Standards (WMELS). WMELS, which were developed to coincide with the Wisconsin Academic Standards, 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. Throughout Wisconsin, 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) in July of 2008. WDCF promotes the economic and social well-being of Wisconsin children and families and is charged with ensuring that Wisconsin families have access to quality early childhood education and care. Notably, WDCF has responsibility and oversight for the licensure and certification of Wisconsin's childcare centers and the Wisconsin Shares childcare subsidy program.

Under the direction of the Governor, WDCF has also developed a Quality Rating and Improvement System for childcare providers across the state called YoungStar. YoungStar 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 reward high quality providers through higher reimbursement rates.

In October 2008, stemming from reauthorization of Head Start, Governor Doyle created the Governor's State Advisory Council on Early Childhood Education and Care. 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

and care. The Council also is charged with developing programs and services for children from birth to age five, particularly improving access to and participation in high quality early childhood education and care for low-income children. The Council applied for American Recovery and Reinvestment Act funding to improve coordination and collaboration among early childhood education and care 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 to three years old and in school settings.

Race to the Top provides 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 childcare 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 would be in addition to or in conjunction with the training and technical assistance YoungStar.

- 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 Response to Intervention and Positive Behavioral Interventions and Supports with early childhood education programs.
- Further develop systems for the transition to school including: summer orientation programs, outreach to childcare 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. Race to the Top funding would enable Wisconsin to implement several initiatives in Milwaukee that support early childhood education 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 childcare centers to provide information to parents and policy-makers that supports the availability and use of high-quality childcare programs. Targeted training, support and technical assistance would be provided to centers to help providers 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 (through WINS) serving young children to reach more children.

Finally, through Exhibit II of the Wisconsin’s Race to the Top MOU, five of Wisconsin’s largest school districts will be receiving additional funds and have committed to implement one the following initiatives, and Milwaukee has committed to implementing two of the following:

- Implement 4K for all eligible children in the district, and expand current 4K models to community setting with childcare/HeadStart to reduce 4K class size in existing program.
- Implement appropriate early childhood curriculum aligned to Wisconsin Early Learning Standards that includes training on curriculum.
- Implement family literacy programs for families with children from birth to 4-years old that include English Language and/or native language support, parenting and literacy strategies, and materials for parents.

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

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 achieve success in the improvements identified throughout this application. Further, 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 has purchased 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 has expanded the State's LDS to enable K-16 student tracking. The state has also entered into agreements with state institutions of higher education on data sharing that will allow for an exchange of student level data between the State and these institutions. This will enable the State LDS to capture college performance data from state institutions of higher education and incorporate that into student records.

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 begun in 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, approved May 21, 2010, will allow the State to incorporate data on teacher and principal professional development and licensing as well as pre-K student information into the LDS. This will allow the State to evaluate the effectiveness and performance of teacher professional development in order to provide more effective training tailored to the specific needs of each educator. 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 third 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. This system will be further improved using data from the Wisconsin Student Locator System that is planned for early 2010.

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 Sections (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. Additionally the State will develop the GOALS dashboard to present relevant LDS data to educators and administrators in an accessible and useful form. 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.

A true longitudinal view of student achievement must include not only K-16 data elements but early childhood data as well. Both the State and early childhood stakeholders, including child advocates, Head Start staff, the Department of Children and Families and the Governor's Council on Early Childhood Education and Care recognize the tremendous value in creating a data-driven view of student achievement that starts before kindergarten.

Currently, WDPI only collects early childhood data for a few specific program areas and interventions, including early childhood special education services. Both WDPI and the Department of Children and Families coordinate and provide grants for early childhood programs and are deeply interested in expanding the LDS into the early childhood arena. However, there is little inter-agency understanding of the data collected relating to pre-K programs and less knowledge of data collected throughout the state by early childhood education providers. Important policy questions about program participation, longitudinal outcomes for early childhood education program participants, and

program characteristics remain unanswered as long as WDPI is unable to identify, capture, and incorporate early childhood data elements into Wisconsin's LDS.

Therefore, with the LDS III grant Wisconsin has received, the State will spend over \$300,000 to evaluate current data collections; consider data collection possibilities; and evaluate and determine a best method to improve interoperability between early childhood education providers and the K-12 education system.

Wisconsin has a proven track record in data system innovation and work under Race to the Top will greatly accelerate the ability of the State to translate that innovation into instructional change in the classrooms. The state's data system is robust and extensive, and the next step of work involves bringing that data system into the classroom in an easy to use and easy to interpret form. This work will be done by bringing support to educators as they learn how to leverage data to drive decisions about their students, classrooms, schools and districts.

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 & NARATIVE

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

Budget Part I: Summary Budget Table (Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	\$ 1,972,476	\$ 2,297,476	\$ 2,297,476	\$ 2,297,476	\$ 8,764,904
2. Fringe Benefits	\$ 848,165	\$ 987,915	\$ 987,915	\$ 987,915	\$ 3,811,909
3. Travel	\$ 65,100	\$ 232,100	\$ 225,600	\$ 44,400	\$ 567,200
4. Equipment	\$ 162,850	\$ 181,350	\$ 181,350	\$ 181,350	\$ 706,900
5. Supplies	\$ 240,110	\$ 52,860	\$ 65,610	\$ 78,360	\$ 436,940
6. Contractual ¹	\$ 9,490,285	\$ 10,440,285	\$ 13,806,738	\$ 10,184,785	\$ 43,922,092
7. Training Stipends	\$ 83,500	\$ 600	\$ -	\$ -	\$ 84,100
8. Other	\$ 325,862	\$ 1,481,553	\$ 1,232,553	\$ 979,553	\$ 4,019,521
9. Total Direct Costs (lines 1-8)	\$ 13,188,347	\$ 15,674,138	\$ 18,797,241	\$ 14,753,838	\$ 62,413,565
10. Indirect Costs	\$ 506,635	\$ 717,038	\$ 683,699	\$ 625,960	\$ 2,533,332
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supplemental Funding for Participating LEAs	\$ 15,100,776	\$ 15,100,776	\$ 14,925,776	\$ 14,925,776	\$ 60,053,103
13. Total Costs (lines 9-12)	\$ 28,795,757	\$ 31,491,952	\$ 34,406,716	\$ 30,305,574	\$ 60,053,103
14. Funding Subgranted to Participating LEAs (50% of Total Grant)	\$ 31,250,000	\$ 31,250,000	\$ 31,250,000	\$ 31,250,000	\$ 125,000,000
15. Total Budget (lines 13-14)	\$ 60,045,757	\$ 62,741,952	\$ 65,656,716	\$ 61,555,574	\$ 250,000,000

¹ Wisconsin has followed the procedures for procurement under 34 CFR Parts 74.40 – 74.48 and Parts 80.36

Budget Overview

Table 2 – Funding Request by Major Project Area

Project Title	Funding Amount	Budget Detail Table #
Funding Subgranted to Participating LEAs (50% of total grant distributed through Title I formula)	\$ 125,000,000	N/A
Additional Funding Subgranted to Participating LEAs (\$70k or \$100 per pupil, minimum floor)	\$ 29,574,435	1
Exhibit II for six large Urban LEAs (Beloit, Kenosha, Green Bay, Madison, Milwaukee, Racine)	\$ 30,128,668	2

Wisconsin is seeking a Race to the Top grant award of \$250 million from the federal government (budget line 15 of the Budget Summary Table). Figure 1 – Overview of Wisconsin’s Race to the Top Budget 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.

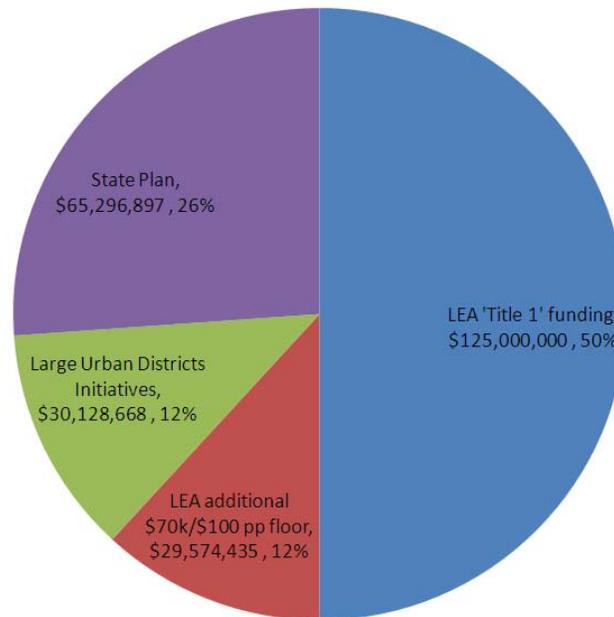
Of the \$250 million amount, \$125 million/ 50% will be allocated directly to participating LEAs on the basis of the Title I formula to support the reform efforts outlined in Exhibit I of the MOU. Additionally, to ensure the participation of the large number of smaller-sized LEAs in Wisconsin, \$29,574,435/ 12% of the State portion of the total award will be used to fund a minimum ‘funding floor’ of \$70,000 or \$100 dollars per pupil (whichever is greater) for all participating LEAs. In total, \$154,574,435 will be subgranted to LEAs.

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 \$30,128,668 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 \$29,574,435 LEA floor funding, the \$30,128,668 targeted at the six urban districts and \$350,000 in competitive grants for STEM (Priority 2) equates to \$60,053,103 of supplemental funding for participating LEAs, as reflected in budget line 12 of the Budget Summary Table.

The remainder of the \$250 million (\$65,296,897 / 26% 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.

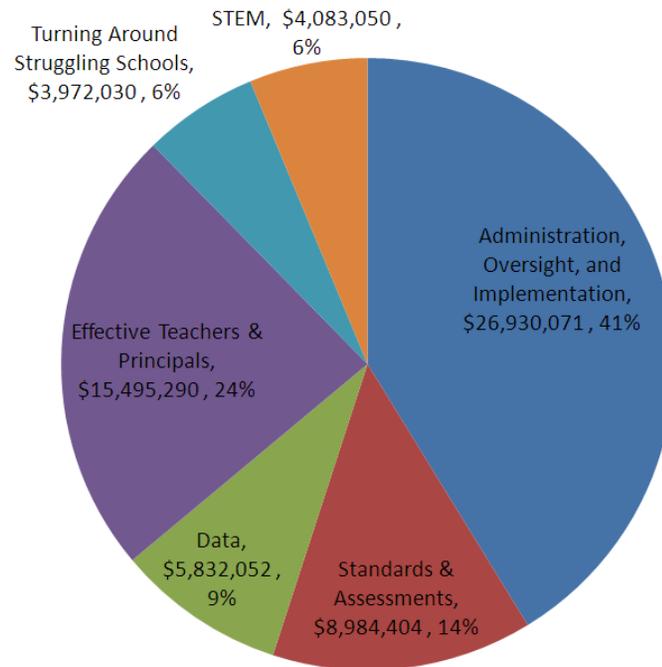
Figure 1 – Overview of Wisconsin’s Race to the Top Budget, \$250MM



State Budget Plan Elements

The \$65,296,897 portion remaining of the \$250 million is split across five main reform areas (standards and assessments, data, effective teachers and principals and turning around the lowest achieving schools) as well as the broad overall commitment to sustaining State education reforming, as outlined in the State Plan (please see Appendix 5 for more information). Figure 2 – Overview of the State Reform Plan Budget 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, \$65MM



The following sub sections go into greater detail on the budgetary elements of the key projects that form the states' plan. Table 3 - Project Level Detail 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 highlights key goals, activities, responsible parties and timings within the appropriate selection criteria portion of the application.

Table 3- Project Level Detail

Project Title	Funding Amount	Associated with criteria	Budget Detail Table #
Office of Education Innovation and Improvement	\$ 4,564,470	(A)(2)	3
External Accountability Provisions	\$ 4,100,000	(A)(2)(i)(c)	4
Common Core Curriculum and Benchmark Assessments	\$ 8,984,404	(B)	5
Professional Development and Training Around Data to Improve Instruction	\$ 5,832,052	(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	\$ 10,523,781	(D)	9
Model Evaluation Systems for Teachers and Principals	\$ 2,971,508	(D)	10
Preservice Teacher Performance Assessment	\$ 500,00	(D)	11
Expanding Urban Teacher Training	\$ 1,000,000	(D)	12
Turning Around the Struggling Schools	\$ 3,972,030	(E)	13

Response to Intervention	\$ 7,500,601	(E)(2)	14
WINS (Wisconsin Initiative for Neighborhood Schools)	\$ 10,000,000	(E)(2)	15
Science, Technology, Engineering, and Math (STEM)	\$ 4,083,050	Priority 2	16
Rural Support Initiative	\$ 765,000	(A)(2)(i)(d)	17
TOTAL	\$ 65,296,897		

Budget Table 1: Statewide Floor Funding

Budget Part II: Project-Level Budget Table Statewide Floor Funding Associated with Criteria: (A)(1)(i), (A)(1)(ii) (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	\$ -	\$ -	\$ -	\$ -	\$ -
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	\$ 7,393,609	\$ 7,393,609	\$ 7,393,609	\$ 7,393,609	\$ 29,574,435
13. Total Costs (lines 9-12)	\$ 7,393,609	\$ 7,393,609	\$ 7,393,609	\$ 7,393,609	\$ 29,574,435

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 – Statewide Floor Funding

Supplemental Funding for Participating LEAs funding to ensure that LEAs of all sizes received adequate funding to participate in Race to the Top—LEAs were guaranteed to received at minimum \$70,000 per district \$100 per pupil or their Title I share, whichever is greater. The funding in this project helps to ensure that the per district/per pupil minimum floors are achieved.

Budget Table 2: Exhibit II for Six Large Urban LEAs (Beloit, Kenosha, Green Bay, Madison, Milwaukee, Racine)

Budget Part II: Project-Level Budget Table Exhibit II for Six Large Urban LEAs (Beloit, Kenosha, Green Bay, Madison, Milwaukee, Racine) Associated with Criteria: (A)(1)(i), (A)(1)(ii) (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	\$ -	\$ -	\$ -	\$ -	\$ -
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	\$ 7,532,167	\$ 7,532,167	\$ 7,532,167	\$ 7,532,167	\$ 30,128,668
13. Total Costs (lines 9-12)	\$ 7,532,167	\$ 7,532,167	\$ 7,532,167	\$ 7,532,167	\$ 30,128,668

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 - Exhibit II for six large Urban LEAs (Beloit, Kenosha, Green Bay, Madison, Milwaukee, Racine)

LEA	Rationale	Supplemental Subgrant Cost (per year)	Total
Milwaukee Public Schools District	Based on its Title I share, this LEA would receive \$56,028,024 of the State's Race to the Top grant; this subgrant from the State's 50% increases the LEA's funding to allow it to fully participate in all State plans	\$3,542,980/year	\$14,171,978
Madison Metropolitan School District	Based on its Title I share, this LEA would receive \$4,089,396 of the State's Race to the Top grant; this subgrant from the State's 50% increases the LEA's funding to allow it to fully participate in all State plans	\$1,016,211/year	\$4,064,842
Kenosha Unified School District	Based on its Title I share, this LEA would receive \$3,458,011 of the State's Race to the Top grant; this subgrant from the State's 50% increases the LEA's funding to allow it to fully participate in all State plans	\$944,872/year	\$3,779,488
Racine Unified School District	Based on its Title I share, this LEA would receive \$4,509,757 of the State's Race to the Top grant; this subgrant from the State's 50% increases the LEA's funding to allow it to fully participate in all State plans	\$878,638/year	\$3,514,552
Green Bay Area Public Schools	Based on its Title I share, this LEA would receive \$3,903,936 of the State's Race to the Top grant; this subgrant from the State's 50% increases the LEA's funding to allow it to fully participate in all State plans	\$853,697/year	\$3,414,786
School District of Beloit	Based on its Title I share, this LEA would receive \$1,400,720 of the State's Race to the Top grant; this subgrant from the State's 50% increases the LEA's funding to allow it to fully participate in all State plans	\$295,771/year	\$1,183,082

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.

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. Wisconsin recognizes that each LEA is different and will have different starting points on the key initiatives and initial costing endeavored to take this into account. The state also recognizes 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, the state believes that the Exhibit II requirements are roughly proportional in scale and need of financial support to 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 districts.

Budget Table 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))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$ 601,441	\$ 601,441	\$ 601,441	\$ 601,441	\$ 2,405,764
2. Fringe Benefits	\$ 258,620	\$ 258,620	\$ 258,620	\$ 258,620	\$ 1,304,479
3. Travel	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 16,000
4. Equipment	\$ 40,200	\$ 40,200	\$ 40,200	\$ 40,200	\$ 160,800
5. Supplies	\$ -	\$ -	\$ -	\$ -	\$ -
6. Contractual	\$ -	\$ -	\$ -	\$ -	\$ -
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ 99,361	\$ 99,361	\$ 99,361	\$ 99,361	\$ 397,443
9. Total Direct Costs (lines 1-8)	\$ 1,003,621	\$ 1,003,621	\$ 1,003,621	\$ 1,003,621	\$ 4,014,485
10. Indirect Costs*	\$ 137,496	\$ 137,496	\$ 137,496	\$ 137,496	\$ 549,984
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supplemental Funding for Participating LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
13. Total Costs (lines 9-12)	\$ 1,141,117	\$ 1,141,117	\$ 1,141,117	\$ 1,141,117	\$ 4,564,470

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

1) Personnel:

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
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.	100%	\$92,240	\$368,960
Project Consultant (6): 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. Each consultant will be housed within a CESA.	600%	\$80,006	\$1,920,144
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.	100%	\$29,165	\$116,660

2) Fringe Benefits:

Fringe Benefits	%	Annual Cost	Total
Director	43%	\$39,663	\$158,653
Education Consultant (7)	43%	\$206,415	\$825,662
Office Operations Associate	43%	\$12,541	\$50,164

3) Travel:

Travel	# Trips	\$ per Trip	Total
Director	2 nationwide trips per year	\$4,000	\$16,000

4) Equipment:

Equipment:	Cost of Item	# of Items	Total
Director, Onsite IT Fee	\$6,750	1	\$6,750
Project Consultants (6), Offsite IT Fee	\$4,450	6	\$106,800
Office Operations Associate, Onsite IT Fee	\$6,750	1	\$27,00

5) Supplies: *Not Applicable*

6) Contractual: *Not Applicable*

7) Training Stipends: *Not Applicable*

8) Other:

Other:	Cost of Item per year	Total
Fixed Cost Pool: Fixed Cost are direct cost that are allocated to all fund sources (federal and non-federal) based on salary dollar. DPI's fixed cost include: office supplies, photocopy, rent, telephone, fleet, postage, printing, daycare assessment, liability insurance, property insurance, use board assessment, workers compensation insurance, procurement assessment, Legislative Audit Bureau, State Accounting System Document processing, federal cash management and grant processing. Approval for allocating these direct costs was requested of the US Department of Education due to the very manual process of charging the direct cost to each fund source.	\$99,361	\$397,443

9) Indirect Costs:

Indirect Costs:	Rate	Cost of Item per year	Total
The indirect cost plan is based on organization units that service the entire agency in general and not any particular fund source. The calculation is determined on organization cost directly charged to these service units compared to total cost to operate the entire department. This rate is revised and submitted to the US Department of Ed for approval each fiscal year. This is assessed as a percentage of all direct costs, except for contractual items.	13.7%	\$137,496	\$549,984

10) Funding for Involved LEAs: *Not Applicable*

11) Supplemental Funding for Participating LEAs: *Not Applicable*

Budget Table 4: External Accountability Provisions

Budget Part II: Project-Level Budget Table <u>External Accountability Provisions</u> Associated with Criteria: (A)(2)(i)(c) (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	\$ 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

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.

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.

1) Personnel: *Not Applicable*

2) Fringe Benefits: *Not Applicable*

3) Travel: *Not Applicable*

4) Equipment: *Not Applicable*

5) Supplies: *Not Applicable*

6) Contractual:

Contractual:	Cost of Item Per Year	Total
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	Varies per year. See project budget.	\$4,100,000

7) Training Stipends: *Not Applicable*

8) Other: *Not Applicable*

9) Indirect Costs: *Not Applicable*

10) Funding for Involved LEAs: *Not Applicable*

11) Supplemental Funding for Participating LEAs: *Not Applicable*

Project 5: Common Core Curriculum and Benchmark Assessments

Budget Part II: Project-Level Budget Table

Common Core Curriculum and Benchmark Assessments

Associated with Criteria: (B)(1)

(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	\$ 629,612	\$ 629,612	\$ 629,612	\$ 629,612	\$ 2,518,448
2. Fringe Benefits	\$ 270,733	\$ 270,733	\$ 270,733	\$ 270,733	\$ 1,082,933
3. Travel	\$ 31,500	\$ 36,500	\$ 36,500	\$ 36,500	\$ 141,000
4. Equipment	\$ 60,750	\$ 60,750	\$ 60,750	\$ 60,750	\$ 243,000
5. Supplies	\$ 12,750	\$ 25,500	\$ 38,250	\$ 51,000	\$ 127,500
6. Contractual	\$ 383,500	\$ 767,000	\$ 1,150,500	\$ 1,534,000	\$ 3,835,000
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ 104,015	\$ 104,015	\$ 104,015	\$ 104,015	\$ 416,059
9. Total Direct Costs (lines 1-8)	\$ 1,492,860	\$ 1,894,110	\$ 2,290,360	\$ 2,686,610	\$ 8,363,939
10. Indirect Costs*	\$ 151,982	\$ 154,414	\$ 156,161	\$ 157,908	\$ 620,465
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supplemental Funding for Participating LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
13. Total Costs (lines 9-12)	\$ 1,644,842	\$ 2,048,524	\$ 2,446,521	\$ 2,844,517	\$ 8,984,404

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 and Benchmark Assessments

WDPI will lead the implementation of the Common Core State Standards by directing the development of model curriculum, illustrative units of instruction, and formative assessments. These will be collaborative efforts through WDPI, but tapping expertise and in-kind staff time from professional organizations, postsecondary institutions, Cooperative Educational Service Agencies (CESAs), and local districts. These elements of the implementation plan will be led by the English language arts/reading, mathematics, and data consultants hired through this grant funding. These efforts will also tap the development of assessment and instructional resources through the multi-state SMARTER Balanced Assessment Consortium, making the majority of the costs of this project contractual. Equally, as the pace of implementation increases and the Common Core Curriculum and Benchmark Assessments come closer to fruition, our contractual obligations increase in size, reflected in the increase in annual costs of the contract with the SMARTER Balanced Assessment Consortium over the grant period.

1) Personnel:

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
Education Consultant (4): 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 English language arts/reading and mathematics consultants for grades PK-12. These positions will collectively address both curriculum development and formative assessment development.	400%	\$80,006	\$1,280,096
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 the SMARTER Balanced Assessment Consortium’s curriculum and benchmark assessments.	300%	\$80,006	\$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.	100%	\$29,165	\$116,660
Education Specialist: Provides database, web, and data support to the curriculum and assessment development teams and works with SMARTER Balanced Assessment Consortium staff to coordinate curricular and assessment components housed in the common electronic system.	100%	\$40,405	\$161,620

2) Fringe Benefits:

Fringe Benefits	%	Personnel Costs per year.	Total
Education Consultant (4)	43%	\$137,610	\$550,441
Data Consultants (3)	43%	\$103,208	\$412,813
Office Operations Associate (1)	43%	\$12,541	\$50,164
Education Specialist (1)	43%	\$17,374	\$69,497

3) Travel:

Travel:	# Trips	\$ per Trip	Total
Hotel costs for trips exceeding 90 miles	930 hotel stays	\$100	\$93,000
Director and consultant staff - consortia and national trips	24	\$2,000	\$48,000

4) Equipment:

Equipment:	Cost of Item	# of Items	Total
Education Consultant (4), Onsite IT Fee	\$6,750	4	\$108,000
Data Consultants (3), Onsite IT Fee	\$6,750	3	\$81,000
Office Operations Associate (1), Onsite IT Fee	\$6,750	1	\$27,000
Education Specialist (1), Onsite IT Fee	\$6,750	1	\$27,000

5) Supplies:

Supplies:	Cost of Item	# of Items	Total
Instructional materials Cost per person per regional institute and summer academy= \$10	\$10	12,750	\$127,500

6) Contractual:

These activities and the technical support are detailed in the chart found in Section B.2

Contractual	Total
Contract with partners (such as technology vendors, CESAs, IHEs, or Learning Point Associates) for developing, contributing to, and providing access to a computerized bank of instructional support materials shared across LEAs, around a common core set of standards. Development costs include stipends, travel, materials, design, meals, and meeting space.	\$2,200,000
Contract with partners (such as technology vendors, CESAs, IHEs, or Learning Point Associates) for development and use of professional development modules to support the implementation of common curriculum, common assessments, and use of data to inform instruction. Implementation costs include stipends, travel, materials, design, meals, and meeting space.	\$1,275,000
Expenses for regional institutes and summer academies, including meeting space room rental and meals.	\$360,000

7) Training Stipends: *Not Applicable*

8) Other:

	Total
Fixed Cost Pool: Fixed Cost are direct cost that are allocated to all fund sources (federal and non-federal) based on salary dollar. DPI's fixed cost include: office supplies, photocopy, rent, telephone, fleet, postage, printing, daycare assessment, liability insurance, property insurance, use board assessment, workers compensation insurance, procurement assessment, Legislative Audit Bureau, State Accounting System Document processing, federal cash management and grant processing. Approval for allocating these direct costs was requested of the US Department of Education due to the very manual process of charging the direct cost to each fund source.	\$416,059

9) Indirect Costs:

Indirect Costs	Total
The indirect cost plan is based on organization units that service the entire agency in general and not any particular fund source. The calculation is determined on organization cost directly charged to these service units compared to total cost to operate the entire department. This rate is revised and submitted to the US Department of Ed for approval each fiscal year. This is assessed as a percentage of all direct costs, except for contractual items.	\$620,465

10) Funding for Involved LEAs: *Not Applicable*

11) Supplemental Funding for Participating LEAs: *Not Applicable*

Budget Table 7: Professional Development and Training Around Data to Improve Instruction

Budget Part II: Project-Level Budget Table <u>Professional Development and Training Around Data to Improve Instruction</u> 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	\$ 160,012	\$ 485,012	\$ 485,012	\$ 485,012	\$ 1,615,048
2. Fringe Benefits	\$ 68,805	\$ 208,555	\$ 208,555	\$ 208,555	\$ 694,471
3. Travel	\$ -	\$ -	\$ -	\$ -	\$ -
4. Equipment	\$ 13,500	\$ 35,750	\$ 35,750	\$ 35,750	\$ 120,750
5. Supplies	\$ 27,360	\$ 27,360	\$ 27,360	\$ 27,360	\$ 109,440
6. Contractual	\$ 660,259	\$ 660,259	\$ 660,259	\$ 660,259	\$ 2,641,037
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ 26,435	\$ 80,126	\$ 80,126	\$ 80,126	\$ 266,813
9. Total Direct Costs (lines 1-8)	\$ 956,317	\$ 1,497,063	1,497,063	\$ 1,497,063	\$ 5,447,559
10. Indirect Costs*	\$ 40,567	\$ 114,642	\$ 114,642	\$ 114,642	\$ 384,493
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supplemental Funding for Participating LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
13. Total Costs (lines 9-12)	\$ 996,938	\$ 1,611,705	\$ 1,611,705	\$ 1,611,705	\$ 5,832,052
<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 – Professional Development and Training Around Data to Improve Instruction

The Professional Development and Training Around Data to Improve Instruction is based on the proposed budgets and implementation plans of the SMARTER Balanced Assessment Consortium, of which Wisconsin is a governing state.

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.

1) Personnel:

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
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 SMARTER, eLearning Portfolios and the reporting interface.	200%	\$80,006	\$640,048
Data Coaches (5): Provides in-person training on the interpretation and usage of data to support instruction. Facilitates training sessions at CESA workshops for administrators and teachers. Beginning in Year 2.	500%	\$65,000	\$975,000

2) Fringe Benefits:

Fringe Benefits	%	Personnel Costs	Total
Education Consultant (2)	43%	\$68,805	\$275,221
Data Coaches (5) Beginning in Year 2.	43%	139,750	\$419,250

3) Travel: *Not Applicable*

4) Equipment

Equipment:	Cost of Item	# of Items	Total
Education Consultants (2), Onsite IT Fee	\$6,750	2	\$13,500
Data Coaches (5), Offsite Fee	\$4,450	5	\$22,250

5) Supplies:

Supplies:	Cost of Item	# of Items	Total
Instructional materials	\$10 per person per workshop	2,736 per year	\$109,440

6) Contractual:

Contractual:	Cost of Item Per Year	Total
Contract with vendor to develop, deploy, and support the GOALS dashboard and eLearning Portfolio interface.	\$660,259	\$2,641,037

7) Training Stipends: *Not Applicable*

8) Other:

	Total
Fixed Cost Pool: Fixed Cost are direct cost that are allocated to all fund sources (federal and non-federal) based on salary dollar. DPI's fixed cost include: office supplies, photocopy, rent, telephone, fleet, postage, printing, daycare assessment, liability insurance, property insurance, use board assessment, workers compensation insurance, procurement assessment, Legislative Audit Bureau, State Accounting System Document processing, federal cash management and grant processing. Approval for allocating these direct costs was requested of the US Department of Education due to the very manual process of charging the direct cost to each fund source.	\$266,813

9) Indirect Costs:

Indirect Costs	Rate	Cost of Item Per Year	Total
The indirect cost plan is based on organization units that service the entire agency in general and not any particular fund source. The calculation is determined on organization cost directly charged to these service units compared to total cost to operate the entire department. This rate is revised and submitted to the US Department of Ed for approval each fiscal year. This is assessed as a percentage of all direct costs, except for contractual items.	13.7%	Varies per year. See project budget table.	\$384,493

10) Funding for Involved LEAs: *Not Applicable*

11) Supplemental Funding for Participating LEAs: *Not Applicable*

Budget Table 8: Value-Added Analysis and Reporting

Budget Part II: Project-Level Budget Table 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

Our cost projections are based on a detailed non-binding projections provided to us by VARC, a nationally known and leading value-added data and analysis provider, whom we already work with closely and has a deep and thorough understanding of our current and potential future needs in this area.

Wisconsin hopes 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.

1) Personnel: *Not Applicable*

2) Fringe Benefits: *Not Applicable*

3) Travel: *Not Applicable*

4) Equipment: *Not Applicable*

5) Supplies: *Not Applicable*

6) Contractual:

Contractual:	Cost of Item Per Year	Total
Contract with VARC to provide training, support and expertise to participating districts to expand analysis and reporting.	\$ 125,000	\$500,000

7) Training Stipends: *Not Applicable*

8) Other: *Not Applicable*

9) Indirect Costs: *Not Applicable*

10) Funding for Involved LEAs: *Not Applicable*

11) Supplemental Funding for Participating LEAs: *Not Applicable*

Project 9: Teacher and Principal Mentoring and Coaching

Budget Part II: Project-Level Budget Table <u>Teacher and Principal Mentoring</u> 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	\$ 109,171	\$ 109,171	\$ 109,171	\$109,171	\$ 463,684
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	\$ 13,500	\$ 13,500	\$ 13,500	\$ 13,500	\$ 54,000
5. Supplies	\$ -	\$ -	\$ -	\$ -	\$ -
6. Contractual	\$ 412,500	\$ 2,142,500	\$ 5,000,000	\$ 2,000,000	\$ 9,555,000
7. Training Stipends	\$ 80,500	\$ -	\$ -	\$ -	\$ 80,500
8. Other	\$ 18,036	\$ 18,036	\$ 18,036	\$ 18,036	\$ 72,142
9. Total Direct Costs (lines 1-8)	\$ 687,750	\$ 2,336,200	\$ 5,191,550	2,191,550	\$ 10,407,050
10. Indirect Costs*	\$ 37,709	\$ 26,537	\$ 26,242	\$ 26,242	\$ 116,731
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supplemental Funding for Participating LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
13. Total Costs (lines 9-12)	\$ 725,459	\$ 2,362,737	\$ 5,217,792	\$ 2,217,792	\$ 10,523,781

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

1) Personnel:

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
Consultant: Coordinate planning and development efforts for the project; provide training and technical assistance to LEAs.	100%	\$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.	100%	\$29,165	\$116,660

2) Fringe Benefits:

Fringe Benefits	%	Costs Per Year	Total
Consultant	43%	\$34,403	\$137,610
Office Operations Associate	43%	\$12,541	\$50,164

3) Travel:

Travel: Travel expenses include the average mile reimbursements of \$0.50 per mile.	# Trips	\$ per Trip	Total
Work Team Travel - statewide, max 300 miles per trip	113 over project lifetime	\$150	\$16,950
Consultant – national trip to NTC training	2 trips over project lifetime	\$2,000	\$4,000

4) Equipment:

Equipment	Cost of Item	# of Items	Total
Consultant, Onsite IT Fee	\$6,750	1	\$27,000
Office Operations Associate, Onsite IT Fee	\$6,750	1	\$27,000

5) Supplies: *Not Applicable***6) Contractual:**

Contractual	Total
Work Team Meeting Expenses (25 people x breaks, lunch, room fee), 70 days worth of meetings	\$70,000
Contract for the development of resource tools, online learning community and webbased applications for training and mentoring	\$4,300,000
Contract for facilitation costs for mentor training, mentor academies, and coaching institutes	\$5,100,000
Contract for writers for publications and editor	\$85,000

7) Training Stipends:

Training Stipends	Cost of Item	# of Items	Total
Stakeholder Work Team: Stipends (\$200/day) plus mileage and meals x 25 people for one meeting	\$10,000	7	\$70,000
Stakeholder Work Team: Substitute pay (approximately 15 people x \$100/day)	\$1,500	7	\$10,500

8) Other:

Other: Other miscellaneous costs	Unit Cost	Total
Fixed Cost Pool: Fixed Cost are direct cost that are allocated to all fund sources (federal and non-federal) based on salary dollar. DPI's fixed cost include: office supplies, photocopy, rent, telephone, fleet, postage, printing, daycare assessment, liability insurance, property insurance, use board assessment, workers compensation insurance, procurement assessment, Legislative Audit Bureau, State Accounting System Document processing, federal cash management and grant processing. Approval for allocating these direct cost was requested of the US Department of Education due to the very manual process of charging the direct cost to each fund source.	16.5%	72,142

9) Indirect Costs:

Indirect Costs <i>Note: No indirect charged for contractual costs</i>	Rate	Cost of Item per year	Total
Determined on organization cost directly charged to these service units compared to total cost to operate the entire department. This rate is revised and submitted to the US Department of Ed for approval each fiscal year. This is assessed as a percentage of all direct costs, except for contractual items.	13.7%	Varies by year. See project budget	\$116,731

10) Funding for Involved LEAs: *Not Applicable*

11) Supplemental Funding for Participating LEAs: *Not Applicable*

Budget Table 10: Model Evaluation Systems for Teachers and Principals

Budget Part II: Project-Level Budget Table 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	\$ -	\$ -	\$ -	\$ -	\$ -
2. Fringe Benefits	\$ -	\$ -	\$ -	\$ -	\$ -
3. Travel	\$ 22,500	\$ 185,550	\$ 81,200	\$ -	\$ 389,250
4. Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
5. Supplies	\$ -	\$ -	\$ -	\$ -	\$ -
6. Contractual	\$ 500,000	\$ 1,000,000	\$ 905,453	\$ -	\$ 2,405,453
7. Training Stipends	\$ 3,000	\$ 600	\$ -	\$ -	\$ 3,600
8. Other	\$ -	\$ 52,000	\$ 53,000	\$ -	\$ 105,000
9. Total Direct Costs (lines 1-8)	\$ 525,500	\$ 1,238,150	\$ 1,139,653	\$ -	\$ 2,903,303
10. Indirect Costs*	\$ 3,494	\$ 32,627	\$ 32,085	\$ -	\$ 68,205
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supplemental Funding for Participating LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
13. Total Costs (lines 9-12)	\$ 528,994	\$ 1,270,777	\$ 1,171,738	\$ -	\$ 2,971,508

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

1) Personnel: *Not Applicable*

2) Fringe Benefits: *Not Applicable*

3) Travel:

Travel: Travel expenses include the average mile reimbursements of \$0.50 per mile, in addition to an amount of per diem.	# Trips	\$ per Trip	Total
Statewide Travel (15 people) (300 mile max) for the Steering Committee	180	\$ 150	\$27,000
Travel for training for Principals & Superintendants	2415	\$ 150	\$362,250

4) Equipment: *Not Applicable*

5) Supplies: *Not Applicable*

6) Contractual:

Contractual:	Total
Contract with external experts in teacher and principal evaluation systems to inform the work of the steering committee and implement any trainings as necessary	\$2,405,453

7) Training Stipends:

Training Stipends:	Total
Substitute Pay for teachers on Steering Committee (3 teachers)	\$3,600

8) Other:

Other: Other miscellaneous costs	Total
Facilities cost for conducting trainings for 2615 people (principals & administrators); groups of 25 people at a time, \$1000 per trainings	\$105,000

9) Indirect Costs:

Indirect Costs:	Rate	Total
The indirect cost plan is based on organization units that service the entire agency in general and not any particular fund source. The calculation is determined on organization cost directly charged to these service units compared to total cost to operate the entire department. This rate is revised and submitted to the US Department of Ed for approval each fiscal year. This is assessed as a percentage of all direct costs, except for contractual items.	13.7%	\$68,205

10) Funding for Involved LEAs: *Not Applicable*

11) Supplemental Funding for Participating LEAs: *Not Applicable*

Budget Table 11: Preservice Teacher Performance Assessment

Budget Part II: Project-Level Budget Table <u>Preservice Teacher Performance Assessment</u> 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	\$ -	\$ -	\$ -	\$ -	\$ -
2. Fringe Benefits	\$ -	\$ -	\$ -	\$ -	\$ -
3. Travel	\$ -	\$ -	\$ -	\$ -	\$ -
4. Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
5. Supplies	\$ -	\$ -	\$ -	\$ -	\$ -
6. Contractual	\$ -	\$ -	\$ 250,000	\$ 250,000	\$ 500,000
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ -	\$ -	\$ -	\$ -	\$ -
9. Total Direct Costs (lines 1-8)	\$ -	\$ -	\$ 250,000	\$ 250,000	\$ 500,000
10. Indirect Costs*	\$ -	\$ -	\$ -	\$ -	\$ -
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supplemental Funding for Participating LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
13. Total Costs (lines 9-12)	\$ -	\$ -	\$ 250,000	\$ 250,000	\$ 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 – Preservice Teacher Performance Assessment

1) Personnel: *Not Applicable*

2) Fringe Benefits: *Not Applicable*

3) Travel: *Not Applicable*

4) Equipment: *Not Applicable*

5) Supplies: *Not Applicable*

6) Contractual:

Contractual:	Cost of Item Per Year	Total
<p>Following the completion of the development phase, these funds will be used to accelerate the piloting and implementation of the preservice assessment tool. Funding will be provided for student teachers from Alverno College, University of Wisconsin-Madison and University of Wisconsin-Eau Claire, all current program participants, to field test the preservice assessment tool currently being developed by the Council of Chief State School Officers (CCSSO) and American Association of Colleges of Teacher Education (AACTE) national partnership. Additional educator preparation programs will be added based on available funding.</p>	<p>\$ 250,000</p>	<p>\$500,000</p>

8) Other: *Not Applicable*

9) Indirect Costs: *Not Applicable*

10) Funding for Involved LEAs: *Not Applicable*

11) Supplemental Funding for Participating LEAs: *Not Applicable*

Budget Table 12: Expanding Urban Teacher Training

Budget Part II: Project-Level Budget Table Expanding Urban Teacher Training 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	\$ -	\$ -	\$ -	\$ -	\$ -
2. Fringe Benefits	\$ -	\$ -	\$ -	\$ -	\$ -
3. Travel	\$ -	\$ -	\$ -	\$ -	\$ -
4. Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
5. Supplies	\$ -	\$ -	\$ -	\$ -	\$ -
6. Contractual	\$ 250,000	\$ 250,000	\$ 250,000	\$ 250,000	\$ 1,000,000
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ -	\$ -	\$ -	\$ -	\$ -
9. Total Direct Costs (lines 1-8)	\$ 250,000	\$ 250,000	\$ 250,000	\$ 250,000	\$ 1,000,000
10. Indirect Costs*	\$ -	\$ -	\$ -	\$ -	\$ -
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supplemental Funding for Participating LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
13. Total Costs (lines 9-12)	\$ 250,000	\$ 250,000	\$ 250,000	\$ 250,000	\$ 1,000,000

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 – Expanding Urban Teacher Training

1) **Personnel:** *Not Applicable*

2) **Fringe Benefits:** *Not Applicable*

3) **Travel:** *Not Applicable*

4) **Equipment:** *Not Applicable*

5) **Supplies:** *Not Applicable*

6) **Contractual:**

Contractual:	Cost of Item	Total
Contract with Institute for Urban Education to expand the placement of preservice teachers from across the state in urban centers for their student teaching clinical experience.	\$250,000	\$1,000,000

7) **Training Stipends:** *Not Applicable*

8) **Other:** *Not Applicable*

9) **Indirect Costs:** *Not Applicable*

10) **Funding for Involved LEAs:** *Not Applicable*

11) **Supplemental Funding for Participating LEAs:** *Not Applicable*

Budget Table 13: Turning Around the Lowest Achieving Schools

Budget Part II: Project-Level Budget Table Turning Around the Lowest Achieving Schools Associated with Criteria: (E) (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	\$ 472,240	\$ 472,240	\$ 472,240	\$ 472,240	\$ 1,888,960
2. Fringe Benefits	\$ 203,063	\$ 203,063	\$ 203,063	\$ 203,063	\$ 812,253
3. Travel	\$ -	\$ -	\$ -	\$ -	\$ -
4. Equipment	\$ 34,900	\$ 31,150	\$ 31,150	\$ 31,150	\$ 128,350
5. Supplies	\$ -	\$ -	\$ -	\$ -	\$ -
6. Contractual	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 400,000
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ 78,016	\$ 78,016	\$ 78,016	\$ 78,016	\$ 312,064
9. Total Direct Costs (lines 1-8)	\$ 888,219	\$ 884,469	\$ 884,469	\$ 884,469	\$ 3,541,627
10. Indirect Costs* (6%)	\$ 107,986	\$ 107,472	\$ 107,472	\$ 107,472	\$ 430,403
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supplemental Funding for Participating LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
13. Total Costs (lines 9-12)	\$ 996,205	\$ 991,942	\$ 991,942	\$ 991,942	\$ 3,972,030

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

1) Personnel:

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
State Turnaround Director: Provides the direct leadership of the MPS reform efforts. The director will work directly with the OEII Director in providing timely information on MPS reform	100%	\$92,240	\$368,960
Turnaround Specialists (5) to provide on the ground assistance with turnaround efforts	500%	60,000	\$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.	100%	\$80,000	\$320,000

2) Fringe Benefits:

Fringe Benefits	%	Costs Per Year	Total
State Turnaround Director	43%	\$39,663	\$158,653
Turnaround Specialists	43%	129,000	\$516,000
Research Alliance Development Coordinator	43%	\$34,400	\$137,600

3) Travel: *Not Applicable*

4) Equipment:

Equipment: Consistent with SEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of \$1,000 or more per unit.	Cost of Items	# of Items	Total
State Turnaround Director, Offsite IT Fees	\$4,450	1	\$17,800
Turnaround Specialists, Offsite IT Fees	\$4,450	5	\$89,000
Research Alliance Development Coordinator, Offsite IT Fees	\$4,450	1	\$17,800
LCD Projector	\$750	5	\$3,750

5) Supplies: *Not Applicable*

6) Contractual:

Contractual	Cost of Item	Total
Consulting: Hire organizational experts to assist with turnaround strategies	\$100,000	\$400,000

7) Training Stipends: *Not Applicable*

8) Other: *Not Applicable*

9) Indirect Costs:

Indirect Costs <i>Note: No indirect charged for contractual costs</i>	Rate	Cost of Item per year	Total
The indirect cost plan is based on organization units that service the entire agency in general and not any particular fund source. The calculation is determined on organization cost directly charged to these service units compared to total cost to operate the entire department. This rate is revised and submitted to the US Department of Ed for approval each fiscal year. This is assessed as a percentage of all direct costs, except for contractual items	13.7%	Varies by year. See project budget	\$430,403

10) Funding for Involved LEAs: *Not Applicable*

11) Supplemental Funding for Participating LEAs: *Not Applicable*

Budget Table 14: Response to Intervention

Budget Part II: Project-Level Budget Table Response to Intervention Associated with Criteria: (A)(2)(i)(e) (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	\$ 1,904,025	\$ 1,865,525	\$ 1,865,525	\$ 1,865,525	\$ 7,500,601
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	\$ -	\$ -	\$ -	\$ -	\$ -
13. Total Costs (lines 9-12)	\$ 1,904,025	\$ 1,865,525	\$ 1,865,525	\$ 1,865,525	\$ 7,500,601

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

1) **Personnel:** *Not Applicable*

2) **Fringe Benefits:** *Not Applicable*

3) **Travel:** *Not Applicable*

4) **Equipment:** *Not Applicable*

5) **Supplies:** *Not Applicable*

6) **Contractual:**

Contractual	Cost of Item	Total
Contract with the RtI Center to expand services and triple capacity to serve LEAs	Varies by Year. See project budget.	\$7,500,601

7) **Training Stipends:** *Not Applicable*

8) **Other:** *Not Applicable*

9) **Indirect Costs:** *Not Applicable*

10) **Funding for Involved LEAs:** *Not Applicable*

11) **Supplemental Funding for Participating LEAs:** *Not Applicable*

Budget Table 15: WINS (Wisconsin Initiative for Neighborhood Schools that Work for Children)

Budget Part II: Project-Level Budget Table <u>WINS (Wisconsin Initiative for Neighborhood Schools that Work for Children)</u> Associated with Criteria: (A)(2)(i)(e) (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	\$ 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 Wisconsin Initiative for Neighborhoods and Schools that Work for Children (WINS) 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 A2 of the application.

Wisconsin has 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 many of operational details of the WINS project continue to develop, 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, the State believes 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, the State 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, Wisconsin 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.

1) Personnel: *Not Applicable*

2) Fringe Benefits: *Not Applicable*

3) Travel: *Not Applicable*

4) Equipment: *Not Applicable*

5) Supplies: *Not Applicable*

6) Contractual:

Contractual:	Cost of Item per year	Total
Contract with organizations in Milwaukee to implement the Wisconsin Initiative for Neighborhoods and Schools that Work for Children (WINS for Children)	\$2,500,000	\$10,000,000

7) Training Stipends: *Not Applicable*

8) Other: *Not Applicable*

9) Indirect Costs: *Not Applicable*

10) Funding for Involved LEAs: *Not Applicable*

11) Supplemental Funding for Participating LEAs: *Not Applicable*

Budget Table 16: STEM

Budget Part II: Project-Level Budget Table STEM Associated with Criteria: Priority 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	\$ -	\$ -	\$ -	\$ -	\$ -
2. Fringe Benefits	\$ -	\$ -	\$ -	\$ -	\$ -
3. Travel	\$ -	\$ -	\$ -	\$ -	\$ -
4. Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
5. Supplies	\$ 200,000	\$-	\$-	\$-	\$ 200,000
6. Contractual	\$ 190,000	\$ 230,000	\$ 200,000	\$ 100,000	\$ 720,000
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ -	\$ 1,050,000	\$ 800,000	\$ 600,000	\$ 2,450,000
9. Total Direct Costs (lines 1-8)	\$ 390,000	\$ 1,280,000	\$ 1,000,000	\$ 700,000	\$ 3,370,000
10. Indirect Costs*	\$ 27,400	\$143,850	\$ 109,600	\$ 82,200	\$ 363,050
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supplemental Funding for Participating LEAs	\$ 175,000	\$ 175,000	\$ -	\$ -	\$ 350,000
13. Total Costs (lines 9-12)	\$ 592,400	\$ 1,598,850	\$ 1,109,600	\$ 782,200	\$ 4,083,050
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

1) Personnel: *Not Applicable*

2) Fringe Benefits: *Not Applicable*

3) Travel: *Not Applicable*

4) Equipment: *Not Applicable*

5) Supplies:

Supplies:	Cost of Item	# of Items	Total
<i>STEM Academies: Adaptation of instructional sites to offer distance instruction and STEM lab needs</i>	\$50,000	4	\$200,000

6) Contractual:

Contractual	Cost of Item	Total
Development of STEM curriculum models and units of instruction	\$170,000	\$340,000
Summer training institute for teaching staff and statewide collaborators	\$20,000	\$20,000
Leadership training and networking activities: \$15,000 per site in year 2, \$20,000 per site in Year 3, and \$25,000 per site in Year 4	Varies by year.	\$240,000
Non-course based STEM experiences: \$30,000 per site	\$120,000	\$120,000

7) Training Stipends: *Not Applicable*

8) Other:

Other	Cost of Item	Total
<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	Varies by year	\$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

9) Indirect Costs:

Indirect Costs <i>Note: No indirect charged for contractual costs</i>	Rate	Cost of Item per year	Total
The indirect cost plan is based on organization units that service the entire agency in general and not any particular fund source. The calculation is determined on organization cost directly charged to these service units compared to total cost to operate the entire department. This rate is revised and submitted to the US Department of Ed for approval each fiscal year. This is assessed as a percentage of all direct costs, except for contractual items.	13.7%	Varies by year. See project budget	\$363,050

10) Funding for Involved LEAs: *Not Applicable*

11) Supplemental Funding for Participating LEAs:

Activity	Cost	Total
<i>STEM Best Practices:</i> STEM Pilot Project Awards: competitive grant awards to LEAs, ranging from \$10,000 to \$40,000	\$100,000 per year	\$200,000
Grants to match local funds to provide start-up costs for new Project Lead the Way school sites	\$75,000 per year	\$150,000

Project 17-Rural Support Initiative

Project Name: Rural Support Initiative
 Associated with Criteria: (A)(2)(i)(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	\$ -	\$ -	\$ -	\$ -	\$ -
2. Fringe Benefits	\$ -	\$ -	\$ -	\$ -	\$ -
3. Travel	\$ -	\$ -	\$ -	\$ -	\$ -
4. Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
5. Supplies	\$ -	\$ -	\$ -	\$ -	\$ -
6. Contractual	\$ 765,000	\$ -	\$ -	\$ -	\$ 765,000
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ -	\$ -	\$ -	\$ -	\$ -
9. Total Direct Costs (lines 1-8)	\$ 765,000	\$ -	\$ -	\$ -	\$ 765,000
10. Indirect Costs (6%)	\$ -	\$ -	\$ -	\$ -	\$ -
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supplemental Funding for Participating LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
13. Total Costs (lines 9-12)	\$ 765,000	\$ -	\$ -	\$ -	\$ 765,000

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: Rural Support Initiative

1) **Personnel:** *Not Applicable*

2) **Fringe Benefits:** *Not Applicable*

3) **Travel:** *Not Applicable*

4) **Equipment:** *Not Applicable*

5) **Supplies:** *Not Applicable*

6) **Contractual:**

Contractual	Cost of Item	Total
Emphasis on local data systems; multi CESA funding for 3-4-8-9-12	\$145,000	\$145,000
Emphasis on school-based coaches for reading and math; multi CESA funding for 3-4-8-9-12	\$240,000	\$240,000
Emphasis on curriculum development; multi CESA funding for 3-4-8-9-12	\$185,000	\$185,000
Emphasis on STEM programing; multi CESA funding for 3-4-8-9-12	\$195,000	\$195,000

7) **Training Stipends:** *Not Applicable*

8) **Other:** *Not Applicable*

9) **Indirect Costs:** *Not Applicable*

10) **Funding for Involved LEAs:** *Not Applicable*

11) **Supplemental Funding for Participating LEAs:** *Not Applicable*