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New Wisconsin Promise

State of Wisconsin Department of Public Instruction

Elizabeth Burmaster, State Superintendent

GENERAL NOTIFICATION – DISTRICT IDENTIFIED FOR IMPROVEMENT (Level 2)

September 27, 2007

William Andrekopoulos
District Administrator
Milwaukee Public Schools
P.O. Box 2181
Milwaukee, WI 53201-2181

Dear Mr. Andrekopoulos:

The Department of Public Instruction (WIDPI) is required by state and federal law to annually identify districts that did not make adequate yearly progress (AYP) towards meeting the state's academic performance standards. Your district has been identified as a *District Identified for Improvement (DIFI) Level 2* based on testing in the 2006-07 school year. As a district, MPS has failed to make adequate yearly progress for three consecutive years on the same objectives (i.e., reading and mathematics) at elementary, middle, and high school grade spans. The enclosed chart (attachment A), *Sanctions for Districts Not Making Adequate Yearly Progress*, explains both district and state responsibilities for districts identified for improvement. Also enclosed is a document with specific requirements MPS must address given your *DIFI Level 2* Status (attachment B). This is the document we reviewed with you and members of your staff on August 29, 2007.

As you are aware, the law requires prompt notification of the parents of each student enrolled in the school district that the district has been identified for improvement. This notification must be in a format and, to the extent practicable, in a language the parents can understand. It must include the reason(s) for the identification and information on how parents can participate in upgrading the quality of their local education agency. Districts may use existing communication vehicles such as newsletters, letters, or other communication forms to parents. We have received a copy of the notification you sent to your parents dated August 1, 2007.

Moreover, if MPS misses AYP again in 2007-08, the district moves to a *DIFI Level 3* status. While the WIDPI may take corrective action at any time with respect to a district identified for improvement, once a district reaches *DIFI Level 3* status, the WIDPI is required to impose corrective action as described in attachment A. Hence, as a result of your DIFI status, the

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WIDPI is directing MPS to implement "high leverage strategies" as a requirement of receiving Title I Supplemental Grant funds. These high leverage strategies, including the expectation for the development of a new district accountability model, will be outlined in a separate letter.

If you have any questions regarding this letter, please contact Ann Yehle at 608-267-9146 or ann.yehle@dpi.state.wi.us.

Sincerely,

Margaret Planner

Margaret Planner, Ph.D.
Assistant State Superintendent
Division for Reading and Student Achievement

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enclosures

c: Deb Lindsey, Director, Office of Research and Assessment
Arleen Dansby-White, Director, Office of Instructional Leadership and Support
Phyllis Anderson, Acting Title I Coordinator

SANCTIONS FOR TITLE I DISTRICTS

NOT MAKING ADEQUATE YEARLY PROGRESS (AYP)

DISTRICTS IDENTIFIED FOR IMPROVEMENT (DIFI) STATUS- **Must make AYP for two consecutive years to be removed from DIFI status*

Timeline	What districts must do	What the state will do
Miss AYP for *one* year	*No sanctions*	
DIFI Level 1 Miss AYP for **two** consecutive years	1. Within 3 months, identified district must **develop new or revised district improvement plan**. The plan must: ■ Incorporate scientifically-based research strategies… ■ Identify actions that have the greatest likelihood of improving the achievement of participating children in meeting… ■ Address the professional development needs of instruction staff **by committing to spend not less than 10% of district Title I funds for this purpose** ■ Include specific measurable achievement goals and targets… ■ Address the fundamental teaching and learning needs in the schools… ■ Incorporate appropriate activities, before school, after school, and during the summer… ■ Specify responsibilities of the state educational agency and local educational agency… ■ Include strategies to promote effective parental involvement in the school. 2. The LEA must implement the plan no later than the beginning of this school year. 3. Ensure that parents of each student enrolled in a school served by a local educational agency identified for improvement are notified.	1. Upon request, DPI will provide or arrange technical assistance to assist the LEA to: ■ Develop and implement an improvement plan ■ Work with schools needing improvement Technical assistance will be supported by effective methods and instructional strategies grounded in scientifically based research. Technical assistance will address problems, if any, in implementing parent involvement and professional development activities. 2. DPI **must** establish a system of corrective action. DPI will take corrective action if a district does not make adequate progress by the end of the second full school year it has been identified for improvement (see DIFI level 3). (Note: state must provide notice of the corrective action to the parents and public). Prior to that status, DPI will closely monitor progress of school districts and may require the following: ■ Title I-receiving school districts will be priority for being selected for monitoring for compliance of their ESEA consolidated application.

Timeline	What districts must do	What the state will do
		■ Removing particular schools from the jurisdiction of the LEA and establishing alternate arrangement for public governance and supervision of such schools ■ Appointing or receiving a trustee to administer the affairs of the LEA in place of the superintendent and school board ■ Abolishing or restructuring the LEA ■ Authorizing students to transfer to another LEA
DIFI Level 4 Miss AYP for **five** years	1. Comply with any monitoring procedures imposed by the state. 2. Continue the implementation of state-required corrective action.	1. Continue to provide technical assistance as described under DIFI level 1. 2. Closely monitor the progress of districts that may consist of the following: ■ Title I-receiving school districts will continue to be a priority for being selected for monitoring for compliance of their ESEA consolidated application. ■ Title I-receiving school districts' ESEA consolidated application for funding will be reviewed to ensure funds are targeted toward improvement areas, and school districts may be required to redirect ESEA funds to improvement areas. 3. Ensure that Title I-receiving school districts are implementing state-required corrective action.

Resources:

- More information on **Wisconsin's School Accountability System** can be found at: http://www.dpi.wi.gov/oea/acct/index.html
- Wisconsin Information Network for Successful Schools – **School Improvement Planning Tool** can be found at: http://www.dpi.wi.gov/sig/improvement/tools.html
- Sample letter/statement to parents regarding districts identified for improvement: http://www.dpi.wi.gov/esea/doc/sample-difiparentnotif.doc
- Wisconsin Department of Public Instruction's **No Child Left Behind Web site**: http://www.dpi.wi.gov/esea/index.html

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SANCTIONS FOR
TITLE I SCHOOLS
NOT MAKING ADEQUATE YEARLY PROGRESS (AYP)

SCHOOLS IDENTIFIED FOR IMPROVEMENT (SIFI) STATUS – *Must make AYP for two consecutive years to be removed from SIFI status*

Timeline	What schools must do	What districts must do
Miss AYP for *one* year	*No sanctions*	
SIFI Level 1 SCHOOL IMPROVEMENT STATUS Miss AYP for **two** consecutive years	■ Within 3 months, identified school **must develop new or revise existing improvement plan**. The plan must: ○ Cover a 2-year period ○ Incorporate scientifically-based research strategies… ○ Adopt policies and practices concerning the school's core academic subjects that have the greatest likelihood of raising student achievement… ○ Assure that the school will spend **not less than 10% of its Title I funds** on high-quality professional development annually that addresses the academic achievement problem that caused the school to be SIFI ○ Specify how the funds…will be used to remove the school from school improvement status ○ Establish annual measurable objectives for continuous and substantial progress to ensure that each subgroup will meet proficiency within 12 years ○ Describe how the school will provide written notice about the identification to parents of each student enrolled in such school ○ Specify the responsibilities of the school, the district, and the state educational agency serving the school under the plan, including the technical assistance to be provided by the district ○ Include strategies to promote effective parental involvement in the school ○ Incorporate, as appropriate, activities before school, after school, during the summer, and during any extension of the school year ○ Incorporate a teacher mentoring program ■ **Must** receive technical assistance from the district ■ **Must** provide all students an option to transfer to another public school served by the LEA* ■ **Must implement improvement plan** by the beginning of the school year	■ Identify for school improvement any elementary school or secondary school that fails, for 2 consecutive years, to make adequate yearly progress… ■ Promptly provide notice to parents of their child's school's identification ■ Review school improvement plans, using a peer review process, within 45 days of receiving it and approve it if it meets the statutory requirements ■ Ensure that the school receives technical assistance, based on scientifically-based research, that includes: ○ Assistance in analyzing data… ○ Assistance in identifying and implementing professional development… ○ Assistance in analyzing and revising the school budget… ■ *Provide to parents of students eligible to transfer a choice of more than one school within the district (if available) that are not identified for improvement. ■ **Set aside up to 20% of the district's Title I allocation**, if needed, for purposes of providing transportation for students electing to transfer to another public school served by the district.

Timeline	What schools must do	What districts must do
SIFI Level 2 SCHOOL IMPROVEMENT STATUS Miss AYP for **three** years	■ **Must make supplemental educational services** available ■ **Must** continue to receive technical assistance from district ■ **Must continue to provide school choice** for parents within the district	**If a school fails to make AYP by the end of the first full year after identification, the district must:** ■ Make supplemental educational services available and notify parents of such (the district may delay, for no more than one year, implementation of supplemental services if the school makes AYP for one year or if failure is due to exceptional or uncontrollable circumstances, such as natural disaster or precipitous and unforeseen decline in the financial resources of the LEA or school) ■ Continue to provide technical assistance based on scientifically-based research ■ Continue to provide all students in the school the option to transfer to another public school within the district not identified for improvement ■ **Set aside up to 20% of district Title I funds,** if needed, for the purpose of meeting the public school choice and supplemental educational services requirements: minimum 5% each if needed to meet demand; prioritize by neediest low-income.
SIFI Level 3 CORRECTIVE ACTION STATUS Miss AYP for **four** years	■ Implement the corrective action identified by the district ■ **Must** continue to receive technical assistance from district ■ **Must** continue to provide school choice for parents ■ **Must** continue to make supplemental educational services available	**If a school fails to make AYP by the end of the second full school year after identification, the district must:** ■ Identify the school for corrective action and take at least one of the following actions: ○ Replace school staff relevant to the failure ○ Institute and implement a new curriculum ○ Significantly decrease management authority in the school ○ Appoint outside experts to advise the school ○ Extend school year or school day ○ Restructure internal organization of the school ■ Continue to provide technical assistance based on scientifically-based research ■ Continue to make public school choice available ■ Continue to make supplemental educational services available ■ Publish and disseminate information regarding any corrective action to the public and parents of each student enrolled in the school subject to corrective action

Timeline	What schools must do	What districts must do
SIFI Level 4 RESTRUCTURING STATUS Miss AYP for **five** years	■ Implement the corrective action identified by the LEA ■ **Must** continue to provide school choice for parents ■ **Must** continue to make supplemental educational services available	**If a school fails to make AYP after one full year of corrective action, the district must:** ■ Prepare a plan to restructure the school ■ By the beginning of the next school year, implement one of the following alternative governance arrangements, **consistent with state law**: ○ Reopen school as a public charter school ○ Replace all or most of school staff, including principal ○ Enter into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness to operate the school ○ State takeover ○ Any other major restructuring of the school's governance arrangement ■ Continue to make public school choice available ■ Continue to make supplemental services available ■ Provide prompt notice to teachers and parents, with opportunity to comment and participate in developing any plan…
SIFI Level 5 RESTRUCTURING STATUS Miss AYP for **six** years	■ Implement district plan to restructure the school ■ **Must** continue to provide school choice for parents ■ **Must** continue to make supplemental educational services available	■ Implement plan to restructure the school ■ Continue to make public school choice available ■ Continue to make supplemental services available The LEA is no longer required to carry out these requirements if the restructured school makes AYP for two consecutive years

State Educational Agency Responsibilities:

- Make technical assistance available to schools identified for school improvement, corrective action, or restructuring. A state **shall**:
  - First, provide support and assistance to LEAs with schools subject to corrective action...and assist those schools...for which an LEA has failed to carry out its responsibilities...
  - Second, provide support and assistance to other LEAs with schools identified as in need of improvement...
  - Third, provide support and assistance to other LEAs and schools...that need support and assistance...
- If the state educational agency determined that an LEA failed to carry out its responsibilities..., take such corrective actions as the state educational agency determines to be appropriate and in compliance with state law;
- Ensure that academic assessment results...are provided to schools before any identification of a school make take place...
- For LEAs or schools identified for improvement..., notify the Secretary of major factors that were brought to the attention of the SEA, through collaboration with agencies providing services to children, youth, and families, that have significantly affected student academic achievement.

Notes:

- Sanctions only apply to Title I schools
- If a school identified for improvement, corrective action, or restructuring makes AYP for two consecutive years, the school is no longer identified for improvement.

Resources:

- More information on **Wisconsin's School Accountability System** can be found at: http://www.dpi.wi.gov/oea/acct/index.html
- Wisconsin Information Network for Successful Schools – **School Improvement Planning Tool** can be found at: http://www.dpi.wi.gov/sig/improvement/tools.html
- ESEA Information Update Bulletin No. 04.02 – Corrective Action and Restructuring for Schools Identified for Improvement http://www.dpi.wi.gov/esea/pdf/bul_0402.pdf
- ESEA Information Update Bulletin No. 02.07 – **Supplemental Educational Services and Public School Choice**: http://www.dpi.wi.gov/esea/pdf/bul_0207.pdf
- Sample letter/statement to parents regarding districts identified for improvement: http://www.dpi.wi.gov/esea/doc/sample-difiparentnotif.doc
- Wisconsin Department of Public Instruction's **No Child Left Behind Web site**: http://www.dpi.wi.gov/esea/index.html

Requirements for Milwaukee Public Schools District in Need of Improvement: Year 2 As Outlined By Wisconsin Department of Public Instruction August 29, 2007

District/School Improvement

MPS shall meet with state superintendent and her designees (dates to be determined) to outline requirements regarding program aspects of Title I district and school improvement strategies and use of supplemental federal school improvement funds.

By November 1, 2007, Milwaukee Public Schools (MPS) shall submit to the state superintendent its District in Need of Improvement Plan that incorporates the "MPS District and School Improvement Accountability Model Under NCLB."

By November 1, 2007, MPS shall hire MPS Director of District and School Improvement with the school improvement supervisors to be hired by December 31, 2007.

By December 1, 2007, MPS shall submit its 2007-2008 ESEA Consolidated Application Plan to the state superintendent and adhere to other state timelines for reporting.

Teacher Quality

MPS shall provide a qualified mentor and a system of support for each initial educator:

- Identify each initial educator and provide names to the state superintendent by October 1, 2007;
- Identify a qualified mentor for each initial educator, develop and begin implementation of a system of support for initial educators, and provide evidence of such to the state superintendent by October 19, 2007;
- Provide quarterly reports on the implementation of the initial educator system of support to the state superintendent by January 31, 2008; April 30, 2008; and July 31, 2008; and,
- Develop and implement a data-base system to identify annually initial educators and provide evidence to the state superintendent by February 29, 2008.

MPS staff, as designated by the district administrator shall attend a DPI-convened Title I Quality Educator Recruitment and Retention Grant meeting to be held in September, 2007.

MPS shall submit to the state superintendent by December 31, 2007 the individualized support plan to move each teacher identified as not highly qualified under NCLB to highly qualified.

School Finance

MPS shall identify one primary finance contact and provide name to the state superintendent by October 1, 2007.

MPS finance staff shall attend a DPI-convened federal and state finance workshop to be held in November, 2007.

MPS finance staff shall meet at least three times annually with DPI finance staff to review MPS finances.

Should MPS be unable to meet statutory or other deadlines identified by DPI, it will result in DPI withholding and/or reducing federal funds to Milwaukee.