

Exhibit II – Addressing WI’s Achievement Gap – Ensuring Every Child is Prepared for Success

Exhibit II - applicable to only Beloit, Green Bay, Kenosha, Madison, Milwaukee and Racine - describes the additional requirements that applicable participating LEAs under Exhibit I may agree to in exchange for additional funds. There shall be no penalty for any applicable LEA choosing not to participate in Exhibit II other than ineligibility for Exhibit II funds under Race to the Top. Exhibits I and II require separate signatures; however, eligibility for Exhibit II is conditional on participation in Exhibit I.

Exhibit II will make additional funds available for Beloit, Green Bay, Kenosha, Madison, Milwaukee and Racine school districts. These additional funds will demonstrate that the districts are committed to increasing their efforts to close the achievement gap and improve student achievement in line with the broader State Plan and goals of increasing student achievement, closing the achievement gap, increasing high school graduation rates¹ and increasing college enrollment rates².

If Wisconsin receives the maximum amount of \$250 million that the State is requesting from the United States Department of Education in its Race to the Top Application, LEAs participating in Exhibit II will receive, at a minimum, an additional \$166 per pupil. These funds are above and beyond the LEA funding for Exhibit I.

Required Goals for Participation

All participating LEAs that accept funds under Exhibit II must identify clear, measurable, data-driven, achievable goals in their Race to the Top Final Work Plan. These goals must be benchmarked for the district and individual school(s), tailored to address specific achievement challenges in the district and may build upon existing LEA goals and strategies. Metrics for evaluating progress must include, but are not limited to, value-added achievement data and measures of student growth, which may be provided through the State Longitudinal Data System.

With any remaining resources, districts may use funds to complete or expand their Exhibit I scope of work, or to meet or initiate additional innovative, data proven projects ‘above and beyond’ Exhibits I and II that are focused on increasing student achievement, closing the achievement gap, increasing high school graduation rates and/or increasing college enrollment rates. If proposed by the LEA and agreed by the State, such additional initiatives will be encapsulated in the LEAs Final Work Plan in addition to the LEAs existing commitments as outlined in Exhibit I of the MOU.

The LEA Final Work Plan will identify how the elements and strategies from Exhibit I, Exhibit II and any additional new work (where applicable) will be used to meet these benchmarked goals. Accepting these funds does not alter any of the terms or conditions of the Race to the Top District Memorandum of Understanding (MOU).

Specifics on the process for development and approval of the Final Work Plan will be provided to you once Wisconsin has been notified of any award under its Race to the Top application.

¹ Federal Race to the Top guidelines defines high school graduation rate at the four-year or extended-year adjusted cohort graduation rate. Wisconsin is currently transitioning to this new definition, which will likely be completed by July 2011. For at least three years beginning in 2010-11, the State and LEAs may track graduation rates and set goals using both the existing and revised methods in order to analyze trend data.

² Federal Race to the Top guidelines defines college enrollment as students who enroll in an institution of higher education within 16 months of graduation.

Exhibit II – Strategies

- Unless otherwise noted, the Beloit, Green Bay, Kenosha, Madison and Racine school districts must adopt at least one strategy in each area. Milwaukee must select two strategies in each area.
- District must submit a program plan/narrative as part of the 90 day work plan period to demonstrate how their choices will be implemented or scaled up
- When submitting the program plan, district must demonstrate that a significant number of eligible students in the district will be impacted by the strategies chosen (i.e. not a pilot program)
- The Office of Educational Innovation and Improvement will work with districts to ensure that implementation plans will be effective

1. Early Childhood Initiatives

Quality early childhood education programs are proven to help children, especially those at risk, to be more successful academically in the future.

Provide quality learning experiences for four year olds:

- Implement 4K for all eligible children in the district, expand current 4K models to community settings with childcare/HeadStart or reduce 4K class size in existing program.
- Implement appropriate early childhood curriculum aligned with Wisconsin Early Learning Standards that includes training on curriculum.
- Implement family literacy programs for families with children from birth to 4 that include English language and/or native language support, parenting and literacy strategies, and materials for parents.

2. Student Achievement Support In Transition Years (for at-risk or minority populations)

Research shows that academic supports, such as additional learning time, in transition years can decrease drop out rates and improve student achievement. Additionally, modifying school structures to better support students in transition periods can decrease drop out rates and improve student achievement.

- Academic supports provided by licensed teachers to tutor 9th grade students, who are below proficiency in a state or local assessment, either one-on-one or in groups of no more than five.
- Create a team of teachers for 9th grade with at least one hour per week of collaborative time to plan instructional improvements.
- Provide summer programs to help students transition from 8th grade to 9th grade.
- Design and implement school strategies for increasing parental engagement to improve student achievement or reduce dropouts specific to the needs of the students and community population.
- ‘Scale-up’ an existing district initiative with proven track record of success.
 - If your district already has a successful student achievement support or dropout prevention program in place, and you wish to use RTTT funds to ‘scale-up’ that program, you may select this option; the district program plan submitted to OEII for review must document the previous success of the program in increasing student achievement for minority and/or at-risk populations and or/reducing the number of dropouts.

3. College and Career Readiness

All districts are required to select the first strategy “Require three years of mathematics and science for high school graduation.” Furthermore the Beloit, Green Bay, Kenosha, Madison and Racine school districts must adopt at least one additional strategy and Milwaukee must adopt at least two additional strategies.

- Require three years of mathematics and science for high school graduation (*required*)
- Provide opportunities for teachers to participate in STEM training and incorporate STEM instruction in the classroom.
- Provide opportunities for students to participate in career academies.
- ‘Scale-up’ a different existing district initiative with proven track record of success.
 - If your district already has a successful college and career readiness program in place, and you wish to use RTTT funds to ‘scale-up’ that program, you may select this option; the district program plan submitted to OEII for review must document the previous success of the program in at making eligible district students more college and/or career ready.

Agreement to Exhibit II:		
For the Participating LEA		For the State
Authorized LEA Signature/Date		Authorized State Signature/Date
Print Name/Title		Print Name/Title