

STATE REPRESENTATIVE  
**DEAN KNUDSON**  
30TH ASSEMBLY DISTRICT

January 15, 2014  
Testimony RE: AB 617  
Assembly Committee on Education

Thank you, Mr. Chairman, for the opportunity to testify in support of AB 617. AB 617 will ensure that for the first time Wisconsin will have a process to review and revise statewide model academic standards. The status quo is not working, and the legislature needs to act. We cannot continue to take an ad-hoc approach towards the adoption of statewide model standards. Last fall, all 426 school administrators were asked whether they would support the adoption of a formal process to review academic standards every 5 to 7 years. Over three quarters of respondents said that yes, they would support such a process.

The lack of a defined process partially explains the state of our standards today—with Science and Social Studies standards that are widely considered sub-par, and with relatively new Math and Language Arts standards—the Common Core—that are viewed with a certain degree of skepticism by a number of parents and teachers around the state. The process used to adopt Common Core was deeply flawed. We should never again adopt a national standard off the shelf without changing a single word. We need to act now to ensure that parents, teachers, and the public have a seat at the table when statewide model standards are reviewed and revised.

We need to act now to ensure that the Department of Public Instruction does not let another decade go by before updating and revising model standards.

The legislature needs to act now to ensure that our voices as elected representatives are heard and considered before the Department of Public Instruction adopts new model standards for our schools.

This measure ensures the opportunity for parents, teachers, education professionals and employers to have a voice in the standards our state chooses to put forward as a model, making this consistent with Governor Walker's call for Wisconsin-based standards. The current system and the complete lack of legislative oversight is unacceptable. DPI will draft revised standards, but will also be required to seek the input of others.





**School District of  
West Allis-West Milwaukee, et al.**  
EDUCATIONAL ADMINISTRATION CENTER

January 15, 2014

Dear Assembly Education Committee Members,

On behalf of Kurt Wachholz, the Superintendent of Schools in the West Allis-West Milwaukee School District, I am providing testimony on Assembly Bill 617.

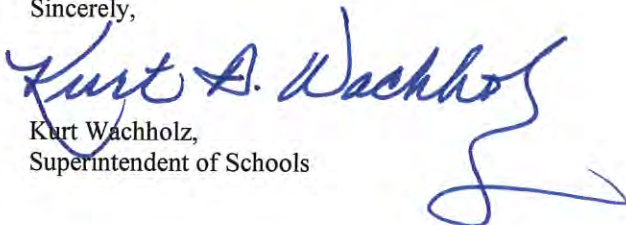
This bill states that the Wisconsin DPI would not be able to make any changes to a standard until the expiration of the bill which is six years and will need to wait before being allowed to develop new standards. In our high stakes world of education a time limit like this could severely hamper Wisconsin students from the rest of the nation by not allowing the DPI to form new and improved standards on a real time evolving basis. In fields like science, technology and business six years is an eternity and waiting for six years to make changes in areas like this would not be contemplated.

The West Allis-West Milwaukee School District has concerns and questions about AB-617 including:

- What educational expertise does this legislative branch bring to model academic standards in order to make this type of recommendation?
- Don't we currently have State Standards that are aligned to Smarter Balanced which are in turn centered on the Common Core Standards?
- State Law now requires the use of the Smarter Balanced Assessment System which is tied to the Common Core Standards. There is no accountability for this in AB-617.
- How does this bill allow Wisconsin to efficiently align additional requirements on which schools and Districts are measured?
- How does this bill affect the current State Standards and the State NCLB Waiver?
- How will this bill affect schools and Districts ability to meet accountability measures and State Report Card Data?
- What are the assessment and accountability standards aligned to this bill?
- According to this bill will these standards be research based or be affected by politically driven decisions?

Each School District has a curriculum and assessment review process. This process over time has served our students and learning community well. The significant reason for this is local control in decision making. This bill as we interpret it has State Government superseding local control. In addition, with the significant accountability on student achievement and performance we must ensure that a common strait forward accountability approach is in place for all children attending schools receiving public funding. Thank you for your attention and consideration of this matter. Please contact my office with any questions.

Sincerely,

  
Kurt Wachholz,  
Superintendent of Schools



**January 15, 2014**  
**Assembly Committee on Education**

**Wisconsin Department of Public Instruction**  
**Testimony on 2013 Assembly Bill 617**

I want to thank Chairman Kestell and members of the committee for the opportunity to testify before you today on Assembly Bill 617 (AB 617). My name is Sheila Briggs, and I am the Assistant Superintendent of Academic Excellence for the Department of Public Instruction (DPI). With me today is Emilie Amundson, Common Core State Standards (CCSS) Team Director, who is here to assist in answering questions about areas particular to literacy and mathematics, two areas that have seen much recent legislative attention. We are here on behalf of State Superintendent Tony Evers to testify in opposition to AB 617.

DPI has always supported a process of standards review and revision and has a process in place that balances the needs of the field, the capacity of our schools, and new advances in content area research. Through this process, we have developed model academic standards in 23 different content areas. While DPI supports a standards review and revision process, AB 617 contains a number of legal, technical, and implementation issues that make the bill unworkable.

The bill mandates standards revision in six specific subject areas every six years, and outlines in statute a specific schedule by which certain subjects would be addressed, starting with mathematics in July 2016. As a result, the bill creates uncertainty and unspecified costs for Wisconsin schools, creates barriers and unevenness in approach to standards revision across all of our content areas, and eliminates DPI's ability to flexibly respond to the needs of the field. Most importantly, however, this process has the potential to overwhelm our schools and our children, and undermine state level efforts for school improvement.

**Under AB 617, many districts may not have fully implemented a set of standards in the classroom before a statewide team would begin the process of revising them again.** A state-level standards examination and drafting process typically takes up to two years to complete. After the state-level work is completed, school districts have always had several years to implement new standards before state-level assessments would begin measuring student achievement based on the new standards. Using the Common Core State Standards as an example, Wisconsin districts favored a multi-year phased implementation of the English language arts and mathematics standards adopted in 2010, whereby districts moved from learning about the standards, to examining existing curriculum and instruction, to drafting new curriculum and purchasing new materials. Under the bill, some standards, such as mathematics, would begin a revision process before full implementation of the 2010 standards are even complete, and well before there is state-level assessment data to support and justify any proposed revisions. As a result, the bill would require the development of new standards just as our students are starting to be tested on the old ones – a move that has the potential to overwhelm our

students and teachers.

**Under the bill, other standards such as science and social studies would be forced to wait years to begin this process, despite many from the field calling for standards revision in these areas.** Through the legislative and DPI hearing processes over the past few months, we heard from many stakeholders, including those who lead and work in Wisconsin's 424 school districts. No school districts were calling on DPI to revise the recently adopted mathematics and English language arts standards, but a number of educators noted that other content areas, particularly science and social studies standards, were in need of revision to achieve the desired specificity found in the Common Core State Standards. Revision of science standards has also been a topic of state and national discussion by leaders of business and industry, particularly those invested in the STEM fields. However, the first two content areas addressed in the bill are mathematics and English. New science standards, for example, would be put off for another four and a half years, and new state science assessments based off better standards could be almost a decade away.

**Costs to local school districts could also be significant as a result of AB 617.** Wisconsin school districts typically review and revise local curriculum every 7-10 years, cycling through content areas that include mathematics, English, reading, social studies, science, arts, health and physical education, world languages, and the career and technical education fields. They share and disperse the costs and time investments across all content areas so that each area has a timely review. Typically in this process, updates are made to curriculum and textbooks are reviewed to determine whether new materials need to be purchased or updated. When major revisions are made to standards and local education agencies adopt those standards, the likelihood of a lengthy overhaul of curriculum and instructional materials increases, as does the time and cost for local implementation of a set of standards.

**Under the process outlined in the bill, certain content areas would occupy most or all of the state and district resources while other content areas would never be revised.** The bill requires the establishment of new standards in mathematics, English, science, advanced mathematics, social studies, and the arts every six years. However, the bill prohibits DPI from establishing academic standards except as provided in the bill, and prohibits DPI from revising any academic standards that were adopted and in effect upon passage of the bill. Since the majority of our other content area standards –such as world languages, physical education, career and technical education fields like health and marketing – are not named in the bill, how would they ever be revised?

**Further, we have serious concerns about the language in AB 617 that prohibits the Department from revising standards that were adopted prior to passage of the bill, a move which could prevent the Department from making revisions to Common Core State Standards.** Is this provision intended to limit the ability to build off the Common Core State Standards or other sets of standards currently in use?

**This bill also creates an unusual distinction between mathematics and “advanced mathematics” that is unwarranted and untested.** DPI knows of no other state that has created a separate set of statewide “advanced standards,” in mathematics, or any other content

area. State standards are intended to define what we want all children to know and be able to do. Is the expectation that all children would be asked to meet the standards in “advanced mathematics,” or is this a separate track of state-level standards that we expect only certain children to meet? If we expect all children to meet these standards, why would we need to differentiate between “mathematics” and “advanced mathematics”? Would the state assess achievement on “mathematics” and “advanced mathematics”?

Further, the creation of a new set of advanced mathematics standards does not align with the findings of the Mathematics Common Competencies Committee, a committee of representatives from the UW-System, WI Technical Colleges, WI independent/private colleges, and Wisconsin high schools, who reviewed and affirmed that adoption of the CCSS “represent the necessary competencies for success in college,” and that “Demonstrated proficiency in these standards will place students into credit-bearing courses and avoid placement into non-credit bearing remedial classes at any of Wisconsin’s post-secondary institutions.” Additionally, the Committee found that students who “wish to receive a degree in a STEM (Science, Technology, Engineering, Mathematics) major in a timely fashion should take additional mathematics in high school,” (Common Competencies Final Report, 2010).

Finally, this bill is unworkable in its current form, as the following issues persist:

- The use of the rules process also creates increased uncertainty and ambiguity for school districts about whether they will retain the authority to adopt state model academic standards or their own locally-developed standards. By definition, a rule has the effect of law. Is it the Legislature’s intent, by subjecting standard adoption to the administrative rule process, that these standards will be law for school districts? If they are not law and are merely guidance for school districts, why use the administrative rule process?
- Federal law requires the state to administer assessments that are aligned to state standards in the areas of mathematics, English Language Arts, and science. As a result, any significant changes to the standards will require significant changes to the assessments, at an increased cost. This could require the state to reverse course on the plan for new English Language Arts and math assessments already approved by the Governor and Legislature.
- In order for Wisconsin to maintain its federal waiver from the broken No Child Left Behind law, new standards in mathematics or English Language Arts must be validated as “college and career ready,” under a process defined by United States Department of Education (USED). Unless USED changes these provisions, Wisconsin would have to follow this process, or would jeopardize our waiver status.
- A forced system of standards revision could undermine efforts at transforming education that have been supported by the Legislature, the Governor, and the State Superintendent. As noted previously, this bill would require standards to be changed just as students are starting to be tested on the old ones. By calling into question what we expect students to know and be able to do and what we expect teachers to teach, and how we will assess student progress, we run the risk of undermining our statewide accountability system and

system of educator effectiveness. We may not be able to examine comparable sets of statewide data across multiple years to gauge true student academic growth. Are we willing to risk the status of these other reforms when there is already a standards revision process in Wisconsin?

- This bill appears to create a “limbo period” whereby a set of standards sunsets before a new set of standards is promulgated. This creates a period of uncertainty for districts and jeopardizes Wisconsin’s compliance with federal law and our waiver status with USED.
- The bill requires that the academic standards established by rule will “have the effect of raising pupils’ academic performances.” Since standards cannot be field-tested without considerable comingling the external variables of effective teaching, rigorous locally-selected and implemented curriculum, and particular instructional approaches, there is little way to ensure that a set of standards will “have the effect of raising pupils’ academic performances.”
- This bill adds considerable time and cost to an already lengthy and costly process by inserting a statewide advisory committee process that would function in addition to a statewide standards drafting team made up of content experts from the field. No additional funding is provided in the legislation to achieve this goal.

A high quality education for every child is our shared mutual goal. We must continue to ensure all content areas have world class standards that prepare students for college and the world of work, and standards review and revision has always been and will continue to be one way that DPI does this. On behalf of the state superintendent I thank you for the opportunity to testify before you today and at this point we would be happy to answer any questions you may have.



January 15, 2014

Thank you Chairman Kestell and members of the committee for the opportunity to testify before you today. My name is Dr. JoAnn Sternke and I proudly serve as Superintendent in the Pewaukee School District. This year our school district received word from the United States Secretary of Commerce that we were a recipient of the Baldrige Award for Performance Excellence. This award was bestowed to three organizations nation-wide, two large healthcare organizations and our small school district in Wisconsin. It is awarded to quality organizations demonstrating a high level of performance excellence, to those organizations that operate with sound business and organizational principles in place that serve their customers very well. I preface my remarks with this because I want you to know that we do have sound business practices in place at the local school district level that are working, and I have great concerns about how these pieces of legislation will undermine these quality practices. More importantly, they will tie our hands to work effectively. We don't need legislation to tie our hands. Our school district needs to be more agile and flexible to better meet the needs of students. These pieces of legislation do not do this, in my opinion.

**AB616:** This bill concerns the collection of biometric data. I have questions about what existing problem this bill is addressing. My principals and I have not received one issue raised from our parents and students regarding the collection of biometric data. As a leader, I try to not take action until I understand the problem. I am dumbfounded as to what problem we are trying to solve here. To offer just one example, I worry this bill will tie the hands of our nurses who are responsible for putting health plans in place during the school day and serve students with increasingly complex health issues. What data would they be able to use to offer care to students as required in their health plan? I worry for student safety. Please allow us at the local level to determine how to meet the physical and emotional needs of students and provide the best educational environment possible.

**AB618:** This bill, as I understand it, prohibits us from sharing pupil records with contractors, consultants, volunteers or other persons to who the school board has outsources school services and functions. First and foremost, let me say that we take student safety and confidentiality very seriously. We have extensive board policy in place to safeguard student information, and we carry out these procedures with sound procedures that keep students safe. We also have a process in place to determine when it is beneficial to outsource a service. In Pewaukee we do outsource some processes and utilize technology internally to enhance efficiency. As I understand this bill, however, I don't know how we would work with our vendor who provides our bus service because we could not tell them where students live. We use a vendor for our food service. What records can we turn over to them to manage that process? We would need to review what software we use for the check out of library books in our school libraries as this creates a record by student. I use these three examples because as I look at this bill, it seems to solve a problem with a sledgehammer when it may only need a hammer. In my opinion, the definition of a "student record" is undefined and this policy is written too broadly. Once again, passage of this bill will negatively impact how we serve students.

**AB617:** If I am understanding this bill correctly, this bill mandates standards revision in six specific subject areas every six years and outlines in statute a specific schedule by which certain subjects would be addressed starting with math in July 2016. And yet "advanced math" is set for 2019. I'm

embarrassed to say that I don't know what "advanced math" is, how the standards for "advanced math" would be different from math standards, and why "advanced math" is being called out three years later. Sadly, it makes me wonder if the legislators who drafted this truly understand what the term standard means. I learned that a standard is something we want *all* students to know and be able to do. With the inception of "advanced math" standards, are we saying those are for some, but not all students? I just don't get it. I also wonder why only these six subject areas are named. Where are the other subject areas we teach and value? Where is technology education? World language? Physical education & health? Are we valuing these important subject areas less? It's just confusing to me.


Yet I am most frustrated about this bill as it seems to work in conflict with the sound processes we have in place to serve students in the Pewaukee School District. For example, if this bill passes, we will set aside our curriculum revision calendar and, to serve students, we would work diligently to revise our newly revised math curriculum to meet the math standards in 2016. I'm not sure if we will be able to do it well given the timeframe, but we would also hurry to review and revise our local assessments to reflect and support the new math standards in 2016. Would we then hurry up to review and revise again when the "advanced math" standards are released in 2019? The whole process would confuse a process that is currently working at the local level. Most importantly, it wouldn't serve students well. It would undermine the sound work we are doing by placing another layer of detailed bureaucracy in place. We have a curriculum & assessment review calendar that updates our curriculum on a five-year calendar. We have sound processes in place that are serving students well. Our student achievement is going up. I worry this would have a negative impact for our students and students throughout the state.

And lastly, this bill also calls for the creation of another statewide advisory committee process to review these standards. This just seems to add another level of bureaucracy. I close by asking a simple question, *WHY?*

The Pewaukee School District just wants to serve students well. We want to be agile and responsive to meet student needs at the local level. We want to do good work in the name of meeting our mission. These bills tie our hands. They increase bureaucracy. They don't help us be agile and responsive in meeting student needs, and they inhibit our ability to do high quality work in the name of student learning.

Please, I urge you to reconsider these three bills. Thank you for your consideration.

Yours in education,



Dr. JoAnn Sternke  
Superintendent

January 15, 2014

Brown Deer  
Cudahy  
Elmbrook  
Fox Point/  
Bayside  
Franklin  
Glendale/  
River Hills  
Greendale  
Greenfield  
Hamilton  
Hartford  
Kenosha

My name is Terri Phillips and I am the Executive Director for the Southeastern Wisconsin Schools Alliance (SWSA). We represent 29 school districts in the Southeastern Wisconsin region and educate approximately 200,000 students.

As a large organization representing many public schools families, we appreciate the opportunity to submit written testimony for today's public hearing.

Before discussing the bills specifically, the SWSA would like to express their disappointment with the timeline of the bills' introduction and scheduled public hearing. These bills were introduced on Friday, January 10<sup>th</sup> and are receiving a hearing today, January 15<sup>th</sup>. This short timeline has been very difficult – or impossible - for those reviewing the bill to rearrange their schedules in order to attend the hearing. We fear that the Assembly Education Committee will not receive adequate testimony on these bills, which have tremendous consequences for Wisconsin students across the state.

The SWSA would like to express concern regarding all three proposed bills.

**AB616:** The SWSA asks the Assembly Education Committee to consider exactly what issue this bill is addressing. Has the collection of biometric data been an issue in the state of Wisconsin? The basis for our concern is that the bill may well have unintended consequences. Specifically, we would ask the committee to consider how this bill may tie the hands of professionals who may require some of this information in order to properly assist certain children. These professionals include school nurses, guidance counselors, social workers, and others whose profession is to work with the children in our public schools. If certain student data are unavailable, the best interests of students in need of assistance may be at risk.

**AB617:** The SWSA supports the development of high standards for Wisconsin students. With that being said, there are several questions we are posing.

1. The proposed legislation mandates standard revisions in six specific subject areas. We are not quite sure what subject area "Advanced Math" is. How are the standards for "Advanced Math" different from "Math"? How are you defining "The Arts"? Are there other subject areas that should be considered that Wisconsin values (for example World Cultures)? Has the legislature utilized educational experts to determine these six specific standard areas?
2. If standards can only be revised every six years, how will we be responsive to changes in the field? When new technology or scientific advances are apparent, how can we incorporate them into our educational offerings in a timely manner? If our business community recognizes a gap in our education, how can we respond?

Terri Phillips  
Executive Director

[swsaexecdirector@gmail.com](mailto:swsaexecdirector@gmail.com)

632 Wakefield Downs  
Wales, WI 53183  
p: 262.442-0047

*The Mission of the Southeastern Wisconsin Schools Alliance is to support and promote world class schools through research, advocacy, public policy and effective communication for the benefit of students and the economic vitality of the region.*

3. Has the committee considered how these standards will be implemented in local school districts? Consideration by the committee should include timing of implementation and financial implications for school districts.
4. Has there been thought as to how an assessment will be developed to measure competency on these standards? How will this new assessment be implemented across the state?

These are just a few of the concerns we would ask the committee to consider. As we continue reviewing the bill, we are happy to provide additional input from our member districts.

**AB618:** The SWSA would like the Assembly Education Committee to consider the consequences for districts unable to share student data with contractors, consultants, or volunteers. Of course all districts take student safety and student confidentiality very seriously, and all have policies in place to protect their families. However, most school districts do outsource bus services, food services, and other areas that should be considered. In addition, many school districts utilize Cooperative Education Service Agencies (CESAs) to provide student services that would not otherwise be available to students. Without the ability to share student data, these services may also be at risk. In addition, the committee should consider how this bill may impact federal reporting requirements as well.

These are just a few of the concerns we have regarding the proposed legislation. Our message to the committee is to slow down this process and examine the consequences of your legislative actions before cementing rigid requirements into statute that will have serious implications for our school districts. We are working very hard to provide the best educational opportunities for the 872,000 students in Wisconsin public schools. We urge you to take more time in order to have the necessary thoughtful conversations with the educational experts who serve our communities.

Respectfully submitted,

Terri Phillips  
SWSA Executive Director



PO Box 1327 • Madison WI 53701-1327  
608-268-5074 (Madison) • 866-849-2536 (toll-free) • 608-256-3370 (fax)  
Email: [info@wifamilyaction.org](mailto:info@wifamilyaction.org)  
Web site: [www.wifamilyaction.org](http://www.wifamilyaction.org)  
Blog: <http://blog.wifamilyaction.com>

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**Testimony in Support of Assembly Bill 617**  
**Assembly Committee on Education**  
**Julaine K. Appling, WFA President**  
**January 15, 2014**

Thank you, Chairman Kestell and committee members, for the opportunity to testify today in support of Assembly Bill 617. I am Julaine Appling, president of Wisconsin Family Action, an organization dedicated to strengthening, preserving and promoting marriage, family, life and liberty in The Badger state. Helping to ensure that parents have strong educational options and opportunities to be involved in the policies impacting the schools their children attend is extremely important to us.

We want to thank Rep, Dean Knudson for introducing this bill that addresses some issues important to education and academic standards in our state.

We find this bill to be a good first step in establishing a clear process by which state academic standards are developed and adopted in Wisconsin. Heretofore, we have had no established process, at least not at the legislative level. Whatever process we have had has resided exclusively within the Department of Public Instruction.

To summarize, the positives we see in this bill are as follows:

1. It establishes a clear process for the development and adoption of state academic standards.
2. It brings the process more into the light of day and requires public input on the adoption of state academic standards, both through the advisory committee and the mandatory public hearings.
3. It requires some measure of legislative oversight in that the assembly and senate education committees must be informed of public testimony and recommendations related to any proposed academic standards.
4. It lays out some proscriptions for what any state academic standards must and must not do.
5. It establishes a systematic review of and potential revision of state academic standards.
6. It provides a sunset for current state standards.
7. It limits the ability of the Department of Public Instruction to adopt or repeal state academic standards in any way other than proscribed by the bill.
8. It retains local control in that it does not mandate that any school district adopt the state standards.

That said, we do have a couple of concerns and some related recommendations:

1. We believe the three-year "sunset" of the current state standards is too long. We recommend 18 months for the implementation of the first set of new model academic standards.
2. If at all possible, we would recommend that the advisory committee be appointed by some entity other than the Department of Public Instruction. If this can be done by legislators as elected officials accountable to the public, that would be a good move, we believe. While the composition of the committee is pretty well generally delineated in the bill, it is still very possible for the committee to be comprised of people predisposed to agree with the Department's position on this issue.

Finally, we remain open to carefully considering and possibly endorsing other proposals, refinements and ideas that may come forward as this issue works its way through our state legislature. In the meantime, we encourage this committee to support AB 617 and move it to the full Assembly as soon as possible.

Thank you for your time.





January 2, 2014

Mr. Jim Scott  
2410 Crystal Lane  
Wisc. Rapids, WI 54494

Dear Mr. Scott:

This letter is written in response to your letter dated December 9, 2013 in which you posed several questions and requested various records.

**Request #1**

- Copy of the "Memorandum of Understanding" that was signed as part of the application process for Race to the Top funding ≥ **Enclosed** ≤

→ **Request #2**

- How much of the \$499,372.78 in Race to the Top grant money estimated by Dr. Crist has the WRPS received? ≥ **\$0** ≤
- In the last four years, how much of the up to \$780,000.00 in Race to the Top grant money estimated by Dr. Crist has the WRPS received? ≥ **\$0** ≤
- Did WRPS receive the possible \$50.00 per student Race to the Top grant money over the last four years? ≥ **No** ≤

→ **Request #3**

- It was noted that as part of adopting the MOU there was an "opt out" provision allowing the WRPS to opt out of the MOU at a later date if they so chose. Please explain how much money the WRPS would lose if they opted out? ≥ **The District received no money and therefore, none was lost.** ≤

**Request #4**

- Copy of the second Race to the Top grant application acted on at the May 13, 2010 ≥ **Enclosed** ≤

→ **Request #5**

- Did the WRPS ever conduct a "public comment period" for the district "stakeholders" before the adoption of implementation of CCSS? If so, when, are there any minutes? ≥ **I find no evidence of Dr. Crist holding a "public comment period" specifically regarding the Common Core State Standards.** ≤

**Request #6**

- Copy of minutes of the WRPS Board meeting where the School Board officially adopted and approved the implementation of Wisconsin Common Core Standards, as actionable item, and the roll call vote, if other than unanimous. ≥ **The Board endorsed the two applications for Race to the Top funding. The Common Core State Standards were a part of that approval. Since that time, the Board has received various updates on the District's progress with regard to the planning and implementation of the Standards.** ≤

I've included an invoice for any responsive documents which were located relative to your request.

Sincerely,

Dr. Colleen Dickmann  
Superintendent

CD/mah

Enclosures







## Wisconsin Rapids Board of Education

510 Peach Street · Wisconsin Rapids, WI 54494 · (715) 422-6005

### MINUTES

January 4, 2010

Mary E. Rayome, President  
John Benbow, Jr.  
Larry Davis  
Sandra K. Hett  
John A. Krings  
Anne Lee  
Katie Medina

#### SPECIAL BOARD OF EDUCATION MEETING

Location: Thomas A. Lenk Educational Center, 510 Peach Street, Wisconsin Rapids, WI  
Conference Room A/B

Time: Immediately Following the Educational Services Committee Meeting

Board Members Present: John Benbow, Sandra Hett, John Krings, Anne Lee, Katie Medina, Mary Rayome

Administration Present: Robert Crist, Sharon Toellner

President Rayome called the meeting to order at 8:00 p.m.

Roll Call

President Rayome stated the purpose of the meeting is to review and possibly take action on the District's participation in the "Race to the Top" grant funding application process.

Dr. Crist explained that he received information this past week regarding timelines and requirements set by the Wisconsin Department of Public Instruction (DPI) for the District to participate in Wisconsin's "Race to the Top" application to the federal government. Through the American Recovery and Reinvestment Act, President Obama and Congress provided \$4 billion in competitive grant funding to states that move forward with innovations and reform in education. Earlier in the fall, the Wisconsin Legislature passed bills to make Wisconsin both eligible and more competitive for the Race to the Top grants.

The projected level of potential funding for Wisconsin Rapids, based on the Title I formula, with adjustments made for base level funding, is \$499,372.78. Dr. Crist learned through a presentation by Mr. Miles Turner, Executive Director for the Wisconsin Association of School District Administrators, that an additional \$50 per student over a four year period may be possible to obtain through the grant as well. Dr. Crist estimates the District could potentially be eligible for a total of \$780,000 in Race to the Top funding over a four year period. If the Board agrees to the parameters of the district "Memorandum of Understanding" that the federal government requires, it is possible to opt out at a later date, should the Board desire to do so.

An explanation of the types of things the grant money can be used for was provided, such as hiring school-based coaches for reading and mathematics who might work with teachers in classrooms to implement new curriculum and/or instructional strategies, as well as assist teachers in using data effectively to improve instruction. While there are still many questions about what the possibilities related to the grant might be, Dr. Crist feels it behooves the District to at least get involved at this point, in order to even be eligible.

In order to demonstrate the Board's commitment to the MOU, districts must seek signatures on the MOU from the Local Education Agency (LEA) superintendent, school board president, and the local teachers' union leader, or their authorized representative. The MOU must be returned to the DPI by January 13, 2010. Districts failing to return the completed MOU document on time will not be included as a participating LEA in Wisconsin's Race to the Top application. If approved, Dr. Crist plans to meet with the Wisconsin Rapids Education Association (WREA) president to discuss this matter and hopefully garner the necessary signature.

The Board discussed the District's participation in the "Race to the Top" application process.

**Motion by Sandra Hett, seconded by John Krings to approve the District's participation in the "Race to the Top" grant funding application process, with the understanding that the District may opt out at a later date, if desired. Motion carried unanimously.**

Mary Rayome adjourned the meeting at 8:12 p.m.





**RACE TO THE TOP FUNDING  
DISTRICT MEMORANDUM OF UNDERSTANDING**



## Participating LEA Memorandum of Understanding

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

### **I. SCOPE OF WORK**

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

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

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

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

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

### **II. LEA GRANT PERIOD**

The project period shall be up to 48 months.

### III. PROJECT ADMINISTRATION

#### A. PARTICIPATING LEA RESPONSIBILITIES

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

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

#### B. STATE RESPONSIBILITIES

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

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

### C. JOINT RESPONSIBILITIES

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

### D. STATE RECOURSE FOR LEA NON-PERFORMANCE

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

## IV. ASSURANCES

The Participating LEA hereby certifies and represents that it:

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

V. MODIFICATIONS

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

VI. DURATION/TERMINATION

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

VII. SIGNATURES

LEA Superintendent (or equivalent authorized signatory):

Dr. Robert Crist 1/6/10  
Signature/Date

DR. ROBERT CRIST / SUPERINTENDENT  
Print Name/Title

President of Local School Board:

Mary E. Rayome 1/4/10  
Signature/Date

Mary E. Rayome - School Board President  
Print Name/Title

John Paul J. KAS...  
John A. King  
Angie D. Lee  
Sandra Hett

Local Teachers' Union Leader:

The WRETA supports the idea of working with the district to implement effective education reform.

the timeline is well as Signature/Date between publication of the memo and required submission date is well as Print Name/Title non-specific structure of the plan. prohibit me from

signing off until such time as full WRETA membership has been informed. Signature/Date Print Name/Title Authorized State Official - required: Signature/Date Print Name/Title

By its signature below, the State hereby accepts the LEA as a Participating LEA.

Signature/Date

Print Name/Title



## EXHIBIT I – PRELIMINARY SCOPE OF WORK

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

### I. Standards & Assessments

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

### II. Data Systems

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

### III. Effective Teachers and Principals

1. Provide school-based coaches for reading and mathematics at a level sufficient to having coaches in each school in the district at least the equivalent of one full day each week. These coaches must be highly trained and work with teachers in classrooms to implement new curriculum and/or instructional strategies as well as assist teachers in using data effectively to improve instruction.
2. Implement a teacher mentoring program that utilizes an ongoing feedback process that supports teacher growth and development.
  - Teacher mentors must be highly trained, at least partially released from classroom responsibility (or compensated for additional hours of service if specified in the Final Work Plan), and must work with new teachers for at least two years.
  - Districts may develop their own teacher mentoring program or contract with training organizations such as CESAs, The New Teacher Center, or institutions of higher education to implement this reform.

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

#### IV. Turning Around Struggling Schools

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

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

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

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

Agreement to Exhibit I:		
For the Participating LEA		For the State
<i>Dr. Robert Christ / 1-6-10</i>		
Authorized LEA Signature/Date		Authorized State Signature/Date
<i>DR. ROBERT CHRIST/SUPT.</i>		
Print Name/Title		Print Name/Title

### Attachment A – Proposed Base Funding

The chart provides general guidance as to the base funding amount that the LEA may receive upon successful award of the total funding amount requested by the State of Wisconsin. No less than 50 percent of all Wisconsin Race to the Top funds will be distributed via this formula. Participating school district funding amounts may be increased in the event that not all eligible districts opt in to participate. Additionally, this base amount of funding does not reflect additional discretionary funding that may be awarded to districts.

**Assumptions:**

- (1) all LEAs participate,
- (2) the State is awarded \$250 million, and
- (3) each participating district receives a minimum of \$60,000.

School District/LEA	Estimated Minimum Local Award (based on the Title I formula)
MILWAUKEE	\$ 52,218,603.93
RACINE	\$ 4,476,894.85
MADISON METROPOLITAN	\$ 4,313,056.34
GREEN BAY AREA	\$ 3,719,952.68
KENOSHA	\$ 3,439,842.35
BELOIT	\$ 1,472,477.58
LA CROSSE	\$ 1,178,500.26
APPLETON AREA	\$ 1,168,192.94
WEST ALLIS	\$ 1,051,834.24
JANESVILLE	\$ 1,017,482.93
SHEBOYGAN AREA	\$ 1,016,397.52
WAUSAU	\$ 998,675.44
EAU CLAIRE AREA	\$ 941,889.31
OSHKOSH AREA	\$ 925,306.00
SUPERIOR	\$ 831,662.63
WAUKESHA	\$ 758,305.60
FOND DU LAC	\$ 644,498.76
STEVENS POINT AREA	\$ 626,125.06
MANITOWOC	\$ 615,130.75
MENOMINEE INDIAN	\$ 550,484.27

CHEQUAMEGON	\$	34,280.57
TOMAH AREA	\$	506,727.35
WISCONSIN RAPIDS	\$	499,372.78
MILWAUKEE ACAD OF SCIENCE	\$	458,662.94
WEST BEND	\$	424,641.78
CHIPPEWA FALLS AREA	\$	411,860.18
ANTIGO	\$	409,200.97
NEENAH	\$	406,783.79
HAYWARD COMMUNITY	\$	398,627.42
BRUCE GUADALUPE	\$	381,542.68
ASHLAND	\$	372,587.00
SUN PRAIRIE AREA	\$	361,164.49
BUSINESS & ECONOMICS ACADEMY	\$	354,482.63
WATERTOWN	\$	348,575.89
MENASHA	\$	347,859.74
ADAMS-FRIENDSHIP AREA	\$	347,855.39
CUDAHY	\$	343,970.52
AUGUSTA	\$	333,464.61
MENOMONIE AREA	\$	317,044.52
SOUTH MILWAUKEE	\$	299,586.19
SPARTA AREA	\$	293,711.72
CASHTON	\$	292,819.93
MARSHFIELD	\$	292,025.58
D C EVEREST AREA	\$	288,617.32
MERRILL AREA	\$	278,396.89
DELAVAN-DARIEN	\$	277,802.99
YMCA YOUTH LEADERSHIP ACAD	\$	276,009.49
RHINELANDER	\$	275,863.65
MIDDLETON-CROSS PLAINS	\$	271,501.55
BEAVER DAM	\$	271,411.57
WAUPACA	\$	263,169.56
GREENFIELD	\$	260,856.64
VIROQUA AREA	\$	259,305.17
ELKHORN AREA	\$	257,835.00
WAUWATOSA	\$	254,296.42
LITTLE CHUTE AREA	\$	251,573.28
OAK CREEK-FRANKLIN	\$	249,278.36
ACAD OF LEARNING & LEADERSHIP	\$	248,950.07

MILWAUKEE COLLEGE PREP	\$	238,125.80
WESTFIELD	\$	237,760.27
RICE LAKE AREA	\$	236,391.26
WAUTOMA AREA	\$	234,170.18
SAUK PRAIRIE	\$	233,938.70
WESTBY AREA	\$	229,793.19
STOUGHTON AREA	\$	228,474.44
VERONA AREA	\$	226,698.94
ROYALL	\$	226,291.22
HOLMEN	\$	224,744.10
SHAWANO	\$	222,073.09
BURLINGTON AREA	\$	220,740.07
RICHLAND	\$	212,804.02
MAUSTON	\$	211,989.19
MARINETTE	\$	210,685.33
HILLSBORO	\$	208,637.40
SEEDS OF HEALTH ELEMENTARY	\$	207,007.12
BARABOO	\$	201,929.48
ONALASKA	\$	201,566.44
REEDSBURG	\$	200,338.30
MEDFORD AREA	\$	196,136.31
CENTRAL CITY CYBERSCHOOL	\$	192,124.22
PLATTEVILLE	\$	190,323.28
BELOIT TURNER	\$	189,911.83
HOWARD-SUAMICO	\$	189,811.29
LAKE GENEVA J1	\$	189,306.13
WHITEWATER	\$	189,131.75
CRANDON	\$	187,295.44
ELMBROOK	\$	186,570.59
COLBY	\$	182,363.64
MAPLE	\$	180,337.42
KAUKAUNA AREA	\$	179,820.47
MONROE	\$	176,922.96
WISCONSIN DELLS	\$	176,456.27
PORTAGE COMMUNITY	\$	175,924.43
WEST DE PERE	\$	174,083.77
SPOONER AREA	\$	173,921.80
JEFFERSON	\$	166,567.23

STANLEY-BOYD AREA	\$	166,534.34
BLACK RIVER FALLS	\$	163,620.07
OCONOMOWOC AREA	\$	153,745.92
TWO RIVERS	\$	153,202.28
LOYAL	\$	151,022.16
BARRON AREA	\$	149,525.31
TOMAHAWK	\$	149,125.03
MARKESAN	\$	149,012.09
PRAIRIE DU CHIEN AREA	\$	148,090.51
FORT ATKINSON	\$	146,324.33
ASHWAUBENON	\$	146,025.82
OCONTO FALLS	\$	143,899.07
WAUPUN	\$	143,452.87
PULASKI COMMUNITY	\$	141,104.57
NORWALK-ONTARIO-WILTON	\$	140,837.72
BLAIR-TAYLOR	\$	140,178.04
LADYSMITH-HAWKINS	\$	140,142.05
NEKOOSA	\$	140,001.79
MILTON	\$	139,864.64
NORTHLAND PINES	\$	138,655.74
SEYMOUR COMMUNITY	\$	137,045.32
DURAND	\$	136,978.30
WAUSAUKEE	\$	135,296.51
WESTON	\$	134,747.91
NEW LONDON	\$	134,132.29
CHETEK	\$	133,570.04
DARRELL LYNN HINES ACADEMY	\$	132,592.61
DE FOREST AREA	\$	131,801.36
OWEN-WITHEE	\$	130,352.30
WHITEHALL	\$	130,127.64
MONONA GROVE	\$	127,990.34
SLINGER	\$	127,934.49
PORT WASHINGTON -SAUKVILLE	\$	126,563.62
MENOMONEE FALLS	\$	126,371.23
GRANTON AREA	\$	126,285.59
LAC DU FLAMBEAU #1	\$	125,353.47
DE PERE	\$	124,635.45
FENNIMORE COMMUNITY	\$	124,238.90



PLYMOUTH	\$	123,810.07
DENMARK	\$	123,455.72
EDGERTON	\$	122,652.68
CLINTONVILLE	\$	120,380.71
ALTOONA	\$	119,339.99
THORP	\$	118,669.14
NEW LISBON	\$	116,770.76
FLAMBEAU	\$	115,887.67
MONDOVI	\$	115,624.54
OCONTO	\$	114,784.89
CRIVITZ	\$	114,601.19
WITTENBERG-BIRNAMWOOD	\$	114,455.98
BERLIN AREA	\$	114,141.96
RIVERDALE	\$	113,368.09
BRODHEAD	\$	112,562.57
CADOTT COMMUNITY	\$	111,567.15
GREENWOOD	\$	109,992.10
CHILTON	\$	109,960.45
21ST CENTURY PREP SCHOOL	\$	109,952.38
GRANTSBURG	\$	108,673.97
AMERY	\$	108,664.67
LAKE MILLS AREA	\$	108,569.10
UNITY	\$	107,145.47
SIREN	\$	104,848.68
BOWLER	\$	104,745.66
RIPON	\$	104,018.34
DRUMMOND	\$	103,949.45
WILD ROSE	\$	103,152.00
STURGEON BAY	\$	102,958.99
BAYFIELD	\$	102,541.96
HARTFORD J1	\$	102,494.80
RIVER FALLS	\$	102,005.77
RIVER VALLEY	\$	101,643.35
OSSEO-FAIRCHILD	\$	101,623.49
TENOR HIGH SCHOOL	\$	101,473.93
BROWN DEER	\$	101,115.85
GREENDALE	\$	100,404.04
BLOOMER	\$	100,267.51

SURING	\$	100,166.98
NORTH CRAWFORD	\$	99,004.62
NEW BERLIN	\$	98,978.55
MOUNT HOREB AREA	\$	98,878.02
MANAWA	\$	98,863.13
CUMBERLAND	\$	98,711.08
MOSINEE	\$	98,627.92
WHITNALL	\$	98,253.09
NEILLSVILLE	\$	97,818.68
NECEDAH AREA	\$	97,630.02
KEWASKUM	\$	96,870.42
BRUCE	\$	95,107.34
CAPITOL WEST ACADEMY	\$	94,708.92
LA FARGE	\$	92,927.22
PITTSVILLE	\$	92,876.33
CAMERON	\$	92,822.34
NEW RICHMOND	\$	92,532.52
BONDUEL	\$	91,948.55
SAINT FRANCIS	\$	91,230.53
WEBSTER	\$	89,741.13
NORTH FOND DU LAC	\$	89,726.85
NEW HOLSTEIN	\$	89,567.36
MINOCQUA J1	\$	88,254.20
LANCASTER COMMUNITY	\$	88,002.24
SHOREWOOD	\$	86,602.82
GILMAN	\$	86,111.94
PALMYRA-EAGLE AREA	\$	85,953.07
PHILLIPS	\$	85,822.74
LUXEMBURG-CASCO	\$	85,738.97
DARLINGTON COMMUNITY	\$	83,620.90
NORTHWOOD	\$	83,352.81
CLINTON COMMUNITY	\$	83,222.49
DODGEVILLE	\$	83,010.25
ALMA CENTER	\$	82,822.83
KICKAPOO AREA	\$	82,619.90
COLEMAN	\$	82,418.21
FREDERIC	\$	82,369.18
TRI-COUNTY AREA	\$	82,307.74

PARDEEVILLE AREA	\$	81,991.87
FREEDOM AREA	\$	81,988.76
KEWAUNEE	\$	81,782.73
HAMILTON	\$	81,460.64
WEST SALEM	\$	80,606.10
LAKE GENEVA-GENOA UHS	\$	80,486.32
CASSVILLE	\$	79,810.50
MUSKEGO-NORWAY	\$	78,395.57
GALESVILLE-ETTRICK	\$	78,133.06
PRENTICE	\$	77,745.19
IOWA-GRANT	\$	77,524.26
FRANKLIN PUBLIC	\$	76,883.20
GRAFTON	\$	76,242.75
MONTELLO	\$	76,199.31
HUDSON	\$	76,080.78
ATHENS	\$	75,940.53
BOSCOBEL AREA	\$	75,743.18
ARCADIA	\$	74,434.99
SEVASTOPOL	\$	73,748.00
MAYVILLE	\$	73,648.08
NEW AUBURN	\$	73,522.10
CAMPBELLSPORT	\$	72,618.53
CLAYTON	\$	72,485.72
COLUMBUS	\$	72,347.33
COLFAX	\$	71,945.81
DE SOTO AREA	\$	70,256.58
GLENDALE-RIVER HILLS	\$	70,105.15
LAKE HOLCOMBE	\$	69,916.50
SOUTHERN DOOR	\$	69,176.14
KETTLE MORaine	\$	68,760.34
CORNELL	\$	68,230.36
HORICON	\$	67,751.89
DODGELAND	\$	67,465.80
REEDSVILLE	\$	67,362.78
FOX POINT J2	\$	67,126.96
MERTON COMMUNITY	\$	66,476.59
PESHTIGO	\$	66,335.71
MUKWONAGO	\$	66,132.78

SALEM J2	\$\$	66,097.41
GILLETT	\$\$	66,081.27
ALGOMA	\$\$	65,926.75
OREGON	\$\$	65,923.64
GERMANTOWN	\$\$	65,914.34
WEYAUWEGA-FREMONT	\$\$	65,558.12
MELROSE-MINDORO	\$\$	65,511.57
WILMOT UHS	\$\$	64,995.87
OMRO	\$\$	64,949.32
FLORENCE	\$\$	64,591.87
CUBA CITY	\$\$	64,321.29
BANGOR	\$\$	64,237.51
WRIGHTSTOWN COMMUNITY	\$\$	63,791.93
BOYCEVILLE COMMUNITY	\$\$	63,770.21
SOMERSET	\$\$	63,071.43
SHELL LAKE	\$\$	62,455.19
FALL RIVER	\$\$	62,303.14
HURLEY	\$\$	62,245.43
SENECA	\$\$	61,274.21
CEDARBURG	\$\$	60,877.04
LUCK	\$\$	60,791.40
OSCEOLA	\$\$	60,297.41
MEQUON-THIENSVILLE	\$\$	60,217.35
PARKVIEW	\$\$	60,149.71
ABBOTSFORD	\$\$	60,000.00
ALBANY	\$\$	60,000.00
ALMA	\$\$	60,000.00
ALMOND-BANCROFT	\$\$	60,000.00
ARGYLE	\$\$	60,000.00
ARROWHEAD UHS	\$\$	60,000.00
AUBURNDALE	\$\$	60,000.00
BALDWIN-WOODVILLE AREA	\$\$	60,000.00
BARNEVELD	\$\$	60,000.00
BEECHER-DUNBAR-PEMBINE	\$\$	60,000.00
BELLEVILLE	\$\$	60,000.00
BELMONT COMMUNITY	\$\$	60,000.00
BENTON	\$\$	60,000.00
BIG FOOT UHS	\$\$	60,000.00

BIRCHWOOD	\$	60,000.00
BLACK HAWK	\$	60,000.00
BRIGHTON #1	\$	60,000.00
BRILLION	\$	60,000.00
BRISTOL #1	\$	60,000.00
BROWN CO HCEB	\$	60,000.00
BUTTERNUT	\$	60,000.00
CAMBRIA-FRIESLAND	\$	60,000.00
CAMBRIDGE	\$	60,000.00
CEDAR GROVE-BELGIUM AREA	\$	60,000.00
CENTRAL/WESTOSHA UHS	\$	60,000.00
CLEAR LAKE	\$	60,000.00
COCHRANE-FOUNTAIN CITY	\$	60,000.00
DEERFIELD COMMUNITY	\$	60,000.00
DOVER #1	\$	60,000.00
DOWNTOWN MONTESSORI	\$	60,000.00
EAST TROY COMMUNITY	\$	60,000.00
EDGAR	\$	60,000.00
ELCHO	\$	60,000.00
ELEVA-STRUM	\$	60,000.00
ELK MOUND AREA	\$	60,000.00
ELKHART LAKE-GLENBEULAH	\$	60,000.00
ELLSWORTH COMMUNITY	\$	60,000.00
ELMWOOD	\$	60,000.00
ERIN	\$	60,000.00
EVANSVILLE COMMUNITY	\$	60,000.00
FALL CREEK	\$	60,000.00
FONTANA J8	\$	60,000.00
FRIESS LAKE	\$	60,000.00
GENEVA J4	\$	60,000.00
GENOA CITY J2	\$	60,000.00
GIBRALTAR AREA	\$	60,000.00
GILMANTON	\$	60,000.00
GLENWOOD CITY	\$	60,000.00
GOODMAN-ARMSTRONG	\$	60,000.00
GREEN LAKE	\$	60,000.00
GRESHAM	\$	60,000.00
HARTFORD UHS	\$	60,000.00

HARTLAND-LAKESIDE J3	\$	60,000.00
HERMAN #22	\$	60,000.00
HIGHLAND	\$	60,000.00
HILBERT	\$	60,000.00
HORTONVILLE AREA	\$	60,000.00
HOWARDS GROVE	\$	60,000.00
HUSTISFORD	\$	60,000.00
INDEPENDENCE	\$	60,000.00
INLAND SEAS SCHOOL	\$	60,000.00
IOLA-SCANDINAVIA	\$	60,000.00
ITHACA	\$	60,000.00
JOHNSON CREEK	\$	60,000.00
JUDA	\$	60,000.00
KIEL AREA	\$	60,000.00
KIMBERLY AREA	\$	60,000.00
KOHLER	\$	60,000.00
LAKE COUNTRY	\$	60,000.00
LAKELAND UHS	\$	60,000.00
LAONA	\$	60,000.00
LENA	\$	60,000.00
LINN J4	\$	60,000.00
LINN J6	\$	60,000.00
LODI	\$	60,000.00
LOMIRA	\$	60,000.00
MAPLE DALE-INDIAN HILL	\$	60,000.00
MARATHON CITY	\$	60,000.00
MARION	\$	60,000.00
MARSHALL	\$	60,000.00
McFARLAND	\$	60,000.00
MELLEN	\$	60,000.00
MERCER	\$	60,000.00
MILWAUKEE RENAISSANCE ACADEMY	\$	60,000.00
MINERAL POINT	\$	60,000.00
MISHICOT	\$	60,000.00
MONTICELLO	\$	60,000.00
NEOSHO J3	\$	60,000.00
NEW GLARUS	\$	60,000.00
NIAGARA	\$	60,000.00

NICOLET UHS	\$	60,000.00
NORRIS	\$	60,000.00
NORTH CAPE	\$	60,000.00
NORTH LAKE	\$	60,000.00
NORTH LAKELAND	\$	60,000.00
NORTHERN OZAUKEE	\$	60,000.00
NORWAY J7	\$	60,000.00
OAKFIELD	\$	60,000.00
OOSTBURG	\$	60,000.00
PARIS J1	\$	60,000.00
PECATONICA AREA	\$	60,000.00
PEPIN AREA	\$	60,000.00
PEWAUKEE	\$	60,000.00
PHELPS	\$	60,000.00
PLUM CITY	\$	60,000.00
PORT EDWARDS	\$	60,000.00
POTOSI	\$	60,000.00
POYNETTE	\$	60,000.00
PRAIRIE FARM	\$	60,000.00
PRESCOTT	\$	60,000.00
PRINCETON	\$	60,000.00
RANDALL J1	\$	60,000.00
RANDOLPH	\$	60,000.00
RANDOM LAKE	\$	60,000.00
RAYMOND #14	\$	60,000.00
RIB LAKE	\$	60,000.00
RICHFIELD J 1	\$	60,000.00
RICHMOND	\$	60,000.00
RIO COMMUNITY	\$	60,000.00
RIVER RIDGE	\$	60,000.00
ROSENDALE-BRANDON	\$	60,000.00
ROSHOLT	\$	60,000.00
RUBICON J6	\$	60,000.00
SAINT CROIX CENTRAL	\$	60,000.00
SAINT CROIX FALLS	\$	60,000.00
SCHL FOR EARLY DVLP & ACH	\$	60,000.00
SHARON J11	\$	60,000.00
SHEBOYGAN FALLS	\$	60,000.00

SHIOCTON	\$	60,000.00
SHULLSBURG	\$	60,000.00
SILVER LAKE J1	\$	60,000.00
SOLON SPRINGS	\$	60,000.00
SOUTH SHORE	\$	60,000.00
SOUTHWESTERN WISCONSIN	\$	60,000.00
SPENCER	\$	60,000.00
SPRING VALLEY	\$	60,000.00
STOCKBRIDGE	\$	60,000.00
STONE BANK	\$	60,000.00
STRATFORD	\$	60,000.00
SWALLOW	\$	60,000.00
THREE LAKES	\$	60,000.00
TIGERTON	\$	60,000.00
TOMORROW RIVER	\$	60,000.00
TREVOR-WILMOT	\$	60,000.00
TURTLE LAKE	\$	60,000.00
TWIN LAKES #4	\$	60,000.00
UNION GROVE J1	\$	60,000.00
UNION GROVE UHS	\$	60,000.00
VALDERS AREA	\$	60,000.00
WABENO AREA	\$	60,000.00
WALWORTH J1	\$	60,000.00
WASHBURN	\$	60,000.00
WASHINGTON	\$	60,000.00
WASHINGTON-CALDWELL	\$	60,000.00
WATERFORD GRADED J1	\$	60,000.00
WATERFORD UHS	\$	60,000.00
WATERLOO	\$	60,000.00
WAUNAKEE COMMUNITY	\$	60,000.00
WAUZEKA-STEUBEN	\$	60,000.00
WEYERHAEUSER AREA	\$	60,000.00
WHEATLAND J1	\$	60,000.00
WHITE LAKE	\$	60,000.00
WHITEFISH BAY	\$	60,000.00
WILLIAMS BAY	\$	60,000.00
WINNECONNE COMMUNITY	\$	60,000.00
WINTER	\$	60,000.00



WISCONSIN HEIGHTS	\$	60,000.00
WONEWOC-UNION CENTER	\$	60,000.00
WOODLANDS SCHOOL	\$	60,000.00
WOODRUFF J1	\$	60,000.00
YORKVILLE J2	\$	60,000.00
STATEWIDE TOTALS	\$	129,402,292.51





**Wisconsin Rapids Board of Education**

510 Peach Street · Wisconsin Rapids, WI 54494 · (715) 422-6005

**MINUTES**

Mary E. Rayome, President  
John Benbow, Jr.  
Larry Davis  
Sandra K. Hett  
John A. Krings  
Anne Lee  
Katie Medina

May 13, 2010

**SPECIAL BOARD OF EDUCATION MEETING**

Location: Thomas A. Lenk Educational Center, 510 Peach Street, Wisconsin Rapids, WI  
Conference Room A/B

Time: 4:00 p.m.

Board Members Present: John Benbow, Larry Davis, Sandra Hett, John Krings, Anne Lee, Katie Medina, Mary Rayome

Administration Present: None

President Rayome called the meeting to order at 4:00 p.m.

Roll Call

President Rayome stated the purpose of the meeting is to consider district participation in the second round application process of "Race to the Top" grant funding.

The Board considered potential benefits of continuing to be involved in the "Race to the Top" grant funding process, understanding that there is an opportunity to opt out at a later date, if desired.

**Motion by John Krings, seconded by Katie Medina to approve the District's participation in the second round "Race to the Top" grant funding application process. Motion carried unanimously.**

Mary Rayome adjourned the meeting at 4:06 p.m.

Mary E. Rayome – President

Maurine Hodgson – Secretary

John A. Krings – Clerk





STATE OF WISCONSIN

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May 6, 2010

Dear Colleague:

We are excited to invite you to participate in Wisconsin's Round Two Race to the Top application to the Department of Education Through the American Recovery and Reinvestment Act, President Obama and Congress provided \$4.3 billion in competitive grant funding to states that move forward with innovations and reform in education. Over \$3 billion in funding is available in Round 2; Wisconsin's Round Two application will aim to secure up to \$250 million of this amount. Round Two awards will be announced in September 2010.

In Fall 2009, and again just a few weeks ago, the Wisconsin Legislature passed bills to make Wisconsin both eligible and more competitive for the Race to the Top grants. Now our local school district leaders – school board members, superintendents, principals, teachers and other staff – need to prepare their district for participation in Wisconsin's grant application.

Over the past several months, we have carefully reviewed feedback from local school leaders, educators, stakeholders, legislators and the federal government. We also worked closely with statewide organizations that represent teachers, principals, administrators, school boards, CESA directors, school business officials, special education directors, higher education representatives and other key stakeholders to craft the framework for Wisconsin's Round Two application. We appreciate the commitment that all groups have shown in their collaborative efforts to make our application more competitive.

Enclosed is the Race to the Top district memorandum of understanding (MOU) that the federal government requires participating districts to sign as part of the state's Race to the Top grant application. The MOU provides a framework of collaboration between districts and the state, articulating the specific roles and responsibilities necessary to implement an approved Race to the Top grant.

To be considered as an eligible participating local education agency (LEA) the MOU must be signed by the LEA superintendent or the president of the local school board, and LEAs should seek the signature of the local teachers' union leader or their authorized representative. To demonstrate broad commitment to the MOU, districts should seek to obtain signatures from all the aforementioned individuals. When all three parties sign the MOU, the state is awarded more points on the Race to the Top application and the LEA is in a better position to implement the reforms when the grant is awarded.

**The signed MOU must be returned to the Department of Public Instruction by 4:00 p.m. on Friday, May 21, 2010.**

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

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

The State is applying for the maximum \$250 million award; however, we cannot guarantee the exact level of funding the State may be provided to the state through Race to the Top. Please note that federal guidelines require that at least 50 percent of the state's total award will be distributed to participating LEAs through the Title I formula.

To ensure that districts have sufficient support to participate in the program, the State has eliminated the competitive grant program and allocated additional funds to create a funding floor so that each district will receive the greater of:

- Their share of Race to the Top funds based on the Title I formula;
- \$100 per pupil; or
- \$70,000 per district.

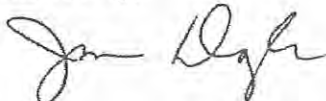
This adjustment will be made using the Race to the Top funds that may be distributed by the state through other means.

Attached to this letter is an estimate of Race to the Top funds by school district. This estimate includes the funding floor, and it assumes the state receives \$250 million in Race to the Top funding and that all districts participate.

We hope all of you will complete the MOU and take part in this important initiative. The Governor and State Superintendent will be conducting a webinar on **Monday, May 10<sup>th</sup> at noon** to discuss the MOU and answer questions. Further detail about this webinar will be sent to you soon.

Please contact Jeff Pertl, Policy Initiatives Advisor at the Department of Public Instruction, by email [jeff.pertl@dpi.wi.gov](mailto:jeff.pertl@dpi.wi.gov) or by phone 608/267-9232 or Nina Carlson, Senior Policy Advisor in the Governor's Office, by email [nina.carlson@wisconsin.gov](mailto:nina.carlson@wisconsin.gov) or by phone 608/266-3271 if you have any questions or concerns as we move forward with the Race to the Top opportunity.

Sincerely,



Jim Doyle  
Governor



Tony Evers  
State Superintendent

## Participating LEA Memorandum of Understanding

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

The elements committed to in this MOU are intended to set forth the minimum requirements for participation in Race to the Top and are not intended as limitations. Participating LEAs are permitted to adopt locally developed requirements and standards in addition to those required by this MOU and any applicable Exhibit to the extent that these strategies do not conflict with federal or state law, collective bargaining agreements, or any requirement related to the Race to the Top grant program.

### I. SCOPE OF WORK

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

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

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

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

The signature of the Local Teachers’ Union Leader set forth below indicates support for the LEA’s decision to be a Participating LEA and a commitment to discuss any relevant provisions in good faith. However, the signature provided and the Local Teachers’ Union Leader’s indication of support does not constitute an agreement by the Local Union to reopen or otherwise modify any existing collective bargaining agreement or waive its rights and protections under the Wisconsin Municipal Employment Relations Act. Any changes to the collective bargaining agreement made pursuant to this MOU shall be implemented only upon agreement of the LEA and the Local Union.

## Instructions for Completing the Wisconsin's Race to the Top MOU- Exhibit I

Please review the following instructions and attached Race to the Top MOU materials. To ensure an accurate count of participation, it is essential that all necessary checkboxes have been selected and that all signatures are in place. The deadline to return signed MOUs is Friday, May 21<sup>st</sup> at 4pm.

### Instructions

1. All LEAs wishing to participate in Race to the Top are required to complete "Participating LEA Memorandum of Understanding" (Exhibit I).
2. Review the exhibit and the accompanying appendices thoroughly. The requirements for Participating LEAs along with the preliminary State Plan are described in the body of the document.
3. Capture all checkbox responses in their appropriate places.
  - a. For Exhibit I, see Page 6
4. Capture all signatures in their appropriate places.
  - a. For Exhibit I, see Page 9
5. All completed MOUs must be received by Friday, May 21<sup>st</sup> at 4pm. There are three ways to submit the completed MOU (pages 1-9). The completed MOU can be submitted:
  - a. Electronically to the department via [wirttt@dpi.wi.gov](mailto:wirttt@dpi.wi.gov).
  - b. Be sent to the following address:  
Jeff Pertl  
Policy Initiatives Advisor &  
Federal Funds Trustee  
Wisconsin Department of Public Instruction  
P.O. Box 7841  
Madison, WI 53707-7841
  - c. Hand delivered to the DPI Reception Desk located in the GEF 3 building at 125 S. Webster Street, Madison, on the 5th Floor.

Please contact Jeff Pertl, Policy Initiatives Advisor at the Department of Public Instruction, by email [jeff.pertl@dpi.wi.gov](mailto:jeff.pertl@dpi.wi.gov) or by phone 608/267-9232 or Nina Carlson, Senior Policy Advisor in the Governor's Office, by email [nina.carlson@wisconsin.gov](mailto:nina.carlson@wisconsin.gov) or by phone 608/266-3271 if you have any questions or concerns as we move forward with the Race to the Top opportunity.



## **II. LEA GRANT PERIOD**

The project period shall be up to 48 months.

## **III. PROJECT ADMINISTRATION**

### **A. PARTICIPATING LEA RESPONSIBILITIES**

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

1. Implement the LEA plan as identified in Exhibit I of this agreement;
2. Actively participate in all relevant convenings, communities of practice, or other practice-sharing events that are organized or sponsored by the State or by the U.S. Department of Education ("ED");
3. Post to any website specified by the State or ED, in a timely manner, all non-proprietary products and lessons learned developed using funds associated with the Race to the Top grant;
4. Participate, as requested, in any evaluations of this grant conducted by the State or ED;
5. Be responsive to State or ED requests for information including the status of the project, project implementation, outcomes, and any problems anticipated or encountered;
6. Participate in meetings and telephone conferences with the State to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the Race to the Top grant period, and (d) other matters related to the Race to the Top grant and associated plans.

### **B. STATE RESPONSIBILITIES**

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

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

### C. JOINT RESPONSIBILITIES

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

### D. STATE RECOURSE FOR LEA NON-PERFORMANCE

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

## IV. ASSURANCES

The Participating LEA hereby certifies and represents that it:

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

Program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98, and 99).

## **V. MODIFICATIONS**

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

## **VI. DURATION/TERMINATION**

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

## VII. Exhibit I – Requirements for all Participating LEAs

### Standards and Assessments

- Implement a curriculum aligned to the Common Core Standards in English language arts and mathematics.
- Implement the state's next generation summative and benchmark assessment system in reading and mathematics when it becomes available

### Data Systems

- Implement a response to intervention model that provides diagnostic and progress assessments, core instruction to all students, differentiation strategies, and interventions in reading and mathematics.
- Use local and state-provided student growth data to set annual district and school achievement goals. Ensure regular principal and teacher review of local achievement data in professional learning communities or ensure cooperative planning time to continuously refine improvement strategies.
- Authorize the Department of Public Instruction (DPI) to share data collected from the Participating LEA with researchers as allowed under FERPA.

### Great Teachers and Leaders

#### Measuring student growth

- Measure individual student growth over time using multiple measures that include formative assessments; standardized benchmark and summative tests; curriculum- and course-based assessments and individual student work (performances, projects, etc.)

#### Teacher and principal evaluation systems

- Under Wisconsin's Quality Educator Initiative (Wis. Admin. Code § PI 34) 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 (IHE) to attain professional certification. DPI-trained team members must approve the goals.
- Ensure local principal and teacher evaluation systems include both formative and summative components.<sup>1</sup>
- Conduct annual formative and summative evaluations for probationary teachers as determined locally by applicable collective bargaining agreements, and for probationary principals.
- Conduct 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. (Wis. Stat. § 121.02(1)(q))

- Implement improvement plans, which include annual summative evaluations, professional development, and classroom observations for principals and teachers rated as “unsatisfactory.”

Use evaluations to inform key decisions

- Under Wisconsin’s Quality Educator Initiative (Wis. Admin. Code § PI 34) initial educators who fail to satisfactorily complete a professional development plan (PDP) within five years are denied professional certification. The PDP approval process is based on planned professional growth and evidence of the effect of that growth on student learning.
- Use the results of formative evaluations to inform decision-making in the areas of coaching, induction support, and/or professional development
- **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. *(Optional)*
  - Career ladders for promotion, additional compensation or advancement of teachers based on additional responsibilities and other qualifications. *(Optional)*
  - Career ladders for promotion, additional compensation or advancement of principals based on additional responsibilities or other qualifications. *(Optional)*
- Use the results of summative evaluation systems to inform decisions regarding non-probationary status for teachers and principals.
- Use the results of summative evaluation systems to inform non-renewal decisions.

Equitable distribution of teachers and principals

- 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.

- 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.
- Additionally, Participating LEAs must provide effective support to teachers and principals in those schools around improving student performance and qualifications. These supports may include professional learning communities, job-embedded professional development, and tuition reimbursement for license-related coursework.

#### High quality professional development

- Use local student data as well as district and school achievement goals to inform currently required professional development and coaching 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.” Adopt a policy to measure and assess the effectiveness of professional development programs as well as district and school intervention relative to improvements in student achievement and staff evaluations.

#### **Turning Around Struggling Schools**

- Implement one of the four federally required school intervention models: turnaround model, restart model, school closure, or transformation in schools identified among the lowest-achieving five percent of Title I-eligible schools.

*(Based on Federal criteria, currently this only applies to 12 schools in the City of Milwaukee.)*

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<sup>i</sup> Evaluation system definitions and description:

**Formative Evaluations:** Are not intended for disciplinary purposes but can inform professional development activities and may lead to the implementation of individual plans designed to improve performance and instruction. Formative evaluations include the following as significant factors:

- Student growth and achievement data that result from assessments in core academic subjects administered to pupils under Wis. Stat. § 118.30 and 20 USC 6311 (b) (3), provided the school board has developed a teacher evaluation plan through collective bargaining that includes all of the following:
  - 1) A description of the evaluation process.
  - 2) Multiple criteria in addition to examination results.
  - 3) The rationale for using examination results to evaluate teachers.
  - 4) An explanation of how the school board intends to use the evaluations to improve pupil academic achievement
- 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

**Summative Evaluations:** Per Wis. Stat. § 121.02(1)(q), conduct an evaluation in the first year and at least every third year thereafter to assess overall employment performance, which may be used for disciplinary purposes. This should include:

- A classroom observation
- A review of compliance with action steps created under the formative evaluations process.
- A review of compliance with district personnel policies
- Multiple rating categories, which must include at a minimum “satisfactory” and “unsatisfactory.”

If performance is unsatisfactory, then an improvement plan shall be implemented. 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 shall be offered, 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.

**VIII. SIGNATURES**

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

Dr. Robert Crist / 5-10-10

Signature/Date

DR. ROBERT CRIST / SUPERINTENDENT

Print Name/Title

**President of Local School Board:**

Mary E. Rayome 5/13/10

Signature/Date

Mary E. Rayome 5/13/10

Print Name/Title

**Local Teachers' Union Leader:**

Kaycee Marks 5-10-10

Signature/Date

Kaycee Marks, WREA President

Print Name/Title

**Authorized State Official - required:**

By its signature below, the State hereby accepts the LEA as a Participating LEA.

\_\_\_\_\_

Signature/Date

\_\_\_\_\_

Print Name/Title



Appendix A: Wisconsin Race to the Top – Overview of State Plan and MOU

Elements of State Reform Plan	State Commitments	Participating LEA
<p><b>A. State Success Factors</b></p>	<p><b>A(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans</b></p>	
<p>① (a-c) Ensuring the capacity to implement</p>	<ul style="list-style-type: none"> <li>• The State will create the Office of Education Innovation and Improvement (OEII).                             <ul style="list-style-type: none"> <li>▪ 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 and ensuring the State's and LEA's compliance with the conditions outlined in the State's RTTT grant and LEA Final Work Plans.</li> <li>▪ Additionally, the OEII will be charged with providing statewide expertise and support to LEAs to advance the federal education reform agenda requirements the areas of standards and assessments, data systems, effective teachers and leaders, and turning around struggling schools.</li> <li>▪ The office will include project management and administration staff housed in Madison and project consultants working regionally with each CESA.</li> </ul> </li> <li>• The State will secure external mechanisms to measure and report on Race to the Top progress.                             <ul style="list-style-type: none"> <li>▪ The Wisconsin DOA, in consultation with the Wisconsin Office of Recovery and Reinvestment, Wisconsin DPI, and the OEII will contract with an outside accountability/audit/consulting firm or firms to externally measure and report on an annual basis the State's and LEAs' progress with and compliance to the conditions and goals outlined in the State's Race to the Top grant and LEAs' Final Work Plans.</li> <li>▪ Outside entities may also be used in the 90 day period 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 are specific, measurable, achievable, realistic, and time bound, and are in line with the RTTT guidelines for ambitious yet achievable plans for implementing coherent, compelling, and comprehensive education reform.</li> </ul> </li> <li>• The State will augment the Wisconsin Initiative for Neighborhoods and Schools that Work for Children (WINS), a Milwaukee philanthropic effort. WINS will provide holistic, data-driven wraparound services, including healthcare access, early childhood, education and child care, to students in two Milwaukee neighborhoods.</li> </ul>	<p>No action required.</p>
<p><b>B. Standards and Assessments</b></p>		

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Elements of State Reform Plan	State Commitments	Participating LEA
<b>(B)(1) Developing and adopting common standards</b>	<ul style="list-style-type: none"> <li>The State will adopt the English Language Arts Common Core Standards and the Mathematics Common Core Standards.</li> <li>The State, as a leading member of the SMARTER/Balanced assessment consortium, will involve Wisconsin educators in developing model curriculum and units of instruction for each grade level, reflecting a learning progression for the Common Core Standards.</li> </ul>	<p>No action required. See B(3)</p> <p>No action required. See B(2)</p>
(i) Participating in consortium developing high quality standards		
(ii) Adopting standards		
<b>(B)(2) Developing and implementing common, high-quality assessments</b>	<ul style="list-style-type: none"> <li>The State, as part of the SMARTER/Balanced assessment consortium, will develop a common statewide benchmark assessment accessible through a shared computer-based format to gauge student progress on the Common Core Standards throughout the school year.</li> </ul>	<p>No action required. See B(2)</p>
<b>(B)(3) Supporting the transition to enhanced standards and high-quality assessments</b>	<ul style="list-style-type: none"> <li>The State, in collaboration with the SMARTER/Balanced assessment consortium, will develop online resources to include model curriculum, model units of instruction, classroom assessment strategies, and video classroom vignettes.</li> <li>The State will support professional development through a combination of local and regional professional learning communities, summer institutes, and online training modules and networking.</li> <li>The State is working with postsecondary institutions and national research partners, including the National Center for the Improvement of Educational Assessment, Inc. (NCIEA), the Wisconsin Center for Education Research (WCER) and the Value-Added Research Center (VARC) on improving the quality of student growth data and related professional development to LEAs.</li> </ul>	<ul style="list-style-type: none"> <li>Implement a curriculum aligned to the Common Core Standards in English language arts and mathematics.</li> <li>Implement the state's next generation summative and benchmark assessment system in reading and mathematics when it becomes available</li> </ul>
<b>C. Data Systems</b>		
<b>(C)(1) Fully implementing a statewide longitudinal data system</b>	<ul style="list-style-type: none"> <li>The State meets 10 of the 12 requirements of the America COMPETES Act.</li> <li>Per State Fiscal Stabilization Fund (SFSF) conditions, the State will meet all 12 requirements of the American COMPETES Act by September 30, 2011.</li> </ul>	<ul style="list-style-type: none"> <li>Complete new data collection and reporting required under the America COMPETES Act.</li> </ul>

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Elements of State Reform Plan	State Commitments	Participating IEA
(C)(2) Accessing and using State data	<ul style="list-style-type: none"> <li>The State provides a public reporting portal for education data through the Wisconsin Information Network for Successful Schools (WINSIS).</li> <li>The State LDS provides secure access to the Multidimensional Analytic Tool (MDAT), which allows teachers and principals to review annual individual student growth data combined with attendance, discipline and other key student indicators.</li> <li>The State established a P-16 data exchange and is incorporating postsecondary enrollment data from the National Student Clearinghouse.</li> </ul>	<p><i>No action required.</i></p>
(C)(3) Using data to improve instruction	<ul style="list-style-type: none"> <li>The State will rapidly expand and scale the statewide Response to Intervention (RTI) Center, tripling the capacity to coordinate and provide technical assistance, professional development and data coaching services to LEAs and CESAs.</li> <li>The State will expand individual student growth data currently available through the LDS by enhancing the Multidimensional Analytic Tool (MDAT) and incorporating the “Colorado growth” system into the LDS by 2011.</li> <li>The State will provide financial support to VARC to expand district participation and training in value-added analysis.</li> </ul>	<ul style="list-style-type: none"> <li>Implement a response to intervention model that provides diagnostic and progress assessments, core instruction to all students, differentiation strategies, and interventions in reading and mathematics.</li> <li>Use local and state-provided student growth data to set annual district and school achievement goals. Ensure regular principal and teacher review of local achievement data in professional learning communities or ensure cooperative planning time to continuously refine improvement strategies.</li> </ul>
(i) Professional development on use of data	<ul style="list-style-type: none"> <li>The State will work with key stakeholders to develop professional development modules and tools around data literacy and using data to improve instruction.</li> <li>Professional development and training will be delivered by the State as well as regional CESAs, professional organizations, and non-profit organizations to provide educators the professional face-to-face training they need to utilize student growth and value-added data reports in the classroom to improve instruction.</li> </ul>	<ul style="list-style-type: none"> <li>See (D)(5)(b)</li> </ul>

Elements of State Reform Plan	State Commitments	Participating LEA
<p>(ii) Availability and accessibility of data to researchers</p>	<ul style="list-style-type: none"> <li>• Pursuant to 2009 Wisconsin Act 59, the Department of Public Instruction, University of Wisconsin System, Wisconsin Technical College System and the Wisconsin Association of Independent Colleges and Universities established a PK-16 data exchange to facilitate greater program evaluation and educational research.               <ul style="list-style-type: none"> <li>▪ An enabling memorandum of understanding has established data exchange protocols to effectuate the legislation.</li> <li>▪ Additionally, a data management position was established to coordinate research requests across agencies, facilitate data exchanges, serve as a point of contact for external research partners, and review FERPA-related concerns.</li> </ul> </li> <li>• Under the pending ARRA state longitudinal data system grant, the State will implement a robust online teacher licensure system that will more accurately and efficiently link student coursework, teachers and preparation programs, significantly improving research and program evaluation.</li> <li>• The online teacher licensure system will enable DPI to assess and verify the equitable distribution of teachers and principals by school and subject (see (D)(3))</li> <li>• The State will convene a Data Summit to outline a research agenda for the year and discuss best practices with a wide group of stakeholders and researchers, and will work collaboratively to provide a wide range of data as allowed under FERPA to researchers whose research projects are selected by the state as complementary to that agenda.</li> </ul>	<ul style="list-style-type: none"> <li>• Authorize the Department of Public Instruction to share data collected from the Participating LEA with researchers as allowed under FERPA.</li> </ul>
<p><b>D. Great Teachers &amp; Leaders</b></p>		
<p>(D)(1) Provide high-quality pathways for aspiring teachers and principals</p>	<ul style="list-style-type: none"> <li>• Under Wis. Stat. § 115.28 (7), the State Superintendent is given authority to prescribe rule standards and procedures for approval of educator preparation programs leading to licensure. Alternative route programs are specifically prescribed in Wis. Admin. Code § PI 34.17 (9).</li> <li>• Candidates for alternative certification must complete the Praxis I and II exam as well as a clinical experience, per Wis. Stat. § 118.19 (3).</li> <li>• The State supports 11 alternative certification programs, which focus on critical shortage areas and increasing the diversity of the state's teachers.</li> </ul>	<p><i>No action required.</i></p>
<p>(D)(2) Improving teacher and principal effectiveness based on performance:</p>		

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Elements of State Reform Plan	State Commitments	Participating LEA
<p>(i) Measure student growth</p>	<ul style="list-style-type: none"> <li>• The State will provide individual student growth data through the state longitudinal data system and support statewide access to value-added data through VARC.</li> <li>• The State, in conjunction with key stakeholders, will establish parameters for local measures of student growth, which may be locally developed or commercially purchased, that are rigorous and comparable across classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>• Measure individual student growth over time using multiple measures that include formative assessments; standardized benchmark and summative tests; curriculum- and course-based assessments and individual student work (performances, projects, etc.)</li> </ul>

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Elements of State Reform Plan

State Commitments

Participating LEA

(ii) Design and implement evaluation systems

Pilot a Preservice Evaluation

- The State will participate in a national partnership to develop and pilot a preservice teacher performance assessment (TPA) tool with a rating scale to be used during the student teaching clinical experience. Educator preparation programs will be able to use this tool to endorse candidates for state licensure.

Develop a Model Evaluation System

- The state, in conjunction with key stakeholders, will 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.

Tiered Licensing Requirements

The State has a tiered licensing system under Wis. Admin. Code § PI 34.

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

- Advancement.** Successfully complete a minimum of three years as an initial educator period and complete a professional development plan (PDP) that demonstrates increased proficiency, evidence of student learning, evidence of collaboration and is aligned with State standards.

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

- Renewal.** Successfully complete a professional development plan that demonstrates increased proficiency, evidence of student learning, 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 certification or the Wisconsin Master Educator Assessment Process.

- Ensure local principals and teachers evaluation systems have both formative and summative components. Participating LEAs are encouraged to align local systems to the State-developed standards or adopt the model evaluation system.

Definitions

**Formative Evaluations:** Are not intended for disciplinary purposes but can inform professional development activities and may lead to the implementation of individual plans designed to improve performance and instruction. Formative evaluations include the following as significant factors:

- Student growth and achievement data that result from assessments in core academic subjects administered to pupils under Wis. Stat. § 118.30 and 20 USC 6311 (b) (3), provided the school board has developed a teacher evaluation plan through collective bargaining that includes all of the following:
  - A description of the evaluation process
  - Multiple criteria in addition to examination results
  - The rationale for using examination results to evaluate teachers
  - An explanation of how the school board intends to use the evaluations to improve pupil academic achievement
- 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

**Summative Evaluations:** Per Wis. Stat. § 121.02(1)(q), conduct an evaluation in the first year and at least every third year thereafter to assess overall employment performance, which may be used for disciplinary purposes. This should include:

- A classroom observation
- A review of compliance with action steps created under the formative evaluations process
- A review of compliance with district personnel policies
- Multiple rating categories, which must include at a minimum "satisfactory" and "unsatisfactory."

If performance is unsatisfactory, then an improvement plan shall be implemented. 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 shall be offered, 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.

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Elements of State Reform Plan	State Commitments	Participating LEA
(iii) Conduct annual evaluations	<ul style="list-style-type: none"> <li>▪ Wis. Stat. § 121.02(1)(g) and Wis. Admin. Code § PI 8.01(2)(g) establishes specific criteria and a systematic procedure to measure the performance of licensed school personnel.                             <ul style="list-style-type: none"> <li>▪ An observation of the individual's performance must be included as part of the summative evaluation data.</li> <li>▪ A summative evaluation must be conducted in the first year of employment and at least every third year.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Under Wisconsin's Quality Educator Initiative (Wis. Admin. Code § PI 34) 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 (THE) to attain professional certification. DPI-trained team members must approve the goals.</li> <li>• Conduct annual formative and summative evaluations for probationary teachers as determined locally by applicable collective bargaining agreements, and for probationary principals.</li> <li>• Conduct 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. (Wis. Stat. § 121.02(1)(g))</li> <li>• Implement improvement plans, which include annual summative evaluations, professional development, and classroom observations for principals and teachers rated as "unsatisfactory."</li> </ul>
(iv)(a) Use evaluations to inform professional development	No action required.	Use the results of formative evaluations to inform decision-making in the areas of coaching, induction support, and/or professional development
(iv)(b) Use evaluations to inform compensation, promotion, and retention	No action required.	<ul style="list-style-type: none"> <li>• <b>Optional Activities:</b> Use the results of formative evaluation systems to inform compensation, promotion or advancement decisions. <i>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.</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Opportunities to pursue advanced professional certifications for teachers and principals, including certification by the National Board for Professional Teaching Standards. <i>(Optional)</i></li> <li><input type="checkbox"/> Career ladders for promotion, additional compensation or advancement of teachers based on additional responsibilities and other qualifications. <i>(Optional)</i></li> <li><input type="checkbox"/> Career ladders for promotion, additional compensation or advancement of principals based on additional responsibilities or other qualifications. <i>(Optional)</i></li> </ul> </li> </ul>

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Elements of State Reform Plan	State Commitments	Participating LEA
(iv)(c) Use evaluations to inform tenure and/or full certification	<i>No action required.</i>	<ul style="list-style-type: none"> <li>Under Wisconsin's Quality Educator Initiative (Wis. Admin. Code § PI 34) initial educators who fail to satisfactorily complete a professional development plan (PDP) within five years are denied professional certification. The PDP approval process is based on planned professional growth and evidence of the effect of that growth on student learning.</li> <li>Use the results of summative evaluation systems to inform decision regarding non-probationary status for teachers and principals.</li> </ul>
(iv)(d) Use evaluations to inform removal	<i>No action required.</i>	<ul style="list-style-type: none"> <li>Use the results of summative evaluation systems to inform non-renewal decisions.</li> </ul>
(D)(3) Ensuring equitable distribution of effective teachers and principals:		
(i) High-poverty and/or high-minority schools	<ul style="list-style-type: none"> <li>The State will use the proposed online teacher licensure system to assess and verify the equitable distribution of teachers and principals by school and subject.</li> <li>Provide additional support to the University of Wisconsin System's Urban Educator Institute to expand the placement of preservice teachers from across the state in urban centers for their student teaching clinical experience.</li> <li>The State supports educator recruitment and placement by posting on the Department of Public Instruction webpage:               <ul style="list-style-type: none"> <li>Educator vacancies in Wisconsin;</li> <li>Educator loan deferment and forgiveness programs; and</li> <li>Master educator information.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Implement a district policy to ensure the equitable distribution of effective teachers and principals among schools within the LEA.               <ul style="list-style-type: none"> <li>Measurement of principals and teachers will be based on qualifications, summative evaluations and experience.</li> <li>Measurement of schools will include school-level student growth, achievement and demographic data.</li> <li>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.</li> </ul> </li> <li>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.</li> </ul>
(ii) Hard-to-staff subjects and specialty areas including mathematics, science, and special education, and language instruction educational programs		<ul style="list-style-type: none"> <li>Additionally, Participating LEAs must provide effective support to teachers and principals in those schools around improving student performance and qualifications. These supports may include professional learning communities, job-embedded professional development, and tuition reimbursement for license-related coursework</li> </ul>



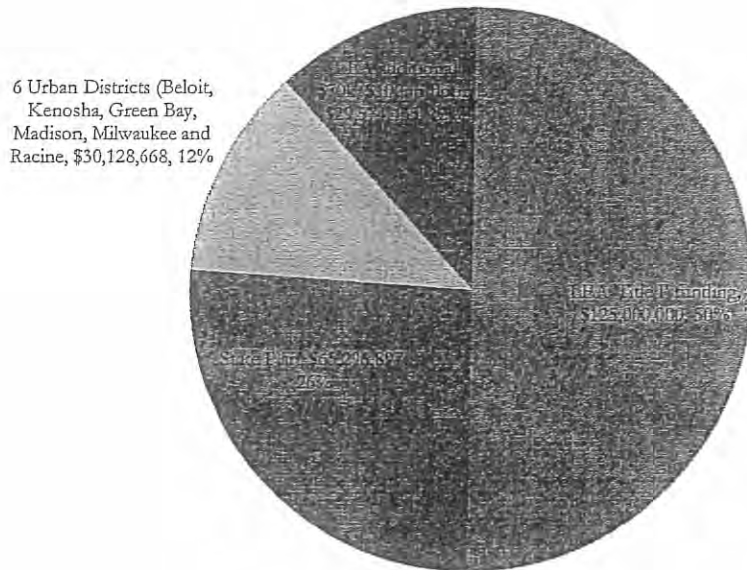
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Elements of State Reform Plan	State Commitments	Participating LEA
<p>(D)(4) Ensuring the effectiveness of teacher and principal preparation programs</p>	<ul style="list-style-type: none"> <li>Under Wis. Admin. Code § PI 34.06(3)(a), postsecondary education preparation programs are required to participate in a continuous review process, which includes annual visits. Program evaluation and approval is based on candidate performance measured against state standards and student achievement/growth.</li> <li>Under Wis. Admin. Code § PI 34.15(8), postsecondary educator preparation programs are required to conduct follow up studies with graduates and their employers on program effectiveness and student achievement/growth and then use that data for improvement. This data is also used by the State as part of the preparation program approval process.</li> </ul>	<p>No action required.</p>
<p>(D)(5) Providing effective support to teachers and principals:</p>		
<p>(i) Quality professional development</p>	<ul style="list-style-type: none"> <li>The State, in conjunction with key stakeholders, will develop mentor and coaching guidelines as well as best practices to improve effectiveness.</li> <li>The State will provide high quality coaching and mentoring resources and tools around principal and teacher effectiveness.</li> <li>The State will provide direct mentor and coaching training and support, including mentor academies and coaching institutes.</li> </ul>	<ul style="list-style-type: none"> <li>Use local student data as well as district and school achievement goals to inform currently required professional development and coaching and mentoring programs.</li> <li>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.</li> <li>Provide additional, targeted professional development for principals and teachers rated as “unsatisfactory.”</li> </ul>
<p>(ii) Measure effectiveness of professional development</p>	<ul style="list-style-type: none"> <li>Annually review the effectiveness of state-sponsored professional development programs, which may include third-party assessments, participant evaluations and LEA assessments of principal and staff improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Adopt a policy to measure and assess the effectiveness of professional development programs as well as district and school intervention relative to improvements in student achievement and staff evaluations.</li> </ul>

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<p><b>E. Turning Around Struggling Schools: The following Section (E) only applies to the Milwaukee Public Schools, which encompasses all of the identified lowest-achieving schools.</b></p>	
<p><b>(E)(1) Intervening in the lowest-achieving schools and LEAs</b></p>	<p>The State derives authority to intervene in the lowest-achieving schools and LEAs from:</p> <ul style="list-style-type: none"> <li>• State Superintendent intervention authority under 2010 Wisconsin Act 215</li> <li>• Federal Corrective Action Requirements under Elementary and Secondary Education Act (ESEA)</li> <li>• Federal School Improvement Grant requirements</li> </ul> <p>No action required.</p>
<p><b>(E)(2) Turning around the lowest-achieving schools</b></p>	<p>No action required.</p>
<p><b>(i) Identifying the persistently lowest-achieving schools</b></p>	<ul style="list-style-type: none"> <li>• Per the federal SFSF and School Improvement Grant requirements, the State has implemented a methodology for identifying the persistently lowest-achieving schools. Currently, all schools are located in the Milwaukee Public Schools.</li> </ul> <p>No action required.</p>
<p><b>(ii) Turning around the persistently lowest-achieving schools</b></p>	<ul style="list-style-type: none"> <li>• The State will work with MPS to align requirements under the School Improvement Grant program, the ESEA-required corrective action plan and new state requirements pursuant to 2010 Wisconsin Act 215 to maintain a focused, coherent approach to school and district turnaround in Milwaukee.</li> <li>• Implement one of the four federally required school intervention models: turnaround model, restart model, school closure, or transformation in schools identified among the lowest-achieving five percent of Title I eligible schools. (Based on Federal criteria, currently this only applies to 12 schools in the City of Milwaukee.)</li> </ul>
<p><b>Competitive Preference Priority: STEM</b></p>	
<p><b>(i) Identifying the persistently lowest-achieving schools</b></p>	<p>No action required.</p>
<p><b>(ii) Turning around the persistently lowest-achieving schools</b></p>	<ul style="list-style-type: none"> <li>• The OEII will create a working group to coordinate STEM efforts around the state, strengthen ties with regional economic development partners and higher education stakeholders to align STEM efforts around higher education and workforce need as well as to promote best practices within Wisconsin schools.</li> <li>• The OEII will contract with educational institutions, professional organizations and/or non-profit organizations to provide STEM teacher and learning academies on site and via virtual learning opportunities throughout the state.</li> <li>• The OEII will work with educational institutions, professional organizations and/or non-profit organizations to develop and provide resources and partnerships that drive STEM best practices through support of pilot projects, teacher development, and STEM instructional materials. These efforts will be coordinated with the STEM academies and ensure the long term sustainability of these enhanced STEM initiatives.</li> </ul>

**Exhibit I, Appendix B – Proposed Base Funding**



**Figure 1. Overview of Wisconsin's RTTT Budget**

The table below provides general guidance as to the base funding amount that the Participating LEA may receive upon successful award of the total funding amount requested by the State of Wisconsin. No less than 50% of all Wisconsin Race to the Top funds will be distributed via this formula. Participating school district funding amounts may be increased in the event that not all eligible districts opt in to participate. Additionally, this base amount of funding does not reflect additional discretionary funding that may be awarded to districts.

**Assumptions:**

- (1) all LEAs participate,
- (2) the State is awarded \$250 million, and
- (3) each participating district receives a minimum of \$70,000 or \$100 per pupil, or the allocation under the Title I formula, whichever is the greatest amount.

**Note: This table does not include additional funding allocated to the six urban districts (Beloit, Kenosha, Green Bay, Madison, Milwaukee, and Racine)**

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School District/LEA	Estimated Minimum Local Award (based on the Title I formula and \$70k / \$100 per pupil minimums)
21st Century Preparatory School	\$100,960
Abbotsford	\$70,000
Academy of Learning & Leadership	\$258,097
Adams-Friendship Area	\$327,255
Albany	\$70,000
Algoma	\$70,000
Alma	\$70,000
Alma Center	\$70,565
Almond-Bancroft	\$70,000
Altoona	\$150,200
Amery	\$173,600
Antigo	\$379,752
Appleton Area	\$1,523,500
Arcadia	\$103,400
Argyle	\$70,000
Arrowhead UHS	\$223,200
Ashland	\$347,361
Ashwaubenon	\$310,300
Athens	\$70,000
Auburndale	\$90,900
Augusta	\$321,596
Baldwin-Woodville Area	\$155,400

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Bangor	\$70,000
Baraboo	\$298,100
Barneveld	\$70,000
Barron Area	\$141,952
Bayfield	\$99,571
Beaver Dam	\$357,300
Beecher-Dunbar-Pembine	\$70,000
Belleville	\$95,300
Belmont Community	\$70,000
Beloit	\$1,400,720
Beloit Turner	\$164,033
Benton	\$70,000
Berlin Area	\$162,800
Big Foot UHS	\$70,000
Birchwood	\$70,000
Black Hawk	\$70,000
Black River Falls	\$189,800
Blair-Taylor	\$132,414
Bloomer	\$111,600
Bonduel	\$90,088
Boscobel Area	\$90,000
Bowler	\$103,253
Boyceville Community	\$78,800
Brighton #1	\$70,000

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Brillion	\$95,700
Bristol #1	\$70,000
Brodhead	\$113,800
Brown Deer	\$180,700
Bruce	\$87,983
Bruce Guadalupe	\$185,589
Burlington Area	\$361,200
Business and Economics Academy	\$385,781
Butternut	\$70,000
Cadott Community	\$90,634
Cambria-Friesland	\$70,000
Cambridge	\$90,000
Cameron	\$94,400
Campbellsport	\$147,000
Capitol West Academy	\$77,084
Cashton	\$293,882
Cassville	\$74,279
Cedar Grove-Belgium Area	\$110,000
Cedarburg	\$308,000
Central City Cyberschool	\$206,359
Central/Westosha UHS	\$123,500
Chequamegon	\$137,593
Chetek	\$115,907
Chilton	\$121,600

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Chippewa Falls Area	\$501,200
Clayton	\$70,743
Clear Lake	\$70,000
Clinton Community	\$125,800
Clintonville	\$157,200
Cochrane-Fountain City	\$70,000
Colby	\$171,207
Coleman	\$76,539
Colfax	\$84,300
Columbus	\$118,500
Cornell	\$70,000
Crandon	\$177,609
Crivitz	\$105,012
Cuba City	\$70,000
Cudahy	\$269,328
Cumberland	\$111,000
D C Everest Area	\$567,600
Darlington Community	\$79,429
Darrell Lynn Hines Academy	\$138,935
De Forest Area	\$326,700
De Pere	\$373,700
De Soto Area	\$70,000
Deerfield Community	\$79,100
Delavan-Darien	\$261,591

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Denmark	\$152,900
Dodgeland	\$81,700
Dodgeville	\$136,800
Dover #1	\$70,000
Downtown Montessori	\$70,000
Drummond Area	\$96,351
Durand	\$128,202
East Troy Community	\$176,000
Eau Claire Area	\$1,073,000
Edgar	\$70,000
Edgerton	\$189,000
Elcho	\$70,000
Eleva-Strum	\$70,000
Elk Mound Area	\$109,300
Elkhart Lake-Glenbeulah	\$70,000
Elkhorn Area	\$302,900
Ellsworth Community	\$170,500
Elmbrook	\$736,300
Elmwood	\$70,000
Erin	\$70,000
Evansville Community	\$183,100
Fall Creek	\$86,300
Fall River	\$70,000
Fennimore Community	\$116,518



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Flambeau	\$106,817
Florence	\$70,000
Fond du Lac	\$744,800
Fontana J8	\$70,000
Fort Atkinson	\$288,300
Fox Point J2	\$92,700
Franklin Public	\$415,100
Frederic	\$77,492
Freedom Area	\$159,300
Friess Lake	\$70,000
Galesville-Ettrick-Trempealeau	\$145,600
Geneva J4	\$70,000
Genoa City J2	\$70,000
Germantown	\$398,500
Gibraltar Area	\$70,000
Gillett	\$70,300
Gilman	\$78,532
Gilmanton	\$70,000
Glendale-River Hills	\$98,900
Glenwood City	\$71,200
Goodman-Armstrong	\$70,000
Grafton	\$220,500
Granton Area	\$124,963
Grantsburg	\$136,800

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Green Bay Area	\$3,903,936
Green Lake	\$70,000
Greendale	\$263,600
Greenfield	\$331,100
Greenwood	\$104,852
Gresham	\$70,000
Hamilton	\$443,900
Hartford J1	\$163,400
Hartford UHS	\$161,500
Hartland-Lakeside J3	\$143,700
Hayward Community	\$378,277
Herman #22	\$70,000
Highland	\$70,000
Hilbert	\$70,000
Hillsboro	\$199,163
Holmen	\$363,700
Horicon	\$84,800
Hortonville	\$332,700
Howards Grove	\$98,900
Howard-Suamico	\$528,800
Hudson	\$535,700
Hurley	\$70,000
Hustisford	\$70,000
Independence	\$70,000

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Inland Seas School of Expeditionary Lrng	\$70,000
Iola-Scandinavia	\$77,400
Iowa-Grant	\$77,100
Ithaca	\$70,000
Janesville	\$1,056,200
Jefferson	\$188,400
Johnson Creek	\$70,000
Juda	\$70,000
Kaukauna Area	\$398,900
Kenosha	\$3,458,011
Kettle Moraine	\$428,700
Kewaskum	\$205,000
Kewaunee	\$103,000
Kickapoo Area	\$70,188
Kiel Area	\$149,000
Kimberly Area	\$445,800
Kohler	\$70,000
La Crosse	\$1,171,861
La Farge	\$86,448
Lac du Flambeau #1	\$129,404
Ladysmith-Hawkins	\$133,852
Lake Country	\$70,000
Lake Geneva J1	\$209,300
Lake Geneva-Genoa City UHS	\$137,000

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Lake Holcombe	\$70,000
Lake Mills Area	\$132,800
Lakeland UHS	\$88,300
Lancaster Community	\$94,800
Laona	\$70,000
Lena	\$70,000
Linn J4	\$70,000
Linn J6	\$70,000
Little Chute Area	\$238,807
Lodi	\$163,900
Lomira	\$109,700
Loyal	\$143,544
Luck	\$70,000
Luxemburg-Casco	\$191,700
Madison Metropolitan	\$4,089,396
Manawa	\$96,036
Manitowoc	\$591,545
Maple	\$166,311
Maple Dale-Indian Hill	\$70,000
Marathon City	\$70,000
Marinette	\$224,500
Marion	\$70,000
Markesan	\$131,371
Marshall	\$126,000

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Marshfield	\$409,100
Mauston	\$193,145
Mayville	\$116,100
McFarland	\$214,700
Medford Area	\$212,300
Mellen	\$70,000
Melrose-Mindoro	\$71,500
Menasha	\$368,700
Menominee Indian	\$556,679
Menomonee Falls	\$457,300
Menomonie Area	\$325,700
Mequon-Thiensville	\$375,400
Mercer	\$70,000
Merrill Area	\$308,400
Merton Community	\$105,300
Middleton-Cross Plains	\$589,800
Milton	\$329,300
Milwaukee	\$56,028,024
Milwaukee Academy of Science	\$489,076
Milwaukee College Preparatory School	\$236,577
Milwaukee Renaissance Academy	\$70,000
Mineral Point	\$78,700
Minocqua J1	\$82,165
Mishicot	\$99,400

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Mondovi	\$116,974
Monona Grove	\$306,700
Monroe	\$293,700
Montello	\$73,600
Monticello	\$70,000
Mosinee	\$217,400
Mount Horeb Area	\$232,700
Mukwonago	\$504,400
Muskego-Norway	\$488,700
Necedah Area	\$80,300
Neenah	\$628,900
Neillsville	\$106,900
Nekoosa	\$133,800
Neosho J3	\$70,000
New Auburn	\$74,018
New Berlin	\$479,400
New Glarus	\$88,200
New Holstein	\$113,300
New Lisbon	\$109,151
New London	\$239,700
New Richmond	\$297,000
Niagara	\$70,000
Nicolet UHS	\$119,600
Norris	\$70,000

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North Cape	\$70,000
North Crawford	\$92,241
North Fond du Lac	\$126,500
North Lake	\$70,000
North Lakeland	\$70,000
Northern Ozaukee	\$185,300
Northland Pines	\$141,000
Northwood	\$78,550
Norwalk-Ontario-Wilton	\$132,994
Norway J7	\$70,000
Oak Creek-Franklin	\$599,400
Oakfield	\$70,000
Oconomowoc Area	\$472,700
Oconto	\$118,100
Oconto Falls	\$193,300
Omro	\$131,100
Onalaska	\$294,700
Oostburg	\$101,400
Oregon	\$362,300
Osceola	\$188,500
Oshkosh Area	\$1,032,900
Osseo-Fairchild	\$100,000
Owen-Withee	\$122,630
Palmyra-Eagle Area	\$117,500

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Pardeeville Area	\$90,500
Paris J1	\$70,000
Parkview	\$103,200
Pecatonica Area	\$70,000
Pepin Area	\$70,000
Peshigo	\$121,900
Pewaukee	\$240,600
Phelps	\$70,000
Phillips	\$90,000
Pittsville	\$87,842
Platteville	\$176,316
Plum City	\$70,000
Plymouth	\$242,300
Port Edwards	\$70,000
Port Washington-Saukville	\$268,600
Portage Community	\$263,700
Potosi	\$70,000
Poynette	\$109,000
Prairie du Chien Area	\$158,145
Prairie Farm	\$70,000
Prentice	\$74,736
Prescott	\$129,500
Princeton	\$70,000
Pulaski Community	\$368,700



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Racine	\$4,509,757
Randall J1	\$73,900
Randolph	\$70,000
Random Lake	\$92,900
Raymond #14	\$70,000
Reedsburg	\$255,900
Reedsville	\$70,000
Rhineland	\$272,000
Rib Lake	\$70,000
Rice Lake Area	\$239,500
Richfield J1	\$70,000
Richland	\$183,483
Richmond	\$70,000
Rio Community	\$70,000
Ripon Area	\$182,900
River Falls	\$301,800
River Ridge	\$70,000
River Valley	\$137,400
Riverdale	\$103,898
Rosendale-Brandon	\$103,500
Rosholt	\$70,000
Royall	\$215,849
Rubicon J6	\$70,000
Saint Croix Central	\$130,300

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Saint Croix Falls	\$111,600
Saint Francis	\$133,000
Salem	\$102,900
Sauk Prairie	\$269,300
School for Early Development and	\$70,000
Seeds of Health Elementary Program	\$208,676
Seneca	\$70,000
Sevastopol	\$73,105
Seymour Community	\$247,300
Sharon J11	\$70,000
Shawano	\$251,700
Sheboygan Area	\$1,033,500
Sheboygan Falls	\$178,800
Shell Lake	\$70,000
Shiocton	\$76,900
Shorewood	\$194,800
Shullsburg	\$70,000
Silver Lake J1	\$70,000
Siren	\$103,419
Slinger	\$291,600
Solon Springs	\$70,000
Somerset	\$160,200
South Milwaukee	\$333,300
South Shore	\$70,000

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Southern Door County	\$121,300
Southwestern Wisconsin	\$70,000
Sparta Area	\$260,963
Spencer	\$74,700
Spooner Area	\$171,596
Spring Valley	\$74,900
Stanley-Boyd Area	\$158,408
Stevens Point Area	\$750,700
Stockbridge	\$70,000
Stone Bank	\$70,000
Stoughton Area	\$341,000
Stratford	\$83,800
Sturgeon Bay	\$124,300
Sun Prairie Area	\$617,100
Superior	\$792,318
Suring	\$90,520
Swallow	\$70,000
Tenor High School	\$91,805
Thorp	\$100,942
Three Lakes	\$70,000
Tigerton	\$70,000
Tomah Area	\$460,568
Tomahawk	\$146,400
Tomorrow River	\$94,200

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Trevor-Wilmot Consolidated	\$70,000
Tri-County Area	\$75,591
Turtle Lake	\$70,000
Twin Lakes #4	\$70,000
Two Rivers	\$187,500
Union Grove J1	\$74,900
Union Grove UHS	\$83,300
Unity	\$109,000
Valders Area	\$108,900
Verona Area	\$467,100
Viroqua Area	\$233,040
Wabeno Area	\$70,000
Walworth J1	\$70,000
Washburn	\$70,000
Washington	\$70,000
Washington-Caldwell	\$70,000
Waterford Graded J1	\$161,000
Waterford UHS	\$109,100
Waterloo	\$83,800
Watertown	\$389,200
Waukesha	\$1,299,000
Waunakee Community	\$352,900
Waupaca	\$264,446
Waupun	\$202,200

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Winneconne Community	\$155,800
Winter	\$70,000
Wisconsin Dells	\$167,972
Wisconsin Heights	\$86,200
Wisconsin Rapids	\$565,400
Wittenberg-Birnamwood	\$131,982
Wonewoc-Union Center	\$70,000
Woodlands School	\$70,000
Woodruff J1	\$70,000
Wrightstown Community	\$130,900
YMCA Young Leaders Academy	\$324,431
Yorkville J2	\$70,000
<b>State of Wisconsin</b>	<b>\$154,574,435</b>

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Wausau	\$1,016,214
Wausaukee	\$129,531
Wautoma Area	\$201,861
Wauwatosa	\$681,100
Wauzeka-Steuben	\$70,000
Webster	\$101,813
West Allis	\$979,780
West Bend	\$691,700
West De Pere	\$266,700
West Salem	\$164,800
Westby Area	\$203,980
Westfield	\$217,911
Weston	\$130,158
Weyauwega-Fremont	\$96,400
Weyerhaeuser Area	\$70,000
Wheatland J1	\$70,000
White Lake	\$70,000
Whitefish Bay	\$293,900
Whitehall	\$126,318
Whitewater	\$204,100
Whitnall	\$241,000
Wild Rose	\$91,059
Williams Bay	\$70,000
Wilmot UHS	\$116,500