

Wisconsin
**Targeted Monitoring Review of
 School Improvement Grants (SIG) under section 1003(g) of the
 Elementary and Secondary Education Act of 1965
 May 7-10, 2012**

BACKGROUND

FY 2009 SIG Schools		
Tier	Number of SIG-eligible Schools	Number of SIG Schools Funded
Tier I	5	5
Tier II	7	6
Tier III	50	35

FY 2009 SIG Intervention Models	
Models	Number of SIG Schools Implementing the Model
Turnaround	0
Transformation	5
Restart	2
Closure	4

FY 2010 SIG Schools		
Tier	Number of SIG-eligible Schools	Number of SIG Schools Funded
Tier I	5	4
Tier II	8	4
Tier III	50	0

FY 2010 SIG Intervention Models	
Models	Number of SIG Schools Implementing the Model
Turnaround	2
Transformation	5
Restart	0
Closure	1

MONITORING TRIP INFORMATION

Monitoring Visits and Award Amounts

LEA Visited	Milwaukee Academy of Science
School Visited	Milwaukee Academy of Science (own LEA)
Model Implemented	Transformation
FY 2009 Funding Awarded (over three years)	N/A
FY 2010 Funding Awarded	School-level funding (for three years): \$2,356,850
LEA Visited	Milwaukee Public Schools
School Visited	School of Career and Technical Education (formerly Custer High School)
Model Implemented	Restart
FY 2009 Funding Awarded	LEA Award (for 46 SIG schools): \$30,863,944

(over three years)	School-level funding (for SCTE) \$2,170,288
FY 2010 Funding Awarded (for one year)	LEA Award (for 6 SIG schools): \$6,310, 556
SEA Visited	Wisconsin Department of Public Instruction (DPI)
FY 2009 SEA SIG Award	\$42,760,897
FY 2009 LEA SIG Awards	\$30,863, 944 (for 46 SIG schools in 1 LEA)
FY 2010 SEA SIG Award	\$6,757,717
FY 2010 LEA SIG Awards	\$ 6,310,556 in FY 2010 Funds, \$4,156,350 in FY 2009 carryover (for 8 SIG schools in 3 LEAs)
Staff Interviewed	
<ul style="list-style-type: none"> ➤ Wisconsin Department of Public Instruction (DPI) ➤ Milwaukee Academy of Science Staff: CEO, School Leadership Team, Teachers, Parents, Students, and 4 Classroom Visits ➤ Milwaukee Public Schools Staff ➤ School of Career and Technical Education Staff: Principal, School Leadership Team, Teachers, Parents, Students, and 5 Classroom Visits 	
U.S. Department of Education Staff	
Team Lead	Carlas McCauley
Staff Onsite	Janine Rudder, Molly Scotch, & Michael Wells

OVERVIEW OF MONITORING REPORT

The following report is based on the U.S. Department of Education's (ED) on-site monitoring visit to Wisconsin from *May 7-10, 2012*, and review of documentation provided by the State Education Agency (SEA), local educational agencies (LEAs), and schools. The report consists of two sections: *Technical Assistance Recommendations* and *Monitoring Findings*. The *Technical Assistance Recommendations* section identifies strategies and resources for addressing technical assistance needs. The *Monitoring Findings* section identifies areas where the SEA is not in compliance with the final requirements of the SIG program and indicates required actions that the SEA must take to resolve the findings.

The Department will later issue a *Summary and Observations* addendum that describes the implementation of the SIG program by the SEA, LEAs, and schools visited; initial indicators of success; and any outstanding challenges being faced in implementation. That addendum will focus on how the SEA, LEAs, and schools visited are implementing the SIG program with respect to the following five areas: school climate, teachers and leaders, instructional strategies and time, use of data, and technical assistance.

TECHNICAL ASSISTANCE RECOMMENDATIONS

Issue: Although the SEA has met the requirement of ensuring that LEAs with schools implementing the transformation and turnaround models are providing ongoing mechanisms for family and community engagement, both Milwaukee Academy of Science (MAS) and Milwaukee Public Schools (MPS) are experiencing difficulty with creating opportunities for family and community engagement that are meaningful and well-attended by parents and members of the community.

- Provide technical assistance to LEAs on strategies and methods to improve meaningful and strategic family and community engagement, such as how to more effectively include families and community members in the planning, implementation, and evaluation of the SIG programs and strategies (Responsibility: DPI).

Issue: While Wisconsin's SIG schools are working to implement SIG with fidelity, DPI has requested technical assistance to develop strategies to ensure sustainability of the SIG-funded activities.

- Include DPI in peer-to-peer TA initiative focused on sustainability (Responsibility: ED).

Issue: LEAs and schools requested more opportunities to share promising practices and lessons learned with other SIG schools within the state and around the country.

- Provide opportunities for SIG schools and district leaders to share strategies within Wisconsin (Responsibility: DPI).
- Establish a Wisconsin group on the online School Turnaround Learning Community to share practices and facilitate discussions on SIG implementation challenges (Responsibility: DPI).

MONITORING FINDINGS

Summary of Monitoring Indicators

Critical Element	Requirement	Status	Page
1. Application Process	The SEA ensures that its application process was carried out consistent with the final requirements of the SIG program. [Sections I and II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]	N/A	N/A
2. Implementation	The SEA ensures that the SIG intervention models are being implemented consistent with the final requirements of the SIG program. [Sections I and II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]	Finding	12
3. Fiscal	The SEA ensures LEAs and schools are using funds consistent with the final requirements of the SIG program. [Section II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010)) ; §1114 of the ESEA; and Office of Management and Budget (OMB) Circular A-87]	Finding	12-13
4. Technical Assistance	The SEA ensures that technical assistance is provided to its LEAs consistent with the final requirements of the SIG program. [Section II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]	N/A	N/A
5. Monitoring	The SEA ensures that monitoring of LEAs and schools is being conducted consistent with the final requirements of the SIG program. [Section II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and	N/A	N/A

	Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]		
6. Data Collection	The SEA ensures that data are being collected consistent with the final requirements of the SIG program. [Sections II and III of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]	N/A	N/A

Critical Element 2: The SEA ensures that the SIG intervention models are being implemented consistent with the final requirements of the SIG program.

Finding: DPI has not ensured that Milwaukee Public Schools (MPS) schools have established a system of rewards for school leaders, teachers, and other staff as required by the transformation model.

Citation: Section I.A.2. (d)(1)(i)(c) of the SIG final requirements requires that an LEA must identify and reward school leaders, teachers, and other staff who in implementing a model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities, have been provided for them to improve their professional practice, have not done so.

Further action required: DPI must provide a plan for how it will assist all LEAs in developing and implementing a system that identifies and rewards school leaders, teachers, and other staff who, in implementing the transformation model, have increased student achievement and high school graduation rates. The plan must include a list of all LEAs required to implement a rewards system and a timeline for implementation, in the 2012-2013 school year, to identify and reward school leaders, teachers, and other staff who have increased student achievement.

Critical Element 3: The SEA ensures LEAs and schools are using funds consistent with the final requirements of the SIG program. [Section II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010)); §1114 of the ESEA; and Office of Management and Budget (OMB) Circular A-87].

Finding: DPI did not allow Milwaukee Academy of Science and Menominee Indian School to apply for the maximum amount of funding available to an individual school according to SIG program requirements. During the FY 2010 SIG application process, DPI capped the amount of funds that Menominee Indian School and Milwaukee Academy of Science could receive and did not allow either school to apply for up to \$2,000,000.

Citation: Section II.B.5 of the final requirements for the SIG program states that “[a]n SEA must award a School Improvement Grant to an LEA in an amount that is of sufficient size and scope to support the activities required under section 1116 of the ESEA and these requirements. The LEA’s total grant may not be less than \$50,000 or more than \$2,000,000 per year for each Tier I, Tier II, and Tier III school that the LEA commits to serve” (75 FR 66363, 66369 (October 28, 2010)).

Further action required: DPI must allow Milwaukee Academy of Science and Menominee Indian School to resubmit budgets with requests up to \$2,000,000. Once the two schools submit amended budgets, it is DPI’s responsibility to review the amendments and make decisions regarding funding based on the amount needed to support full and effective implementation of the selected intervention model. DPI must take the following specific steps:

1. Provide the Milwaukee Academy of Science and the Menominee Indian School an opportunity to submit an amended application demonstrating the amount of funds the LEAs needs to continue full and effective implementation of the school intervention models in the schools during the 2012-2013 and 2013-2014 school years;
2. Carefully review each LEA’s amended application and determine the amount that each LEA needs to continue full and effective implementation of the school intervention models in the Milwaukee Academy of Science and the Menominee Indian School during the 2012–2013 and 2013–2014 school years;
3. Submit its process to address these corrective actions to ED within 30 days of receipt of the report. This submission must include: (a) the information that DPI plans to provide the Milwaukee Academy of Science and the Menominee Indian School regarding the renewal process; (b) a description of the process it will use to review each LEA’s amended application, including the process it will use to determine the amount of funds each LEA needs to continue full and effective implementation of the school intervention models during the 2012–2013 and 2013–2014 school years; and (c) an assurance that moving forward, DPI will continue to make award decisions by reviewing the amount of funds each LEA needs to fully and effectively implement school intervention models.
4. After reviewing LEAs’ amended applications, submit to ED: (a) the results of the process described in step 3(b) (*i.e.*, the amount of SIG funds DPI intends to award Milwaukee Academy of Science and the Menomonee Indian School funds for its continued implementation in the 2012–2013 and 2013–2014 school years); and (b) the source(s) of funds for these awards.
5. After reviewing state assessment data and examining whether schools that received FY 2010 (or FY 2009 carryover) SIG funds met their achievement goals, submit to ED by November 1, 2012, any revisions to: (a) the amount of SIG funds DPI intends to award to the Milwaukee Academy of Science and the Menomonee Indian School for its continued implementation in the 2012–2013 and 2013–2014 school years; and (b) the source(s) of funds for these awards.